



AN EXAMINATION OF THE EFFECTIVENESS OF THE TEACHING AND LEARNING
PRACTICES ADOPTED BY SPECIALIZED TRAINING INSTITUTIONS IN NIGERIA

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AN EXAMINATION OF THE EFFECTIVENESS OF THE TEACHING AND LEARNING PRACTICES ADOPTED BY SPECIALIZED TRAINING INSTITUTIONS IN NIGERIA

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Abstract

AN EXAMINATION OF THE EFFECTIVENESS OF THE TEACHING AND LEARNING
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A developing nation like Nigeria with its vast population has numerous public-sector organizations which are run by significant numbers of public servants and are overtly owned and controlled by the state government and federal agencies. This study set out to examine the effectiveness of specialized training institutions on the capacity development of public servants with especial emphasis on capacity development as a tool for improving performance in Nigeria's public service. The research problem centered on identifying the challenges associated with the long-standing training approaches practiced in the public institutions and understanding how the training approaches of the specialized training institutions proffer solutions to the identified issues. As a corollary of this, the purpose of the study was to examine the effectiveness of specialized training institutes on the capacity development of public servants. The study gathered the perceptions of public servants as regards the activities of specialized training institutions, evaluating the availability and contribution of specialized training institutes to meeting public servant's career needs, and the opinions of public servants on the conventional training approach. The study adopted a mixed-methods research approach, qualitative data were obtained from ten participants who are training managers of different specialized training institutions through face-to-face interview while the quantitative data were obtained from 100 public servants through an online questionnaire. The qualitative data were analyzed using NVivo analysis software while the quantitative data was analyzed using SPSS statistical analysis software. Results obtained from the analysis revealed that the specialized training institutions in Nigeria focused on specific areas of expertise, making them effective in carrying out targeted training with the relevant public officer as participants. The study exposed public servants to the importance of specialized training, and the impact of training institutions. For further research, the study recommends examining policies that will set standards for operational training institutions and empower them with the mandate of functionalities.

Declaration

I declare that this thesis has been composed solely by myself and has not been submitted, in whole or in part, in any previous application for a degree, except where stated otherwise by reference or acknowledgement. The work presented is entirely my own.

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List of Abbreviations

AMO	Ability, Motivation and Opportunity
ASCON	Administrative Staff College of Nigeria
ATRCAD	African Training and Research Center in Administration for Development
ASCSN	Association of Senior Civil Servants of Nigeria
BEST	Business Entrepreneurship Skills and Technology
CIDA	Canadian International Development Agency
CMD	Center for Management Development
CRFN	Constitution of the Federal Republic of Nigeria
DFID	Department for International Development
FME	Federal Ministry of Education
MINILS	Michael Imoudu National Institute of Labor Studie
MDAs	Ministries Departments and Agencies
NUC	National Universities Commission
OECD	Organization for Economic Cooperation and Development
PSIN	Public Service Institute of Nigeria
SPSS	Statistical Package for Social Sciences
TNA	Training Needs Assessment
UNDP	United Nations Development Program
UNESCO	United Nations Educational Scientific and Cultural Organization
UREC	University Research Ethics Committee
VTLOs	Virtual Training & Learning Objectives

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CHAPTER 1: INTRODUCTION

Public service is defined as an entity that operates in different national activities and is divided into ministries and departments with set goals and purposes (Ayodele, 2014). According to Marshall and Murtala (2015), a government can use public service to implement development goals and objectives. The public sector is responsible for creating an environment in which all sectors of a country's economy can operate to their fullest potential. Public servants are charged with designing and implementing policy, ensuring accountability, increasing government revenue, monitoring and evaluating the performance of organizations, among other responsibilities. Public service is responsible for managing the government's machinery and ensuring daily operations are carried out effectively (Adebayo, 2000).

In Nigeria, due to the roles and the strategic positions public servants hold in the development of the nation, the Nigerian government adequately provides for the capacity development of public servants to ensure excellent delivery of their services. According to Oyo-Ita (2018), the 2017-2020 Federal Civil Service Capacity Development Strategy and Implementation Plan includes the re-design and re-launch of training modules to meet the goal of training and retraining of the civil service workforce. In Nigeria's 2018 national budget, about Sixty-Three Billion Naira (N63 Billion) was allocated to be spent on training and capacity development (budgiT, 2018). Effective delivery of capacity development programmes for public servants boosts employee morale, confidence, and enhances productivity that leads to effective service delivery. Human capacity development within the organization enhances economic development and service delivery (Onah, 2003).

Capacity development is described as a change that occurs through the design and facilitation of appropriate local solutions that make an adequate difference in

human development (Pearson, 2011). OECD (2006) describes capacity development as a process whereby individuals and organizations create, maintain, strengthen, and adapt capacity over time. According to Agunyai (2015), the effect of capacity building on public servants empowers them to fulfill their creative potentials and hone the capabilities required to make them more productive. The development of the workforce through capacity development serves as a propelling force for Nigeria's national growth and development (IECB, nd). Capacity building of employees improves the potency of worker retention, increases productivity, and expands the standard of living and career choices, opening up opportunities for individuals. At an individual level, the training a public servant receives, developed their role, capacity, sharpens their awareness, and contributes to the management of the delivery of efficient services (Isah, 2013). According to Jones et al. (2000) and Okotoni and Erero (2005), capacity development through workforce training ensures that members of an organization are endowed with the knowledge and skills necessary to effectively perform assigned tasks, assume new responsibilities, and adapt to changing conditions.

Achieving the objective of the capacity development programme in an organization through training and retraining of public servants is of the utmost importance. Likewise, the facilitators of the training programmes must effectively carry out their duties. The remit of a training institution is to design training that solves problems and fills gaps in employee performance within the organization (Joseph, 2015). Thus, training and capacity development involves a training expert in the subject matter, working with learners during workshops and seminars in transferring knowledge to them in specific subjects or topic areas such as management and leadership among others (McNamara, nd). In Nigeria, in a bid to achieve the required outcomes from assigned duties of public servants, specialized training

institutes were established to more effectively meet the needs of public servants in capacity development more effectively, and to play vital roles in capacity development programmes (Nebo et al., 2016). The establishment of the Administrative Staff College of Nigeria (ASCON) in 1972 was driven by the objective of delivering high-quality management training services to cultivate the skills and expertise of executives in both the public and commercial sectors of the Nigerian economy.

The specialized training institutions have an educational institute focus and targets learning programmes designed to provide specific knowledge, skills, and competencies in specific area of study (Giles, 2016). The activities of specialized training institutions aims to deepen understanding, enhance expertise and build practical capabilities in specialized domain. The institutes develop programmes to address specific industry needs, meet professional requirement or cater to niche areas of study (Kezar, 2017). The efficacy of achieving the training objectives for public officials is contingent upon the qualities and functions exhibited by specialized training institutes. .

In Nigeria, the activities of the public training institutions are focused on training public servants to empower them in the management of the national economy (Ewoh, 2014). A conventional form of capacity development is dominant within public organizations and dedicated public training institutions; an approach that is predominantly teacher-centered. It was established to ensure uniformity, quality, and an organized system of education. Paramasivan (2015) asserts that the conventional approach is diminishing in significance as a result of technological advancements, evolving faculty attitudes, and the inventive demands of the curriculum (p. 5). Specialized training institutes, which are focused on offering training in a specific

profession, are slowly replacing. The specialized training institutes, which are public and mostly private sector initiatives were established to complement the existing public service training such as the Administrative Staff College of Nigeria (ASCON) and the Public Service Institute of Nigeria (PSIN) and have adopted the learner-centered training approach which ensures flexibility in the teaching-learning process. In contrast, the teacher-centered model and approach to training practiced in the government training institutions is academic and rigid, providing no opportunity for participant's interaction. (Paramasivan, 2015).

Accordingly, this study examines the effectiveness of specialized training institutions in Nigeria on the capacity development of public servants. The study investigates the activities of the government established and specialized training institutions and perceptions of the public servants; it evaluates the conventional approach to training public servants. Also, the use of specialized training institutions that promote new approaches to training to ascertain the strengths and weaknesses of each training method. The outcome of the specialized training institution's activities is examined to determine the effectiveness of the training programmes. The aftermath of participating in a training programme is revealed in enhanced worker capacity, which positively impacts efficient service delivery (Agunyai, 2015).

Institutions of higher education that give learners the knowledge, expertise, and abilities that may be applied in everyday life are called specialized training institutions. Public employees serve both the people and the government. No political group is responsible for their actions. Government agencies rely on them for assistance in formulating and implementing public policies and providing leaders with scientifically sound advice and recommendations. People, groups, organizations, and communities all can create and attain their growth targets throughout time through

capacity development. People, organizations, and civilizations all benefit from it, as it is a never-ending process. Improved service quality necessitates a high degree of competence among public employees. Governments worldwide are committed to providing timely and efficient services to their residents while remaining as responsive and accountable as possible (Ogbuabor et al., 2018). There must be an adequate supply of well-trained and capable workers for an administration to accomplish its goals for its people. Without a civil administration that is knowledgeable, reliable, productive, and focused on achieving results, this cannot be accomplished; as citizens' expectations for public service delivery rise, so does the public sector's ability to meet those needs. Government employees may only be expected to perform their duties effectively if given adequate training and experience to meet residents' expectations (Ogbuabor et al., 2018). Consistent education and human capital development have been the best, most widely accepted, and most realistic strategies for boosting Nigerian civil service competence.

The management of employees in the 21st century and their effectiveness for optimal performance and the achievement of organizational goals has seen the introduction of a variety of various human capacity building approaches. These strategies follow the changing nature of human beings, the need for human capital investments, performance objectives, and expected outputs. Since this is the case, human resource practitioners must set up a policy and methods that will help them raise their staff's efficiency (Boon et al., 2018), hence achieving targeted organizational outcomes that outshine their competitors through an enormous investment. Human capital development is the most effective strategy for achieving individual and organizational performance (Boon et al., 2018). As a company's human

capital rises, so does the productivity of its employees in terms of their ability to perform their jobs effectively, efficiently, and accurately.

As evidenced by several studies, capacity building and effective service delivery go hand in hand. To make government goals and actions a reality, the Nigerian public sector, the country's largest employer and the only institution responsible for national progress, is stronger to attract and keep an energetic and knowledgeable workforce. Creating capacity in a nation like Nigeria has proven to be a difficult task for years (Oyewole et al., 2018). A lack of capacity building in the post-independence civil service has resulted in inferior administration and provision of services. Any nation's public service remains vital in promoting national prosperity and integration, particularly in developing nations like Nigeria. As a result of its efforts, the country and its resources are better able to move forward. It has been hindered by the lack of professionals in Nigeria's public service (Daramola, 2020). It is essential not to overstate the importance of capacity building. This is because, unlike financial income or natural capital, which are active factors of production, human resources are the ultimate foundation for national prosperity. Capital accumulation, resource extraction, and socio-economic and political growth are all the work of human beings.

Capacity-building and growth must be based on comparing actual performance and behaviors with the necessary performance and behaviors. One of the most important ways businesses invest in their staff to reap higher rewards now and shortly is through capacity advancement. The efficiency and efficacy of the organization's staff are critical to its overall effectiveness. The diversity of the workforce's expertise, abilities, and capacities rests on the efficiency and effectiveness of the personnel. Most institutions' capacity-building efforts are ongoing and never-ending. Adaptability and ongoing workforce preparedness are as unavoidable as experience

and knowledge gain themselves due to time's relentless march and cultural change's endless allure. This cannot transpire if an organization does not invest in its personnel's capacity for growth and development. As an executive, director, or administrator in a public or private business, you have the obligation and duty to ensure that your staff who have the necessary experience and knowledge are properly trained to enhance production and efficiency. A company's capacity building is like improving an already-existing ability to keep up with the rapidly shifting technology and social-cultural setting; capacity development is like honing an existing ability. The objective of increasingly competitive markets is to increase productivity, and capacity development can serve as a platform (Oyewole et al., 2018). The goal is to allow them to fully contribute to the institution's well-being, wellness, and growth.

Employees' performance must be improved through capacity building and development to boost company output. This explains why organizations anticipate spending a large amount of money and time on improving the abilities of their personnel at multiple levels at one time or in order. People are trained to become more capable in their current positions or to better prepare for new ones, as the primary goal of capacity building, according to a recent study (Onuoha, 2019). On the other side, human capital development entails progress and the accumulation of a wide range of experience for the company's benefit in the future. As a result, the performance and efficiency of employees can be improved through capacity advancement.

Statement of the Problem

In the public sector, there are established standards and objectives against which the performance of units and individuals are evaluated (Mustapha & Omoredede, 2017). Ensuring the delivery of quality public service is crucial to nation-building, and the conventional training approach is limiting in this respect, as it varies in its capacity to

affect active learning, which translates into improved performance. The approach is generally an off-the-job training method provided away from the work environment (Ekundayo, 2015), such as attending workshops, seminars, and conferences. Consistent with the conventional form of capacity development, participants are faced with the challenge of transferring learning and applying it to their work situation, as training is conducted in a traditional and generic form that involves a large number of trainees from different work environments (Adeyori & Fajebi, 2019). The problem of the study is to identify the challenges associated with the long-standing training approaches practiced in the public institutions and how the training approaches of the specialized training institutions proffer solutions to the identified issues. The quality of learning activities is assessed through the measure of the transfer of knowledge. The conventional form of training uses a behavioral approach to teaching and learning, which is teacher dominated and emphasizes the reproduction and retention of facts and theories of the learning process. The identified problem is a national problem that affects the delivery of public service if not addressed. Training and capacity development of public servants could be counter-productive when an inaccurate training approach is applied.

The specialized training institutions ensure the promotion of constructivism and active theories of learning, which is now gradually replacing the existing methods in earlier established training institutions. According to the Berkeley Graduate Division (2020), constructivism allows active assimilation of new information and emphasize discovery by learners. In contrast, Skinner's (1938) principles present a behavioral approach to learning as a process that is straightforward and produces a result as a form of response from a stimulus. The behavioral approach and learning theory have gradually given way to a new conceptualization of learning that ensures more

effective knowledge acquisition. Vygotsky's socio-constructivist learning theory asserts learners are incorporated into the learning community based on prior understanding through interactions with the immediate learning environment (Liu and Matthews, 2005). The philosophy of learning which underlies the delivery strategy of capacity development programmes is essential, and addressing issues associated with the conventional approach for capacity development of public servants is evaluated by the study.

Human capital development is a tough task for developing countries (Tyndorf & Glass, 2017). This is the case because of how far behind the rest of the globe is and how much effort and money they will need to make up for it. More than ever before, the task is magnified by Nigeria's enormous population, its wide range of socio-cultural complexity, and the trust that the black race has placed on her to liberate it. However, the best part is that the country has more than enough skilled labor possibilities to overcome the problem, provided they are harnessed, engaged, and efficiently channeled. The private sector has long been compared to the government regarding performance and success. Many recognize the higher levels of commitment and productivity seen in the private sector. On the other hand, civil servants in Nigeria have a tough time doing their tasks. In addition, Nigerian civil servants face various challenges, ranging from low and inconsistent pay to a lack of adequate training and capacity building (Oyewole et al., 2018).

The Nigerian public sector has recently been criticized harshly for its intermittent, substandard, and inefficient means of providing services to its citizens (Tyndorf Jr & Glass, 2017). Government workers are seen to be incompetent and lazy. The country's sluggish progress is hampered by sub-par service delivery. The lack of a structured capacity building plan for the civil service is to blame for the nation's low

productivity and inadequate service delivery. We cannot expect efficient service delivery if our public officials are not appropriately endowed with the necessary knowledge of skills and mindset. Re-engineering the Nigerian Civil Service as a remedy for social and political progress, financial stability, and the general well-being of Nigerians is the overarching goal of this research.

An ever-increasing amount of focus has been placed on improving the efficiency of human capital in the face of an increasingly competitive workplace. Employers hope that managers will implement plans, programmes, and programmes that allow them to grow their abilities, talents, technical expertise, and knowledge to contribute more productively to the company's success while also increasing the value they provide to it. Staff become more efficient and engaged with the organization's aims and objectives when their talents, competencies and abilities are enhanced. This results in increased production. People in Human Resource are aware of the importance of a strong total compensation system (Wright & McMahan, 2018). Yet, they nonetheless push for staff to achieve their highest productivity levels despite the lack of adequate policies and programmes to grow their human capital. Developing human resources is difficult because individuals are unwilling or unable to use what they learn in the workplace, even if a programme is implemented. This results in a lack of productivity gains. Despite sending employees to numerous human capital capacity building programmes in and out of business, management is still unable to objectively measure the employee quality and productivity level because of this. Workers' failure to deliver productivity measurements of work targets, lack of innovation, and inadequate service delivery and work quality directly result from an absence of meaningful human development capacity-building programmes (TyndorfJr & Glass, 2017). These are just a few of how most firms tend to prioritize productivity,

efficiency, and customer happiness to the detriment of their employees. Based on the discussions, public servants are more likely to believe that the government doesn't care about their personal growth, leading to lower levels of commitment and less current expertise—a lack of motivation to work toward the goals they've set for themselves.

Purpose of the Study

The purpose of this mixed-methods study is to examine the effectiveness of specialized training institutes on the capacity development of public servants. Government interest in the capacity development of public servants and the proliferation of specialized training institutes in Nigeria makes this topic of importance as a highly-skilled workforce ensures improved organizational performance. The development of capacity in Nigeria's public servant utilizes an individual's ability, institutions, and corporate culture to strengthen the possibility of progressive change and transformation (Nebo et al., 2016).

The study will gather the perceptions of public servants on the activities of specialized training institutes, evaluate the availability of specialized training institutes to public servant's career needs. Investigate the activities of specialized training institutions in contributing to the present, and future career needs of workers, gather opinions of public servants on the conventional and modern form of training approaches. Also, evaluate the contribution of specialized training institutes on the capacity development of public servants.

Nature and Significance of the Study

Nature of the Study

The nature of the study is portrayed in a mixed-methods research design that combines the elements of the quantitative and qualitative methodologies in a single

study. This brings about the strength of both approaches in informing a valid research conclusion (Hadi & Closs, 2016). According to Denscombe (2008), mixed-methods is a credible and distinctive approach that is a viable alternative to quantitative and qualitative paradigms. Mixed-method provides an elaborate understanding of the study of interest and enable confidence in the research process, outcomes, and help to discover and to handle threats for the validity of methods and research findings (Johnson et al., 2007). Public organizations within the Federal Capital Territory Abuja, in Nigeria, are selected for the research study. The selected public institutions are the Federal Ministries, Government agencies, and departments. Participants are public servants and trainers selected using a systematic random sampling technique. From the list of public servants, the sampling technique selects every fifth to participate in the study. Participants with not less than ten years of experience in the public service are selected to ensure data gathered is the product of a participant's previous occurrence. The study adopts a survey style of research with the strategies for data collection being questionnaire and semi structure-interviews. The questionnaire is structured in a systemized multiple-choice question based on the 5-point Likert scales ranging from strongly agree to strongly disagree to collect quantitative data. The semi-structured interview is used to gather qualitative data, and enable participants to adequately express their opinions freely without being limited by choice of answers.

Sources of secondary data include journals, government publications, reports from committees, seminar papers, and electronic sources data. Data gathered is analyzed with the sequential explanatory strategy using deductive logic. The explanatory strategy ensures the use of quantitative and qualitative analyses to expand the study's scope and focus (Onwuegbuzie & Combs, 2011). The quantitative data are analyzed statistically, and the qualitative data through thematic analysis. The

deductive approach tested the existing theories in capacity development programmes of public servants and enables the understanding of relationships between concepts and variables and generalization of research findings. The deductive approach entails moving from the general to the specific (Woiceshyn & Daellenbach, 2018).

Significance of the Study

This study's relevance is based on its performance objectives. This research is critical to the future of our country, Nigeria as human resources are essential part of any country's growth. The focus of the paper, on the other hand, is on its theoretical as well as empirical implications. The significance of the study as long as there is a need for human labor in any endeavor, research activity can theoretically serve as true research material in our modern culture, where research is the foundation for academic research. Human resources growth and development should be included in all courses on administration and management because it is critical to nation-building, as stated above. As a result, people in charge of education must be made aware of strengthening the education system to do so. Empirically, the research will be a useful tool for our society in resolving issues. Since growth and development are associated with efficiency, and productivity in organizations is achieved through appropriate human resources, the primary goal of this research is to speed up growth and development in the public service. And the right and adequate personnel planning procedure ensure that any firm has the right quantity and type of employees in the relevant positions.

Given this critical period of change in training approach due to constant changes experienced as a result of technology and innovation in Nigeria in the last 20 years, this study investigates the activities of the specialized training institutions in equipping the public servants with adequate knowledge through the delivery of

necessary and proper training. Capacity development of employees in an organization is directed towards providing technical know-how that will enhance worker's efficiency (Nebo et al., 2016). According to Adeyori & Fajebi (2019), capacity development is an essential aspect of human resources that enables employees' productivity and creates a competitive edge in the business environment. Effective capacity development is also a great job motivator for employees who desire to develop themselves professionally (Berman et al., 2013).

Capacity development of public servants in Nigeria is significant as the rate and approach employees perform their duties, impacts the growth and development of the country. The level of human capital development is a reflection of the level of education of a nation that directly affects the level of economic activities in the nation. Capacity building is a change process that is about the management of transformations, people, institutional, and society's capacities change over time (Polly et al., 2016). According to Adeyori & Fajebi (2019), training generates a worker's productivity and create a competitive edge in an increasingly volatile environment. The volatility of the Nigerian economy is revealed in the current security challenges, high inflation rate, high level of poverty, insurgency, and weak power sector performance that has influenced Nigeria's growth performance (World Bank, 2019). The lack of adequate preparedness for the constant technological and global changes that operate in Nigeria creates a volatile environment (Rimita, 2019). According to the World Bank's 2018 Human Capital Index, Nigeria's human capital development remains weak as the country ranked 152 of 157 countries. Capacity building process provides an institutional and legal framework required to develop, legislate, and regulate changes that enable individuals and institutions in all sectors to enhance their capacities (Polly et al., 2016). Public service training programmes are designed to

develop broad-based knowledge and skills required for improved delivery of public services and the execution of Nigeria's government policies. Policies and programmes are coordinated series of actions resulting from decisions of political factors (Ali, Orokpo & Ojonemi, 2012). Policies are the primary economic stabilization instrument that involves measures taken to regulate and control volume, cost, and move against disturbing trends in the Nigerian economy. The fundamental objective of the policy is the desire of the government to create and achieve development as national development programmes in Nigeria are a result of policymaking.

Capacity development ensures the adaptation of skills to changes that will improve the performance of public servants by enabling them to adapt to prevalent changes occurring in the economic, social, and political sectors of the country. According to Joseph (2015), training of employees is of essential importance to boost their morale for improved performance to realize organizational objectives. The dynamism that causes change due to innovation and technology made it pertinent for the capacity development of employers to ensure efficient and effective organizational management. The structure, process, and content of today's work is more cognitively sophisticated, team-based, collaborative, and increased pressure on the organizations to be more competitive, hence the continual need for capacity development that supports change and innovation. According to Heward et al. (2007), capacity building is an objective approach to the development of sustainable skills, individual's commitment, and organizational structures. When capacity development is effectively carried out by the specialized training institutes, employees learn new things and new ways of performing their duties, broaden employees' horizons, and stimulates employees' creativity. According to Jackson & Sirianni (2009), functional training follows the following four steps; (1) identification of employees' strengths and

weaknesses, (2) identification of the appropriate form of training required to address the needs, (3) providing the training session and (4) ensuring the affirmative transfer of knowledge by employees.

The study investigates the shift from the functional approach to training to a more innovative learned-centered approach, and also contribute to the knowledge available in the application of a suitable training approach to achieve stipulated training objectives through specialized training institutions. The research study elucidates how the training offered by these specialized training institutions can be utilized by the public sector to impact the economy. Attaining the aim of training and capacity development is intended to boost employee morale, enhance productivity, and positively impact the economy at large.

The ability of governments to successfully implement policies and programmes is critical. However, it is commonly accepted that a state's quality of governance and its ability to achieve its development goals are directly related to the ability of its public sector to align resources with actions and implement specified policies effectively. To put it another way, no matter how well-intentioned or democratically crafted public policies are, they will be worthless if governments cannot put them into action. The ability to define problems, create agendas, designate resources, and implement strategies to offer public services efficiently and effectively is required for the successful administration of public activities.

The great achievements of today would not have been possible without the capacity to deliver physical and financial resources, use long-term planning, and monitor results. Furthermore, given today's dynamically shifting policy climate, public organizations must put much more effort into improving their capabilities. Since the 1950s, several developed countries have begun implementing organizational

reforms to increase the public sector's capacity (Tyndorf & Glass, 2017). There is one thing that Singapore, Switzerland, and other nations that have done well in times of crisis have in prevalent: a civil service that is well-educated, well-paid, autonomous, and competent. A firm's ability to accomplish a comprehensive strategy or other key business objectives is typically enhanced through capacity building. Performing more with fewer resources is critical to a successful deployment. Business and non-profit executives often neglect this factor while making long-term plans.

All Nigerian civil service organizations will benefit from the study since it emphasizes the necessity of and encourages the adoption of policy guidelines for an efficient and successful programme of capability building and development (Oyewole et al., 2018). Organizational leaders will be able to produce new ideas and solutions based on the best practices for conducting capacity building within their organizations, resulting in long-term aims and priorities. It will be valuable to businesses of all sizes, including small businesses, huge organizations, institutions, colleges of education, and the government. Researchers will learn more about the effectiveness of capacity-building programmes in raising staff productivity.

Research Aims and Objectives

The overarching aim of this research is to examine the effectiveness of specialized training institutes on the capacity development of public servants. A subsidiary aim is to investigate how effectively the specialized training institutes deliver training to public servants in comparison to the conventional form of training approach. The objectives of this study are:

1. To evaluate the different forms of capacity development programmes provided by specialized training institutions in the Nigeria's public service.

2. To assess the perceptions of public servants on the activities of specialized training institutes.

3. To compare and contrast public servants desire for specialized training institutions with their desire for the conventional forms of receiving knowledge.

4. To determine the availability of specialized training institutes to public servants while examining public servants' opinion.

5. To evaluate the contribution of specialized training institutes to the capacity development of public servants.

Research Questions

This following research questions guide this study:

Q1. What forms of training are provided by specialized training institutions in Nigeria?

Q2. What are the perceptions of public servants about the efficacy of specialized training institutions' teaching and learning activities for the capacity development of public servants?

Q3. What are public servants' opinions about the modern form and conventional approach to training?

Q4. What are the contributions of specialized training institutions to the capacity development of public servants?

The research questions were used obtain information from participants and determine the extent of effectiveness the activities of the specialized training institutions on the capacity development of public servants.

CHAPTER 2 - LITERATURE REVIEW

The research study on examining the effectiveness of specialized training institutes on capacity development of public servants in Nigeria is of significance as the government provides several developmental and economical activities to the citizens through the public servants. Public service in Nigeria has been negatively perceived especially in terms of operations and activities. Improvement in delivery of service by the public servants has been linked to the acquisition of knowledge through training and capacity development. The purpose of the study was to examine activities surrounding training and capacity development of public servants in Nigeria, perceptions of public servants, evaluate the availability and activities of specialized training institutions and the impact of capacity development in the Nigeria public service.

The chapter examined different concepts and themes associated with the research topic and review relevant scholarly sources to provide the knowledge required and identify gaps in existing similar research. The literature review constructs commenced with detailed information about public service. Considering the concept of public service to include analyzing the Constitution of the Federal Republic of Nigeria (CFRN), history of public service, attitudes of public servants to training, approaches to capacity development and conceptual framework, training methods among others. This chapter also reviewed concepts and theories surrounding the research questions, relevant literature on capacity building in public sector organizations and considered the development of a capacity-building model for the public sector organization. The researcher obtained information mainly from the internet using Google Scholar to search peer reviewed journal, textbooks and other

academic resources relevant for each topic and concept. sources of information would be primarily secondary.

Review of Variables

A well-executed training programme can profoundly impact staff ability and productivity. Training provides access to good possibilities, increases productivity, improves service delivery, and boosts production (Rotimi & Folorunso, 2019). As a result, training should be viewed as an essential aspect of human resources development. Civil administration is a diverse field dedicated to meeting the requirements of the general public by assisting them. It reduces the amount of time needed to complete tasks essential to the creation and implementation of public policy. Society and administration have a very strong intimate connection centered around delivering solutions to perceived community issues and challenges.

Human Capacity Development Programmes. A programme or procedure for education and learning a skill or job is termed training if the goal is to improve the learner's proficiency or ability in that specific employment. Training programmes can be private or public, and they can be tailored to certain jobs. Training encompasses initiatives such as apprenticeships, on-the-job development, career counselling, skills training for individuals already engaged in the field, and professional restoration exercises, among many more. There are numerous benefits to training, including increased productivity, service quality, prosperity, business growth, and quality management. Training prepares people for positions that demand specialized skills, particularly in the public sector (Moynihan, 2019).

Human resource management (HRM) is a more up-to-date name for what has more commonly been known as personnel administration in the past. The breadth and significance of HR managers' responsibilities have evolved dramatically from the

days of traditional personnel management, which includes evaluating candidates, dealing with organizations, maintaining timesheets, and maybe teaching a training programme. In their organizations, they now play a proactive leadership position. The capacity of individuals to continuously provide value-added service needs people to devote their time and effort to master their talents. This also relies on constructing both hard and enjoyable and practical situations. Among the many benefits of this are employee empowerment, increased employee happiness, and long-term performance (Olawumi & Ojo, 2019). Training has long been acknowledged as an essential part of an organization's growth. While some occupations and abilities are becoming obsolete due to advances in technology, the need for a well-trained and talented workforce is growing. To get a job in the future, people need to be educated and have the abilities necessary to compete with the machines that have displaced many low-skilled or semi-skilled positions.

Increasing attention has been paid to capacity building in Nigeria's public sector, especially local administrations. An upgraded and more efficient workforce will be the result of this. However, the pace and scope of education for Nigeria's public sector workers have fallen significantly short of the standard requirements for a competent civil administration over the previous decade. To a lesser extent, it is possible that such training neglected the many other public servants and instead concentrated on the top leadership. There is still too much regular work, indifference, and a general lack of interest in public sector work among the lower ranks of the public sector as indicated by Buil-Gil & Torrent-Sellens (2021) and Hill (2020). Individuals who seek information or services from governmental officials in the lower ranks may encounter harshness or arrogance that is either barely hidden or outright hostile. In a study that analyzed the learning atmosphere and the framework of companies, the impact of

domestic sociopolitical issues was highlighted (Rotimi & Folorunso, 2019). As per the study, many new employees can begin their careers with a good deal of the knowledge, skills, and perspectives they require (Nilsson & Hanberger, 2019). Some, however, may necessitate extensive training to assure their value to the company. However, for the majority, ongoing education and development are essential to remaining productive in their positions.

A company's employees must be well-versed in various skills and processes to remain competitive. This reaffirms the importance of training as a key component of an organization's success. It improves the whole competency of an organization, not simply the capacity of its employees. When it comes to reconciling expectations with reality, it can be a useful tool in helping to bridge the gap between what is expected and what occurs. Knowledge development has been acknowledged as a significant aspect of enhancing productivity, despite many employers' worries regarding the expense and breadth of real financial benefits from training. There's a common debate among public administrators about whether or not the worldwide agreement for on-the-job training and education provides sufficient realistic and properly understood logic to accomplish the goal of making training necessary regarding improving competence and global competitiveness while also developing the capacity building (Lapointe, Vandenberghe & Boudrias, 2019). An important factor in this concern is that government-sponsored training and capacity building for human resources generally, but particularly in Nigeria, does not adequately address the growing demand for high-level capabilities among civil workers (Rotimi & Folorunso, 2019).

Capability building programmes supported by the federal government must undergo a conceptual shift in strategy, objective, and learning structure. Knowledge and competency building should be the primary outcomes for education and human

resource development initiatives, while instruction should be the secondary goal. Programmes and credentials should be offered in a meaningful educational environment rather than merely being offered (Anyim, 2020). Instead of information being passed down from generation to generation, high-quality training should be taught. Considering these factors, the pace of technology innovation, intellectual change, and information obsolescence would wreak havoc on government-sponsored training and educational programmes to enhance human resource capacity in the public sector. Cross-disciplinary and cross-departmental training should be the hallmark of these new government-sponsored programmes, not their distinct fields. These education programmes must have clearly defined educational objectives, targeted outcomes, and results in mind. There must be methods in the training programmes for external review, internal evaluations, and pre, post, and work in process inventory assessments (Gagne et al., 2018). It is imperative that public workers' effective training keep pace with current and critical concerns that affect efficiency, effectiveness, and optimum provision of services. Accurate and current global optimum policies and tendencies must be incorporated into the curriculum to support measures in popularizing complex topics that will aid capacity building in the public service, and the programme must be flexible enough to accommodate these changes (Anyim, 2020).

The Expert Theory. To understand the value of training in public service, one can apply the notion of expertise. The Expert Theory lays out a set of guidelines when it comes to talent development. Cognitive tasks, directives, and practices focus on this theory, which asserts that certain learning outcomes and competencies can be tested reliably and improved significantly through retraining. Studies of individuals' work and professional success have shifted dramatically toward ideas that focus on traits.

Personality and general intelligence were significantly weighted in recruitment and skill-building tests based on the Big Five personality traits (Anyim, 2020). These tests were successful because they used selective categorization of judgments.

Ineffectiveness due to Inadequate Capacity. Ineffectiveness is the absence of the ability to perform a task in compliance with the applicable standards or globally accepted best practices on a satisfactory level of quality. It involves a lack of abilities, competence, understanding, expertise, and the technical capacity to perform the required work or assignment. For the most part, the term 'ineffectiveness' is not an offense but rather an expression of a lack of competence in a specific subject. People in Nigeria's government view public officials as inept, ineffective, unproductive, and insensitive to their constituents' demands. In the Nigerian public sector, incompetence is a major problem. Sixty percent of the public sector workers in Nigeria fail to meet their standards but can be trained to do better with the right resources (Ademola et al., 2020). Many governments have been frustrated for a long time by low performance. Incompetence is difficult to detect in civil service jobs such as policy formation, policymaking, application, and studies. Sick leave is a typical method for underperforming Nigerian public servants to escape stressful responsibilities or hide their ineptitude when they are handed high-level duties or during employee reviews and appraisals, which can be stressful.

