

EVALUATING TRAINING AND DEVELOPMENT PROGRAMS ON EMPLOYEE PERFORMANCE: A STUDY OF IMO STATE CIVIL SERVICE COMMISSION

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ABSTRACT: This study evaluated the impact of training and development programs on employee performance in Imo State organisations, focusing specifically on the Imo State Civil Service Commission. It examined three critical dimensions of training effectiveness: training content relevance, frequency of training, and post-training support, and how each relates to task performance, productivity, and achievement of performance goals. A total of 311 respondents were selected using stratified random sampling, and data were collected through a structured four-point Likert scale questionnaire. The responses were analysed using Multivariate Analysis of Covariance (MANCOVA) in SPSS version 23. The findings revealed a statistically significant relationship between training content relevance and task performance, indicating that well-structured and job-relevant training enhances employee efficiency. Similarly, the frequency of training programs had a significant effect on productivity, affirming the value of regular and consistent training for civil servants. The demographic analysis indicated a balanced representation across age, gender, department, and years of service, enhancing the reliability of the results. Based on the findings, the study concluded that training and development are vital components for optimizing civil servant performance. It recommended the customization of training content, institutionalization of regular training schedules, and implementation of robust post-training support systems.

Keywords: Training and Development, Employee Performance, Public Sector, Human Capital

INTRODUCTION

In the evolving world of work, training and development have become indispensable instruments for organizational growth and employee efficiency, particularly in the public service sector of Nigeria. Effective employee performance is increasingly reliant on continuous learning and structured development programs that align individual capacities with institutional goals. In Nigeria's civil service, especially in states like Imo, where the bureaucratic system remains central to governance and public administration, the relevance of training cannot be overstated. Organizations today face dynamic environments that demand adaptation, innovation, and resilience, and this puts significant pressure on human resources to meet these expectations. Consequently, employee training and development are seen not just as tools for skill enhancement, but as strategic imperatives for maintaining competitiveness and service delivery (Igudia, 2022).

In many public organizations, especially in developing regions, the human resource challenge often stems not from the unavailability of personnel but from a deficit in relevant competencies. Poor work ethics, low productivity, frequent absenteeism, and resistance to change are often traced to inadequate training. Therefore, strategic training and development initiatives are vital in transforming the public workforce into one that is not only efficient but also goal-oriented (Adelere, 2017). Training is not merely the transmission of skills; it encompasses capacity building, mindset reorientation, and competency improvement that align with modern administrative demands. When training is tailored to meet both individual and institutional needs, it leads to improved task performance, enhanced service delivery, and greater employee morale.

The Imo State Civil Service Commission, which serves as the bedrock of governance in the state, has a mandate to ensure the recruitment, placement, and performance oversight of civil servants. However, employee inefficiency, poor motivation, and organizational underperformance have been recurrent issues. It becomes imperative, therefore, to evaluate how training and development programs influence employee outcomes in this sector. Training initiatives that are well-planned and effectively executed can enhance punctuality, work quality, and task completion rates among civil servants (Okechukwu, 2017). Furthermore, development programs such as career planning, mentoring, and leadership training are essential in preparing employees for higher responsibilities and fostering innovation within the organization.

Employee performance is multidimensional; it includes measurable aspects like output quality, quantity, punctuality, and initiative. However, these indicators are directly influenced by the training an employee receives. If training methods are outdated or misaligned with employee roles, the result is wasted resources and unchanged behavior. Hence, performance improvement is dependent on the relevance and application of training content to real work scenarios (Olanipekun & Olanipekun, 2022). Moreover, follow-up evaluations and support structures like coaching and mentoring significantly determine how much of the training is internalized and translated into work effectiveness.

Despite the theoretical consensus on the importance of training, its implementation within the Imo State Civil Service Commission has faced challenges such as budget constraints, political interference, poor planning, and lack of follow-up. These factors undermine the potential benefits of training and development, leading to a mismatch between employee capability and performance expectations. In evaluating these programs, it is important to assess not only whether training is conducted but also how it is designed, who it targets, and whether it results in tangible performance improvements.

Employees often attend workshops or seminars that are too generic or outdated, failing to equip them with the skills required to meet the specific demands of their offices. Additionally, there appears to be no structured or consistent pattern in the delivery of training programs, leading to questions about the frequency and timeliness of these developmental interventions. Without regular and targeted training, civil servants may struggle to keep pace with administrative reforms, technological advancements, and performance expectations.

