EFFECT OF STAFF TRAINING ON JOB SATISFACTION IN KOGI STATE JUDICIAL SERVICE

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF SCIENCE (M.SC.) DEGREE IN PUBLIC ADMINISTRATION

DEPARTMENT OF PUBLIC ADMINISTRATION

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FEBRUARY, 2015

DECLARATION

I declare that the work in this Dissertation entitled Effect of Staff Training on Job Satisfaction in Kogi State Judicial Service has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____ _____

Adamu Attayi Ibrahim Signature Date

CERTIFICATION

This Dissertation entitled EFFECT OF STAFF TRAINING ON JOB SATISFACTION IN KOGI STATE JUDICIAL SERVICE by ADAMU ATTAYI IBRAHIM meets the regulations governing the award of the degree of Master of Science Public Administration of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____ _____

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DEDICATION

This dissertation is dedicated to the memory of my late father, Mallam Ibrahim Atodo Opaluwa who made his siblings realise early in life the value of education and that age is no barrier to learning and educational pursuit.

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Alhamdillah! Allah (SWT) is praised for giving me the life, good health and the ability to successfully embark and fulfil a long nursed desire for this academic exercise. My gratitude goes to my supervisors, Dr. H. A. Yusuf and Dr. A. B. Suku for their meticulous supervision and building my confidence to face this academic challenge. Dr. H. A. Yusuf, despite his tight work schedule, was a teacher and guide to me. He also tremendously contributed to my stay on campus when I had wanted to give up on this Master's programme.

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ABSTRACT

Despite various training courses attended by staff of Kogi State Judiciary, there has been low morale and no job satisfaction. The major objective of this research was to determine the effect of training on job satisfaction in Kogi State Judicial Service for the period of 2003 to 2012. Specifically, the study sought to find out the extent to which attendance of short/long term course/programmes, and acquisition of higher educational qualifications (Degrees/Diplomas) has affected job satisfaction of staff of Kogi State Judicial Service. The research hypothesized that "that short or long term training courses and acquisition of higher educational qualifications does not affect staff job satisfaction". The expectancy theory of Vroom (1964) was adopted for this research. The Survey research design with sample size of 338 using stratified random sampling technique for questionnaire distribution was used for primary data collection complimented by interview. Secondary data was derived from official records, text books, journals and internet materials. Data analysis was done by the use of frequency tables, percentages and chi square statistical tool. The research found that staff valued training as opportunity for career growth and advancement but lack of proper administration of training in Kogi State Judicial Service has led to poor job satisfaction. It was recommended that the Kogi State Judicial Service Commission should put in place specific training programmes that would guide staff training rather than the current laissez faire attitude towards management of staff training. Also, adequate budgetary provision should be made yearly to reward training to ensure job satisfaction in Kogi State Judicial Service.

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LIST OF ABBREVIATIONS

1. NJC : National Judicial Council
2. NJI : National Judicial Institute
3. JSC : Judicial Service Commission
4. DAC : Disciplinary and Advisory Committee
5. PMB : Personnel Management Board
6. KSJS : Kogi State Judicial Service

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Training is one of the most important issues for human resource management. Through appropriate training, organizations can rely on competent and motivated employees, ready to meet technological and strategic requirements while employees expect to meet their needs and desires and satisfy them through training. Literature reveals that human resources represent the most important and variable factor of the production process, besides being a vital and strategic element for any organization whose target is to improve its productivity and competitiveness (Kazaz and Ulubeyli 2007). Thus, the implementation of policies, programmes and practices related to human resources, such as those regarding selection, recruitment procedures, training, incentives and assessment, are closely related to the overall performance of the organization, which implies that human resources become a beneficial source of competitiveness (Osman *et al.* 2011).

Different researches consider training as one of the most important issues in the field of human resources (Loosemore *et al.* 2003, Porret 2007). This is so because training is an essential factor whenever availability and suitability of skilled workers, able to adapt themselves to the technological and strategic needs of the organization, are required. On the other hand, training is also essential to ensuring that employees get the appropriate skills to carry out their work successfully (Loosemore *et al.* 2003, Osman *et al.* 2011). Organizations involved in effective training programmes are better equipped to retain workers more satisfied with their job and, consequently, more committed to the company. Moreover, while satisfied workers are generally willing to accept the objectives and values of the organization (Schmidt 2007), training that does not fulfil workers' expectations and needs could generate negative attitudes (Schmidt 2009). However,

Schmidt (2004) noted that …results of many studies indicate that the effects of job training go beyond those that might be considered traditional, that is, acquisition of knowledge, the improvement of skill and the increasing of efficiency in the work place.

Manpower training and retraining has received attention in most public service review in Nigeria. Such review range from the Udoji Commission up to the reforms of 1988 (Civil Service (Reorganization) Decree No. 43 of 1988) which lifted training from the position of neglect to that of high priority by providing for the establishment of a training and welfare section in the Personnel department of each Ministry. The Udoji commission sought to create …..*a service where concrete performance in the achievement of pre-determined or organizational goals and target is the criteria for advancement and not seniority, tribe, language or sex of the officer concerned….a service that constantly updated and keeps itself abreast of the latest techniques and advance in public management*…(Imaga 2003:79)

One of the potent factors identified by the various public service reviews as militating against the evolution of a result oriented public service is inadequate training. The Public Service Rules (2008) made it mandatory in Chapter 2, Rule 020702(a) that "there shall be structured and sustained training for career progression in the service including continuous professional training and development".

Training therefore, is a process of preparing or being prepared for desired standard of efficiency and behavior expectation by instruction and practice. It is an attempt to improve the performance of employees through learning usually carried out to change attitudes, increase their skills and knowledge. Proper training programmes and policy help to develop skills and to increase the morale of workers leading to job satisfaction.

The importance of training in an organization in accordance with relevant public service rules and scheme of service, could be argued to include among others, the preparation of staff for advancement in their fields or promotion to higher levels of work, recognition and responsibility; promotion of job satisfaction and maximization of staff productivity.

The Judicial Service Commission is an administrative body charged with recruitment, selection, promotion, training and discipline, among other functions, in respect of staff in the judicial service of government. The establishment of the Commission and its responsibilities and functions are set out in Section 2(1), Part II of the Third Schedule of the Constitution of the Federal Republic of Nigeria, 1999.

Under the provisions of the said Constitution as amended and the Kogi State Judicial Service Commission Regulations, (2007), the Kogi State Judicial Service Commission, is expected to formulate policies, programmes and service rules/regulations that guide the operation and function of the Judicial service so as to ensure uniformity of administrative actions in each arm of court in the Kogi State judiciary. By the provision of the Kogi State Judicial Service Regulations (2007), the judicial Service Commission is expected to give policy direction as it may deem necessary. In view of the foregoing background, this research intends to examine the effect of training on job satisfaction in Kogi state judicial service.

1.2 Statement of the Problem

Many organizations have found it very important to invest on employees through training to improve employee proficiencies so that they can acquire a greater return in human capital investment through increased job satisfaction, commitment and high employee retention. The world is constantly shifting such that institutions of all types have to adapt to external and internal changes for their own survival (Cummings and Worley 2005).

However, understanding and influencing the human behaviour require knowledge of human needs. The feelings that a worker may have that his important needs are satisfied by the work he does determine the worker's morale.

The judicial arm of government is saddled with the responsibility to administer justice in society to all citizens without fear or favour but this can only be achieved with a satisfied workforce who is well trained, motivated and up to date in their knowledge and skills in order to deal with changes in the environment. Despite various training courses attended by staff, there has been low morale and dissatisfaction. This research is therefore confined to the dismal effort at management and reward for training and its attendant workers job satisfaction or dissatisfaction in Kogi State Judicial Service.

A memo from the Chief Registrar, High Court, dated June 24, 2008 with reference no. CR/COR/CJ/24/VOL. II/67, to the Chief Judge and Chairman of the Kogi State Judicial Service commission, noted with concern the spate of applications flooding his office requesting for promotion, change of cadre or normalization of appointments, all based on acquisition of additional qualifications/certificates which are not relevant to the training needs of the judicial service. According to the memo, employees have continued to go for one form of training course or the other to improve them-selves by getting additional qualifications for the purpose of promotion and career growth in the judicial service without recourse to any training needs, budgetary provisions for training and existence of vacancies. This development, the memo asserts, has adversely affected job satisfaction and staff morale. The memo concluded that:

> …in order to curb the frustration in service and indiscriminate acquisition of certificates without commensurate staff placement and utilization and to make training relevant to area of job needs of the judicial service, there was a need to send out a circular to all staff to intimate them on the proper training policy for acquisition of additional qualifications in line with the scheme of service etc as a way forward in the new direction of due process.

It is not that the Kogi State Judiciary has not been releasing and allowing its staff to attend one form of training or the other, but over the years there has been no systematic approach to training in the Judicial Service. Staffs have embarked on various course of study in institutions of learning without recourse to official approval or the relevance of such courses to present job or area of training needs of the judicial service. This state of affairs has persisted despite earlier circular on the subject to all staff in 1991, with reference No. SCR/596/Vol.I/18. The said circular observed with concern the trend of officers going on courses of training not related to their cadre or present job and stressed that training should be rationalised to satisfy the need for increased efficiency and effectiveness on the job rather than regarding training as a welfare scheme for self development alone. It went on to warn that officers should not be released henceforth for training simply to enable them acquire certificates and additional qualifications alone but that training should be systematic, progressional and geared primarily at developing skills, knowledge and attitudes immediately relevant to an officers' job or warranting future conversion for career progression upon attainment of position of certain seniority in the cadre.

However, each staff that had admission for any course of training on their personal effort would proceed without recourse to management's approval and release, irrespective of relevance of the course to their present job. Apart from the general training policy and programme in use in the Public Service and scheme of service alluded to in the memo that covers all existing cadre of service, there has been no attempt to specify training

programmes peculiar and applicable to Kogi State judicial service to guide, regulate and deal with the problem of indiscriminate acquisition of certificates, and it seems no machinery has been devised for maintaining continuity of administration of training. For example, both Benue and Kwara states out of which Kogi state was carved out have their training policy and specifically identified area of training needs peculiar to the judicial service. Furthermore, by a circular with reference No.MAO/TRA/2/Vol.1/209 dated 22/02/1995, the Kogi state executive arm of government gave criteria for selection and releasing staff for specific courses in specific need areas. Each year, the criteria that saw few officers that went for the National Judicial Institute (NJI) seminar/workshops were not explicit but mostly based on other considerations rather than training needs.

Report of the impact assessment of NJI training programmes on staff of the Nigerian judiciary (2011:3) noted that

> there were significant numbers of staff who had not participated in any form of training despite having put in several years of service in the judiciary. This also calls for the respective judiciaries to create a checklist of nominees for trainings and to keep track of this by nominating fresh participants to participate in trainings in each workshop rather than recycling the same participants.

Some researches highlighted the fact that supporting staff seldom get training or the opportunity for their development. (DFID Nigeria's Security, Justice and Growth programme report, 2005). Investments on training were selective and limited, and generally geared towards the training of senior management teams and judicial officers. This research therefore is to examine effect of staff training on job satisfaction in Kogi State Judicial Service.

1.3 Research Questions

This research accordingly seeks to answer the following research questions:-

(i) To what extent has attendance of short/long term course programmes, seminars, conferences and workshops affected the job satisfaction of staff of Kogi State Judicial Service?

(ii) To what extent has acquisition of higher additional qualifications (degrees/Diplomas) affected job satisfaction in Kogi State Judicial service?

(iii) What are the factors militating against staff training programmes in Kogi State Judicial Service?

1.4 Objectives of the Study

The main objective of this research is to examine the effect of staff training on job satisfaction in Kogi State Judicial Service. Specifically, the research seeks to;

1. Examine the extent to which attendance of short or long term course programmes, seminars, conferences and workshops have affected job satisfaction of staff of Kogi State Judicial Service.
2. Determine the extent to which acquisition of higher additional qualification (Degrees/Diplomas) affected the job satisfaction of staff of Kogi State Judicial Service.
3. Identify the factors militating against staff training programmes in the Kogi State Judicial Service?

1.5 Hypotheses

In order to facilitate analysis and understanding of the research, the following hypotheses are advanced.

Hoi That short or long term training courses does not affect staff job satisfaction in the Kogi State Judicial Service.

Hoii That acquisition of higher educational qualification does not affect staff job satisfaction in Kogi State Judicial Service.

1.6 Significance of the Study

Job satisfaction has been studied in a broad array of professions; there is a measurable positive correlation between job training and its effects on job satisfaction. This is demonstrable across broad array of career fields. Most studies have concentrated on such careers as managers/administrative staff, (Vasudevan,(2014), Sharon et al, (2014), education institutions/academics, banking and those who work in the industrial trades (Adesola et al, (2013),Joaquin et al (2012), Alina (2010), Hamza (1999) as well as health care providers, (Hong et al, 2004). The findings are reasonably consistent across time. However, not much literature exists on training and its effect on job performance and job satisfaction in the judiciary, the judicial service generally and Kogi State Judicial Service in particular.

Study of training in the judiciary has mainly focused on senior management team and judicial officers (DFID Report, 2005). This has created a dearth of reliable information on the subject of training in the judiciary generally and Kogi state in particular. This research focus was on judicial officers on the lower bench as well as the supporting staffs whose training and job satisfaction fall on each management of each court in the Judicial Service. It broadens the research agenda of job satisfaction to the judiciary sector and would ameliorate the drought of literature on job satisfaction in the judicial service. This

study therefore fills a gap in knowledge of staff training and job satisfaction by adding to existing body of knowledge on the subject. The research will also serve as reference material for further research in the area of the subject and for human resource managers, administrators and students.

1.7 Scope and Limitation of the Study

The scope of this research is confined to Kogi State Judicial Service in terms of coverage area and in the context of effect of training on job satisfaction. The provision of training opportunity in the workplace is regarded as a step to job satisfaction because a job is seen as a means to meeting needs and all behaviours are geared towards action that would bring about rewarding such needs.

The research covers in time scope, a period of ten years, from 2003 to 2012, which coincides with when Kogi State University, Anyigba started their Law Course and drew 37 of their pioneer law students from the Kogi State Judicial Service and more in subsequent sessions. It also coincided with the period when Kogi State Polytechnic, Lokoja and the Federal Polytechnic, Idah introduced full and part-time Certificate and Diploma Courses in Law, Public Administration, Accounting and Auditing as well as other programmes in other social disciplines. These courses are for short or long durations ranging from one year to six years. Many staff from various directorates left for various (diploma/certificate/degree) courses at the University and the Polytechnics. They range from Clerks (from different cadres), Court Registrars, Area Court judges, Inspectors of Area Court to Executive Officers (from different cadres), to Computer Operators, Court Attendants, and Bailiffs.

This period from 2000 to 2007, most especially witnessed mass attendance in these courses due to the close proximity of staff duty stations to the learning centres and their

being encouraged by an administration that acquiesced with laissez faire disposition to staff training. Furthermore, within the period under review, there were three successive changes in the leadership of the Judiciary. The new leadership had to contend with problem of low staff morale and low job satisfaction, arising from lack of promotion/advancement, conversion etc after training as noted in the Chief Registrar's memo.

The limitation of method employed in conducting this research would not allow for generalization to all judiciaries in Nigeria. In other words, the limitations of the application of findings are mainly in terms of coverage. The research covers only one State Judicial Service (Kogi State) out of thirty six states and the federal capital territory as well as the Federal Judicial Service that makes up the Nigeria Judiciary. This has a serious consequence for the general applicability of the findings across the Nigeria Judiciary which does not share the same problem in training matters and job satisfaction. This work acknowledges this limitation.

The limitation of our data collection methods shows that no data collection technique is error free as each one has its own advantages and disadvantages. This shortcoming is also acknowledged. Perhaps the most debilitating limitation was inadequacy of data due to reluctance to give access to official records/files because some respondents (both management and junior staff) felt providing certain information on training and job satisfaction was implicative. However, the researcher was able to overcome this limitation by convincing them after thorough explanation that it was purely for academic exercise and such information would be treated confidentially.

1.8 Plan of the Study

This research consists of six chapters. Chapter one deals with general introduction and background to the study, statement of problem, objective of the study, its significance, hypothesis, the scope of the study and limitation, the plan of the study and definition of relevant terms. Chapter two sets out to review related literature on the subject and the theoretical framework for the research. In chapter three, the methodology employed for the research is analyzed while chapter four x-rays the background of the case study; that is, the Kogi State Judiciary.

Chapter five is devoted to data presentation and analysis using frequency tables and simple percentages. Test of hypotheses was done using chi – square statistical tool to determine the degree of association between training and job satisfaction in the judicial service of Kogi State. Finally, chapter six summarizes the findings, conclusion and makes recommendations.

1.9 Operational Definition of Key Words

The key words are Training, Training Policy, Job satisfaction and Judicial Service.

1.9.1 Training

In this research, training mean learning opportunity for acquisition of specific skills and or knowledge through attendance at short or long duration training courses in educational institutions leading to acquisition of qualifications that would enhance career growth. Training programmes also includes seminars, workshops, and induction by other professional chartered bodies.

Training policy in this research refers to the rules and regulations that prescribe relevant criteria for staff selection and release for attendance of various short or long duration

courses in educational institutions considered vital and relevant to the job needs in the judicial service of Kogi State.

It is a form of regulatory policy that sets standard and values to restrict the activities of staff in training matters in order to prevent undesired consequences of their action.

1.9.5 Job Satisfaction

Job satisfaction in this research means the feeling that an employee has about his/her job. It refers to the extent to which staff in Kogi State Judicial Service likes or dislikes their jobs on the basis of perceived recognition and role, based on the characteristics of the job itself, benefits, need satisfaction and contentment. In other words, this includes satisfaction with the work itself, promotion, pay, and recognition in status, all derivable after attending or not attending a course of training about which staff have affective responses. Since job satisfaction is attitudinal, it follows that not all satisfied employees will manifest such satisfaction behaviourally. Nonetheless, positive and favourable attitude towards the job is indicative of job satisfaction, while negative and unfavourable attitudes towards the job presuppose job dissatisfaction.

1.9.6 Judicial Service

In this research, judicial service means Kogi State Judicial Service.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter reviews some literatures and theoretical framework that tries to explain the phenomenon of this research. This include concept of training and job satisfaction. This review also examines empirical literatures (Sharon and Ngirande, 2014, Vasudevan, 2014; Adeola et al, 2013 and Joaquin, 2012) regarding the relationship between training and job satisfaction.

One of the core concepts in Human Resources literature for employers is the retention and development of the human capital to facilitate a competitive advantage. The management of labour has become a growing challenge particularly in a professional organization (like the judiciary). Schuler and Jackson (2009), states that recruiting employees to meet the organization's human resource demands is only half of what is needed in talent management. The need to keep these people is another battle.

2.2 Concept and Objective of Training

Training, according to Owoyemi et al (2011), refers to the process of imparting specific skills which equip individuals to perform specific jobs. They stated that it can be considered as the creation of learning opportunity such that the skills acquired can be applied on the job in such a way that it will assist in the achievement of organization's objectives and or goals. It is the deliberate and mindful undertaking of organization and/or individual intended to enhance the skills, ability and other attributes of an employee for effectiveness in current job requirements and predicted future challenges.

Training is “a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands” (Werner and DeSimone, 2007).

Studies have also shown that training is critical to organizational success. Training programs help employees to obtain the necessary skills and abilities to work effectively in sustaining and improving current work activities. Well trained employees in general not only require less supervision but also tend to have higher morale and lower levels of attrition (Nwachukwu, 2007). Training is believed to nullify the influence of factors which cause dissatisfaction of employees at work (Lo and Ramayah, 2009). Although training is a supplement of education, it can be acquired or given concurrently.

Most scholars are of the view that training usually implies a narrower conception than either education or development and that it is usually job oriented rather than personal development (Bakare, 2012). Training is important not only to the individual trainee but also for the organisation. Training is an important aspect of behaviour management and organizational efficiency; this is because it is an efficacious instrument that can radically change and influence workers’ attitude towards work management and job satisfaction (Ademolekun, 2011). According to him, training involves both the training and education of an organizational staff.

In this era of technological advancement and intense competition, the ability of an organisation to recruit and retain highly trained and skilled personnel goes a long way in helping the organisation to achieve its set goals. According to Cole (2012) training usually implies preparation for an occupation or for specific skills; it is narrower in conception than either education or development; it is job oriented rather than personal. Education is usually intended to mean basic instruction in knowledge and skills designed

to enable people to make the most of life in general; it is personal and broadly based. Development suggests a broader view of knowledge and skills acquisition than training; it is less job-oriented than career oriented; it is concerned more with employee potential than with immediate skill; it sees employees as adaptable resources. Armstrong, (2011) states that training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. He sees staff training from the perspective of improved performance and not a factor on job satisfaction.

In other words, training is a process of improving organization's efficiency and effectiveness through the know-how of a well trained workforce. It is therefore germane for an organization to necessarily and appropriately train its manpower to enable it cope with the rapid changes occurring, be it economic, social, political, legal or technological in the environment. It is in the light of this demand and challenges in the environment that training and retraining in an organisation such as the judiciary should be undertaken so as to raise the quality of staff saddled with the responsibility of adjudication and administration of justice in order to sustain and enrich our democratic culture, social justice, judicial practices and eventual job satisfaction. Okafor, (2013) opined that since organizations can rarely secure people who at the time of employment are total masters of their jobs, organizations therefore need a sub-system called training to help them master the technology of their task.