As a result of the unwillingness of most government departments and agencies to deal with the problem of poor output or ineptness among their staff, the public service has become a sanctuary for crooks and unmotivated officers who receive taxpayers' money, golden handshakes, or generous retirement benefits. Anecdotal data from studies of Nigerian public servants' perceptions of their managers' handling of low performance and ineptitude in the workplace suggests that roughly 30% of the

workforce feels this way (Salau, 2018). According to these reports, over 65 percent of Nigeria's public employees perform below their potential (Ademola et al., 2020). Finding the disparity might be challenging in various public sector employment, assignments, duties, and schedules. As an evasion tactic or poor performance can be linked to an alleged medical issue, under-performing Nigerian public servants are frequently granted medical excuses for work-related stress, maternal care, postnatal trauma, or other work-related or assignment conditions that are fairly common in the country.

Public Sector Administration. As per the Nigerian Civil Administration, poor performance in a complicated public service procedure is difficult to pin down (Aledajebi, 2018). This affects the ability to make sound judgments and decisions on the best way to deal with the problem. In the public sector, performance review and interim measures, notably during temporary periods, are often not helpful in dealing with deficiencies (Van Dooren et al, 2010). These studies also revealed that probationary periods were rarely used to thoroughly evaluate the appropriateness of new hires in terms of their qualifications, aptitude, capabilities, and effectiveness (Koster et al., 2016). Managers and supervisors in public service avoid confronting concerns of incapacity, skill shortage, and poor performance by political factors, a lack of leadership backing, and incapability. Poor hiring processes, insufficient skills, and an inability to recognize personnel with the right qualifications before hiring them are all issues that contribute to poor satisfaction in public service. According to this statement, public sector ineptitude costs taxpayers' money and should be handled accordingly (Aledajebi, 2018). Taxpayers want public employees to be helpful, reliable, effective, and more devoted to delivering their stated mission. It's time for the government's employees to be energized and consider their roles as the

institution's lifeblood. Instead, they should be shifted to a more output-oriented approach.

Legislation enacted in 2003, known as the Public Service Reform Act, established the Directorate for Government Service Reforms (Akib & Hassan, 2017). The Nigerian civil service underwent restructuring and change to achieve better consistency and reliability. Because of this, the same administration that was in power in Nigeria decided to establish the National Public Institute in Abuja to provide Nigerian public employees with qualified and high-level capacity building. One of the government's key reasons for establishing the Institute was to shift the perspective of the civil officials and the view of Nigerians toward the public servants. The Institute's objectives comprised, among other things, highly effective and capable workers high standard programmes to meet the demands of public service (Akib & Hassan, 2017).

Officers on grade levels 01 through 06 make up 80 percent of Nigeria's federal civil servants, and they are the first line of interaction for civilians with the administration (Onyema 2017). The public's opinion of the government is heavily affected by the performance of service provided by this group of government employees. The growth of a strong and effective public service relies heavily on the ability of civil servants to be trained and developed to their full potential. Similarly, MDAs must implement comprehensive training, capability building, and personnel development initiatives and programmes. The Institute's high-quality services have been used by most government organizations, departments, and commercial enterprises to meet their training and human resource development demands. The Institute's training programmes have had a positive impact on many government employees, both directly and indirectly. Some of the public Institute's activities are

directly supported by the state institutions, ministries, agencies, and various non-governmental organizations with local and international bases of operations.

A successful, competent, and well-rounded civil service is made possible by the Institute (PSIN) (Onyema, 2017). This Institute's initiatives aim to empower the public sector to develop its capability by concentrating on the most crucial areas. As a result, the Institute's mission is to further the ethical principles governing the Nigerian constitutional government. The Nigerian public service institute works relentlessly to train and develop Nigerian public officials following its fundamental values of integrity, reliability, participation, and competence. By offering prompt, fair, genuine, and transparent services, it adheres to international standards and morals in government. The Institute has set a goal for itself to become a center of excellence of international caliber in altering the civil service as well as administration, managing, and the development of leadership in Nigeria. Since the Institute's outset, it has provided training for civil servants in the Nigerian local administration. The goal of this training is to develop and strengthen the capabilities of the Nigerian local administration through the adoption of modern digital work methods and strategic leadership at all levels of organizations (Northhouse, 2019).

The new standards for training outside the local authority at a higher learning institution are sponsored by the organization or on agreements made by the firm and the employee state. For example, local authority administration training and diploma programmes are available to nearly all of Osun State's local governments. It's a strategy of involving personnel in panels and workgroups to help the administration develop solutions to its problems, and it's called the panel group method. Training personnel for managerial roles or heading administrative units necessitates using this method frequently (Onyema, 2017). Once personnel have been judged to be

appointable, it is intended that they will be favorably orientated in line with the organization's vision and aspiration to fulfill their role effectively. This is where the orientation plan for human resources development comes in. An individual must experience both formal and informal training at a workplace since their role in the council is largely determined by their impression of the council and its norms. Aside from the specifics of a job description and professional needs, informal orientation emphasizes the importance of social interactions in the workplace, which can help employees be more productive (Nifadkar & Bauer, 2016).

Conceptual Framework

Investing in and developing a company's human capital is critical to its long-term success and competitiveness. It is impossible to overstate the importance of a company's human capital and the impact it may have on its growth and yield. To disregard the importance of human building capacity in developing a nation and an organization is analogous to hurling the baby out with the bathwater (Boon et al., 2018). The strength of human capital building for growth was brought into the spotlight for the first time in the book of Genesis of the Bible (during the building of the tower of Babel) when each person contributed their own unique set of skills, capabilities, expertise, and experiences to the growth of that city. Human capacity building has attracted such a great deal of attention throughout history—from the very beginning, through the ancient world, and up to the ancient civilizations of Roman, Athens, and Egypt—that global development organizations have established standards and measurements for boosting human capital capacity, as well as its advancement (UNDP, 2019). This can be traced back to when the human race was beginning to emerge from the prehistoric era. When measuring an organization's

productivity and national development, human development capacity and growth are key indicators (Boon et al., 2018).

In other words, human capital refers to a person's total knowledge base, capabilities, competencies, experience, and other social, personality, and personality-related characteristics and their ability to perform a wide range of tasks to generate economic value. As defined by the Organization for Economic Cooperation and Development (OECD), human capital is a collection of an individual's abilities, knowledge, and character traits that enable them to generate personal, monetary, and social value (Sipa, 2018). It is possible to think of intellectual capital as a collection of accumulated abilities that improve output. Strengthening corporate resources and personnel through human capital is critical to increasing productivity and preserving competitiveness. As a result of this, human capital can be defined as a person's innate or acquired talents and abilities as well as their capabilities, and necessary knowledge (Boon et al., 2018). Capacity building principles and methods by management of companies aimed at enhancing people's skills, competencies, ability to solve problems, define and achieve corporate goals and the improvement of organizations and society at large are necessary to achieve human capital (Sipa, 2018).

Improving Nigeria's capacity development on local authorities is essential to the country's future stability and development (El-Taliawi & Van Der Wal, 2019). Employees, governmental authorities, and the country at large benefit from any efforts made in this direction because they increase overall effectiveness and production. The government of Nigeria takes into consideration matters such as the education and advancement of its workforce. Educating local public servants is still difficult, despite the reforms implemented since freedom. Nigerian government training programmes are hindered by their haphazard planning and implementation.

Insufficient money is yet another source of concern. Even though many local governments allocate funding for staff development, the release and utilization of these resources do not match the way it is planned. Training requirements haven't been assessed before training sessions, even when resources are available (El-Taliawi & Van Der Wal, 2019). The significance of the specific training subject appears to have been overlooked while picking the persons for these training sessions. However, there are other concerns, such as the competence of facilitators hired on a consulting basis. Some of these advisors lack the necessary expertise to do their duties. It's not uncommon for the training programmes to be offered just to party members or those with ties to local government leaders who see them as a way to get their share of the nation's wealth. This creates a major issue of accountability, unquestionably central to the management of the public sector (El-Taliawi & Van Der Wal, 2019).

Despite the flaws in training management, it is unquestionably a necessary component for the growth of all levels of employees' abilities in any organization. People are allowed to gain experience and updated information to do various specialized duties at their place of employment through it (Drucker, 2018). This is especially true because conventional schooling does not sufficiently teach the specialized job skills required for a position within a certain business. If this is the case, just a small percentage of the workforce may possess the necessary skills, understanding, capabilities, and capacities. Because of this, many employees need lengthy training to gain the skills essential to make a significant contribution to the firm's success. Organizational goals frequently necessitate new information and abilities that can only be gained through training. Training employees is crucial for organizations that prioritize efficiency, production, and results (Moynihan, 2019). As a result, organizations must devote significant resources to employee development

and training. Training sessions should be focused on the needs of the job and the organization's ultimate goals. Adhoc and distinctive approaches to training are common in many institutions. In these institutions, training tends to be adhoc and unstructured. However, other organizations begin by determining the kind of training they require, rationally planning, organizing, and carrying out the training actions necessary, and then evaluating the effectiveness of the training. Nigeria has the largest public sector globally, employing the most people with a wide range of talents (Babatunde, 2017). The Local Government is an example of this type of public sector organization.

Personnel chosen through a meritocracy must be believed to be skilled, a concept that persisted before Nigeria's third republic, despite widespread opposition to public sector training. In light of the growing responsibilities of authority and public servants, this notion was quickly disproved, and training programmes for commercial and public sectors were developed. With the increasing complexity of today's workplace and the rapidity with which organizations and technologies are evolving, training has become an increasingly important component of any organization's overall strategy (Sipa, 2018). When it comes to boosting productivity, ensuring quality, and generating employee loyalty, training can no more be overstated, as more and more people realize the benefits of training. An organization's consumers become more demanding and aware of their rights when requesting goods and services from an organization (Babatunde, 2017). The company's products and services are constantly evolving to meet its needs. These are only going to increase the demand for well-trained workers.

The sophistication of the workplace setting, the fast change in institutions, and the digitalization, among other factors, have made the need for learning and

development more apparent (Veldsman & Martins, 2018). Career development guarantees that the personnel of an institution have the information and skills necessary to carry out their duties effectively, take on additional obligations, and adjust to different situations. It is imperative for any institution, irrespective of the size, to cater to the employee's needs, interests, and desires to earn their loyalty, devotion, engagement, and passion. Although many aspects contribute to creating goods and services in a company, human resource has been the most significant feature (Bostwick & Steinberg, 2018). Nothing can be accomplished unless there is a skilled crew, regardless of the amount of money or resources that are available. Human capital is a company's most essential and most valuable asset (Sipa, 2018). In turn, staffing that has been cognitively and emotionally taught helps develop all other reliant sections of the organ to the degree that was specified. Many organizations believe that training is the answer or the correct remedy for many of the problems they see in their employees and their organizations' efficiency.

Many other issues with human management can affect efficiency and function in a similar way to the deficiencies caused by insufficient training and experience. Paying for learning may hardly affect efficiency if conditions such as bad monitoring, insufficient employment benefits, or a poor physical labor arrangement are present, as training will not be able to make up for the lack of efficacy (Sipa, 2018). For an institution's members to execute their jobs efficiently, take on additional responsibilities, and adjust to changes, training assures that members have the knowledge and skills they need to accomplish their work methodically (Bryson, 2018). There is always a need for results-oriented public or private organizations to recruit and educate skilled staff. Effective and efficient organizations rely on their human

resources to plan and coordinate their activities in connection to the high-quality training they provide for their employees, among other things (Dessler, 2019).

The federal government commissioned an investigation into the educational criteria for civil service positions, and the University of Ife's department of administration in Ile-Ife consented to conduct the investigation. Following the completion of the research project and the delivery of the final report, the federal government issued a white paper based on the review findings. Declaration of Federal Government Strategy on Staff Training and Development in the Federal civil work includes the following important elements: nomination of section of instructors with responsibilities for analyzing workforce development requirements and developing and administering programmes to address these needs; restructuring of the federal ministries of operations to give training a higher priority; In addition to the efforts described above, the report from the Public Sector Review Commission (PSRC) highlighted the fact that there was a lack of a comprehensive education programme all through the civil administration (Adejare et al., 2020). As a result, a sizeable portion of the study was dedicated to discussing training. It suggested, amongst other things, the reactivation of the central committee on employee Training and Administrative Staff College of Nigeria (ASCON) and the institute for management development (Adejare et al., 2020). It wasn't until three decades later that another public sector reform effort focused on the importance of mandatory and recurrent training. What has become of such an important topic throughout these eras is a key question that must be answered. There has been very little or even no progress made. Though an organization's long-term viability is heavily dependent on its people resources' ability and competence, such skill and experience usually derive from a person's quality of knowledge and the basic education they received.

Until recent times, there had been a great deal of opposition to allocating funding for the development of Nigerian public workers (Curristine et al., 2007). As a consequence of the erroneous assumption that individuals selected through the meritocracy are indeed eligible for their positions and that any evidence to the contrary proves the previous recruitment process was flawed, this resulted in a negative outcome. This misunderstanding in the civil service has eliminated the need for traditional skills training for public servants. Government and private sector enterprises have realized that staff training is the only viable option to improve public service delivery. According to this argument, it is important to provide public employees with the necessary training and resources to help them succeed in their roles and take on new duties and adjust to the constantly shifting circumstances of their workplace to give better services to the public (Noe et al., 2017). According to this argument, the government's goal of providing residents with quick and high- quality service is met when public officials are allowed to grow in their ability to serve. Sub-Saharan Africa's Human Resource Capability Building Development Report by the Internal Labor Office stated that training and capacity building are essential to enhancing proficiency and the likelihood of getting and retaining jobs (Wassem et al., 2019).

Planned expenditure on physical and material capabilities is often thorough. Still, an intellectual resource on which the company's assets and gear rely to be well-managed is rarely considered. Not every company understands the need for well-defined and ongoing learning and development to improve employee performance. Training needs are acknowledged, and effort and cost are invested; yet, the exercise is often ill-fitting in terms of features and involvement. The worst part is that it is based on poor diagnostic or incorrect assumptions about the organization's learning

requirements. As a result, employees' desire to learn is being hindered by management. To overlook employees who have gained understanding and abilities regarding promotions and other fringe benefits. In other words, in a scenario where learning occurs, workers are deployed, and jobs are enlarged without proper consideration for the staff's abilities, resulting in employee frustration and demoralization concerning additional training.

Managerial laziness has resulted in a steadily diminishing capacity to adapt to emerging regime issues, a never-ending call for social reform, and civil service societal contentment because of this lazy approach to training. Even though the Nigerian federal government approved a public service panel proposal mandating that 10% of gross yearly staff income be made aside for employee training and development, this advice has been ignored by most Government Institutions, including the University of Nigeria (Adejare et al., 2020). Without an adequate justification for the appropriateness of the training to the current or future position, public officials are sent for training. Organizational goals and institutional trends provide the foundation for training, which is meant to develop upon critical examination. However, instruction in Nigerian universities is based on speculation instead of evidence and statistic because of an unorganized and faulty information management system. Another issue is the absence of modern educational tools, including computers, laboratories, libraries, and transportation at many training institutes. As a result, the type and effectiveness of government services have decreased. A member of society who has not completed their official education poses a threat to those around him (Altbach, 2019). In today's world of highly specialized labor, neither the unskilled nor the educated amateur have much of a chance. High-quality results are mostly dependent on low-quality labor. Nigerian government

entities headed by incompetent individuals have severely harmed the socio-economic growth of Nigeria. Because of Nigeria's inability to compete with other African countries like South Africa when it comes to production and efficiency, its dependence on advanced countries has kept growing (Oshikoya, 2018).

Academic studies in public management and supervision, especially concerning capacity development education and low capability of local government workers in administering these operations for the public benefit and occasionally by failed policy and non-commitment on the side of local authorities to improvements in retraining and personnel building, amongst other reasons. Because local government individuals and institutions can impact service delivery, research has been conducted to improve local government staff's limited efficiency and weak skills. Effective human resource management roles have been developed and implemented in Nigeria to address a perceived gap in service delivery. Capacity building, training, and human resource development are among the most important local government initiatives to improve service quality at the community level. Nigeria's civil administration and management have evolved to rely heavily on personnel functions, regardless of the amount they have been criticized as deficient in theory and practice. There has been a lot of debate on training and capacity building for local government staff in enhancing effective service delivery at the local level. Still, there haven't been many scholarly studies or resources dedicated to this topic.

The Concept of Public Service

The lack of success in defining or conceiving public service might be attributed to semantic misrepresentations or the interchangeable use of the term with civil service. Okoli and Onah (2002, p. 76) highlighted that the phrase "public service" include the individuals employed by central government agencies. The individuals

further asserted that while referring to the "public service" in Nigeria, certain entities such as the Armed Forces, quasi-government enterprises, and statutory bodies are excluded from consideration. The viewpoint indicated above was adopted by Okoli and Onah (2002), which can be seen as contradicting the provisions of the 1999 Constitution of the Federal Republic of Nigeria (CRFN).

Onuoha (1993) believes that the Public Service consists of employees of the Federal Government of Nigeria, entrenched with the responsibility of ensuring the proper functioning of government through the implementation of government policies. Perhaps this view seats nicely with the provisions of the CRFN on the concept of the Public Service. According to Chapter VIII, Part IV, Section 318 (1) of the Constitution of the Federal Republic of Nigeria (CRFN) 1999, "public service of the Federation" is interpreted to mean the service of the Federation in any capacity in respect of the Government of the Federation, and includes service as;

(a) The clerk or other staff of the National Assembly or each House of the National Assembly;

(b) member of staff of the Courts established for the Federation by this constitution and by the National Assembly Act;

(c) member or staff of any organization established for the Federation by this Constitution or by an Act of the National Assembly;

(d) the staff of any area council;

e) staff of any statutory corporation, educational institution, and enterprise in which the Government of the Federation or its agency owns controlling shares or interest; and

(h) members or officers of the armed forces of the Federation or other government security agencies established by law (CRFN, Section 318, 1)

Moreover, the aforementioned article defines "public service of a State" as the provision of services by the state in any capacity pertaining to the governance of the State, encompassing activities comparable to those mentioned earlier. The adoption of the public service concept in Nigeria can be traced back to the British model of public service system. The British notion of public service is described as a body of professional employees of the state that performs public functions in the interest of the citizen and the government (Yakushik, n.d).

Maiziere (2014) defined public service in Germany as an organization that is made up of people loyal to delivery of services that ensures proper functioning of the state and also make the state attractive for business and research. According to the Commonwealth of Australia (2019), Australian public service is saddled with the responsibilities of performing critical and essential roles within the government with the objectives of ensuring the future security of Australians.

In most cases, a relationship between public service and public management and civil service governance is formed. This is because the government and civil service governance are seen as required or unavoidable interventions (Sipa, 2018). These interventions involve the operation of powers of the state that is financed by the national budget and can make decisions, the execution of government operations, and the operation of laws, regulations, standards, and guidelines that limit, recommend and permit the provision of publicly sponsored goods and services. Many services should be made available to everyone, regardless of their financial status, and this is what the term means. Because of their social and political importance, public services are often subject to more stringent regulations than those in most other sectors of the economy (Levi-Faur & Jordana, 2019). In addition to the military and paramedics, learners in colleges and universities learn about public service careers like these.

Public services, including medical services, schooling, and sanitation, are among the government's most important responsibilities. Public services are important to the general public, and they rely on them. When people interact with the state through public services, their perceptions of trust and aspirations of government are shaped (Benson et al., 2021). Public services at the national level contribute to human well-being and economic progress.

For moral reasons, some political analysts believe that public services are essential. They should be made available to everyone. Human rights may be a factor in their development. The Fire Company and the Emergency Service Brigade are community service organizations. To provide a service is to assist someone else with a specific need or desire (Graetz, 2016). From a professional medical curing disease to a food pantry, this service is available to everybody. Researchers have stressed the importance of providing honest, citizen-centered governmental services responsive to people's needs, particularly those of the most disadvantaged (Benson et al., 2021). Public finances can be better utilized and service provision improved if ordinary persons are allowed to examine the quality, appropriateness, and efficacy of basic services; express their opinions; and participate in development.

A major characteristic of public services is that they are non-rivalrous and non-excludable public commodities. However, the vast majority of them are services that the economy may not adequately supply. Public services are almost always rendered in the form of a service, not a product. State or federal monopolies, particularly in industries with a history of natural monopolies, may be able to provide these services. Hard-to-quantify outcomes, such as those that cannot be attributed to a single person's effort, may also be involved in these cases. They frequently necessitate a high

standard of education. People who have a strong sense of civic duty and a desire to impact their community positively may be drawn to these organizations.

Depending on the country, the level of service provided can vary greatly. Their delivery and size are increasingly dependent on a nation's progress in economics, politics, and society. All that matters is that they can be reached by the public and held accountable. State administrations have different priorities regarding permanent professional sectors and their services for citizens. Making it easier for citizens to participate in the economy requires a well-functioning public service. Governments face a variety of cross-cutting concerns, such as financial turmoil, as a result of globalization (Benson et al., 2021). There are new elements to government service delivery now that must address global environmental challenges and the needs of an engaged populace. It is essential to have a convenient and dynamic public service that can forewarn rising difficulties and guarantee that prospective initiatives are influenced by improved awareness of future situations (Christensen & Lægreid, 2019).

History of Public Service in Nigeria

The Nigeria civil service was established by the British during colonial times. The Nigerian system of public service follows the British system of administration of Ministries, Departments and Agencies. Britain unified civil service system was imposed on Nigeria to enable the administration of the territory. In 1861, the Lagos colony and southern protectorate were merged, resulting in the establishment of the colony and protectorate of Nigeria (Essays, 2018). The establishment of the Nigerian public service in 1862 was to safeguard the longevity of capitalism and maintain the stability of the colonial capitalist state framework (Ogunrotifa, 2012). The British administration established various hierarchical roles within the civil service system, including Governor, Chief Magistrate, Colonial Secretary, and Senior Military

Officers. Additionally, offices such as Private Secretary to the Governor, Auditor for Public Accounts, Chief Clerk, and Collector of Customs were also formed. The primary aim of the colonial civil service in Nigeria was to facilitate tax collection and ensure the maintenance of peace and order (Ogundiya, 2007). This was achieved by assigning traditional rulers the responsibility of implementing British policies within their various domains, under the guidance and oversight of British district officers.

In accordance with the guidance provided by the Walayn Committee, the Nigerian civil service underwent a process of consolidation in 1945. This unification initiative resulted in various transformations, including the inclusion of Africans in higher ranks and the establishment of a public service board (Ogunrotifa, 2012). Upon achieving independence in 1960, the Federal Public Service Commission was granted complete autonomy to exercise its authority in the appointment, promotion, dismissal, and disciplinary actions concerning civil officials. Corkery (1995) asserts that the post-colonial Nigerian governments inherited administrative structures that primarily catered to the interests of the former British colonial powers. These structures were primarily focused on the extraction of natural resources, rather than prioritizing economic and human development.

The definition of public service provided by the CFRN is more comprehensive in comparison to the one proposed by Okoli and Onah (2002). In an audacious endeavor to establish a clear distinction between public service and the Civil Service, the aforementioned constitution provides a definition for the civil service of the Federation. According to the Constitution of the Federal Republic of Nigeria (1999), the civil service of the Federation refers to the service rendered to the Federation in a civil capacity by individuals employed in positions within the office of the President, the Vice-President, a ministry, or a department of the government of the Federation.

These individuals are entrusted with the responsibility of conducting various governmental affairs on behalf of the Government of the Federation (CFRN, 1999, Section 318, 1).

The constitution provides a precise definition of the public service and civil service of a state, encompassing those serving in state government roles that mirror those held at the federal level. The distinction between civil service and public service is explicated herein, as articulated by Okonkwo (2014):

The public service include individuals employed in both civil service positions as well as those working inside parastatals and agencies. Civil servants are responsible for staffing the civil service, whereas the public service is comprised of individuals who serve as public servants. The public service sector benefits from more favorable working circumstances compared to civil servants due to the absence of limitations on its revenue generation.

The civil service commission is mandated with the responsibility of overseeing the activities of the public servants while the board of directors controls the public service. Activities of the civil service commission include investigation of civil servants concerning matters which affects the administration of the civil service system. Okonkwo (2014) throws more light on this distinction when he states that, the public service is generic and broader than the civil service, which is limited to personnel of core government ministries only.

The provisions outlined in section 277 (91) of the Constitution of the Federal Republic of Nigeria (CFRN) in 1979, now referred to as section 169 of the third schedule of the CFRN 1999, pertain to the inclusion of the civil service. This encompasses ministerial departments, statutory corporations or parastatals,

educational institutions, judiciary, legislature, and entities that are financially owned or primarily owned by the government at the State, Local, and Federal levels. The Nigeria Police, Armed Forces, and other organizations in which the Federal or State governments hold controlling shares or interests are included. The public service is an integral component of democratic governance, designed to facilitate the inclusion and active engagement of citizens. Its primary purpose is to effectively administer and allocate the nation's resources to ensure the delivery of essential services to the population (Dominic, 2016). In Nigeria, the government operates at several levels and utilizes the public service to formulate and execute its policies, programs, and initiatives. Therefore, it can be argued that public services primarily prioritize the provision of services (Junaidu & Aminu, 2015).

Roles of Public Servants

The significance of the public service as a mechanism for fostering socio-economic and political progress within a society is beyond dispute. The public service has historically served as the primary mechanism via which the Nigerian government achieves its development goals and objectives. The important pivot for growth and development of African economies is widely acknowledged. Public service promotes good governance by ensuring the proper implementation of the government's policies (Oaikhena & Osaghae, 2016). The public service assumes the responsibility of creating an appropriate and advantageous environment that enables all sectors of the economy to operate at their highest potential. Additionally, the public service plays a crucial role in the economic sector by facilitating the implementation of policies that enable the functioning of all sectors of the economy (Junaidu & Aminu, 2015). The Canadian public service is deemed to be of utmost significance in fostering economic prosperity and facilitating the development of contemporary society, mostly due to the

presence of adaptive and persevering civil workers (Jarvis, 2016). The Nigeria public and civil services is a tool used by the government to discharge its activities. Several essential functions of a government encompass policy and program formulation, policy implementation and planning, annual budget and development plan preparation, revenue collection through taxes, fines, and duties, regulation and order creation within the parameters granted by the Parliament, quasi-judicial duties, maintenance of government records and properties, and the dissemination of information to the public while fostering public awareness.

Nonetheless, during the 1990s, Nigeria experienced the implementation of the New Public Management (NPM) approach, as highlighted by Philip and Daganda (2013). This reform movement aimed to enhance the efficiency of public sector organizations in Nigeria. The reform exerted a catalyzing influence on the economic sector through the formulation of policies that facilitated progress across many segments of the economy, the establishment of a proficient Nigerian public service, and the execution of e-government initiatives (Agboola & Lamidi, 2017). Nevertheless, the public service continues to encounter obstacles in its implementation efforts due to the prevailing influence of the public bureaucracy in national governance and the recognition that the conventional framework of public administration has proven somewhat insufficient in facilitating the transition of post-colonial states into states focused on development (Ibietan, 2013). The primary concern is that the initial goals and mechanisms that underpin these bureaucracies have shown to be significantly insufficient in contemporary times.

The following factors reinforce the New Public Management namely, cost recovery; decentralized decision-making; alternative service delivery; commercialization, performance contracting; citizens charter and public reporting

(Ibietan, 2013). Having a good public servant is essential if Nigeria wants to catch up to the industrialized nations of the globe in terms of policy implementation (Apeh, 2018). Formulating an overall strategy on personnel matters can obtain senior managers to consider their overall objectives and define the pattern of their conduct in the pursuit of their goals. As a result, while Nigerians generally applaud the government for its policy initiatives, their civil officials are frequently blamed for the failures that follow. When examining implementation issues, it is important to be aware of various competing forces that have been studied extensively in academic articles and research. While the law can be used as a real political tactic, this attention was drawn to it because of the first strict enactment of rules or the connection with a bureaucracy that was only casually effective and could have particularly bad repercussions for society's most communally defenseless members. It's not uncommon for Nigerian employees to feel unhappy or upset at work, whereas a few in the minority are content (Apeh, 2018). The failure to properly implement government initiatives that favor effective governance could be caused by the neglect, arrogance, and ineptitude of some Nigerian civil workers.

In a nutshell, one of the most important obligations of the public sector is to provide effective governance, which directly impacts residents' well-being and influences the rate at which the country's economy grows. Considering Nigeria's abundant natural resources and its selfless and forward-looking political leaders, the country should be one of Africa's most advanced after several years of independence (Odo, 2018). In an administrative structure, regulations, norms, and laws are employed to bring order and predictability to the organization's workings. Nigerian public administrators can take advantage of several advantages, but mismanagement of the nation's resources has hampered their efforts. A good and positive role for the

state is promoting the well-being of its citizens. Since the majority of people were the most populous and most proactive, the majority's will be the most accurate representation of the public's will. Despite this, the executive branch's foundation was built on the shoulders of the public worker in Nigeria. Effective implementation of legislative initiatives and the appointment of officials to carry out executive duties became the primary responsibility of this body. However, when there is significant pushback from the public workers, policy initiatives and execution often fail to produce the expected effects, thereby preventing the achievement of effective governance and continuous advancement (Oyinlade et al., 2020).

Role of Public Servants in Nation-Building

During the post-independence era of the 1960s in Nigeria, there was a notable increase in government engagement in the national economies. This was driven by the belief that the public sector played a crucial role in fostering economic growth and ensuring socio-political stability. In the 1960s, the civil servants received the Weberian bureaucratic model from the colonial overlords (Adamolekun, 2002). This model offers valuable insights into the obstacles that new ideas must face in order to be recognized as innovations and best practices. This statement provides a rationale for the involvement of public officials in the process of national development, a responsibility that was passed down from the colonial powers. Public workers were perceived as facilitating the execution of governmental duties that were beyond the capabilities of private entrepreneurs, while also mitigating the influence of foreign investments.

Put simply, it was necessary to comprehend the role, composition, alignment, and institutional ethos, along with the obstacles encountered by civil servants in the process of constructing a nation and striving for effective government. In the process

of nation-building, public workers play a crucial role in ensuring the effective implementation of good governance across several tiers of government, while actively engaging the citizenry (Philip & Daganda, 2013). Public workers in industrialized countries have undergone a transformation within the context of established democratic political systems and competitive market environments. Nevertheless, the implementation of the notion of good governance in emerging nations, which are situated at varying stages of development, might potentially result in significant and unforeseen repercussions for the populace, particularly those who are economically disadvantaged. Therefore, it may be argued that a primary obligation of public officials in Nigeria is to promote the socio-economic advancement of the nation and enhance the well-being of its residents in a favorable manner (Oaikhena & Osaghae, 2016).

Public services make the state visible to their citizens, often establishing the essential tangible connection between governments and their people. They bear and diffuse the values of the new nations and play a principal role in that connection between the state and citizens (Van de Walle & Scott, 2009).

In Nigeria, the civil service institutions, which were established according to the bureaucratic model, resulted in inefficiencies inside organizations, extensive bureaucratic procedures, and institutional arrangements that hindered the implementation of public policy rather than facilitating it, leading to significant challenges and limited achievements. Bureaucracy in the Nigeria civil service is challenged by lack of flexibility, the rigidity of duties, nepotism, among others (Morgan et al., 2019). Policy outcomes are the resultant effects, either planned or unintentional, that arise from the implementation or lack thereof of policies by the government. Scholars in the field of public administration have consistently

highlighted that the implementation of policies aimed at redistributing resources away from privileged groups tends to encounter significant bureaucratic and social resistance (Lowi, 1964; Thomas & Grindle, 1990). Therefore, the policy undergoes adoption, adaptation, and transformation as it progresses through the implementation phase. The magnitude of drift and mutation is contingent upon a multitude of factors, with policymakers having limited control over a subset of these variables (Oaikhena & Osawe, 2012). The mission statement of the Nigerian Vision 20:2020 document outlines its objective to achieve a robust, diversified, and sustainable economy by the year 2020. This vision aims to leverage the talents and strengths of Nigerian citizens, as well as exploit the country's natural resources, in order to ensure a high standard of living for its population (Nigeria Vision 20:2020, 2008). The duty of public employees should primarily focus on fostering collective efforts towards achieving equitable outcomes and enhancing overall productivity. This implies that civil servants ought to cultivate a conscientious disposition, acknowledging the presence of principles pertaining to the subject matter; fostering a responsible mindset, determining which principles will be embraced and implemented; and fostering an experimental approach, actively engaging in experimentation and observing outcomes. Civil servants are to be creative, emphasize on contracts, be accountable, and ensure adequate regulation (Philip & Daganda, 2013). By implementing these measures, the institution can attain optimal capacity, as they will contribute significantly to the retention of a sufficient, motivated, and qualified staff in the civil service. This, in turn, will facilitate the advancement of capacity building and societal development in the service. Also, the civil servant's role should focus on the delivery of public goods and protect the public interest (Jarvis, 2016).

The role of societal construction assumes that civil servants possess certain functions and behavioral characteristics. These include implementing policies through appropriate measures, promoting behavior that is oriented towards achievement, employing authority judiciously, prioritizing the pursuit of happiness for the populace, demonstrating integrity, displaying friendliness and firm dedication in interpersonal interactions, enhancing bureaucratic operations by simplifying regulations and procedures, fostering transparency in the work environment, serving as agents for a responsive and accountable administration, and directing efforts towards economic, social, and political development while adhering to a value system that guides their conduct. Values encompass the perspectives of colleagues and the cultural values prevalent in society (Oaikhena & Osemeke, 2016, p. 92).

Put differently, the general population can find solace in the fact that effective governance will not be an elusive concept, but rather something that can be achieved and maintained through time. The initial steps taken towards establishing a comprehensive public service for effective governance, along with the implementation of particular frameworks, would empower civil servants to identify and achieve their aspirations and targets in the pursuit of national development. According to Oaikhena et al. (2013), one of the most notable inefficiencies in any organization is the inability to acknowledge and effectively utilize the skills and capabilities of individuals. It is crucial to understand that it is the collective efforts of individuals that contribute to the development of an establishment's strategy, structure, and procedures.