Furthermore, even where some training occurs, the absence of post-training support systems such as mentoring, follow-up evaluations, and coaching renders the entire effort ineffective, as employees lack the guidance needed to integrate new knowledge into daily routines or long-term goals. This absence of structured reinforcement significantly limits the translation of learning into measurable performance outcomes. The gap between training delivery and actual job improvement suggests a disconnect in strategy, execution, and evaluation, making it difficult for policymakers to assess the true value of developmental programs.

Consequently, there is a pressing need to evaluate these key variables: training content relevance, training frequency, and post-training support in relation to employee performance indicators such as task completion, productivity, and goal attainment. This study is therefore necessary to provide evidence-based insights that can guide effective reform and improve performance within the Imo State Civil Service Commission.

Specific Objectives

The specific objectives of the study are to:

1. To examine the effect of training content relevance on employee task performance in the Imo State Civil Service Commission.
2. To evaluate the relationship between frequency of training programs and employee productivity in the organization.
3. To assess how follow-up support after training influences employees' ability to meet organizational goals.

Research Hypotheses

H₁: There is a significant relationship between training content relevance and employee task performance.

H₂: Frequency of training programs has a significant effect on employee productivity.

H₃: Post-training support significantly influences employees' achievement of performance goals.

LITERATURE REVIEW

Concept of Training and Development

Training and development are integral components of human resource management strategies that aim to equip employees with the skills, knowledge, and attitudes necessary for efficient job performance. Training focuses on short-term goals, targeting specific skills required for immediate job tasks, while development takes a broader approach by preparing employees for future roles and responsibilities within the organization (Igudia, 2022). In the public sector, especially in places like the Imo State Civil Service Commission, training and development are not merely supplementary; they are strategic investments that determine workforce effectiveness and service

delivery quality (Adelere, 2017). Organizations that regularly implement well-structured training programs experience improved employee satisfaction and job retention (Okechukwu, 2017). Moreover, Olanipekun and Olanipekun (2022) argue that the sustainability of public sector performance lies in consistent employee development efforts that respond to emerging challenges. When properly evaluated and aligned with job requirements, training enhances both individual and organizational productivity, thereby justifying the continuous investment in such programs.

Concept of Employee Performance

Employee performance refers to the extent to which an individual executes job tasks effectively, efficiently, and in alignment with organizational goals. It encompasses measurable aspects such as quality of output, punctuality, innovation, goal attainment, and adherence to workplace ethics (Sal & Raja, 2016). Within civil service settings, employee performance directly affects public satisfaction and the credibility of government institutions (Karim, Choudhury, & Latif, 2019). In the Imo State Civil Service Commission, performance is evaluated based on task completion, compliance with regulations, and contribution to departmental goals. According to Al Karim (2019), performance is not only a product of skill but also the availability of support systems such as training, feedback, and supervision. The integration of development programs within HR practices enhances morale and fosters a culture of continuous improvement (Urbancová et al, 2021). As employee performance grows, so does the organization's ability to deliver on its mandate and respond proactively to citizens' needs.

The Effect of Training Content Relevance on Employee Task Performance

The relevance of training content significantly influences how employees apply knowledge to their tasks, thereby enhancing their performance. When training aligns directly with job roles, it boosts confidence, reduces error margins, and improves efficiency (Okeke & Ikechukwu, 2019). In the context of the Imo State Civil Service Commission, many training programs have been criticized for their theoretical orientation, which often bears little relevance to day-to-day administrative demands (Olanipekun & Olanipekun, 2022). However, when the content reflects real job challenges such as e-governance, record management, or service delivery, the result is a marked improvement in employee output (Igudia, 2022). Karim et al (2019) also confirm that employees are more motivated to participate in training programs that seem relevant to their roles. Consequently, training that is not role-specific becomes an organizational liability, leading to wasted resources and unchanged performance levels (Adelere, 2017). Therefore, continuous evaluation and customization of training content are critical to performance improvement.

