EFFECT OF MANPOWER TRAINING AND DEVELOPMENT ON WORKER'S PERFORMANCE: A STUDY OF KADUNA STATE CIVIL SERVICE COMMISSION

BY

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

NOVEMBER, 2014

DECLARATION

I hereby declare that this thesis titled EFFECT OF MANPOWER TRAINING AND DEVELOPMENT ON WORKER'S PERFORMANCE – A CASE STUDY OF KADUNA STATE CIVIL SERVICE COMMISSION was performed by me in the Department of Public Administration, under the supervision of Prof. A. A. Anyebe. The information derived from the literatures reviewed has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any Institution.

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Umulkhairu Huma Umar **Date**

CERTIFICATION

This Thesis titled "EFFECT OF MANPOWER TRAINING AND DEVELOPMENT ON WORKER'S PERFORMANCE – a case study of Kaduna State Civil Service Commission" meets the regulations governing the award of Master of Science (M.Sc) Public Administration of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the entire family of Late Mallam Ahmed Umoru Okia.

ACKNOWLEDGEMENT

All praise is due to Allah who spared my life and made the difficult easy for me by seeing me through this research work and the M.Sc. programme entirely.

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LIST OF TABLES

Table 1.7.2: Population sample and sample size of the study

Table 1.7.4: Showing questionnaire administered

Table 4.1: Rate of responses

Table 4.2: Department of respondent

Table 4.3: Educational qualification of respondent

Table 4.4: Grade level of respondent

Table 4.5: Respondent's years in service

Table 4.6.1 – 4.6.26 showing general responses

Table 4.6.27: showing a combination of variables to test hypothesis one

Table 4.6.28: Showing x^2 computation to test hypothesis one

Table 4.6.29: Showing a combination of variables to test hypothesis two

Table 4.6.30: Showing x^2 computation to test hypothesis two

Table 4.6.31: Showing a combination of variables to test hypothesis three

Table 4.6.32: Showing x^2 computation to test hypothesis three

APPENDIX

Questionnaire Administered to Respondents.

TABLE OF CONTENTS

Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
List of tables	vii
Appendix	viii
Table of Contents	ix
Abstract	xi
CHAPTER ONE: INTRODUCTION	
1.1 Background to the study	1
1.2 Statement of the Problem	3
1.3 Objectives of the study	6
1.4 Hypotheses to be Tested	6
1.5 Scope and Limitation	7
1.6 Significance of the study	8
1.7 Methodology of the study	8
1.8 Definition of Basic Concepts	11
1.9 Plan of the study	12
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK	
2.1 Literature Review	14
2.2 Theoretical Framework	34

CHAPTER THREE: HISTORICAL AND STRUCTURAL OVERVIEW OF THE KADUNA STATE CIVIL SERVICE COMMISSION

3.1 Historical Background 38

3.2 Functions of Kaduna State Civil Service Commission 40

3.3 Structure of Kaduna State Civil Service Commission 40

3.4 Functions of the Departments 41

CHAPTER FOUR: PRESENTATION, ANALYSIS & INTERPRETATION OF DATA

4.1 Introduction 49

4.2 Bio-Data of Respondents 49

4.3 Test of Hypotheses 70

4.4 Major Findings 78

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction 80

5.2 Summary 80

5.3 Conclusion 81

5.4 Recommendations 82

Bibliography 85

Appendix 87

ABSTRACT

This study seeks to examine how training and development programme have affected workers performance in the Kaduna State Civil Service Commission (KSCSC). Manpower training and development is meant to improve workers performance in an organisation, but despite the efforts put forward by KSCSC to train and develop it staff, their performance is still low. The aim of this study is to find out why there is low performance despite the training programme, and also to find out how poor funding could affect the training programme. It was hypothesized that; "there is no significant relationship between manpower training and development and workers performance in KSCSC", that, "there is no significant relationship between the procedures used in selecting staff for training and the effectiveness of the training programmes", and "there is no significant relationship between insufficient funding and poor manpower training and development programme in the KSCSC". Related literatures were reviewed and an empirical study was also carried out. The Donald Kirkpatrick's four level of learning model was adopted for this study. The questionnaires administered on the members of staff of the KSCSC were analysed using the chi-square statistical tool of analysis. Based on the analysis, the three null hypothesis formulated were rejected while the alternate hypotheses were accepted. The major findings include: training has a positive impact on worker's performance, the procedures used in selecting staff for training affected the result of the training programme and insufficient funding led to poor manpower training programmes. The researcher recommends that, the procedures used in selecting staff for training be based on the commission's need and the commission should source for funds through investment to augment government's allocation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The human resource available to any nation constitutes the most important assets to that nation. All other resources namely money, machines, information, time, technology et cetera, are inanimate and therefore need to be activated by human resources. Manpower is the basic resource that is used in converting other resources to benefit a nation. So how well a nation develops it human resources is fundamental in deciding how much it could accomplish as a nation. Even in the developed world where the uses of machines are at an advanced stage, manpower is still very vital. The Nigerian government cognizant of this fact, has overtly encouraged the establishment of many institutions for the training and development of manpower.

In other words, the quality of human resource in an organization is very important as its determines whether or not the organization will be successful. As observed by Likert (1961), the activities of many enterprise are initiated and determined by the persons who make up that institutional plants, offices, computers, automated equipment and all else that a modern firm uses except for human effort and direction of all the tasks of management, managing the human components is the central and most important task, because, all else depends on how well the human resources is developed.

Considering the tremendous importance of human resources in an organisation, every organisation therefore places great emphasis on training and development. This is in a bid to turn potential human resources into actual resources. Education provides people with knowledge, training, orientation, spirit of initiative and social responsibility which enable

them to do the job of development in the circumstances in which they find themselves. There is no other way of achieving organizational goals and objective than through proper training and development which enhance optimal utilization, productivity, commitment and motivation of workers.

Nwachukwu (2005), observes that, employee productivity is a function of ability will and situational factors. An organization may have employees of ability and determination, with appropriate equipment and managerial support yet, performance falls below expectation. This is due to the fact that, they lack adequate skills, and knowledge which are acquired through training and development. Training and development could be in various forms, which include induction courses, conferences, on-the-job training, seminars and other practical methods of staff training.

Manpower training and development policies are therefore the vital ingredients for organizational advancement. Organisation exists and grows because it provides the community needs, to do this, the organisation must function at an optimum level of productivity. Its efforts, success or failure depends on the ability of the organisation to train and develop its manpower into productive, competent and skilled work-force which is capable of and willing to work towards the realization of these objectives. Manpower training and development has for long been one of the functions performed by the management, but was not given serious attention by some organisations. Many employees have failed in organisations because their need for training was not identified and provided for by the management. This reduced the performance within such establishments. This shortcoming has been attributed to poor and ineffective policies on training and development. Where there is a good and effective training and development programme and this programme is adequately

administered, it could go a long way in improving productivity because training increase workers morale, improves coordination, reduces labour turnover and also it reduces cost, thereby increasing performance.

According to the guidelines for training in the Kaduna State Public Service (2005), training will be discharged by the Bureau of Establishment management services and training, that government have approved that the Bureau shall take full and overall responsibility for the management of training in the state public service. This in effect is to improve the skills and knowledge as well as increasing technical potentialities of the workers in the Kaduna State Civil Service Commission. To achieve its training and development goals, the Commission needs to go extra miles in encouraging its employees to undergo different forms of training. New employees therefore need to undergo training while existing employee must be developed from time to time so as to improve productivity.

This study, seeks to find the relationship between employee training and development in Kaduna State Civil Service Commission and employee performance, if training and development and its administration as its concerns the employees, affects their performance in the Commission. As Terraco and Swenson (1998) observed, there is a positive relationship between employee development and organizational performance, with organizations which offer an array of learning opportunities enable employees to perform better in their jobs which in turn enables the organisation as a whole to perform better as well.

1.2 **Statement of the Research Problem**

Organisations are usually established to achieve defined goals and objectives. The success or otherwise of an organisation, to a large extent, is determined by the effectiveness of its manpower policies. Manpower training and development forms an integral part of any

organization that wants to succeed because, it is the knowledge and skills of the employees in the organization that will determine the extent to which resources potentials may be put to work.

In Nigeria, the manpower policies of most organisations are in-accurate especially when it concerns training and development. This is the same in the civil service, and this affects performance generally.

The Kaduna state civil service commission was established to appoint, promote and to discipline staff within the state civil service. To achieve this, the commission need to put in place an adequate training and development programme which will assist in producing skilled manpower required to carry out the necessary activities in the commission. The commission in line with the above has the following training and development objectives;

a. To improve the necessary knowledge and skills of its workers for the efficient performance of their official duties.

b. To develop the academic/professional and technical potentials of officers, in order to prepare them for higher responsibilities in their chosen career.

c. To produce a corps of highly specialized, talented and motivated officers for the efficient execution of government policies and programmes.

Judging from the above training objectives, the performance of workers in the commission should be up to expectation if really they receive the required training and development, as observed by Nwachukwu (2005) that, employee training and development are at the heart of employee utilization, productivity, commitment, motivation and growth. Thus, performance in the Kaduna state civil service commission is a function of training and development programmes of the commission. The question that comes to mind is, if the

commission has a training programme with good objectives, has the implementation of this training programme been able to meet the objectives? Because, in Nigeria, organizations have policies on human resources training and development, but these policies are formulated in such ways that, they are not easily accessible to those employee for which it is intended to improve.

Apart from the fact that the need for most employees training have not been identified and provided for, the issue of funding of training programme is a factor that have crippled most training programmes in organization, Kaduna State Civil Service Commission (KSCSC) inclusive. There are situations where a number of employees exist in an organization, but there are no provisions for their training and development to enhance the efficient and effective linkage to their jobs. If organizations have employees of ability and determination, with appropriate equipment and managerial support, without adequate skills and knowledge which are acquired through training and development, performance will be below expectation.

From the foregoing, the questions that are fundamental to this research work are;

i. How has the manpower training and development programme effected workers performance in the KSCSC?
ii. How has the system for selecting staff for training causes setback to manpower training programme in the commission?
iii. How has the issue of funding of training programmes affected the training activities in the commission?

1.3 Objectives of the Study

This seeks to examine how training and development policy in Kaduna State Civil Service Commission has affected workers performance in the Commission. The study also attempts to achieve the following specific objectives:

i. To find out how the system for selecting staff for training has affected the training programmes.

ii. To find out the sources of finance used in training staffs in the Commission.

iii. To find out the extent to which training and development affects workers performance in the commission.

iv. To recommend solution the problem facing manpower training and development in the commission.

1.4 Hypotheses

Hypothesis is a tentative statement subject to verification, validation or otherwise, meant to serve as a guide in a research work. For the purpose of this research work, the following hypotheses has been formulated;

i. H_0: There is no significant relationship between manpower planning and organizational productivity in PHCN Zaria.

$H_{1:}$ There is a significant relationship between manpower planning and organizational productivity in PHCN Zaria.

ii. H_0: There is no significant relationship between the procedures used in manpower planning and the effectiveness of organizational productivity.

H_1: There is a significant relationship between the procedures used in Manpower Planning and effectiveness of organizational productivity.

iii. H_0: There is no significant relationship between insufficient funding and poor manpower planning and organizational productivity in PHCN Zaria.

H_1: There is a significant relationship between insufficient funding and poor manpower planning and organizational productivity PHCN Zaria.

1.5 Scope and Limitations of the study

The scope of this study is to examine staff training and development in Kaduna State Civil Service Commission as it affects workers performance in the Commission, between 2007 and 2011.

A lot of factors serve as limitations and constraints to any research work. These could be geographical, economical, political, physical and other abstract factors in the environment. In the course of this research, the major setback is lack of documented records of staff training programmes in the Commission, as the researcher could not lay hands on any records concerning staff who have undergone training in the commission within the period under-study. Another setback faced by the researcher is the use of questionnaires, as the responses could have been manipulated by respondents. The researcher is recommending that, future researchers should apply the instrument of interview in gathering primary data for their research.

The research results, findings and recommendations are based on the assumptions of the responses of the respondents and the printed documents available to the researcher from the commission.

1.6 Significance of the study

This study determines to make necessary recommendations that would help the Kaduna State Civil Service Commission on how to evolve an effective and efficient personnel

training and development policy which is vital for the realization of the Commission's goals and objectives. This study also seeks to add to existing literature on personnel training and development if any in the commission. This study will also be useful in the areas, as it will assist researchers and students of personnel management who may want to undertake a similar study. Finally it will assist personnel managers, who desire to come out with effective and efficient manpower training and development programmes in their organisation.