Code of Conduct for Public Servants

Prior to gaining independence in 1960, Nigeria's public service sector was widely recognized as one of the most exemplary within the Commonwealth. This

reputation endured until the mid-1980s (Gboyega, 1995). Currently, the public service sector at both the federal and regional levels engages in the recruitment of public officials based on merit. This sector is distinguished by the principles of anonymity, impartiality, neutrality, and security of tenure. The public service in Nigeria is dedicated to the pursuit of standards and operates independently from political influences. According to Salami (2010), in the past, public service was characterized by robustness and vitality. The interaction between political officials and professional public servants was founded upon ethical principles such as integrity, fairness, nonpartisanship, diligence, and unwavering dedication, which were not easily undermined by any of the involved parties. The service was perceived as an essential institution guided by distinct principles, elevated ethical standards, and an ethos that distinguished it from other categories of public entities within the nation. The institution was well regarded and attracted a wide range of individuals, becoming the center of attention for many. According to Omoyele (2012), individuals employed in the public service historically commenced and concluded their professional tenure without apprehension of termination.

This owed largely to the prescribed code of conduct enshrined in the Constitution of the Federal Republic of Nigeria guiding the service. As an apparatus employed by the government in rendering services to the people, public servants were expected to think around ways to continually and conveniently improve in their service delivery. The Public Service Code, often known as "The Public Service Ethos," is a recognized and esteemed set of standards that governs ethical conduct inside public organizations (Kwaghga, 2014). Furthermore, it presents itself as a standard against which public officials and organizations consistently endeavor to evaluate their performance. The concept of public service code refers to the inherent qualities, ethical principles, and

core beliefs that are unique to individuals serving in public service roles. The concept of public service code encompasses an organizational culture that has historically been recognized as a distinguishing factor between government organizations and their personnel in comparison to other sorts of entities. The public service code fosters a sense of belonging among employees in the public service sector, promoting unity, continuity, and collegiality. When individuals identify themselves as "Public Servants," it signifies the influence of ethos, as stated by Akinola (2012).

The 1999 constitution of the federal republic of Nigeria defines a threshold or standard that serves as a guiding principle for public officials in the execution of their responsibilities.

The law behoves on the public officer the responsibility to express good faith while discharging its responsibilities. In contrast, the code of conduct for the South African public service establishes provisions that foster a heightened level of professional ethics within the workplace. These provisions include demonstrating loyalty to the republic, upholding the constitution, and adhering to the performance of daily duties (Public Service Commission, 2002). The rate of compliance to the public service code of conduct in any country portrays the level of professionalism exhibited and confidence imposed on the public service.

Civil administrators, who play a significant role in the state's delivery services mechanism, should investigate strategies to continually and quickly enhance their effectiveness in providing optimal service (Ukeje et al., 2019). The federal republic of Nigeria mandates that these services shall be rendered following the stipulated standards of behaviour. This constitution's defined threshold or guidelines will guide a public servant's duties. Officials in the public sector are forbidden from taking positions that interfere with their duties and activities and from having or running

money transfers outside Nigeria to avoid conflicts of interest (Osemeke & Owolabi, 2017). Furthermore, it states that a public official may not request or receive any assets or privileges for himself or anyone else in exchange for anything he has done or has failed to do while performing his duties. Unless proven otherwise, gifts from corporate entities, corporate organizations, or individuals with government contracts are believed to have been accepted in violation of the law by any public officer (Ukeje et al., 2019).

The law specifies that no one can give a civil official any form of material, present, or advantage as an incentive or bribe for awarding any favour or fulfilling the government officer's duties in favour of the person offering it. As a public official, you cannot be a member of any society that conflicts with the duties or responsibilities of your position (Owoeye, 2018). After four years and the end of his term in service, a public official must present to the Code of Ethics Department a signed statement of all his possessions, possessions, and obligations and those of his single kids under the age of eighteen years.

Conceptual Framework on Capacity Building and Development

Capacity can be described as the potential to effectively utilise resources and protect proposed benefits with the ability to reduce external support received. Capacity informs the practice of development in individuals and organizations set to achieve desired goals (Delgado, 2013; Isaza et al., 2015). The implication, therefore, is that capacity development would be the enhancement of one's ability to achieve a desired collective goal. If an individual, group, or entity can effectively and efficiently carry out a task on an ongoing basis, it will result in a decreased reliance on external resources (Abdikariin, 2020). According to Grindle (1997), capacity is conceptualized as a strategy including various dimensions, including but not limited to internal

aspects of capacity building such as human resources development, organizational strengthening, and institutional transformation. A potentially more comprehensive understanding of capacity building can be found in the definition proposed by Brinkerhoff and Morgan (2010, p. 3), which characterizes it as the dynamic amalgamation of qualities, abilities, and connections that empower a system to endure, adjust, and excel.

On capacity building, Abdikariin (2020) stated that capacity building refers to the process of enhancing the knowledge, and abilities of a person and the organizations, particularly within the local government system. It also involves improving the overall policy environment that public service organizations operate and interact within. It is a determinant of the effective utilization and allocation of human resources among contesting demands. Hence, capacity building mostly denotes activities which help consolidate knowledge, aptitudes, skills, competences and performance of individuals, improvement in institutional structures and procedures such that the organization can efficiently and effectively sustainably achieve its goals and objectives. According to Bergeron et al. (2017), capacity building as an intervention strengthens organizations to achieve set goals and optimize effectiveness while also promoting favourable organizational structure.

According to Grindle (1997, p. 5), capacity building is a concept that encompasses a range of measures aimed at enhancing the efficiency and effectiveness of government operations. Finn and Checkoway (1998) define the concept further by converging on three crucial standpoints, namely individual, organizational and community capacities.

According to Wignaraja (2009), the United Nations Development Programme (UNDP) has provided a definition for capacity building. It refers to the process

through which individuals, organizations, and societies acquire, enhance, and sustain the abilities necessary to establish and accomplish their development goals over a period of time (p. 4). The definition by the European Commission suggests that capacity building is the ability to develop and strengthen structures, institutions and procedures which helps to ensure transparency and accountability in public institutions, among others (euro plan document 2012-2015). Germany shares a similar perspective as it regards capacity building as a means of enhancing the abilities of individuals, organizations, and communities to efficiently utilize resources in order to achieve their own objectives in a sustainable manner (Whyte, 2004, p. 3). The Canadian International Development Agency (CIDA) approaches the subject as actions, methodologies and strategies that enables individuals and organizations to improve performance and develop benefits towards achieving desired goals (Whyte, 2004). This definition underscores that there is no single approach or prescription for capacity development.

According to Brinkerhoff (2010), the focus of capacity building at the individual level has typically been on addressing deficiencies in skills and knowledge through training. The focus of organizational capacity development has primarily revolved on improvements in management systems and restructuring. Alternatively, in the case of a different organization, it may involve public sector reforms such as civil service modernization and decentralization. Generally, capacity building and development aids entities and individuals to develop their skills, competencies, and upgrading of performance abilities by society. Organizational capacity building influence change, develop adequate programmes to influence change, diagnose and address organizational weaknesses and strengths (Whittle et al., 2012). Due to the vast and uncertain nature of the analytical landscape, it is unsurprising that the literature on

capacity and capacity development is extensive and characterized by divergent viewpoints. This body of work encompasses both empirical and normative perspectives. The discussion thus elucidates the existence of multiple definitions of capacity development, each exhibiting a discernible bias or predisposition. Capacity development has been characterized by some as a method or progression aimed at reducing poverty, while others view it as a developmental goal focused on enhancing the capabilities of individuals or organizations.

According to Morgan (2003), the notion of capacity appears to exist in a nebulous space between individual training and national development, which supports the argument being made. In the dearth of an accepted definition, development strategists have suggested certain critical features of successful capacity building, reinforced by evolving thinking and practice in this subject area over the past decade. The rise to recognition in the 1990s of institutional economics and modern perspectives on public management improved understanding of the needs for effective public sector performance which was a crucial step in visualizing the role and effectiveness of the state in development. Seeing that there can be no singular approach to state reform worldwide, it presented a basis for guiding public sector reform efforts. Significant capacity building within the organization must influence change in individual, organization, structure, and material (Lammert et al., 2015). Critical features of a capacity-building should include diverse approaches, long-term and feedback (Barret & Kincaid, 2013).

In line with Grindle's definition, in which capacity development is composed of three dimensions with typical activities respectively, support for public sector capacity building will be addressed within the following dimensions: Human resource development, Organizational strengthening and Institutional reforms.

1. The dimension of human resource development involves personnel possessing skills to assess development requirements, formulate and execute strategies, policies, and programs, provide services, and evaluate outcomes.

2. Organizational enhancement: In this context, a collective of persons is united by a shared mission, accompanied by well-defined goals and the internal framework, procedures, mechanisms, personnel, and additional assets.

3. Institutional changes: this encompass a set of regulations, norms, and standards that establish the overarching objectives and incentives that guide the operations of organizations and individuals.

These rules form the basis of implementing changes in policies and regulations. Besides orientation, its required for the effective and efficient performance of public servants that the continuous process of capacity development is run. The process also prepares them to function optimally at other jobs or assignments when required and in the long term, contribute to the overall goals of the organizational human resource requirements. Capacity development outcome could be developmental by improving practices, and innovation of new strategies to enhance organizational outcomes (Bergeron et al., 2017). Training should not be a one-time activity to new employees; rather, it ought to be ingrained in the workings of an establishment as a periodic exercise at building a competence staff body that transited through the three-order change. Therefore, learning must be long-term, and effort must be planned if it is to yield results.

The training of public officials plays a crucial role in enhancing the overall efficiency of public service operations. The difficulties associated with training mostly revolve around the need to enhance effectiveness within a recruitment policy

that prioritizes broad skills, as well as within the context of a government that is undergoing technological, specialized, and complex advancements. According to Katsamunka (2018), capacity development in public service is a practice used to develop professional capabilities and promote institutional change.

According to Nife (2016, p. 143), training can be defined as a deliberate endeavor aimed at enhancing or augmenting an employee's abilities, capabilities, and cognitive faculties, while also fostering the cultivation of desired attitudes and value systems. In order to properly manage, it is necessary for managers within firms to possess knowledge and comprehension of employees' attitudes. Attitudes have a significant role in the process of job selection, advancement, and development. Attitudes and values of an employee have a significant effect on the objectives of the organization (Thomas, 2013). However, training of public employees, in its specialized sense is a deliberate attempt directed towards the attainment of certain specific purposes or objectives. The onboard training of public servants in Taiwan is focused on equipping employees with skills, knowledge, attitudes and ethical values required to carry out the public service functions (Chen, 2014).

The advantages of training have become increasingly evident, particularly within the public sector, due to the escalating intricacy of the work environment, the swift evolution of ministries, parastatals, departments, and public agencies, and the advancements in technology. These factors further emphasize the necessity for training and development of public personnel to effectively address these challenges. According to Jones et al. (2000), training has a crucial role in enhancing various aspects of an organization, including quality, customer experience, efficiency, morale, management succession, business development, profitability, and service delivery. The shift towards a knowledge-based society has led to the recognition of training and

development as a strategic instrument for achieving competitive advantage. Therefore, providing employees with opportunity to enhance their knowledge and skills related to their assigned tasks would result in improved individual worker performance. The significance of providing personnel with pertinent training cannot be overstated, since it is fundamental to their job performance and the quality of service they provide. As stated by Abdullah et al. (2009), training can be said to be ineffective if the targeted public workers are unable to participate. Ineffective training assessment and analysis is a result of paucity in expertise regardless of the organization's size. Training assessment ensures informed decisions are made on how training can strengthen capacity (Hasselqvist & Thomas, 2012).

Researchers, urban planners, and members of civil society have all used the phrase capacity building in diverse ways (Lorenzo, 2019). There are many other ways to look at training, such as the acquisition of specific job-related abilities. Rather than simply educating people, capacity building entailed the formation of organizations, concepts, and complex processes. This broadens the scope of what it means to grow capacity in terms of time and location. International Institute for Educational Planning IIEP defined capacity development as a continuing procedure through which persons, agencies, entities and cultures improve their capability to carry out essential purposes by resolving issues, formulating multi-faceted goals and comprehending how to address future requirements in a broad context and over time (Al-Khoury & Qudah, 2020).

Furthermore, according to (Lorenzo, 2019), quality improvement is an endeavor to update and improve procedures and enhance enterprises by investing in countries' individuals and institutions to attain development goals. The preceding suggests that increasing capacity entails making a concerted effort to improve the capacities of

people and organizations and the structured chain of resources, comprising people and commodities, available to society. This broad notion addresses the following three (3) essential concerns: Human resource development begins with a coordinated effort to help individuals obtain the information and skills they need to succeed. To function well, an individual must have access to and be able to use ICT, understanding, and development skills, both formally and informally. It also comprises the establishment of managerial practices, policies, and practices in the workplace and the administration of interactions between organizations and sectors, including the private, governmental, and social spheres, to aid in organizational success (Lapsley & Wright, 2017). Thirdly, it involves adopting laws and regulations and administrative adjustments to promote institutions and the legal system. Through this method, organizations and companies at all levels and in various industries can adhere to norms that improve their operational skills.

According to UNDP, capacity development includes both human capital development and the establishment of supportive environments, which must be done in conjunction with one another (Lorenzo, 2019). The term "capacity building" refers to a dynamic way individuals and organizations gain the sociotechnical skills necessary to recognize problems, evaluate issues, and provide remedies. A person, regardless of gender, can be defined as having the necessary skillset to carry out their many roles in life efficiently. Building creative and innovative, cognitive, and managerial prospects for their own and the country's benefit could also be considered capacity development. Capacity building, then, is planning for people to gain information and specific skills vital to a nation's financial strength, quality of living, and individual empowerment (Abdu & Sulaiman, 2019). Planned programmes aim to provide recipients with the skills to put their newly gained knowledge and abilities to

good use in addressing a broad range of personal and national issues. When viewed via the perspective of human capital, capacity development may be understood to mean when individuals possess the necessary information and advanced abilities essential to the progress and individual development of the nation as a whole. A country's ability to achieve long-term growth depends mostly on the quality and relevance of its entrepreneurial spirit (Lorenzo, 2019).

Capability includes predicting change, establishing plans, attracting and utilizing resources, evaluating actions, and integrating learning into future endeavours (Wu & Zhou, 2020). The degree of an organization's capacity is attributed to its ability to undertake the management operations connected with each organizational system. Every role and its accompanying practices must be improved as part of growing capacity in the organization. Capacity assessments can be aided by using various standards, guidelines, and signals (OECD, 2017). Given that reform attempts would fail due to corporate resistance to change, systems must be developed to anticipate and adjust to change. The government's execution and deployment abilities can be enhanced by formulating and constructing proper support structures. Efforts at improvement must start with a determination of the fundamental moral concepts, accompanied by the creation of the assistance programmes and evaluation markers required. There are numerous sorts of support systems available, including audit reports and administration by results.

Approaches to Capacity Building in the Public Service

Crisp et al. (2000, p. 99) have identified four distinct approaches to the process of capacity building. The enumerated approaches are as follows:

i. A top-down organizational approach, which entails initiating change in agency policies or practices. ii. A bottom-up organizational approach, involving the provision of skills to staff members.

iii. A partnerships approach, which focuses on enhancing relationships between organizations.

iv. A community organizing approach, wherein individual community members are engaged in forming new organizations or joining existing ones to promote the betterment of community health.

While each of these approaches is sometimes labeled as capacity building, it is unlikely that changes in one domain, such as the individuals within the organization, the organization's policies and practices, or the inter-organizational relationships, will have an impact on other domains

Waheed and Hayat (1999) suggested that capacity development in the public organizations should follow a model that will comprise of organizational goals and objectives, performance, structure, evaluation and incentives, among others. There is a contention that capacity building is considered to have taken place when many domains have been influenced (McLaughlin et al., 1997). The optimal strategy for enhancing capacity in the public sector should prioritize the imperative of improving the development and execution of policies (Cohen, 1995).

Training and Development

Workplace career development is often seen as improving workers' work habits and mindsets while also teaching them new skills and knowledge that they may apply to other work areas. Organizational goals can be achieved by implementing them to change employees' work habits positively (Holland, 2019). Furthermore, any company needs well-trained, educated, and skilled personnel to carry out the tasks

that must be accomplished. The value of professional development relies on the extent to which it helps the formation of competitive advantage. Companies are seen to be competitive in the industry if they own firm-specific resources that competitors cannot reproduce, according to money markets. As a result, each employee must constantly enhance their skills for the organization to remain relevant in the marketplace. Training is an aspect of human resource administration that aims to improve people's performance and organizational levels. Training programmes are aimed at supporting learners to acquire the information and abilities they need to succeed in their current position because few people have all of the necessary training and expertise when they start their new position. Additionally, training is a term used to describe the systematic processes used by corporations to improve their employees' knowledge, abilities, or characters. Because of this, training programmes are crucial in developing a dedicated and high-potential staff (Olawumi & Ojo, 2020).

Knowledge Economy Programmes

One of the key factors that contribute to the longevity and success of businesses is their knowledge economy. It is acquiring, creating, disseminating, and using underlying knowledge resources effectively to gain more worth for financial and social welfare and progress. Complete knowledge systems are replacing older production methods as dominating instruments for organizing, designing, analyzing, and innovating client-centric products/services and provision of services to satisfy the bottom-line goals of enterprises (Wu & Chiu, 2020). Innovativeness and cognitive ability, rather than educational credentials, are the primary determinants of personal and national prosperity in a knowledge-based economy. Knowledge-based economy is a model of economics that relies on the extent, value, and substance of productive capacity with mental skillsets but places less emphasis on human capital (Holland,

2019). Mental abilities are mind talents required to perform various tasks, from the easiest to the most complicated.

In contrast, intellectual capital includes intangible resources such as the significance of its employees' problem-solving expertise. There is an emphasis on how learning and information (productive capacity) can be used in innovation capability, inventiveness and cognitive skills to give a high rate of growth in technological and professional forms of development. It follows that the knowledge economy is a process of growing human capital capability. It is a powerful instrument for enhancing human capital and operational efficiency, growth, and durability. Therefore, the company's performance depends on its ability to cultivate, manage, and exploit the intellectual stock of its human capital base. This knowledge stock can be obtained through financial incentives and organizational system, knowledge and personal resource capacity, information dissemination network, and integrated development (Drucker, 1993).

Training for the Vestibule

Human resources development is achieved through learning in an existing workplace. When using this strategy, the individual practices their talent with apparatus identical to what they will encounter on the job; this approach is best suited for delicate procedures requiring the highest precision. As a result, the goal is to make the workspace a wonderful workplace. Work, community building and finance sectors utilize this mostly for educating personnel on how to use computers or laptops and payroll software to perform their duties or manage the council's finances (Holland, 2019).

Critical Skills Development

In the context of an area of business, "critical skills" refer to the qualities, experiences, and skills required in a profession to achieve a particular market edge. A few examples of essential managerial skills that companies regularly require in their perfect blend for the organization to reach performance that must always be constantly harnessed and established by the human capital include, for example, managerial skills, interaction and customer service skills, interpersonal skills, and, guidance, and leadership abilities. According to the American Management Association (AMA), human resource professionals must focus on developing fundamental and essential staff skills (2019) for workers to deliver efficient and effective to firm success and retention, for instance;

The ability to effectively convey one's thoughts and ideas to another individual, either written or verbal, is critical for effective interaction. According to the AMA, employees and the leadership of a business need to communicate effectively. The ability of employees to communicate effectively requires them to instil in them a desire to learn and support them in sharing their expertise. They must also listen well, use efficient communication skills and interpersonal channels, provide and obtain a response from others without favouritism, and both verbally and in writing, present relevant information to drive home important points (Holland, 2019).

Cooperation skills refer to an individual's or a group's capacity to work efficiently and constructively with other group members or units toward accomplishing a set of goals that have been established for the workgroup. One of the essential skills for both employees and owners of organizations may make a significant difference in how and how an organization is run. As a result, helping employees develop their collaborative abilities includes teaching them how to understand team tactics better, find agreement, work cooperatively and communicate

appropriately with others, make choices as a group, and deal successfully with the dispute. Skills in creative reasoning refer to the capacity of individuals at all levels of an organization to find solutions to issues and determine and carry out the most suitable actions on tasks. Critical thinking is essential because as organizational challenges get more complicated, new paths for conflict resolution get unavoidable, necessitating a critical approach (Paul & Elder, 2019).

A person's capacity to be innovative and come up with creative solutions to problems is a person's creative and inventive skills. Essentially, it's the capability to see something that isn't there and then create something out of it. Thinking outside the box, taking on complex projects, and following an inspirational mentor are all great ways to hone these abilities (Holland, 2019).

Factors that Trigger Capacity Building and Development

Capacity building and development is carried out to correct workers, machines and tool deficiencies. These shortcomings are evident in the form of specific symptoms, some of which may include, high rate of absenteeism among workers, poor job performance, increased rate of on-the-job accidents, negative work attitudes, low productivity among others. Others identified by Amo (2019) are; the persistent complaint from the customer increased business expenses and poor staff management.

Another crucial factor determining the work attitudes of people is the socialization which occurs in the workplace. According to Ugoani (2018), an employee's work attitudes that have been shaped during childhood are often either confirmed or contradicted by the perceptions and reactions of others when they enter the workplace. Braude (1975) provides support for this perspective by proposing that individuals acquire an appreciation for work behavior as they engage in interactions with their family, peers, and authority figures, wherein they are gradually entrusted

with greater responsibility for productivity. The influence of work-related culture, particularly the presence of a close-knit group of coworkers, significantly shapes individuals' attitudes towards work and their work ethic, both of which are integral components of their personal belief systems. Organizational culture enhances organizational system level by regulating employees' behaviors and provide appropriate standard (Tianya, 2015)

Based on Omisore's (2015) findings, it may be inferred that the typical employee operates at a mere 50% of their potential capacity. Numerous variables exert influence on employee attitude. These factors encompass a range of elements, such as organizational values, working circumstances (including supervision), tools and resources, corporate policies, company culture, employee competency, and employee dedication. The attitudes of the employees towards the identified elements exhibited either apathy or enthusiasm with regards to the activities and goals of the firm. In order to properly manage, it is necessary for managers within firms to possess knowledge and comprehension of employees' attitudes. Attitudes significantly influence the decision-making process regarding job selection, advancement, and professional development.

Strategies for Capacity Development in the Public Sector

The deficiency of a comprehensive strategy framework towards capacity development has been identified as the primary cause for the ineffectiveness of numerous capacity building programmes, particularly un developing economies. There is a growing necessity to promptly implement measures that focus on enhancing the executive capability profile of the public service sector. This is crucial in order to ensure that they effectively provide the necessary services to the general public. Chaskin's assertions align closely with the aforementioned viewpoint, further

suggesting that the enhancement of capacity building in relation to accelerated and sustainable development within the public service domain should be strategically situated within a framework that enhances the sustainability of capacity development and augments its potential for success (Chaskin, 2001).

The implementation of effective governance and accountability mechanisms leads to the establishment of reputable and sustainable institutions. There exists a strong interconnection between human talents, encompassing individual abilities, and institutional growth. This can be achieved through the implementation of several strategies, including enhancing the skills and capabilities of public sector employees, expediting planning and management training programs following a comprehensive employee audit, recruiting qualified candidates to enhance service quality, and fostering the ability to acquire and apply knowledge from past experiences. However, due to its dependence on public service capabilities and the desire to enhance the process through experiences outside the sector, the public service sector may opt to engage the assistance of external facilitators. Furthermore, it is imperative to exercise caution in order to prevent external facilitators from assuming control of the process at the expense of the public sector.

Purpose Statement

As stated in the company's objectives, the mission statement describes what the organization believes in and what it hopes to do (Torfing, 2019). The mission is a declaration, not a theory. It offers the organization a sense of purpose and identity. Developing a company's mission is a three-step process that includes defining the organization's fundamental beliefs, goals and targets; and developing performance metrics such as evaluation process, review, and bonuses. The terms "mission" and "objectives" are frequently confused in the literature on organizational administration.

However, there are fundamental differences between these two. A firm's statement of purpose is the largest explanation of its strategy (Collins & Porras, 1996). This is more reliable because it doesn't fluctuate as much. Measurable, attainable, practical, and time-bound ambitions can be developed from the statement of purpose and then applied to the company's daily operations. Without a clear purpose statement, it's impossible to set targets or improve capabilities. Without it, an institution's and personnel's performance evaluations would be a guessing game (Torfing, 2019). It is consequently necessary that civil service organizations state their objectives and define their aims.

Framework

An organization's framework is designed to help it accomplish its goals. A thorough understanding of an organization's structure, including how personnel is allocated duties, as well as the categories and departments in which they are housed within the organization, is critical to a successful career. Depending on the organization's objectives, a structure might be controlled or decentralized, participatory or authoritarian (Daft, 2014). Even while each department has its unique structure, the government as a whole look to be one single monolithic institution. In public sector organizations, authority, the command structure, and centralization tend to be the most prominent characteristics. Operational abilities like data and transmission are in short supply here. As a result, even at the higher levels, judgments must be taken even for operational duties. There has been some success with local government efforts in implementing development programmes like health and education when decentralization is proposed for public sector entities. Many additional factors must be considered to have a successful decentralized organizational structure. It is also necessary for subordinates to exhibit responsible

behavior and an openness to new ideas as long as they are kept within reasonable bounds (Torfing, 2019).

Remuneration and Appraisal of Performance

Government positions are the most stable, whether or not one provides an output function. One's wages and annual raises continue. A promotion or bonus is not tied to a person's performance. In civil administration, performance appraisal is the strangest. Employees are evaluated on a slew of unclear performance metrics that have no bearing on their actual work product. It is unknown what the employee's goals are for a certain period (Torfing, 2019). A generic criterion such as knowledge, integrity, etc., is used to evaluate performance after the time rather than specific goals being met. Because of the wide variety of positions in government, it is necessary to evaluate performance according to the specific goals assigned to each one (Behn, 2014).

Attitude of Public Servants to Training in Nigeria

The performance of the Nigerian public service has emerged as a primary concern among policymakers and researchers. This phenomenon persists despite the implementation of many strategies aimed at addressing the issue of inefficiency and capacity limitations.

According to Omisore et al. (2015, p. 157), the organisation has the ability to impact work ethics, attitudes, and values through various interventions such as training, motivation, and coaching. However, these elements cannot be altered as they possess inherent qualities that are unchangeable. Therefore, it is imperative that public officials engage in fair and impartial behaviour towards all individuals, ensuring ethical behaviour and ensuring that these actions are transparent and without doubt. There was a general challenge observed with regards to the inclination to allocate resources for the purpose of educating public officials, stemming from the prevailing

notion that employees are recruited based on a merit-based system and are assumed to possess the necessary qualifications. It was postulated that the individuals had already had the necessary training for their respective occupations. In cases where this assumption did not hold true, it became evident that the initial selection process for human resources was flawed. The aforementioned assumption has been invalidated due to the recognition of the necessity for training in both the private and public domains. Poor selection during employee's recruitment can lead to employee's weakness that can be fixed through capacity development. Training provides and enables employees to develop skills and knowledge that will enable employees to improve each other's weakness (Akpaniteaku, 2019).

Organisations, particularly those in the public service sector, have increasingly recognised the value of training as a means to enhance skills, improve productivity and work quality, address knowledge gaps, and foster loyalty among public servants (Okotoni and Erero, 2005). The acquisition of necessary skills, abilities, and suitable role behaviour, as well as the cultivation of a positive working attitude aligned with organisational values and norms, are vital for public servants to effectively contribute to the achievement of organisational objectives. The objective can potentially be achieved by the implementation of in-service training (Nife, 2016).

There exists a prevalent interest in augmenting the level of negative attitude towards the operational framework among corporate entities. In addition to the economic advantages associated with enhancing the skills of individuals to meet the specific requirements of a contemporary work environment, there are also social benefits linked to enhancing performance and increasing the accessibility of post-organizational learning opportunities for a larger population of workers. The enhancement of Training and Development (T&D) opportunities aims to establish a

more robust framework for acquiring skills that may be applied throughout an individual's lifetime of learning. Guerrero and Sire (2000) posit that when a person harbours a negative attitude towards their work, it might lead to complications in the implementation of the prescribed job design. The endpoint, therefore, will be a failure in accomplishing organizational objectives. According to Othman and Suleiman (2013), poor attitude to work can deter the general goals and objectives of an organization. The benefits accruable in improving attitude level has led to an emphasis on the identification of a broad spectrum of triggers that influence bad attitude and also an understanding of how these triggers function to reduce or improve the performance of public service workers.

Despite the recognition of the significance of training in public service reforms in Nigeria, minimal or negligible progress has been made. The efficacy of in-service training within the Nigerian public sector has been predominantly perceived as a strategic manoeuvre with limited use, resulting in subpar job satisfaction levels. The empirical evidence derived from in-service training programmes indicates the persistent existence of a significant disparity between the provision of in-service training and the level of work satisfaction experienced by public officials. According to Nife (2016), the acquisition of new skills and knowledge through training and capacity development has been found to be a significant factor in motivating individuals to remain in their positions for extended periods of time. Over the course of numerous years, the Nigerian government has consistently documented and encountered substandard work ethics among employees in both public and private sectors.

According to Manik and Sidharta (2017), it is well acknowledged that worker behaviour can be influenced by various internal elements, including motivation,

ability, attitude, knowledge, and skills. According to Morakinyo (2003), the decline in worker performance can be attributed mostly to the owner's failure to utilise supervising methods. It has been noted by observers that certain owners have a particular approach towards their organisation, which is manifested by their infrequent presence in the office, habitual tardiness, making derogatory remarks about workers' performance that may have detrimental effects on their self-esteem, inadequate on-the-job training methods, and ultimately impacting the performance of the workers. The public sector is currently facing challenges related to a decline in attitudes, such as the inconsistent delivery of services. This issue has become a significant worry and has a considerable impact on the end-user.

Expected Training Outcomes

The possible expected training outcome where the worker's attitude affects their work performance brings the organization towards instability and a lack of enthusiasm towards fulfilling duty responsibilities. Lew (2009) posits that an individual's inclination to remain employed within an organisation can be significantly impacted by their emotional attitudes towards said organisation, including their level of affective commitment and the presence of other job prospects. The reward system may take the form of financial incentives, whereby employees who see a discrepancy between their input or productivity and the cash rewards received may be inclined to develop a negative attitude towards their work and the employers. According to the findings of Long, Perumal, and Ajagbe (2012), it is crucial to acknowledge the significance of top management's participation and support as a vital requirement for establishing a strong and effective employee relationship management system.

The anticipated training outcome has the potential to yield several advantages, including heightened confidence, morale, and commitment among employees. Additionally, it can offer recognition, enhanced responsibilities, and the opportunity for increased pay and promotion. Furthermore, it can contribute to a sense of personal satisfaction and accomplishment, as well as expand career advancement opportunities. Ultimately, it can aid in enhancing the availability and quality of staff (Nassazi, 2013). The good outcome serves as a catalyst for employee motivation, driving them to exert greater effort and deepen their comprehension of their tasks, ultimately leading to heightened morale and enhanced job satisfaction among employees. Individuals are able to perceive a more proximate connection between their exertion and subsequent outcomes. Training instills a sense of uniformity in perspective and fosters a shared commitment among personnel. The technique of work and attitude to challenges are favourable to promoting cohesion. The following factors are commonly connected with the implementation of an effective training plan.

Retention of Employees. Various methods motivates employees to remain with a company for a longer period as part of the employee retention process. The retention of personnel is mutually beneficial for both employers and employees, as emphasised by Fernandez and Rainey (2017). Organizations that successfully retain people do so by implementing policies and procedures that address the specific needs of those employees and help foster a work environment where they want to stay. Retaining key staff is essential for the continued success of the firm. Customers' loyalty, increased sales, contented co-workers/staff, successful planning, and extensive organizational knowledge are all assured when important personnel are kept on board. Retaining personnel is critical for various reasons, not the least of which is the time, money, and effort spent dealing with issues like low morale and low productivity caused by

turnover (Steijn & Achterberg, 2019). As a result, losing a key staff member can be extremely costly. The loss of a civil servant can cost an organization as much as five times its compensation. These days, companies are having a hard time keeping their personnel. Any business or employer's most crucial task is finding and hiring qualified workers, but keeping them around over the long haul is even more difficult.

It Raises One's Level of Expertise and Education. To keep up with the ever-changing nature of the business, companies implement employee training programmes. A company's revenues and effectiveness can rise due to these enhancements, which will have a beneficial impact on employee productivity. Training can teach employees about work ethics, interpersonal skills, and workplace safety.

It's in Line with What's Recommended in Performance Evaluations. An institution's personnel performance assessments can indicate a need for growth in a specific subject or ability (Banks et al., 2018), and education programmes can be developed for employees to meet this need. As a result, training can focus on an issue and push toward a remedy.

It Teaches the Employee How to Handle More Challenging Tasks in the Future. There are several ways that training programmes can help people transition into new positions and responsibilities in the company. These initiatives will help people gain the skills necessary to succeed in their new roles (Pfeffer & Sutton, 2006). Even though they may be prepared for their new position, they may also be taught leadership qualities or a certain piece of software.

It Conveys a Sense of Importance to Workers. Staff will feel more valued if training programmes are implemented in the workplace. They will not only become more competent workers, but they will also feel more valued workers of the business.

They will feel better about themselves and be better able to do their jobs (Fernandez & Rainey, 2017).

It Measures the Effectiveness of a New Performance Appraisal System.

Through staff development, an organization can test a performance appraisal system and better define expectations for employees. The utilisation of these tools for staff training will serve to strengthen the significance of goal attainment and aid staff members in gaining a clearer understanding of their responsibilities.

Community building capacity reduces the reliance on outside specialists for information, assets, and remedies to common problems and challenges. When locals are empowered, they can take action on their own without the help of outsiders, preventing a dependency relationship. A sense of belonging and self-determination are fostered through capacity building, giving social members more power over their future growth. One project can help community partners develop new ideas and take the initiative on other initiatives because they will have more experience, abilities, expertise, and resources to draw on (Fernandez & Rainey, 2017). More realistic and suitable social remedies frequently come from capacity-building activities because these initiatives are responsive to the specificities of the native customs and situation. Regarding community work, capacity development techniques recognize that growth is a two-way street; individuals and the public associate are expected to learn and grow together. The goal is that implemented programmes will be more efficient and useful in solving community concerns and supports learning more about how to engage with partners more successfully and kindly.