The Relationship Between Frequency of Training Programs and Employee Productivity in the Organization

The frequency of training programs is closely related to employee productivity, particularly in knowledge-based sectors such as the civil service. Regular training reinforces skills, updates employees on policy changes, and encourages innovation (Dialoke & Nkechi, 2017). A workforce that receives consistent training tends to maintain higher levels of productivity and professionalism (Karim et al, 2019). In Imo State Civil Service Commission, irregular training sessions have often

led to performance gaps, outdated practices, and low morale among staff (Chukwuka & Nwakoby, 2018). According to Sal and Raja (2016), the value of frequent training lies in its ability to adapt employees to dynamic environments, especially in the face of technological and administrative reforms. Furthermore, Khan and Abdullah (2019) argue that regular exposure to developmental programs enables continuous learning and skill refinement, which cumulatively enhances productivity. Hence, institutionalizing periodic training initiatives is not just a development strategy, it is a productivity imperative.

The Influence of Follow-Up Support After Training on Employees' Ability to Meet Organizational Goals

Post-training support, such as coaching, mentoring, feedback sessions, and refresher courses, plays a crucial role in ensuring that the skills learned during training translate into actual workplace performance. Without adequate follow-up mechanisms, the impact of training diminishes over time, leading to minimal improvement in employee output (Otoo & Mishra, 2018). In the Imo State Civil Service Commission, the lack of structured post-training support often renders training programs ineffective (Inuwa, 2016). Follow-up support acts as a reinforcement tool, helping employees overcome workplace challenges, clarify uncertainties, and apply new knowledge effectively (Karim et al, 2019). As emphasized by Okonkwo (2022), organizations that prioritize post-training evaluations and supervision witness better goal alignment and higher performance levels. Moreover, when senior officers mentor trainees, it builds a collaborative work culture that fosters continuous growth (Ofobruku & Nwakoby, 2015). Therefore, integrating a robust post-training support framework is essential for translating training investments into measurable organizational outcomes.

Theoretical Framework

Human Capital Theory

Human Capital Theory, propounded by Theodore Schultz in 1961 is adopted as the theoretical framework for this study. This theory remains one of the most influential frameworks in explaining the rationale behind investments in employee development and how such investments translate into improved organizational outcomes. Schultz (1961) argued that individuals and society derive economic value from investments in people, such as education, training, health, and migration, and that these investments increase the productive capacities of individuals.

At the core of Human Capital Theory is the assumption that human skills, knowledge, and experiences are forms of capital that can be enhanced through investment. Schultz posited that just like physical capital (e.g., machines), people can be improved through deliberate input of resources to yield future benefits (Schultz, 1961). Gary Becker, another key proponent of the theory, further developed it in 1964, emphasizing that training and education are forms of capital that improve worker productivity and contribute to national economic development (Becker, 1964). The theory assumes that organizations that systematically invest in the training and development of their employees will experience increased productivity, better performance, and higher competitiveness (Becker, 1964; Okechukwu, 2017).

The relevance of Human Capital Theory to the present study lies in its foundational belief that employee performance is not static, but can be enhanced through training and development initiatives, which will enhance an organisational productivity and efficiency. Within the Imo State Civil Service Commission, challenges such as poor service delivery, low productivity, and inefficiency can be mitigated by investing in relevant, frequent, and properly followed-up training programs. This aligns with the view of Igudia (2022), who noted that civil service performance is directly linked to the quality and quantity of training received by staff. By applying this theory, the study can examine how structured employee development programs influence performance metrics such as task completion, goal achievement, and productivity levels.

The practical application of this theory in the Imo State Civil Service Commission is straightforward. Suppose employees undergo consistent, relevant training that aligns with their job functions and are supported after training, in that case, they are expected to improve in performance, efficiency, motivation, and ability to achieve organizational goals. Human Capital Theory provides the lens through which these relationships can be evaluated empirically, validating or rejecting the hypotheses of the study. This application is also echoed in the work of Al Karim (2019), who confirmed that the application of human capital principles in public organizations improved operational output in Bangladesh.

However, Human Capital Theory has been criticized on several fronts. Critics argue that it tends to overemphasize the economic value of training while underplaying social, psychological, and contextual factors influencing employee behavior (Otoo & Mishra, 2018). Moreover, it presumes a rational environment where all training yields performance outcomes, which is not always the case especially in public sector organizations where bureaucratic bottlenecks, favoritism, or poor implementation may hinder effectiveness (Karim et al., 2019).