1.7 **Methodology**

The methodology of this study focuses on sources of data collection, method of analyzing the data collected, population/sample size of the study as well as administration of questionnaires.

1.7.1 **Sources of Data**

In order to evaluate training and development as it affects performance in Kaduna State Civil Service Commission, the researcher use two instruments of social science investigation:

i. Documentary source (secondary sources);

ii. Interview and questionnaire (primary sources).

1.7.1.1 **Primary Sources**

The major instrument we used to collect and assemble primary data for this research work is systematic observation which is being achieved through interview and administration of questionnaire.

1.7.1.2 **Secondary sources**

Much useful information related to this study is derived from published works which serve as source of secondary data. These include published materials, journals, reports, statistical data etc. The following information will be obtained through these sources;

(i) The commission staff training and development programmes and objective;

(ii) Achievement of the commission in its staff training and development programmes within the period under study.

1.7.2 **Population/Sample size of the study**

The population size is the total number of workers in the commission, while the sample size is a portion of the population which the researcher intends to use as representation of the total population.

The total population of the commission as at when the researcher visited the commission was 91. The researcher use 68% of the total population which is;

$$\frac{68}{100} \times \frac{91}{1} = 61.8 = 62$$

This can be represented on table as:

Table 1.7.2

Population sample and sample size of the study

S/n	Description	Total population	Sample size of 40% to the nearest whole number
1	Senior staff	56	42
2	Junior staff	35	20
	Total	91	62

Source: Kaduna State Civil Service Commission Staff Record, 2012.

1.7.3 **Method of Data Presentation and Analysis**

The primary and secondary data collected will be transformed into new and relevant functions through proper analysis. The researcher used qualitative and quantitative method of analysis, but with more emphasis on the quantitative method through tables, mathematical calculations, questionnaires and percentage and the Chi-Square statistical tool of analysis to facilitate easy comprehension to future researcher on this research work.

1.7.4 **Administration of Questionnaires**

The questionnaire designed for this study is administered using the random sampling technique on the employees in the Kaduna State Civil Service Commission. Sampling as used here refers to the procedure by which the researcher takes a portion of the total population.

The researcher administered questionnaire on 68% of the total number of workers of the civil service based on a random sampling system. This is a random sampling of 62 selected staffs of the commission.

The questionnaire was divided in a manner in which 42 were issued to senior staff and 20 to junior staff.

This is represented in the table below:

Table 1.7.4

Table showing questionnaire administered on staff of KSCSC.

Description	Number of person	Number of questionnaire
Sample size	62	62
Total Returns	59	59

Source: Research survey, 2012.

The questionnaires were designed and administered by the researcher to the respondents. The respondents were given a time limit within which to fill the questionnaires. The questions contained therein are of different types and structure.

The researcher used a close ended questions that is, the use of options. The reason for this is to;

i. Help ensure that answers are given in a frame relevant to the purpose of the enquiry;

ii. Give broad coverage of question thereby providing greater information as required by the investigation.

iii. Give room to standard questions which are simple to administer, quick and easy to analyse.

iv. Enable easy tabulation of answers.

v. Make clear the dimension along which answers are sought.

1.8 Definition of Key concepts

1.8.1 Staff/Manpower

This refers to the quality and quantity of human labour force that is available within an economy or government as well as an organisation at a particular point in time.

1.8.2 Training

According to Nwachukwu (2005), training is organization's effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired.

1.8.3 Development

Nwachukwu (2005), sees development as the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy.

From the above definition, we can look at development as the process of broadening employees perceptions, views and out-look in preparation for greater responsibilities.

1.8.4 **Performance**

Oxford Advanced Learner's Dictionary (2000) defined performance as how well or badly something works, the act or process of performing a task, an action etc.

This is also referred to individual employees productivity, it aim to attain output from economic application of resources to maintain efficient operation in all activities and from all laid down rules in a marketing or manufacturing programmes.

1.8.5 **Civil Service Commission**

Civil Service Commission is a government department in the Civil Service that is constituted by legislature to regulate the recruitment and working conditions of Civil Servants, oversee, hiring and promotion, and dismissal of civil servant.

1.9 **Plan of the study**

This study is divided into five chapters. The first chapter contains a general background on staff training and development and the problems inherent in staff training in the Kaduna State civil service commission. This chapter also contain the objectives of the study, hypothesis to be tested, scope and limitations of the study, significance of the study, methodology of the study, definition of key concept used in the study and the plan of the study respectively.

Chapter two consist of literature review on manpower training, objective of manpower training and development, the types of training, the importance of training and development to employee and organizational performance. Empirical study of Training and development was also discussed. The last part of this chapter is the theoretical framework of the study.

Chapter three consist of introduction, origin of Kaduna State Civil Service Commission, objectives of the Commission, the structure of the commission, function of the department major problems facing the Commission and solutions to the problems.

Chapter four consists of the presentation and analysis of data, analysis of returned questionnaires and major findings.

Chapter five which is the last chapter in the study contains the summary, conclusions, recommendation and references.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

The importance of training in any organization cannot be over-emphasized. For any organization to survive, the development and sustenance of its human resources is very necessary. This is because all other resources cannot make any impact without the human resources who put them to use.

This chapter tries to review related literatures on the concept of staff training and development. The chapter is divided into two parts. The first part is the literature review, where literatures will be review on the concept of manpower training, objectives of manpower training, types of training, training need and importance of training to employee development and organization as a whole. The second part is devoted to the theoretical framework adopted for the purpose of this study. The researcher deems it fit to use the Donald Kirkpatrick's learning evaluation model. A detailed analysis of the relevance of the theory to manpower training and development will be discussed.

2.1 Literature Review

2.1.1 The Concept of Manpower Training

Staff training comes under the purview of personnel functions in most organisations, whether public or private. The importance of staff training in any organisation is clear, if we recognize the fact that the structure that sustains it depends on the individuals that operate the structure. Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other. They should be separated in concept. That is why the researcher deem it fit to discuss the two concepts separately so that

we can have a clear understanding of each concept, and later discussing them simultaneously as it concerns personnel performance in organization.

Training on the job and some forms of inservice training are examples of training being designed or intended to develop the knowledge or expertise of employees and to improve their confidence and increase their performance. The principal aim of training according to Akpan (1982) is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold.

The above definition sees training as a means of telling an employee what to do on the job assigned to him and by extension teaching the employee how to carry out day to day activities in the job they do.

Training is job-oriented and should result in an observable change in behaviour of the employee as it increases ability to perform duties, as observed by Ujo (2008) that, training means the learning of activities, acquisition of knowledge, skill attitudes and values that are directed towards the improvement of the employee's present and future on the job performance and contributing towards the achievement of organizational goals and objectives. This mean that, every training activities is aimed at improving the standard of the employees for better performance in the organisation. That training is intended to give the employee what he needs for the present job and he can as well use the skills and knowledge he acquires in the future.

Training is also a means of helping an employee know what he is suppose to do on the job. Training is organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired.

Reilly (1979) defined training as "the development of a person's knowledge skills and attitudes for a vocational purpose. This definition sees training as developing skills for a specific purpose.

Milkovich et al (1988) sees training as a systematic process of changing the behaviour, knowledge and/or motivation of present employees to improve the match between employees characteristics and employment requirement.

The above definition has succeeded in defining training of employee as a practical aspect of the skills and knowledge acquired before given the present job. Changing the behaviour and knowledge does not mean that whatever knowledge the employee had is irrelevant, instead, it implies that, the employee during training is taught things he already knows in college in practical while also learning other important skills required in his present job.

Flippo (1979), Scarpello and Ledvinka (1988) conceptualize training as calculated effort at increasing an employee's skills for doing a particular job and developing one's knowledge for a vocational purpose. Ledvinka (1988) further states that, organization develop their employees through training and that this training includes all form of planned learning, experiences and activities whose purpose is to effect changes in performance and other behaviours through the acquisition of new knowledge, skills, values and attitudes. These definitions implies that, personnel training reflects activities that are intended to influence the ability and motivates the employees, while helping them to increase their worth to their employer and to themselves.

Training is a continuous process and no organisation can dispense with it as a programme and as a process. If it is properly and effectively planned and executed, it is one of

the most functional motivation factor for staff. Its motivational impacts are derived from the excitement gotten by the trainee from the training process, the effective control over his job and to crown it all, the pride of competence attained. Finally, we can say that training is a part of organisation and cannot be done away with. It entails the increase in attainment of new skills, values, attitudes, and knowledge necessary for new job to increase performance in organisation and it is also a process meant to develop on the skills of old employees.

2.1.2 **Training Objectives**

Ngu (2010) observed that training needs or objectives can be derived from the current manpower situation. The existing manpower situation determines the training objectives both at organizational level. To be able to identify training needs therefore, it entail a comprehensive manpower survey which is usually an aspect of manpower planning. A comprehensive manpower survey will expose the type of skills and personnel that need to be developed or trained. According to Bass and Vaughan (1966) in Ujo (2008), all training are directed at changing people, their knowledge, experience, attitudes and other elements of their behaviour. The purpose of training is, therefore, to equip the employee with the knowledge, skills and attitudes to enable him/her "contribute to higher productivity, fewer mistakes and greater job satisfaction".

Some of the specific objectives of training employees includes among others:

1. To boost the morale and efficiency of personnel.
2. To enable personnel to understand how to practice new job specifications and techniques.
3. To provide for succession, enabling qualified replacement to be available in terms of death, transfer, retirement, etc.

4. To increase organizational flexibility and stability.
5. To prevent human resources obsolence and reduce labour turnover.
6. To raise the standard of unskilled/semi skilled personnel, develop supervisors and decrease the amount of supervision needed.
7. To bridge the gap between existing performance.

In line with the above, Kaduna state public service remains deeply committed to provide intensive and relevant training programmes to the staff of the commission towards the realization of the following objectives:

1. To improve the knowledge and skills of its workers necessary for the efficient performance of their official duties.
2. To develop the academic/professional and technical potentials of officers in order to prepare them for higher responsibilities in their chosen carrier.
3. To produce a corps of highly specialized, talented and motivated officers for the efficient execution of government policies and programmes.

2.1.3 **Types of Training**

There are various types of training, some are formal others are informal. However, all training are designed to help organization accomplish its objectives. Therefore, the types of training adopted by an organisation, is determined by the training objectives.

Manpower training attempts to improve an employee's skill, knowledge and general performance through learning, so as to keep abreast with the changes in technology and the overall business environment. This brings about effectiveness and efficiency in worker's performance.

The various types of training employees receive include the following:

i. Induction courses

ii. On-the-job training

iii. Off-the-job training

iv. Refresher course

v. Conference

vi. Role-playing

vii. Vestibule training

viii. Institutional training

ix. Internship

x. Sensitive training

i. **Induction Course**

Ngu (2010) believes that induction courses are conducted to introduce the newly employed personnel to their new jobs; since most of them are not likely to posses previous experience. It is designed to bring the knowledge and skills of the new employees to a satisfactory level.

ii. On-the-job Training: This is where the employee is shown how to perform the job and allowed to do it under supervision. It is similar to the induction course above. The major objectives of the two types of training in similarity are the sense that they entail acquiring new skills to be able to handle new job. The major difference between the two is that, while induction training is basically meant for new employees, on-the-job training can be extended to include old employees, if a new machine or method of job performance requiring new skills is introduced in the organization. In this case, on-

the-job training can even be designed by the chief executives depending on the prevailing circumstances.

iii. **Off-the-Job-Training:** This is the type of training that can be conducted outside the working environment. It is usually conducted in classrooms. The problem here as observed by Ngu (2010) is that; the trainees are given theoretical knowledge on how to handle a particular operation. The only practical aspect of this type of training is the use of films, or charts, or diagrams for illustration.

iv. **Refresher course:** Refresher courses are used to up-date knowledge or skills. They are usually conducted from time to time, internally or externally, or both. It is important and necessary with innovation through changes of ideas or operating machines. It could even serve as a motivating factor where the employee feels satisfied for being given the opportunity for learning.

v. **Conference:** Training is sometimes conducted through conferences or workshops. This is similar to refresher courses except that, it is not highly formalized since the trainees are treated as participants and not just as passive recipients. The theme chosen for conferences must be relevant to the organisation's objectives or training needs.

vi. **Role Playing:** This is another training device that can be used in organisations. Here, the participants assume the roles of the position they are expected to occupy after the training and their performance, are simultaneously evaluated and corrected where necessary by the training instructors.

vii. **Vestibule training:** This is a type of training where a special place separate from the normal work areas is established for training with procedures and equipment similar to

those used in actual job situation. The employee is taught how to perform the job by a skilled person and is able to learn the job at his or her own rate.

viii. **Institutional training:** This is an institutional training organized in social training centres outside the organisation. it is a type of off-the-job training and could be in form of:

a. Occupational training — when it takes place in specialized training centres like the staff training.

b. Development training — when it takes place in generalist institutions which deals with a variety of courses in broad field of administration and management example, Administrative Staff College Of Nigeria (ASCON).

ix. **Internship:** This is known as assistantship. It is a form of training which occurs after trainees have completed all or part of the formal off-the-job training and involves the allocation of employees to act as assistant to a senior and more experienced staff. Training is by observing and listening to the experienced supervisor performing the job.

x. **Sensitive training:** This is a type of training in which a small number of trainees meet with passive trainers and gain insight into their own and others behaviour to explain why participants behave as they do. Edwin Flippo (1980) observed, it involves face-to-face learning about ongoing behaviours with a small group that meets continually for periods as long as 1 or 2 weeks.