Training Institutions in Nigeria

The significance of training in the public administration sector has escalated, mostly due to the increasing demand from patrons and consumers in Africa for the

public service to deliver cost-effective and efficient services. According to Elnaga and Imran (2013), the process of training facilitates the development of cognitive and imaginative capacities in individuals, hence augmenting their sense of self-efficacy. The public services in Nigeria and, by extension, the African continent have been increasingly tasked with meeting higher expectations of efficacy and competency. This heightened demand comes as a result of structural adjustment programmes aimed at improving the quality of services. The need for increased emphasis on institutional efficiency and the education and training of public servants has been highlighted by relevant stakeholders and consumers of public service products (Ayee, 2015).

Nigeria has undergone a range of governmental and administrative reforms, which have had significant implications for the development of public service. These reforms have also presented considerable difficulties for universities and other institutions responsible for providing education and training in public administration (Ewoh, 2014). The Udoji Public Service Review Commission (PSRC) in 1974 identified shortcomings in public service training programmes and subsequently placed significant emphasis on training and development. As a result, the commission recommended the revival of employee training, as highlighted by Okotoni (2005).

The civil service implemented in Nigeria by the British government had deficiencies in accountability and transparency due to its narrow design aimed at facilitating the extraction of financial and material resources required by Britain. Anazodo et al. (2012) assert that Nigerian individuals who acquired leadership roles inside established institutions developed a colonial mindset focused on personal wealth accumulation, rather than prioritising the public interest. This premise is predicated upon the notion that the calibre of personnel directly impacts the calibre of services rendered by public service entities inside African training colleges

specialising in public management, as well as the pedagogical methodologies and curricular frameworks employed. According to Ayee (2015), the effectiveness of public service employees and their ability to provide cost-effective services primarily depend on the capabilities and qualifications of staff members in public administration training institutes, as well as the implementation of innovative pedagogical methods and curricula. Moreover, Ijeoma and Okafor (2015) emphasise the significance of training in the public sector as a crucial means of addressing the developmental and service delivery demands and challenges faced by contemporary societies.

Developing human potential and capabilities is not a solo endeavor (Gadi & Kee, 2018). Non-governmental institutions and other non-profit entities may undertake capacity-building and investment efforts as part of their advocacies to reorient communities and individuals. Generally, knowledge transfer and development refer to assistance given to firms and people to enhance their efficiency, capabilities, and production skill sets by communities, and non-governmental organizations (NGOs), among others (Gadi & Kee, 2018).

Non-profit institutions and other non-governmental agencies often use capacity development and training to realign communities and individuals as advocacy campaigns. When it comes to capacity development, it's often defined as a type of assistance that helps groups and individuals acquire the knowledge and talents they need to execute at a higher level. Notably, higher education institutions in Nigeria have been involved in and supported capacity-building and development efforts.

History of Training Institutions in Nigeria

According to the findings of Okotoni et al. (2005), the establishment of training institutions in Nigeria can be traced back to the year 1896, when a Training College

and Industrial Institute was proposed in Lagos. Although the British government at the time supported the idea, it, however, was unprepared for the financial commitment involved in carrying out the initiative, expressed as follows “during the colonial era, there were educated elites in Nigeria who called for the establishment of training institutes. However, both the British government and the concerned citizens did not allocate funds to support this initiative.” (Ewoh, 2014, p. 458).

The proposal's death can be attributed to the lack of financial commitment and the inability of the initiators to secure the necessary finances. The federal government adopted proactive measures in response to Professor C.P. Wole's 1967 report on the training requirements of the federal civil service. Isiwu (2012, p. 4) states that the publication of the survey's results occurred in May 1968, under the title "Training Needs of the Federal Civil Service". In April 1969, the Federal Government released a study that delineated the key elements deemed significant for the education and development of public officials inside the nation.

(i) The creation of a Department of Staff Training aimed at assessing the educational requirements of public servants and overseeing the development and execution of training programmes to meet those needs. (ii) The restructuring of the Federal Ministry of Establishments to ensure a greater emphasis on prioritising the workforce.

(iii) A proposal is made to establish a permanent committee dedicated to the training of the workforce, alongside the provision of resources for large departments or ministries to establish training centres that align with the specific needs and scale of the ministry.

(iv) The creation of the Administrative Staff College of Nigeria is documented by Elozieuwa (2012, p.45).

According to Ewoh (2014), the Administrative Staff College of Nigeria was created by the federal government in 1973 with the objective of offering management training to senior executives involved in the management of the national economy. The Public Service Reform Committee (PSRC) report of 1974 acknowledged the necessity of addressing skill and competency deficiencies within the Nigerian civil service. As a solution, the study recommended the implementation of training and educational programmes aimed at equipping professionals with the necessary competencies for effective public service delivery. The establishment of the Centre for Management Development (CMD) was aimed at facilitating training initiatives within both the public and private sectors of the Nigerian economy (CMD, 2020). Following this, there was a rapid proliferation of institutes and departments of Public Administration in almost all higher institutions in Nigeria.

Established Training Institutions in Nigeria

The following describes some of the notable early training institutions for the public service as pointed out by Ado (2014):

- i. Yaba High College, located in Lagos, was founded in January 1934. The primary objective behind the establishment of the college, as mandated by the officials in the Nigerian Legislative Council in 1930, was to cultivate a cadre of proficient personnel for both governmental agencies and private enterprises. This encompassed vocational and professional instruction for secondary school educators, as well as the training of individuals in the fields of medicine, agriculture, veterinary science, forestry, and engineering.

ii. The Northern Regional Institute of Administration, located in Zaria, is a prominent academic institution. The Institute made significant contributions to the professional development of public sector employees. The organisation provided training programmes for those employed in various positions within the public service, encompassing clerical, secretarial, administrative, executive, and legal roles. In 1954, the Institute of Administration in Zaria underwent an overhaul, resulting in increased opportunities for training middle-level workers who could then be promoted to administrative positions.

iii. The establishment of University College Ibadan occurred in 1948. The establishment of the college was a direct response to the prevailing shortage of skilled personnel within the Nigerian civil service. The establishment of this educational initiative was predicated upon the British government's acknowledgement and subsequent adoption of the suggestions put forth by the Asquith and Elliot Commissions about the advancement of higher education in British West Africa. Both Commissions were established in 1943 with the objective of determining the viability, site, and structure of a university-level institution in the western region. The commission presented its findings in 1945, emphasising the need for a higher education institution in British West Africa that would train skilled professionals in engineering, agriculture, medicine, animal health, and also provide the civil service with a pool of graduates. The individuals who completed their education at University College Ibadan comprised the initial cohort of administrative and technical personnel for both the Federal Civil Service and subsequently the States Civil Service throughout the 1960s.

iv. The establishment of the University of Nigeria Nsukka in 1960 highlighted the insufficiency of proficient Nigerian individuals in the public sector. This inadequacy was apparent during the 1960s, despite the University College Ibadan's endeavours to contribute to the Replacement Policy within the Civil Service. Consequently, the establishment of the University of Nigeria, Nsukka was intended to serve as a regional educational institution. This phenomenon laid the groundwork for the widespread establishment of domestic universities in Nigeria.

v. In 1962, three regional universities were founded in Nigeria: the University of Ife (now known as Obafemi Awolowo University), Ahmadu Bello University in Zaria, and the Federal University in Lagos. The establishment of these universities occurred subsequent to the publication of the Ashby Commission report in 1962. In the aforementioned year, University College, Ibadan, was bestowed with complete autonomy from the University of London, thereby elevating its status to that of a fully-fledged university.

vi. The Nigerian Administrative Staff College. Decree No. 39 of 1973 formed ASCON as a legal entity. It is responsible for providing higher managerial training for both the public and private sectors and studying the administrative functions of civil administration (Okolie et al., 2020). A comparison study and analysis of management concepts and procedures are planned, allowing for exchanging thoughts and perspectives between those involved in the handling and governance of all facets of our public culture to promote a clear grasp.

An impressive number of events, training events, conferences, and courses have been held annually by ASCON since the organization's founding, covering nearly every aspect of public service administration. Throughout the year, it holds public

service exams and offers training programmes. A wide range of public service and governmental organizations use the facility to hold local and international conferences, meetings, and seminars. The civil administration, management, and associated fields are eligible for grants, scholarships, or travel prizes (Okolie et al., 2020).

vii. Centers for Organizational Learning. It is a branch of the National Organization for Performance Management that is not for profit. It was established to support the government with strategies, structures, and programmes for increasing the quality, numbers, and efficient usage of managerial people in all areas of the economy. Performance management, entrepreneurial growth, and programme oversight are areas in which the center strives to raise the bar across the country. Developing guidelines and regulations for the integration of management training institutions and the retraining of public officials has aided it.

viii. The Mechanism of the Ministerial Training Committee. Federal and State Public Services System instruction and function management techniques, methodologies and processes are to be harmonized through this institutional architecture. In the state and federal government civil service, it's a part of the Strategic Training regimen (SAT). It endeavours to help the federal government's public sector reform recommendations be implemented more effectively. It employs methods and strategies that make it easier for government servants to receive training and grow professionally. A strategy built on the notion of systematic means has as many system methods for instruction as individuals (civil service). This method helps the worker think broadly about the business's goals, possibilities, and challenges. It considers all of the essential factors in the current circumstance. It is more adaptable and can be used at many levels of the public sector to train and develop people. That the system can be slightly open is recognized. The public sector's human resources are

trained and developed following this methods and structures (Ndemere & Ogundeji, 2018).

In accordance with the aforementioned, Ado (2014) additionally observes that numerous agencies and training institutes made substantial contributions towards the maintenance of workforce training and capacity development within the Nigerian public sector. Several institutions include the Federal Training Centres located in Lagos, Kaduna, Maiduguri, Ilorin, Enugu, and Calabar.

- i. The Industrial Training Fund (ITF) was created in 1971.
- ii. The Centre for Management Development (CMD) commenced its operations in 1973, despite being officially formed by order 51 of 1976.
- iii. The Nigerian Institute of Management (NIM) was established in 1961.
- iv. The National Centre for Economic Management and Administration (NECIMA) was created in 1986.
- v. The Financial Institute Training Centre (FITC) commenced its training activities in 1982.
- vi. The Administrative Staff College of Nigeria (ASCON) was established in 1973.
- vii. The National Institute for Policy and Strategic Studies (NIPSS) was established in 1979.
- viii. The Agricultural and Rural Management Training Institute (ARMTI) was established in the year 1984.
- ix. The Chartered Institute of Bankers was established in 1963.
- x. The National Employers Consultative Association (NECA) was established in 1957.
- xi. The Institute of Chartered Accountants of Nigeria was established in 1965.

xii. The Institute of Personnel Management (IPM) was officially established in 1973.

xiii. The Nigerian Institute of International Affairs was established in 1963.

xiv. The Maritime Academy of Nigeria was established in the year 1988.

In the late 1980s, several universities in Nigeria established a fully operating consult unit that was situated within their institutions.

The Michael Imoudu National Institute of Labour Studies (MINILS) was established in 1992.

Presently, these esteemed institutions of higher education and specialised training are widely recognised for their pivotal contributions in imparting knowledge and skills to diverse cohorts of public administrators within the country. In addition to the aforementioned, Aroge (2012, p. 54) asserts that numerous federal and state training centres are dispersed around the nation. Training centres and institutes have also been built by commercial sectors. Certain public service organisations depend on the expertise of private consultants, as well as training programmes and seminars organised by universities. Additionally, executive development and general management courses offered by specialised training centres, such as the Nigerian Institute of Management (NIM) and the Institute of Personnel Management (IPM), are utilised. Some of these capacity building and development training providers in Nigeria are enumerated as follows:

Olaosebikan and Epetimehin (2019) listed several institutions involved in human resource development in Nigeria, including the Center for Human Capital Development in Lagos, Training Guide International, Ogun State Integrated Management and Resource Development Center, Corporate Human Resources Development Consultants, Nigerian Institute of Training and Development, Center for Management Development, Joseph Ayo Babalola University Human Resource Development Board in Osun, UNILAG Human Resource Development Center in Lagos, Astrowise Training Consult in Lagos, Administrative Staff College of Nigeria, University of Ibadan Consult, University of Ife Consult, and the Business Entrepreneurship Skills and Technology (BEST) Center in Abuja Subdivisions of Training Institutes.

According to Ayee (2015, p. 2), there are three distinct categories in which training institutes for public workers in Africa can be classified.

1. The establishment of national civil service training schools and government secretarial institutions aims to cater to the educational needs of lower-level workers, specifically those belonging to the clerical and executive class within the civil and public service. The primary focus of these courses is to offer employees refresher training or in-service training. Upon completion, employees may receive a certificate of attendance or have the option to take an examination to obtain a certificate. This certificate is often utilised for the purpose of career progression or promotion to a higher grade. The courses undertaken primarily aim to enhance the skill set of the workers, focusing on areas such as typing, administrative procedures, and filing.

2. There are various national institutes and colleges that specialise in public administration and management, including the Institute of Public Service (PSIN) in Nigeria, the Ghana Institute of Management and Public Administration, and the Malawi Institute of Management. Additionally, there are institutes of administration such as the Zambia Institute of Public Administration and the Kenya Institute of Administration. These institutions cater to the needs of administrative personnel and offer training and education for different grades within the public service. Another example is the Administrative Staff College of Nigeria (ASCON). For instance, individuals holding prominent positions in public administration, as well as professionals in specialised fields such as engineering, agriculture, law, and medicine. The primary responsibility of institutes or staff colleges is to provide training for new candidates entering the administrative class and equivalent ranks within the civil and public service, among other duties. The institution offers programmes for individuals pursuing post-graduate diplomas and certificates. In contemporary times, master's programmes are being offered to individuals belonging to the administrative class as well as professionals in higher job grades.

3. Regional training and management institutes, such as the African Training and Research Centre in Administration for Development (CAFRAD) and Eastern and Southern African Management Institute (ESAMI), are committed to providing short courses in public and development administration for both academics and practitioners. However, these courses are offered on a sporadic basis. In contrast to prevailing practises in other global regions, African governments have primarily prioritised education and training in the field of public administration. This emphasis is evident through the provision of postgraduate and in-service training programmes,

while comparatively limited attention is given to individuals seeking entry-level positions in public administration employment (Davies et al., 1995).

Conventional Training Institutions

Conventional training is defined as an extensive internal training consisting of work duration (Moran & Richard, 2019). Conventional training institutions in Nigeria were established to ensure the uniform, quality, and organized system of training throughout the country. In this light, various programmes are introduced to provide training to the trainees and trainers with the sole aim of refreshing subject knowledge and update training methodologies. Paramasivan (2015, p. 5) informs that orientation and refresher courses were introduced by the University Grants Commission by the recommendations of the expert committee, and it became compulsory for all the teachers in the public service enrolled into regular services in higher education. In Arizona, United States of America, the state law also requires all state employees receives public service orientation and refresher that covers policies and laws relating to the proper conduct of a public employee (University of Arizona, 2020).

The courses at these conventional training sites were designed according to the needs of the situation. The training was teacher-centered, and there were no prospects to interact with the participants. Often, it was the place where the expert showed excellence or intelligence. Experts deliver lectures on a particular topic or subject which they have been running for 30 years or more. The information or facts the experts or resource persons train employees on are available in texts already familiar to almost all participants. Cornnet (2017), opined that a conventional training institution employs methods also known as traditional training methods which have been used for decades and have been recognized as constant and reliable. According to Cornnet, these approaches are familiar, and every so often inexpensive, hence its

propensity to gain the interest of executives and participants from various organizations. Once resources or curriculum have been developed, conventional training method is relatively economical and painless to execute.

According to Ewoh (2014, p. 460), the Nigerian training institutes have been identified as the primary entities responsible for providing public service education in local government administration within their respective states. Additionally, these institutions also offer in-service training programmes for career civil employees. Primarily, the programmes were originally designed to offer a two-year curriculum leading to a diploma in public administration (DPA) and a one-year curriculum leading to a certificate in public administration (CPA). Both the curricula of the DPA (Doctor of Public Administration) and CPA (Certified Public Accountant) programmes were developed with a focus on a generalist training approach. This approach aimed to address not only the wide-ranging responsibilities but also the non-specialized roles within the government during that period.

According to Cornnet (2017), there are several conventional training alternatives, many of which improve learning skills by disseminating information and expediting learning. For instance, role-playing scenarios allow participants to apply new learning and are particularly useful in circumstances where learning is likely to be employed in predictable settings. Case-study work is a brilliant way to get trainees to reflect on information to make it their own. Case-study work can also engender discussions on how knowledge can be utilized in real-life situations. Innovation, as a conventional training approach, also aimed at measuring the degree of training impact on learners (Paramasivan, 2015).

Conventional training methods are more successful at applying numerous exercises and actions to imitate workplace settings. While conventional training has

its benefits, in many situations, these methods do not resound with learners on a deep and thoughtful level as deductions gathered from case-study deliberations may be problematic to apply to team members' real-life work situations. It is essential to carefully think through when applying conventional training approaches, as often the retention rates are unfavourably low. According to Eze (2016), there has been a significant decrease in traditional productivity within the Nigerian public sector in recent years. This loss has been attributed to perceived inefficiencies and a lack of necessary skills within the workers.

However, according to Paramasivan (2015, p. 5), the conventional approach as used by conventional training institutions is gradually losing its significance owing to technology advancements, evolving faculty perspectives, and the demand for new curriculum. Technology advancement, need for elaborate industry-based knowledge, and project management has influenced placement agencies such as medical and legal secretaries to go through specialized training programmes that teach them specific industry skills (Owolabi & Adedayo, 2012)

Specialized Training Institutions

In order to effectively accomplish the objective of enhancing capacity and fostering development, training and retraining of public servants are of the utmost importance. Capacity development of employees in an organization was directed towards providing technical know-how that will enhance workers efficiency (Nebo et al., 2016). According to Adeyori & Fajebi (2019), Capacity development is a fundamental component of human resource management that facilitates the enhancement of employees' productivity and fosters a competitive advantage within the corporate landscape.

According to Okotoni and Erero (2005), training and development play a crucial role in ensuring that individuals within an organisation gain the necessary knowledge and abilities to effectively perform their work obligations, assume additional duties, and successfully adapt to evolving circumstances. In delivering an effective and efficient results from the assigned duties of public servants while meeting their needs for capacity development, specialized training institutes were established in Nigeria. Nebo et al. (2016), assert that specialized training institutions are agencies established to play vital roles in capacity development programmes. Specialized training institutions are to focus on the importance of quality training, development and professional abilities required to manage effectively, human development (Haruna & Vyas-Doorgapersad, 2014).

Specialized training institutions are tasked with the responsibility of equipping the public servants with adequate knowledge through the delivering of necessary and adequate training (Boyer, 2015). Specialized training programmes are typically developed by educational institutes to address specific industry needs, meet professional requirements, or cater to niche areas of study.

These training programmes often go beyond the general curriculum and offer specialized coursework, practical exercises, industry-oriented projects, and hands-on training experiences. They are structured to equip learners with specialized knowledge, technical skills, and professional specialization relevant to their chosen field. Specialized training can be offered at various levels, including certificate programmes, diploma courses, postgraduate degrees, and professional development workshops.

In order to maintain this endeavour, the present administration in Nigeria takes measures to revise and introduce a new curriculum that integrates training and courses

focused on productivity by educational institutions, with the aim of improving productivity and efficiency (Eze, 2016).

In Nigeria, training is undertaken by different institutions: educational institutions, government departments and public corporations, and employing institutions. However, at the specialized level, several institutions have been accredited and recognized by the government to deliver specialized training.

When the specialized training institutes effectively carry out capacity development, employees learn new things and new ways of performing their duties, broaden employee's horizon, and stimulates employee's creativity as training is learner-centered. Specialized training institutions allows employees to gain exact skills and knowledge required for advance performance and increased productivity (Osamwonyi, 2016). Training models and approach of the specialized training institutions are to measure with the modern way of giving and acquiring knowledge which will enable employees effectively apply the knowledge acquired to the job.

The significance lies in the utilisation of technology, the need for students to possess the ability to evaluate the credibility and security of online platforms and information, and the necessity for instructors to possess proficient skills in their efficient utilisation (Umugiraneza et al., 2018). In response to the growing expectations of the Nigerian public regarding government services and the country's economic development requirements, specialised programmes in local government, economic development, tax administration, and public financial management have been incorporated into the curriculum of specialised training institutions. The programmes integrated elements from both the American and British public administration curriculum models, with a focus on addressing the current practical developments and challenges in Nigeria. The theoretical emphasis was intentionally

minimised in order to prioritise practical application. The adoption of the American and British model of education can be attributed to the practise of engaging public personnel in forums and training seminars aimed at enhancing the efficiency and effectiveness of public service delivery (Ewoh, 2014).

According to Jackson and Sirianni (2009), practical training follows the following steps; identification of employee's strength and weaknesses, identify the appropriate form of training required to address the needs, provide the training session and ensure the complimentary transfer of knowledge by employees. The evaluation of the specialized training institutions in Nigeria provides public servants opinions on knowledge received and how their activities can be improved, having realized the importance of capacity development of public servants in nation-building.

Objectives of Training Schools and Institutes

The primary aim of both civil training schools and institutes of public administration is to enhance the competence and skillset of individuals who are recruited for positions within the public sector. Precisely, they are structured with the purpose of executing the subsequent tasks:

1. Advocate for the advancement of scholarly inquiry in the field of public administration and management.
2. Provision of training facilities and creation of courses for public servants
3. Conduct research into the challenges of public service management and administration.
4. Provides management consultancy services
5. Encourage publications of research studies and award training certificates

(Davies et al., 1995)

Training Programmes at the Institutes

According to Ewoh (2014), there is a wide range of curriculum content observed in the training programmes offered by the institutes of public administration and staff colleges in Nigeria. The aforementioned phenomenon might be attributed to factors specific to the local context, as the project is designed to address the demands and requirements at the national or regional level. Moreover, it is worth noting that certain educational institutions provide theoretical courses, and others focus on offering practical ones. Theoretical courses such as word processing and communication skills are considered to be vital in academic settings. There is a growing trend among employers to place greater emphasis on the possession of comprehensive expertise in computer software programmes, including but not limited to desktop publishing, project management, spreadsheets, and database management. Individuals who have acquired the requisite office skills upon completion of high school may be eligible to apply for entry-level secretarial roles. Virtual assistant training programmes through online training and coaching programmes are available in most specialized training institutions (Owolabi & Adedayo 2012).

Despite the presence of diverse elements, a certain degree of shared characteristics can still be observed. According to Ayee (2015, p. 3), the focus of programmes offered by institutes during the 1960s and 1970s was primarily on development administration. These programmes included additional subjects that explored the ongoing debate between generalists and specialists in administration, as well as topics such as bureaucracy, centralization and decentralisation, and administrative law in Nigeria. However, it is noteworthy that from the late 1970s and 1980s, there was a notable shift in emphasis from the mere development of routine

administrators to the cultivation of problem-solving skills among public officials participating in training courses offered by institutes and staff colleges.

According to the research conducted by Jackson and Sirianni (2019), it has been observed that training programmes offered by institutes and staff colleges can be categorised into three distinct groups. The individuals in question are:

i. The topic of discussion pertains to the core aspects of career progression. Courses are designed to provide learners with the necessary foundational skills to initiate a career within an organisation and facilitate their progression through the organisational hierarchy.

ii. Functional courses are specifically developed to provide learners with the necessary abilities to effectively perform specific functions. These institutes are operated by specialised organisations. The courses provided are accessible at any stage of an individual's professional journey and are designed to enhance competence in performing specific duties. Functional courses are typically structured to cater to individuals in high-ranking positions such as senior police and armed forces personnel, leaders of public institutions, managers of parastatals, and planning officers serving government ministers, departments, and agencies.

III. In-plant operations Courses refer to customised curriculum, seminars, and workshops that are designed to address the specific issues faced by a given organisation.

Approaches to Training

The public service in Nigeria is faced with a continually fluid regulatory framework which requires implementing and enforcing new demands from the

expanding private sector and the populace at large. The effectiveness of the public sector is determined by the number and level of services rendered, community impact and efficacy of programmes organized while implementing the required framework (Nwokorie, 2017). The challenges identified can be solved if the public servants are highly qualified and continuously updating their credentials.

Perhaps, a realistic position to begin on the task of reviewing various approaches to training is to define the term training. In most literature related to training; training is often presumed to be understood hence posing a challenge to find its exact definition. According to the research conducted by Ittner and Douds (1997) as cited in Martin et al. (2014), the concept of training, as outlined in the "Train the Trainer: Instructor's Guide," refers to the process of generating and disseminating knowledge that individuals can utilise upon the completion of the training programme. According to the author, the provided definition serves to differentiate training from other scenarios in which individuals are exposed to information but are not necessarily required to use it (p. 1-4). Hence, it can be observed that there exists a distinction between training and teaching within the context of primary and secondary education, as well as in the pursuit of courses in post-secondary, vocational, or continuing education, in accordance with the provided definition.

The transfer of knowledge, abilities, skills, or attitudes (KASAs) to participants involves the implementation of specific procedures. The training methods used to communicate KASAs, as described by Ampaipipatkul (2004), refer to instructional activities employed by an instructor with the purpose of imparting knowledge, experience, or information to participants. The ultimate goal of these methods is to facilitate learning and potentially induce changes in participants' working behaviour and attitudes, aligning them with the objectives of the course (Ampaipipatkul, 2004, p.

4). Recent and continued changes in training requires knowledge, skills and attitude, which have also influenced changes in the mode and duration of the learning process (Srisvastava, 2018).

Based on this definition of training, training approaches can be defined as systematic procedures, activities, or strategies that are intended to transmit knowledge, skills, and abilities (KASAs) to the participants in order to improve their work performance. The process of knowledge construction encompasses various cognitive activities, such as employing inquiry-based questions and problem-solving techniques, interpreting and assessing novel information, engaging in the exchange, critique, and experimentation of ideas across different levels, and striving to surpass existing levels of understanding through summarization, synthesis, and the generation of novel concepts. According to Selvi (2012), creating and constructing knowledge occurs in the process of learning through interaction between teachers, learners, and knowledge. It is important to note, however, that this particular definition does not account for the involvement of a trainer, as many training methodologies may incorporate instructional methods that do not rely solely on human interaction.

The management of public service training and efficiency in Nigeria is difficult. On the other hand, human resources specialists need to make sure the Nigerian public sector workforce is adequately trained to achieve a competitive advantage in an ever-changing business climate and boost the country's productivity (Oviawe et al., 2017). In the first place, executives must urge funding allocations for most productivity-oriented companies since this will improve the firm and efficiency in delivering their key missions. The authorities must adopt a long-term strategy for increasing productivity to provide a solid foundation for delivering products and services essential for optimal growth, social reform, and national and financial prosperity. The

training and performance of Nigeria's workforce will benefit from enhanced company links between the country's education sector and its economic needs (Achimugu et al., 2020). The schooling institution of the nation must be open to everyone and take everyone into account to be compliant with global standards and the practice guidelines. One of Nigeria's biggest problems with labor productivity has been attributed to dysfunctional labor and capital markets and the governmental sector's hegemony over the economy. Additionally, managers must adequately motivate their workers, as this will encourage them to go above and beyond in their work duties (Oviawe et al., 2017).

Employers of labor should pay sufficient attention to the degree to which their workers are dissatisfied with their jobs, given that a contented worker is a productive worker. Innovativeness, administrative efficiency, better morale, and reduced labor turnover can be achieved when a person is delighted with their work: employee commitment and little absenteeism. Investing in the Nigeria's infrastructure, such as power and transportation, is essential to boosting the country's economic output. Ultimately, the Nigerian government must make significant investments in science and technology and assist businesses to increase the country's productive capability.

Formal Capacity Building

The formal approach to capacity building entails a purposeful and organised delivery of experiences aimed at facilitating constructive changes in individuals' perceptions, knowledge, attitudes, or behaviour. In the realm of the public sector, formal capacity building is employed for a multitude of distinct objectives, including but not limited to:

Induction Capacity Building

This is an essential aspect of capacity building, where a public servant is introduced to his/her new working environment, the coworkers and the policies and procedures, rules and regulation of the sector (Bennett, 2001). This orientation process aids new employees to become acquainted with the job, task and other aspects of the working environment, which improves their performance on the job. King et al. (2018) takes this a step further noting that induction is aimed at bringing the public servant up to speed regarding organizational culture, history, benefits, criteria of eligibility, work environment, job responsibilities, organizational chart and all the other things that are relevant to understanding the new workplace (King et al., 2018).

Skill Acquisition

This involves the ability of an employee to attain new skills and abilities. However, where the introduction of technologies eliminates skilled labor within the organization, semi-skilled workers may be provided with the relevant capacity development to perform optimally (Fergusson, 2022)

Skill Development

Capacity development is utilised to enhance the expertise of public servants during their professional journey and in response to changes that arise in their work, such as the introduction of new technologies. Skill development is of principal significance in the public service as it will strengthen the organization, aid in the achievement of objectives, goals and ideals, as well as promote and hone talents, thus helping people harness its positive effects and improve on their performance. (Srivastava, 2016, p. 1). As technological advancements continue to advance, there is a growing recognition of the need of possessing advanced technological abilities and a highly qualified workforce (Agbeniga & Sam-Okere, 2014).

Increasing Motivation

This phenomenon occurs when an individual develops a heightened inclination towards the notion that individuals are more likely to perform their tasks with more efficiency when deliberate efforts are made to enhance their skills and capabilities, hence fostering their motivation to adhere to prescribed patterns and standards of work. The individuals possess comprehension not merely regarding their prescribed tasks, but also the rationale behind the prescribed methodology. The process of instilling work-related values and norms can be achieved through capacity building.

Attitude Change

Capacity-building initiatives can be implemented with the aim of fostering a positive adjustment in the view and attitudes of public workers towards their organisation and their work. It could enhance employee's trust, commitment, job involvement and job satisfaction (Adeleke & Omisore 2015).

Academic Capacity Building

Academic capacity development refers to a comprehensive range of activities aimed at enhancing the abilities of policymakers, academics, researchers, and non-governmental actors in developing nations. The objective is to ensure that the knowledge generated can effectively support and maintain trade performance. Academic capacity building among leaders and policymakers should be guided by the principle of collaboration, appropriateness and sustainability (Semrau et al., 2017). Based on this definition, The primary objective of our endeavours is to facilitate the improvement and cultivation of scholarly knowledge and proficiencies, both at the personal and organisational levels, in alignment with governmental policies and objectives (UNCTAD, 2019).

The overarching operational definition presented in this context is constructed based on a comprehensive understanding of academia, rather than confining academics to a specific institution of knowledge generation, such as a university. In this context, academia encompasses individuals who hold positions as university lecturers and researchers. It also includes researchers affiliated with think tanks, research institutions, administration and advocacy centres. Additionally, public service consultants are involved at various levels, including local, regional, and global, in order to enhance their abilities, develop concepts, and build capacities to effectively shape policies and contribute to ongoing debates (Botto, 2009).

Research institutes and think tanks play a crucial role in the generation of knowledge with the aim of exerting influence on policies and decision-making processes. Teaching and research encompass a broader range of interdisciplinary knowledge that is interconnected with other subjects, such as economics or the environment. The results of academic research should attract policymakers, shape policies and allows behavioural changes to maximize its impact (Harris, 2015). The delimitations lack strict stringency, and there can be variations in the production and utilisation of knowledge among diverse academic players.

Academic actors engaged in capacity building assume a dual function, as they serve as both suppliers and recipients of capacity building initiatives. Academics play a dual role in both generating and standardising expertise within their respective professions, while also serving as beneficiaries of international and regional capacity-building initiatives. In this capacity, scholars engage in the production, acquisition, and dissemination of information, fostering connections across diverse domains and facilitating the expression of interdisciplinary pursuits. Academic actors in the public sector support research funding, influence policy and practice through consultancies

and secondments (Power et al., 2015). In the public service, capacity-building activities targeted at academia are of particular connotation. The importance is that continued knowledge generation within the academia will ensure regular production of qualified personnel knowledgeable in the workings of the service, and have the potential to make valuable contributions to research initiatives that are relevant to their local context. These efforts can serve to inform policy decisions and address broader challenges related to the country's economic and social growth. (UNCTAD, 2010, p. 6).

Types of Training Methods for Capacity and Development in the Public Service

Within the public sector, many training approaches are employed for the purpose of capacity building and development. A concept analogous to the training approach is referred to as a training aid. These tools are specifically utilised to optimise the dissemination of the instructional material. According to Bink et al. (2011), training aids can be defined as things or apparatuses that assist in achieving the learning objectives of training (p. 1). The authors provide many examples of training aids, including flashcards, films and videos that demonstrate multiple activities, printed materials, whiteboards, and flip charts.

The forms of training employed for both capacity building and development are the same. The following categories are indicated by Vasanthi & Basariya (2019);

- i. On-the-job training and;
- ii. Off-the-job training

We shall attempt to examine these categories as they are applied in capacity building and development.

Capacity Building Methods

On-the-Job Training. The training plan is structured within the context of the work environment. The strategy described is extensively utilised and considered to be the most straightforward option for enhancing capacity. This pertains to the provision of job-related guidance to employees by their supervisor or any other seasoned member of the organisation. A trained supervisor closely monitors on-the-job training. The objective of on-the-job training method is focused on ensuring high productivity from employees and its role in supporting employees to develop required level of skills (Timsal et al., 2016). Under this approach, employees are provided with training to acquire the necessary abilities to effectively perform their work tasks. Throughout the process of acquiring knowledge and skills, the trainee is concurrently making a valuable contribution to the overall productivity of the department. One potential drawback of this approach is the potential for significant consequences resulting from errors made during the learning process, as the staff is required to instantly use what they have learned on the job (Basariya & Vasanthi, 2019). Workers learn in an atmosphere where they need to put the experience and abilities they've learned into practice (Nelissen et al., 2017). It's all about using what's already there in the workplace to instruct staff on how to execute their job more successfully. As a result, there are no "stand-ins" for employees who need to transfer their training to the job. Training can occur in the course of the employee's regular work duties or even while the person is on the job itself. Another option is to use specialized training facilities, workstations, or gear in other parts of the workplace. On-the-job capacity building is carried out through the following methods:

Job Rotation. According to Ho et al. (2009), this training approach entails the learner transitioning between several job roles, thereby acquiring knowledge and

experience from diverse job assignments, while concurrently retaining the initial employment position. As individuals transition from one task activity to another, they acquire substantial knowledge, experience, and expertise. The duration of rotation is comparatively shorter at lower hierarchical levels, such as secretarial positions, in contrast to management ranks, where trainees are instructed on intricate tasks and assignments. This approach facilitates the trainee's comprehension of the difficulties faced by fellow employees.