Training has been recognized as one of managerial tools that enhanced job satisfaction globally. Atif, et al, (2011) noted that training, basically, is a practical education through which knowledge and skills develop, experiences and inefficiencies are overcome and closer approximation can be achieved. Bakare (2012) perceived training as the systematic development of the knowledge, skills, and attitudes required by a person in order to

effectively perform a given task or job. He stretched further that training is a pervasive activity in society, taking place within industry and commerce, government agencies and departments, health care organizations, and all branches of the armed forces. Thus, within every organization, training occurs at all levels of personnel, and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin and skill level. He however did not take into cognisance individual need and expectation resulting from training.

Jewell (1985) in Schmidt, (2007) noted that training is a sub-process of the overall process of matching individuals to jobs (a process that begins with the screening, selection and placement of employees.) He believes that training serves three important functions within an organization.

(a) Maintaining an employees' existing performance as required by the organization
(b) Improving employee motivation by strengthening employees' beliefs in their abilities to perform their jobs and
(c) Assisting with employee socialization and understanding of organizational priorities, norms, and values. He did not, however, consider the employee's needs expectation outcome which motivates him to belief in his ability to perform his job in order to attain those needs.

Kraiger and Aguinis (2001) in Schmidt (2007) concurred, noting that in addition to training content, equally important are the informal processes by which trainees interact with their environment and form attitudes and perceptions about training or themselves. These attitudes have a direct impact on their receptivity to training and potential for learning.

Schmidt, (2009) comprehensively defined training as a set of defined activities on the part of an organization to increase the job knowledge and skills or to modify the attitudes and social behaviour of its member in ways consistent with the goals of the organization and the requirements of the job. The above is in concordance with Williams (2008) who describes training as the systematic process of altering behaviour and attitudes of employees in a direction to increase organizational goal achievement. Thus, a formal training programme is an effort by the employer to provide opportunity for the employees to acquire job related skills, attitudes and knowledge. It did not address the desire, needs, and expectations of the employee as outcome of such training which is advancement, recognition and responsibility. Ademolekun, (2011) sees training as involving both the training and education of an organization staff as well as the overall career development of each individual staff member. This is in accord with the needs expectations of staff in the Kogi state judicial service who expect training to enhance their overall career growth in tune with relevant provisions in the scheme of service.

Ubeku, (1975) in Ngu (2010) views training as of more benefit to the employer than the employee and went further to add that "money spent on training of employees who have not received adequate training before being assigned with reserved responsibilities lack the necessary confidence with which to carry out the job and should be helped to grow into more responsibility by systematic training. This notion accords with the needs expectations of staff in Kogi judicial service as they view training as organization efforts to help them grow in self development, achievement, recognition, responsibility and job satisfaction.

Flippo, (1994) in Ngu (2010) also noted that after "the employee has been recruited, selected and inducted, he must be developed to better fit the job and the organization. No one is perfect fit at the time of hiring, that some training must take place to increase skill

in performing a specific job and education to increase general knowledge and understanding of the environment."

According to Nwachukwu, (2007) training is organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities and or functions for which he is hired. Thus, within every organization, training occurs at all levels of personnel, and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin and skill level. It follows therefore that cognisance must be taken of individual worker's needs and expectation resulting from training that leads to job satisfaction. Training is therefore defined as the structurally planned and organized form of education or learning for acquisition of specific skills and knowledge which takes the form of lectures at institution of learning (University/Polytechnics), seminars, workshops, and conferences by different bodies, leading to acquisition of qualifications that would enhance career growth.

The fundamental aim of any training programme is to help the organization achieve its purpose by adding value to its key resources – the human resources it employs. It thus follow that training means investing in people to enable them perform better and to empower them to make the best use of their natural abilities. Training objectives can be determined at organizational level and can be identified through comprehensive manpower survey which helps to expose the types of skills and personnel that needs to be developed or trained (Ngu, 2010).

Nwachukwu, (2007) identified four training objectives to include; increased productivity which is at the apex of all training programmes; lower turnover rate, because an employee who is incapable of producing is frustrated by failure and is more likely to abandon his work due to dissatisfaction than those who are capable of producing. The success or

failure of any organization depends on employees' productivity and job satisfaction; to engender higher morale because a man who is trained has confidence in his ability to perform. He believes that he is in control of his environment and derives intrinsic satisfaction which promotes his morale. Training objective is therefore meant to raise individual confidence and prestige and promote job satisfaction. Lastly, training helps in the better coordination of men and material. It gives rise to goal congruency and thereby making coordination easy. Employees are taught organization's expectations and objectives and are shown the ways of attaining their own goals.

To Armstrong, (2009), particular objectives of training are to; develop the competence of employees and improve their performances; help people grow within the organization in order that as far as possible its future needs of human resources can be met from within and reduce the learning time for employees starting on new jobs on appointment, (like the magisterial attachment for newly appointed/employed staff to the magisterial bench in the judicial service, for example), transfer or promotions and ensure that they become fully competent as quickly and economically as possible.

Thus, training can reduce, if not eliminate, the difference or gap between actual performance and what is needed to be productive. Training does so by changing the behaviour of individuals by giving them additional specific items of knowledge, skills or attitudes needed to perform to standard in any given task or status. It could be argued therefore that the objectives for training would include; enhancing personnel understanding how to practice new job specification and techniques so as to increase organizational flexibility and stability, job satisfaction as well as to prevent human resources obsolesce and reduce labour turnover. It bridges the gap between existing performance and designed performance and to boost staff morale, job satisfaction and efficiency.

However, training should not be undertaken for its own sake as has been the case in Kogi state judicial service; rather it must be geared to the objectives of the organization and individual needs through a well fashioned programmes and policy. When employees are well trained within organization's well defined parameter, they can experience the direct satisfaction associated with a sense of achievement and the knowledge that they are developing their inherent capabilities at work. This will reduce low morale, dissatisfaction, complaints, absenteeism and labour turnover.

2.2.1 Training Needs Analysis

Before embarking on any training activity, it is necessary to identify training needs of an organization. Opportunity for training and development are major factors in decisions regarding peoples' careers. They are factors evaluated in the job hunting process by prospective employees cited in surveys as to why workers accept jobs with certain employer, and are noted as reasons why employees stay with an employer and why they leave one employer for another (Sharon and Ngirande, 2014).

A training need is any short fall in terms of employee knowledge, understanding, skill and attitudes against what is required by the job, or the demands of organizational change as a result of new technology or other factors such as updating knowledge (Armstrong 2009). To undertake a training programme requires system training needs analysis to find out problems encountered by different employees in sections or departments of the organization seeking data at three different levels – organization, job and individual levels Ngu (2010). At Organization level, data about the organization as a whole must be available. It includes information about its structures, services, manpower requirements etc while at the job level such data would concern job description, personnel specifications and leadership and communication activities. At individual level, the data

about individuals would be appraisal records, personal training records and test results. The information obtained this way according to Ubeku (1984) in Ngu (2010), helps to draw a comprehensive picture of the areas of current, and potential shortfall in requirements. However, such data (at organizational, job and individual levels) is hardly and readily available in Kogi State Judicial Service. This handicap or shortcoming is as a result of inadequate human resources managers in the Kogi State Judicial Service as well as lack of a training desk or unit saddled with planning, budgeting and record keeping. The Personnel Directorates in each arm of court and the Commission lacked seasoned and experienced personnel managers (Administrators) as they are manned by Deputy Chief Registrars who are lawyers by profession and qualification. KSJSC Report, 2011 – 2012: 9.

Training could be waste of time and resources if areas of emphasis are not properly isolated so that training can then be concentrated in the areas of deficiency so as to improve skills and knowledge. This is so because not all identified area of deficiency may require training. The observed deficiency could be attitudinal or behavioural deficiency as a reaction to the work environment which no training programme can cure (Ngu, 2010).

2.2.2. Types of Training

Before embarking on any training activity, it is necessary to identify training needs of individual employee and an organization. The training needs analysis becomes crucial in order to determine the type of training that an identified deficiency requires either of the organization, the job or the individual (Ngu, 2010). There are basically two types of training; formal and informal. The former is a more structurally planned and organized form of training which takes the form of lectures at institution of learning, seminars, workshops, conferences etc and the latter usually takes place throughout one's stay in an

organization in the form of supervision, inspection and directing of operations (Nwachukwu, 2007)).

Ubeku, (1984) in Ngu, (2010), have identified types of training in public or private sectors to include the following: Induction training, refresher courses, conferences, workshops, seminars, role-playing, on-the-job training, off-the-job training, management training programmes at the universities, polytechnics and other top management institutions such as Administrative Staff College of Nigeria (ASCON), Centre for Management Development (CMD) and the National Institute for Policy and Strategic Studies (NIPSS).

For the Kogi state judicial service, the National Judicial Institute (NJI) and the Nigeria Advanced Institute for Legal Studies (NAILS), the universities and polytechnics are the main institutions for judicial training. Others include induction, refresher courses, conferences, workshops, and seminars.

It is the structurally planned and organized form of training and education which takes the form of lectures at institution of learning (University/Polytechnics), seminars, workshops, conferences by different bodies etc and the aftermath effect on job satisfaction in Kogi state judicial service that is the focus of this research.

2.3 Concept of Training Programme and Policy

Many scholars have argued that policy as a concept does not have a straight forward definition. Rather, it has a variety of uses. Programme is a set of activities with specific goals. It is a procedure or activities that have a specific purpose. Kroll (2009) noted that the perception of the meaning, impact and significance of a policy may vary with the perspective of participants and observers. Also, the interdisciplinary nature of the concept

constitutes another problem. Olaniyi, (2011), was apt when he noted that the only way to demarcate one from another is to add the epithet that will reflect the area of interest. He went on to state that for instance; economists talk of "economic policies" while educationists often refer to policies relating to education as "educational policies". But when used in either way, it (policy) portrays different meanings.

Sharkansky (1978) in Olaniyi (2011) asserted that Policy can refer to a proposal, an on-going programme, or the goals of a programme, major decisions or the refusal to make certain decision. It is a course of action by an organization. In other words, policy refers to a programme of action adopted, or the set of principles on which the actions are based. Thus, the bedrock of any policy is "Planning".

Planning is explained by Chandler and Plano (1988) in defining public policy, as:

> conceiving meaningful goals and developing alternative choices for future action to achieve these goals. It involves a systematic procedure for the reduction of many alternatives to an approved course of action. It determines not only goals but the sequential order in which they are pursued, the need for co-ordination and the standards for maintaining control.

The above concept (Public Policy) sees policy from the point of goal attainment.

Organization policies and programmes, ordinarily, are directed at solving problems facing such organization. In formulation of policies therefore, understanding the problem is very crucial and critical. The task of policy making is a difficult one, not just because of the uncertainties, risks and numerous constraints that characterize it, but due to the challenge of relevant information on the subject or problem (Olaniyi, 2011).

This lack of information and knowledge critical to policy making in Kogi state judiciary and especially at the judicial service commission due to lack of expert personnel in the

secretariat of the commission has occasioned the misunderstanding of training problem in the judicial service.

Training programme and policy is a form of regulatory policy that sets standard and values to restrict the training activities of staff in an organization in order to prevent undesired consequences. A regulatory policy relies on deterrents to enforce compliance with prevailing standards of conduct (Egonmwan, 2010). A training policy and programme is an expression of the training philosophy of an organization and provides guidelines on the amount and types of training; its duration and cost that should be given to its employees. It therefore gives the assurance of career development for individual officers and rational basis for programming and release of staff for training courses. It will also ensure firmness in dealing with officers and their career, hence, individuals will be assured of their dues at the appropriate time (Training policy, Kwara state, 1989).

The training philosophy of an organization therefore expresses the degree of importance it attaches to training. Armstrong (2011) noted that some organizations adopt a laissez-faire approach to training, believing that employees will find out what to do for themselves just as has been the situation in the judicial service in Kogi State.

Without a thorough understanding of a problem, the policy maker (JSC) may as well be involved in guess work. When this happens, resources (human and capital) are wasted as they are expended where it should have not been utilized. Thus, the Kogi state judiciary has always been beset especially with training problems due to absence of definite training policy and programmes to guide the management of training in the judicial service. This is a systemic problem occasioned by dearth of qualified personnel in the system that can be saddled with the task of managing training. When attempts are not made to address the situations, the consequence is that the problems degenerate into

uncontrollable stages and they render the system difficult to manage (Nwachukwu, 2007) as has been occasioned in the Kogi state judicial service over the years, noted in the Chief Registrar's memo and circular referred to in chapter one.

Training Policy and programmes in as used in this research is thus defined as a set of decisions concerning the management of selection of training goals and method of attaining them, relating to a specified situation. It provides guidelines on the amount and types of training; its duration and cost that should be given to its employees.

The impact of training in an organisation is to provide, over time, a crop of highly specialized and motivated staff for the achievement of organizational goals. Specifically, training should strive to increase the competence and effectiveness of staff in the performance of their jobs through exposure to modern techniques and new advances in technological sciences in their respective professions. It would also assure a continuous adaptation to changes in the environment (Kirkpatrick, 1996).

In other words, training impact is to develop the skills and academic or professional potentialities of staff in preparation for higher responsibilities in their chosen career by acquiring the necessary expertise and experience through relevant specialized training and uninterrupted involvement with the work of the organization. Training should be a continuous and integrated process that should be built into the career structure of the different cadres in the judicial service.

Training Evaluation is one of the dimensions that bore on employee's job satisfaction. The extent of training provided by the organization may affect the level of commitment and employees' performance in an organization and may allow them to feel satisfied with their job tasks. Training Evaluation therefore, is a primary decision that must be made when assessing the effectiveness of training, though it is a difficult and complex task

(Arthur and Bennett, 2013). Tannenbaum and Woods, (2012) opined that the main objective of training evaluation is to examine that the training has actually taught what was intended and to improve the course contents for future use. Organizations should therefore assess their training efforts systematically as the most important activity during the training process is the final logical stage.

Thus, Kirkpatrick (1996) reiterated that evaluation of training is very important for improving the training programme in the future; determine the need and appropriateness of continuing of any such programme and to create a data base that will assist management in decision making.

2.4 Review of Relevant Theories of Motivation and Job Satisfaction

Although Bakare (2012) perceived training as the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job and stretched further that training is a pervasive activity in society, taking place within industry and commerce, government agencies and departments, health care organizations, and all branches of the armed forces. He however did not take into cognisance individual need and expectation resulting from training. Thus, within every organization, training occurs at all levels of personnel, and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin and skill level Adeola et al (2013). Needs and expectations of individuals in an organization pointed the way to concept of motivation. Motivating people to act in desired ways is a management reality and that probably underscore the many attempts and avalanche of theories of motivation, which in turn have influenced management in their approaches to motivation.

The term motivation is derived from the Latin word “Movere” which means to move. A motive is a reason for doing something. Motivation refers to those psychological

processes that cause the arousal, direction, and persistence of voluntary action that is goal directed. Armstrong (2005) described it as a goal- directed behaviour. Motivation is a process that arouses, channels, sustains and gives people's behaviour purpose and direction (Kreitner and Kinieki, 2014), it is concerned with the `why` of human action or behaviour.

Thus, motivation includes all organizational efforts concerned with what should be done to achieve sustained high levels of performance through people; its chief concerns are the factors that influence people to behave in certain ways, therefore, direction, effort and persistence are components of motivation. Motivation can be classified as intrinsic or extrinsic. Intrinsic motivation refers to forces within the individual which are self generating factors that influence people to act in a particular way. These factors include skills, abilities, and expertise of the employee, challenging work, as well as the degree of autonomy of the employee. On the other hand, extrinsic motivation is external and represents efforts to motivate other people. Thus extrinsic rewards do not come from the work itself but they are given by others. The factors of motivation includes, but not limited to pay, praise, promotion, punishment, skills, abilities, expertise, the work itself, the work environment, awards, titles, selective and preferential transfers and placements, equitable treatment etc.

Motivation has to do with the forces that maintains and alter the direction, quality and intensity of behaviour. This is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Thus, Dessler (2009) sees motivation as the intensity of a person's desire to engage in some activity for a purpose.

The concepts of motivation and job satisfaction are however confused with one another. Peretomode (2011) pointed out that the two terms are related but are not synonymous. He acknowledged that job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behaviour, job satisfaction refers to the fulfilment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. He also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a motivated and satisfied worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

2.4.1 Instrumentality Theory

The instrumentality theory of motivation states that rewards and punishments serve as the means of ensuring that people behave in desired ways. Instrumentality theory is based on the principles of reinforcement as typified in the works of Skinner (1974). It hinges on the belief that people can be "conditioned" to act in ways if they are rewarded for behaving as required. Instrumentality theory has its roots in the work of Taylor (1911), with emphasis on the need to rationalize work and economic outcomes. Many organizations in Nigeria, the judiciary inclusive, still adopt this approach to motivation of its workforce. Thus motivation and job satisfaction are viewed from the economic needs perspective and all workers behaviour tends towards satisfying the economic needs. A job in this context is seen as a means to meeting all of one's economic needs. All actions geared towards acquiring additional qualifications through training tend towards better and higher economic rewards and opportunities in the Kogi state judicial service.

2.4.2. Content (Needs) Theories

The needs (content) theories exemplified by the works of Maslow (1945), Herzberg (1957), and Alderfer (1972), are based on the premise that individuals are motivated by unsatisfied needs. In other words, unsatisfied needs create imbalance and tension in an individual; attempts are made to restore balance through identification of a goal and direction of effort that will satisfy the need. In summary, the contributions of content theories are that employees have multiple needs as opposed to the instrumentality assumption that people only work for money and that satisfied needs do not generate further motivation. Several factors are said to influence a person's desire to perform work or behave in certain way. The needs based theories explained these desires and posit that motivation and satisfaction primarily as a phenomenon occurs intrinsically within an individual.

2.4.2.1 Abraham Maslow's Hierarchy of Needs

Maslow's (1945) need-based theory of motivation is the most widely recognised theory of motivation and perhaps the most referenced of content theories. According to Maslow's theory, a person has five fundamental needs; physiological, safety and security, affiliation and social, self esteem, and self actualisation. The physiological needs include pay, food, shelter and clothing, good and comfortable working conditions, all considered as basic needs for human survival. The security needs entails the need for safety, fair treatment, protection against threats, job security etc while the affiliation and social needs refers to the need to be loved, accepted, part of a group etc. Self esteem and status needs includes the need for recognition, respect, achievement, autonomy etc and finally, the self actualization needs are at the top of Maslow needs pyramid. It includes realizing one's full potential or self development. According to Maslow, once a need is satisfied it is no

longer a need and ceases to motivate employees' behaviour and they are motivated by the need at the next level up the needs hierarchy.

However, in spite of Maslow's efforts and insight into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003, Lawler & Suttle 1972).

2.4.2.2 Herzberg Two Factor Theory

Herzberg's (1957) two-factor theory also known as motivator-hygiene theory attempts to explain satisfaction and motivation in the work place. The theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. The factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, job satisfaction and dissatisfaction are independent. The environmental factors that cause workers to be dissatisfied are classified as Hygiene factors. The presence of these factors according to Herzberg does not cause satisfaction and consequently failed to increase performance of workers. The hygiene factors are company policies and administration, supervision, inter personal relations, work conditions, salary, and status and job security. These factors are associated with the job content.

Herzberg (1957) indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. He further identified motivating factors as those factors that make workers work harder. He posited that these factors are associated with job context or what people actually do in their work and classified them as achievement, recognition, work itself, responsibility, advancement and growth. Achievement is represented by the drive to excel, accomplish challenging tasks and

achieve a standard of excellence. The individual's need for achievement, growth, increased responsibility and work itself are said to be the motivating factors.

Hygiene factors	Motivators
Company policies & Administration	Achievement
Supervision	Recognition
Interpersonal relations	Work itself
Work conditions	Responsibility
Salary	Advancement
Status and Job security	Growth

Figure 2.1: Job satisfaction factors (Herzberg 1976)

Herzberg pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways.

2.4.3 Process Theories

Process theories emphasize the psychological processes or forces that affect motivation. Also known as cognitive theory, process theories emphasizes on the cognitive processes in determining employees' level of motivation and needs satisfaction and is uncomfortable with the idea that behaviour is shaped by external forces. Cognitive motivation or process theorists contend that behaviour is a function of beliefs, expectations, values and other mental cognitions, accordingly; behaviour is viewed as a result of rational and conscious–choices among alternative courses of actions; Vroom's (1964), expectancy theory, equity theory of Adams (1965) and the goal setting theory of Latham and Locke (1979) represent the process perspective of motivation theories.

2.4.4 Expectancy Theory

This is the most comprehensive motivational model that seeks to explain task-related effort. The theory suggests that work motivation and satisfaction is determined by two factors: (a) the relationship between effort and performance and (b) the desirability of various outcomes that are associated with different performance levels. In other words, the theory suggests that motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is to say employees are influenced by the expected outcomes of their behaviours and motivation at work or the perceptible link between effort and reward.

2.4.5 Equity Theory

Adams' Equity Theory (1965) shows how a person views fairness in regard to social relationships such as with an employer. A person identifies the amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether or not they have an equitable relationship. Equity theory suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal. Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al, 2005). As such, equity theory assumes that one cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort.