2.1.4 Method of Training

Training methods according to Ujo (2008), refers to the techniques used in imparting knowledge, skills, values and attitudes to the trainee. There are different methods of training

and it is futile to advocate any method as universally effective all have advantages and disadvantages depending upon the people, the materials and the situation which they are applied. The following are among the various training method that may be use singly or combined.

(i) **Job Instruction:** This method of training involves an instructor or trainer with the qualification, communication and social skills necessary for effective teaching and guidance of the trainee. It is generally applied to semi-skilled jobs or operator training and comprises a carefully designed programme.

(ii) **Lecture Method:** This is a training technique where the trainer verbally presents information to a group which may range from small to very large size. It may involve the use of visual aids such as blackboard or slides in conjunction with the lecture.

(iii) **Programme Instruction:** According to Ujo (2008), programme instruction presents information in small blocks, whether in book form or through teaching machine. After reading each block of material, the learner or trainee must answer questions about it. In this method, a feedback inform of correct answers is provided after each response.

(iv) **Case study method:** This is the training technique in which the trainee analyses real or hypothetical situations and suggests not only what to do but also how to do it. This is one of the oldest methods of imparting knowledge on decision making and problem solving skills. The objective of this technique is to teach the trainee how to analyze information, generate decision alternatives and evaluate them.

(v) **In-basket Techniques:** This is a form of stimulation. The trainee is suddenly made to play the role or take the position of a manager. There and then, he/she receives background information, receive letter, memos and phone calls and organizes the information, take decisions and prepare responses to the calls, letters and memos to handle the problems that present themselves.

Other methods of training such as seminars, discussions, role-play, behaviour model etc, are used to teach inter-personal skills and attitude change. As observed earlier, it has been argued by many scholars that, the general approach in the training, involves a combination of techniques.

2.1.5 **Concept of Development**

Development is one of such concepts with wide range of varying meanings and applications connecting different ideas for different individuals, group and societies. It has a reputation of meaning so many things at one single time. This position is a fact that could jeopardize any attempt to pin the concept down to a single and universally acceptable definition.

Staff development according to Akpan (1982), is the process whereby employee is enabled to grow in the job, through the acquisition of wide experience, breadth and increasing confidence resulting from the exercise of varied and tasted responsibilities, the aim being to enable him to reach the top or achieve his best in his profession of employment. Such a position will be attained through action, observation, study reflection, experiment and initiative. This definition sees staff development as an advancement in the working environment which is achieved through acquiring enough knowledge and skill in the organisation from the early stage of employment up till the later stage before retirement.

Staff development according to Cole (2002), is any learning activity which is directed towards future needs rather than present needs and which is concerned more with career growth than immediate performance. The focus of staff development tends to be on the organization's future staff requirements and on the growth needs of individuals to the work place. Thus, development deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy.

2.1.6 Concept of Manpower training and Development

Manpower training and development have over the years been concepts that go hand in hand, they have been inter twined in the process of achieving organisation aims and objectives. Both are described by many scholars as two blades of a single pair of scissors that blend to accomplish a given task. The continuous interwoveness has been due to the fact that the process of one i.e. training leads to the other i.e. development.

According to Ngu (2010), training and development can be said to be "the process of behavioural modification or moulding of workers in order to integrate organisational needs with their characteristics". This observation has been supported by the view of Novit (1979) in (Ngu, 2010) that, both training and development are purposefully geared towards improvement on skills and performance, both involves moulding or remoulding of workers characteristics towards improvement in performance. These definitions look at the concepts as dependent on each other because they mean two different sides of the same coin, as they are both geared towards increasing the skill and knowledge of employees for better performance. Warren, (1975) view training and development as an act of changing people's knowledge, skills and behaviour by the use of instructional techniques; demonstration practices, planned experience all to the achievement of organizational goals. Warren also sees the two concept as

techniques used by organisation to improve the quality of its employees for better performance as its concerns the goals and objectives of the organisation.

Finally, we will look at the contribution of Cascio (1978), who wrote that, training and development activities are planned programmes of organisational improvement, and it is important that they be planned as thoroughly as possible, for their ultimate objectives is to link training content to desired job behaviour. He sees training and development as activities which are planned in line with organisational objectives, while also suggesting a proper planning so as to meet the aim of such programmes.

At this juncture, it can be concluded that both training and development of employees is a step taken by organisations to improve the quality of employees, at the same time increasing the morale of such employees towards better performance that will improve performance in the organisation thereby, achieving organisational goals and objectives.

2.1.7 **Manpower Training And Development in Nigeria**

The essence of any manpower programme is to enhance the welfare of workers by maximizing their skills and the quality and quantity of their employment opportunity and in so doing, add to the country's economic strength. The Nigerian government is cognisant of this fact and has overtly encouraged the establishment of many institutions and organisations for the training and development of her manpower. Apart from universities established since independence, many colleges of technology have been established for the training of intermediate level manpower.

The educational system of the lower levels is being re-oriented to give adequate emphasis to the acquisition of practical skills. The government has also set up many institutions to help in management of education in the country. The National Manpower

Board is responsible for the periodic appraisal of requirements for in-service training of employed manpower both in the public and private sectors. Some institutions established for training, include; Administrative Staff College of Nigeria (ASCON), National Institute for Policy and Strategic Studies (NIPSS), and the Nigerian Institute of Management (NIM) etc.

In 1971, the Federal Government promulgated decree No. 47 of 1971 that established the Industrial Training Fund; (ITF), this was to promote and encourage training as a human resource development process. There are also Federal Training Centres in Maiduguri, Kaduna, Enugu, Lagos, etc, for training federal employees of middle cadre levels.

The 1988 civil service reforms effects some changes because the training system before 1988 according to the reform, had some shortcomings. In order to improve the training system, the 1988 civil service reforms introduced some innovations into the training system. The innovations are;

(i) Making training compulsory and continuous for all categories of officers;

(ii) Tying advancement in the civil service in some cases to attendance of prescribed training courses;

(iii) Establishing an outfit in the personnel management Department for training purposes, and making training a shared responsibility between the individual ministries and the office of establishment and management services.

In its effort to boost training, the federal government in 1990 issued further guideline on training in the federal civil service. The provisions of the guideline include:

(i) Officers should not be released or sponsored on courses simply to acquire certificates or qualifications; but rather training should be systematic, professional and aimed

provincially at developing skills, knowledge and attitude necessary for performing specific schedules of duty.

(ii) Extensive use of on-the-job and in-house methods of training

(iii) Freedom to engage the services of reputable private consultant approved by Government on the implementation of training programmes by ministries.

(iv) The establishment of the ministerial training committee as the main organ for all matters relating to training and appointment of departmental training officers.

(v) The encouragement of junior staff to acquire qualifications for the purpose of advancement to higher positions in the services.

The Ayida report of 1995 highlighted some problems in the 1988 reforms and the guideline of 1990, even though their provisions according to Ayida Report was comprehensive and adequate.

As a way out of the problem, the Ayida Report made far-reaching recommendations on training in the Federal Civil Service. These recommendations are as follows:

(i) The existing provision 10% of total annual personnel emoluments be set aside for training should continue.

(ii) The 10% of the total personnel emoluments for training should be shared 50:50 between each ministry and the office of the Head of Service which will co-ordinate the centralised training programmes.

(iii) Foreign technical assistance programmes should be encouraged and well co-ordinated to supplement local courses and the lean training vote.

(iv) A senior management course should be introduced for all officers who are expected to attend it before entering the senior management cadre of GL.14.

(v) Seasoned retired civil servants should be engaged on contract appointment to train and re-train civil servants in the appropriate skills and methods.

(vi) Adequate funds should be made available to training institutions like ASCON, Federal training centres, schools of Radiography, survey etc, to enable them provide more facilities.

(vii) Study leave without pay should be restored as a way of encouraging officers to improve themselves to render valuable services.

Today in Nigeria, training and development process is based on the provisions in the 1988 reforms, the 1990 training guidelines and the recommendations in Ayida report of 1995. These recommendations have been able to boost training and development of staff in the Nigerian public service. The relevance of manpower training and development is recognized in the Nigerian public service as a tool for improved performance and utilization of human resources.

Source: Nwachukwu, C. C. (2005), management theory and practice. Nsukka University Press.

2.1.8 **Manpower Training and Development in Kaduna State Civil Service Commission**

The Nigerian Public Services has a unitary structure which demands central coordination and control in certain services and functions in order to ensure uniformity and consistency in policy, decision and execution. Among such services are training and development discharged by the Bureau of Establishments, Management Services and Training. As a response to the unwieldy scenario in the management of training function through out the service,

government has approved that, the bureau shall take full and overall responsibility for the management of training in the state public service.

The Bureau has a general guiding principle for training which states that training should be systematic, professional and aimed primarily at developing the skills, knowledge and attitude necessary for performing specific schedules of duties.

Newly recruited officers into the service should attend an induction course within four weeks of appointment and those recruited or promoted to Grade levels 06 to 09 posts should be released for the centralised induction course to be organized by the Bureau of Establishments, Management Services and Training, office of Head of service within three months of their appointment or promotion.

After training, an officer should be deployed to a post to which the training-undertaken applies so that maximization of the skills and knowledge acquired can be made to the service from the investment made in the officer.

There is a training unit under each ministry/department which is headed by a training officer which is the secretary to the main organ. Ministries and extra ministerial departments and parastatals make an annual budget of at least 2 % of their personnel cost for workshops, seminars and conferences and the budget for training submitted to the Bureau for approval. The Bureau assumes responsibility for sponsorship and funding of all approved in-service training programmes of ministries and extra ministerial departments.

The ministries and extra ministerial departments shall have an exclusive responsibility for induction and special training programmes in which clearance shall be obtained from the Bureau of Establishment. The state staff development centre (Formerly Staff Training centre) Kaduna offers courses to the ministry and extra-ministerial departments in the state which are

coordinated by the Bureau of Establishment, management service and training, office of the head of service. Placement must be approved by the Bureau.

At the beginning of April, July, October and January every year ministry/department renders return on implementation of approved training programmes for the proceeding year. It should be forwarded to the Bureau of Establishment.

The bureau has corps of Training Liaison Officers (TLOs) who will be visiting ministries/departments for consultation and advice on possible on-the-spot solutions to operational problems of implementation of these guidelines. They represent a vital link between the training officers of Ministries/Departments and the Bureau of Establishment, Management Services and Training. All areas of the service are accordingly invited to avail themselves of the services of the Bureau to ensure the effective discharge of their training functions.

Source: Guidelines for training in Kaduna State public Service; bureau of Establishment, Management Service and Training, office of Head of Services: Revised Edition, January, 2005.

2.1.9 Empirical Study of the Effect of Manpower Training and Development on Performance

Training both physically, socially, intellectually and mentally are very essential in facilitating not only the performance of employees, but also developing personnel in any organization. In recent times, various studies have shown that the importance of training and development cannot be over emphasized. As observed earlier, human resources are the most valuable assets of any organization, because all other resources cannot function without the human resources who put them to use. Adeniyi (1995) observed that, staff training and

development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. This is due to the fact that, whatever skill or knowledge an employee acquire, is directed towards achieving the goals and objective of the organization.

Scholars like Griffin (1978), Ajibade (1993), Adeniyi (1995), and Arikewuyo (1999) have drawn our attention to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Therefore, training is obviously indispensable not only in the development of the individuals but also facilitate the capacity of the workers.