Coaching. In this context, individuals within the workforce are assigned to a specific supervisor who assumes the role of a coach, offering constructive comments to the trainee. One advantage of this approach is that it enables the coach to provide immediate feedback to learners regarding their performance proficiency. Regrettably, this particular approach may limit the trainee's ability to articulate their thoughts and ideas.

Apprenticeship. All through human history, apprenticeship has been the most prevalent mode of learning for occupational preparation (Veillard, 2015). Typically, occupations that necessitate a multifaceted and varied range of abilities and knowledge tend to require it. The operation is conducted by a collaborative effort involving employees, the government, educational institutions (specifically technical or vocational schools), and labour unions. This methodology utilises the process of observational learning sometimes referred to as pure imitation. Chan (2017) asserts that imitation may be described as the trial phase of mimetic learning and is the precursor to skills learning. According to Billett (2016), mimetic learning for occupational preparation involves active observation, imitation, and practice of occupational tasks. It necessitates learners' active and interdependent participation in work-related activities.

Internship. This entails a professional dynamic wherein a trainee, who is a novice, collaborates closely with a senior employee. This approach is a valuable opportunity for the student to acquire a deeper understanding of the interplay between theoretical concepts and practical applications. The internship learning model can be described as a well-organized work experience programme that integrates the practical application of academic theories with real-world job experience (Gunadi et al., 2019). The successful execution of this approach necessitates the active involvement and dedication of several institutions, the establishment of cooperative agreements, the sharing of resources and infrastructure, and ongoing dialogues aimed at achieving mutual advantages.

According to Sweitzer and King (2014), a comprehensive understanding of the various components associated with an internship programme is crucial for achieving successful internship activities. These components include essential attitude and values, reflection skills, communication skills, personal resources, essential knowledge, and empowerment. It is important to highlight that the nursing and midwifery council of Nigeria, which is tasked with the duty of promoting excellence in nursing and midwifery education, has officially notified all universities in Nigeria that offer B.N.Sc programmes about the approval and initiation of a 12-month paid nursing internship programme in Nigeria (Chikeme et al., 2017, p.278). The primary objective is to enhance the student nurse's experience, augment job happiness, and elevate the quality of patient care.

Understudy Assignment. The individual who is designated as the heir apparent is commonly referred to as an understudy. Here, the trainee is empowered to assume the responsibilities of his superior. This empowers the trainee to become fully capable to replace his superior in the case of a contingency. The efficacy of this approach,

however, relies on the extent to which the supervisor is ready to delegate responsibility to the subordinate (Agbeniga & Sam-Okere, 2014).

On-The-Job Training. On-the-job training is frequently provided by coworkers who are competent in doing so. While in the workplace or the workplace, Human Resource staff, managers, and colleagues can also train communication abilities and corporate norms and protocols as well as executive coaching (Nelissen et al., 2017). A third-party vendor may give on-the-job training for specialized system components. Employees may be taught how to use a new marketing system by a vendor as part of their day-to-day operations. Human resources information systems vendors can also train employees on their use. After then, the Human resources department goes through a training process with the rest of the company to make sure everyone is familiar with the new system. Using this method, the Human resource trainers can reinforce their lessons by having their trainees pass on the abilities they've learned to their colleagues. It's not uncommon to see on-site coaching for one or more personnel required to train all of their coworkers in comparable roles (Nelissen et al., 2017).

Methods of On-The-Job Training

Involvement in the Workplace as an Observer. Observational work is when one employee observes how another does their duties. This can make things more transparent for someone new to the area. As they can acquire new approaches and observe things from another perspective through job shadowing, even skilled workers can benefit from the experience. Additional tasks might be included in the job shadowing process to ensure that new employees learn as much as possible while watching (Kaiser & Kley, 2020). As part of a more comprehensive training programme, it can track how employees adapt to their new positions.

Mentoring. Mentoring is a means to instruct new staff while still working in the company. As part of this process, a staff member will take the lead in the training and development of a new hire. In addition to offering practical guidance, a mentor can also offer encouragement. In both professional and teamwork, the newly hired employees benefit from this experience.

Advantages of On-The-Job Training

When employees receive training on the job, they better understand how the equipment works, what software the organization uses, and how to execute their jobs effectively. The trainee will gain practical experience by working with the same equipment and in the same environment as they will be in their actual job. This will allow the employees to obtain firsthand knowledge of the working conditions (Vasanthi & Basariya, 2019). The possibilities for expanding one's skill set and advancing one's personal development are virtually limitless when broken down into micro-learning modules. There are numerous advantages to on-the-job training, such as:

One Can Stay on Track with Professional Guidance. When you're a new employee, you're going to make mistakes. This is natural. This risk can be minimized by using expert supervision, which also helps maintain a safe working environment. If the new employment demands specialized equipment or large gear, this is especially important (Nelissen et al., 2017). Experienced staff members can teach the necessary procedures and methods. As a result, undesirable habits and mistakes are less likely to develop. Professional supervision also serves as a safety net, allowing one to seek advice from a professional if they encounter any difficulties.

It's Simple to Use. Manuals might be problematic if they're the sole source of information because various people will perceive the information differently. This is

avoided through training modules, which allow employees to practice their abilities before certification. Rather than having to sort through large volumes of information to find a solution, employees can now seek guidance from their supervisors or refer to online courses for easy access to pertinent information. Furthermore, managers are likely to recognize when a task is being performed incorrectly by an employee, even if the employee is not aware of it (Nelissen et al., 2017). This also enable effective communication between managers and employees in ensuring adequate learning (Maurer, 2018; Hartnell et al., 2016). A manual isn't instrumental in these cases, as it's impossible to tell what has to be improved by the individual. Managers can combine hands-on experience with on-the-the-job training, which in turn allows employees to perfect their productivity.

Saves Time. On-the-job training helps workers to learn recent skills whenever they need them. Workplace training comprises micro-learning, which means that employees learn in little doses as needed. It provides new hires with the short-term planning skills to succeed in their positions. Instead of educating everything at once, employers focus on providing the most critical information with the least amount of time and resources (Oh & Lee, 2019). As a result, employees gain access to more efficient training that focuses on the skills they need most. Classroom instruction may not always reflect the realities of the job. As a result, the staff is forced to spend more time figuring out how and when to use the newly acquired knowledge. Individuals are less likely to get frustrated and more likely to learn new skills quickly if they receive on-the-job coaching from well-informed experts.

Off-the-Job Training. The training approach is implemented within a specifically designated site for the purpose of conducting training activities. The location of this facility may vary, either in close proximity to the workplace or at a

distance, potentially situated within a capacity-building centre or an educational institution. The objective is to expand the trainee's job proficiency and experiences beyond the scope of what can be directly observed and studied inside the job setting. Off-the-job learning is often characterised as being more theoretical and adhering closely to established principles. It primarily focuses on understanding the underlying reasons behind concepts and phenomena, adopting a descriptive and detached approach. This type of learning is typically less time-constrained, allowing for more extensive and deliberate exploration. Moreover, it tends to encompass a greater range of topics and is more oriented towards group collaboration and a structured pace of learning (Smith, 2002). The opportunity is provided to the trainees to engage with trainers who possess unique perspectives, extensive expertise, and comprehensive knowledge. According to Martin et al. (2014), about 69% of training methods are off-the-job, about 62% of training methods involves modalities of doing rather than hearing or seeing. The advent of technological developments has facilitated the provision of training through both traditional face-to-face methods and remote distance learning alternatives.

Training like this significantly enhances the productivity of staff. It's possible to get off the skills training domestically or far away, like at a training facility, whereas on the job training is more common. When training exercises are held away from the office, workers can fully concentrate on the content they are learning. Employees share their thoughts and opinions and come up with fresh ideas for the workplace during this form of training. Employees are usually given a sort of evaluation before the end of training. Learners may be given a test during off-the-job training to check how well they've grasped their lessons (Nelissen et al., 2017). Every trainee's development and engagement are taken into consideration in the appraisal.

Some disadvantages associated with this method may include:

More capital intensive to organize than on-the-job capacity building

The immediate evaluation of the success of capacity building is unfeasible.

Some types of off-the-job capacity building method have been identified in the table below:

Table 1

Off-the-job training methods and definitions

Training Method	Definition	References
Seminars	This brings together people of particular interest for a productive discussion. “Seminars facilitate the development of critical reading and writing abilities by engaging participants in the examination of diverse sources and the synthesis of evidence that aligns with the seminar's objectives.”	Padgett, Keup, & Pascarella (2013, p.)
Workshop	In a workshop setting, individuals work together to share and develop new ideas about a topic of interest. The workshop training method is viewed as an effective method.	Safari & Hosseini (2016)
Lecture or classroom	The process entails the transmission of knowledge, concepts, and information from the educator to a cohort of learners through oral communication. This could be an interactive face to face or e-classroom. Lecture method is widely accepted and used as it can accommodate a large number of audiences.	Zhang et al. (2004) Martin et al. (2014)

Vestibule Training	To ensure that instructions do not disrupt routine operations, some organizations utilize vestibule training. In this type of capacity building, separate areas or vestibules are set up with equipment akin to that used on the job. This arrangement allows for change, reiteration, and participation.	Ahmed (2016)
Briefing	The instructor delivers a concise written document and solicits input from the participants. It is presumed that the trainees has some level of familiarity with the topics discussed in the paper. The goal is to improve knowledge through an assessment of the opinions of the trainees.	Business balls (2020)
Audios or Visuals	Learners who partake in off-the-job training delivered in an audio-visual format acquire knowledge through the utilization of various media. It's common for educational institutions to employ this strategy to aid individuals in retaining information (Nelissen et al., 2017). Corporate customer service centers frequently use this training method to install customer service skills in their workers	Nelissen et al., (2017)
Scenarios	This method uses a case study to teach trainees about a set of circumstances that is relevant to their field. In other words, they are given a written account of a previously documented event. They are then asked to	Brouwer et al., (2021)

	analyze the scenario in-depth and present their findings in writing.	
Role-playing	Customers service professionals often use role-playing to help their students grasp new ideas. As though they're in a real-life situation, trainees operate as if they don't have any direction or prior preparation. Role-players must have the ability to adapt swiftly to the often-changing circumstances and respond as if they were in the real world.	Morrisson et al., (2004)
Predetermined Directions	There are several components to the "programmed procedures" method, which include the presentation and evaluation of a sequential set of steps containing bits of information and a means for doing so. Training participants receive questions sequentially and are given a signal when they pass each test. Using manuals or books, one can learn outside of the workplace.	Nelissen et., (2017)

Advantages of Off-the-Job Training

Reduced Employee Turnover. Employees' training opportunities offer the chance to acquire new or more developed skills and knowledge relevant to their work. There is a lack of need to replace employees with new ones because they are being taught everything essential to keep their jobs.

Distractions are Minimized. Employees confront fewer interruptions and diversions when training is conducted away from the office. They can concentrate on the topic and get the most out of the training.

Having a Sense of Worth and Significance. Employers who put money into employee development show how much they care about their workers' long-term success with the company. Increasing an individual's job satisfaction and productivity is mutually beneficial for both employees and the company. As a result, they become more committed to the organizations they are a part of (Kim, 2018).

Capacity Development Methods for Executives

Firms and the executives are mindful of the significance of training for performing managerial assignments. A consensus exists among them regarding the presence of a favourable association between the intensity of executives' skills and their influence on the success of the organisation. They realize they need for continuous management training as a panacea for continuous development in a competitive environment (Castanias & Helfat, 2001).

The development of executives' competencies requires enhancing a diverse range of observable behavioral, intellectual, and social skills and capacities through different training methods and initiatives. The methods employed in capacity building as aforementioned are also the approaches for capacity development for executives. However, there are additional activities rarely used in the employee's capacity building. Some of them are referred to as varied work experience and formal education.

Varied Work Experience

For an organisational executive to be effective, he must have comprehensive knowledge and understanding of all organisation activities, such as a personnel

manager, production manager, marketing manager, and accountancy manager.

Techniques for varied work experience include:

Workers Rotation (job rotation). Employees with relevant potentials and skill sets are transferred from job to job to develop varied work experience that will broaden their horizon.

Job Enrichment or Vertical Loading. The core of this concept revolves around an essay published in 1968 in the Harvard Business Review, authored by psychologist Frederick Herzberg. The concept of vertical job loading refers to the techniques employed to enhance job roles and provide employees with increasingly demanding tasks. The purpose of horizontal job loading, as opposed to job enlargement, is to create a contrast by providing employees with additional tasks without altering the level of complexity.

Job Enlargement or Horizontal Loading. Carpini and Parker (2016) is of the opinion that to enhance the motivational aspect of a job, one strategy is to implement an horizontal expansion of job roles, which involves broadening the scope of an individual's responsibilities and increasing the diversity of tasks they perform. This can be achieved by increasing the range and number of assignments assigned to an individual.

Promotion and Transfer. In the expectation of promotion, particularly within management, employees may be trained to acquire the necessary skills for the new position(s). The position of "assistant to" Some employees serve as assistants to superior officers such as the managing director..

Membership of Committees. Membership of committees offers an exceptionally increased capacity building platform for the employee. Discussions and deliberations

within the committee help develop interpersonal skills of the trainees and also expose them to various methods of problem-solving.

Formal Education

Under this technique, executives participate in specialised courses organised by the organisation with the assistance of education specialists. Employers also sponsor their executives' attendance at the management institutes' courses. Universities and management institutes currently place a significant emphasis on management education. In Nigeria, there are a number of post-experience and management development institutions that offer formal training in building the capacity of public servants (Ogunsola, 2011). Numerous management universities offer not only academic degrees but also practical exposure through partnerships with prominent commercial entities, shown by the collaboration between Harvard commercial School and various organisations. The public Service Institute of Nigeria (PSIN) and the Business Entrepreneurship Skills and Technology Center of the Abuja Chamber of Commerce and Industry are some of the business and management training institutes in Abuja-Nigeria.

Simulated Development Method. In recent years, there has been an increase in the use of simulated techniques for developing executive talent, as neither traditional on-the-job nor off-the-job methods are adequate for developing managers' essential skills. This is due to the fact that most managers do not conduct programmed or routine tasks like lower-level employees; managers require more than specific skills. They need to obtain specialised and broad-based skills like conceptual, analytical, diagnostic, problem-solving skills, human behavioural skills, interpersonal skills as well as sound decision-making skills. Simulation entails the development of specific skills through repeated practice (Martin et al., 2014).

Quality and Effectiveness of Training

The effectiveness of training lies on its return on the investment of training which is measured due to the short-term retention and application of knowledge (Eades, 2014). Every organisation strives to increase its effectiveness as it is one of its most important objectives. The quality of training and its effectiveness is the evaluation of the training in enhancing employees' attitudes, skills and knowledge (Manna & Biswas, 2018). In-service training is considered a highly relevant and readily available way for enhancing the capabilities and knowledge of individuals within the workforce, hence facilitating their professional development (Mardani, 2009). In-service training is a technical design to expose workers to modern and contemporary approved techniques, knowledge and skills that will enhance the effectiveness, efficiency and improved performance of public officers (Ekpenyong & Imo, 2016).

It is not uncommon for trainees to despise training due to the long and monotonous sessions, negative experiences, or just a general disliking. On the other hand, organizations are aware that training has a substantial impact on work-related conduct and individual skill. Training has both short- and long-term benefits, as evidenced by research (Ibrahim et al., 2017). Knowledge, skills enhancement, and positive behavioral change are immediate benefits. Many studies have found long-term benefits from training. For example, they have somewhat high benefits on trainee work productivity and organizational outcomes, such as growth and profitability and lower attrition.

Trainees' expertise, capabilities, productivity, and the firm's return on investment are all measured by training efficacy. Training planning is essential if the intended outcomes of the training are to be accurately assessed. For example, the trainee's

output and revenue stats could be contrasted before and after a practice session. Firms can then decide whether to carry on in the same vein or make a change with a clear indication of how well the training was received (Ibrahim et al., 2017).

According to Rahmati et al. (2014, p. 307), in-service training should aid in the identification of organisational deficiencies, their correction, the enhancement of individual performance, and the evolution of the organisation as a whole. The Systematic Approach to Training (SAT) Model can manage the complete procedure for establishing and evaluating the quality and effectiveness of training. (UNODC, n, d.) This model covers interrelated stages and processes which can be depicted as follows: -

Organization's Aim. This entails understanding the organization's goals and needs and how they are met by the range of jobs that exist in the organization.

Analyzing Training Needs. Through the process of monitoring employees in their work environment, conducting interviews with managers, and seeking input from expert workers, training specialists are able to accurately determine the specific subjects and activities that should be incorporated into training courses. During this phase, training specialists ascertain the optimal timing for training sessions and determine the appropriate participants to attend.

Designing a Training Strategy. When determining a plan to address training requirements, it is crucial to engage in the process of course/module design, propose diverse techniques, identify key learning objectives that trainees must comprehend, and distribute a preview of the learning materials to the trainees.

Implementing Training Strategy. Practicing knowledge and skills gained during training.

Reasons for Measuring Training Effectiveness

To See if The Training is Beneficial to The Employees' Productivity

Employees' abilities and performance are critical factors in determining whether or not a training programme has been successful. Aside from providing a clear picture of their accomplishments, it also helps them plan their next step. Responses and motivation are vital components in learning and growing as an individual. Almost all employees want to know what they've done well and can do better. Employees may believe that their training at work is pointless if there are no metrics in place. Employees are better informed about the company's current position and future goals when training efficacy is evaluated (Saks & Belcourt, 2006). When the outcomes are discussed with colleagues, they feel more empowered and connected to the company's long-term goals.

To Find and Fix problems in the Training Programme

Investing effort, capital, and labor into skills training necessitates determining whether or not they are effective. Nevertheless, the training will be tailored to meet the specific needs of the company and its long-term objectives. Therefore, it is necessary to establish specific goals from the outset. Inability to do so could result in nonsensical findings because there is no precise aim. Measurement of training efficacy can help determine whether or not the business is on the correct path or whether it should make changes. This training programme can be used by everyone from CEOs to supervisors and new employees if it is remarkably efficient. Having a shared vision helps bring the firm together (Ibrahim et al., 2017). It will be necessary to figure out why and where this disintegration occurs and make modifications if training does not yield the intended results.

Characteristics of Effective Training

It is imperative to acknowledge that not all training are equal. Learning, behavioral modification, productivity, and profitability are all influenced by training design and delivery. The following characteristics have been linked to better outcomes for employees and organizations;

Carry-out a training requirements scrutiny. A training requirements scrutiny is a methodical procedure that determines who requires training, what they require education on, and how the instruction procedure will be facilitated and linked with stated priorities.

Determine the training's goal, aims, and outcomes and convey them to learners in a crystal obvious and straightforward way to comprehend. These are determined In accordance with the results obtained from the training, requirement evaluation, and trainees must be provided with this information. A statement on how the instruction will be used and the intended outcomes enhance the drive to learn.

Instructional material that is pertinent. For training to be functional, the instructional material must be closely related to the learner's employment experiences. This may seem obvious, but ignoring it might have the opposite effect, essentially negating the benefits of exercise altogether.

Active Presentation. It is imperative that trainers actively exhibit the many processes and abilities covered throughout the programme. Using these live demos helps learners better understand and retain the information they've learned.

Multiple chances to apply the abilities taught in class. Time spent in class is only beneficial if it is followed up with multiple chances for trainees to put those skills into practice outside of the classroom (Chang & Hampson, 2008). Application

activities built into training sessions allow students to try out new abilities in a safe environment where they won't be penalized for making mistakes.

Provide employees with consistent feedback throughout training. Trainers are responsible for providing employees with feedback as they practice their newly acquired skills. It's essential to respond both during and after training sessions. It should never be on the learner's traits but rather on how well they did on the task.

Post-training Conditions. Employees must have the opportunity to use their newly acquired abilities. When this is not the case, research revealed that training would have minor to no bearing on trainee productivity and organizational value, which means little or no return on that investment.

Practical training regularly incorporates these traits leads to higher staff results (knowledge, behavioural modification, and work productivity) and organizational performance. It's not as simple as simply following the rules when constructing a training programme (Ibrahim et al., 2017).

Variations in Training Approaches

The study focused on the two training approaches; teacher-centered approach and learner-centered approach

Teacher-Centered Approach

Behavioural theories of teaching and learning have for a long-time influenced people's perception of classroom management. In teacher-centered learning, trainers play crucial roles through the learning process. Emaliana (2017, p. 60) and Mpho (2016) supports this by suggesting that the principal emphasis for classroom administration in a behavioural approach is the use of methods that bring students to conduct under stimulus control. When learning is instructor-centered, the learning

environment remains organized, and the instructor maintains total control, thus preventing active participation.

Cristillo (2010) further suggests that teacher-centered training is linked with the top-down, hierarchical pedagogy and for instilling passive learning, rote memorization and hampering the advancement of superior cognitive skills. The teacher-centered training programme is predicated around using the teacher's expertise to facilitate the learner's comprehension and foster meaningful connections, while the students assume a receptive stance in the learning process. According to Al-Zu'be (2013), the role of the teacher is to convey knowledge, while the role of the student is to receive this knowledge. Learners develop the skill of learning independently without having to rely on their classmates, a characteristic that helps them to think critically and are able to make their own decisions. Furthermore, the instructor may employ an instructional strategy wherein learners are prompted with questions pertaining to the subject matter discussed in the preceding lesson. This approach serves to stimulate learners' curiosity and foster their analytical thinking skills, while also providing insight into their comprehension levels and identifying areas that require further clarification (Shanmugavelu et al., 2020). Also, teacher-centered training is linked with autocratic, anti-democratic systems that apply centralized influence over staff training to create a subservient and passive workforce.

The shift in training model from the conventional teacher-centered approach to a learner-centered approach focused on the learning outcomes and is referred to as an outcome-based approach. The outcome-based approach is gradually replacing the traditional methods as it focuses more on the outcomes of work performance (Harrison & Mitchell, 2006). Control and authority are passed down hierarchically in teacher-centered classrooms, so the instructor has absolute power over the students

(Serin, 2018). Teachers-centered classrooms, say their critics, reward conformity over the initiative and treat students as passive rather than active participants. Lectures, guided conversations, and demonstrations are mutual strategies used by teachers to keep learners attentive on the tutor and keep them under control. These teaching methods lend themselves to having the instructor stand in front of the class while all of the learners engage in the same activity simultaneously. Because of the way the classroom is organized, students are frequently prevented from participating in any activity that might divert their attention from the presented lesson. In addition, teachers use a system of precisely defined norms and procedures that are imposed rather than established with the learners to exert their authority. For the most part, the initial days of school are dedicated to teaching students the rules that keep the classroom in order (Serin, 2018). Many proponents of the teacher-centered approach believe that students should be penalized when they engage in unruly behavior. Finally, teachers in classrooms focused on them may use extrinsic motivation to sway their charges. When work is completed, it is considered a precondition for receiving an additional benefit, such as social recognition. In the most extreme view, teachers serve as the primary source of authority in this framework. As a result, students are considered passive absorbers of knowledge from their teachers to achieve positive scores on tests and assessments. In this type of education, instructors hold significant roles in the learning process. They serve as information providers and evaluators who check students to ensure correct answers. However, this approach may view students as passive recipients of information rather than active learners (Emaliana, 2017).

Teacher-Centered Methods of Instructions

Specified Directions. Direct instruction is a generic name for the conventional teaching style that depends on instructional strategies using lectures and presentations

led by teachers. The teacher can play one of the categories mentioned in this form of instruction. Formal control dominance teachers hold a powerful position and influence over their students due to the exceptional information and status that they have acquired over the years. Norms and regulations are the emphases of standard classroom management methods.

Teachers that are experts in their field are fully knowledgeable and experienced in all aspects of their subject matter. The primary purpose of their work is to lead learners through the process of learning by guiding and directing them. Students are only seen as the receivers of knowledge and understanding. Teachers who employ the Personal Model style of instruction set an excellent example for their pupils and demonstrate to them how to obtain and absorb new material. Rather than lecturing, students follow the teacher's steps, observing and mimicking what she does.

Passive learning (the belief that students may understand what they have just by hearing and seeing particular instruction) is the principal teaching style under the teacher-centered approach. Teachers are the sole source of knowledge; they generally use methodical, written teaching materials underneath the direct instruction model. For every session, direct learning programmes clearly outline what the instructor should speak and what the learners should do. A primary characteristic of direct instruction is its emphasis on the teacher instead of student preferences or chances for hands-on or alternate forms of learning (Serin, 2018).

Flipped Classes. Teaching methods that involve students seeing pre-recorded classes are known as "flipped classrooms." Flipped classroom teachers typically create their teaching films, but many utilize videos that have already been created and uploaded to the Internet. Students can work self paced using the flipped classroom approach, which is one of its main advantages. The same video may require students

in some circumstances, but instructors may also enable students to watch new films when they understand a particular subject matter. But even while the flipped classroom approach has the potential to be more student-centered, it is still heavily teacher-centered, it stimulates learners active and engagement learning (Divjak et al., 2022)

Learner-Centered Approach

Focusing on learners needs and ability to gain knowledge are some of the objectives of the learner-centered approach. Biggs (1990) stated that it is of importance to concentrate on the activities of learners, and the reasons they carry out such activities rather than what the teacher does. As the significance of non-formal education to developmental efforts in the public service gains recognition, certain key questions are raised with increasing urgency by adult and community educators. Non-formal education typically encompasses brief-term initiatives that are subject to financial constraints, so potentially restricting their influence and long-term viability, thereby prompting inquiries on their quality and efficacy. For example, by upholding the autonomy of parents in selecting a non-traditional educational curriculum for their offspring. This requirement pertains to the issue of striking a balance between innovation in non-formal provision, which is driven by the autonomy of providers, and the control exerted by governments (Yasunaga, 2014).

Fundamentally, these concerns convey dissatisfaction with traditional approaches to learning and the pursuit for a new pedagogy. According to a study conducted by Claire, Majori, and Palmer (2006), the acquisition of new knowledge about faculty responsibilities, student roles, disciplinary structures, and pedagogy was influenced by the existing approaches to learning employed by faculty and the intervention strategies implemented by the institution. In many instances, classroom models

simply have not succeeded; learners are not motivated or do not improve in their job responsibilities.

Individuals acquire knowledge by analyzing, talking, processing, and problem-solving. Teachers acquire knowledge through study, reflection, and collaboration with other educators, and observing learners (Claire, Majori & Palmer, 2006). According to Prosser et al (1994), the teaching conception adopted by teacher directly relates to either adopting the teacher-centered or learner-centered teaching approach. In reaction to these challenges, trainers have taken a more critical look at the learners in their curricula and their attitudes toward the learners. This assessment has birthed certain underlying realizations: that adults trainees learn differently than children; those learners view their challenges and needs differently than the educators; and that indigenous methods for learning linked to real-life problems already exist.

According to Zohrabi et al. (2012), the learner-centered approach places significant importance on the activities of learners as key indicators of both the learning process and the resulting quality of learning outcomes. Learner-centered approaches encompass many instructional methods that prioritise active engagement, collaboration, inquiry, project-based activities, and problem-solving as key components. According to Felder (2017), Within these methodologies, the primary responsibility lies with the instructor to establish the parameters of the course material, develop instructional strategies, construct assessments that are thorough and equitable, and assign grades in accordance with the assessment results. However, a notable distinction lies in the learner-centered approach, wherein trainees are no longer passive recipients and mere regurgitators of knowledge. On the contrary, individuals assume responsibility for their own learning and exert greater control over their approach to it.

A student-centered teaching paradigm is one in which both the teacher and the student are active participants in the learning process. The primary responsibility of the teacher is to assist students in learning and comprehending the material and to evaluate their progress using formal and informal means, such as tests (Serin, 2018). Teaching and assessment are inseparably linked when the instructor evaluates students regularly.

The Advantages of Using a Learner-Centered Approach to Education

The typical teacher-centered teaching model is vastly different from a student-centered one. An emphasis on student-centered learning shifts classrooms away from lecturing and toward a more community-oriented setting that fosters student agency, discussion skills, critical thinking, personal responsibility, and creative problem-solving strategies. According to Zohrabi et al. (2012), the degree of the learning process and the quality of learning results can be determined by the activities of the learners in a learner-centered approach. Doing so necessitates and involves students in creating, implementing, and evaluating student-centered learning strategies.

Learner-Centered Method of Instruction

Distinctive Methods of Instruction. Using differentiated education, teachers can better fulfill the requirements of their students. Teachers can discriminate in various ways, including how pupils acquire information, the kinds of actions students engage in to learn a concept, and how the lesson plan is organized. While the primary objective of differentiation is to address the individual requirements of every student, the development and execution of differentiation strategies essentially lie with the instructor (Adare et al., 2023). The diversified teaching style does not make heavy use of technology, making it an easy way to implement despite its potential benefits.

Inquiry-Based Education. Teachers are presented as helpful figures who support and assist learners throughout the education process instead of a singular person in authority when using inquiry-based learning techniques. The teacher may play one of the categories mentioned in this mode of instruction:

Teacher-student interaction is emphasized strongly by the tutoring relationship. In a transparent class, there is less stress on instructional strategies, and both the learner and the instructor are engaged in the learning process (Serin, 2018). The level of involvement of the teacher is limited, and students are encouraged to study independently, with hands-on activities and exploration at the forefront. Teachers who use the personal model instructional approach are those who set an excellent example for their pupils and show them how to obtain and absorb new material. Rather than lecturing, students follow the teacher's steps, observing and mimicking what she does.

As a resource for students, the Delegator-Teacher assists by fielding inquiries and monitoring their progress as necessary. Students take an active role in their education, rather than relying solely on teachers to help them learn. It is a student-centered method in that students take an active and engaged involvement in their education. However, the teacher's function is also crucial. Students are usually working on a variety of topics during the inquiry cycle. Teachers in this atmosphere pose high-level queries and research ideas concerning the procedure instead of the content. In inquiry based method, learners have the opportunity to interact with learning content that enhances cognitive development (Ogbuanya & Owodunni, 2015). They also look at how it relates to other fields of concern, as an inquiry into one topic typically leads to further inquiries and a subsequent investigation into new fields. It is

possible for students engaged in inquiry-based learning to make excellent use of innovation and digital linkages.

Focus on Project and Problem-Solving. Many classrooms are utilizing project-based education and challenge learning as two of their primary instructional methodologies. Longer assignments result in the construction of primary research results in project-based learning. The instructor facilitates student work and success in this learning technique, which mainly relies on learners' corporation, discussion, and innovation. In problem-based learning, students work together to define, research, and investigate the causes of a current issue and then work together to find remedies, resolve the issue, or present their findings. As an instructional method that puts students in the driver's seat of their own learning by presenting them with real-world problems or scenarios that they need to solve. This approach emphasizes the process of learning, critical thinking, collaboration, and problem-solving skills (Savin-Baden & Major, 2013).

Theoretical Review

This section examines the research pertaining to three theories: resource-based theory, social learning theory, and human capital theory. .

Resource-Based View Theory

The conceptual framework known as the resource-based view of the firm emerged from the scholarly discourse in organisational economics. This theoretical perspective, influenced by the works of Ricardo (1817), Schumpeter (1934), and Penrose (1959), shifts the focus towards the internal resources of the firm as the key determinant of competitive advantage. Resource-based theory assumptions focused on how to measure superior performance to evaluate a firm's competitiveness (Barney et al., 2012). The core tenets of the resource-based view of the firm revolve around the

conceptualizations of resources, competitive advantage, and sustainable competitive advantage. According to Penrose's (1959) assertion, organisations exhibit varying levels of performance as a result of possessing distinct internal and external resources that cannot be replicated or transferred. Hitt et al. (2016, p.77) argue that the utilisation of resource-based theory in operations management research can enhance its depth and generate several valuable contributions.

The resource of an organization is likened to its strength or weakness, tangible or intangible assets associated with the organization. Resources are considered significant factors that assist organizations in achieving better competitive advantage and performance (Dejmal, 2020). Organizational resources include its attributes, capabilities, knowledge that supports the improvement of the organization's effectiveness. Resources can be categorised into three distinct domains: physical capital, human capital, and organisational capital. Physical capital resources encompass various elements, including the organization's infrastructure, machinery and equipment, technological assets, and geographical positioning. Human capital resources encompass the collective expertise, discernment, and cognitive abilities possessed by the management and employees within an organisation. Barney et al. (2012) noted that competitive advantage in the organization could be sustained when resources are rare and valued. The main premise of the resource-based theory of the company is around the existence of inherent differences in the production methods employed by various firms. When provided with certain inputs, individual firms will employ distinct approaches in utilising these resources, hence generating diverse outputs or goods. Therefore, enterprises who demonstrate the highest level of production efficiency and effectively meet market demand will ultimately achieve a long-lasting competitive advantage.

Bailey (1993) in Muhammad and Liman (2016) argued that human resources are often underutilized as employees tend to perform below their full potential. The enhancement of employee abilities is influenced by capacity building, which involves the acquisition and development of a firm's human resources. The employee's development can be further influenced through the provision of formal and informal training experiences, including basic skill training, on-the-job experience, coaching, monitoring, and management development. The efficacy of capacity building initiatives may be constrained if individuals lack the necessary motivation to engage in performance-related activities. One illustration of organisational endeavours to stimulate employee behaviour involves the implementation of internal promotion systems that prioritise employee merit, alongside various forms of incentives designed to match the interests of employees with those of shareholders.

Upon thorough examination, Bailey concluded that the contribution of a proficient and driven workforce would be insufficient if job design or programming restricts people from using their assigned responsibilities. Capacity development has the potential to influence the performance of an organisation by facilitating the establishment of organisational structures that promote and foster employee engagement, hence enabling them to increase the execution of their respective roles. The aforementioned structures serve as illustrative instances of such mechanisms.