This social comparison process is driven by concern for fairness and equity. Aggregating the expectations, values and beliefs of employees in a large and heavily departmentalized

organization like the judiciary could be difficult; however, process theories provide useful insights with an implication that there would be the need for management to customize their rewards and recognition programmes to meet employee's expectations, values and goals. If properly articulated, a process oriented motivation package may help in reducing the endemic incidence of corruption and unfavourable attitudes. Where expectations of judicial service employees are likely to be met, the likelihood of job dissatisfaction and that the urge to embezzle court revenue or outright bribe taking or other forms of corrupt practices will reduce.

2.5 Concept of Job Satisfaction

One aspect of the challenges faced by the Kogi state judiciary lies in the management of human resources. The use of human resources is of particular importance since this factor is the most critical and important asset of any organization and the successful implementation of any strategic objective depends on the inspiration and hard work of the staff. To understand the critical importance of people in the organization is to recognize that the human factor and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of quality and productivity gains. An organization is effective to the degree to which it achieves its goals. The effective organization has to make sure that there is a spirit of cooperation and sense of commitment and satisfaction among their employees. Job satisfaction represents an individual's general attitude towards his job. It results from people's perception of and their experiences of their jobs and the degree to which there is a good fit between the individual and the organization (Postrel, 1999). Job satisfaction is influenced by a number of factors. It is difficult to isolate and discuss all the factors associated with job satisfaction due to individual differences and changing circumstances. Such factors include the nature of work itself, salary, promotion or advancement opportunities,

management, job security, recognition, work groups and work conditions (Ivanceivich etal, 2005:177, Robbins, 2005:86). An examination of these factors shows that job satisfaction like motivation is a product of intrinsic and extrinsic variables.

Since job satisfaction is attitudinal, it follows that not all satisfied employees will manifest such satisfaction behaviourally. Nonetheless, positive and favourable attitude towards the job is indicative of job satisfaction, while negative and unfavourable attitudes towards the job presuppose job dissatisfaction (Hamza, 1999).

Many different aspects of a job have been studied in relationship to job satisfaction. Job training is one of these aspects, and there has been studies done on the relationship between job training and job satisfaction. Some studies include job training as a specific factor in measuring job satisfaction. (Traut, 2009; Mau and Kopischke, 2011) Job satisfaction is one criterion for establishing the health of an organisation; rendering effective services largely depends on the human resource (Fitzgerald et. al., 2014) and job satisfaction experienced by employees will affect the quality of service they render. The impact of other variables on efficiency, such as infrastructures and internal relationships is also widely recognised. Job satisfaction has been defined as a positive emotional state resulting from the pleasure a worker derives from the job (Locke, 1976; Spector, 1997) and as the affective and cognitive attitudes held by an employee about various aspects of their work (Kalleberg, 1977; Mercer, 1997; Wright and Cropanzano, 1997; Wong et.al., 1998); the later implying that satisfaction is related to the component facets rather than the whole job, which is consistent with Spector's (1997) view. This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different "dimensions" of

satisfaction (Wright and Crop, 2007). Examination of these facet conditions is often useful for a more careful examination of employee satisfaction with critical job factors (Price, 2001). Williams, (2008) stated that traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits. According to Mitchell and Lasan (2009), it is generally recognized in the organizational behaviour field that job satisfaction is the most important and frequently studied attitude. Meanwhile Luthan (2008) posited that there are three important dimensions to job satisfaction:

(1) Job satisfaction is an emotional response to a job situation. As such it cannot be seen; it can only be inferred;

(2) Job satisfaction is often determined by how well outcome meet or exceed expectations.

(3) Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response.

Despite the importance of training, many research studies on job satisfaction do not address satisfaction with workplace training as an element of overall job satisfaction (Schmidt 2009).

While some researchers have theorized about more or less specific work factors relevant to job satisfaction (Locke, 1976; Hackman, 1975) there is no "gold standard" that indicates which job aspects should be taken into account when job satisfaction is measured.

Many job satisfaction survey instruments do not include a "satisfaction with workplace training" component. Wood, (2006) job satisfaction measure, examines satisfaction with information, variety and freedom, the ability to complete tasks, and pay and security. The Job Descriptive Index (JDI), an index described by Buckley and Carraher (1992) as "....

instrument in advancing knowledge about the job satisfaction construct" describe overall job satisfaction using six subscales: satisfaction with the work itself, supervision, co-workers, pay, and promotions. Okafor, (2012) motivation and job satisfaction in the Nigerian Public Service measured issues, problems and challenges. He concluded that "...while we are yet to fully understand the role of job satisfaction, there is no doubt that it affects a number of important performance variables".

The traditional model of job satisfaction focuses on all the feelings that an individual has about his/her job. The determinants of such factors are different and the behavioural consequences of such each factor vary from one individual to another. These variables are also influenced by situational as well as personal variables. Nwachukwu (2007) noted these variables to include;

(a) Functional specialization, division of labour

(b) General economic condition of the environment/community

(c) Technical forces (methods and materials) and

(d) Human elements (ability and motivation to work).

In other words, job satisfaction is the extent to which people like or dislike their jobs. It is a strong predictor of overall individual well being. Job satisfaction could be predicted from professional role behaviour such as gender, age, marital status, education and other job characteristics which may include stress at work, control at work, home-work interface and working condition. Adeola et al, (2013)

However, what makes a job satisfying or dissatisfying does not depend only on the nature of the job, but also on the expectations that individuals have of what their job should provide. Job satisfaction represents an individual's general attitude towards his/her job. It

results from people's perception of and their experiences of their jobs and the degree to which there is a good fit between the individual and the organization (Postrel, 2009). Since job satisfaction is attitudinal, it follows that not all satisfied employees will manifest such satisfaction, behaviourally. Nonetheless, positive and favourable attitude towards the job is indicative of job satisfaction, while negative and unfavourable attitudes towards the job presuppose job dissatisfaction Sharon and Ngirande, (2014).

In the judicial service of Kogi state, workers relatively undergo training with the expectations of what their job should provide such as recognition and promotion to higher responsibilities and status with the accompanying economic rewards without serious consideration for organization goals. When these expectations are not met, low morale and no job satisfaction as noted in the memo becomes imminent in the service and in some instances, had led to unfavourable attitudinal change towards the job, absenteeism and turnover. With particular reference to the Kogi state judicial service motivated and satisfied workers exist in their minority; yet, the rate of turnover is relatively low. This is on account of length of years being in service and lack of expectations of job opportunities in the deplorable labour market in Kogi state in particular and Nigeria in general.

The concept of job satisfaction has been developed in many ways by different scholars. Rose, (2011) have viewed job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job. It is the extrinsic variables

that motivate staff in Kogi state judicial service more to take training action in order to achieve these rewards.

Both extrinsic and intrinsic job facets should however, be represented, as equally as possible, in a composite measure of overall job satisfaction (Hamza.1999). It is observed that the level of job satisfaction is determined by four main groups of factors: economic aspects, interpersonal relations, working conditions and personal fulfilment, including Pay. The amount and fairness or equity of salary is considered as a factor crucial for all matters relating to human labour. A salary is a payment which persuades an employee to commit his personal time and work. The problem of the salary is also a main source of cost for the operation and development of business (Oshagbemi, 2000). There is no clear view on the relations between job satisfaction and salary. Characteristic is the view of Herzberg who integrates the salary to the "hygiene factors". On the other hand, theorists such as Locke and Porter (1976) concluded that if the salary is equal to or greater than expected from the employer the employee's satisfaction increase and the opposite result occurs when the salary is lower than expected.

The work of Maslow (1954) is seminal and suggested that human needs form a five-level hierarchy ranging from physiological needs, safety, belongingness and love, esteem to self-actualization. Based on Maslow's theory, job satisfaction has been approached by some researchers from the perspective of need fulfilment (Kuhlen, 1963; Worf, 1970; Conrad et al., 2005). This approach has become less popular with increasing emphasis on cognitive processes rather than on underlying needs so that the attitudinal perspective has become predominant in the study of job satisfaction (Spector, 1997).

In contrast to the traditional view, Herzberg and Mausner (1959) formulated the two-factor theory of job satisfaction and postulated that satisfaction and dissatisfaction were

two separate and sometimes even unrelated phenomena. The intrinsic factors, which they referred to as 'motivators' (i.e. factors intrinsic to the nature and experience of doing work), were found to be job 'satisfiers' and included: achievement, recognition, work itself and responsibility. Extrinsic factors which on the other hand they called 'hygiene' factors were found to be job 'dissatisfiers' and included: company policy, administration, supervision, salary, interpersonal relations and working conditions. Herzberg and Mausner's Motivation-Hygiene theory has dominated the study of the nature of job satisfaction, and formed a basis for the development of job satisfaction assessment. Bakare, (2012) stated that job satisfaction is considered a strong predictor of overall individual wellbeing. He agreed that trained employees are more satisfied with their job than those that are not trained and showed that the probability that a worker voluntarily leaves his or her job decreases with job satisfaction, even after controlling for several worker and job characteristics.

Shields and Wards (2012) found that dissatisfaction with promotion and training opportunities have a stronger effect on intensions to quit than dissatisfaction with workload or pay. This is in agreement with the subject of this study since staff in Kogi state judicial service tends to be dissatisfied with expectations from training and promotion opportunities. Job satisfaction is the affective orientation that an employee has towards his or her work.

Based on the review of the most popular job satisfaction instruments, Spector (1997) summarized the following facets of job satisfaction: appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work itself, the nature of the organization itself, an organization's policies and procedures, pay, personal growth, promotion opportunities, recognition, security and supervision

Schmidt, (2007) identify six constructs that comprise overall job satisfaction to include an employee's level of satisfaction with each of the following:

a. Opportunities and rewards (pay, promotion, contingent reward)
b. Supervision
c. Fringe benefits
d. Operating rules and procedures
e. Coworkers and
f. The nature of work performed.

This research focuses on the evaluation of training as a facet that produces satisfaction or dissatisfaction in the Kogi state judicial service using the opportunity and rewards (pay, promotion, and other rewards), fringe benefits, operating rules and procedures as well as the nature of work performed as construct for job satisfaction in view of workers expectations in these facets after a training programme.

2.6. Review of Empirical Studies

Moseley et al, (2008) are of the views that employee retention is important to organizations as increase in turnover increases instability and puts additional workload and stress on the remaining staff, increasing job dissatisfaction and therefore potentiating the turnover cycle. Recent trends also show that employees have a desire to obtain fresh skills because skills acquisition provides job security as compared to seniority (Chaminade, 2007). As a result, employees look for organizations that are prepared to afford them some training and development opportunities. This results in affective commitment because the employees will strongly identify with the organization if their personal goals are being met by the organization (Coetzee and Schreuder, 2013). This affective commitment often prompts employees to stay with the organization. Therefore it

is very important for organization to provide its employees with adequate training and keep track on their level of job satisfaction. It is contended here that training should not be seen as a favour but a design for improving the capability of staff and their performance that may lead to job satisfaction and meeting organisation goals. A lot of views has been given by scholars in the field of human resources management with particular reference to employees training and job satisfaction.

Taylor (1911) posited among other things ....that workmen should be scientifically selected and trained, "since training and development are essential elements of workers motivation in an organization". Other theorists like Elton Mayo, Rensis Likert, and Chris Aygris etc also dwelt on the importance of human element in organization and their job satisfaction. While stating the role of individuals, informal groups, inter-group relations and the formal group relationships within organization, Mayo experiment indicated that workers have both physiological and social needs which must be identified by management for motivational purposes. Likert principle of supportive relationship indicates that "subordinates react favourably to experience which are supportive of them and which help them increase their sense of importance and personal growth". As organization have goals to achieve, so also do individual worker have needs to meet.

Ngu, (2010), concluded that the needs of individual worker may be at variance with the organizational goals/objectives, management cannot dispense with the need "to strive to increase the type of climate that will permit the goals of the organization to be attained and at the same time satisfy the psychological and social needs of its personnel. "Effective management therefore, is one that integrates the workers needs with those of the organization" Thus, lack of reaching equilibrium to balance the expectations of an organization to achieve its set objectives and the needs of the workers have over time been source of job dissatisfaction and frustration among workers(Spector, 1997).

Taylor (1911) in his scientific management theory sees motivation within the contest of money alone; that the only reward people seek is money – the well being of individual is measured purely in economic terms and that the employee is obliged to either accept the work condition or defect. Ngu, (2010) stated that in Nigeria, a job is primarily viewed as a means to satisfying economic needs The assumption about human needs and behaviour as being determined or dictated by economic needs at work is not absolute. Behaviour is always rational in the pursuit of maximum financial rewards. Although money has remained a sensitive and crucial element in the total reward – compensation package, yet, most studies have shown that money cannot motivate for higher job satisfaction in the long run (Hamza, 1999).

Motivation theorists have since observed that human behaviour is a consequence of action. McGregor (1967) in Coetzee and Schreuder (2013) posited in respect of workers social needs deprivation that "when man's social needs are thwarted, he behaves in ways which tend to defeat organizational objectives. He becomes resistant, antagonistic and uncooperative. But this behaviour is a consequence not a cause". In other words, man behaviour in organization is informed by his wish, desire, aspirations, values etc and indeed, the organization response to these set of needs. These needs, as noted by Coetzee and Schreuder, (2013) are categorised under the management concept of motivation which is the desire within an individual that stimulate him to action. It is the way in which the desire, urges, aspirations or needs influence the choice of alternatives in the behaviour of human beings.

The socio – cultural background do affect the psychological and behavioural disposition of a worker. This fact must be considered in understanding and predicting a person's behaviour. This fact, according to Ngu (2010), may inform why, especially African workers mostly demands for economic needs not only as influenced by poverty and

inflationary trends but also by socio cultural and economic pressures of extended family and brother's keeper syndrome. This in most cases explains why workers in Nigeria generally and Kogi state judicial service in particular sees training as a stepping stone towards promotion/advancement to enhanced recognition, responsibilities and the attached higher pay and welfare rather than the need to improve skills and knowledge.

Most of the literature in this area has focused on the impact of education and skills on productivity and job satisfaction rather than the effect of training as such. However Siebern- Thomas (2005) found that job satisfaction tended to be higher where there was access to workplace training. The relationship between skill acquisition and job satisfaction is not straightforward according to Spector, (1997), who argued that there is the distinction between general and specific skills. The portability of general skills may raise job satisfaction as it is easier to move to other jobs where satisfaction is higher. This may explain why judicial service workers go for general skills training (Law, public administration, accounting and auditing courses) or any other course, irrespective of relevance to present job as it is easier to move to other jobs where satisfaction of economic needs is higher. In contrast, specific skills bind the worker to the firm and may reduce satisfaction by creating a barrier to exit as workers will lose a portion of the return on such skills if they move. For example, training in judicial basic and advance courses is specific skills acquisition that binds the worker to the judicial service, and this creates a barrier to exist to other organizations with opportunity to satisfy their individual needs. Although there is job scarcity or non availability of ready jobs in Nigeria generally and Kogi state in particular, it has not made it easy to move to other jobs where satisfaction is higher. Thus, continuity loyalty comes in as a result of the fact that the employee does not have an opportunity to find a job somewhere else. However, Adeola et al, (2014) noted that if organizations take advantage of job scarcity in Nigeria and workers are

mismatched in terms of skill and educational requirements this may lower job satisfaction.

Tannenbaum (2002) noted that "... training can induce positive or negative impressions and attitude which trainees carry with them into the workplace". So important are workplace attitudes, Bartlett (2011) argued, that they could even be considered as outcomes of training. Job satisfaction represents an individual's general attitude towards his or her job. This is especially so in the Kogi state judicial service where job satisfaction greatly impact on overall attitudes of employees after their acquisition of new skills and knowledge from training, i.e. additional qualification.

Job satisfaction has been studied all over the world and in a broad array of professions; there is a measurable positive correlation between job training and its effects on job satisfaction. This is demonstrable across countries and cultures and this holds true for a broad array of career fields, such as managers/administrative staff, (Vasudevan,(2014), Sharon et al, (2014), education institutions/academics, fiancé and those who work in the industrial trades (Adesola et al, (2013),Joaquin et al (2012), Alina (2010) and health care providers, (Hong et al, 2004). The findings are reasonably consistent across time. However, not much literature exists on training and its effect on job satisfaction in the judiciary or the judicial service generally and Kogi state judicial service in particular.

Hulin and Judge (2003), have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioural components.

In the study conducted to explore the impact of training on job satisfaction and retention among administrative staff members at selected tertiary institution, Sharon & Ngirande (2014) found that there is no significant relationship between training and employee

retention, however, there is a significant positive relationship between employee retention and job satisfaction. Their study used a quantitative research methodology while data analysis from the self administered questionnaire was done using SPSS Version 22.0. The study revealed that there is no significant relationship between training and employee retention, however, it revealed that there is a significant positive relationship between employee retention and job satisfaction.

In contrast to above study which focused on impact of employees training, job satisfaction and retention among administrative staff members in selected tertiary institutions, this research, evaluation of training on job satisfaction, is limited to supporting staff training, performance and job satisfaction in the judicial service of Kogi state. In terms of the methodology, Sharon and Ngirande (2014) used quantitative approach using self administered questionnaire in some selected tertiary institution and extensively utilized several tools of analyses such as the Chi-square, Pearson correlation and one-way ANOVAs which added value to their analysis as against this study which made use of only the Chi-square distribution for analysis but used both descriptive and quantitative approach. Specifically, it used the questionnaire and interview instruments to source information on the variables of the study. The Sharon and Ngirande (2014) study findings rests on impact of training, job satisfaction and retention in selected tertiary institutions while this study focused on evaluation of training, performance and job satisfaction in the judicial service. The findings in Sharon and Ngirande (2014) therefore corroborate with the finding of this study where it was established that there is positive training with employee job satisfaction.

In Adeola et al (2013) empirical study of the relationship between staff training and job satisfaction among Nigerian banks employees, the relationship between staff training and

job satisfaction among bank employees in Nigeria was examined using descriptive survey research design while data analysis was done using Pearson product movement correlation and multiple regression to examine the relationship between the dependent variable (job satisfaction) on the independent variable (staff training needs and social demographic characteristics). The study revealed that training of staff has significant impact on job satisfaction. It showed too that staff training has positive significant relationship with job satisfaction and that age, experience and qualification have a strong association with job satisfaction. The methodology of the study seem limited to use of only questionnaire while this study on evaluation of training on job satisfaction in Kogi state judicial service utilized the instrument of questionnaire and interview for data collection. While they used Pearson correlation tool for data analysis, this study employed the Chi-square distribution tool for testing the hypotheses. In Adeola et al (2013) study findings, staff training has significant impact on job satisfaction as well as age, experience and qualification, have a strong association with job satisfaction. On the other hand, finding of this research indicated that training has no impact on staff performance and job satisfaction and that there is a significant relationship between staff training programme and effective management of staff performance in Kogi state judicial service. This study therefore attempts to fill a significant gap in staff training, job performance and job satisfaction studies.

The study of Joaquin et al (2012), how is job satisfaction in Spanish building engineers influenced by training, aimed at analysing the effect of training on job satisfaction and investigate training activities for Spanish building engineers. The study used qualitative method of semi structured interviews for data collection while analysis was done using ATLAS-ti software. The study revealed that the effect of training on job satisfaction tends to be positive, with increasing effects when it improves work post performance. It further

revealed that no planned training has been developed in order to satisfy building engineer's needs. Additionally, most engineers follow their own training courses, in order to update knowledge and improve promotion opportunities. Although the Joaquin et al (2012) study was on Spanish building engineers by using the method of semi structured interviews and analysis was by use of ATLAS- ti software, this study of evaluation of training on job satisfaction in Kogi state judicial service employed the instruments of questionnaire and interview for data collection and analysis done by use of Chi-square tool, the findings are similar. Both studies found that no planned training has been developed in order to satisfy needs in both Spanish building engineers and the Kogi state judicial service. Furthermore, both studies revealed that most staff follows their own training courses in order to update knowledge and improve promotion opportunities.

Onyekwere, (2008) examined the Effect of Employee Training and Development on Workers Performance: A case study of Federal High Court, Kaduna. This study utilized research instruments of questionnaire, interview and participative observation for primary data collection and only simple percentages for data analysis. The study population was 70 with a sample size of 60. Findings of this study include: that training and development opportunities in the Federal High Court Kaduna have significant relevance on the level of its employees performance; that the court has a training policy whereby every of its staff attends at least one training programme annually; that the staff of the Federal High Court value training and development as it gives them opportunity to improve their performance and gives them opportunity for promotion and; that there is lack of training monitoring and evaluation which makes the training circle incomplete.

In contrast, the substance of this research focussed on effect of training on job satisfaction using the instrument of questionnaire and interview for primary data collection while both

descriptive statistical tool of simple percentages, frequency table and inferential statistical tool of Chi square were used for data analyses and to test the formulated hypotheses. Both studies found among other revelations that staff in the judicial service valued training as it provided the opportunity for promotion and advancement with its attendant recognition, responsibility, development and growth. This research therefore exposes the effect of training on job satisfaction in Kogi state judicial service in attempt to fill a significant gap in staff training, job performance and job satisfaction studies.