Among other scholars that highlighted the usefulness of training and development are Akintayo (1996), Oguntimehin (2001) and Graig (1976). They identified the functions of training as follow: increase performance, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise.

The International Labour Office (2000) affirmed that development and training improves their trainees' "prospects of finding and retaining a job; improves their performance at work, their income earning capacity and their living standards; and widens their career choices and opportunities". Management experts also argue that a major function of a manager is to develop people and direct, encourage and train subordinates for optimum

utilisation. To Stahl (1986), training helps prepare employees for certain jobs that are unique to the public sector.

Arguably, the success of any organisation is largely contingent upon its ability to unleash and maximize the talents and abilities of its workforce. To enhance the performance of employees, there is need to impart new methodologies and knowledge on the employees through training. It logically follows then, that employees development programmes are one of the most important activities of any organization. The researcher is of the opinion that, training and development will influence performance in the organization. This assumption is derived from findings on training and development that variously point that training and development endow employees with knowledge that enhance efficiency in job performance. Robbinson and Robbinson (1995) reiterated that the most significant direct benefits of training and manpower development are clarity in job duties and responsibility as well as increase in employee's competence among others. According to Graham (1987) and Glueck (1982), the reasons and advantages for embarking on training and development include efficiency in performance. Similarly, Aina (1992) argues that training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others. Also Rose (1981) maintained that the individual employee gains from training and manpower development by being able to perform his task well and gains satisfaction for efficient work. Consistently, Woolcut and Rose (1979) had argued that with training and development, the organization would recognize the benefits in efficiency, safety, high quality, enhanced job satisfaction and performance. The duo noted a direct relationship between investment in training and development of staff and their attitude to work.

Furthermore, Herzberg, Feldman and Arnold, (1983) argued that training enhances the advancement and growth of an employee, which could result to motivation for increased performance. According to Bass and Vaughan (1986), a meaningful integration of learning experiences to the job makes for practice that will motivate the trainees to improve performance. Also, Bole (1985) argues that transfer of learning occurs when the acquisition of knowledge or skills of particular task facilitates the performance of that task. Consistently, Dakin and Armstrong (1989), had reiterated that training is said to be effective when attitude or behaviour of the person that attended training enhances his job performance. However, Brown and Moberg (1980) stress that human resources training and development involve the growth of the employee, not only in learning as through training but also to growth attitude, motivation in behaviour that the person becomes reliable in a work situation.

From the literatures reviewed, we derived that training and development is an important aspect of organization management because it is a function that seeks to make available for the organization skills that are necessary for its functioning effectively and efficiently. Staff training and development has been identified by various scholars to be very crucial to an organization and its effectiveness. In the light of the above, organizations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness. Contributions from scholars also show that, training and development allows for optimum utilization of skills within the organization. Training also reduces the work of the manager in terms of close supervision and improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization. Conclusively, training and development

is essential to improving performance and developing the knowledge and skill of the employees which directly or indirectly is given back to the organization as output. The overall intent of employees development programmes is to provide systematic path for increasing the employees competence, regardless of whether that increased competence would be used for doing present or future work, the assumption here is that, such knowledge and skills must be utilized one day.

2.2 THEORETICAL FRAMEWORK

2.2.1 The KirkPatrick Model of Training Evaluation

The theoretical framework for this study is the KirkPatrick Model of Training. Donald KirkPatrick developed a very popular evaluation model which has been used since the late 1950s by the training community. Donald KirkPatrick's four level evaluation model was first established in a series of articles in 1959 in the journal of American Society of Training Directors. The four steps of evaluation consist of:

Step 1: Reaction -- How well did the learners like the learning process?

Step 2: Learning — What did they learn? (The extent to which the learners gain knowledge and skills).

Step 3: Behaviour — (What changes in job performance resulted from the learning process? Capability to perform the newly learned skills while on the job).

Step 4: Results — What are the tangible results of the learning process in terms of reduced cost, improved quality, increased production, efficiency, etc.

All these measures are recommended for full and meaningful evaluation of learning in organizations, although their application broadly increases in complexity, and usually cost, through the levels from level 1 — 4.

The researcher adopted the Donald KirkPatrick Model of Training evaluation because it will form the basis for evaluating worker's performance after training. The four level can be use to determine the success or failure of staff training in organisation. The organisation can follow the foot steps to find out what the trainees felt about the programme, what knowledge they acquire, how they transfer the knowledge and skills to their job and the resultant effect on the job through improved performance.

2.2.2 **Relevance of the Kirkpatrick's Four Levels of Learning Evaluation Model**

Reaction

Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example: Did the trainees like and enjoy the training? Did they consider the training relevant? Was it a good use of their time? Did they like the venue, the style, timing, domestics, etc? Level of participation. Ease and comfort of experience. Level of effort required to make the most of the learning. Perceived practicability and potential for applying the learning.

Learning

Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience: Did the trainees learn what intended to be taught? Did the trainees experience what was intended for them to experience? What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?

Behaviour

Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour, and this can be immediately and several months after the training, depending on

the situation: Did the trainees put their learning into effect when back on the job? Were the relevant skills and knowledge used? was there noticeable and measurable change in the activity and performance of the trainees when back in their roles? Was the change in behaviour and new level of knowledge sustained? Would the trainees be able to transfer their learning to another person? Are the trainees aware of their change in behaviour, knowledge, skill level?

Results

Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee — it is the acid test. Measures would typically be business or organizational key performance indicators, such as: Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance numbers of complaints, staff turnover, attrition, failures, wastage, noncompliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.

The theory talks about 4 variables which are reaction, learning, behaviour and results that are used to measure and evaluate trainees and the training itself. The theory is relevant to the study because all training exercise requires the reaction (attention and intension) of the trainee, what he (the trainee) would learn, and his behaviour in the course of training and after the training exercise. The organisation would need results from the trainee by putting in more efforts towards improving the performance in the organisation (Commission).

From the above discussion, we can see how the Kirkpatrick's model for training learning evaluation is relevant to this study. From the first level, which is the reaction of the student to the training they undergo. Then the training itself, i.e. the resulting increase in

knowledge, new techniques and skill acquired in the learning process. Thirdly, is the behaviour of the trainees, i.e. the implementation and or application of their acquired knowledge on their jobs and finally, results; the effects of such training on the business or environment resulting from the trainees performance.

CHAPTER THREE

3.0 HISTORICAL AND STRUCTURAL OVERVIEW OF KADUNA STATE CIVIL SERVICE COMMISSION

3.1 Historical Background

Going down memory lane, it could be recalled that the Nigerian civil service as an institution has been subjected to various reforms since colonial period till date. These reforms include those undertaken by the British colonial masters to safeguard their trading interest and a skeletal infrastructural and social service in Nigeria. In this regard, there was the Harraging of (1946) which report covered the then four British West African territories of Nigeria, the Gold Coast, Sierra Leon and Gambia. During the colonial era, Nigeria had two services structure of "senior service" (covering the posts to which only the Europeans were appointed). In addition to recommending limited authority to public service commission (for junior service post only) it attended to terms and conditions of services, housing, pensions allowances and some individual job grading.

This was when there were only four (4) civil services station in the British West African countries which as mentioned earlier include the Gold coast, Sierra Leon, Gambia and Nigeria. Abubakar (2005) observed that, as time changes, the stations were further broken into many stations and were renamed as commission because of the increased in size and complexity of the institutions.

The Kaduna state civil service commission is located at Kanta Road in the city of Kaduna. Kaduna was the capital of the then Northern Nigeria and North central state. Kaduna state was formally merged with Kastina state. The civil service was formally Kaduna/Kastina state civil service commission until when Kastina state was detached from Kaduna state and it

become Kaduna state civil service commission. It is connected with all ministries in Kaduna state in terms of recruitment, promotion and discipline of all senior staffs subject to the provisions of civil service rules. The commission is financed and controlled by Kaduna state government.

In terms of its administrative set up, the commission has a chairman and four permanent commissioners who are appointed for an initial period of five years of which at the discretion can be extended for another period of five *(5)* years in line with the provision of 1999 Nigerian constitution. The day-to-day conducts of the commission are carried out by its three functional departments, which are: Administration and Finance department, Recruitment and Records department, Promotion and Discipline department all headed by Directors respectively.

The Kaduna state civil service commission is a successor of all the records of appointments, promotions and discipline conducted by northern Nigeria and central north states civil service commission as well as the individual of Kaduna state civil service commission. This necessitated the creation of Archieve to accommodate comatose files of their staffs.

However, it has been shown that the scope of appointment, promotion and discipline of senior civil servants in Kaduna state from GLO6-17 is not steady. The commission has appointed ninety-three (93) offices on GLO6-17 in 2003 and three hundred and seventeen (317) officers in 2004 respectively. The commission also approved the promotion of one thousand nine hundred and thirty-four (1,934) officers in 2003 and one thousand one hundred and seven (1, 1107) officers in 2004 respectively. The commission has also approved nineteen

(19) disciplinary cases brought to it in 2003, and ten (10) in 2004 respectively. Presently, the commission has *56* senior officers and 35 junior officers respectively.

3.2 FUNCTIONS OF KADUNA STATE CIVIL SERVICE COMMISSION

The Kaduna state civil service commission has the following objectives to achieve:

a To appoint qualified personnel (civil servants) in the Kaduna state civil service especially those from GL 07 -17.

b. To promote the deserved civil servants in the state civil service from GL 07

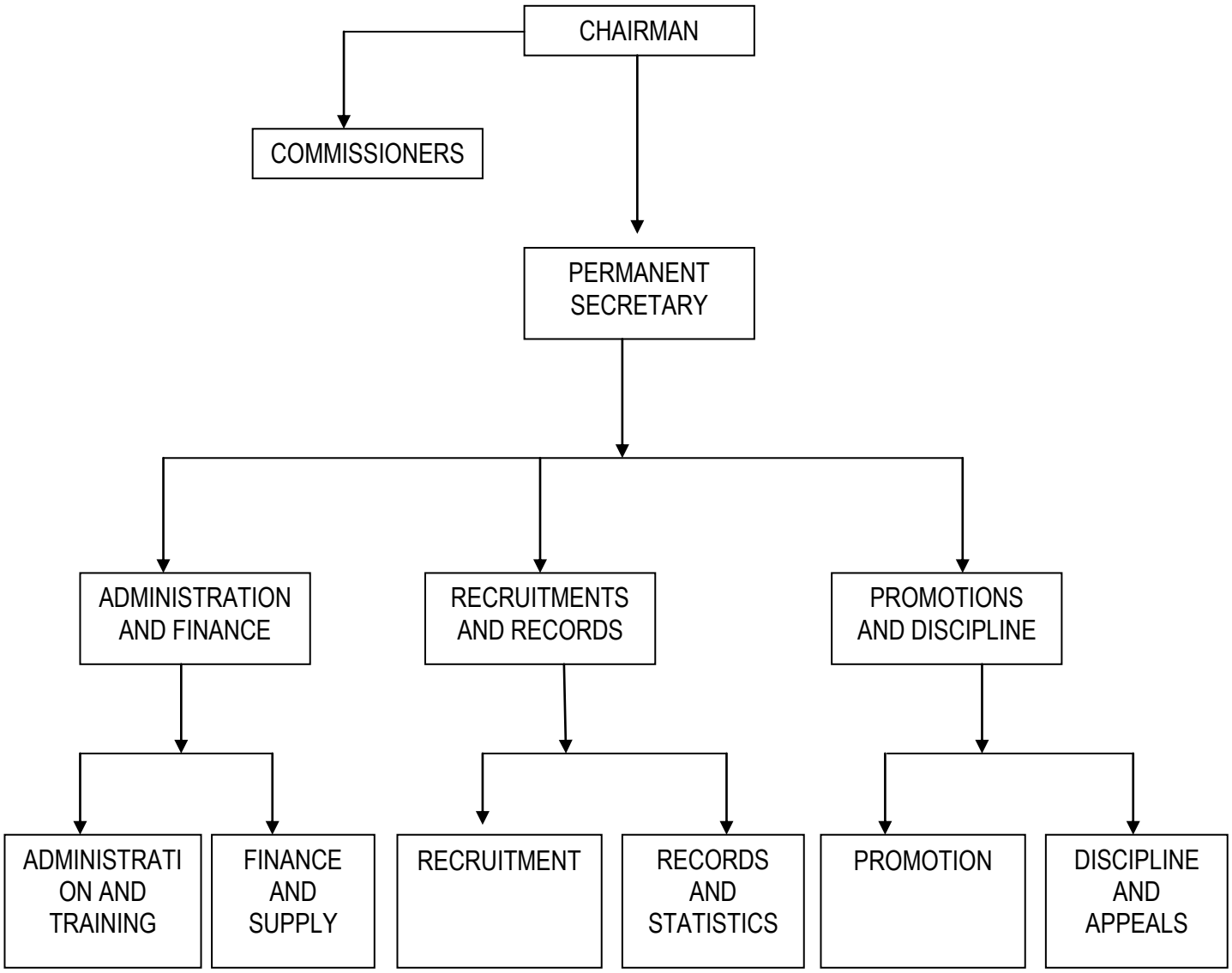
c. To discipline officers who go against the condition of service subject to the provision of civil service rules.