Therefore, this theoretical examination posits that the conduct of individuals within organisations holds considerable consequences for overall organisational effectiveness. The enhancement of individual employee performance can be influenced by capacity building, particularly in cases where organisational structures provide opportunities for individuals to enhance their job execution methods.

The resource-based theory is predicated on two basic assumptions that relate to the analysis of how firm-based assets create a persistent market edge and why specific organizations may continuously surpass others by increasing their competitiveness (Alvarez & Barney, 2017). First and foremost, the packages of resources controlled by companies are distinct. The resource-based theory is built on the basis that a populace of businesses has a wide variety of benefits and competencies, which allows for the differentiation of each firm's competitive edge. When it comes to resources, diversity implies that a company's distinct resources might make it more capable of performing specific tasks and creating a competitive edge. A second possibility is that the difficulties in trading resources among companies lead to persistent resource availability and quality disparities.

Resource Based theory begins with the premise that organizational traits aren't just tweaked; they're entirely altered. To succeed and sustain a competitive edge, the organization must adjust its focus (Priem & Butler, 2001). Profitability is determined mainly by internal elements within a corporation, such as its resources and competencies. Research on vital assets was a fundamental addition to Resource-based theory, which guided the transition of the resource-based concept into an established theoretical framework. Nevertheless, the standard Resource-based theory does not expound on the reasons and mechanisms that some businesses achieve a competitive edge in rapidly changing environments. According to a more comprehensive resource based theory perspective, companies can gain a competitive advantage by making use of their most important assets and developing new possible applications through education, skills training, and the build-up of physical and non-physical assets over time. According to the theory of resource-based reasoning, if only a few firms have access to crucial assets (i.e., resources that are expensive and difficult to replicate),

these firms have the potential to build a long-term competitive edge (Alvarez & Barney, 2017). A company's competitive edge comes from constantly integrating or reorganizing different types of assets and developing innovative solutions to fulfill market opportunities.

According to resource-based theory, if an institution has access to strategic resources, it has a wonderful opportunity to establish an economic edge over its competitors (Peteraf, 1993). These benefits, in turn, can lead to high earnings for the company. Because resources may help companies design strategies that capitalize on possibilities and withstand difficulties, they are worth their weight in gold. Competitors have a hard time replicating commodities that are difficult to imitate. Some of the most challenging-to-copy products are protected by trademarks, licenses, and royalties. Due to the uniqueness of a firm's other assets, they are imperfectly imitable. According to resource-based theory, the totality of its pieces can be more valuable than the whole itself (Alvarez & Barney, 2017). As a specific example, strategic resources can be generated by combining various techniques and resources that could be copied into a single package that cannot be replicated. The word resources are used in a wide variety of everyday English contexts, making it difficult to grasp the concept behind the resource-based theory. Non-strategic resources must be distinguished from strategic ones. For most individuals, money is an asset that holds significant value. Both a person's car and their house are significant financial assets. When analyzing a company, money and vehicles are not considered strategic resources. A company's rivals have easy access to essential resources like money and vehicles. As a result, a company can't build a long-term market edge around shared resource.

Within the notion of resource-based economics, tangibility is an essential factor. Visible commodities felt and measured are referred to as "tangible assets." Tangible resources include things like an organization's assets, machinery, gear, and money. On the other hand, intangible resources are challenging to observe, feel, or quantify (Grant, 1991). There are many examples of intangible resources, such as staff knowledge and expertise, a company image, and culture. Soft skills are more prone to be significant, scarce, difficult to replicate, and non-substitutable than tangible resources for critical assets. These intangible resources can be nurtured and designed to meet long-term economic benefits for the firm (Alvarez & Barney, 2017). Another important notion in resource-based theory is the concept of capacities. This distinction between resources and competencies is simple to recall: resources are related to an organization's possessions, whereas capacities refer to its skills

Social Learning Theory

In social learning theory, (Bandura, 1977; Nabavi, 2012) supports the behaviorist learning theories of classical conditioning and operant conditioning based on the opinion that human learn from social interactions. Bandura, however, includes two essential notions: (i) mediating processes occur between stimuli and responses (ii) behavior is learned from the environment via observational learning (McLeod, 2016).

The social learning theory places significant emphasis on the notion that individuals acquire knowledge and skills through the process of observation, imitation, and modelling of credible and knowledgeable individuals, sometimes known as models. As a result, senior management or top executives assume the role of exemplars, offering mentorship and job guidance to other employees. According to the theory, observing others and recognizing output of their reactions can help in acquiring new behaviors. Bandura highlights the insufficiency of direct reinforcement

in accounting for all forms of learning, prompting the development of the social learning component. This component posits that individuals have the capacity to acquire novel information and behaviours through observational learning, wherein they observe and imitate others. Based on the tenets of the social learning theory, there exist three fundamental principles that facilitate the acquisition of knowledge through interpersonal interactions, including observation, imitation, and modelling (Nabavi, 2012). The theory of social education is progressively being recognized as a crucial part of both the management of natural resources in a sustainable way and the encouragement of desirable behavior changes (Brady, 2017). According to this viewpoint, we learn through our encounters with each other in sociocultural settings. Individually, people learn similar behaviors through seeing the actions of others. Most of us pick up on and imitate other people's behaviors after witnessing them in action, especially if the events that led to our imitating others' behaviors were favorable or included incentives. According to Bandura's opinion, imitation is a sort of copying in which an individual replicates what they've seen (Bandura, 1971).

Social learning theory is now widely considered the essential learning method and changes today. Many of the fundamental elements of classical learning theory are incorporated into this model. This theory has been re-examined numerous times and referred to be a bridge between behavioural and cognitive learning theories because it incorporates aspects of cognition and emotion. The problem with this approach, according to Bandura, is that it doesn't account for all types of learning (Brady, 2017). Bandura's Social Learning Theory places significant emphasis on the role of observational learning, modelling, and imitation in the acquisition of new behaviors. According to Bandura, people learn by observing others and imitating their behavior.

He proposed that imitation is a type of copying in which an individual replicates what they have seen (Bandura, 1971).

Being socially acceptable is in everyone's nature. Therefore, people are always watching what others are doing and adapting their behavior accordingly. In social learning, this strategy is used to mimic the behaviors of successful people to obtain the desired outcome. Even though social learning has traditionally been connected with acquiring a single piece of information, it is a process that people naturally employ subconsciously every day (Gergen, 1994).

Components of Social Learning

Observation. It is possible to learn from other people's actions by observing how they behave. Behavior is then replicated depending on the results of specific situational activities. This is known as "contextualization." As a result, people learn to distinguish between acceptable and unacceptable social norms. As a result of observational learning, people can adjust more rapidly and comfortably in any given scenario (Groenendijk et al., 2013).

Assessment. It is essential to consider how well the observed person's activities align with who we are as an individual and whether or not the outcomes and responses of others are pleasing to us. It is only after examining how someone else concluded that we can decide whether or not we want to praise and be recognized for what we have done in the past. There is not enough information available to determine which circumstances will lead to the intended reaction in many cases (Brady, 2017). To achieve a deeper comprehension, it is often essential to examine the same occurrence repeatedly.

Imitation. After careful observation and evaluation, impersonation is the next step to getting the desired result. We can only imitate within the confines of our

particular constraints, such as our physical qualities, traits, and life experiences. Most of the time, the results of a particular action are influenced by a variety of elements. A person's personality, location, time, and circumstances can influence how others respond to a given event (Lyons et al., 2011). Due to this, it takes a lot of positive reinforcement to make a behavior a habit but only a small amount of criticism to stop it from happening again.

Identification. Most social learning is founded on the desire for social comparisons and the desire to acquire the respect of those positive examples. Social learning theorists liken identifying to Freud's Entitlement complex when they talk about the identification process. Internalization and adoption of other people's behaviors are two aspects of this idea. Imitation refers to simply one feature, whereas identification refers to a collection of learned behavior (Bandura 1977: Band, 2017). People can develop a sense of resemblance to their role models by mimicking their language, attitude, habits, and viewpoints.

Even though social education is built on copying someone else's actions, it can have very varied outcomes. People are unique, and so are their actions. It's essential to use social learning to evaluate if other people's successful behaviors work for you (Brady, 2017). There should be no proper comparison of findings, though. It's about experimenting on your own to see what works, but don't hold yourself to the same standards as your mentor. People who learn from others don't have to change their personalities to fit the mold of someone else's. It's all about getting better and being a better version of yourself.

Human Capital Theory

The theoretical framework of human capital, as proposed by Becker (1993), laid the groundwork for the perspective that investing in training is a valuable endeavour.

The human capital theory places significant emphasis on the impact of training on the effectiveness and productivity of workers by enhancing their cognitive abilities and economically valuable skills (Olaniyan & Okemakinde, 2008). Investing in human capital in the same way that physical capital is invested is essential for enhancing the labour productivity of individuals. This increases the quality and quantity of the labour force, in part because a qualified labour force increases productivity and attracts investment in entrepreneurship. Becker (1993) recognizes the importance of education training as vital components in human capital investment. He also asserts that the income of a worker with superior training exceeds the average wage rate.

However, the human capital theory has been at the center of frequent and often overwhelming critiques. The theory has primarily garnered recognition from a select group of scholars who possess expertise in education research and operate outside the realm of orthodox economics. Scholars specialising in the field of political economy of education and labour have expressed opposition to the dominant narrative of the theory, spanning from the works of Samuel and Herbert in 1976 to Joel Spring in 2015. Screening theory posits that advanced education functions as a mechanism for fostering a competitive advantage that yields economic benefits, rather than being solely a platform for personal investment in intellectual development that leads to economic gains.

According to Marginson (2017), there are four aspects in which human capital theory might be criticised for its lack of reality. The theory utilises a closed analytical system and independent variables, but, it does not account for external impacts or co-dependence in the problems it seeks to address. Furthermore, linear theories are utilised in the analysis of non-homogeneous material that exhibits spatial and temporal variations. Thirdly, the idea of human capital integrates the realms of

education and labour, treating them as a unified entity. Furthermore, it eliminates alternative potential explanations on the relationship between education and labour, of which there exist multiple.

According to the Human Capital Theory, higher learning should be viewed as an investment strategy made by involvement of the government and its citizens (Papa et al., 2018). The core idea that education development as a capital investment contributes to economic progress through enhanced effectiveness, societal cohesion, and better health is that schooling is an excellent capital spending. Likewise, improving education, likewise, is a prudent decision for private investors since it results in higher earning potential for those who have completed a more significant number of years of education; access to professions that pay higher wages; decreased time spent searching for work; and more rapid transfers to occupations that provide improved career possibilities. However, in today's market for higher education, the evidence does not necessarily back up these assertions fully. Examples of these disparities and discrepancies include gender, degrees, disciplines researched, and ranges of credentials earned, among many other things. Not only that, but employment opportunities are not always equally distributed (Altbach et al., 2019). For instance, while there is some indication that individuals with higher credentials and more years of schooling often seem to collect higher wages throughout their lives, there is far less support that investment in a pricey degree course delivers more considerable economic benefits to the graduates. The educational school's profile has a more substantial impact on financial outcomes in the professions.

According to the Human Capital Theory (HCT), Investing in human capital leads to increased economic outputs, yet the philosophy's legitimacy can be hard to verify and inconsistent at times (Papa et al., 2018). Physical assets like land, industries, and

gear used to be a significant determinant of income growth. Investments in capital equipment increased the company's value more than wages ever could. According to the most recent research in modern economics, learning and medical welfare appear to be essential in building human capital and boosting economic outputs (Goldin & Katz, 2010). Under the human capital hypothesis, learning has gradually been re-theorized as primarily an economic tool in Western countries. The theory of human capital has heavily influenced western education since the 1960s, which has provided the basis for government policy. As a result, it's getting more and more attention as an essential factor in economic growth. People have been viewed as human capital, and different economic analogies have been used to describe this concept, including technological change and investigation.

According to human capital theory, schooling and training are critical to fully participating in the global business and market of the twenty-first century. Globalism in higher level education is explained as an element of industrialization in another research. According to the OECD, we need to regard internationalism as a need in modern capitalism. Because it relies on digital means, this capitalistic system heavily relies on the capital markets instead of the production of physical goods. Furthermore, the OECD claims that multilateralism is an effective way to increase education quality. According to human capital theory, OECD countries' total economic success is increasingly predicated on their intellectual capital and learning capacities (Papa et al., 2018). As the OECD has demonstrated repeatedly, education is playing a very significant part in developing the human capital required to succeed in the current globalized world.

For a nation to be prosperous, its natural and institutional capital must be sufficient to support its citizens. As a result, modern social research has prioritized the

human behavioural sciences related to productive capacity. Typically, human capital refers to the assets that each person creates to increase economic output. There are many ways to think about human capital, but education and development are two examples that come to mind. In a nutshell, human resources theorists claim that a well-educated populace is more productive. The human capital theory points out how education promotes knowledge and skills necessary by expanding the intellectual resource of economically beneficial human capacity, which results from human people's intrinsic skills and value (Gillies, 2015). For the advocates of this theory, investment in human capital is just as significant as capital spending.

Strengths of Human Capital Theory

When evaluating the connections between learning and skills and the outcomes of socio-economic value, Human Capacity is a great tool for legislators and scholars together. In the Human Capacity Theory paradigm, substantial empirical evidence shows that greater education levels are connected with higher salaries, Gross domestic product growth, more robust democratic engagement, reduced crime, and better health care. Government authorities now have a tool to gauge the relative effectiveness of public resources in initiatives aimed at boosting school enrolment (Papa et al., 2018). An additional benefit of using the paradigm is that it can assist legislators in better determining how much and what kinds of education and training (such as calibre) are most critical to accomplishing specific goals, such as increased financial progress and increased civic engagement.

Additionally, Human Capital Theory provides a reasonable basis for analyzing how the policy may be established to encourage individuals' engagement in their learning. When legislators comprehend the economic costs of human capital investment (e.g., by minimizing short-term expenses related to academic funding),

they could improve technical initiatives such as education loans and dual enrolment initiatives to transform persons' expense estimations and improve their chances of getting educated. Human Capital Theory provides a useful framework for analyzing the effect of policy on individuals (Psacharopoulos & Patrinos, 2018)

Limitations of Human Capital theory

A shortcoming of the Human Capacity Theory is that it believes education leads to increased work performance and, as a result, more excellent individual salaries. Still, it offers little understanding of how training and education contribute to greater earnings. About two-thirds of salary variation is accounted for by learning and skills in predictive methods, which shows that Human Capacity Theory leaves a considerable portion of income variability unexplored. It is possible to explain the remaining 69% of wage variation by studying the connection between academic attainment (a post-graduate diploma) and earnings using several range hypotheses (such as filtering and credentialism). Numerous theories in the so-called middle ground of economic thought consider factors other than productivity when explaining the link between higher schooling and increased earnings (Black & Lynch, 2003). These include theories that emphasize the significance of human and social capital factors in making hiring decisions. Therefore, a more comprehensive understanding of how education affects personal financial prosperity, such as a raise in salary, is necessary for legislators to examine other frameworks alongside human capital theory.

Higher-level uses of Human Capacity (e.g., in the regional or international sectors) regard education as a generally uniform input. A higher level of education and excellence is assumed to improve output and pay for everyone (Papa et al., 2018). Since developing human capital differs for individuals and organizations, such an

approach to education is flawed. People have different learning styles, and excellent education in one environment may not be beneficial. Achieving preferred results in urban schools requires different resources than achieving the same result in a residential school system. Thus, legislators must consider the context-dependent nature of human capital investments to ensure efficient utilization of resources and reasonable policy measures at the federal and regional levels (Psacharopoulos & Patrinos., 2018).

Current Challenges in Capacity Development of Public Servants

Capacity building and development is faced with diverse significant challenges. Technical collaboration and several forms of the capacity building have absorbed considerable funds from the Nigerian federal government and other relevant partners over many decades (OECD, 2006). While in a few cases, the government have done well, efficacy of capacity development initiatives within the public sector has yielded limited tangible outcomes in terms of fostering sustainable national capability. Capacity development entails significantly more than merely enhancing an individual's knowledge and abilities. The operations of particular organisations are influenced by their enabling environment, which consists of the structures of power, influence, and institutions in which they are embedded. In addition to talents and processes, capacity also involves motivations and governance.

In Africa, the New Partnership for Africa's Development (NEPAD) has identified constraints in capacity building as a major barrier to sustainable development. Without adequate country capacity, development efforts are unlikely to succeed, even if they are supported by substantially increased funding (OECD, 2006, p.11). Nigeria has experienced near-constant transformation over the past several decades. As the nation faces new challenges, the government's demands have also

increased. Consequently, the public service has frequently been in a state of flux, striving to adjust to the rapid technological and economic changes. According to Bagchi (2017, p.23), "technological and economic developments in the countries have resulted in a variety of changes in the role of governments in public administration."

Employees remain the most valuable asset for growth and development in any organisation. Training and re-training remains vital factors in capacity development. Capacity development programmes are organized to meet the skill need of public servants (Nebo, 2016). According to Okotoni (2005), capacity building and training have a significant impact on fostering economic development with equity. These initiatives have wide-ranging benefits for individuals, firms, and the whole economy and society. Additionally, they have the potential to enhance the functioning of labour markets (p. 12). Effective capacity training and development initiatives have the potential to foster economic, social, and political progress. It is unfortunate that the training programmes implemented by different levels of government in Nigeria have not achieved the expected outcomes. This is predominantly attributable to the government and trainees' attitude problems. Nife (2016), believes that training in the Nigerian public service have so far yielded little or no result as activities in the service are slow and waste as productivity remain poor. The task at hand involves acquainting ourselves with novel approaches to training that address aspects such as training content, evaluation, attitudes, and implementation. The proposed initiatives should be directed towards fostering economic and social development within the nation.

One of the most frequently used terms in the development plan is capability development. Capacity difficulties frequently appear in national development policies, development assistance papers (PRSPs), and foreign policy statements (Apeh, 2018). Circumstances in Africa are such that the region continues to show conspicuous signs

of socio-economic challenges and backwardness and marginalization in the global economy. Since the beginning of this century, the continent has progressively demonstrated a wide range of characteristics, including poor economic performance and decreasing per capita income growth, high underemployment, rapid urban growth, ecological pollution, substantial foreign debt burdens, undercapitalized manufacturing systems, and strong dependence on the conventional and reduced output of export earnings.

Knowing who should have their abilities honed is challenging in some situations; identifying who is in charge of what tasks might be challenging because the stakeholder landscape is so complicated. To focus your efforts, you must first determine the critical agency and then figure out who in that agency should be your primary target (Apeh, 2018). Focusing excessively on local and subdistrict authorities' risks overlooking structural problems, such as staffing and finance, that impede long-term capacity creation. Capability developers with scarce resources are typically compelled to focus on just single or multiple two levels of the government (Beckley, 2018). As a result, they will realize that this option restricts the level of social effect they can expect to make.

A well-defined goal for capacity building is a complex problem to solve. Assessing and Monitoring concepts can be taught or broadly based on the quantity of grasp required. Not everybody likes or needs improvements in the complexities of, for instance, outcome analysis; extensive capacity-building activities are unavoidably limited in scope. This type of capacity building is more accessible, but it may not have the depth necessary to make a lasting impact on policymakers' thinking on issues (Apeh, 2018). Several systemic issues constrain the government's use of data. Infrastructure is the first barrier standing in the way of government employees making

regular use of data. Many government agencies at the local level are often unable to effectively integrate utilization into their everyday operations because they lack the necessary equipment (computer systems, telephones, energy). The lack of personnel is the next obstacle. If a public authority has just one employee doing the work of two, integrating evidence into decision-making may not be perceived as the most critical need (Sadiq & Yaqoob, 2019). Long-term attempts to raise state officials' capability must improve the quality of their job and minimize the volume of labor they are required to perform.

Nigeria has a variety of difficulties in its efforts to build capability. The lack of funding for training can be seen as an example of this. A lack of resources has long been a problem for the newly expanded federal government. The incapacity of the various levels of government to spend extensively on civil service training has hurt the quality of services provided in the nation. Due to this reason, the amount of money allocated to public workers' education has not always been sufficient (Nwafor et al., 2015). The second reason for the haphazard and non-systemic training regimen is the absence of democratic commitment on the government's side and a shared understanding of the need for capacity building. Third is prejudice education: There is no job-related training in the civil service. Well-being and political concerns are the most common factors influencing people. The same sections of society maintain going development initiatives because of their proximity to high-ranking political figures. Fourth, Nigerian government service quality improvement lacks an established approach for evaluating capacity requirements, planning, sequencing relevant interventions, and judging outcomes.

Reduced funding, embezzlement, low apprentice enthusiasm, poor salary and working conditions, poor assessments of training requirements, and brain drain plague

Nigeria's tertiary education institutions, to name a few of the problems (Apeh, 2018). As a result, effective authorities have attempted to dedicate considerable resources to universities and colleges to improve intellectual capital via human capability training. Still, some cultural, legal, and market factors have hindered the initiatives. The significance of training in public service has been identified. However, it is threatened by a myriad of challenges, which are detailed in the following sections.

Inadequate Learning and Development programmes

Adewusi et al. (2017) assert that significant advancements have been observed in the realm of public service in Nigeria with regards to training and personnel growth over the preceding decades. Notably, the implementation of a performance-driven methodology in the public service can be traced back to the recommendations outlined in the Report of the Public Service Review Commission in 1972. However, the current level of training provided to public officials remains insufficient in meeting the necessary standards for effectively carrying out their duties. The author posited an additional point that the training curricula in the public sector have placed a greater emphasis on senior management in comparison to other levels of management. Ezeani (2004) provided support for this perspective by highlighting the limited attention given to training programmes for technical and professional personnel, such as surveyors, accountants, engineers, and doctors. The focus appears to be directed towards the administrative cadre.

Absence of Systematic Training

Despite the numerous reforms implemented since the late 1960s, there remains a notable absence of systematic training. According to Ezeani (2004), the training of personnel in Local Governments in many sub-Saharan African nations remains irregular and lacking in a systematic approach.

This challenge needs to be tackled urgently by implementing the recommendations offered by the bureau of public service reforms in the country if training must reach its desired goal. Principles and concepts of training are to focus on organizational efforts that seek to ensure the inculcation of knowledge and skills for specific job competencies (Chen et al., 2019).

Inadequate Funding

The manifestation of this phenomenon can be observed in the discrepancy between the allocated budgetary allocations and the subsequent disbursement of funding for training programs, both at the federal and state levels in Nigeria. In Nigeria's 2018 budget, only 7.18% of the entire budget was allocated to education and capacity development (Budget, 2018). Enojo (2016) identifies a significant concern pertaining to the misuse of inadequate money designated for the purposes of training and development by individuals responsible for overseeing these funds. Despite the customary allocation of budgetary resources for staff training, the disbursement and utilization of these monies do not align with their intended purpose (Sam-Okere & Agbeniga, 2014, p. 2). The majority of training institutes and centers established by the Nigerian government suffer from inadequate funding, resulting in their limited capacity to effectively fulfill their intended roles.

The provision of sufficient financial resources, as highlighted by Cascio (2005), continues to be a significant issue in the education and development of individuals working in the public sector. Several researchers have contended that organizations may be inclined to view training as ineffective and unsuitable when they compare the rewards of training against the costs of investment. In order to achieve this objective, there is a tendency to replace self-designed training options, which solely provide instructions on the utilization of operational tools like as e-mails, accounting software,

and equipment manuals, with official training programs in order to reduce expenses. The expense of training is often prohibitive for many firms, making it difficult for them to engage the services of training consultants or implement informal training programs. Nevertheless, according to Adiele (2017), the facilitation of training has been simplified due to the availability of information technology and e-learning platforms, which allow employees to conveniently access valuable information. The implementation of online training courses has alleviated the challenges and expenses associated with traditional formal training. Therefore, firms now have the ability to implement cost-effective training methods such as programmed instruction, e-conferences, on-the-job training, mentoring, and other online resources. The Nigerian government, through Nigeria's Economic Recovery and Growth Plan 2017-2020 recognizes the importance of digital strategies to make Nigerian more competitive in the 21st century (The World Bank, 2019).

Technological Challenges

Ladan (2014) asserts that the integration of technology consistently brings about alterations, advancements, and enhancements in various systems and machinery. In order to maintain their relevance and currency, it is imperative for workers to acquaint themselves with these innovations. For example, a considerable number of employees employed throughout the three levels of government exhibit a lack of proficiency in computer usage.. The Head of Civil Service of Nigeria, Oyo-Ita (2016) charged all Nigerian civil servants to be conversant with the use of computers or forfeit subsequent promotions. This is a significant problem, as nearly all training institutions employ recent techniques in training. In the case of e-learning, that has been relatively little enthusiasm for online training in the public sector. In most government organizations, managers, trainers, and employees all prefer traditional face-to-face

training. In public service, adapting to change that comes with e-learning is a challenge, thereby, employees and managers prefer to follow the predefined and linear mode of training in the organization (Ilie & Frasinianu, 2019). They find it more satisfactory than online methods and felt that it offered the most efficient communication and interaction. Their resistance to online training is worsened by the technological challenges which make it less effective and less user-friendly. Adoption of technological education is time-consuming, required external support to be trained and involvement of more financial resources (Johnson et al., 2016).

A related concern is that, in the contemporary information age, when advocacy is vigorously promoting e-governance, and several activities and government services have gone online, public service organizations are still lagging in utilizing online learning and knowledge management for their employees. This situation needs to be corrected. IT-enabled training must be implemented, with a robust support system for online training set up and suitably maintained. Rajasekar (2013) pointed out that several specific factors contribute to the challenge at hand and require attention. These include the unwillingness of senior bureaucrats to embrace change, insufficient general and IT infrastructure, inadequate internet connectivity, and employees' resistance to new learning methods due to traditional mindsets. Paying attention to these areas will empower employees with the requisite capabilities to face the demands of the twenty-first century and promote self-paced learning. Inequality of access to technology by public servants, technophobia, cost and signal strength associated with internet connectivity and electricity are some of the Challenges identified (Ajadi et al., 2008).

The Public Service Institute of Nigeria (PSIN) is saddled with the responsibility of creating an enabling learning IT environment for government institutions. The

PSIN must offer a sense of direction and promote more up-to-date learning activities and approaches.

Unaccountability of Training Participants

In order for training programs to have success, it is imperative that participants take personal responsibility for driving changes in their performance. When individuals are presented with justifications for abstaining from altering their conduct or attitude, they tend to promptly attribute responsibility to external factors, often attributing fault to their superiors. According to SHRM (2020), believing in personal abilities encourages individuals to be motivated in achieving set training objectives. When training participants do not understand the basic principles and objectives of the training programmes, it becomes challenging to develop an understanding that ensures proper accountability (EvalPartners, 2020). The allocation of attention to participants in training programmes is often insufficient, warranting a need for further consideration. Frequently, participants do not perceive the responsibility of altering their behavior. Empirical evidence suggests that in instances where desired outcomes are not attained, the training and development personnel, in conjunction with immediate supervisors, are commonly held accountable. However, there is a tendency to overlook the significance of the participant's involvement in the aforementioned process. The success of participants in training programs can be attributed to their sufficient motivation and the presence of accountability for their outcomes, even in the absence of supportive managerial guidance. The evaluation of the programme's outcome is not conducted by the organization, often lacking written or oral examinations, as well as input from the employee in numerous cases. Participants attitudes and reactions towards a training programme is a variable that affects the overall effectiveness of the training programme (Morgan & Casper, 2012).

Inadequate Staffing for Most of the Training Centers

The quality of trainers delivering training modules at training centers significantly affects the value of training for public servants. The government has identified a notable gap in developing proficiencies, which is essential for transforming both the workforce and the workplace. Achieving these proficiencies will be a significant driving force in facilitating the desired transformation (Rajasekar, 2013). Regrettably, the utilization of untrained consultants by the government has had a significant negative impact on the caliber of training provided to public officials. In numerous cases, governmental entities exhibit a preference for contracting training institutes aligned with their political affiliations, rather than interacting with competent and experienced professionals from higher education institutions and consulting firms. There is also the challenge of unaccredited training consultants, many of which provide management training without accreditation from the appropriate quarters (Adiele, 2017). Therefore, most of these consultants may lack sufficient understanding of the employees needs . Trainers require completion of higher-level training before they can train others efficiently or even get accredited as trainers. The misdeeds of these illicit and unaccredited consultants may result in the wastage of companies' training budgets, yielding minimal or negligible outcomes.

Inadequate Training Facilities in these Centers

A number of training institutes in Nigeria exhibit a deficiency in terms of sufficient and contemporary resources, including computers, labs, libraries, and automobiles. It is imperative for the government to allocate significant resources towards the procurement of necessary equipment and infrastructure for training schools and institutes. Audu, Paul, and Omisore (2015) indicated the aforementioned issue by asserting that the efficacy of workforce training in enhancing productivity

within public organizations in Nigeria has been hindered by factors such as outdated training equipment and facilities, as well as inadequate methodologies for delivering training programs, among other challenges.

Reduced Utilization of Trained Workers

Most public servants recommended for training are not granted the opportunity to utilize innate skills and knowledge due to bureaucracy and unwillingness to change. Enajo (2016) discusses the significant disparity between training programs and job environments, specifically addressing the limited opportunities for trainees to apply their acquired knowledge and skills in the workplace. One crucial training objective is to ensure that participants are able to effectively use the skills and knowledge they have recently acquired within the firm (Akinwale, 2007).

Lack of Proper Consideration for Training Needs

Frequently, public officials are compelled to engage in training activities without due consideration of their applicability to their current position or prospective assignments. Ongoing training is crucial for employees to effectively fulfill their responsibilities in a dynamic and evolving work setting. However, the identification of training needs for public workers is sometimes overlooked when developing a training curriculum that effectively addresses their specific requirements. Prior to implementing any training program, it is imperative to first identify the specific areas in which personnel require additional training. Furthermore, it is essential to periodically assess the suitability of the training programs in fulfilling the training demands of employees. It is of importance to identify training needs before the actual training is carried out. Training needs within the organization are to be identified by leaders at all levels of management (Walters & Rodriguez, 2017).

Lack of Coordination Among Training Institutions

Proper and adequate coordination of training programmes must be a priority if the goals and intents of training institutions are to be achieved. It is necessary to conduct regular evaluations of the curricula offered by training institutions within the nation in order to ensure their alignment with the present requirements of the public sector and forthcoming obstacles.

Poor Attitude of Workers Towards Training Programmes

The study conducted by Kum, Cowden, and Karodia (2014) reveals that the effectiveness of training may be diminished when employees fail to engage with the training programs and consider them as inconsequential to their attitude modification. When training is perceived as inconsequential, the potential for attitude change becomes restricted. When a person participates in a capacity building program, their experiences, abilities, and attitude are likely to be enhanced. However, if they are not sufficiently remunerated, this could potentially lead to diminished morale, thus impacting their overall performance. In general, employees do not provide an assessment of the training's quality inside their workplace. Unless employees are held responsible for the training programs they participate in, there will be no improvement in their conduct.

Another contributing factor to the negative disposition of workers towards training programs is the lack of encouragement of employees for training. Encouraging training participants to learn and perform better is crucial in the transfer and application of their learning to the workplace. Providing constructive feedback to employees both during and after training is essential if organizations are to reap the full rewards of such activities (Hardavella, 2017).

Again, most organizations do not see employees' failures in training as incidents that require analysis and may have several causes. Instead, the automatic reaction is to blame the employee; disciplinary measures are occasionally initiated even before the explanations for the failure are investigated (Rajasekar, 2013). For the employees involved, such actions ruin any remaining or potential endeavor to keep them positive and eager to succeed in future training programmes. This facet of public sector training and development policy is arguably at odds with the aspiration to develop individual employees, and with their motivation to develop.

As examined by O'Keefe et al. (2007), employee participation is vital to the success of the training initiative. An archaic and bureaucratic method to the selection of trainees and the design of training programmes have culminated in employees having scant interest in learning; nor are they concerned about the transference of that learning to the workplace.

Limited Opportunity for Career Advancement

Career development refers to the systematic process utilized to effectively manage the progression of knowledge and professional growth in one's occupation. This approach is employed by management to assess the caliber of employees, their personal development, cognitive abilities, and compensation structure. Furthermore, it delineates the social and economic obligations that individuals undertake towards their own societies. In the context of organizational structure, a flat structure signifies a limited potential for career advancement among trained personnel. The absence of promotional efforts may impede the level of engagement among staff members in regards to their participation in training programs. According to the findings of Kosgei (2015), the failure to take into account the results of training programs when evaluating employees for promotion can impede their motivation to engage in such

programs. Therefore, it is imperative for employees to recognize that job satisfaction can be achieved through means other than promotion.

Lack of Political Will

The subject of capacity development issue in Nigeria has been marginalized due to a combination of insufficient political will and a misalignment of priorities within the public sector. Consequently, employees endure multiple years of employment without reaping the advantages of the provided training. According to Ladan (2014, p. 3), there is a notable impact characterized by a decrease in productivity and a diminished level of engagement in the assigned tasks.

Lack of Specific Direction and Focus

Kreitner and Kinicki (2007) argue that capacity building should be approached as a targeted procedure, enabling participants and relevant stakeholders to direct their attention towards achieving desired outcomes. It is recommended that training objectives be set at higher levels than conventional learning objectives. These objectives align with particular metrics that contribute to a comprehensive strategy in assessing the effectiveness of training. It is recommended that training programs incorporate organizational objectives at several levels, with a particular emphasis on involving personnel at lower hierarchical levels. When formulated effectively, these objectives offer crucial direction and concentration for a diverse range of stakeholders across different temporal contexts. It is imperative that they offer the necessary understanding to prioritize the practical implementation and consequential effects, rather than solely focusing on the acquisition of knowledge.

Poor Political Leadership

Poor political leadership as a factor has manifested in the disparity in the capacity building between the fortunate rich and the unfortunate poor (Omodia 2006).

Furthermore, the lack of effective training and development policies to govern training programs might be attributed to inadequate political leadership. Corruption is an offshoot of weak political leadership, hence as Amujiri (2002) rightly noted, corruption is a fundamental problem facing Nigeria's economy today. It has enfeebled the efficiency of government in Nigeria, discouraged the habit of hard work, dedication, honesty and discipline, added to taxpayers' burden, and made nonsense of public accountability.