2.7 Theoretical Framework

There are many theories regarding motivation and job satisfaction. These theories can be classified as traditional or modern. The traditional theories are the human relations depicted by the Hawthorne studies, McGregor's theories X and Y and the Taylor's scientific management. The modern theories include Herzberg Two-factor theory, Maslow's needs hierarchy theory, the affect theory of Locke and Vroom's expectancy theory, to mention few.

2.7.1 Expectancy Theory (Victor H. Vroom - 1964)

The expectancy theory of Vroom is an improvement on the previous theories of McGregor, Herzberg and Maslow. The expectancy theory (Lawler & Porter, 1967, 1968; Vroom, 1964) adopted for this research is one of the process theories. The theory explains that the goals of employees do enhance and influence their input and that the behaviour will genuinely lead to the goals. Vroom contends that the strength of a tendency to act in a certain way depend on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of the outcome to the individual.

According to Vroom (1964), three variables are involved in this theory. The variables are valence, expectancy and instrumentality. Valence is the perceived worth of the outcome of an action or behaviour. Expectancy is the probability that the perceived outcome will result in a positive reward. Instrumentality is the possibility that the outcome of behaviour will result into a reward. The expectancy theory views job satisfaction as a relationship between the expectation of employees before accepting a job and their actual experience on the job. The level of an employee's satisfaction with his job will depend on how well his expectation from that job is actually met. However, if his expectations are below what he actually gets, he would not be satisfied or motivated. Vroom averred that the effort to satisfy one's needs would depend on the person's perception that he can expect the effort to be followed by a certain outcome which will bring desirable rewards.

Thus, according to expectancy theory, people are purposeful, proactive and adaptably rational. That various outcomes acquire a valence (a degree of importance, affective orientation or preference) according to the way in which an individual sees it as having power to attain certain satisfaction. Employees make conscious choice among the available behaviour alternatives or task goals. The attractiveness of each alternative depends on perceived probability that it will lead to valued and satisfy outcomes. Expectations, valence, choice, outcomes and instrumentalities or means provide a map for the individual (subjectively and perhaps unconsciously) to plan how he will go about fulfilling needs and achieving goals.

Inherent in Vroom's theory are the following issues;

a. What kind of behaviour must the employee produce in order to achieve these objectives?
b. What outcome does the job offer the employee?

c. How attractive do employees view these outcomes?

However, critics of expectancy theory/ model viewed it as "being too simplistic in nature" – (Graen, 1969, Lawler and Porter, 1967, 1968). Its assumption that if an employer makes a reward such as financial bonus or promotion enticing enough, employees would increase their productivity to obtain the reward. They maintained that this only works if employees believe that the reward is beneficial to their immediate needs. If the reward is not valued by the worker, it would not lead to motivation and job satisfaction. Lawler thus expatiated that: (a) whenever there are a number of outcomes, individuals will always have a preference among those outcomes; (b) there is a belief by the individual that their action(s) will achieve the outcome they desire; (c) any desired outcome is generated by the individual's behaviour and (d) the actions generated were due to preferred outcome and expectation of the individual.

This theory is a model of behavioural choice, that is, an explanation of why individuals choose one behavioural option over others. It explains the behavioural direction process and does not attempt to explain what motivates individuals, but rather how they make decisions to achieve the end they value. The individual make choices based on estimates of how well the expected results of a given behaviour are going to match with or eventually lead to the desired results. Motivation is a product of the individual's expectancy that certain efforts will lead to the intended performance, the instrumentality of this performance to achieving certain results, and the desirability of this result for the individual, known as valence.

This theory is therefore relevant to the study of job satisfaction and management of training in an organization

In Kogi state judicial service, like the civil service in Nigeria, the choice of a career is mostly for personal and economic reasons which Ngu (2010) alluded to as the social and economic sub-systems. With the take home pay of average judicial staff grossly insufficient to eke a living, frustrating the economic hopes and intention, and the difficulty associated with pay raise, advancement, promotion and growth in the judicial service, an expectation gap is thus created. First, there is a gap arising from differences between economic reasons for the choice of judicial service as a career and salary earnings. Secondly, there is gap in expectation on promotion and growth that will bring about raise in economic values. These expectation gaps make morale wanes, leading to loss in job satisfaction. This explains why a Kogi state judicial staff would embark on training behaviour to attain additional qualification in order to achieve perceived higher recognition, responsibility, promotion/advancement and growth with the attendant economic well being. Thus, in the judicial service, the higher the level of recognition, responsibility and growth, engendered by advancement or promotion based on acquisition of additional qualification, the more attractive the outcome will be to the employees and their job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is an effort to wrest significant knowledge and useful understanding from the infinite complexity and tangled interplay of forces and actions that make up the continuity of a real progress. It is the technique for data collection and analyses and provides the basis for drawing up inferences and conclusions from the study. This chapter therefore discusses the methodology adopted for this research under the captions: Research design, Population and Sample size, Sampling Technique, data collection instruments, method of administration of instruments and method of data analyses for hypotheses testing.

3.2 Research Design

A survey research method focuses on population and because it may not be possible to study all the subjects or items in the universe, hence the selection of sample from the population using some sampling techniques for the survey. The sample from the population would enable generalization of the findings for the whole population or universe.

The survey research method was used for this research because the problem of this research, effect of training on job satisfaction, by its qualitative nature can be adequately addressed when field or primary data is collected and analyzed to enable the researcher generalise from a sample to the population so that inference and conclusion can be drawn from the study, hence its appropriateness for this research.

3.3 Population and Sample size of the Study

A researcher is interested in studying the nature of a phenomenon as exhibited by a group of subjects. There is therefore a need to devise a method which ensures an understanding of the phenomenon properly without incurring too much expenses and wasting too much time. This could be done by studying a sample or samples drawn from the population.

A population is made up of all conceivable elements relating to a particular phenomenon of interest to the researcher. Elements are the individual items that make up the population. They may be observed or physically counted. Thus, in Kogi State Judicial Service, every staff is a subject or element in the workers population of the judiciary. A population may be finite in which case its size or extent is conceivable and estimable. On the other hand, a population may be infinite and a complete count of all elements or subjects that make up that population cannot possibly be made. The population of Kogi State Judicial Service the subject of this research is finite and estimable.

The Judicial Service of Kogi State comprises staff of the Judicial Service Commission and the three arms of court, namely, the High Court, the Sharia Court of Appeal and the Customary Court of Appeal respectively. The combined staff strength of all the component units of the judicial service in Kogi State stands at two thousand, Seven hundred and Eleven. (2,711) as at December, 2013. (JSC, 2013 Annual Report). As at December, 2013, the Judicial Service Commission has sixty two staff (62), the High Court arm has two thousand and seventy two (2072); while the Sharia Court of Appeal and the Customary Court of Appeal have three hundred and thirty two (332) and two hundred and forty five (245) respectively. This figure tallies with staff disposition obtained from each arm of court and the Commission. The figure also tally with the figure

obtained in the 2013 Kogi State approved budget estimate for the three arms of court in the judiciary and the Commission.

Table 3.1 Staff Population Distribution in Kogi State Judiciary

S/N	Section	Staff Population
1	Judicial Service Commission	62
2	High Court	2072
3	Sharia Court of Appeal	332
4	Customary Court of Appeal	245
Total		2711

Source: Researcher Field Survey in Kogi State Judiciary, 2015.

In view of the exclusion of judicial officers on the higher bench (28), the total staff population remained 2683. The sample size needed to be representative for the total population (2683) of this study was statistically determined using the "Small Sample Techniques" for a defined population presented by Krejcie and Morgan (1970). Thus;

$$S = X^2 NP (1-P) / d^2 (N-1) + X^2 P (1-P)$$

Where:

S = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be 0.05 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.05)

The population`` of Kogi State judiciary for this research is 2,683 and the sample size was determined thus:

$$s = 3.84*2683*0.50(1-0.50) / (0.05)^2 (2683-1) + 3.84 * 0.50 (1-0.50)$$

$$= 2575.68/7.665 = 336.03 = (338)$$

However, Kerjcie and Morgan noted that no calculations are needed to use the Table 1 in the appendix. The next value on the table for population of 2683 is at N = 2800 and s = 338. In view of above, the sample size for this research is adopted at 338.

3.4 Sampling Technique

The objective of sampling is to produce a sample that is representative of the population under investigation and from which generalizations can be drawn (Gay, 2013).

A sample is precisely a part of the population and it is a small group of elements or subjects drawn through a definite procedure from a specified population meant to represent the population when the entire population cannot be studied. The procedure for drawing sample(s) from a population is sampling. This research population is made up of the supporting staff in Kogi State Judicial Service. The Kogi State Judiciary operates on the directorate system. Sample was drawn from each cadre according to the directorate strata, excluding judicial officers on the higher bench (high court and customary court of appeals judges and Kadi(s) of Sharia court of appeals) whose training and continue legal education falls under the purview of the National Judicial Council (NJC) in conjunction with the National Judicial Institute (NJI) and does not fall under the subject of interest of this research. To answer the research questions, 388 questionnaires were administered on training and job satisfaction survey, using stratified random sampling procedure to assess employee attitudes and job satisfaction, about aspects of the job and (aspects of) training. The selection of target respondents (management, senior and junior

staff) for the questionnaire and interview administration was done on the basis of stratification. From each stratum, selection was made from top level (management), middle level (senior) and the lower level (junior) employees determined by salary grade and cadre and attendance at any form of training in the scope period covered by this research. This sampling procedure is superior to the simple random sampling because it used extra methods of representativeness by first identifying some characteristics as stated above and using them as basis for sampling of the entire population.

3.5 Sources of Data Collection

In efforts to wrest significant knowledge for the purpose of this research, information was collected from both primary and secondary sources. This qualitative study used the survey method of questionnaire and interview for collection of primary data. The use of interview was to elicit further information and enrich data obtained from the questionnaires on the subject under study. Questionnaire was used to generate information from the management, senior and junior supporting staff and judicial officers on the lower benches as these staff are directly affected by the general training and its administration and the attendant job satisfaction or no job satisfaction in the Kogi state judicial service.

Text books, Journals, government records and memos and internet materials were used as sources for secondary data collection to support primary data obtained from the questionnaire and interview.

2.6 Administration of Instrument

A total of 338 questionnaires were administered as follows; the High Court, 212, the Sharia Court of Appeal, 57, the customary Court of Appeal, 46 while the Judicial Service

Commission had 23. The respondents are spread under directorates/ Inspectorate zones across the state. The researcher used the Deputy Chief Registrars/Directors in charge of each directorate, who had been briefed about criteria stated above for distribution and collation/returns of questionnaires in view of the wide spread of respondents. The Kogi State Judicial Service operates under 7 directorates according to peculiarity of each arm of court and the Commission. The questionnaires were distributed among the directorates as shown on Table 3.2

Table 3.2 Distribution of Questionnaire to each section of Kogi State Judicial Service

Directorates	**High court**	**Sharia C. A**	**Customary C.A**	**Judicial Serv. Com.**	**Total**
Pers. Mgt	**53**	**19**	**14**	**10**	**96**
Fin & Supp	**47**	**18**	**12**	**8**	**85**
P.R.S	**28**	**10**	**10**	**5**	**53**
Litigation	**30**	**10**	**10**	**=**	**50**
Magistracy	**12**	**=**	**=**	**=**	**12**
Area Courts/Insp.	**27**	**=**	**=**	**=**	**27**
Estate Mgt.	**15**	**=**	**=**	**=**	**15**
Total	**212**	**57**	**46**	**23**	**338**

Source: Researcher Field Survey in Kogi State Judiciary, 2015.

Generally, a scale is used in the behavioural sciences to measure abstract concepts such as opinion, attitude, feelings, understanding, appreciation and perceptions of respondent about issues, objects or phenomenon (Osuala, 2005). Thus, the Likert scale used,

measures the intensity or degree of agreement by a respondent to a statement that describes a situation, phenomenon, item or treatment on the questionnaire. Expected responses to questions were ranked on a five point Likert scale, strongly agree, agree, strongly disagree, disagree and undecided. The Open ended questions were employed to further clarify certain issues where necessary. The first part of the questionnaire dwells on respondent's background while other sections were designed to elicit information within the context of the research questions.

3.7 Method of Data Analysis

Data refers to both qualitative and quantitative information while analysis is the breaking down and ordering of such information to explain trends and patterns of association and relationships among the data. Analysis of data consists of preparation (editing and coding), tabulation (use of tables), presentation and analysis (descriptive and causal, either quantitatively or qualitatively) Osuala, 2005. Both descriptive and inferential statistical tools of analysis were employed for analyses and test of the postulated hypotheses.

Thus, frequency tables were constructed using simple percentages for analysis of data in this research while the Chi-square statistic method, a statistical tool employed to know if two variables are associated in order that one may be able to predict one variable from the other was used (SPSS Version 2.0) to calculate the degree of association between training and job satisfaction in the judicial service of Kogi state in order to test the hypotheses.

CHAPTER FOUR

HISTORICAL BACKGROUND OF THE KOGI STATE JUDICIARY

4.1 Staff Training in Kogi State Judicial Service

The Judiciary of a country or state is the branch of central administration that is concerned with dispensing justice. The judicial service of Kogi State therefore, is a body of people who carry out work (administration of justice) for the public benefit within an organization run by government. In other words, it is the system that administers justice.

The Kogi State and its judiciary is a product of states creation exercise of August 27, 1991. The state was created out of two states; namely the old Benue and Kwara states and inherited two styles of administration with two Chief Registrars on deployment. A compendium on the Judiciary In Nigeria, Volume I (May 2008) noted that "The challenges that faced the state upon creation at that time were critical and by far, the most important of these was the dearth of crops of dedicated, seasoned and experienced professionals to take charge and help in steering the course of the ship of the new state. The state judiciary was not exempted from this circumstance and there was the need to find urgent solution to this problem".

To ameliorate this manpower deficiency, the judiciary resorted to training its staff in institution of learning outside the state, namely, Benue and Kwara Polytechnics and Ahmadu Bello University, Zaria for middle level staff. Furthermore, those who were already attending one form of training or the other from the old states who were deployed to Kogi State Judiciary were allowed to complete their studies under the sponsorship of the new state.

Under the new state, what was then known as Disciplinary and Appointment Committee (DAC) was put in place to handle staff matters pertaining to appointments, promotions, training and discipline. It handles staff matters from the High Court, the Sharia Court of Appeal and the Judicial Service Committee as one body due to lack of personnel. Its composition includes all Directorate heads from the two arms of court and the acting Director of the Judicial Service Committee (JSC), as it was then known under the military government, with a Secretary from the Personnel Directorate of the High Court who was an administrative officer on GL 12. The committee was superintended over by the Chief Registrar I who was the most senior in service and assisted by the Chief Registrar II and other Directors. The recommendations from the committee were sent to the Chief Judge who was the Head of Court (Judiciary) and Chairman of the Judicial Service Committee. The DAC recommends staff that had the requirements for admission into the various institutions as noted earlier for courses that are relevant to the manpower needs of the judiciary.

The Permanent Secretary, Ministry of Training and Establishments by their call circular each year, allocates training slots to each ministry and extra ministerial departments for award of sponsorship to their deserving staff. Courses in the area of needs then in the Judiciary ranged from Public Administration (Executive Officer cadre), Accounting and Auditing (Executive Officer cadre), Library science (Diploma/Certificate), Secretarial Studies (Diploma/Certificate) and Law (Diploma/Degree) in particular. When such recommended staffs were so admitted to these institutions, the committee would recommend the form of sponsorship and the duration for the course of study to be granted to such staff. Usually, three types of sponsorship, namely, study leave with or without pay and full in-service, may be recommended for applicants, depending on the nature and duration of the course. After the approval of the committee's recommendations by the

Chief Judge, a brief was then sent to the JSC for ratification, after which staff entered into various bonds between two to three years span before they could be released to go to the various schools.

By 1992/93, under above scenario, seven (7) chief clerical officers who had attained the bar in their cadre were sent to Ahmadu Bello University, Zaria for the Basic and Advanced Judicial courses. Eight (8) others were sent to Benue Polytechnic, Ugbokolo for the Diploma in law course, three (3) to Kwara Polytechnic for certificate course in accounting and auditing, two (2) for Diploma course in library science and four (4) for the law degree programme in various Universities respectively. (Ref. No.CR/TRA/Vol.I/57, Minutes of DAC of 11/4/92) These courses had duration that ranged from six months to four years. Before the completion of their courses, necessary budgetary provisions would have been made in subsequent yearly budgets to accommodate all the returning staffs at status commensurate with their qualification within the system. The Basic and Advance Judicial Courses of Ahmadu Bello University were discarded in subsequent years in favour of the Diploma in law course.

However, with the inception of civilian government in 1999 and under the new constitution as amended, the JSC reverted from a committee to a commission. The Personnel Management Board (PMB) replaced the old DAC although with same functions, but each arm of court had its own PMB in place. The Directorship of the Commission became known as the Secretary. Under the new dispensation, the Secretary to the Commission had an observer status on each arm of court's PMB. By the provisions in the then Civil Service (Reorganization) decree 43 of 1988, that created directorate system in the public service, each organization was expected to have two PMBs; one for junior staff (GL01-06) while the other was for the senior staff (07-above). However, due to the smallness of the Judiciary as an arm of government, only one PMB was composed

for each arm of court to handle both junior and staff matters. It was the function of the PMB to consider staff matters with regards to appointment, promotion, training, discipline and other staff welfare in the system. The Chief Registrar of each arm of court chairs its meeting with all directors and some sectional heads as members. The Personnel Directorate provided the secretary to the board.

The PMB's recommendations on all subjects were sent to the heads of court, (Chief Judge for the High Court, the Grand Qadi for Sharia Court of Appeal and the President of the Customary Court of Appeal when that arm of court was established with a replication of its PMB) that then approves or make other remarks before they were forwarded to the Commission for deliberation and ratification. The recommendation for staff of the Commission on the other hand goes to the Chairman of the Commission who was the Chief Judge and head of the judiciary for similar action before they are brought before the Commission. By the abolition of decree 43 of 1988 and under the new 1999 constitution that granted financial autonomy to the judiciary in general under Sections 81 (2), (3) (c); 84 (2), (7); 162 (9) and 121 (3), it became pertinent for the Judiciary to conduct training for its deserving staff without further recourse to the state government policy directives on training with regards to allocation of training quota.

In 2002, during one of the tours to the Prison Services in Kogi State for review of warrants of detainees awaiting trial and meeting with judiciary staff of each zone, the then Chief Judge and Chairman of the Commission while responding to a question from a staff over their non promotion, reiterated the need for staff without requisite qualifications to go for training in courses of their interest so as to enable them earn requisite certificates or qualifications that would enable them earn advancement/promotion in the judicial service.(CJ's Prison Tour Report in file with reference No.CR/CJ/PT/Vol.I/29) However, commendable as this pronouncement by the Hon. Chief Judge was, it felt short of

prescribing the requirements for official approval by the management (PMB) and also did not specifically outline relevant disciplines/courses that staffs could pursue in line with the training priorities of the judicial service. This pronouncement from the then Chief Judge eroded the function of the PMB with regards to training as staff trooped to various institutions for training in any field of their choice without recourse for official approval. This development put to rest any adherence to training guidelines and opened a flood gate for indiscriminate training in Kogi State Judicial Service without sanction and the attendant problems that led to the Chief Registrar's memo under reference in the introductory chapter.

Most staff joined the judicial service with one form of lower entry qualification or the other. The zeal for rapid personal growth so as to attain recognition, higher responsibility as well as social and economic status within the hierarchy in the judicial service, explains the valence that training will bring about the realisation of above expected reward. When the expected reward or outcomes were not achieved, dissatisfaction sets in, resulting in unfavourable behaviour such as absenteeism, truancy, corrupt tendencies, and even turnover in some cases when they have the opportunity. Since the old guidelines for training have been jettisoned and the PMBs became functionless in training matters, no records of staff on training were kept and no office was saddled with such responsibility. Records shows that at various time up to 2010, eighteen (18) staff that went for the LLB/BL programmes, resigned for other jobs or went into private practice due to lack of expected (magisterial) appointments. Sixteen (16) others in different positions with qualifications in other disciplines transferred their services to the main civil service stream. (CR/APPT/PV/Vol.I & II) Those who could not move out of the judicial service due to lack of job scarcity and opportunity, had remained while exhibiting certain negative attitudes bothering on absenteeism, truancy, impoliteness to customers/clients

and outright indulgence in corrupt practices to make ends meet. (Interview with middle and junior staff report)

4.2 The Kogi State Judicial Service.

A compendium on the Judiciary In Nigeria, Volume I (May 2008) noted that at the time Kogi state came into existence, the judiciary could only boast of a non- descript judicial department inherited from the Kwara and Benue axis with all its attendant inadequacies. There were on ground at inception of the state only sixty two (62) courts made up of four (4) High Courts located at Ankpa, Idah, Lokoja and Okene; thirty eight (38) Area Courts of grades I and II status, Nine (9) Magistrate Courts of various grades, five (5) Upper Area Courts and six (6) Inspectorate offices under the High Court spread all over the state. There was no single Sharia Court of Appeal as is common in the Northern Region in this area that constituted Kogi State and one has to be established immediately with a registry in Lokoja to accommodate three Kadis who became domiciled in Kogi State but used to be with Kwara State Judicial Service. The Judicial Service Committee (JSC) as it was then called (now Judicial Service Commission - JSC) was later put in place.