The commission uses the provision of the constitution to delegate the power of appointments, promotion and discipline of junior staffs on GL 01 -*05* before 2000 and GL 01 — 06 from 2001 to the personnel management board of ministries and extra- ministerial departments.

The above mentioned functions of the Kaduna state civil service commission are to ensure efficiency and effectiveness in the Kaduna state civil service which in turn will ensure political, social, economic and structural development within Kaduna state and Nigeria at large. The functions are to ensure proper co-ordination of all the ministries that control the day — to — day conduct of Kaduna state government.

3.3 Structure of Kaduna State Civil Service Commission

The structure below shows the hierarchical nature of the organization and the channel of command in the commission and how authority flows from the top rank to the workers at the lowest rank.



SOURCE: - Kaduna State Civil Service Annual Report Book, 2004, pg. vii.

3.4 Functions of the Departments

Sections 187 of the 1999 constitution empowered the commission to delegate any of its functions as it deemed fit "subject to the provision of this constitution", the state civil service commission may with the approval of the governor and subject to such conditions as it may deem fit delegate any of its power conferred upon him by the constitution to any of its members or any officer in the civil service of the state.

3.4.1 The Department of Administration and Finance

This department has two units under which it performs its operations. These units are administration and finance and supplies.

Administration: - This has to do with personnel or human resources and material resources in terms of planning, organizing, staffing, directing, coordinating, and budgeting. It serves as the management unit of the commission. It is where the human and material resources are processed to produce a viable result within the commission. The administrative unit needs to be reformed to achieve efficiency and effectiveness in the state civil service.

Finance and supplies: - This unit takes charge of all financial matters within the commission. The salaries and wages of the civil servants of the commission are taken care of by this unit. All maintenance amount and other charges that has to do with money are to be carried out by the Director of administration and finance and other staffs within the unit.

3.4.2 The Department of Recruitment and Records

This department deals with the most important aspects of the commission. The functions under it are specified in the objectives of establishing the commission. Recruitment here means the filling of vacancies by appointment of new personnels. It however, excludes the transfer of offers from other civil services. Records mean the filling of present and past personnel records and other dealings of the commission which has to do with documentary issues.

Recruitment of staff to junior post and senior post varies significantly. For the senior posts; all applicants for senior posts are required by the civil service commission to complete CSC Form 1 as a result of which their antecedents are carefully scrutinized before they are invited for an interview for recruitment. Appointment of officers on GL 07-10 is done directly

by the civil service commission. Appointment of officers grade GL 12 -14 is delegated to the senior management committee of the ministry/extra-ministerial department or relevant staff pooi. The posts must be advertised in at least two popular newspapers. The screening of applicants is done by the ministry while the final approval is done by the civil service commission.

Appointment to posts grade GL- 17 should be done on the recommendation of the civil service commission by ministries/extra ministerial departments with the endorsement of the head of service. Applicants for posts in the service must obtain and complete application forms to the state civil service commission or delegated appointment authority (ministry/department) as the case may be. All direct appointments including transfer to posts graded level 10 and above shall be by open advertisement. Where the posts into which the appointments are to be graded GL 13 and above, the commission shall advertise such pots and forward the replies to the ministries concerned for short listing. Interview is then conducted for all eligible candidates for senior post by the commission. Letters of appointment shall be signed by the permanent secretary of the commission or any other designated by him. Where an applicant has accepted an offer of a position that is lower than that for which he initially applied for, he shall not alter assumption of duty petition for upgrading or review on account of comparison with his elsewhere or other colleagues.

After all the above procedure, confirmation on/off appointments then follows. Confirmation of all probationary appointment shall be carried out by the commission. The director of administration and finance of a ministry or department shall as a matter of policy present to the senior staff committee the names of all officers who are due for confirmation

and who in addition to service for two years must have passed the prescribed civil service examination where necessary.

Recruitment to junior post:- The commission delegates the recruitment of junior staff on salary grade level 01-16 to ministries/ministerial departments which shall be required to adhere strictly to the state geographical spread principle in the employment of staffs within these grade levels. To ensure compliance with his requirements and for the purpose of monitoring the exercise of this delegated power, quarterly returns of appointments shall be forwarded to the state civil service commission not later than one month after the end of the preceding quarter.

No holder of a degree, **HND, NCE, OND** or their equivalents shall be employed into a junior post. The chairman of the commission or his representative shall attend the junior staff committee meeting for appointment matters as an observer. At the beginning of each year, the ministries, extra- ministerial/ departments shall workout the actual establishment and forward to the civil service commission for more information.

Recommendation of junior staff committee of each ministry/extra- ministerial department shall be submitted to the permanent secretary of the ministry for approval and implementation and thereafter to the state civil service commission for more information. All recruitments shall reflect the geographical spread within the state. The procedure for appointment shall be the same as in appointments to senior posts.

Temporary Recruitment: - The recruitment of persons into temporary position by ministries and extra- ministerial department is hereby abolished. A breach of this shall be an offence which may attract appropriate disciplinary action, including surcharges.

Acting Appointment: - Acting appointment, subject to vacancy shall be approved by the commission on the recommendation of the senior staff committee provided officers recommended have spent at least one year on the substantive grades of grade level 13 — 15 as the case may be. This notification forms shall be issued for gazette action by the commission.

Special Appointment: - All ministries/extra-ministerial departments made by the commission to National Youth Service Corps gubernatorial merit award winners whose employment is automatically regarded less concerned of vacancy constraint. Similarly, where there are vacancies the gubernatorial order which grants disabled persons special concession appointment to positions in the public services must be respected.

Contract Appointment: - Contract appointment may be offence to expatriate **ONLY** when suitable Nigerians are not available. Nigerians may be appointed on contract terms:

a If they are pensioners or

b. If they are *45* years old or over at the time they are being appointed or

c. They are specifically request to be employed on contract terms and it is deemed in the best interest of the services.

For non- Nigerians, the provision of the civil service rules regarding contract appointments shall apply in all cases. Non- Nigerian women married to Nigerian shall remain on contract until granted Nigerian citizenship before being considered for permanent appointment. Contract appointments shall be offered by the state civil service commission.

Records and Statistics: - This department is responsible for records and statistics of appointment, promotion, discipline and staff who have been disengaged.

3.4.3 The Department of Promotion and Discipline

All promotion exercise and disciplinary action are taken care off within this unit. ***Promotion:*** - Promotion exercise in the commission is based on merit system. The principle of meritocracy is highly applicable in the commission. To buttress the above, sometimes examinations are conducted while at times hard work is being considered. The commission has approved the promotion of some civil servants in the state which is mostly done by senior staff committee or the personnel management board of ministries and departments. Promotion exercise is practice in the commission at times annually, halfly or quarterly. This is done to motivate workers to work hard in order to ensure efficiency and effectiveness which in turn will ensure socio-economic and political development within the state and Nigeria at large.

Discipline and Appeals: - Disciplinary actions are instituted within the commission to ensure total compliance of civil service rules and the condition of service within Kaduna state civil service. If the permanent secretary is of the opinion that disciplinary proceedings should be instituted against any officers, he shall instruct the appropriate staff committee through the Director of Administration and finance to institute such proceedings in accordance with these guidelines: -

i. Any act of misconduct by an officer shall without delay be dealt with under civil service guidelines.

ii. Any case of misconduct for which adequate provision is not made under the guidelines shall be reported to the commission, and the commission shall issue guideline as to how the case shall be dealt with.

Any disciplinary proceedings against a female officer which would otherwise have been taking the time of her maternity leave, shall be postponed until her leave has expired.

If it appears while the institution of disciplinary proceedings is being contemplated or in the course of an enquiry or investigation that an offence against any enactment may have been committed by an officer, the institution of such disciplinary proceedings shall be postponed and the director of administration and finance shall on the direction of the appropriate authority, unless the police have taken action refer the matter to Attorney General of the state. If the Attorney General does not consider it desirable to institute criminal proceedings, the Director of Administration and Finance shall on the direction of permanent secretary prepare disciplinary charges against the officer.

The following are the disciplinary measures that may be taken under and in accordance with the guidelines:-

- Reduction of rank
- Dismissal, termination or retirement
- Reduction of salary
- Withholding or deferment of increment
- Loss of pay/no payment for the corresponding days an officer is not at his duty post/station without authority.
- Surcharge
- Reprimand
- Written warning
- Verbal warning

The appropriate committee or receiving the report or state together with the command and recommendations referred to in guideline to consider the issue depending on the clarity of the fact disclosed. To seek further clarification of any doubt points or call on the officer to submit fresh representations through the Director of Administration and finance who shall add his own comment and recommendations as to punishments, if any to be imposed or appoint a special disciplinary committee comprising of at least three persons to hold an enquiry into the matter provided that none of the accused including a member of the relevant committee and the director of administration and finance shall be a member of such disciplinary committee or forward the reports or statement together with comments and recommendation through the office of the Head of service to the commission for officers on GL 13-16

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this chapter, the primary data collected would be presented and analyzed accordingly. Using tables, frequency counts, simple percentages and chi-square test, the data would be used to test the hypotheses formulated in this study. The primary data was generated from responses to questionnaire distributed to members of staff of the KSCSC.

The questionnaires were randomly distributed to 68% of the entire members of staff in the KSCSC, which is approximately, 62 members of staff. Out of these, 42 were senior staff, while 20 were junior staff respectively.

Out of the 62 questionnaires administered, 59 were duly completed and returned to the researcher, given a 95% returns. The responses would be presented in tables and analyzed accordingly.

Table 4.1: Rate of responses

Category	**Number of questionnaire**	**Number of returns**	**Relative frequency(%)**
Senior staff	42	40	64.5%
Junior staff	20	19	30.6%
Total	**62**	**59**	**95%**

Source: Researcher's survey, 2012.

Table 4.1 above shows that 42 questionnaires were administered on the senior staff and 40 were completed and returned representing 64.5% returns, while the 20 questionnaires

administered on the junior staff 19 were also completed and returned, representing 30.6% returns.

Table 4.2: Department of Respondents

Alternative	**Responses**	**Percentage (%)**
Administration and finance	15	25%
Recruitment & records	20	34%
Promotion and discipline	14	24%
Others	10	17%
Total	**59**	**100%**

Source: Researcher's Survey, 2012.

Table 4 show the various departments of the respondents, out of these 15 or 25% were from the department of administration and finance, while 34% were from the department of recruitment and records and promotion and discipline was represented with 14 or 24% respondents and finally internal audit had 10 or 17% of the total respondents.

Table 4.3: Educational Qualification of respondents

Alternative	Number of responses	Percentage
Secondary school certificate	2	4%
A level/NCE/OND	14	25%
University Degree/HND	27	49%
Masters	8	15%
Others	4	7%
Total	55	100%

Source: Researcher's Survey, 2012.

The table above indicates that 2 or 4% of respondents are school certificate holders, respondents with 'A' level/NCE/OND represents 14 or 25%, while staffs with university

degree/HND were 27 which represents 49%, while 11 or 19% have masters degree, and finally 4 or 7% have acquired some particular certificates.

Table 4.4: Grade level of respondents

Alternative	Number of responses	Percentage
GL 01-06`	2	4%
GL 07-09	15	27%
GL 10-12	31	56%
GL 13 and above	7	13%
Total	55	100%

Source: Researcher's Survey, 2012.

The table above shows the distribution of the respondents grade level. 2 respondents representing 4% were between GL01-06, while 15 or 27% were between GL07-09. According to the staff officer of the commission, workers between GL 07-09 are intermediate because they are not completely junior staff neither are they senior staff, but for the purpose of this research, the researcher categorise these staff as junior staff in line with their responses. From the responses, 31 or 56% are on GL 10-12 while 7 or 13% are on GL 13 and above.