Poor Manpower Planning

The difficulty at hand pertains to the inadequate database that is necessary for enhancing capacity development within the public sector, encompassing both federal and state levels. Undoubtedly, this difficulty poses a substantial obstacle to the successful development of capacity building in Nigeria.

Over the years, the Nigerian public sector is genuinely pursuing the issue of capacity training and development, and the government is trying hard to build its employees through a variety of manpower building interventions. Public sector organizations have embraced change and also considering the benefits of training and the return of the investment on their human capital. However, most of the training activities are controlled by impractical policies. Unavoidably, in this kind of bureaucratic entity, with a centralized training system regulating nodal agencies and fund disbursement, change is challenging to bring about, and initiatives taken by the individual organization are often, regrettably, stifled.

The most critical component of a training system is its configuration with the business strategies, mission and vision of the organization. The public sector in Nigeria is striving to create a proactive work culture and to accelerate an enabling and learning-oriented work environment, however, the non-existence of a defined strategy

for pursuing a consistent, credible and well-aligned set of HR tools is impeding on these endeavours (Nwokorie, 2017). Also, there is a crucial need for a higher level of harmonization between supervisors, HR managers, training managers and senior managers. This is essential to improve the training's efficacy and maximize its benefits.

. Harmonization among relevant stakeholders involved in human resource and training activities within the organization produces positive training results and sustainable personal development (Ogunola, 2018). The budget problem must also be tackled urgently; with the training and relevant HR departments of these organizations being given sufficient staff and infrastructure. Many organizations are unable to operate optimally due to insufficient workforce and needed infrastructure.

In summary, there is a pressing need to draw up a training framework for the public service that will promote flexibility, ingenuity, team learning and collaboration among their employees. The obligation for the delivery of the Virtual Training & Learning Objectives (VTLOs) must be determined, and an organizational structure formed that will be adept at initiating such an endeavor. Additional funds should be provided by the government to improve the training infrastructure and should develop a system for decentralizing its training and development function. It is equally vital to amend specific policies and framework adopted many years ago in the form of the Civil Service Reforms; these require critical and thorough revision if they are to correctly standardize the employment and learning conditions that will meet the demands of the twenty-first century. Unless this is done, and coherent and relevant training and learning objectives are realized, the public service may become stalled in ignorance and antiquated aptitudes, unable to adjust to and keep pace with the evolving times and technologies, a position which would be catastrophic.

Other identified challenges are;

Lack of Resources

It is critical to provide financial support for postsecondary educational institutions due to the considerable expenditures associated with their upkeep. In contrast, the Nigerian government has failed to sufficiently fund its higher tertiary school systems to guarantee that the country's most exemplary human resource training results may be achieved (Apeh, 2018). Aside from failing to meet United Nations Educational Scientific and Cultural Organization (UNESCO) recommendations, the Nigerian government has consistently failed to meet its annual budget provisions for schooling. A lack of financial resources has hampered human resource management at Nigeria's institutions of higher learning. The fiscal allocation to Nigeria's institutions of higher learning appears to receive less attention from the country's government than it should (Apeh, 2018).

Corruption

Higher education directors, who are responsible for providing competent governance and enhancing the teaching standards, investigation, and learners, and who are the most powerful stakeholders in these institutions, are not immune from the fraudulent activities and misappropriation of public funds that plague these institutions. This country has so much corruption that it is destroying and destabilizing the entire government sector (Osakede et al., 2015). There was no escape from corruption in the tertiary education sector, as managers of the tertiary institutions embezzle funds and other precious resources intended for development and research at the price of strengthening the abilities of tertiary education institutions' staff. Although corrupt practices and embezzlement charges against executives of African institutes of higher learning are not widespread (d'Orsi, 2022), expenses are often faulted on poor resource allocation and gross mismanagement of limited achieved

funds devoted to vocational training into a tough financial challenge, which subsequently affect the investigation and human resource management professional development at the general populace higher education institutions in Nigeria. Taking care of this issue will positively impact Nigeria's educational institutions and the overall economy (Apeh, 2018).

Trainees Lacking Inspiration

Employees' low enthusiasm is often caused by the inconsistent elevation of certain tertiary education institution staff members when it is due, particularly when the person has a feud with the organization's administration. Public higher institutions workers who are due for career advancement but have been turned down and those who have undergone employer-sponsored professional development are frequently courted by personal, state, and neighboring country higher education institutions that are short staffed and promise routine advancement and additional entitlements (Dewah et al., 2020). A lack of pre- and post-training incentives for students at post-secondary educational institutions also hindered their ability to benefit from training and gain new knowledge. The learners' instruction perspective will be adverse if they are not appropriately motivated. This will scupper management's efforts to improve training. Therefore, managers and supervisors are responsible for informing trainees of both the personal and organizational benefits of training before they attend (Apeh, 2018). Trainees must be incentivized to utilize their newly acquired skills in the workplace to assist a business in reaching its laudable goals. In today's knowledge-based economy, where people are expected to perform better than ever before, this will help companies stay on top of the competition. However, human resource development in Nigeria is hampered by a lack of employee enthusiasm. This is demonstrated by the constant industrial action taken by the employees, which shows

the magnitude of their displeasure with the company. Due to the widespread unjust treatment of employees, Nigerian universities' human resources training and development programmes will suffer a severe setback (Apeh, 2018).

Inadequate Compensation and Working Conditions for Employees

In organizations that include tertiary education institutions, wages are a contentious topic. Salary is an indicator of the total of money an employee contributes to the company in return for their services. Workers in higher education institutions in Nigeria make a pittance compared to their counterparts around the globe and in other regions, especially in Africa. According to a wage survey conducted by the National Universities Commission (NUC), professors in Botswana, South Africa, and Namibia earned between \$25,000 and \$32,000 a year, according to a wage survey conducted by the National Universities Commission (NUC). On the other hand, professors in Nigeria earn an annual salary of around \$13,000 (Apeh, 2018). As a college or university lecturer, you'll earn less per month than a recent college grad working in a bank or oil company. Besides wages, tertiary institution employees are supposed to receive medical help, automobile loans, and housing support. These perks are a hoax. Employees who are dissatisfied with their wages and working circumstances will be less likely to participate in on-the-job coaching and use the skills they've learned to improve their performance and the productivity of their employer (Olatunji et al., 2015). As a result, it will be difficult for training and development programmes to meet their intended objectives and rationalize investment in education.

Inadequate Evaluation of Training Needs and Design

Personal preferences, such as tribalism, localism, and unwarranted favoritism, are used to choose tertiary education institution personnel for training rather than the empirical training demands of learners and organizational requirements (Apeh, 2018).

The most common use of performance evaluation is to determine whether trainees need additional training based on deficiencies, tardiness to work, and absenteeism. But the choice of trainees depending on individual discrimination ultimately results in the recruitment of employees who do not merit training. Arbitrary selection of personnel for coaching will adversely affect training intervention plans that do not achieve their defined aims and objectives. The lack of a return on training investments is primarily due to a poorly designed training programme. As a general rule, training should be focused on the institution's existing practices and on achieving the institution's specific priorities (Okoye & Arimonu, 2016). Trainees are more likely to transfer their new skills to the workplace if the training positively affects their behavior. However, if the training is irrelevant to their profession, they will not pay as much attention. For the training to be practical, the learners need to be able to put what they've learned into practice at work.

Brain Drain's Effects

Tertiary education in Nigeria was severely impacted by the departure of Nigerians who could not return to their country of origin. Tertiary education institutions have lost their experienced and skilled employees to the global labor market. The Federal Ministry of Education (FME) disclosed the significant degree to which higher educational persons were financially supported overseas to attend conferences and build more on their education, which showed that staff members of institutes of higher learning were provided scholarship oversea and guaranteed jobs in overseas nations and never decided to return to the home nation and the tertiary education institutions that funded their further studies (Apeh, 2018). For this reason, it is difficult for many developing nations' tertiary education institutions to complete human capital development programmes because they lack experienced and trained

professionals who can serve as instructors. This scenario significantly impedes Nigerian tertiary education institutions' training and development programmes (Okoye & Arimonu, 2016).

Impact of Capacity Development in Nigeria

Many public sector organizations lack a high-quality workforce, leading to diminished efficiency and a lack of competitiveness. Therefore, it is imperative for all public institutions to prioritize the training and retention of competent personnel (Forkuoh, Li, Ampadu, & Ossei, 2016). Capacity development is a core approach applied to advance the organizational vision and enhance impact through an integrated approach to capacity building in an organization. The conceptualization of capacity building and development has been broadened from being extremely driven, and narrowly focused of human resource development to a systematic approach that is inclusive of a broader range of national, local partners and key actors. The success of an organization can be associated with quality managerial skills.

Afande (2015) posits that harnessing the human capital within an organization is crucial for ensuring the long-term viability and continuity of a business.

Bacon et al. (1996, p. 85) affirmed that the impact of capacity building and development enhances the output of an average employee. The objective of capacity building is to support individuals and organizational knowledge which builds social capital, trust, develops learning, skills, attitudes and when successful, produces an organizational culture and a set of competencies which empowers organizations in setting objectives, and achieving results by solving problems (DFID, 2010)

Sels et al. (2006) claim that the implementation of best practices in capacity building has the potential to enhance profitability, sales volume, organizational longevity, and infrastructural development. Cosh et al. (1998) and Huang (2001) have

both corroborated the notion that capacity building can yield advantages for firms. According to Bouazza, Ardjouman, and Abada (2015), the enhancement of human capabilities has a favorable impact on the progress and advancement of organizations. Conversely, insufficient human building capacities serve as substantial obstacles to the growth of organizations in developing nations. Knowledge acquisition is a significant aspect of managing successful organizations today. The relevant management skills are vital for public service officials to organize, plan, control and direct organizational activities (Zarook, Rahaman & Khanam, 2013).

Garcia (2005), Pansari and Temtime (2008) and Fatoki and Asah, (2011) all established that a deficiency of appropriate skills and training for management and employees in an organization is a primary reason for business failure. The acquisition of entrepreneurial education and training is crucial for the achievement of success in any entrepreneurial endeavor (Elmuti Khoury & Omran, 2012). According to Guu and Chiang (2014), those who have undergone entrepreneurial courses possess a favorable likelihood of recognizing chances. The staff participated in educational programs aimed at enhancing their problem-solving abilities. Education plays a pivotal role in enhancing the information technology competencies of firms, hence making a significant contribution to their overall success (Monahan, Shah, & Mattare, 2011). According to Nwankwo and Okorie (2015), the enhancement of human capital is vital for any firm to achieve sustainable development.

Some of the negative impacts of hindering capacity building in organizations are the high cost of training. Furthermore, it has been shown that certain companies fail to recognize the significance of capacity building (Bouazza et al., 2015). According to managerial perspectives, informal training is perceived as a more cost-efficient alternative to formal training. O'Dwyer and Ryan (2000) argue that organizational

capacity building should prioritize the enhancement of management and educational training, as these factors play a crucial role in the achievement of success inside an organisation. According to Afande (2015), the magnitude of an organization has a substantial influence on its capacity building endeavors. Smaller enterprises encounter greater obstacles in terms of training and development in comparison to larger firms. The obstacles identified by Susomrit and Coetzer (2013) encompass various factors, such as the financial implications associated with training and development, the potential loss of productivity for small businesses due to training and development activities, the lack of appropriate training and development programs available for employees, concerns regarding employee turnover following training, and the unfavorable perception of management towards training and development initiatives. The benefits to employees are the most direct relationship between capacity building and effect, according to Ojokuku et al. (2014, p. 5). The primary advantages include increases in competence, promotion, and revenue. Similarly, the result of capacity building can trickle down to the trained employee, other workers in the organization, the organization as a whole and communities. An institution's approach to enhancing overall efficiency, encouraging workers to offer high-quality services, and developing a solid dedication to creativity and systematic development has highlighted staff capacity development as a component (Barrett et al., 2019). Staff training is an essential aspect of the larger human capital investment plan that seeks to enhance labor delivery of services into highly efficient companies that constantly work on improving customer satisfaction levels. Capacity development building can assist both the newly recruited employees and the company they work for while also helping to grow technical accomplishments. Human capacity building, improved self-esteem, expertise, and income are just a few of the many advantages trainers can provide

(Eneanya, 2018). They can also help you get a better job. Training an employee can positively impact their coworkers and the company as a whole, as well as their communities. Utilizing the potential already established is essential if one wishes to have a constructive effect on the community. Increased training capacity results in trainee skills and reform that improves organizational effectiveness. This can be seen in improved service delivery efficiency, new service offerings, and improvements to how those offerings and services are provided. Worker productivity gains from training often account for only half of the total gains, with the other half going to the company. Mechanisms and institutional framework capability-building activities enhance the surrounding world in which groups and individuals operate, including capabilities that enable how organizations operate and norms and guidelines that must be followed (Kozlowski & Ilgen, 2018). Enhancing internal structures and procedures through capacity building at the company level results in more resilient organizations better equipped to change and grow over time. Enhancing the efficiency of the employee following clearly defined abilities and job criteria is a goal of personal employee capacity development.

The ability of employees to carry out the activities required by a company can be improved through capacity investment and development efforts among employees. It has the twin purpose of motivating and utilizing people. Organizations have a vested interest in helping their employees advance their careers to be kept on board while their output improves. There will be an increase in its attempts to keep and nurture its workforce. Organizations use capacity building and development to prepare their employees better to achieve their goals (Wassem, 2019). An organization's internal system is made of socio-technical structures that have been purposefully constructed

to accomplish the goals of that institution by carrying out the appropriate activities at the appropriate times and in the appropriate amounts.

Learning experiences are used to change perceptions, experience, expertise, or behavior to improve performance in a specialized activity or set of activities. Workplace goals include both the short and long-term interests of each employee and meeting the organization's current and anticipated demands. Workplace learning experiences are an essential part of human resource management and development. The development of human resources in the Nigerian civil service does not appear to have been a priority, at least not critically (Eneanya, 2018). There was no capacity building or growth for most senior roles, even if the candidate had the requisite educational credentials. A worker's ability to advance in their career is now solely dependent on their prior work experience. To successfully handle the demands of higher-level employment, officers must acquire the practical knowledge acquired through experience and conceptual knowledge, and a shift in attitude. As a result, formal capacity development off-the-job in proper capacity-building institutions is the ideal way to gain such conceptual understanding and attitude change (Abdu & Sulaiman, 2019).

Development is a long-term learning programme that aims to familiarize top managers with technological advances and take an active role. In contrast, capability development is a short-term learning programme for lower and intermediate staff members. While senior managers and the Nigerian government recognize the need for capability development as indicated in structural reforms, it has been largely neglected in the country's efforts to improve organizational performance, take on new obligations, and remain flexible in ever-changing conditions.

Relationship between Training and Job Performance

In contemporary times, there is a persistent emphasis inside businesses on enhancing the individual performance of employees with the aim of boosting overall organizational performance. Organizations are progressively augmenting staff capacities, attitudes, and behaviors with the aim of promoting individual performance. Within this theoretical framework, training is regarded as a fundamental practice in Human Resource Management (HRM) that aims to enhance employee performance by enhancing their skills, attitudes, and behaviors. According to Opatha (2009), training may be defined as a systematic procedure aimed at modifying employee behavior and motivation in order to improve both individual job performance and overall organizational performance. This explanation expounds on training, as a crucial factor required in improving the employee job performance.

The Ability, Motivation, and Opportunity (AMO) theory, as posited by Appelbaum, Bailey, Berg, and Kalleberg (2000), suggests that organizations should focus on enhancing employees' abilities, motivation, and providing opportunities in order to improve organizational performance. Multiple scholars have posited that it is feasible to strengthen employees' skills, motivation, and opportunities by means of improved employee training (Jacobs & Bu-Rahmah, 2012; Elnaga & Imran, 2013; Renwick, Redman, Maguire, 2013; Nikandrou, Brinia & Bereri, 2013). According to Arulrajah et al. (2015), the attainment of an organization's goals and objectives is unattainable in the absence of adequate training. Multiple studies have demonstrated that capacity building plays a crucial role in effectively achieving an organization's goals and objectives, leading to enhanced production (Colombo & Stanca, 2008; Konings & Vanormelingen, 2009).

Capacity building and development does not just enhance the competences of the employee but also hones their thinking aptitude and ingenuity to enable them to make a well-informed decision on time and in a more productive manner. Researchers have argued that significant capacity building of employees contributes largely to boost employee motivation, commitment and job satisfaction (Ocen et al., 2017), which eventually will have a beneficial impact on employee job performance. As organizations provide training in the relevant area of need, employees are motivated to work hard; utilize their competencies appropriately to achieve the goals and objectives of the organization.

Employees can not do their jobs properly if they don't have the appropriate competencies. A worker's efficiency can be evaluated through learning and development, which aids them in developing the necessary skills and talents to function at their best (Indarti et al., 2017). Employees benefit from training programmes by developing a more positive outlook on their work, which is critical to increasing productivity. When employees are unsure of what, when, or how they are required to do a task, they perform poorly. These improvement efforts can be alleviated through training, which provides employees with information about their jobs and their skills to do their jobs properly. This decreases the amount of time spent rectifying mistakes in the job and the required amount of effort. So, the employees' productivity is increased due to saving time and money. There are several ways in which training and development can benefit personnel (Olawumi & Ojo, 2020). Consequently, their self-esteem and contentment levels rise due to their increased confidence in their profession. In the wake of this newfound sense of fulfillment, employees begin to exhibit a new type of corporate citizenship behavior. They put forth more effort because they are more invested in the company's success.

Institutional focus on improving the employee as a person or a resource to the organization is a significant part of training. A self-fulfilling prophecy of greater employee output can result from the company's focus combined with the employees' higher expectations.

An employee's efficiency is often improved due to training, which can lead to both personal and organizational progress. Self-fulfilling prophecy of increased productivity by owners, human resource equals a reduction in operational expenses, leads to improved organization loyalty, and improves employment contentment can be achieved by training public staff members in their respective fields (Buil-Gil & Torrent-Sellens, 2021). An organization's ability to maintain a safe working environment while also increasing productivity is thanks to the impact that training has on its workforce. The information, capabilities, abilities, competencies, and behaviors that employees gain from their training are enhanced. Organizational development, performance, and productivity all improve due to training. This puts organizations in the right place to compete and remain at the top. Due to this factor, there is a huge gap between companies who invest in their employees' education and those who don't.

As a result, companies are committed to earning shareholder profits and offering excellent service to the public, and beneficiaries typically invest in developing their staff (Indarti et al., 2017). Training has long been regarded as critical to the success of most businesses. There is a growing emphasis on having a highly competent and well-trained workforce to sustain with the rapid advancement of new technologies, making some professions and talents obsolete. An increasing number of unskilled jobs have been taken over by robots, highlighting the importance of a college degree to secure employment shortly. Business decisions can be very complex and emotionally

charged when it comes to employee performance. Employee motivation is crucial in ensuring that the organization's priorities and targets are achieved. This includes both internal and external training. There are several reasons for training, but the most important one is that it enables employees to accomplish their tasks better than they ever expected (Moynihan, 2019).

It's more likely that employees who have been trained by an employer are more committed to their given duties. The Employees devoted to their work are a vital part of their lives. They feel a sense of accomplishment and self-worth due to their improved performance. When employees are engaged in their work on a deep level, they become highly driven to take on new and creative responsibilities. Training has a positive effect on both the human resources and the organization's performance (Olawumi & Ojo, 2020). Many problems can be eliminated if employees are fully engaged in training topics directly relevant to their work. Employee productivity is closely correlated with time spent on official duties. An intermediary between training and performance is effort (Indarti et al., 2017). Government employees must be well-versed in their fields to meet this requirement. It helps to bridge the gap between the projected and seen degree of personal efficiency if it comes to reaching defined goals or criteria. Employees needs to be trained when they are not able to perform at a higher-level capacity (Wassem et al., 2019).

An example of Maslow's Hierarchy Working can be considered a tool that personnel can utilize to meet their requirements according to motivation. On the other hand, employees can use encouragement to improve their performance (Nilsson & Hanberger, 2019). When it comes to interpersonal status, institutions, acquaintances, self-development, and education, a person's profession significantly impacts the possibilities they have to choose from. Inspiration and optimism can only be boosted

if employees have the opportunity to express their desire and are given the support they need to do so. Though it is essentially an independent process, environmental circumstances have an important role in an individual's ability and incentive to perform, which impacts their overall productivity (Indarti et al., 2017). As a result, people were more desirous to learn and grow. thereby, employees will be more receptive when management communicates about the organization of work to them.

When it comes to learning and effectiveness, Maslow's Motivation Theory is critical since it helps students acquire the appropriate behavior (Li, 2020). If a person accepts the necessity of training and commits to it, they will learn. It does not matter how well your coaching is designed and deployed if your participants have low motivation, for example, if they mistrust their abilities to learn. Learners motivated to succeed are more likely to master understanding and abilities more quickly and effectively. This suggests that coaching ought to be centered on what the worker wants, such as a promotion or acknowledgment to improve performance. The research field of inspiration, overall, and precisely that of employee productivity, has been significantly influenced by Maslow's hierarchy of needs theory (Quang & Minh, 2019).

Effect of Training on Performance

The existing body of literature provides substantial data regarding the tangible effects of training and development programs on employee performance. Several studies have been conducted to examine the concept of performance, with some focusing on employee performance explicitly (Purcell, Kinnie & Hutchinson, 2003), while others have taken a broader perspective by addressing organizational performance (Swart et al., 2005). There exists a certain degree of interconnectedness between employee performance and organizational performance, as the former is

contingent upon the latter. This is due to the fact that employee performance has a direct influence on the total potential and effectiveness of the company. In relation to the aforementioned statement, Wright and Geroy (2001, p. 586) assert that the competencies of employees undergo transformation as a result of the implementation of efficient training initiatives. As a result, this not only enhances the employees' total capacity to effectively carry out their duties, but also enhances their knowledge, skills, and mindset necessary for future employment, so leading to enhanced organizational performance.

Previous research on training and employee performance has revealed thought-provoking findings as regards this relationship. According to Appiah (2010), training has been substantiated to engender performance enhancement relating to being beneficial for the employees and the organization by positively impacting employee conduct by enhancing of employee skills,, knowledge, competencies, ability, and behavior. Training is commonly perceived as a strategy for addressing deficiencies in skills and knowledge, as well as bridging gaps in performance, with the ultimate goal of enhancing employee performance. Swart et al. (2005) argue that the concept of bridging the performance gap involves implementing suitable training interventions aimed at cultivating employees' individual skills and abilities, ultimately leading to improved performance. He further expounds the notion by affirming that training facilitates the organizational assessment of employee capacity deficiencies hence the need for the relevant capabilities to be designed according to the organization's requirements. This is significant in that employees attain certain levels of skills linked to different jobs. Conversely, this does not suffice hence the need for employees to adapt to updated requirements of job performance continually. In order to ensure optimal organizational performance, it is imperative for entities to establish and

maintain ongoing protocols for staff training and retention, without solely relying on instances of identified competence and performance gaps. .

Furthermore, frustration, grievances and truancy can be significantly impacted when employees are well trained. Such capacity development programmes give employees innate satisfaction and a sense of accomplishment and the awareness that they are developing their intrinsic competences. Investing in staff development pays dividends for businesses, as a well-trained staff is more productive and profitable (Niati et al., 2021). Employee retention, service quality, and emerging product innovation should benefit from training employees. Effective coaching is time- saving and finances in the long term by minimizing the total time spent finding solutions.

Time and money are saved. A company's investment can improve a company's financial stability in training due to a lack of precision about expectation from them, how to accomplish their duties, or why employees are more likely to perform poorly (Goldstein & Ford, 2002). These challenges can be solved by training that explains the job's specifics. This should lower the amount of time spent correcting mistakes and addressing problems and the amount of time spent rectifying substandard performances. The reduced attrition rate, minimal maintenance, and less dissatisfied customers are all possible outcomes of enhanced productivity resulting from employee training. Employees that perform well tend to require less monitoring and produce more work (Niati et al., 2021).

Self-esteem and Job Fulfillment. Self-esteem and job happiness tend to rise when employees have a greater understanding of the company's operations. Training can also positively affect morale at work and corporate loyalty. An employee's

likelihood of quitting within a year of training is lower for those who believe their employer provides excellent possibilities for training.

Beliefs and Aspirations. Their training also influences employees' dedication to the company. However, the programme must match the needs and expectations of the personnel. It is easier to keep employees who believe in the value of their education and who, as a result, are more loyal to their employers (Niati et al., 2021). An effective training programme includes management giving employees correct knowledge and information about the education and a framework that guarantees that coaching is pertinent to their jobs. Employees can be trained in-house or contracted with an outside firm or consultant. Identify what you want your staff to learn during training. Then determine whether or not anyone in the institution possesses these abilities and is willing and able to provide the necessary training.

Employee Turnover and Costs. Attrition can be costly. Thus, firms benefit significantly from retaining well-trained personnel. Follow-up interviews, organizational functions connected to dismissal, worker's compensation, and welfare payments are all included in the cost of separation. Suitable alternative costs include the cost of soliciting people, conducting interviews, and providing employment information, among other things, therefore, employers consistently find ways to retain employees (Gayla, 2021).

Training Needs Analysis and Employee Performance

In a study conducted by Ludwikowska (2018), the author examined the efficacy of training procedures and phases in relation to their impact on improving employee efficiency within the context of social service organizations. The research findings suggest that doing a thorough training requirements analysis prior to initiating a training programmes demonstrated greater effectiveness to the recipients than when

training was managed unsystematically. Wright et al. (2013) believes that employees are placed in training due to their level of performance and characteristics within the organization. Also, it is essential to decide the right type of training that will address areas of deficiency in employees. The importance of accurately identifying training needs was emphasized, highlighting that in the context of a fiercely competitive business environment, engaging in training programs solely based on the actions of other companies can lead to unfavorable outcomes. It is suggested as an alternative that a methodical strategy be adopted in order to effectively address the needs of Bonafede.. Consequently, the identification of training needs can be accomplished by the implementation of analyses at several levels: At the initial stage, it is imperative to perform assessments on the organization's overarching objective in conjunction with the outcomes of the human resource planning process.

The subsequent level of analysis places emphasis on the actions that are necessary to be completed in order to fulfill the objectives of the organization, such as the creation of job descriptions, conducting performance reviews, and utilizing interviews or surveys with supervisors..

The last level involves addressing individual training needs (Wright et al., 2013)

Employee Training Factors. Whether or not a company's training course is practical depends on various criteria, including how many employees are leaving. Temporary staff may be able to save money by filling in for former workers occasionally. Staff turnover, tension, demoralization, and decreased productivity are all indicators that the administration can use to judge whether or not a training programme is a good investment in the long term.

Many studies (Niati et al., 2021) have shown that satisfied workers with their occupations perform better at work and have a better chance of keeping their jobs than

those who are dissatisfied. If an employee does not feel valued, they are more inclined to leave the company, hurting productivity and morale. Managers have an easier time motivating top performers to meet company goals when working with contented and happy employees. For an employee to be content, they must believe that they are competent enough to carry out their duties. This allows the CEO to build a better workplace environment and motivate and increase employee effectiveness by acknowledging training's importance (Ndemere, & Ogundeji, 2018).

An organization that values knowledge as a source of sustainable competitive advantage should establish systems to promote continuous learning. Workers who have been appropriately trained are better able to accomplish their desired objectives and get an advantage in the business. In human resource administration, training is referred to as aiding personnel in carrying out their jobs more efficiently. According to numerous studies (Niati et al., 2021), staff performance can be improved by expediting the learning process. Immediate increases in the understanding, knowledge, and competencies needed to execute job-related work are gained through training. This results in stronger employee devotion to the institution's objectives. As a result of the training, the company's return on investment will increase staff productivity (Wassem et al., 2019).

As a word used in the Human Resources profession, performance appraisal covers all aspects of a corporation's or a firm's personnel. Employees' work is affected by everything that directly or indirectly impacts their work environment. The corporation must make every attempt to help low-performing employees. Performance can be broken down into five categories based on how it is measured, developed, rated, and rewarded (Niati et al., 2021). Setting goals, devising strategies, and detailing tasks and timelines are all part of the planning process. Keeping track of

one's progress is essential in goal-setting and monitoring. As a manager, it is your responsibility to keep an eye on your employees and your team's progress toward achieving their goals. Continuous monitoring offers the chance to examine how well staff is fulfilling preset requirements and modify standards that are deemed unrealistic or problematic in some way (Langley et al., 2018). It is expected of an employee in the developing stage of their career to correct any minimal output during the period they have worked for the organization. In the course of management and scheduling a project, it is possible to identify and correct any shortcomings.

The purpose of the evaluation is to summarize the performance of the employee (Niati et al., 2021). The ability to track and compare performance and efficiency between personnel might be helpful. The reward phase of the cycle necessitates that companies identify their top achievers. At this point, the goal is to recognize and reward those who exhibit behavior that goes above and beyond what is expected.

Training Design and Employee Performance

Rana (2016) asserted that employee performance can be positively impacted by a well-planned and systematic training programme that is designed for effectiveness and improved performance. The author posits that in order to attain the intended results, it is important to meticulously deliberate about the practices pertaining to the design and development of training. This idea is consistent with the literature on training and development, which emphasizes the importance of designing effective training programmes to enhance employee performance (Noe et al., 2017). The study proposed that by allocating resources towards appropriate staff training, the firm has the potential to enhance performance, competencies, and abilities.

Planned training refers to a purposeful intervention designed to facilitate the acquisition of knowledge and skills required for enhanced job performance. The

training plan functions as a set of instructions for both the trainer and learner to adhere to in order to effectively execute the program. The plan includes participants of the training, trainers, duration, and planned training content which is preceded by designing the training lessons. According to Doit (2020), a training plan presents the activities needed to support all the training related tasks. The training session has been designed with the purpose of aiding participants in directing their attention towards each component of the training, while also establishing a suitable timeframe for each phase. Subsequently, a proficient trainer is chosen to oversee the facilitation of the training program. The trainer must possess the ability to effectively explain and impart knowledge.

Training Policies and Employee Performance

Improved employee performance can be achieved when organizations have policies that address training needs in employees. Alkalha et al. (2012) argue that human resource policy should adopt a resource-based approach, prioritizing matters that impact the internal growth of employees, such as training. Training policies play a crucial role in offering a framework for individuals tasked with the strategic development and execution of training initiatives. This is to ensure that an organization's training resources are allocated to predetermined requirements, providing equal training opportunity throughout the organization.

Training Programmes Evaluation and Employee Performance

According to a recent survey conducted by the American Society for Training (2016), which utilized Kirkpatrick's four-level evaluation framework, the findings indicate that a mere 4.3% of the surveyed organizations incorporated result measurement into their corporate training programmes. Additionally, 13.7% of the organizations focused on measuring behavior change, while 27.9% prioritized

measuring learning outcomes. Interestingly, a significant majority of 88.9% of the organizations reported relying on participants' reactions as a means of evaluating the effectiveness of their training programmes. The results of this study indicate that a significant proportion of the businesses surveyed promptly evaluated the responses and viewpoints of their training participants immediately following the conclusion of training programs. Evaluation plays a crucial role in the development of training programs as it provides valuable information that enables trainers and organizations to enhance and refine the training sessions, hence increasing their effectiveness and value (Srivastava et al., 2018).

The major objective of reaction evaluation is to enhance the quality of training programs, hence resulting in improved performance. The overarching objective is to enhance the efficiency and efficacy of training programs in order to empower organizational performance. Evaluation of training programmes helps in discovering the interaction that exists between the acquired knowledge and knowledge transferred at work, control training activities, and supports in giving useful feedback (Akhila et al., 2011). While evaluation is a crucial component of training, it is quite difficult to set measurable targets. Training evaluation reveals the effectiveness of the training activities and decide on whether and how to improve in the delivery process.

Summary

The review of relevant literature has revealed several studies and research associated with discussed themes and how it affects the capacity building programmes and activities in the public sector. Effective training and capacity development programmes is also proven to enhance the activities of the public servants, increase productivity and ensure governments objectives are achieved. Challenges of effective

capacity building programmes in the public service are also itemized with suggested solutions including the effect of the public service code of conduct of job performance.

The public sector is one-of-a-kind and essential to the proper operation of any government. No exaggeration can be made about the civil service's role as both the government's driving force and a safety net for the executive in a political crisis. Without a functional, productive, knowledgeable, and efficient civil administration, no government will ever be able to fulfill its obligations to its people or accomplish the goals it has set for itself. The Nigerian public sector is plagued by ineptitude, which serves as a cog in the wheel of the country's hopes and dreams. Astonishingly, the Nigerian government is underperforming, especially in education, retraining, and human resource building capacity for public officials, as mentioned in the paper. Specifically, the Public Service Reforms stipulated that all ministries, organizations, and agencies must devote ten percent of their total annual personnel emoluments to training and enhancing the capacity of their human resources.

The ideas for the identified changes must be thoroughly examined and given due consideration if the government of Nigeria is to provide a level of service to the general public that is efficient, adaptable, dependable, and expertly performed. Education and human resource capacity-building programmes must be meticulously designed to achieve a high degree of skill, expertise, and proficiency among public workers while not interfering with their daily work. Political will is needed to force (Ministries Department Agencies (MDAs) to adhere to these guidelines (Ejeh, 2017), as the institutes must be appropriately funded by the government to function. Constantly lacking money means that the Institute will continue to operate below standard. As a result, the Institute's training programmes must be reviewed regularly

to guarantee that they follow the government's workforce demands and problems in enhancing public sector proficiency.

Because the other components of the capacity development equation were already in place, civil service planners can concentrate on developing skills and increasing training capacity. There was a definite need for training, but public-sector firms' financial and non-financial incentives were sufficient to keep and inspire employees. An improved method of identifying training requirements should be used in collaboration with the line manager and other key stakeholders, including HR. Everybody engaged must agree on precisely what the trainees lack, such as what talent they lack and what mindsets they need to modify to improve their overall productivity. A training must be SMART. A SMART goal is quantifiable, attainable, reasonable, and timely. Employees should be able to achieve their goals if they incorporate efficiency targets, measurement criteria, and a sense of accomplishment. Also, a base for inspiring through monetary incentives should be established as this will contribute to the dedication and greater efficiency.