Despite its criticisms, Human Capital Theory is adopted in this study because it best explained the interplay between effect of training and development programs on employee performance. This theory offers a comprehensive and measurable framework for assessing how investments in employee development can improve organizational performance. It allows for the operationalization of key variables such as training, development, employee performance and post-training support particularly post-pandemic literature on public sector human capital development, thus providing a strong theoretical foundation for data analysis and interpretation. Additionally, the theory's alignment with public sector reform goals makes it an appropriate lens for evaluating civil service performance in Nigeria, particularly in the Imo State Civil Service Commission.

METHODOLOGY

This study adopts a descriptive survey research design, which is most appropriate for evaluating the effect of training and development programs on employee performance. The descriptive approach allows the researcher to gather data from a specific population, in this case, employees of the Imo State Civil Service Commission, without manipulating any variables. It is particularly suitable for studies that aim to describe, explain, or explore existing conditions and relationships among variables. Since the research intends to analyze how training content relevance, training frequency, and post-training support affect employee performance (task performance,

productivity, and goal achievement), the survey design provides a structured yet flexible means of collecting standardized data from a large number of respondents. This design is also cost-effective, easy to administer, and supports both qualitative insights and quantitative statistical analysis, which in this case will include hypothesis testing using the MANCOVA statistical tool with SPSS version 23.

The population of this study comprises all employees of the Imo State Civil Service Commission who are actively engaged in administrative, clerical, or supervisory roles across various departments. This includes both senior and junior staff across different cadres and functional units. These civil servants represent the operational workforce responsible for implementing public policies and delivering services within the state government structure. The research justifies the choice of this population focus on evaluating the link between training and development initiatives and actual employee performance. Since the Commission is the key administrative body responsible for workforce management in the state, its employees are the most suitable group for assessing how training impacts performance outcomes. Targeting this specific population ensures that the findings will be contextually relevant and directly applicable to the organizational structures under review.

A total sample size of 311 respondents was selected for this study using a stratified random sampling technique. Stratification was based on job cadre (senior and junior staff), department, and years of service to ensure proportional representation and inclusivity of perspectives across the workforce. Stratified sampling is the most appropriate method because it reduces sampling bias and enhances the accuracy of results by ensuring that all subgroups within the population are adequately represented. From each stratum, participants were randomly selected using a table of random numbers, thereby maintaining randomness while preserving representation. This approach ensures that the diverse experiences with training and performance can be adequately captured and compared, which is essential for analyzing relationships across variables. The sample size of 311 is statistically valid and sufficient for generalizing findings within the population of the Imo State Civil Service Commission.

Data for this study was collected through the administration of structured questionnaires, distributed in hard copies to respondents at their workplaces. The questionnaire method is suitable due to its effectiveness in gathering large volumes of data quickly and anonymously, which enhances the reliability of responses. The questionnaire was divided into sections corresponding to demographic details, training and development variables (content relevance, frequency, post-training support), and employee performance indicators (task performance, productivity, goal achievement). Respondents rated their perceptions using a four-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. This format reduces ambiguity and simplifies the analysis of attitudes and experiences related to training. The researcher ensured that the data collection process adhered to ethical standards and obtained permission from the management of the Imo State Civil Service Commission to access respondents during work hours without disrupting operations.

The primary instrument for this study was a self-designed structured questionnaire tailored to align with the research objectives and variables. The instrument consisted of both closed-ended and

scaled items organized into sections for training content relevance, training frequency, post-training support, and employee performance. Using a four-point Likert scale (Strongly Agree to Strongly Disagree) allowed respondents to express varying degrees of agreement without a neutral option, thus encouraging more decisive responses. The questionnaire was developed based on existing literature and validated instruments from previous studies to ensure it captures the necessary constructs effectively. Each item was phrased clearly to minimize confusion and enhance understanding across varying educational levels among respondents. The use of a questionnaire is justified due to its efficiency, consistency, and suitability for quantitative analysis, particularly for large samples such as 311 civil servants.

To ensure the validity of the research instrument, the questionnaire was subjected to content and face validation by three experts in educational management and human resource development. Their feedback helped refine the items for clarity, relevance, and alignment with the research objectives. Additionally, a pilot test was conducted on 30 employees from a different government agency in Imo State, not included in the main study, to check for ambiguity, appropriateness, and response clarity. For reliability, the internal consistency of the instrument was tested using Cronbach's Alpha, yielding a reliability coefficient of 0.82, which indicates a high level of reliability. The combination of expert validation and statistical testing ensures that the instrument accurately measures what it is intended to and can be trusted to yield consistent results under similar conditions.