Table 4.5: Respondent years in service

Years in services	Number of responses	Percentage
1-10	15	25%
11-20	14	24%
21-30	27	46%
31 and above	3	5%
Total	59	100%

Source: Researcher's Survey, 2012.

Table 4.5 shows that 15 or 25% of the respondents have put in 1-10years in service, while 14 or 24% have put in 11-20years in service, and 27 or 46% have put in 21-30years in service and finally 3 or 5% have put in 31 ad above years in service.

The data above indicated that over 80% of the total respondents have been in service for below 30 years. This fact shows that, if in any case these staffs are trained by the commission, they still have a reasonable number of years to spend before they retire, hence whatever knowledge or skill acquired from training will be used in the commission before they are due for retirement.

4.6 HYPOTHESES TESTING

Here, the responses of the members of staff is presented in two categories thus, senior staff and junior staff. This is in a bid to be able to analyse the data collected using the chi-square statistical tools of analysis. After presenting the data, information gathered from both categories will be used simultaneously to test the hypotheses formulated in this study.

SENIOR STAFF RESPONSES

4.6.1 Training and Development Policy in KSCSC

The respondents were asked if the commission has a training and development policy for its staff.

Table 4.6.1: Training and Development Policy in KSCSC

Alternative	Responses	Percentage (%)
Has training policy	40	100%
Does not have training policy	0	0
No idea	0	0
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

The table above shows that 40 or 100% of the senior staff affirms that the commission has a training and development policy or programme, this shows that the commission is ready to improve the knowledge and skills of its workers.

4.6.2 **Relationship between the Training and development programmes with the guidelines or policy.**

Here, the respondents were asked to ascertain if the training and development programme is in line with the guidelines or policy of training in the commission.

Table 4.6.2: Relationship between the Training and development programmes with the guidelines or policy

Alternative	**Responses**	**Percentage**
Training programmes in line with the guidelines	32	80
Not inline with the guidelines	2	5
No idea	6	15
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

The table above shows that 32 or 80% of the senior staff agreed that the training programmes are in line with the policy guidelines, while 2 or 5% disagree with this fact and 6 or 15% had no idea on this issue.

The above responses shows that the commission does not only have a training policy, it has some written guidelines which any training programme must adhere to.

4.6.3 **Attendance of training in the commission**

The respondents were asked if, they have attended any form of training since they were employed.

Table 4.6.3: Attendance of training in the commission

Alternative	**Number of responses**	**Percentages**
Attended training	25	62.5%
On training	5	12.5%
Not attended training	10	25%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

Table 4.6.3 shows that 25 or 62.5% of the senior staff have attended one form of training or another in the commission, while 5 or 12.5% are presently on training and 10 or 25% have not attended any training.

4.6.4 **Procedure used in selecting staff for training.**

Here respondents were asked on the procedure used in selecting staff for training programmes in the commission.

Table 4.6.4: Procedure used in selecting staff for training

Alternative	**Number of responses**	**Percentages**
On employee request	9	22.5%
Seniority in service	27	67.5%
Cadre	1	2.5%
No idea	3	7.5
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

Table 4.6.4 above shows that 9 or 22.5% of the senior staff went on training on request by the employee, while 27 or 67.5% went on training based on seniority in service and 1 or 2.5% suggested cadre as a procedure of selecting staff for training and finally, 3 or 7.5% had no idea on the procedure used in selecting staff for training in the commission.

4.6.5 **Effectiveness of the Procedures used in selecting staff for training**

Under this variable, respondent were asked if the procedures used in selecting staff for training is adequate and effective in achieving the goals of training and development in the commission.

Table 4.6.5: Effectiveness of the Procedures used in selecting staff for training

Alternative	Number of responses	Percentages
Highly effective	20	50%
Fairly effective	13	32.5%
Not effective	2	5%
No idea	5	12.5%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

Table 4.6.5 indicates that 20 or 50% of the senior staff agreed that the produces are highly effective, while 13 or 32.5% respondents agreed that the procedures ever fairly effective, and 2 or 5% are of the opinion that the procedures are not effective and finally, 5 or 12.5% had no idea on the effectiveness of the procedures.

4.6.6 **Training and development and worker's performance.**

Respondents were asked if training and development have positive impact on worker's performance in the commission.

Table 4.6.6: Training and development and worker's performance

Alternative	Number of responses	Percentages
Training have high positive impact on performance	20	50%
Training have fair positive impact on performance	13	32.5%
Training have no positive impact on performance	3	7.5%
No idea	4	10%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

The table above shows that, 20 or 50% of the senior staff felt that training have high positive impact on performance and 13 or 32.5% felt training have fair positive impact on performance, while 3 or 7.5% felt that training have no positive impact on performance and 4 or 10% of the senior staff had no idea as to whether training have positive impact on worker's performance or not. But interview with some senior officers in the commission shows that the performance of some staff do not increase even after training, but the commission is putting effort to improve the knowledge and performance of such staff.

4.6.7: **Ratings of output before training**

Here, the respondents were asked to give their output in percentages before training based on options provided by the researcher

Table 4.6.7: Ratings of output before training

Alternative	Number of responses	Percentages
Below 30%	4	10%
30% - 49%	20	50%
50% - 70%	12	30%
71% and above	0	0
No idea	4	10%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

The table above shows that 4 or 10% of the respondent's output were below 30% before training, 20 representing 50% were between 30%-49%, while 12 or 30% of the respondents were between 50%-70% before training and 4 or 10% of the respondents had no idea on their output before training.

4.6.8: **Ratings of output after training.**

Here, the respondents were asked to give their output after training in percentages.

Table 4.6.8: Ratings of output after training

Alternative	**Number of responses**	**Percentages**
30% - 39%	0	0
40% - 50%	6	15%
51% - 70%	24	60%
71% - 100%	26	15%
No idea	4	10%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

Table 4.6.8 shows that 6 or 15% of the senior staffs output after training is between 40%-50%, while 24 or 60% respondents output are between 51%-70% and 6 or 15% respondents output after training falls between 71%-100%. 4 or 10% of the respondents had no idea on what their output is after training.

4.6.9: **Assessment of the quality of staff in the commission**

The respondents were asked on their personal assessment of the quality of staff in the commission.

Table 4.6.9: Assessment of the quality of staff in the commission

Alternatives	**Number of responses**	**Percentages**
Highly qualified	20	50%
Fairly qualified	16	40%
Not adequately qualified	0	0%
No idea	4	10%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

Table 4.6.9 indicates that 20 or 50% of the senior staff felt that the staff in the commission are highly qualified, while 16 representing 40% of the senior staff felt that the staff in the commission are fairly qualified and 4 representing 10% of the senior, staff had no idea on this issue.

4.6.10: **Sources of funds available to the commission**

The respondents were asked to indicate the various sources of finance available for staff training and development in the commission.

Table 4.6.10: Sources of funds available to the commission

Alternatives	Number of responses	Percentages
State government allocation	24	60%
Commission's budget for training	0	0%
Bureau of establishment budget for training	16	40%
All of the above	0	0%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

The table above shows that 24 representing 60% of the senior staff affirm that the commission source of funds for training is from state government allocation, while 16 representing 40% of the senior staffs are of the view that the commission sets its find from the Bureau of establishment's budget for training.

4.6.11: **Insufficiency of funds**

Here the respondents were asked whether the funds available to the commission for training of staff are insufficient.

Table 4.6.11: Insufficiency of funds

Alternatives	Number of responses	Percentages
Insufficient	31	77.5%
Sufficient	3	7.5%
No idea	6	15%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

Table 4.6.11 indicates that 31 representing 77.5% of the senior staffs agreed that there is insufficient funds available, while 3 representing 7.5% of the senior staff disagreed to this fact, and 6 representing 15% of the senior staffs were undecided.

4.6.12: **Insufficient funds and poor manpower training.**

The respondents were asked if in their own view, insufficient funds could lead to poor manpower training in the commission.

Table 4.6.12: Insufficient funds and poor manpower training

Alternatives	**Number of responses**	**Percentages**
Agreed	20	50%
Strongly agreed	13	32.5%
Disagreed	3	7.5%
No idea	4	10%
Total	**40**	**100%**

Source: Researcher's Survey, 2012.

The table above shows that 20 i.e. 50% of the senior staff agreed that insufficient funds, could lead to poor manpower training, while 13 i.e. 32.5% strongly agreed to this fact 3 i.e. 7.5% were in disagreement with the issue and 4 or 10% had no idea on this issue.

4.6.13: **Suggestions on alternative sources of funds.**

The respondents were asked to suggest other ways in which the commission can source for an increased funds for training

Table 4.6.13: Suggestions on alternative sources of funds

Alternatives	Number of responses	Percentages
Increase in government allocation	30	75%
Investment	7	17.5%
Loans	3	7.5%
Others	0	0
Total	40	100%

Sources: Research's Survey, 2012.

Table 4.6.13 indicates that 30 representing 75% of the senior staff suggests an increase in government's allocation, while 7 representing 17.5% suggested investment. Finally, 3 representing 7.5% suggested loans as an alternative source of funds for training programmes in the commission.

JUNIOR STAFF RESPONSES

4.6.14 **Training and development policy in KSCSC**

The respondents were asked if the commission has a training and development policy for it staff.

Table 4.6.14: Training and development policy in KSCSC

Alternatives	Number of responses	Percentages
Have training policy	17	89%
Does not have training policy	2	11
No idea	0	0
Total	19	100%

Sources: Research's Survey, 2012.

The table above shows that 17 representing 89% affirms that the commission have a training and development policy, while 2 representing 11% of the junior staff said that the commission does not have training policy.

4.6.15 **Relationship between the training and development programmes with the guidelines or policy**

Here the respondents were asked to as certain if the training and development programme is in line with the guideline of training in the commission.

Table 4.6.15: Relationship between the training and development programmes with the guidelines or policy

Alternatives	Number of responses	Percentages
Training programmes inline with the guidelines	13	68.4%
Training not in line with guidelines	1	5.3%
No idea	5	26.3%
Total	19	100%

Sources: Research's Survey, 2012.

The table above shows that 13 i.e. 68.4% of the junior staff agreed that the training programmes are inline with the policy guidelines, while 1 i.e. 5.3% disagreed with this fact and 5 i.e. 26.3% had no idea on this issue.

4.6.16: **Attendance of training in the commission**

The respondents were asked if they had attended any form of training since they were employed.

Table 4.6.16: Attendance of training in the commission

Alternatives	Number of responses	Percentages
Attended training	11	57.9%
On training	3	15.8%
Have not attended training	5	26.3%
Total	19	200%

Sources: Research's Survey, 2012.

Table 4.6.16 shows that 11 or 57.9% of the junior staff have attended one form of training or the other, while 3 i.e. 15.8% are presently on training, and 5 i.e. 26.3% have not attended any form of training.

4.6.17: **Procedures used in selecting staff for training**

Here respondents were asked to indicate the procedures used in selecting staff for training programmes in the commission.

Table 4.6.17: Procedures used in selecting staff for training

Alternatives	**Number of responses**	**Percentages**
On employee's request	3	15.8%
Seniority in service	15	78.9%
Cadre	0	0
No idea	1	5.3
Total	19	100%

Sources: Research's Survey, 2012.

Table 4.6.17 above shows that 3 i.e. 15.8% of the junior staff went on training on employees request, while 15 i.e. 78.9% went on training based on seniority in service and 1 i.e. 5.3% had no idea on the issue.

4.6.18: **Effectiveness of the procedures used in selecting staff for training**

Under this variable, respondents were asked if the procedures used in selecting staff for training is adequate and effective in achieving the goals of training and development in the commission.

Table 4.6.18: Effectiveness of the procedures used in selecting staff for training

Alternatives	**Number of responses**	**Percentages**
Highly effective	6	31.6%
Fairly effective	8	42.1%
Not effective	2	10.5%
No idea	3	15.8%
Total	19	100%

Sources: Research's Survey, 2012.

Table 4.6.18 indicates that 6 i.e. 31.6% of the junior staff agreed that the procedures are highly effective, while 8 i.e. 42.1% agreed that the procedures are fairly effective, and 2 i.e. 10.5% are of the opinion that the procedures are not effective and finally 3 i.e. 15.8% had no idea on the issue.

4.6.19: **Training and development and workers performance**

Respondents were asked if training and development have positive impact on worker's performance in the commission.

Table 4.6.19: Training and development and workers performance

Alternatives	**Number of responses**	**Percentages**
High positive impact on performance	8	42.1%
Fair positive impact on performance	6	31.6%
No impact on performance	2	10.5%
No idea	3	15.8%
Total	19	100%

Sources: Research's Survey, 2012.