However, as at 2010, the Kogi state judicial service has recorded impressive growth since the inception of the state in 1991 and still continues to record growth till date with establishment of new court system. The judicial service of Kogi State now comprises three arms of Court namely the High Court, the Sharia Court of Appeal and the Customary Court of Appeal and the judicial service commission as at 2011. (Report of Kogi State JSC, 2011) This massive expansion of judicial service to all nooks and cranny of the state brought about massive staff recruitment from the abundant army of unemployed youths in the state. Their expectation stem from the facts that judicial service would provide the opportunity for growth, recognition and have the economic

leverage to meet the various demands induced by socio - cultural burden and other expectations placed on a working individual by the society.

4.2.1 The High Court

Report of Kogi State Judicial Service Commission (2013) stated that the judiciary as at December 2012 boasts under the high court arm, one hundred and ninety six (196) courts made up of twenty two (22) High Courts, thirty nine (39) magistrates' courts of various grades; twenty two (22) Upper area courts, one hundred and twenty six (126) Area Courts of first and second grades and eight (8) Inspectorate offices. The High Court is the largest arm in the judicial service of Kogi state, followed by the Sharia Court of Appeal, the Customary Court of Appeal and the judicial service commission.

The High Court of Kogi State was established in 1991 and it derives its existence under section 270(1) and section 272 (1) of the 1999 constitution of the Federal Republic of Nigeria as amended. The High Court operates under seven directorates and these are:

a. Directorate of Personnel Management
b. Directorate of Finance and Supplies
c. Directorate of Planning, Research and Statistics
d. Directorate of Litigation
e. Directorate of Magistracy
f. Directorate of Area Courts and Inspectorates and
g. Directorate of Estate Management.

Apart from the Directorates at (b) and (f) above headed by professionals in their field other than law; all other Directorates are manned by Deputy Chief Registrars who are

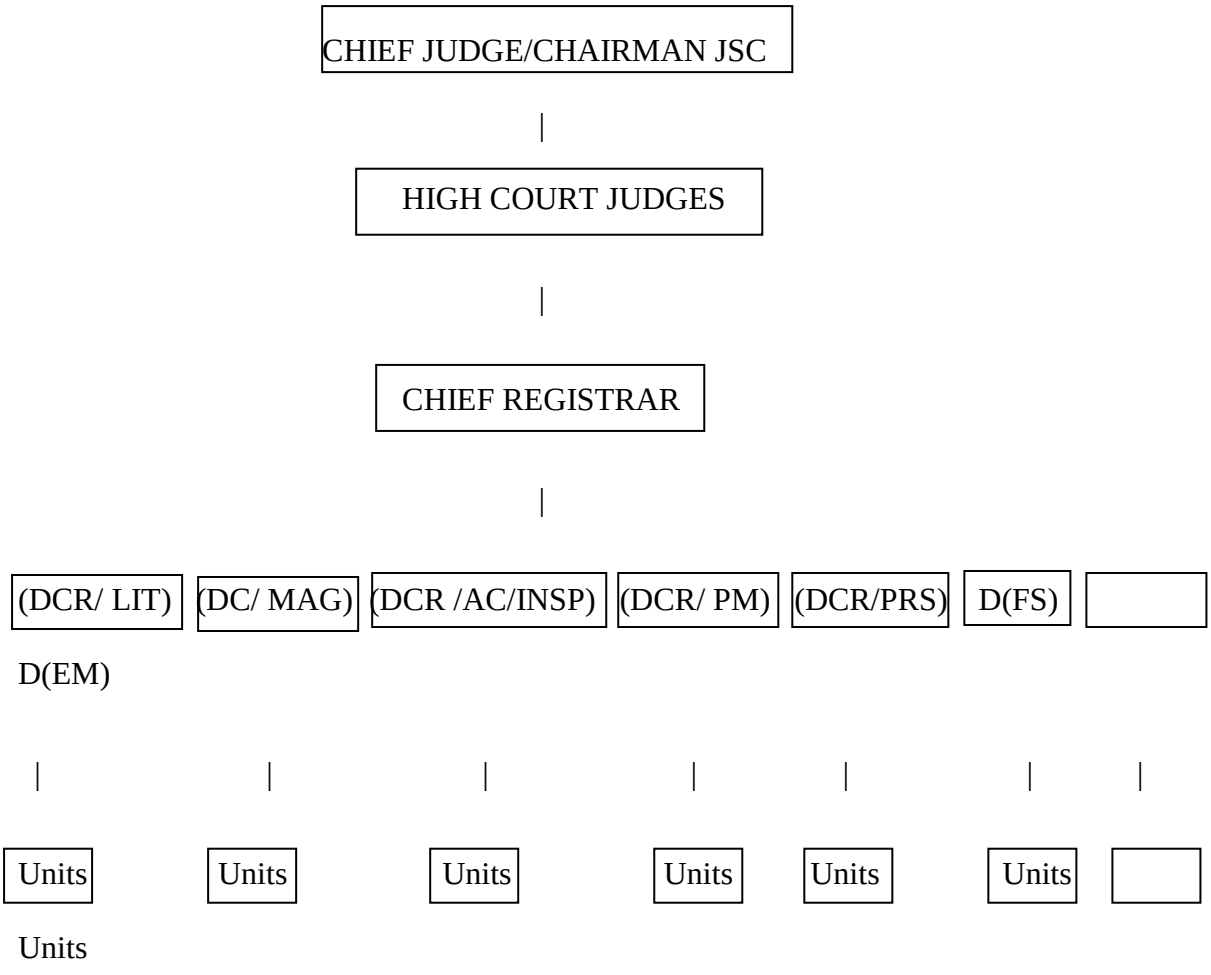
lawyers. The Directors and Deputy Chief Registrars are assisted by their deputies and other retinue of staffs in various sections in the directorate for effective administration.

The Chief Registrar is the administrative head and the accounting officer of the High Court and performs the statutory duties of the office under the direction of the Hon. Chief Judge who is the head of court, the Chairman of the Judicial Service Commission and the head of the judicial arm of government in Kogi State.

The Chief Registrar is aided by all the Deputy Chief Registrars and Directors heading the respective Directorates as well as few sectional heads in performing the statutory duties of the office. This body, under the Chief Registrar, constitutes the management board of the High Court. It handles both the senior and junior staff matters and known as the Personnel Management Board (P.M.B). The Judicial Service Commission has an observer status on the Personnel Management Board of all arms of Court to ensure that relevant service rules and regulations are uniformly adhered to in all staff matters across the board in the judicial service.

Apart from High Court Judges that constitute the higher bench, Magistrates and Upper Area Court Judges, Area Court Judges on the lower bench and all other supporting staff fall under the management and control of the Personnel Management Board.

Organization Chart of the High Court, Kogi State



Source: Field Survey in Kogi State Judiciary, 2015.

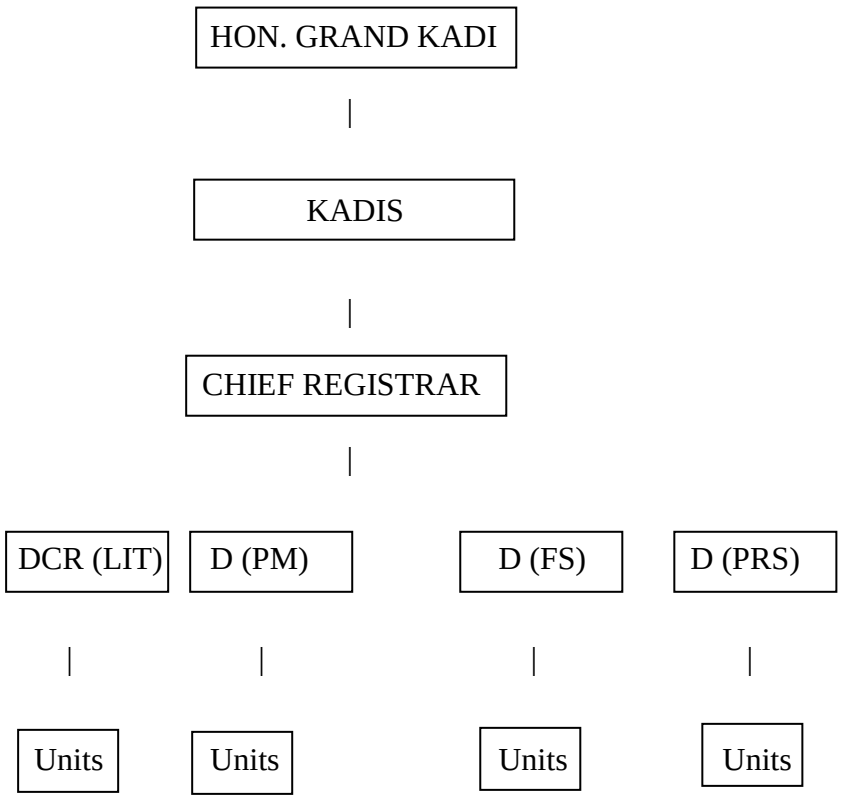
4.2.2 The Sharia Court Of Appeal

The Kogi State Sharia Court of Appeal as an arm of court in the judicial service was established upon the creation of the state under edict no 7 of 1991 in tune with section 18 of the Sharia Court of Appeal law (Cap 122), laws of Northern Nigeria which is in consonance with section 275 (1) of the 1999 Constitution of the Federal Republic of Nigeria as amended.

The Chief Registrar, as in the High Court and the Customary Court of Appeal, is the administrative head and the accounting officer under the directive of the Hon. Grand Kadi

who is the head of court and a member of the judicial service commission. The Chief Registrar is assisted in the discharge of his statutory duties by the management board similar to the High Court management set up but with four Directorates. These are the Directorate of Litigation headed by a Lawyer, the Directorate of Personnel Management, the Directorate of Finance and Supplies and the Directorate of Planning, Research and Statistics, all headed by non lawyer professionals. The Kogi State Sharia Court of Appeal operates twelve Registries located at Ajaokuta, Ankpa, Anyigba, Dekina, Idah, Iyara, Kabba, Koton-karfe, Lokoja, Ogaminana, Obangede and Okene and spread under the 8 Inspectorate zones across the state respectively. The Kogi State Sharia Court of Appeal has the jurisdiction to hear and determine appeals involving questions of Islamic law from Upper Area Courts and Area Courts in Kogi State.

Organization Chart of the Sharia Court Of Appeal, Kogi State



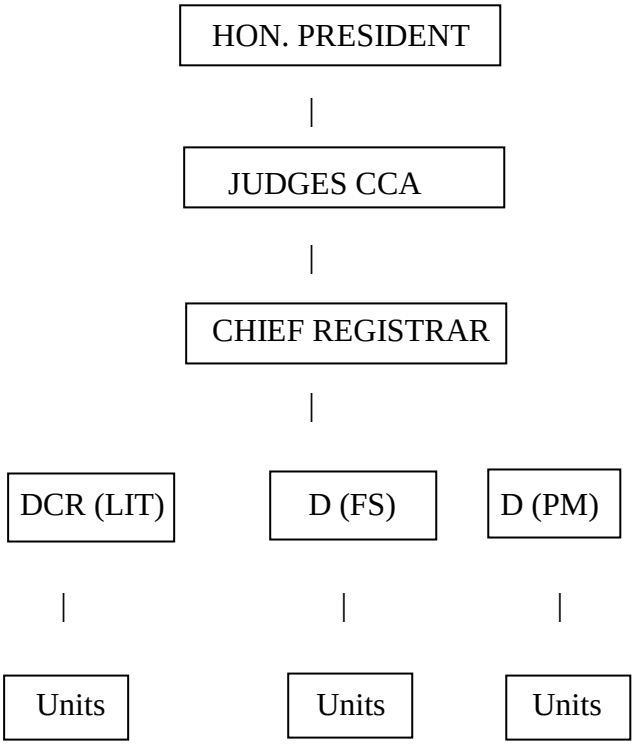
Source: Field Survey in Kogi State Judiciary, 2015.

4.2.3 The Customary Court Of Appeal

The Kogi State Customary Court of Appeal was established under the Kogi state Customary law, 2008 in tune with section 280 (1) of the 1999 Constitution of the Federal Republic of Nigeria as amended. Although the law establishing the court was made in 2008, the court became functional three years thereafter in 2011 with the appointment of its Pioneer President and three Judges.

The court has jurisdiction to hear and determine appeals in civil matters involving questions of customary law from the decisions of Upper Area Courts and the Area Courts in Kogi State. The President of the court is the head of court and a member of the Kogi state Judicial Service Commission. The Chief Registrar of the Customary Court of Appeal, like his counterpart at the High court and the Sharia court of appeal, is the accounting officer and the administrative head under the directives of the President of the court. He is aided by a Deputy Chief Registrar and three Directors in the discharge of his statutory duties. A Deputy Chief Registrar heads the Litigation Directorate while the other three directorates, Personnel Management, Finance and Supplies and Planning, Research and Statistics respectively have none lawyers but professionals in their field as Director. In conjunction with sectional heads, they form the management team of this arm of court. It operates other registries outside it's headquarter in Lokoja at Idah, Okene, Kabba, Anyigba and Ankpa under 5 Inspectorates in the state respectively.

Organization Chart of the Customary Court Of Appeal, Kogi State



Source: Field Survey in Kogi State Judiciary, 2015.

4.2.4 The Judicial Service Commission

The Judicial Service Commission of Kogi State was established in pursuant to section 197(1) (c) of the 1999 constitution of the Federal Republic of Nigeria as amended. The composition, power and functions of the commission are as provided at Part II of the Third Schedule of the 1999 Constitution as amended, in paragraph 2(1). The commission also has powers to by "*rules or otherwise regulate its own procedure or confer powers or impose duties on any officer or authority for the purpose of discharging its functions" in accordance with section 204 (1) of the same constitution***.** Thus, the commission has powers to make rules or regulations to guide and regulate the conduct and discharge of its

function or confer powers or impose duties on any officer or authority to carry out any assigned duty or function..

The commission therefore has the charge to make rules and policies for uniform application in all arms of the courts under her control, including training policy and programmes for the judicial service. Apart from dealing with general staff matters in the judicial service of Kogi State, the commission has the powers to:-

(a) Advise the National Judicial Council (NJC) at the Federal level, on suitable persons for nomination to the office of;

i The Chief Judge of the State,

ii The Grand Kadi of the Sharia Court of Appeal,

iii The President of the Customary Court of Appeal,

iv Judges of the High Court of the State,

v Kadis of the Sharia Court of Appeal of the State,

vi Judges of the Customary Court of Appeal of the State,

(b) Subject to the provision of the same constitution, to recommend to the National Judicial Council , the removal from office of the judicial officers specified in sub-paragraph (a) above, and

(c) To appoint, dismiss and exercise disciplinary control over the Chief Registrars, Deputy Chief Registrars, Directors, Magistrates of all grades, Judges and members of the Area Courts and all other members of staff of the judicial service of the state spread in the three arms of court not otherwise specified in the Constitution.

The 1999 Constitution of the Federal Republic of Nigeria as amended at section 197 provided for the membership of the commission as follows;

a. The Chief Judge of the state. - Chairman.
b. The Grand Kadi of the State Sharia Court of Appeal. - Member.
c. The President of the State Customary Court of Appeal. - Member.
d. The Attorney – General and Commission for Justice of the State. - Member.
e. Two persons who are legal practitioners in Nigeria of not less than ten (10) years call to the bar. - Members.
f. Two other persons who are not legal practitioners, but who are of unquestionable integrity in the opinion of the State Governor. - Members

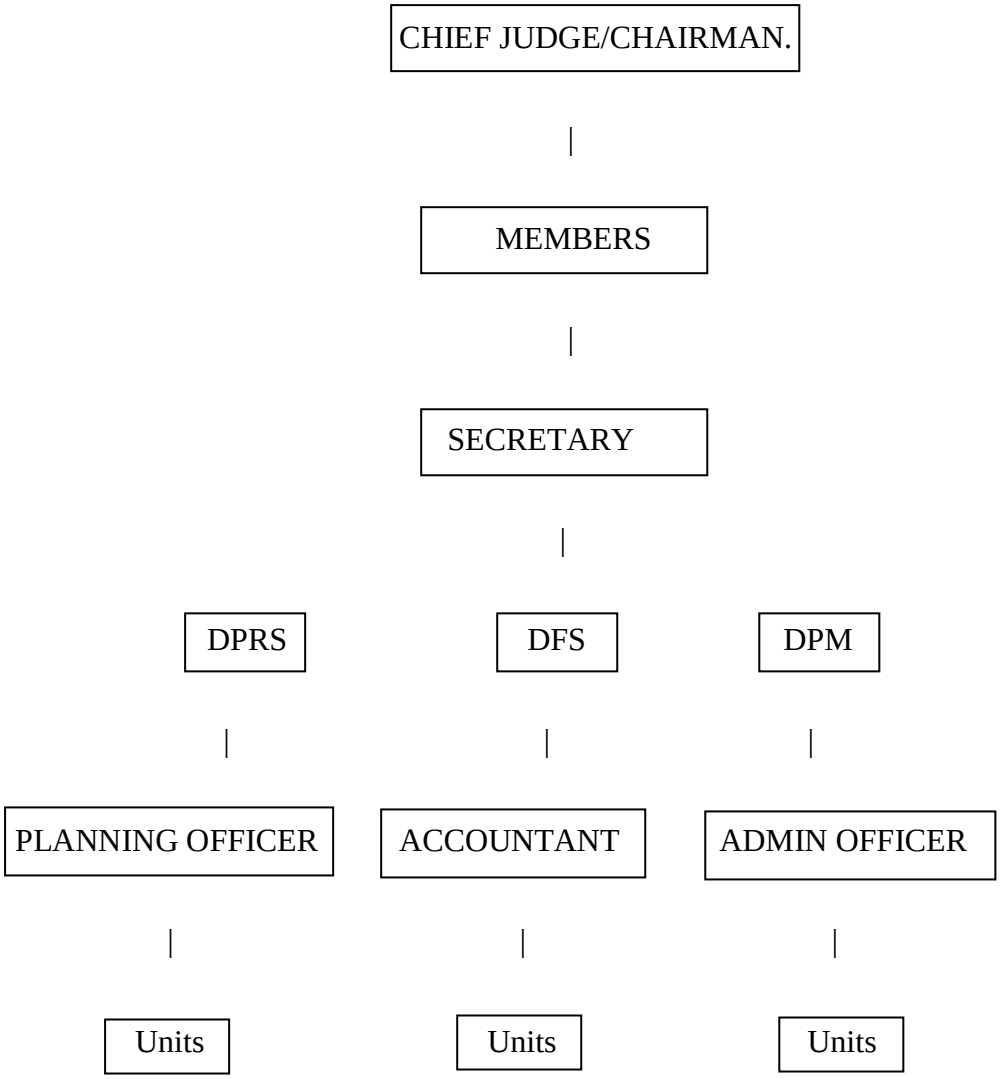
According to the Report of Kogi State Judicial Service Commission (December 2013), the Commission has eight members as provided under the constitution.

The Commission, under its relevant rules, 2007, holds its meeting at such time and place as the Chairman of the Commission may appoint. However, a meeting of the Commission shall be convened if two or more members make a request in writing to that effect to the Chairman, specifying the business to be transacted. The quorum for a meeting shall not be less than one-third of total number of members of the Commission as at the date of that meeting. The Chairman presides at every meeting of the Commission (either regular or

emergency meeting) but in his absence, a member was selected by majority of the members present, to preside over such meeting. Each member was entitled to one vote and majority votes shall be the decision of the Commission. However, the Chairman or any presiding member has a casting vote as well as a deliberative vote. It was at such meetings that the business of the Commission and decisions regarding any approval(s) or otherwise and policy/directives are usually concluded.

The Secretary to the Commission is appointed by the Commission upon the recommendation of the Chief Judge who is also the Chairman of the Commission. He is the administrative head of the Commission's Secretariat and the Accounting Officer. The functions of the Secretary are spelt out under the Judicial Service Commissions' Rules, 2007. In addition to these functions, the Secretary performs other administrative duties as may be assigned by the commission or the Chairman as the occasion demands and assisted by three Directors at the Directorate of personnel Management, Finance and Supplies and Planning, Research and Statistics. The exercise of any function or power conferred on the Commission by any rule or law may be signified under the hand of the Chairman or the secretary.

Organization Chart of Kogi State Judicial Service Commission



Organizational Chart of Kogi State Judicial Service Commission as at Dec. 2012(Source: - KSJSC Report, Dec. 2012.)

CHAPTER FIVE

DATA PRESENTATION AND ANALYSES

5.1 Introduction

This chapter deals with presentation of data and analysis using both descriptive and inferential statistical tools. Analyses were based on responses of the respondents to the administered questionnaires and interviews conducted to test the hypotheses. The questionnaire was designed for supporting staff and members of the lower bench and was divided into three sections. The first part was on staff personal data and work experience; the second part dealt with organization climate on training and the last section was on job satisfaction.

The five point Likert scale of strongly agreed, agreed, undecided, disagreed and strongly disagreed was used to measure the intensity or degree of agreement by respondents to statement that describes a situation in the questionnaires administered. Frequency Tables were constructed for analysis of data using simple percentages, and the Chi-square statistical tool to calculate the degree of association between the variables in order to test the hypotheses. Opinions were sought to understand staff job effect, satisfaction and how training motivates for or inhibit their job satisfaction as well as suggestions for effective staff training towards achieving job satisfaction. 388 questionnaires were administered, representing 100% of the sample size and effort was made to ensure distribution to each of the directorates in each arm of court in Kogi State Judicial Service and the Commission using stratified random sampling technique, as shown in table 3.2.