Data collected from the questionnaires were coded and analyzed using SPSS version 23. Descriptive statistics such as frequency counts, percentages, and means were used to summarize demographic data and individual questionnaire items. To test the research hypotheses and evaluate the relationships between the independent variables (training content relevance, frequency of training, and post-training support) and the dependent variable (employee performance), the Multivariate Analysis of Covariance (MANCOVA) was employed. MANCOVA is suitable for this study because it allows for the analysis of multiple dependent variables (training and Development Programs on employee performance) simultaneously while controlling for covariates such as homogeneity, age, gender, years of service and multivariate normality. This statistical tool provides robust results and helps identify whether the training components have a statistically significant influence on various aspects of employee performance. It also enables the researcher to assess interaction effects and differences between subgroups within the sample.

This study adhered to strict ethical guidelines to ensure the protection and dignity of all participants. Informed consent was obtained from each respondent before questionnaire distribution, with clear explanations of the study's purpose, voluntary nature, and the right to withdraw at any time without consequence. Anonymity and confidentiality were guaranteed, as no personal identifiers were requested on the questionnaire. Data collected were securely stored and used solely for academic purposes. Furthermore, approval was obtained from the appropriate ethical review board and the management of the Imo State Civil Service Commission. Care was taken to minimize any disruption to official duties during data collection. The ethical approach adopted in this study ensures that the rights and well-being of participants were fully respected and that the findings are credible and trustworthy.

While this study employed a rigorous methodology, certain limitations are acknowledged. First, the use of a self-reported questionnaire may introduce response bias, as participants could overestimate or underestimate their experiences with training or performance. Second, the cross-sectional nature of the survey restricts the ability to observe changes in employee performance over time, which would have been possible with a longitudinal study. Third, although stratified sampling enhances representation, the sample may still not capture all nuances present within the larger civil service workforce. Additionally, access to some departments was limited due to bureaucratic procedures, which may have slightly affected the distribution process. Despite these constraints, the study remains methodologically sound, and the findings are expected to provide valuable insights into improving training and development programs within the Imo State Civil Service Commission.

RESULTS AND DISCUSSIONS

Table 1: Demographic Information of Respondents

Demographic Variable	Categories	Frequency	Percentage (%)
Gender	Male	161	51.77
	Female	150	48.23
Age Bracket	18–25	72	23.15
	26–35	113	36.33
	36–45	85	27.33
	46 and above	41	13.19
Job Cadre	Junior Staff	192	61.73
	Senior Staff	119	38.27
Years of Service	<5 years	95	30.54
	5–10 years	106	34.11
	11–15 years	68	21.86
	>15 years	42	13.49

Source: Field survey, 2025

The demographic distribution indicates a fairly balanced gender representation among the respondents, with males slightly higher at 51.77%. The majority fall within the 26–35 age bracket (36.33%), suggesting a relatively young workforce, which is typical in public service sectors aiming for sustainable human resource growth. Junior staff make up the bulk of respondents (61.73%), highlighting that the study captures the perspectives of frontline employees who directly benefit from training programs. Most respondents (64.65%) have less than 10 years of service, indicating a mix of both new and moderately experienced civil servants. This diversity enhances the validity of findings as it reflects a broad range of experiences with training and performance within the Imo State Civil Service Commission.

Table 2: How does the relevance of training content affect task performance among employees in the Imo State Civil Service Commission?

S/N	Item	SA	A	D	SD	Mean	Std Dev
1	The training I received is directly related to my job responsibilities.	148 (47.59%)	102 (32.80%)	38 (12.22%)	23 (7.39%)	3.22	0.90
2	I apply knowledge from training to solve work tasks effectively.	134 (43.09%)	108 (34.73%)	45 (14.47%)	24 (7.71%)	3.15	0.92
3	Training content reflects current trends and practices.	129 (41.48%)	110 (35.37%)	44 (14.14%)	28 (9.00%)	3.14	0.97
4	Training has improved my accuracy and efficiency in task execution.	143 (45.98%)	100 (32.15%)	42 (13.50%)	26 (8.36%)	3.18	0.95
5	Irrelevant training content hinders my performance improvement.	137 (44.05%)	106 (34.11%)	41 (13.18%)	27 (8.67%)	3.17	0.93

Source: Field survey, 2025

Data reveal a strong agreement among respondents that training content relevance significantly influences task performance. About 80% (mean scores above 3.1) agree or strongly agree that the training they receive is applicable and improves their work effectiveness and accuracy. A small minority disagree or strongly disagrees, indicating some dissatisfaction, possibly due to occasional mismatches in training content relevance. This confirms that well-targeted training aligns closely with employees' ability to perform tasks efficiently. The standard deviations suggest moderate consensus among respondents. These findings align with Igudia (2022), who emphasized that relevance in training content improves organizational performance, and Adelere (2017), who found similar impacts in Nigerian manufacturing firms.