The table above shows that, 8 or 42.1% of the junior staff felt that training have high positive impact on performance, and 6 or 31.6% felt that training have fair positive impact on performance, while 3 i.e. 10.5% felt that training have no positive impact on performance and 3 i.e. 15.8% had no idea on this issue.

4.6.20: **Rating of output before training**

Here, the respondents were asked to give their output ratings in percentages before training based on options provided by the researcher.

Table 4.6.20: Rating of output before training

Alternatives	**Number of responses**	**Percentages**
30% - 39%	5	26.3%
40%-49%	11	57.9%
50%-70%	2	10.5%
71%-and above	0	0%
No idea	1	5.3%
Total	**19**	**100%**

Source: Researcher's Survey, 2012.

The table above shows that 5 i.e. 26.3% of the respondent's output ratings fall below 30%, while 11 i.e. 57.9% of the respondents output ratings fall between 30%-49%). Respondents that have their output ratings between 50%-70% are 2 i.e. 10-5%, while 1 i.e. 5.3% of the respondents had no idea on their output before training.

4.6.21: **Ratings of output after training**

Here the respondents were asked to give their output after training in percentages.

Table 4.6.21: Ratings of output after training

Alternatives	Number of responses	Percentage
30%-39%	0	0
40%-50%	4	21%
51%-70%	12	63.2%
71%-100%	2	10.5%
No idea	1	5.3%
Total	19	100%

Source: Researcher's Survey, 2012.

The table above shows that 4 i.e. 21% of the junior staff's output ratings i.e. 63.2% of the junior staff's output ratings falls between 51%-70%, while 2 i.e. 10.5% of the respondents ratings after training falls between 71%-100%, and finally 1 i.e. 5.3% had no idea on the rating after training.

4.6.22: **Assessment of the quality of staff in the commission**

The respondents were asked on their personal assessment of the quality of staff in the commission.

Table 4.6.22: Assessment of the quality of staff in the commission

Alternatives	Number of responses	Percentage
Highly qualified	13	68.4%
Fairly qualified	5	26.3%
Not adequately qualified	0	0
No idea	1	5.3%
Total	19	100%

Source: Researcher's Survey, 2012.

The table above shows that, 13 i.e. 68.4% of the junior staff felt that the staff in the commission are highly qualified, while 5 i.e. 26.3% of the junior staff felt that the staffs in the commission are fairly qualified and 1 i.e. 5.3% had no idea on this issue.

4.6.23: **Sources of fund available to the commission.**

Under this variable, the respondents were asked to indicate the various sources of funds available for staff training in the commission respondents.

Table 4.6.23: Sources of fund available to the commission

Alternatives	Number of responses	Percentage
State government allocation	10	53%
Commissions budget for training	0	0%
Bureau of establishment budget	5	26%
All of the above	4	21%
Total	19	100%

Source: Researcher's Survey, 2012.

The table above shows that 10 representing 53% of the junior staff agreed that the commission's source of fund for training is from the state government's allocation. 5 representing 26% of the junior staff are of the view that the commission get its funds from the Bureau of establishment's budget for training, while 4 representing 21% had no idea on the commissions source of funds for training.

4.6.24: **Insufficiency of funds**

Here the respondents were asked whether the funds available to the commission for training of staff are sufficient.

Table 4.6.24: Insufficiency of funds

Alternatives	Number of responses	Percentage
Insufficient	12	63.2%
Sufficient	4	21%
No idea	3	15.8%
Total	19	100%

Source: Researcher's Survey, 2012.

The table above indicates that 12 i.e. 63.2% of the junior staff acknowledged that funds available for training in the commission are insufficient, while 4 i.e. 21% were of the opinion that the funds for training are sufficient and 3 i.e. 15.8% had no idea on this issue.

4.6.25: **Insufficient fund and poor manpower training**

The respondents were asked if in their own view, insufficient funds could lead to poor manpower training in commission

Table 4.6.25: Insufficient fund and poor manpower training

Alternatives	Number of responses	Percentage
Agreed	10	52.6%
Strongly agreed	3	15.8%
Disagreed	3	15.8%
No idea	3	15.8%
Total	19	100%

Source: Researcher's Survey, 2012.

The table above shows that 10 i.e. 52.6% of the junior staff agreed that insufficient funds could lead to poor manpower training and 3 i.e. 15.8% strongly agreed, while 3 i.e 15.8% disagreed and 3 i.e. 15.8% had no idea if insufficient fund could lead to poor manpower training in the commission.

4.6.26: **Suggestion on alternative sources of funds.**

The respondents were asked to suggest other ways in which the commission can source for funds for training.

The respondents were asked to suggest other ways in which the commission can source for funds for training.

Table 4.6.26: Suggestion on alternative sources of funds

Alternatives	Number of responses	Percentage
Increase in government allocation	15	78.9%
Investment	3	15.8%
Loans	1	5.3%
Others	0	0
Total	19	100%

Source: Researcher's Survey, 2012.

The table above shows that 15 i.e. 78.9% of the junior staff suggests an increase in government allocation, while 3 i.e. 15.8% suggests investment and 1 i.e. 5.3% suggests loans.

Test of Hypotheses

The hypotheses raised for the purpose of this study are hereby presented and tested using the chi-square statistical tool of analysis. The chi-square (x^2) analysis is a statistical test appropriate for frequency data that occurs within two categories. The study involves the testing of three main hypotheses that attempted to establish the levels of independence in the views of the sampled population. The chi-square was used to test the hypotheses of no significant difference between the observed values and expected values. For the purpose of the study, the chi-square formular is given as:

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where:

χ^2 = chi-square

fo = observed frequency

fe = Expected frequency

$\sum$ = Sum of frequency

df = degree of freedom = (r – 1) (c – 1)

at 0.05 probability.

Hypothesis one:

H_0: There is no significant relationship between manpower training and development and worker's performance.

Hi: There is significant relationship between manpower training and development and worker's performance.

Table 4.6.27: Showing a combination of variables to test hypothesis one.

The table will be showing the responses of both senior and junior staff on the relationship between training and development and worker's performance.

Table 4.6.27: Showing a combination of variables to test hypothesis one

Alternatives	Senior Staff Responses	Junior Staff Responses	Total
High positive impact	20	8	28
Fair positive impact	13	6	19
No positive impact	3	2	5
No idea	4	3	7
Total	40	19	59

Source: Researcher's Survey, 2012.

Test statistics

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where:

χ^2 = chi-square

fo = observed frequency

fe = Expected frequency

$\sum$ = Sum of frequency

Level of significance = α 0.05

Degree of Freedom (df) = (r – 1) (c – 1)

= (4 – 1) (2 – 1)

= 3 x 1 = 3

χ^2 table value = α 0.05 at 3df = 7.815

Expected Frequency

$e_{20} = \frac{20}{40} x \frac{28}{1} = 14$

$e_8 = \frac{8}{19} x \frac{28}{1} = 11.8$

$e_{13} = \frac{13}{40} x \frac{19}{1} = 6.2$

$e_6 = \frac{6}{19} x \frac{19}{1} = 6$

$e_3 = \frac{3}{40} x \frac{5}{1} = 0.38$

$e_2 = \frac{2}{19} x \frac{5}{1} = 0.53$

$e_4 = \frac{4}{40} x \frac{7}{1} = 0.7$

$e_3 = \frac{3}{19} x \frac{7}{1} = 1.12$

Table 4.6.28: Showing x^2 Computation to test hypothesis one

Fo	fe	(fo – fe)	$(fo – fe)^2$	$(fo – fe)^2/fe$
20	14	6	36	2.5714
8	11.8	-3.8	14.44	1.2243
13	6.2	6.8	46.24	7.4581
6	6	0	0	0
3	0.38	2.62	6.86	18.0526
2	0.53	1.47	2.16	4.0755
4	0.7	3.3	10.89	15.5571
3	1.12	1.88	3.53	3.1518
				52.0899

Source: Researcher's Analysis, 2012.

X^2 table value = 7.815

X^2 calculated value = 52

Since χ^2 calculated value is greater than χ^2 table value, a significant relationship is established between manpower training and development and worker's performance. Hence, the researcher reject the null hypothesis (H_o) and accept the Alternate Hypothesis (H_1). Therefore, there is a significant relationship between manpower training and development and worker's performance.

Hypothesis Two:

Ho: There is no significant relationship between the procedures used in selecting staff for training and the effectiveness of the training programmes.

Hi: There is a significant relationship between the procedures used in selecting staff for training and the effectiveness of the training programmes.

Table 4.6.29: **Showing combination of variables to test hypothesis two:**

The table will be showing responses of both senior and junior staff on the relationship between the procedures used in selecting staff for training and the effectiveness of the training programmes.

Table 4.6.29: Showing combination of variables to test hypothesis two

Alternatives	Senior Staff Response	Junior Staff Responses	Total
Agreed	20	6	26
Strongly agreed	13	8	21
Disagree	2	2	4
No idea	5	3	8
Total	40	19	59

Researcher's Survey, 2012.

Test Statistics

$\chi^2 = \sum \frac{(fo - fe)}{fe}$

Where:

χ^2 = Chi Square

fo = observed frequency

fe = Expected frequency

$\sum$ = Sum of frequency

Level of significance = α 0.05

Degree of Freedom (df) = (r – 1) (c – 1)

= (4 – 1) (2 – 1)

= 3 x 1 = 3

χ^2 table value = α 0.05 at 3df = 7.815

Expected frequency =

$E_{20} = \frac{20}{40} x \frac{26}{1} = 13$

$E_6 = \frac{6}{19} x \frac{26}{1} = 8.2$

$e_{13} = \frac{13}{40} x \frac{21}{1} = 6.8$

$E_8 = \frac{8}{19} x \frac{21}{1} = 8.8$

$E_2 = \frac{2}{40} x \frac{4}{1} = 0.2$

$E_2 = \frac{2}{19} x \frac{4}{1} = 0.42$

$E_5 = \frac{5}{40} x \frac{8}{1} = 1$

$E_3 = \frac{3}{19} x \frac{8}{1} = 1.3$

Table 4.6.30: Showing x^2 Computation to test Hypothesis Two

Fo	fe	(fo – fe)	$(fo - fe)^2$	$(fo - fe)^2/fe$
20	13	7	49	3.7692
6	8.2	-2.2	4.84	0.5902
13	6.8	6.2	38.44	5.6529
8	8.8	- 0.8	0.64	0.0727
2	0.2	1.8	3.24	16.2
2	0.4	1.6	2.56	6.4
5	1	4	16	16
3	1.3	1.7	2.89	2.2231
				50.9081

Source: Researcher's Analysis, 2012.

Decision:

χ^2 table value = 7.815

χ^2 Calculated value -= 51

Since χ^2 calculated value is greater than χ^2 table value, a significant relationship is established between the procedures used in selecting staff for training and the effectiveness of the training programmes. Hence, the researcher reject the null hypothesis (Ho) and accept the alternate hypothesis (H_1). Therefore, there is a significant relationship between the procedures used in selecting staff for training and the effectiveness of the training programmes.

Hypothesis Three

Ho: There is no significant relationship between insufficient funding and poor manpower training and development in the Kaduna State civil service commission.

Hi: There is a significant relationship between insufficient funding and poor manpower training and development in the Kaduna State Civil Service Commission.

Table 4.6.31: **Showing combination of variables to Test Hypothesis Three**

The table below is showing responses of senior and junior staff on the relationship between insufficient finding and poor manpower training and development.

Table 4.6.31: Showing combination of variables to Test Hypothesis Three

Alternatives	Senior Staff Response	Junior Staff Responses	Total
Agreed	20	10	30
Strongly agreed	13	3	23
Disagree	3	3	6
No idea	4	3	7
Total	40	19	59

Researcher's Survey, 2012.