5.2 Return of Questionnaires

A total of 388 questionnaires were distributed to respondents and the rate of return of questionnaires are shown in table 5.1

Table 5.1: Rate of Returned Questionnaire

Study Area	Nos. Of Questionnaire Administered	Nos. Of Questionnaire Returned (%)		Nos. Of Unreturned Questionnaire (%)	
JSC	23	17	73.9	6	35.2
HCJ	212	172	81.1	40	23.2
SCA	57	47	82.4	10	21.3
CCA	46	38	82.6	8	21.0
TOTAL	338	274		64	

Source: Field Survey in Kogi State Judiciary, 2015.

From table 5.1 above, 338 questionnaires were administered, representing 100% of the sample size. Out of this number, 274 were duly completed and returned, representing 81.06% return rate while 64 questionnaires were not returned representing 18.94% of unreturned. Out of the completed and returned number of 274, 18 or 6.6% were not properly completed and were so rejected. Thus, 256 or 75.7% of the properly completed questionnaires were used for data presentation and analyses.

Based on the research questionnaire, the following responses with regards to personal data (age, sex and marital status) and work experience were obtained from respondents in Kogi State Judicial Service as shown in tables 5.2, 5.3, 5.4 5.5 and 5.6.

Table 5.2: Age of Respondents

Years	Number of Responses	Percentage
20 – 30	69	27
31 – 40	160	63
41 – 50	22	8
51 – Above.	5	2
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

The data in table 5.2 shows that majority of respondents are within the age group of 20 – 40 years. They form 90 % or 229 of the total respondents and are in their youthful age. This age group are fresh entrants into the Kogi State Judicial Service, mostly recruited at the inception of the state in early 1992 and up to 2003 when employment into the judicial

service declined due to embargo on new employment. They were massively employed into the Kogi State Judicial Service to fill existing vacancies due to dearth of manpower at the inception of the state. They came into the service on lower cadre and grade (GL 02-04) mostly as clerical assistants, clerical officers, messengers, cleaners and or court attendants. Most of the new entrants came in with secondary school and some with tertiary education qualification with a view to normalising their status after budgetary provision in subsequent years. This age group is however susceptible to leaving the service because they are youths full of life ambitions and desirous of all life opportunities. Therefore if they get better employment elsewhere that fulfils their needs, most especially, economic, or opportunity for further studies, they might leave. Nwachukwu (2000) noted that "the rate of leaving is usually higher in the early stages, both for young age and for just starting a career at lower level" The rate of leaving gradually diminishes (at more matured age of 40 years and above and upon attaining more senior position) until retirement point from the service.

From above table therefore, there are many staff that may leave for better environment or still go for further education to acquire better qualifications as this age group is physically and mentally able to move as well as having youthful ambitions and needs which they may feel cannot be satisfied by the Kogi state judiciary. In other words, when Kogi state judicial service may not satisfy their needs and valued expectation, they are likely to find greener pasture.

Table 5.3: Gender of Respondents

Gender	Number of Responses	Percentage
Male	178	69.5
Female	78	30.5
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

Table 5.4: Marital Status of Respondents

	Number of Responses	Percentage
Single	53	20.7
Married	194	75.8
Others(Widow/Divorcee)	9	3.5
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

From Table 5.3 and 5.4 above, significantly male staff respondents constitute 69.5% or 178 while 30.5% or 78 are female staff. This shows that male staffs are more in number in the Kogi State Judicial Service than female because composition of membership of courts, especially at the lower court bench, requires male staff to man them. This category of court in the system are far more in number and are found at the grass roots level where in most cases custom dictate that males handle issues for adjudication that borders on customary interpretation in disputes such as land matters, social contract and marriages contracted under the customary law. Moreover, some jobs in the judiciary, by their nature, such as Bailiff/Sheriff /messengers and cleaners, are mostly reserved for male staff because such duties in most cases require frequent trips/movement and or physical strength to perform them. Females, by their expected role in the society are not cut out for exertion on strenuous jobs that are prone to frequent trips and encounter probably, a hostile client who could harm them physically as has been experienced by male staff in the course of executing court processes. Females are therefore found mostly in such positions as clerical, accounting and court attendant duties in the registries.

Furthermore, the male is burdened by the family and the extended family socio cultural syndrome and expected to provide for his family through work. This socio cultural burden is less on the female. The denial of his needs expectation and job dissatisfaction could

therefore have negative consequences on his job attitude. Anything short of better physiological and security needs fulfilment will certainly affect their job attitude and satisfaction.

With regards to work experience (nature of employment, number of years in service and qualification), respondents responses are shown in tables 5.4, 5.5 and 5.6 respectively.

Table 5.5: Nature of Employment

Nature of Employment	Number of Respondents	Percentage
Permanent & Pensionable	240	93.75
Temporary Employment	16	6.25
Contract Employment	0	0
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

Table 5.5 indicates that majority of respondents 240 or 93.75% are on permanent and pensionable appointment having satisfied conditions for confirmation of appointment after their probation period of two years. However, those on temporary appointment, 16 or 6.26%, are either yet to meet the requirement for conferment of permanent and pensionable employment or are still under probation. There are no contract employments in the Kogi State Judicial Service in line with the state government policy prohibiting contract or daily paid employment.

One of the reasons for securing a public/civil service job is the assurance of job security and pension after retirement from service unlike the private sector where it is easier to terminate one's employment on the slightest ground with or without benefit. This account for why people accept government/public sector job, irrespective of the poor condition of service and salary, not only to meet their economic needs but also for its security and permanence of tenure. Staff would take all necessary steps during probation to get confirmed on their permanent and pensionable job in order to enjoy benefits such as

training and promotions derivable from the job. In line with relevant provisions in the public service rules, it is only after a staff is confirmed in his/her appointment that he/she is qualified and entitled to promotions and any form of further training with or without sponsorship, especially if the officer passes the compulsory civil service examination for confirmation at distinction level (Public Service Rule 020707).

Table 5.6: Years of Service

Years in Service	Number of Respondents	Percentage
1 – 5	11	4.3
6 – 10	35	13.7
11 – 15	88	34.4
16 – 20	86	33.6
21 – Above	36	14.0
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

Table 5.6 above shows that 209 or 81.7% of the respondents have put in 6 – 20 years of service, 11 or 4.3% have served less than 6 years while 36 or 14.0% have had 21 and above years in service. By public service rules, an employee is expected to retire voluntarily or be retired compulsorily from service after 35 years of service or 60 years of age, depending on which occur first. That is, either length of service (35 years) or age (60 years) except for judicial officers who are expected to retire after 65years of service (Public Service Rule 020810).

Every employee desires to achieve and develop self, to be appreciated and recognised for efforts through commendations and promotions in the workplace which confers more challenges and responsibilities on the beneficiary with its attendant economic enhancement/benefits before retirement from service. These intrinsic sources of job satisfaction relates to the content of the job which Herzberg noted must be present to promote positive satisfaction. Also, Maslow was of the view that people are motivated by a desire to satisfy specific needs progressively from dominant lower level to higher level

needs. Although promotion in the public/civil service is determined and depends on number of years in service and on a position, usually 2, 3, or 4 years as the case may be, advancement can or may be hasten by training and acquisition of additional qualification or denied due to lack of same, irrespective of experience or number of years spent on the post in the service. Thus, promotion is progressive from lower to higher level and requires qualification, experience, age, training, and performance etc as contained in the Scheme of Service and Public Service Rule 020702. This can certainly affect staff morale and job satisfaction, hence the quest and value for certificate acquisition in Kogi State Judicial Service to ensure early and quick advancement in career before retirement in line with Public Service Rule 020702(b) which states that "an officer shall qualify for promotion to higher grade after acquiring the skill and competence as provided in the scheme of service for the particular cadre.

Table 5.7: Highest Qualification Obtained

Qualifications	Number of Responses	Percentage
FSLC	9	3.5
WASC/NECO/GCE (O/L)	40	15.6
ND/DIPLOMA/CERT.	150	58.6
HND/B.A/B.Sc	9	3.5
LLB/BL	46	18.0
Others (M.SC/LLM etc)	2	0.8
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

Table 5.7 indicates that significant number of the respondents, 207 or 80.9%, have obtained either a diploma, higher national diploma or a degree qualification. It was found that most respondents were employed with ordinary level (O'L) or diploma certificates but have obtained their current highest qualifications while in the Kogi State Judicial Service. This will not only affect their needs expectations of opportunity for achievement, development and recognition but also advancement, responsibility and status which

Herzberg described as “strong determinants of job satisfaction and of greater importance for lasting positive change of attitude”.

On training experience (type and number of training attended, value and relevance of training to job) respondents’ views are shown in tables 5.7, 5.8 and 5.9.

Table 5.8: Types & Number of Training Undergone since Employment

Types/Nos. of Training	Years in Service					
	1-5	6-10	11-15	16-20	21-Above	Total
NJI Workshop/Seminars	25	48	59	79	93	304
ND/Diploma/Cert. Courses	46	53	55	100	50	304
HND/B.A/Degrees	-	-	-	-	-	-
LLB/BL	9	59	70	82	84	304
LLM /other Masters	-	-	-	-	-	0
Total	80	160	184	261	227	

Source: Field Survey in Kogi state judiciary, 2015.

Table 5.8 shows that staffs with 5 – 21 and above years in service have obtained additional qualification, most especially the LLB/BL necessary for appointment into the judicial (magisterial) bench or the diploma in law certificate for the lower area court bench and court registrar-ship respectively which are valued by staffs. Such expected valued needs outcome from training if achieved could ensure job satisfaction especially when such elevation and the job fulfils the dominant needs and is consistent with a person’s expectations and values, Vroom (1964). The table also shows that those with 16 and above years in service have attended more seminars/workshops than staffs with less years of service that requires more training (workshops/seminars) so as to have career growth that would engender job satisfaction. This position confirm the impact assessment of National Judicial Institute training programmes report on staff of the Nigerian Judiciary (2011) that noted “there were significant numbers of staff who had not participated in any form of training despite having put in several years of service in the judiciary.” Investments on training, it was found, were selective and limited, and

generally geared towards the training of senior management teams, judicial officers and staff with law qualification. These are officers with LLB/BL and on the magisterial bench, upper/lower area court bench, in management positions or court registries while supporting staff seldom get training or the opportunity for their development as reported in DFID Nigeria's Security, Justice and Growth (SJG) programme report, 2005.These set of officers attend on yearly basis, conferences, workshops and seminars by the National Judicial Institute due to their position in the system.

Table 5.9: Importance/Value training as incentive

Value training as incentive	Number of Respondents	Percentage
Yes	240	93.75
No	16	6.25
Total	256	100

Source: Field Survey, Kogi State Judicial Service, 2015

Table 5.9 shows that majority of the respondents, 240 or 93.75% agreed that they valued training as important and a continuous lifelong work incentive but only 16 or 6.25% of the respondents disagreed. The individual makes choice based on estimates of how well the expected results of given behaviour are going to match up with or eventually lead to the desired results. In other word, it is the individual's expectancy that a certain effort will lead to the intended performance of behaviour, the instrumentality of this performance to achieving certain result, and the desirability of this result or valence for the individual. Vroom (1964) emphasises the mental processes regarding choice. It looked at self interest in the alignment of rewards with people's wants and the connections among expected behaviours, rewards and organizational goals. Thus, having the right skills and the knowledge to do the job can be achieved through proper training and acquisition of the

requisite qualification in order to open the door of opportunity for achievement, advancement, recognition, responsibility and self development valued by workers. This tally with the provisions, that promotion is progressive from lower to higher level and requires qualification, experience, age, training, and performance etc as contained in the Scheme of Service and the Public Service Rule 020702. Furthermore, the Public Service Rule 020702(a) emphatically states that "there shall be structured and sustained training for career progression in the service, including continuous professional training and development". Since training is valued and important to career growth by advancement and promotion, staff would embark on whatever training action it takes to acquire additional qualification so as to accelerate their prospect for advancement, promotion and achievement.

As to whether staff training(s) were relevant and applicab respondents responses are as shown in table 5.10 below.

Table 5.10: Relevance of Short/Long Term Training and Acquisition of Higher Qualifications on Job Satisfaction.

Relevance of Training to Present Job Satisfaction	Number of Respondents	Percentage
Strongly Agreed	39	15.2
Agreed	23	9
Undecided	11	4.3
Disagreed	89	34.8
Strongly Disagreed	94	36.7
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

In table 5.10, 183 or 71.5% of the respondents, feel that their training had no relevance on their present job performance and satisfaction while 62 or 24.2% were of the view that it had relevance to their present job performance and satisfaction. The 11 or 4.3% of the undecided respondents were staffs whose job performance and satisfaction does not

require or depend much on any special training. They are in the category of cleaners, messengers and court attendants who do not grow beyond grade level 02 for the duration of their work life span. However, some have embarked on one form of training or the other with a view to changing cadre in the future.

It was found that those who saw their training as relevant to their present job performance and are satisfied (24.2%) mainly fall into the group of staff with the LLB/BL or diploma in law certificates which is in the area of training needs in the Kogi State Judicial Service and were easily elevated into various positions. They are either in the court registries as registrar or on the magisterial or upper/lower area court benches as judges/members. The effective and efficient performance of their job requires the knowledge and skill of law which their training and qualification provides. This is in accord with job satisfaction construct facet of "nature of work performed"(Buckley and Carraher, 1992, Spector, 1997, Schmidt, 2007) On the other hand, the majority of respondents, (71.5%) that felt that their training has no relevance to their present job performance, hence no job satisfaction, had trained and acquired various qualifications in areas outside the law qualification such as public administration, public accounting/auditing, social works, theology, history, business administration, Nigeria Certificate in Education (NCE) etc that are not particularly relevant to the needs of the system and could not be easily elevated in status in the judicial service. Thus, it was found that staffs who were clerical officers on GL 06 being the bar for the cadre or less grade levels, were converted to the Assistant Executive Officer status (Accounts, Audit, Stores or General) to fill the few existing vacancies in those cadre within the budget after acquiring such additional qualification in non law discipline but still remained and presently perform the job/duty of a bailiff, court/registry clerks, which had often led to negative behaviours. Even when promoted to higher grade level up to the bar of GL 13 as Chief Executive officer on their newly

converted executive cadre, most still retain their clerical schedule of duty (interview report). Although the economic value may be satisfied by such promotions to higher grades, the expectancy of recognition, responsibility and self development values leading to overall job satisfaction was not be satisfied in contrast with other organization in Kogi State Civil Service hence the predisposition to seek alternative job elsewhere, most especially among the supporting staff. Where there is no such opportunity or way out, frustration, low morale, bad attitude sets in as noted in the Chief Registrar's memo. This is in tune with Okafor (2014) that noted " with particular reference to the civil service in Nigeria, motivated and satisfied workers exists in their minority, yet, the rate of turnover is relatively low. This could be on account of lack of expectations of job opportunities, lengthy years of being in the service, and the deplorable labour market conditions."

Table 5.11: Availability of Training Programme/Policy

Availability of Training Programme/Policy	Number of Respondents	Percentage
Strongly Agreed	9	3.5
Agreed	12	4.7
Undecided	14	5.5
Disagreed	68	26.6
Strongly Disagreed	153	59.7
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

From table 5.11, significant number of respondents, 221 or 86.3% either disagreed or strongly disagreed with availability of specific training programmes/policy in Kogi State Judicial Service that specify training areas/needs. They are of the opinion that there are no provisions for training opportunities (programmes or policies) that encourage staff training and development since the judiciary had its autonomy and divorced her training guide from the Executive (Establishment & Training Ministry) arm, neither is the organization of training planned and purposeful following the 2002 pronouncement by the former Chief Judge and therefore not rewarded due to lack of budgetary provisions

under the system. This position of things, account for indiscriminate proliferation of qualifications not in tune with the needs of the judicial service. Majority of these respondents are in the supporting staff categories (staffs not performing any adjudication or administration of justice job on the judicial bench). It was noted that apart from the general provisions of entry qualification into positions and advancement beyond such positions provided in the Scheme of Service for the Public/Civil Service, the Kogi State Judicial Service has no programmes in place to specifically guide the general staff training in the system with a view to groom or develop potentials of supporting staff as provided in the scheme of service (interview report). The above view was supported by a study of the approved estimates for the Kogi State Judicial Service over the years in Kogi State yearly budget estimates (2003 - 2013) which revealed that only paltry sum were provided for staff training in all these years. As a result, no staff benefitted from in-service study leave but staffs were only been granted study leave with or without pay over these years in the system. This was compounded by lack of funds from the Executive Arm to fund training as approved in the yearly estimates (interview report). Thus, staffs struggle to undergo any course of their choice on their present salary and lobby to attend NJI seminars and workshops, not for skills and knowledge benefits but the financial benefits attached to such exercise merely seen as jamboree.

The Kogi State Judiciary as an arm of government is mainly concerned as its goals, with administration of justice. It therefore requires knowledge of law in all spheres of life to achieve its goals and training focus should have been on the law discipline. All other disciplines are regarded as supportive to the achievement of the main objective of the system. Thus, the essential area of training needs of the system is law, either at the LLB/BL degree or the Diploma qualification. The Judicial Service Commission by law is expected to make rules for the regulation of administrative actions, including training

matters, in the judicial service system of Kogi State but it was found that it lacked experienced administrative personnel(either at the Commission or the Personnel directorate of each arm of court) to aid policy formulation and execution. (JSC Report, 2011:16) As such, there was no availability of such document/enactment to guide, manage and regulate staff training programme tailored to the needs of the system, most especially for the supporting staff (interview report) as obtainable in Benue and Kwara states' judiciary out of which Kogi state was created in 1991. In the absence of such regulation after the pronouncement of the former Chief Judge, staff indiscriminately, sought training opportunity for self development without recourse to management approval as long as it gives them the opportunity for advancement/promotion, and the attached economic value. That also explains why there is no training checklist in any arm of the courts or the judicial service commission (Personnel directorates) due to lack of training desks or units in the system.

On the other hand, respondents who agreed or strongly agree (21 or 8.2%) that there are availability of training programmes/policy in the judicial service are in the management cadre and mostly lawyers who are not well acquainted with management in the Public Service. They are of the views that the Scheme of Service for use in the Public/Civil Service contains adequate general provisions that guide training as applicable to Kogi State Judicial Service but could not be enforced due to the former Chief Judge's attitude to training which discourages discipline and sanctions for indiscriminate acquisition of qualifications. Such poor handling of training in the first place gave room for pressure and all forms of lobbying by staff get elevated to the few vacancies. (Interview report, 2015)

However, above notwithstanding, not all cadres or training in the scheme of service are relevant to the needs of the judicial service. The judiciary as an arm of government operates with small personnel, accounts, audit, planning, maintenance directorates and other supporting sections. It therefore does not require large army of administrators, executive officers, accountants, auditors and or other non legal professionals like ministries and departments in the executive arm of government. However, it was noted that these were the type of training being undergone by majority of the supporting clerical staffs (Diploma/Certificate course in Public Administration, Accounting, and Auditing etc) instead of law. It is therefore pertinent to have regulations and programmes for the management of staff training, particular for the supporting staff group who form the bulk of personnel in the system in order to ensure orderliness, advancement, recognition and self development that brings about job satisfaction.

On the issue of staff deliberately seeking training opportunities rather than wait to be sent to training by management, respondents' responses are shown in table 5.10

Table 5.12: Self seeking Training Opportunity

Self seeking Training Opportunity	Number of Respondents	Percentage
Strongly Agreed	160	62.5
Agreed	78	30.5
Undecided	0	0
Disagreed	9	3.5
Strongly Disagreed	9	3.5
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

In table 5.12 above, 238 or 93% of the respondents agreed or strongly agreed that staff seek training opportunity without waiting to be selected and sent on training. These respondents are found mostly in the group of supporting staff in Kogi State Judicial Service. This was due to the laissez faire attitude to training and erosion of training

programme and policy to guide staff training in the system following the pronouncement of a former Chief Judge while addressing staffs. It shows that this category of staff indicate general self development as highly important to their job satisfaction. They know the value and importance of training as requisite for their career growth as entrenched in the scheme of service and value it as lifelong work incentive. They are thus motivated to seek training opportunity with or without management approval because any added qualification would meet and accelerate their expectations of promotion, advancement, recognition, responsibility and self development. The self development needs therefore include training and acquisition of higher qualifications (Diplomas, Degrees etc), attending conferences, seminars/workshops and professional induction courses. This needs does not only ensure their ego and esteem needs but also sustain them. Furthermore, the satisfaction of the physiological need can be better achieved through self development of potentials, achievement, recognition and attainment of status. The means of attaining this status is by acquisition of additional qualification via training and promotion and or conversion through change of cadre.

Those respondents who disagreed or strongly disagreed (18 or 7%) are mainly in the senior or management staff who were employed into the Kogi State Judicial Service with a law degree qualification. By virtue of their position, they enjoy yearly attendance of various forms of conferences, seminars/workshops either at the National Judicial Institute local programmes and or at other international forum. These categories of officers are near or at the peak of their career and do not require any training for acquisition of higher qualifications for their career growth.