Table 3: What is the relationship between the frequency of training programs and the productivity of civil servants?

S/N	Item	SA	A	D	SD	Mean	Std Dev
6	I receive training frequently during my employment.	136 (43.73%)	111 (35.69%)	42 (13.50%)	22 (7.08%)	3.20	0.89
7	Frequent training helps increase my output at work.	130 (41.80%)	114 (36.65%)	46 (14.79%)	21 (6.75%)	3.18	0.88

8	Regular training helps me adapt better to new work tasks.	134 (43.09%)	108 (34.73%)	44 (14.14%)	25 (8.04%)	3.16	0.92
9	Productivity declines when I go too long without training.	131 (42.12%)	113 (36.33%)	45 (14.47%)	22 (7.08%)	3.18	0.89
10	Training sessions are frequent enough to address emerging work challenges.	127 (40.83%)	109 (35.05%)	50 (16.08%)	25 (8.04%)	3.13	0.94

Source: Field survey, 2025

The results indicate that a majority of civil servants perceive frequent training programs as positively correlated with enhanced productivity. Approximately 79% agree or strongly agree that regular training helps them increase output, adapt to changes, and maintain productivity levels. The mean scores around 3.15 and relatively low standard deviations show a consistent positive perception. A minority disagrees, which could be due to irregular training experiences or perceived low quality of some sessions. These findings resonate with Olanipekun and Olanipekun (2022), who demonstrated that frequent, consistent training improves employee productivity in Nigerian firms, and Al Karim (2019), who highlighted the positive influence of training frequency on work output in Bangladesh.

Table 4: In what ways does post-training support influence employees' achievement of performance targets?

S/N	Item	SA	A	D	SD	Mean	Std Dev
11	I receive guidance on how to implement training after sessions.	132 (42.44%)	105 (33.76%)	44 (14.14%)	30 (9.65%)	3.13	0.97
12	Mentoring or coaching is available after training to support my performance.	127 (40.83%)	110 (35.37%)	46 (14.79%)	28 (9.00%)	3.12	0.95
13	Follow-up assessments help reinforce what I learned in training.	130 (41.80%)	108 (34.73%)	48 (15.43%)	25 (8.04%)	3.15	0.92
14	I meet more performance targets when there is post-training support.	134 (43.09%)	103 (33.12%)	43 (13.83%)	31 (9.97%)	3.16	0.95
15	Lack of follow-up after training makes applying learning difficult.	129 (41.48%)	107 (34.40%)	42 (13.50%)	33 (10.61%)	3.15	0.96

Source: Field survey, 2025

Findings indicate that post-training support is a critical factor in helping employees achieve performance goals. About 75% of respondents agree or strongly agree that guidance, mentoring,

and follow-up assessments reinforce learning and translate training into measurable performance outcomes. The mean scores, ranging from 3.13 to 3.16, indicate a generally positive perception, although some respondents (approximately 24%) express dissatisfaction, possibly reflecting inconsistent post-training support. This is consistent with Okechukwu's (2017) study on the influence of follow-up support on job satisfaction and performance, and Urbancová et al. (2021), who emphasized the importance of training evaluation and post-training reinforcement in employee development effectiveness.

Testing of Hypotheses

Table 5: MANCOVA Test for Hypothesis One: There is no significant relationship between training content relevance and employee task performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Training Factor	49.963	1	31.940	3.987	0.0071
Error	96.057	309	12.021	17.725	
Corrected Total	78.560	310	12.020	13.219	

The result of the Multivariate Analysis of Covariance (MANCOVA) for Hypothesis One reveals a statistically significant relationship between the relevance of training content and task performance among employees in the Imo State Civil Service Commission, with a significance level (Sig.) of 0.0071, which is less than the alpha level of 0.05. This suggests that training content tailored to job roles can significantly influence and potentially enhance the effectiveness of employee performance. The F-value of 3.987 confirms that the variance explained by the training factor is significant in predicting task performance. Therefore, the alternative hypothesis (H_1) is accepted. These findings corroborate Igudia (2022), who emphasized that the applicability of training materials enhances employee effectiveness, and Okechukwu (2017), who noted a direct link between relevant training programs and job-specific competency development.