Test Statistics

$$\chi^2 = \frac{\sum(fo - fe)^2}{fe}$$

Where:

χ^2 = Chi Square

fo = observed frequency

fe = Expected frequency

$\sum$ = Sum of frequency

Level of significance = α 0.05

Degree of Freedom (df) = (r – 1) (c – 1)

= (4 – 1) (2 – 1)

= 3 x 1 = 3

χ^2 table value = α 0.05 at 3df = 7.815

Expected frequency =

$$E_{20} = \frac{20}{40} x \frac{30}{1} = 15 \qquad E_{10} = \frac{10}{19} x \frac{30}{1} = 15.88$$

$$E_{13} = \frac{13}{40} x \frac{23}{1} = 7.48 \qquad E_{3} = \frac{3}{19} x \frac{23}{1} = 3.63$$

$$E_{3} = \frac{3}{40} x \frac{6}{1} = 0.45 \qquad E_{3} = \frac{3}{19} x \frac{6}{1} = 0.95$$

$$E_{4} = \frac{4}{40} x \frac{7}{1} = 0.7 \qquad E_{3} = \frac{3}{19} x \frac{7}{1} = 1.11$$

Table 4.6.32: Showing x^2 Computation to test Hypothesis Three

Fo	fe	(fo – fe)	$(fo - fe)^2$	$(fo - fe)^2/fe$
20	15	5	25	1.6667
10	15.88	-5.88	34.57	2.1770
13	7.48	5.52	30.47	4.0735
3	3.63	-0.63	0.40	0.1102
3	0.45	2.55	6.50	14.4444
3	0.95	2.05	4.20	4.4237
4	0.7	3.3	10.89	15.5571
3	1.11	1.89	3.57	3.2162
				45.6688

Source: Researcher's Analysis, 2012.

χ^2 Table value = 7.815

χ^2 Calculated value = 46

Since χ^2 calculated value is greater than χ^2 table value, a significant relationship is established between insufficient funding and poor manpower training and development programmes. Hence, the researcher rejects the null hypothesis (Ho) and accepts the alternate hypothesis (H_1). Therefore, there is a significant relationship between insufficient funding and poor manpower training and development programmes in the commission.

4.7 **Major Findings**

Based on the research, the following findings were made:

The finding shows that, insufficient capital to run the affairs of the commission. There is also the problem of duplication of function and the welfare of the staff is not well taken care of. The commission is controlled and financed by the state government and some appointments are based on the recommendation of the governor, this at times leads to appointment of in-competent hands which will affect the performance of the commission.

The research findings shows that, more than 69% of both senior and junior staff have spent at least 10 years in service, this gives the impression that they are capable of performing well and being supervisors to younger colleagues in the commission if trained. And these staff have attended in-service training programmes. The senior or staff have also attended different seminars, and workshops which must have increase them in knowledge and thus, will improve their service.

We also found that, the commission has a training programme for it staff, which is in line with the guidelines for training and development as produced by the Bureau of

Establishment. Findings also show that most members of staff have been sent on training by the commission.

Also, the procedures used in selecting staff for training is mostly based on seniority in service, but in some cases it is based on employee request. We realised from the findings that, the importance of training cannot be overemphasized. No knowledge is wasted or too little so, no matter how little knowledge acquired from training is, it results will at a point in time reflect in commission through improved performance from the trainees.

We also found out that, the personal output of staff in the commission increases after training. We also gathered that most of the staff in the commission are qualified to do the job for which they are employed.

Based on the findings, we realised that the commission's major source of finance for training is from the state Government Allocation and the Bureau of Establishment Budget for training. These funds are mostly insufficient for the training programmes and it poses serious challenges to the Commission as this could lead to poor outcomes of the training programmes.

Looking at the importance of finance in achieving the goals of training in the commission, funds for training are supposed to be adequately sufficient, our findings shows that the funds available for training in the commission are insufficient, and suggestions were made that, the state government should increase it allocation to the commission.

Based on our analysis, we find out that, there is a significant relationship between training and development, and the procedures used in selecting staff for training have relationship with the effectiveness of the training. The findings show that, the major challenges facing training programme in the commission is insufficient finance and this can be taken care of by sourcing more funds. Based on this, suggestions were made that, the state government should increase it allocation to the commission and the commission should make investments that can generate funds for training its staff.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

Training is a process that improves the knowledge and skills of the trainee, and this knowledge further improves the performance of the trainees in the organisation. The training objectives or needs should be derived from the current manpower needs. Therefore organization should plan, implement and evaluate their training programms base on their manpower needs. A good training programme must achieve the following; improved quality of work, increased performance, reduction in turnover, improved human relations, lower absenteeism, higher workers morale and greater job satisfaction. For any staff training and development programme to achieve the outcomes mentioned above, it must be realistic and consistence with the training objectives.

This study focuses on the effects of manpower training and development on workers performance, using Kaduna State civil service commission as study. The study was divided into five chapters.

The first chapter focuses on the general background on staff training and development and it problems as it concerns staff in the Kaduna State Civil Service Commission. We also discussed the objectives, scope and limitation, significance and methodology of the study. The final part of the chapter contains the operational definition of terms used in the study.

The second chapter basically contains reviews of related literatures. Conceptual definitions of training and development were given, objectives of training, types of training, importance of training to the trainee and the organization was also discussed. Also an empirical study of the impact of training on performance was discussed. The last part of this

chapter contains the theoretical framework of the study. The Donald Kirkpatrick's four levels of Learning was adopted for the study.

Chapter three contains the historical background of the commission, the functions and an operation of the departments, based on the structure was discussed.

In chapter four, we tried to present and analyzed the primary data collected from the sample which we further use to test our hypotheses. Based on the analyzed data, the three null hypotheses were rejected and the alternate hypotheses accepted. Finally we were able to draw our major findings from the analysis made.

Chapter five contains the summary of the entire work. Conclusions were reached and finally recommendations were made based on the findings of the study.

5.2 **Conclusion**

Based on the primary and secondary data analyzed in this study, we realized that, the need to perform one's job efficiently, the need to know how to lead others and the desire to meet organizations objectives are sufficient reasons for training to be absolutely compulsory.

The study shows that, despite the challenges facing manpower training and development programmes in the commission, the training programmes have to some extent imparted positively on the knowledge and skills and by extension, performance of the staff. Inspite these achievement, the training and development programmes in commission need to be improved.

Finally, the study revealed that, challenges facing effective manpower training and development programme in the commission includes mainly inadequate procedure for selecting staff for training, insufficient funding and lack of proper planning for monitoring and evaluating the training programmes.

5.3 **Recommendation**

In view of our findings, the study recommended the following:

An objectives screening should take place to reduce redundant and undersireable workers in the commission. The institution should be restructured to put in place qualitative staffs in the right place and at the right job specification so that good result would be achieve in the commission.

Welfarism problem can be solved if accommodation facilities are provided by building houses to the civil servants closer to their places of worker. For transportation problems, motor cycle and vehicle should be provided to the workers in form of loan. The commission has been providing such loans to junior and senior staffs respectively. For health, the commission has started establishing dispensaries and sickbay in all the ministries to ensure that health facilities are adequately provided.

The problem of political interference, especially in the area of recruitment, promotion, discipline and unnecessary transfer can be corrected by making the commission a completely politically neutral institution/body that would be governed by only civil service rules and its guidelines. This would ensure objectives recruitment, promotion and discipline of staff. The principle of meritocracy and the principle of equity, justice and fairness should be respected by the commission which will ensure efficiency and effectiveness in workers service delivery which will in turn ensure political and socioeconomic development within the state and the country at large.

A policy on training and development should be put in place and appropriate number of workers that are due for training should always be ascertained by the commission. Training

should not be on demand by the workers but should be made mandatory on them by the commission. This will go a long way to enhance performance.

The commission should also find a very efficient way of storing information concerning the commission. The commission should use both the old filing system and the new electronic system of storing information and officers concerned should be well trained in this regard so that the issue of retrieval of such important information as it concerns the commission will be dealt with.

There should be consistent training of both junior and senior staff in the commission. Some staff who have spent 10 years in service have not attended any form of training in the commission based on their responses. If the training programme must attain it objective, it must carry everyone along. So staff should be sent on training as and when due.

One major challenge highlighted in this study is the issue of funding. The researcher is recommending that, the budgetary provision released for training by the state government should be increase and should be well monitored by the bureau of Establishment who is responsible for training staff in the commission.

Furthermore, there should be proper consideration for training needs. Staff should be sent for training programmes which are relevant to their present and future jobs in the commission. If this is done, it will go a long way in improving the performance as well as increasing the morale of the trainee.

Also, the commission should improve its procedure use in selecting staff for training; selection should be based on needs of the commission, base on imparting skills on newly employed member of staff and lastly based on seniority in service. Training programmes

should be made compulsory for staff in the commission as it should be one of the criteria for promotion.

The commission should create a systematic planning, monitoring and evaluation programmes for training, it should be done by setting a special committee to this effect. This committee should be able to evaluate the success of the training programmes based on the reaction of the trainees, their behaviours on the job, i.e. transfer of what they learned from the training programmes.

The commission should have well documented records of its training programmes because; we observed that the commission does not have detailed records of training programms of it staff.

Finally, there should be at-least a from time to time check on staff training record, so that those staff who are lacking in a particular training programmes should be the first on the list for the next training exercise in the commission.

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APPENDIX

Department of Public Administration,
Ahmadu Bello University,
Zaria.
April, 2012.

Dear Respondent,

I am a Post graduate student of Ahmadu Bello University, Zaria. As part of the requirement for the Award of a Master of Science (MSc) Degree in Public Administration, I am conducting a research on the topic: **EFFECT OF MANPOWER TRAINING AND DEVELOPMENT ON WORKER'S PERFORMANCE: A STUDY OF KADUNA STATE CIVIL SERVICE COMMISSION.**

I implore you to kindly complete a copy of the questionnaire as comprehensively as possible by ticking (√) and given comments where required.

I assure you that, any information given will be used for academic purpose only and will be treated with utmost confidentiality. Thank you for your cooperation.

Yours faithfully,

Umulkhairu Huma Umar

SECTION A: PERSONAL DATA

1. Sex: (a) Male [ ] (b) Female [ ]

2. Marital Status: (a) Single [ ] (b) Married [ ]

3. Which department do you work with?

   (a) Administration and finance [ ]

   (b) Recruitment and Records [ ]

   (c) Promotion and Discipline [ ]

   (d) Others (please specify) ----------

4. Educational qualification

   (a) Secondary school certificate [ ]

   (b) 'A' level/NCE/OND/ND [ ]

   (c) University degree/HND [ ]

   (d) Masters [ ]

   (e) Others (please specify) ----------

5. Grade level

   (a) 01-06 [ ] (b) 07-09 [ ] (c) 10-12 [ ] (d) 13 and above [ ]

6. Years in service

   (a) 1 – 10 [ ] (b) 11 – 20 [ ] (c) 21 – 30 [ ] (d) 31 and above [ ]

HYPOTHESES TESTING

7. Do you agree that Kaduna state civil service commission have manpower training and development policy?

   (a) Has training policy [ ] (b) Does not has training policy [ ] (c) No Idea

8. Are the training and development programmes in line with the guidelines or policy?

   (a) Training in line with guideline [ ] (b) Not inline with the guidelines [ ] (c) No Idea [ ]

9. Were you sent on training by the commission since you were employed?

   (a) Attended training [ ] (b) On training [ ] (c) No idea [ ]

10. What are the procedure used in selecting staff for training and development?

    (a) On request by employee [ ]

    (b) Seniority in service [ ]

    (c) Cadre [ ] (d) No idea [ ]

11. Do you think these procedures are adequate and effective in achieving the goal of training and development? (a) Highly effective [ ] (b) fairly effective [ ] (c) No idea [ ]

12. Do you agree that the training/development you received has a positive impact on your performance.

    (a) Have high positive impact on performance [ ] (b) Have fair positive impact on performance (c) No idea [ ]

13. What is the rating of your output before training?

    (a) Below 30% [ ] (b) 30 – 40% [ ] (c) 50 – 70% [ ] (d) 71 and above [ ]

    (e) No idea [ ]

14. What is the rating of your output after training?

    (a) 30%-39% [ ] (b) 40% – 50% [ ] (c) 51% – 70% [ ] (d) 71% – 100% [ ]

15. What is your assessment of the quality of staff in the commission?

    (a) Highly qualified [ ] (b) Fairly qualified [ ] (c) Not Adequately

qualified [ ] (d) No Idea

16. What are the various sources of finance available to the commission?

(a) State government allocation [ ] (b) Commission budget for training [ ]

(c) Local government [ ] (d) Bureau of establishment budget for training [ ]

(e) All of the above [ ]

17. Do you agree that the funds available to the commission for training of staff are insufficient? (a) Agree [ ] (c) Disagree [ ] (c) No Idea [ ]

18. Do you agree that insufficient fund leads to poor manpower training programmes in the commission? (a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ] (d) No Idea [ ]

19. What ways do you suggest the commission should use in sourcing more funds?

(a) An increase in government allocation [ ]

(b) Investment [ ]

(c) Loans [ ]

(d) Others (please specify) ----------