Table 5.13: Management reward for Training (Promotion/Advancement)

Organization Reward for Training	Number of Respondents	Percentage
Strongly Agreed	14	5.5
Agreed	40	15.6
Undecided	64	25.0
Disagreed	68	26.6
Strongly Disagreed	70	27.3
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015

Table 5.13 above shows that majority of the respondents that disagreed or strongly disagreed (138 or 53.9%) feels that the management in Kogi State Judicial Service do not reward training. Literatures have shown that employee's development means that employees prefers to function in environments that provide a challenge, offers a new learning opportunities, significantly contribute to the organization's success, offers opportunity for advancement and personal development based on success and demonstrated interest in a particular area (Hamza, 1999). Employees want to be treated and rewarded in a fair and equitable manner for additional efforts, achievements and responsibilities as posited in Adams equity theory. Hamza (1999) further emphasised that training, as an additional performance effort should be rewarded accordingly because it is one of the means to provide the opportunity for advancement and responsibility as employees have multiple needs based on their individual, family and cultural values. In addition, these needs depend on the current and desired economic and social status; career aspiration and a general feeling of one's satisfaction with current and desired state of being.

Most of the supporting staffs in Kogi state judicial service that acquired additional qualifications were not rewarded for their efforts due to lack of budgetary provisions to accommodate their elevation although acquisition of additional qualification is recognized by the public service rules as been productive and should be rewarded. Thus,

it was stated in the standard letter of release for study leave with pay for 38 staffs of Kogi state judiciary that were admitted for various courses at the university and other institutions of learning vide Ref. No. JSC/SEC/P/375/VOL.I/16 that, among other things, "they have no guarantee to return to their job or to any higher position in the judiciary after their course and that there will be no promotion throughout the duration of their course" (see appendix 2) This negates or is in violation of the provisions in the public service rules (020702(a)(b)) that sees "structured and sustained training for career progression in the service, including continuous professional training and development as a requirement or qualification for promotion to higher grade after acquiring the skill and competence as provided in the scheme of service for the particular cadre". Furthermore, an officer granted study leave with pay is entitled to all benefits of the office, including promotion. Since management of staff training is not planned and purposeful in the system, there is no reward system on ground for training. This has effect on staff job satisfaction which has led to turnover, truancy and other negative attitude displayed by such staff.

However, the respondents that agreed or strongly agreed (45 or 21.1%) are the few staff that were advanced or converted from one lower status to a higher or superior one, through lobbying, most especially from clerical or such other lower positions to the magisterial or area court bench after the acquisition of the LLB/BL or the diploma in law qualification. With such advancement, they felt satisfied with their job with regards to their status that confer on them recognition, responsibility and the accompanying economic value that satisfy their needs and wants which they value.

Whether the number of promotions enjoyed and its effect on their job satisfaction were due to the number of training(s) staff had undergone since employment, respondents' responses are as shown in table 5.13.

Table 5.14: Promotions due to number of Training

Promotions due to Training	Number of Respondents	Percentage
Strongly Agreed	14	5.5
Agreed	40	15.6
Undecided	64	25.0
Disagreed	58	22.7
Strongly Disagreed	80	31.2
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015

Table 5.14 above indicated that 138 or 53.9% of respondents disagreed or strongly disagreed that the number of promotions they had enjoyed and their job satisfaction were due to the number of training they had since their employment. This was so because promotion exercises in Kogi State Judicial Service were not based on the number of training staff had undergone but on other factors such as length of service, number of years spent on a post, seniority and Annual Performance Evaluation Report (APER). Training was only an added advantage for rapid advancement/Promotion and or an edge where there was a tie between many candidates for a position with limited vacancy.

The 54 or 21.1% respondents that strongly agreed or agreed were those who had enjoyed accelerated promotions and job satisfaction especially with law qualifications while the 64 or 25% undecided respondents fall into the category of cadres (bailiffs, court attendants, messengers and cleaners) whose promotions do no depend on any form of additional qualifications but based on number of years spent on a post and good APER.

Table 5.15: Satisfaction with Job itself (Job contents/Responsibility/Recognition)

Overall satisfaction with Job	Number of Respondents	Percentage
Strongly Agreed	6	2.34
Agreed	17	6.64
Undecided	68	26.6
Disagreed	61	23.8
Strongly Disagreed	104	40.62
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

Majority of respondents in table 5.15 above, 165 or 64.42% disagreed or strongly disagreed been satisfy with their job itself. Their dissatisfaction with the job itself emanates from threat from socio-cultural and ethnocentric tendencies exhibited by the leadership of the system. These respondents felt that their advancement depends on who one knows, which part of the state or ethnic group one comes from inspite of efforts made at acquiring additional qualification(s) (interview report). Furthermore, where one has the opportunity for advancement, it is only for economic value without the corresponding recognition, responsibility and self development. Any bias or discriminatory disposition of the leadership can be a great source of dissatisfaction which lowers morale and at times occasioned labour turnover. When the operational atmosphere is not as conducive, suspicious and threatening, one feels unwanted for his/her job and nurse the desire to leave for an alternative job if the opportunity present itself.

Others who were satisfied with the job itself, 23 or 8.98%, were observed to be either those with the LLB/BL and DIL who are on the bench or are senior management members or those who have put in more years -21 and above years - of service and are either near or at the peak of their career and on their way towards retirement from service.

Table 5.16: Satisfaction with Job Benefits (Salary/Allowance)

Overall satisfaction with Job Benefits	Number of Respondents	Percentage
Strongly Agreed	3	1.1
Agreed	11	4.2
Undecided	85	33.2
Disagreed	68	26.7
Strongly Disagreed	89	34.8
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

Job satisfaction construct include opportunities and reward, fringe benefits and the nature of the job performed (Schmidt, 2007). In Table 5.16 above, significant number of respondents, (157 or 61.5%) indicates dissatisfaction over their job benefits and condition of service. This is due to poor remuneration and the wide gap between the pay package and allowances and opportunity for training for staff on the bench (lawyers/judges on the lower bench) and the supporting staff. Other reasons for been dissatisfied with their job benefits and condition of service include recognition, poor staff utilization and poor facilities, most especially courts at the rural outstations outside the headquarter. As noted in table 5.13, other respondents who were satisfied with the prevailing conditions and job benefits, 14 or 5.3%, were observed to be either senior management members or those who have put in more years -21 and above years - of service, or those few who were advanced or converted from one subordinate status to superior one, most especially to the magisterial or area court bench after their acquisition of relevant (the LLB/BL or the diploma in law) qualification. With such advancement, they are satisfied with their job benefits with regards to their status that confer on them recognition, responsibility and the accompanying economic value that satisfy their needs. In other words they are satisfied with opportunity and rewards, fringe benefits, and the nature of the job they perform.

With regards to staff job's capacity for achievement and potentials for fulfilment in Kogi State Judicial Service, respondents' reactions are presented in table 5.16.

Table 5.17: Job's Capacity for Achievement and Potential for Fulfilment

Job's capacity for achievement and potentials for fulfilment.	Number of Respondents	Percentages
Strongly Agreed	6	2.3
Agreed	15	5.9
Undecided	80	31.3
Disagreed	70	27.3
Strongly Disagreed	85	33.2
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015

Table 5.17 shows that 155 or 60.5% of respondents who are mainly supporting staff group form the bulk of personnel in the system strongly disagreed or disagreed that their present job's capacity does not give room for achievement nor the potential for fulfilment under the judicial service. The judiciary as an arm of government aims at justice administration through adjudication and has little room for supporting staff job capacity for achievement neither does it have the potential for fulfilment as compared to similar positions in the executive arm that provides such capacity and potentials for fulfilment. Most supporting staff that went for training in courses other than law were engaged in mere routine clerical jobs that do not carry much responsibility, recognition and capacity for achievement and fulfilment as compared to similar status in other government jobs in the executive arm.

On the other hand, the 21 or 8.2% of respondents who agreed or strongly agreed that their present job has the capacity for achievement and the potentials for fulfilment were mainly staff on the judicial bench or in the management as deputy chief registrars with law qualifications. Their present jobs have the capacity for further achievements and the potentials for fulfilment and job satisfaction. The respondents, 80 or 32.3% who were undecided as to whether their present jobs has the capacity for achievement or the potentials for fulfilment were those whose present jobs cannot take them beyond certain grade levels in the system's scheme of service. Their jobs may not require attainment of additional qualification or training, attendance of seminars or workshops and provisions for higher status.

Table 5.18: Leaving the Judicial Service for better paid Job elsewhere

Alternative Job Elsewhere	Number of Respondents	Percentage
YES	186	72.7
NO	70	27.3
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015

Table 5.18 further confirms the importance of remuneration as a source of job satisfaction. From responses, 72.7% or 186 of the respondents would leave if they get better paid position and job opportunity elsewhere. These respondents were mainly the supporting staff group and few others with the law qualifications. The judicial service in general and Kogi State Judicial Service in particular is one that discriminates against supporting staffs who are professional in other fields other than law; therefore, in the judicial service, they are not recognised in their right and hardly have the space or capacity for achievement, development, recognition and the potentials for fulfilment by

attaining higher status in their jobs which can stimulate job satisfaction as compared to their colleagues in other ministries, establishments or other arm of government sectors. This position of affairs accord with equity theory that states that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and output are not equal. Equity and fairness in the workplace has been found to be a major factor in determining employee job satisfaction (Lewis et al, 1995).

For the 27.3% or 70 responses, that would not leave for greener pastures, if given the opportunities, there were found to be in the senior management positions or have few years to leave the Kogi State Judicial Service and are therefore satisfied with their present job and position. At that position and status in the judicial service, their expectation needs is for them to be elevated to the superior courts' benches as judges or Khadis and would bear any condition of service so as to achieve such elevation/appointment to the superior court bench before their retirement from service. This position also accord with the opportunity and rewards (pay, promotion, and contingent reward), fringe benefits and the nature of the work performed job satisfaction construct in Schmidt (2007).

Table 5.19: Improved Condition of Service

Condition of Service	Number of Respondents	Percentage
YES	178	69.5
NO	78	30.5
Total	256	100

Source: Field Survey in Kogi state judiciary, 2015.

Table 5.19 shows that virtually 30.5% or 78 respondents stated that they would remain if the condition of service improves. There were in senior management or magisterial

positions with the LLB/BL qualification or have few years to leave the judicial service. Other respondents in this category are expectant of appointment as Chief/Deputy Chief Registrar or appointment as a judicial officer to the higher bench (the high court, customary court of appeal or the Sharia court of appeal) and are therefore satisfied with their present job and position. They would not be satisfied in similar position in other sectors or organization that may not easily afford them such elevation/appointment to superior court bench.

On the other hand however, majority of respondents 69.5% or 178 who were none lawyer supporting staff in the system positively affirmed that they would still leave the Kogi State Judicial Service for a better paid job position elsewhere even if the condition of service in the judicial service improves. Promotions and advancements are part of staff welfare and development package in organizations and personnel aim for self development, achievement, recognition and would embark on performance actions that would lead to attainment of higher status in their jobs which can stimulate job satisfaction (Hamza, 1999). For supporting none lawyer staff in Kogi State Judicial Service, majority felt threatened by the discriminatory disposition of the management and unfavourable condition of service (Interview Report). When the operational atmosphere is not favourable, one feels unwanted for his/her job and nurse the desire to leave if the opportunity comes by, even if other conditions of service such as remuneration and facilities improves.

Furthermore, the satisfaction of the physiological need can be better achieved through self development (of potentials, achievement, and recognition and status attainment) which training fosters (Hamza, op. Cit) but the study revealed that Kogi State Judicial Service do not offer the opportunity as such, due to wide gap in the condition of service (Opportunity and reward, fringe benefits, and the nature of work performed) between

officers with the LLB/BL and Diploma in law qualification and the supporting staff with other professional certificates (Interview Report). Equity theory states that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and output are not equal. Equity and fairness in the workplace has been found to be a major factor in determining employee job satisfaction (Lewis et al, 1995).

TABLE 5.20: Response Pattern to Interview N = 16

PROFILE OF INTERVIEWEE AND SCHEDULE

S/NO	SECTION	INTERVIEWEE	
1	JUDICIAL SERVICE COMMISSION	1.SECRETARY 2.DPRS 3.P.E.O (ADMIN) 4.C.O (REGISTRY)	25-06-2015 10AM – 11AM
2	HIGH COURT	1.DPM 2.DFS 3.REG.LIT 4.C.E.O(PLANNING)	26-06-2015 10AM – 12.30PM
3	CUSTOMARY COURT OF APPEAL	1. CHIEF REG. 2.DPM 3.REG. APPEAL 4.C.E.O(STAFF OFFICER)	29-06-2015 9.30AM – 11.30AM
4	SHARIA COURT OF APPEAL	1. CHIEF REG. 2. DFS 3. E.O (REGISTRY) 4. CHIEF BAILIFF	30-06-2015 10AM – 12 NOON

Source: Field Survey by Researcher in Kogi state judiciary, 2015

5.3 Summary of Interview Response

Four respondents each per arm of court and the commission were randomly selected from senior/management and intermediate/junior staff categories as shown in table 5.19. Questions put to them ranges from; (a) importance of training as incentive to career growth in the judicial service; (b) implementation and management of staff training; (c) provision and accessibility to training opportunities; (d) extent to which attendance of short/long courses/programmes and acquisition of additional higher qualifications affected job satisfaction in Kogi State Judicial Service; (e) satisfaction with the job itself

and the job benefits; (e) on seeking for alternative job in the face of improved condition of service (f) identify factors militating against staff training and suggestions as to ways of improving the management of training/rewards to enhance job satisfaction in Kogi State Judicial Service.

Most respondents agreed to value the importance of training and regard it as motivation for job satisfaction as noted from the questionnaire administered. At the intermediate/junior level, they are mostly not satisfied with implementation and management of training and held that they are not conversant with any specific staff training programme or training needs and policy that guide staff training in the judicial service apart from the general provisions in the scheme of service.

Poor management of training and lack of specific course programmes gave room for selection of courses that are not necessarily determined by actual training needs in the Kogi State Judicial Service but other personal considerations. (Usually to acquire additional certificates to facilitate promotion/advancement, change of cadre for self development, recognition and responsibility) Thus, staffs seeks training opportunity in institutions of learning without waiting for management to select or nominate them based on training needs of the system, but they value training as a means of achieving satisfaction with their job economic value. Furthermore, according to management/senior staff respondents, they lack selection process as this function was taken away from the PMB and only the erstwhile Chief Judge in conjunction with the management team seat to nominate staff for attendance of seminars/workshops organized by the NJI based on criteria other than needs. There is no check list for selection of participants at training institutions or for seminars/workshops. This was due to the lassie faire disposition to training by the former leadership (Chief Judge) and management of the Kogi State Judicial Service that encouraged staffs to go for training of their choice to enable them

advance in their career with the judicial service or seek for better opportunity elsewhere without budgetary provisions to cater to returning staff. This lassie faire disposition to staff training has led to recycling of same participants each year, at the National Judicial Institute programmes. This view was elicited and supported by the 2011 report of the impact assessment of the National Judicial Institute's training programmes on staff of the Nigerian judiciary.

On the question of satisfaction with the job itself and the job benefits and on seeking for alternative job if there was improved condition of service, majority of the supporting none lawyer staff in Kogi State Judicial Service, felt threatened by discriminatory disposition of the management and the general condition of service which are more in favour of lawyers in the system and lack of instant reward for training and would therefore leave for alternative job elsewhere even if condition of service in the Kogi State Judicial Service were improved. In addition, when the operational atmosphere was not favourable for the supporting staffs, they felt unwanted for their job and nurse the desire to leave if the opportunity comes by, even if other conditions of service such as remuneration and facilities improves.

Suggested recommendations put forward includes specifying important need areas to guide staff choice of training as well as acquisition of higher additional qualifications. Also, that the selection process for short long term course, seminars and workshops should be transparent enough devoid of insinuation of favouritism while staff efforts at training should be rewarded instantly through proper planning backed by budgetary provisions so that at each point in time of staff career, they would know what to be expected in their capacity to achieve and potentials for fulfilment.

5.4 Test of Hypotheses

Table 5.21: Chi-square Test for Hypothesis One

(i) Ho: That short or long term training courses does not affect job satisfaction in Kogi State Judicial Service

Table 5.21a: Contingency Table of Respondents' Opinion of Training Courses on Job Satisfaction

Variables	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Organisation's Reward for Training	14	40	64	68	70	256
Promotion due to No. of Trainings Attended	14	40	64	58	80	256
Overall Satisfaction with Job Itself	6	17	68	61	104	256
Overall Satisfaction with Job Benefits	3	11	85	68	89	256

Source: Field Survey, 2015

Table 5.21b: Chi-square Test Statistics

			Organisation's Reward for Training (dependent variable)	Promotion due to No of Trainings Attended (dependent variable)	Overall Satisfaction with Job Itself (dependent variable)	Overall Satisfaction with Job Benefits (dependent variable)	Total
Chi-Square			45.094[a]	49.781[a]	124.586[a]	132.672[a]	352.133
Df			4	4	4	4	
Asymp. Sig.			.000	.000	.000	.000	
Monte Carlo Sig.	Sig.		.000[b]	.000[b]	.000[b]	.000[b]	
	95% Confidence Interval	Lower Bound	.000	.000	.000	.000	
		Upper Bound	.012	.012	.012	.012	
Critical Value			9.488	9.488	9.488	9.488	37.952

The results on Table 5.21b above shows that the calculated chi X^2 value for HO_1 352.133 is higher than the tabulated (critical) value 37.952 at 0.05 significance level and at 16 degree of freedom (df).

(i) **Decision:** Reject Null Hypothesis (HO) if calculated value is greater than the critical value and accept the hypothesis if the calculated value is less than the critical value. We therefore reject the null hypothesis which states "That short or long term training courses does not affect job satisfaction in Kogi State Judicial Service. This means that attendance of short or long term training courses does affect job satisfaction in Kogi State Judicial Service.

Table 5.22: Chi square Test for Hypothesis Two

Ho:$_2$ That acquisition of higher educational qualification does not affect job satisfaction in Kogi State Judicial Service.

Table 5.22a: Contingency Table of Respondents' Opinion of Acquisition of Higher Qualification on Job Satisfaction

Variables	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**	**Total**
Organisation's Reward for Training	14	40	64	68	70	256
Promotion due to No. of Trainings Attended	14	40	64	58	80	256
Overall Satisfaction with Job Itself	6	17	68	61	104	256
Overall Satisfaction with Job Benefits	3	11	85	68	89	256
Job's Capacity for Achievement & Potential for Fulfilment	6	15	80	70	85	256

Source: Field Survey, 2015

Table 5.22b: Chi-square Test Statistics

			Promotion due to No of Trainings Attended (dependent variable)	Overall Satisfaction with Job Itself (dependent variable)	Overall Satisfaction with Job Benefits (dependent variable)	Job's Capacity for Achievement & Potential for Fulfilment (dependent variable)	Organisation's Reward for Training (dependent variable)	Total
Chi-Square			49.781[c]	124.586[c]	132.672[c]	110.914[c]	45.094[c]	463.047
Df			4	4	4	4	4	
Asymp. Sig.			.000	.000	.000	.000	.000	
Monte Carlo Sig.	Sig.		.000[b]	.000[b]	.000[b]	.000[b]	.000[b]	
	95% Confidence Interval	Lower Bound	.000	.000	.000	.000	.000	
		Upper Bound	.012	.012	.012	.012	.012	
Crit.			9.488	9.488	9.488	9.488	9.488	47.44

Source: SPSS Computation

The results on Table 5.22b above shows that the calculated chi X^2 value for HO_{11} 463.047 is higher than the tabulated (critical) value 47.44 at 0.05 significance level and at 20 degree of freedom (df).

Decision: Reject Null Hypothesis (HO) if calculated value is greater than the critical value and accept the hypothesis if the calculated value is less than the critical value. We therefore reject the null hypothesis which states "that acquisition of higher educational qualification does not affect staff job satisfaction in the Kogi State Judicial Service". This means that acquisition of higher educational qualification does affect staff job satisfaction in the Kogi State Judicial Service.

5.5 General Discussions of findings

Job satisfaction has been studied all over the world and in a broad array of professions; there is a measurable positive correlation between job training and its effects on job satisfaction. This is demonstrable across countries and cultures and this holds true for a broad array of career fields, such as managers/administrative staff, (Vasudevan, 2014), (Sharon et al, 2014), education institutions/academics, fiancé and those who work in the industrial trades (Adesola et al, 2013), (Joaquin et al, 2012) and health care providers, (Hong et al, 2004). The findings are reasonably consistent across time.

This research on effect of training on job satisfaction in Kogi State Judicial Service was based on factors for job satisfaction construct such as achievement, recognition, responsibility, advancement and the work itself. The job satisfaction construct of (a) opportunities and reward (pay, promotion, and contingent reward), (b) fringe benefits, (c) operating rules and procedures and (d) the nature of work performed, of Schmidt (2007) model accord with above factors. The result obtained from the analyses of Effect of Training on Job Satisfaction in Kogi state Judicial Service and the test of the hypotheses revealed that the Kogi state Judicial Service environment and its operational process or work method has no capacity to meet respondents (most especially supporting or non lawyer staffs) value expectations to ensuring their job satisfaction. The study found that (a) lack of purposeful and planned staff training has dissatisfying effect on their job satisfaction, and that apart from general provisions for training in the scheme of service in use for public/civil service, Kogi State Judicial Service lack specific training programmes/policy to guide training matters in the system, (b) in view of (a) above, there was no reward (promotion, advancement, recognition and responsibility) opportunities to accord training the recognition it deserved for job satisfaction, (c) the lack of positive

training impact on job satisfaction has created strong turnover desire among respondents, most especially the none lawyer supporting staff in Kogi State Judicial Service.