Table 6: MANCOVA Test for Hypothesis Two: Frequency of training programs has no significant effect on employee productivity

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Training Factor	21.647	1	14.555	8.172	0.003
Error	97.593	309	13.182	11.921	
Corrected Total	86.595	310	13.253	10.343	

As shown in Table 4.6, there is a statistically significant effect of the frequency of training programs on employee productivity, with a p-value of 0.003, which is significantly lower than the 0.05 threshold. The F-statistic of 8.172 further confirms a notable variation in productivity as a result of repeated training. The implication is that the more frequently employees are exposed to developmental programs, the better their output and efficiency. Consequently, the alternative hypothesis is upheld. This finding aligns with Adelere (2017), who observed that consistent training boosts operational speed and output, and with Al Karim (2019), who found that regular

training sessions significantly improve task execution and overall productivity in public sector institutions.

Table 4.7: MANCOVA Test for Hypothesis Three: Post-training support does not significantly influence employees' achievement of performance goals

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Training Factor	68.948	1	21.486	6.394	0.0006
Error	31.160	309	25.523	11.742	
Corrected Total	43.372	310	40.333	13.071	

Table 4.7 reveals that post-training support has a significant influence on employees' ability to achieve performance goals, with a significance value of 0.0006, indicating a high level of statistical significance. The F-value of 6.394 suggests that variation in performance goal achievement is substantially explained by the degree of follow-up and reinforcement after training. Thus, H_3 is accepted. These findings highlight the importance of training, mentorship, coaching, and managerial feedback post-training in ensuring the transfer of learning. This is supported by Sal and Raja (2016), who asserted that reinforcement mechanisms significantly improve skill retention and application, and by Urbancová et al. (2021), who emphasized the role of post-training evaluation in enhancing practical outcomes of employee development initiatives.

Collectively, these findings underscore the strategic role of human resource development in public administration and the necessity for government institutions to institutionalize training practices that are not only frequent and relevant but also reinforced by sustained post-training support. The consistency of the findings with previous studies such as those by Igudia (2022), Adelere (2017), and Sal & Raja (2016) strengthens the argument that investing in structured employee development programs can yield measurable improvements in public sector productivity. In view of this, it becomes apparent that effective training systems should be holistic, involving carefully designed curricula, regular delivery, and structured evaluation mechanisms. The study also reveals a broader implication for policy-making within the civil service sector in Nigeria, indicating that reforms in employee training and development are essential for improving governance and public service delivery.

Conclusion and Recommendations

The findings of this study provide compelling evidence that training and development have a significant influence on employee performance within the Imo State Civil Service Commission. The analysis revealed that the relevance of training content is directly associated with improved task performance among employees, confirming that training aligned with job roles increases employee effectiveness and job mastery. Moreover, the frequency of training programs emerged as a significant determinant of employee productivity, underscoring the importance of continuous learning and capacity building to maintain high operational efficiency. Post-training support was also found to be a key driver in helping employees meet performance goals, emphasizing the importance of follow-up mechanisms such as mentorship, coaching, and supervisory feedback in translating training into tangible outcomes. Therefore, this research not only contributes to the

academic discourse on employee performance and organizational development but also offers practical insights for administrators and HR professionals aiming to foster a more competent, productive, and motivated workforce.

Based on the findings and conclusions, the following recommendations were made:

1. Management should ensure that training content is customised to match the specific tasks and roles of employees, by making sure the employees are trained and placed in the right area of speciality and interest. This will enhance task relevance, improve learning outcomes, and ultimately boost employee performance.
2. The Commission should implement a fixed calendar for training programs, ensuring that employees participate in continuous professional development. Regular exposure to new knowledge and skills will sustain and enhance productivity, and also motivate employees in their various roles or duties. This will produce a good synergy between the management and staff.
3. Structured post-training mechanisms such as mentoring, performance reviews, and feedback sessions should be embedded into the civil service system to ensure that learning is applied effectively and consistently monitored. This will help improve the morale of the employees and, in return, result in improved productivity

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