From the question of the nature of employment, it was found that majority of respondents are on permanent and pensionable appointment which was indicative that staff would comply with whatever it takes to have a secured employment with the Kogi state judiciary. Without confirmation of appointment (public service rule, 2000), a staff may not be entitled to certain benefits such as promotion and training which are avenue for fulfilment of needs expectation and the capacity for self development. Thus, Simon and March (1958), in Hamza (1999) stated that job satisfaction is about "a worker's willingness to remain with the organization despite more favourable conditions or inducement offered by other organizations". The Kogi state judicial staff job satisfaction can be related to this statement with the research question on whether respondents will leave if the Kogi state judiciary conditions of service improves but not necessarily better than other sectors in the economy.

It was found that majority of respondents, 210 or 69%, expressed their willingness to leave the Kogi State Judicial Service. It can be concluded that the Kogi state judiciary has no affective cognitive orientation towards its supporting staff. This is however subject to the degree of affinity from staff to staff. Those with positive affective orientation are satisfied while those with negative orientation are dissatisfied. Furthermore, the dissatisfied majority stated that the Kogi State Judicial Service environment and its operational system does not give them psychological satisfaction due to high discrimination and unfavourable service conditions between the lawyer and non lawyer staffs, hence the preference to leave the organization since job satisfaction is the favourableness or unfavourableness with which employees view their work and its environment. Also, the research found that those who expressed favourable attitude

towards their job are mostly staff with the law qualification(s) and feel that they will not be better or more easily satisfied in comparable jobs. They will remain on their jobs as the research response indicates because by virtue of their training and qualification in law, they have better career prospects and opportunity in the Kogi state judiciary that can elevate them to the higher benches in the judiciary system which is their expectations and aspiration despite the condition of service. This accord with Schmidt (2007) job satisfaction construct of "opportunity and reward" that includes pay, promotion and contingent reward and probably so because their job on the management, magisterial and or the area court bench was both satisfying and self fulfilling with capacity for achievement than they would have derived with other jobs with better conditions of service elsewhere.

The obvious problems affecting staff training and job satisfaction from the research discovery, includes amongst other things, lack of training programmes/policy that will guide staff training. Thus, training is not planned and purposeful in the system which has resulted to poor staff utilization, performance and job satisfaction. In view of above, there was no reward system put in place to accord training effort the proper recognition it deserves for career growth and job satisfaction in line with relevant provisions in the scheme of service and the public service rules. The lack of planned and purposeful training programmes/policy accounts for staff seeking training opportunity on their own without waiting to be selected and sent on course by management. It also explains the absence of a training check list to know the deficiency in staff performance needs that would be rectified through training as well as the number of employees on training or the type of training they are undergoing so as to put in place a reward system for training efforts through budgetary provisions. Same was applicable to staff seminars/workshops. Even where staffs were officially released for training courses in area of needs (law

courses) on study leave with pay, they were categorically informed in their letter of release with reference number JSC/SEC/P/375/VOL. 1/16 dated 22/3/2000, (appendix two) "not to expect promotion throughout the duration of their course neither do they have assurance and guarantee to return to their present job or to any higher position in the judiciary after their course". This negates the opportunity and reward construct, objective of training and needs expectation of staffs. According to Maslow (1954), if deficiency needs (physiological and safety) and growth needs (belonging, self esteem and self actualization) are not met and satisfied, it stifle self development. In other words, failure to creating proper climate in which employees can develop their fullest potentials and a safe environment with proper advancement and wages can lead to frustration, lower job satisfaction and increase withdrawal from the organization (Hamza, 1999). Thus training programmes can be used to modify one's need profile. As Herzberg (1959) in Adeola et al (2013) noted, motivation factors for job satisfaction are achievement, recognition, responsibility, advancement and the work itself but the content of the training conditions of Kogi state judiciary as stated in the release letter for study leave with pay above does not engender job satisfaction.

Another problem affecting staff job satisfaction in Kogi state judicial service from the research finding includes poor staff utilization, work performance and the attendant opportunity for self development. In most cases, the jobs performed by supporting staffs especially, are routine clerical duties which are not challenging enough to give the capacity to achieve, develop potentials and indeed, attain recognition, opportunity for growth, self fulfilment and development. All these above factors constitute intrinsic job contents and greatly influence job satisfaction described by Hertzberg in Sharon and Ngirande (2014) as "the source of satisfaction or outlets for self actualization". They are not only desirable but also valued as the Kogi state judicial service generally ought not

only to give capacity for achievement and recognition but also to provide responsibility and opportunity for advancement which Hertzberg in Sharon and Ngirande (1014) also noted as "strong determinants of job satisfaction with the work itself".

A good working condition entails good operational facilities, security and training opportunities. It includes salaries /allowances which are more important not in its right but to meet the prevailing socio-economic reality in Kogi state in particular and the country in general. A discovery of this research is the confirmation of past researches on the effect of salary/Allowances as a major source of job satisfaction and motivation of workers in developing countries (Ngu, 2010, Sharon and Ngirande, 2014). This research confirms that salary/allowances are a major source of job satisfaction or no satisfaction as majority (177 or 58.4%) of respondents affirms that they are strongly dissatisfied with their job benefits, especially after completing a course of training. Salaries and allowances is the only means available to staffs in Kogi state judicial service to fulfil their deprived basic needs. Although it is of limited value, it becomes the focus of interest as it is the only means available to survive, to advance in status and respect in the eyes of fellow men or make material improvements in standard of living (Hamza, 1999). As Ngu (2010) also noted, "to meet the burden of the family and the socio-cultural and economic sub-system in this environment". Apart from the unsustainable salary/allowance which has called for agitation in recent times in the Nigeria judiciary, there is a wide gap in the remuneration as well as in facilities between staff with law qualification on the judicial benches of Kogi state and their supporting staff counterpart even if they had acquired a degree or diploma in other disciplines. Training, therefore, becomes highly valued and important because without the requisite qualification in accordance with the dictates of the scheme of service and the public service rules (2000), staffs in the Kogi state judicial service cannot effectively develop potentials, may not achieve, grow and develop self for

recognition and attain status that would ensure job satisfaction. Thus, training becomes an avenue for ensuring self fulfilment and development that may lead to achievement and recognition for higher status, more economic value (remuneration) and its accompanying perquisite of office. Moreover, more money can be used to develop self to attain greater height in life or as McGregor in Hamza (1999) noted, "purchase the deprived or thwarted higher level needs".

Other causes of job dissatisfaction in Kogi state judicial service include lack of opportunity for rapid advancement through promotion after training. There has been no general promotion for staff since the last exercise in 2008 (interview report) Salary and work environment has however been the main concern and therefore the cause of equity or inequity in the system. Adams' Equity Theory (1965) states that "people seek to maintain a balance between their inputs and the outcomes they receive, also in relation to the outputs of others". Fair treatment creates job satisfaction. An employee in any position wants to feel that their contributions and work performance are being rewarded with their pay. If they feel that they are underpaid, they will feel hostile towards the organization and perhaps their co-workers which may result in the employee not performing well at work anymore or they become inwardly disgruntled, or outwardly difficult, recalcitrant or even disruptive or seeking an alternative job. This may explain why the interest of staff in Kogi state judiciary is more on indiscriminate acquisition of certificates rather than relevant knowledge for specific job cadre to enable them advance or convert to superior office. However, since most of these additional qualifications may or cannot be accommodated due lack of planned and purposeful management of staff training programmes and a reward system in place through budgetary provisions, frustration sets in with the attendant low morale, bad attitudes, turnover and or resort to

corrupt practices to make ends meet and that has continued to impinge on the image of the judiciary.

5.6 Summary of Major findings

From the research data analysed, the research has come up with the following findings.

i. That staff valued training as opportunity for rapid advancement and career growth in Kogi State Judicial Service but attendance of short/long term courses, seminars, conferences and workshops have no effect on staff promotions and job satisfaction.

ii. That acquisitions of higher educational qualifications (Diplomas/Degrees) have not engendered capacity for achievement or the potentials for fulfillment due to lack of specific organization's plan to reward training and job satisfaction which has occasioned negative attitude and behaviour that had created the tendency and strong desire for turnover among staff of Kogi State Judicial Service.

iii. That the lack of specific training programmes and the erosion of some of the functions of the Personnel Management Board (PMB) with regards to training (selection process for training) has militated against proper planning and management of staff training and job satisfaction in Kogi State Judicial Service.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The increasing low morale, truancy, absenteeism, corrupt practices, turnover and other negative attitudes exhibited by staffs became a matter of concern to the Chief Registrar. In reaction, a memo emanated from the Chief Registrar ‘s office drawing the attention of the Chief Judge and Chairman, Judicial Service Commission towards the need to issue out circular to staff to spell out training policy to guide staff training in line with due process. This research therefore tried to evaluate the effect of training on job satisfaction in Kogi State Judicial Service from 2003 to 2012. The study determined factors militating against effective management of staff training in Kogi State Judicial Service and the extent to which attendance of short/long term courses, seminars, conferences and workshops and acquisition of higher educational qualifications (Diplomas/Degrees) have affected staff job satisfaction in Kogi State Judicial Service.

Two hypotheses were postulated and stated in the null form. The hypotheses were formulated to ascertain whether attendance of short/long term training has effect on staff job satisfaction and that acquisition of higher educational qualification does not affect job satisfaction in Kogi state judicial service. The significance of the study to researchers, policy makers as well as other stakeholders was stressed. The study covered the period 2003 to 2012 and was limited to evaluating effect of staff training on job satisfaction in Kogi State Judicial Service. The limitation of the study has also been acknowledged. Key terms used in the study were operationally defined for the purpose of this study. The terms included training, training programmes, job satisfaction and judicial service.

The literature relevant to the study was critically reviewed and empirically analysed. They included concepts of training, motivation and job satisfaction. The Vroom (1964) Expectancy theory was adopted as the theoretical framework of the study. The research design was mainly survey using questionnaires and interview instruments administered on supporting staff in the management/senior positions, middle/junior staff and members of the lower benches in Kogi State Judicial Service. Some selected management/senior staff and junior staff were interviewed to complement content analyses of data from the questionnaire and official records and documents. The population of the study was 2683 and the sample size drawn was 338. Stratified random sampling technique was employed for questionnaire administration while data exploration was derived from both primary and secondary sources which were presented in tables and frequencies. The descriptive and inferential statistics were used to analyse and test the validity of the hypotheses. The historical background of training in Kogi State Judiciary, the organizational structures of the arms of court, and the powers and functions of the commission were identified and discussed.

The data obtained from the field centred on questions on the bio-data of respondents and the variables of the study which represents the views of respondents were captured using the 5 point Likert scale to measure the feelings, degree of agreement or intensity of perception/opinion to items on the questionnaire. The views of respondents were complemented with secondary data. These were presented in tables and analysed using frequencies and percentages. From the data generated, presented and analysed, the study revealed among other things that Staff valued training as opportunity for rapid advancement and career growth in Kogi State Judicial Service but attendance of short/long term courses, seminars, conferences and workshops have no effect on staff promotions and job satisfaction due to lack of specific training programmes and poor

selection process for attendance at these trainings; That acquisitions of higher educational qualifications (Diplomas/Degrees) have not engendered capacity for achievement or the potentials for fulfillment due to lack of specific organization's plan to reward training and job satisfaction which has occasioned negative attitude and behaviour and created the tendency and strong desire for turnover among staff of Kogi State Judicial Service and that the erosion of some of the functions of the Personnel Management Board (PMB) with regards to training (selection processes) has militated against proper planning and management of staff training and job satisfaction in Kogi State Judicial Service.

6.2 Conclusion

The study concluded from data analysed and the hypotheses tested that the problem bedevilling the management of staff training and job satisfaction in Kogi State Judicial Service was as a result of the Kogi State Judicial Service environment and its operational process or work method having no capacity to meet respondents (most especially supporting or non lawyer staffs) value expectations to ensuring their job satisfaction. The study found that lack of purposeful and planned staff training was due to erosion of some of the functions of the Personnel Management Board which had dissatisfying effect on job satisfaction. That apart from general provisions for training in the scheme of service in use for public/civil service, the Kogi State Judicial Service lack specific training programmes/policy to guide training matters in the system, and as such there was no reward opportunities through budgetary provisions to accord training the recognition it deserved for job satisfaction. That the attendance of short/long term courses, seminars, conferences and workshops or the acquisition of higher educational qualifications have not affected job satisfaction which had created strong turnover desire among respondents, most especially among the none lawyer supporting staff in Kogi State Judicial Service.

Under the provisions of the Constitution of Federal Republic of Nigeria, 1999 (as amended) and the Kogi State Judicial Service Commission Regulations, (2007), the Commission, was expected to formulate policies, programmes and service rules/regulations that would guide the operation and function of the Kogi State Judicial Service so as to ensure uniformity of administrative actions in each arm of court in the Kogi State judiciary. By the provision of the above enabling authority, the Commission was expected to give policy direction or make rules as it may deem necessary under any given circumstance by strengthening the Personnel Management Boards with enabling powers to regulate staff training. However the first hypothesis tested have indicated that attendance of short/long term courses, seminars, conferences and workshops had not affected job satisfaction in the Kogi State Judicial Service. The test of the second hypothesis of the study shows that acquisition of higher educational qualifications had not engendered job satisfaction; rather, it has encouraged the desire to leave for alternative jobs (greener pastures) after acquisition of requisite qualifications while in the service of Kogi State Judiciary.

In relation to the theoretical framework, the expectancy theory (Vroom, 1964) applied to this study postulated three variable or assumptions, namely; Valence, Expectancy and Instrumentality. In Kogi State Judicial Service the perceived worth of the outcome of an action/behaviour (Training-valence) does not result in perceived positive reward (opportunities and reward- expectation) and the possibility that the outcome of the behaviour (training) will result into a reward (pay, promotion and contingent reward-instrumentality) that would lead to job satisfaction was absent. These expectations are not what one actually gets in Kogi State Judicial Service. The effort to satisfy one's needs in the system depends on one's perception that he expects the training efforts to be followed by a certain outcome of contingent rewards which will bring desirable reward but the

system does not provide attractive alternatives that will lead to perceived value and satisfy outcomes. Thus, expectancy, valence and instrumentality has provided a map for the individual to plan how he will go about fulfilling needs and achieving goals, but the valued expected outcome from training had not yielded the desired fruits, hence the negative behaviour and strong desire for turnover among staff in Kogi State Judicial Service.

6.3 Recommendations

In view of the findings and conclusions made in this study, it is recommended that;

(i) rather than the current *laissez faire* attitude to management of staff training that has led to failure to meeting psychological expectations of employees, the Kogi State Judicial Service Commission as the regulating authority in the judicial service, should put in place or adopt specific training needs (programmes/policy) that would guide and regulate the management of staff training by empowering the Personnel Management Board of each arm of court with criteria for selection and release processes of deserving staff to attend short/long term courses to engender job satisfaction in the Kogi State Judicial Service.

(ii) Management in each arm of court and the Commission should through training needs analyses, specify priority courses that are tenable in the judicial service so that acquisition of higher educational qualifications would be in areas of needs in order to build capacity for achievement and the potentials for fulfilment in the judicial service through career growth, promotion, recognition, responsibility and job satisfaction and to curb the zeal or desire for negative attitudes in the workplace or turnover.

(iii) Lastly, management of each arm of court and the commission should ensure fair and equitable treatment in service conditions/environment, recognition, and welfare of all

categories of staff without discrimination based on law qualification alone by making adequate budgetary provisions to reward training and accord the recognition it deserves for the sustainability of staff job satisfaction in Kogi State Judicial Service.

This way, the form of pressure on the office of the Chief Registrar and the strong desire for turnover would be minimized, and staff morale that will enable job satisfaction resulting from training could be engendered, especially if every staff knows what was expected in order to enhance their potentialities at each point of time in their career.

6.4 Suggestion for Further Study

Further study is suggested on the effect of job satisfaction and performance in the judicial service in general and Kogi state judicial service in particular.

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APPENDIX I

QUESTIONNAIRE

Introduction

Dear Respondent,

I am a postgraduate student of the Department of Public Administration, Ahmadu Bello University, Zaria, carrying out research on the topic "Effect of Staff Training on Job Satisfaction in Kogi State Judicial Service" in partial fulfilment of the requirements for the award of a Master of Science degree in Public Administration. The purpose of this questionnaire is to obtain necessary data through your earnest and sincere response/completion of the questionnaire in aid of this study.

All information obtained through the questionnaire will be treated with utmost confidentiality and anonymity and used for this research purpose only. Your prompt response will be highly appreciated.

Thanks for your anticipated cooperation.

Yours sincerely,

ADAMU A. IBRAHIM

QUESTIONNAIRE TO RESPONDENTS

Please fill in the spaces provided and tick appropriately in the box provided your choice of answer.

PERSONAL DATA AND WORK EXPERIENCE

1. Age: (a) 20 – 30 (b) 32 – 40 (c) 41 - 50 (d) 51 and above.
2. Sex: (a) Male (b) Female
3. Marital Status: (a) Married (b) Single (c) Divorced (d) Widowed
4. Directorate/Section:----------
5. Job Title/Grade Level:----------
6. What was your entry qualification: (a) FSLC (b) WASC/GCE/SSCE/NECO (c) OND/NCE (d) B.Sc/B.A/LLB,BL/HND (e) OTHERS specify----------
7. Nature of Employment: - (a) Perm. & Pens. (b) Temporary (c) Contract
8. How many years have you spent in the Judicial Service?

   (a) (1 -5years) (b) (6 - 10years) (c) (11-15years) (d) (16-20years) (e) (over 21years)
9. State your present qualification, if different from 6 above:----------

TRAINING EXPERIENCE

10. How many training courses have you attended since the last five years? ----------
11. State the type of training undertaken since your employment (including seminars, workshop)

    _____

    _____
12. Was your training relevant and applicable to your present job? YES/NO
13. Do you value training as a continuous, lifelong work incentive? YES/NO

14. Do you agree that staff deliberately seek out training opportunities rather than wait to be sent to training? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed

JOB SATISFACTION AND ORGANIZATION FACTORS

15. Overall, do you think and agree that attendance of short/long term courses has affected your present job to meet your needs and suitable to your qualification(s) and capabilities? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed

16. Do you agree to have a sense of pride in doing your job and satisfied with the benefits you received after acquisition of higher educational qualification? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed
17. `Is it possible to attain your present job status without any form of training?

    YES/NO Give reason(s) for your answer----------

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18. Do you agree that the number of promotions you enjoyed since employment were due to the number of training you have had? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed
19. Do you agree that your present job provide capacity for achievement and potential for fulfillment after your training? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed
20. If you get a better paid job elsewhere will you leave the judicial service?
    YES/NO
21. If the condition of service improves in the Judicial Service, would you prefer to join other service sector with better condition of service? YES/NO

Give reason(s) for your answer----------

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22. Do you agree that the Kogi State Judicial Service Commission have training programmes/policy designed to enhance current job assignment and to prepare staff for future positions? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed
23. Do you agree that Management in Kogi State Judicial Service encourage staff training and development to meet the changing needs of your work place? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed
24. Do you agree that Management in Kogi State Judicial Service reward training and development effort? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed
25. Do you think and agree that training is planned and purposeful rather than accidental in the judicial service of Kogi state? (a) Strongly Agreed (b) Agreed (c) Undecided (d) Disagreed (e) Strongly Disagreed
26. In your opinion, suggest three (3) ways to improve management of staff training in Kogi state judicial service to ensure job satisfaction?

INTERVIEW GUIDE FOR RESPONDENTS IN KOGI STATE JUDICIARY

SECTION A: INTERVIEW QUESTIONS.

1. How important is training valued to your career growth?
2. Are you aware and conversant with the training programme and policy available in the judicial service?
3. How regular does staff have opportunity for training, including seminar/workshop?
4. Having obtained higher qualification (Degree/Diploma), are you satisfied and contented with your present job schedule and its benefits?
5. Would you leave Kogi state judicial service for other job if there is the opportunity?
6. Would you remain or still leave the judicial service if condition of service improves?
7. What are your suggestions to improve staff training and reward for it to ensure staff job satisfaction in Kogi state judicial service?

SECTION B:

Response Pattern to Interview N = 16

Category of Respondents	Number	Percentage
Senior/Management staff	8	50
Intermediate/Junior staff	8	50
Total	16	100

Source: Interview by researcher, Kogi state judicial service, 2015.

APPENDIX II

APPENDIX III

KREJCIE & MORGAN Sample Size Table (1970)

APPENDIX IV

CHI-SQUARE Critical Table

APPENDIX V

LIST OF JUDICIARY STAFF ADMITTED INTO KOGI STATE UNIVERSITY, AYANGBA AND OTHER UNIVERSITIES