The overall goals of the local authorities should be examined when evaluating the necessary level of training. Training programmes for local public servants are to be designed to meet the specific needs of the local authorities. Employees should be encouraged to improve their well-being and the lives of others around them. The local administration's job planning is based on aligning an individual's professional goals with the available positions in the organization. Both the authority and its workers must share responsibilities for effective career development. Employees must determine their career goals and talents and then seek career counseling to learn more about the necessary education and training needed to achieve those goals. There will

be a lot of emphasis on training and succession planning. Each employee should have access to advancement opportunities plan and training and education predictions.

CHAPTER 3: RESEARCH METHODS AND DATA COLLECTION

This chapter documents the research methods adopted in the present study. It is segmented thus: approach and design of research, population and sample. materials/ instrumentation of research tools, operational definition of variables, study procedures and ethical assurances, and technique of data analysis. The present study is portrayed in a mixed-methods research design that uses the quantitative and qualitative methodologies in a single study. which brings about the strengths of both approaches in informing a valid research conclusion (Hadi & Closs, 2016). According to Denscombe (2008), mixed methods is a credible and distinctive approach that is a feasible alternative to purely quantitative and qualitative standards. Mixed-method provides a full clarity of the study of interest and enables confidence in the research process, outcomes and helps to discover and handle threats for the validity of methods and research findings (Johnson et al., 2007).

Mixed methods approach is applied to investigating the effectiveness of specialized training institutes on the capacity development of public servants. Training and capacity building of public servants in Nigeria are prioritized considering the importance of public service delivery. The delivery of capacity development to public servants by specialized training institutes is expected to produce better performance and higher productivity of public servants. There are established standards and objectives against which the performance of units and individuals are evaluated (Mustapha & Omorede, 2017). Ensuring the delivery of quality public service is crucial to nation-building, and the conventional training approach is limiting in this respect, as it varies in its capacity to affect active learning which translates into improved performance. The approach is generally an off-the-job training method, the training experience occurring outside the work environment

(Ekundayo, 2015), such as attending externally held workshops, seminars, and conferences. Consistent with the conventional form of capacity development, participants are faced with the challenge of transferring learning and applying it to their work situation, as training is conducted in a traditional and generic form that involves a large number of trainees from different work environments (Adeyori & Fajebe, 2019).

Aim and Significance of the Study

The aim of the present study is to identify the challenges associated with the long-standing training approaches practised in the public institutions and how the training approaches of the specialized training institutions proffer solutions to the identified issues. The quality of learning activities is assessed through the measure of the transfer of know-how and application to the participants work structure. The conventional form of training utilise a behavioural strategy to teaching and learning, which is teacher dominated and emphasizes the reproduction and retention of facts and theories of the learning process. The identified problem is a national problem that affects the delivery of public service if not addressed. Training and capacity development of public servants could be counter-productive when an ineffective training approach is applied.

The specialized training institutions promote constructivism and active learning theory, which is now gradually replacing the existing methods in earlier established training institutions. According to the Berkeley Graduate Division (2020), constructivism allows the active assimilation of new information and emphasizes discovery by learners. In contrast, Skinner's (1938) principles present a behavioural approach to learning as a straightforward process which produces a result as a form of response from a stimulus. The behavioural approach and learning theory have

gradually given way to a new conceptualization of learning that ensures more effective knowledge acquisition. Vygotsky's socio-constructivist learning theory asserts that learners are incorporated into the learning community based on prior understanding through interactions with the current learning environment (Liu and Matthews, 2005). The philosophy of learning that underlies capacity development programmes' delivery strategy is essential, and addressing issues associated with the conventional approach for capacity development of public servants is evaluated by the study.

Government interest in the capacity development of public servants and the proliferation of specialized training institutes in Nigeria makes this topic of importance as a highly skilled workforce ensures improved organizational performance. The development of capacity in Nigeria's public servant utilizes an individual's ability, institutions, and corporate culture to strengthen the possibility of progressive change and transformation (Nebo et al., 2016). The present study gathered the opinions of public servants on the venture of specialized training institutes and evaluated the availability of specialized training institutes to public servant's career needs. Specific attention was given to the investigation of the activities of specialized training institutions which contributed to the current, and future career requirements of workers, and to gathering the opinions of public servants on the conventional form of training approach and the modern approach used by the specialized training institutions. Also, it evaluated the contribution of specialized training institutes on the capacity development of public servants.

This chapter presents an overview of the methodologies utilized by the researcher in order to address the study inquiries. Furthermore, the aforementioned statement encapsulates the theoretical framework that influenced the researcher's

decision-making process regarding the selection of research methodology and subsequent data analysis. Furthermore, this chapter provides a comprehensive and meticulous description of the research methodology, encompassing aspects such as study design, data collecting, data administration, and data analysis. The key components of this chapter encompass the research strategy, which comprises the methodology, study participants, methods, analysis method, and ethical considerations.

Research Approach and Design

Research Paradigm

The Pragmatist Paradigm

The study employed a mixed-method research design, incorporating both quantitative and qualitative methodologies. The mixed approach is grounded in the philosophical framework of pragmatism. . Pragmatism can be referred to as a theory that focuses on the connection which exists between truth and practices (Capps, 2019). This justified the diverse positions that were adopted in the study, as the concept of research philosophy can be viewed as a continuum rather than a binary choice with opposing directions. (Saunders et al., 2009; Wahyuni, 2012).

Pragmatism is appropriate for this study as it considers the change between knowledge and action. Pragmatism considers experience as a continuous affair in which the subject and the objected are relationally united. According to Carlsen and Mantere (2007, p. 1298) “The provisional nature and definition of beliefs, knowledge, and scientific concepts are determined by their pragmatic use within ongoing experiences, rather than their consistency with prior reality.” The philosophy of pragmatism is applicable for this study as responses from participants are based on their experiences on specialized training institutions capacity development strategies.

Mixed Methods Research Design

A research design refers to a concise framework that provides direction for the collecting of data and subsequent analysis in a research undertaking (Yin, 2009). The framework delineates the specific categories of data to be gathered, as well as the origins of this data and the methodologies employed in the data collecting process.

A mixed-methods research design refers to a systematic methodology utilized in gathering, assessing, and integrating qualitative and quantitative research methods and approaches within a singular study, with the aim of comprehending a specific research problem (Creswell, 2012).

Maxwell (2013) posits that within the realm of mixed methods research, the term "design" encompasses a minimum of two discernible connotations. One definition revolves around the procedural aspects of design. Within this particular meaning, it is not uncommon for the concept of design to be regarded and utilized as a verb. An individual may engage in the process of formulating a research project. An alternative interpretation pertains to the concept of a product, namely denoting the outcome of a deliberate design process. In the context of mixed-methods design, both interpretations hold significance. In order to attain a resilient design as a product, it is vital to meticulously contemplate various principles for activity design.. Sileyew (2019) believes that decisions regarding research design determines the process by which data will be gathered. Adhering to these rules does not provide an absolute assurance of a resilient design; nonetheless, it does help to its achievement. A mixed-methods design is distinguished by the integration of a minimum of one qualitative and one quantitative research component.

For this present study, we adopt the definition below:

Mixed-methods research is the form of study whereby a researcher or team of researchers blends elements of qualitative and quantitative research methods (e. g., use of quantitative and qualitative perspectives, analysis, data collection, inference techniques) for the comprehensive purposes of acquisition of comprehensive knowledge and the validation of information (Johnson et al. 2007) The predominant aim of mixed methods research is to increase and strengthen the study's results and, thereby, contributing to the published literature. Authors are of the opinion that mixed methodology produces higher response rate than single methodology. According to Berthelsen and Holge-Hazelton (2016), a mixed methods design provides different types of tools to meet the objectives and aim of the study. Creswell and Plano Clark (2011) identified major features of mixed methods research as the researcher;

Systematically collects and rigorously analyzes both qualitative and quantitative data in a persuasive manner, in accordance with the research questions. Simultaneously integrates or connects the two types of data by either merging them together or allowing one to build upon the other in a sequential manner. Alternatively, one form of data may be embedded within the other.

Additionally, the research places emphasis on one or both forms of data, prioritizing their significance. These processes can be employed either in a single study or over several stages of a program of study.

They should be situated within philosophical worldviews and theoretical lenses to provide a comprehensive framework.

Furthermore, these procedures should be integrated into specific research designs that guide the implementation of the study. All these points were carefully noted and observed in conducting this research.

The adoption of a mixed-methods approach in the present research contributes largely to answering all the research questions. Basically, mixed methods research is about enhanced comprehension and viability (Bowen et al, 2017). The design as a product ought to be of adequate quality to legitimize several validities (Onwuegbuzie et al. 2006; Johnson et al., 2017). This describes the mixed approach, meeting the relevant combination or set of quantitative, qualitative, and mixed methods validity in each research study. The utilization of various methodologies enables the juxtaposition of findings obtained from one approach with those obtained from another. Frequently, the distinction between approaches manifests as a contrast between qualitative data and quantitative data (Denscombe, 2010). Nine possible cases for mixed methods have been identified as purposes for mixing in a mixed research approach (Symonds & Gorard, 2009). The likely instances for mixed methods is summarized below;

Epistemological rationale for mixed methods:

“1) That all singular methods (i.e., interview, survey) and data types (numerical, audio, visual, word based) can be classified under one of two succinct paradigms (quantitative and qualitative)

2) That elements from each of these two paradigms can coexist in a single study

3) That a third category is needed to refer to studies which use elements of both paradigms

4) That pragmatism is the philosophical basis for this third category

5) That this third category should be in itself a separate paradigm

The link between philosophy and practice:

6) That direct, normative links exist between paradigms and methodologies/methods and types of data empirical rationale for mixed methods:

7) That there should be a special focus on 'mixing' when using elements from both quantitative and qualitative paradigms in the same study, as these are inherently different in form

8) That the triangulation of epistemologies/methodologies/methods provides better quality data than a single approach

9) That by this, mixed methods is a very effective method of research ”
(Symonds & Gorard, 2009, p. 4)

The mixed method rationale is further enhanced as a result of its ability to allow alternative strategies to combine both qualitative and quantitative research methodology. The use of mixed methodology is applicable to versatile purposes such as exploring, describing and explaining a phenomenon (Hurmerinta & Nummela, 2011). Creswell (2013) identifies three principal designs in mixed-method research, namely the Convergent Parallel Design, Explanatory Sequential Design, and Exploratory Sequential Design. Convergent parallel design ("parallels Design") in which the quantitative and qualitative approach are performed separately, and results are combined for overall interpretation was the mixed method design model employed in this research. In the present study, the investigator concurrently gathered both types of data, affording equal importance to the employed methodologies, maintaining the independence of data analysis, amalgamating the findings during the overarching interpretation, and endeavoring to identify instances of convergence, divergence, contradictions, or relationships between the two data sources (Bian, 2018).

Triangulation

Triangulation is considered as an empirical rationale for this mixed method study. According to Cohen et al. (2007), triangulation enables detailed explanation and understanding of human behaviours and opinions by describing them from several angles using both qualitative and quantitative data. Triangulation combines theories, observations and methods in a study to enhance findings. Triangulation is a strategy used to test the validity of a study by combining data gathered from different sources (Carter et al., 2014). Triangulation has been identified as one of the five primary objectives for mixing in a mixed research approach; Triangulation pursues corroboration, convergence and correspondence of results from diverse methods (Greene et al. 1989). Triangulation as a survey method is also applicable in increasing the validity of research findings. Noble and Heale (2019) argue that the utilization of triangulation in research is advantageous as it provides many datasets that can elucidate various facets of a phenomenon under investigation. Additionally, triangulation aids in the identification of instances where one dataset contradicts or undermines a hypothesis established by another dataset (p. 67). Also, triangulation describes an attempt projected to reveal and expand difficult human characteristics while applying several strategies to present readers with a steady explanation. The use of triangulation for this study is to enable the combination of findings gathered from public servants in form of quantitative data and training managers in the form of qualitative data. The objective is to inform an objective and valid finding that will portray a credible research study. The convergence of information from different sources has can be used to test a research validity using triangulation (Carter et al., 2014).

The Aims of Quantitative and Qualitative Research

Quantitative Research. As a research approach, a quantitative survey produces data in numerical values (Neuman, 2007). Bryman and Bell (2015), describe the quantitative method as a scientific approach that involves the collection of numerical data, exhibits the deductive relationship that exists amongst theory and research, and derive an objective conception of social reality. A quantitative approach to measuring participants perceptions entails applying mathematical and statistical procedures and graphical presentation of results. Leedy and Ormrod (2001) and Williams (2011) provide a comprehensive explanation of quantitative research methodology, which encompasses the systematic approach that researchers employ when conducting their studies. Hence, the quantitative research strategy involves the process of quantifying and evaluating variables in order to obtain outcomes. The process entails the use and examination of quantitative data through rigorous statistical methodologies in order to address inquiries pertaining to individuals, locations, quantities, characteristics, quantities, timeframes, and methodologies. Expanding upon the aforementioned definition, Aliaga and Gunderson (2002) provide a more comprehensive explanation of the quantitative research strategy. They define it as the process of investigating a particular topic or phenomenon by collecting data in numerical format and subsequently evaluating it through the utilization of mathematical techniques, with a particular emphasis on statistics.

Leedy and Ormrod (2001) affirmed that quantitative research method involves the gathering of data to allow quantification of information and exposure to statistical analysis or disapprove alternative knowledge claims. Williams (2011) further opines that quantitative research begins with a statement of a problem, generation of hypothesis or research questions, review of related literature, and quantitative analysis

of information. Creswell (2003) and Williams (2011) argue that quantitative research use specific methodologies, such as experiments and surveys, to gather data using predetermined instruments that yield statistical information (p. 18). The quantitative research approach entails the process of converting complex phenomena into numerical values in order to facilitate statistical analysis within a study. .

Qualitative Research. Conversely, qualitative research entails collecting data in a non-numerical form such as texts, videos or pictures. Qualitative data are usually descriptive and it captures participants feelings, or emotions (Kabir, 2018). In quantitative analysis, variables are essential because it is the phenomenon that is classified and quantified. Qualitative method aims at understanding and interactions social interactions (Apuke, 2017). The qualitative method is used to collect in-depth details on a specific topic. This method assumes a single person exemplifies the group feelings, and reactions of a person are equally important aspects to interpret, which are largely ignored by the quantitative method.

Qualitative research aims to comprehend and clarify social interactions, whereas quantitative research deals with testing hypotheses, exploring causes and effects, and making a prediction (Apuke, 2017, p. 43). A qualitative approach is adopted when the researcher wants to observe or interpret an environment to develop a theory. Crowe et al. (2015, p. 616) defined a qualitative survey to include written or spoken words and interpret "meaning and experiences". Expanding upon this point, Gelo et al. (2008, p. 283) assert that there are notable distinctions between quantitative and qualitative research approaches in terms of data collection and analysis methods. By directing attention towards the interpretation of significance obtained from a collection of facts, researchers are able to see and comprehend the collective or mutually shared meanings and experiences. (Braun & Clarke, 2012).

Justification for the Research Design

The justification for employing a mixed methods research design in this study was to ensure methodological triangulation (Blanche et al., 2006), and hence, increase the study's rigour. The essence of methodological triangulation is to increase the study's validity through the combination of several techniques employed within the study. The study attempted to survey the opinion of public servants and training institution managers using questionnaire and interviews respectively. The chosen methodology was deemed most appropriate for this study due to its potential for cross-validation and critical examination through the comparison of data generated by both techniques. The use of qualitative and quantitative methodologies augmented the robustness of this investigation by facilitating the attainment of "more compelling substantiation for a deduction through the convergence and corroboration of outcomes" (Johnson & Onwuegbuzie, 2004, p.122). Qualitative and quantitative methods were both applied in this research. According to Bowen et al. (2017), the use of mixed methodology helps eliminate shortcomings derived from using one research approach.

The primary objective of a study design is to guarantee that the evidence gathered allows the researcher to effectively and comprehensively address the research challenge. In the field of Social Sciences research, the process of acquiring pertinent evidence related to the study problem typically entails the delineation of the specific sort of evidence necessary for the purpose of testing a hypothesis, assessing a program, or describing a phenomenon with precision (Kirshenblatt-Gimblett, 2006).. Research design is expected to provide an adequate underlying structure for a research study (Sileyew, 2019).

Steps in the Mixed Methods Research Design

Effective adoption of mixed methods for this study involved a process that moved from one point to another and this section is focused on describing the steps involved in the design process. Johnson and Christensen (2017) were of the opinion that the quality of mixed methods design should be adequate to achieve diverse validity legitimization. The researcher ensured a quality mixed methods design by carefully considering each dimension of the designs with adequate understanding. According to Schoonenboom and Johnson (2017), mixed methods design has both primary and secondary dimensions. The primary dimensions include the degree of complexity, purpose of mixing, time, applicable theory, typological use and point of integration. The objective of adopting mixed method is to seek convergence and correspondence of results derived from the different methodologies which further elaborate, enhance and clarify differences derived from both results. According to Fetters et al. (2013), the utilization of mixed methods serves as a comprehensive framework that informs various aspects of research, such as the formulation of research aims, identification of research gaps or questions, development of research design, collection and analysis of data, and reporting of results. It is worth noting that mixed-methods research has the potential to enhance and reinforce the conclusions and contributions of a study. (Fetters et al., 2013, p. 2145). The possibility of obtaining responses from different participants using different methods to examine their views on the effectiveness of specialized training institutions on capacity development of public servants is a rationale for performing the mixed methods study. Diversity of views enables the “(2016) states that quantitative research allows for the examination of correlations between data, whereas qualitative research enables the exploration of meanings among research participants. A survey design was adopted

as the methodological approach and two data collection instruments were developed; a questionnaire and an interview protocol. The data collection instruments were deployed simultaneously as the questionnaire targeted the public servants while the interview questions targeted the training institutions managers.

Survey design

Survey research, as a descriptive research design, was adopted in this study. Debois (2019) defined a survey as a process of gathering data that could involve different types of data collection methods. Descriptive survey design “is set out to describe and to interpret what is” (Cohen et al. 2007, p.205). Aina and Ajiferike (2002) claim that survey research is the methodical and exhaustive gathering of data pertaining to individuals' ideas, attitudes, emotions, convictions, and actions. According to the definition provided by Check and Schutt (2012), survey research is the process of gathering data from a selected group of persons by eliciting their replies to a series of questions. This particular research methodology facilitates the utilization of diverse participant recruitment strategies, data collection techniques, and instrumentation approaches. According to Ponto (2015), the survey research design has the capability to employ quantitative research strategies, such as the utilization of questionnaires with numerically scored items, qualitative research approaches, such as the incorporation of open-ended questions, or a combination of both techniques, sometimes referred to as mixed methodologies.

In recent times, survey research has made significant progress in adopting a rigorous methodology, incorporating scientifically validated strategies that outline the selection of participants (representative sample), the methods and content of survey distribution (survey method), and the timing of survey administration and follow-up with non-respondents (reducing non-response error). These measures aim to ensure a

research process and outcome of high quality. Currently, the term "survey" encompasses many research objectives, sample and recruitment techniques, data gathering tools, and methods of survey administration. The survey design was appropriate for this study as it enabled the researcher to gather information from participants based on personal opinions and perspectives. Survey design allows the researcher to gather large amount of information and models to validate results and when properly carried out, enables analysis of result (Jones et al, 2013). In this study, the researcher analysed only the opinions of subjects without manipulating independent variables.

The study surveyed the effectiveness of specialized training institutes on the capacity development of public servants measuring the opinions of public servants at the time of the study. In this survey research, the researcher analyzed only the opinions of subjects without manipulating independent variables. The target populations are public servants and trainers in public institutions. This research design is relevant, given the nature of the phenomena under investigation.

Stage 1 - Steps in Survey Design Research. The first step to employ the survey research design was to define the population and sample. Population describes the entire group of people, firms, plants, or things investigated in a study. A single member of a population is referred to as an element. A listing of the various elements within the population from the sample would be taken called the population frame. A subset of the population is known as a sample, and it comprises several members selected from the population. Eldredge et al. (2014, p.5) is of the opinion that “defining a study population early in the research process also helps assure the overall validity of the study results”. The subject is referred to as one single member of the sample is called a subject. Sampling refers to the systematic procedure of choosing a

sufficient number of elements from a population. The objective is to enable the researcher to examine the sample and gain insights into the characteristics of the sample subjects, hence facilitating the generalization of these qualities to the components of the population. Sampling is a method that addresses the challenges associated with gathering data from an entire population, which may be impractical or resource-intensive in terms of time, expenses, and human resources (Forza, 2002, p. 163). The public service in Nigeria has policies that regulate all public institutions with regards to capacity development. The study's sampling process was used to select participants that opinions will represent others considering that entire population cannot be involved in the study due to time constraint and large number.

The objective of employing sampling procedures in survey research is to acquire an adequate sample that accurately reflects the population of interest. Collecting data from a whole population of interest is frequently impractical, necessitating the study of a subset or sample in order to estimate the reactions of the population. A substantial and unbiased sample size increases the likelihood that the responses obtained from the sample will provide an accurate representation of the full population (Ponto, 2015, p.168). The determination of the sample size is contingent upon five key factors: the desired level of precision, the necessary statistical power, the researcher's capacity to evaluate the study subjects, the extent to which the population can be stratified, and the selection of the appropriate units of analysis (Glasgow, 2005, p. 2).

The study randomly selected participants from the public service to participate in the study as it will be too ambitious and cumbersome to gather responses from all public servants. The sample response rate and confidence level was determined. The confidence level is to provide assurance on the accuracy of data gathered (Clarke, 2012)

Stage 2 - Selection of Survey Type and Data Collection Methods. The next step focused on deciding the type of survey and data collection methods. Available resources determined the choice of survey media (Glasgow, 2005, p. 2). Two critical types of surveys were adopted; questionnaires and interviews.

Questionnaire Design. The questionnaire was adopted as the instrument to gather responses from public servants. The questionnaire was structured in a systemized multiple-choice question format to collect quantitative data and was sent via email. The respondents were requested to complete the questionnaire and submit. Emailed questionnaires have the following gains: cost savings; there are no time constraints, they can be completed at the respondent's convenience; they can be prepared to give an influential impression; they can guarantee anonymity; and they can lessen interviewer bias (Forza, 2002, p. 167).

Semi-Structured Interview Design. The semi-structured interview was used to gather qualitative data and enable selected training institution managers to adequately express their opinions freely without being limited by choice of answers. Interviews were semi-structured and were conducted face to face. Semi-structured interviews allowed for probing questions that were developed due to responses from interview participants. The semi-structured interview process is guided by a flexible process that is supported by follow-up questions and comments (Dejonchheere & M Vaughn, 2019).

Stage 3 - Designing the Research Instruments and Questions. The next step involved designing the research questions. According to Fowler (1995, p. 2), a good question is one that delivers answers that are reliable and are valid measures of something we want to describe. The study designed the research questions first followed by the survey questions. The specific design of the questionnaire is

contingent upon the method of survey administration, which may include on-site interviews, telephone interviews, paper-based formats, or mail-based distribution utilizing pen and paper. In formulating the questions, the researcher considered the above listed conditions, and it was decided that the appropriate medium for the questionnaire was to be administered online by creating a questionnaire link using survey software on Google. The questionnaire link was distributed to participants via email and WhatsApp. The researcher also took measures to ensure that the language used in the questionnaire aligns with the level of comprehension of the respondents. If respondents do not understand or interpret a question differently, the responses obtained will be unreliable and prejudiced (Forza, 2002, p. 168).

The use of interviews is to allow respondents present their opinions without limitations. In designing the research questions, the targeted participants which were civil servants and training institution managers were considered. The preferred means of collecting data from the training institutions managers to answer the research questions was through interview.

Interview questions were developed based on the primary objective of the study which is to examine the effectiveness of specialized training institutes on capacity development of public servants. The specific research questions which examine the opinions and perceptions of the specialized training institutions by public servants defined the basis for the interview questions. The questions were developed as little research was conducted online and no suitable interview questions which could be borrowed and adopted for this study were identified. The researcher drafted series of questions which were forwarded to the research supervisor for review while following the ethics research standard. The process produced a validated interview questions that focused on obtaining adequate information from research participants. According

to Boyce and Neale (2006), developing the questions for the interview and survey involves identification of stakeholders, identify information required and from whom, and ensure review by ethical research committees. The semi-structured interview was used to gather qualitative data through open-ended questions which enabled participants to adequately express their opinions freely without being limited by choice of answers. The design allowed the researcher to explore different ideas that might be useful where additional insights are sought.

Stage 4 - Data Collection Procedures. The next phase was conducting the survey through distribution of the questionnaire, collection of responses and conducting the interviews. In collecting data for a study, Robson (2007) thinks that a researcher should use the most straightforward manner of collecting the data to answer the research question and not collect any more data than necessary. Flynn et al. (2007) suggest, and also successfully implemented, a contact approach based on communicating with potential respondents to obtain their commitment to completing the questionnaire before distribution. When respondents comprehend the objective of a study, lack of anonymity may not be so challenging.

To enhance the likelihood of a successful data collection, the researcher devised protocols to ensure the effective administration of the questionnaire. The protocols included contacting the targeted participants, availing participants with the objectives of the study and what was expected of the participants, interview participants were allowed to determine a time and place convenient for them to participate in the interview. The questionnaire was distributed online and participants were allowed four weeks starting from February 10th 2021 to March 11th 2021 to complete and submit. The questionnaire was concise, the languages used was clear and concise, questions were analytical and words familiar to respondents were used to avoid

misinterpretation of questions from respondents (Kabir, 2016). Also, a contact approach of communicating with participants to obtain willingness to participate before the questionnaire distribution was adopted to enable successful implementation of the data collection process.

Semi-Structured Interviews. The qualitative data were obtained from the training institution managers using face to face semi-structured interviews. In conducting the face-to-face interview, letters were sent to gatekeepers of the training institutions and participants of the research were nominated by the institution's gatekeepers. Nominated participants were contacted and the researcher confirmed the willingness of participating in the study. The researcher scheduled a convenient time with the respondents for the interviews to be conducted at participants place of work. On scheduled dates of interviews, the researcher provided the participants with an overview of the research study and an informed consent form was completed by the participants. The informed consent brings to realization and commitment of participants in the study and plans for use of information including how personal information could be shared (Diem, 2015). The face-to-face interview was audio recorded and participants were probed based on responses provided to gather more detailed information. Analyzing the survey results was the next step. Data analysis begins with transcribing and importing data into the adopted software to enable the researcher generate result.

To avoid subjectivism, although the researcher understands the sector as a trainer that relates with public servants and other training institutions, the researcher avoid bias by not influencing the selection of participants nor interfere in the data collection and data analysis. In collecting qualitative data, researcher avoided leading

questions and prompting answers towards personal opinions. Findings and evaluation of results were based on data collected.

Population and Sample of the Research Study

The population of a research study is defined as the group with similar characteristics which can provide answers to a research query. Majid (2018) described population as the study's target group that the research intends to treat. The term "population" encompasses the entirety of entities or phenomena that hold particular significance to the researcher. On the other hand, the concept of "target population" pertains to the specific group of individuals or objects from which a sample should be selected. The study focused on obtaining quantitative data from public servants and qualitative data from managers of specialized training institutions, as "in selecting a population for a study, According to Banerjee and Chaudhury (2010), the formulation of a research question or study purpose will guide the determination of an appropriate definition for the population under investigation (p.61). In the Nigerian system of government, all public servants are entitled to capacity development programmes in the course of performing their functions as, developing capacity for personnel responsible for governance in Nigeria is quite fundamental to its growth and stability (Sam-Okere & Agbeniga, 2014). According to the Association of Senior Civil Servants of Nigeria (ASCSN), Nigeria is known to have over 870,000 public servants based on available records. The number of specialized training institutions cannot be ascertained as there is no comprehensive list of training institutions, only diverse list from different sources. The public servants are main target population as they are the direct beneficiaries of activities of the specialized training institutes.

Research Population Eligibility Criteria

Eligibility of research population criteria refers to the characteristics a proposed sample possess to be regard as part of the population. Kamangar and Islami (2013) stated that eligibility criteria determine an individual's possibility of participating in a research study and the criteria is determined before the submission of ethics application and data collection. The eligibility criteria for this study are in two categories as there are two groups of participants for this mixed-methods study. The first group consists of public servants while the second group consists of managers of training institutions. The first group of participants which are public servants has the following eligibility criteria

- Are public servants
- Not more than 60 years of age
- Can be male or female
- Must have not less than 5 years of working experience in the public service
- Has attended capacity development programmes organized by specialized training institutions

The second group which are managers of training institution has the following eligibility criteria

- Must own or work in a training institution
- Position must not be less than training manager
- Has been involved in training public servants
- Can be male or female
- Has not less than 5 years of experience in carrying out capacity development programmes

Participants

The online questionnaire's target population were public servants who had participated in training organized by specialized training institutions. The study's target was to have 100 participants who are public servants to participate in the study by completing the online questionnaire for the quantitative element of the study, while ten training institutions' managers were recruited for the face-to-face interview that represented the qualitative element of the study. The two groups of research participants are

- Public servants - selected for the quantitative study.
- Managers of training institutions - selected for the qualitative study.

Group 1-Public Servants. One hundred participants completed the questionnaire. Participants were public servants working in government institutions located in the Federal Capital Territory-Abuja while others work in other states of Nigeria Federation.

The researcher contacted the head of institutions such as the ministries, departments, and agencies to secure permission to recruit the initial participants of public servants for the study. The researcher had a brief discussion with the nominated participants about the study and collected the email addresses of those willing to participate in the survey. The researcher also gave a participant information sheet to potential recruits. More public servants were recruited for the study through snowball sampling. The first page of the questionnaire consists overview and information about the study in which participants has to accept before gaining access to the questions. The questionnaire participants responded to a brief demographic questionnaire via email to help obtain participants consent and diversity in the study.

Group 2 - Training Institution Managers. The second group consists of 10 participants recruited for the face-to-face interview. The researcher approached the head of training institutions via email and telephone lines retrieved from some training institutions websites to participate or nominate whom to participate in the study. The study highlighted the target participants' eligibility criteria in the gatekeeper letter to the head of organizations and Director Human Resource seeking permission to recruit. As shown in the appendix, an informed consent form was required to be completed by each participant before participating. Ten participants were recruited for the face-to-face interview. All participants from this group are drawn from training institutions located in the Federal Capital Territory-Abuja, Nigeria.

Table 2

Sample Representation

Group	Population	Sample	% Representation	Data Collection Method
Public Servants (FCT)	14787	100	0.7	Questionnaire
Managers of Specialized Training Institutions (FCT)	85	10	11.76	Semi-Structured Interview

Sampling Approach***Non-probability Sampling Technique - Purposive Sampling****Group 1 Public Servants*

Purposive Sampling was used to determine the sample for the online questionnaire. Du Plooy-Cilliers et al. (2014) states that purposive sampling is when the researcher chooses whom to include in the sample based on a set of characteristics.

Purposive sampling is a sampling technique that involves the researcher exercising their judgment in picking the units to be researched, which might include individuals, cases or organizations, events, or pieces of data. Typically, the size of the sample under investigation is rather small, particularly in comparison to probability sampling techniques. Purposive sampling for this study was used to identify the state participants were gathered which is the Federal level and at the Federal Capital Territory-Abuja

Non-Probability Sampling Technique-Purposive and Saturation Sampling

Group 2 - Training Institutions Managers

Twenty-five training institutions were contacted and informed about participation in the study. Only 14 responded and indicated interest in participating. Out of the 14 nominees, 10 were interviewed. The sample size for the face-to-face interviews was determined by saturation as responses from interview participants are becoming concurrent with no new points being developed. Data saturation is reached when there is adequate information to replicate the study (O'Reilly & Parker, 2012; Walker, 2012), when the ability to gather additional information has been attained and further coding no longer feasible (Guest et al., 2006).

Research Instrument

According to Johnson et al. (2007), mixed methods research is characterized by the integration of qualitative and quantitative research approaches. This entails the utilization of both qualitative and quantitative viewpoints, as well as employing diverse methods for data collection, analysis, and inference techniques. The primary objective of employing mixed methods research is to achieve a comprehensive and thorough understanding of the research topic, while also ensuring the validation and

confirmation of findings. The research employed two research instruments. The survey instrument and the interrogative inquiry.

Design of Survey and Research Questions

Design of Questionnaire. The researcher designed the survey questions in alignment with the research questions as there was no pre-validated questionnaire that could be adopted. According to Fowler (1995), a good question delivers reliable answers and is valid measures of something we want to describe. If a question is not comprehended or interpreted differently by participants, the replies obtained will be unreliable and subject to bias (Forza, 2002, p. 168). Therefore, the researcher ensured that the questionnaire's language was in tune with the respondent's degree of comprehension.

The questionnaire employed a systematic multiple-choice format, with a 5-point Likert scale. The scale ranged from 'strongly agree' to 'strongly disagree,' with numerical values assigned as follows: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree. The Likert ordinal scale is employed to assess the level of agreement or disagreement among responses over a certain topic. The design of the questionnaire took into account both the characteristics of the target population and the specific aims of the study. Questions were developed by the researcher with inputs from the supervisor and subsequent approval from the ethics committee.

The questionnaire was in two parts. Part A capturing the demography of participants including occupation, name of organization, department, designation, age, gender, highest level of education, number of years organization was established, and number of years of experience.

Part B questions were designed to enable participants to use the Likert scale to answer the questions by indicating their level of agreement with the statements provided. The questions inquired about participants' opinions and experiences on capacity development within the civil service.

Design of the Interview Protocol. The interview questions were also developed based on the overall objectives of the study and in alliance with the research questions. The specific research questions linked to the interview are, how do participants perceive the activities of specialized training institutions on capacity development of public servants and what are the contributions of specialized training institutions to capacity development of public servants. The questions were formulated by the researcher because a pre-validated interview questions could not be sourced. The interview questions are in two parts. The first part was to gather demographics of the training managers while the second part consists of eleven open ended questions. The questions were targeted at obtaining information about the effectiveness of the activities of the training institutions on the capacity development of public servants.

Instrument Validity

According to Ghauri and Gronhaug (2005), validity explains how well the data collected covers the actual area of investigation. Further, Mbokane (n.d, p.89) states that "validity of a research study is defined as measure of truth or falsity of the data obtained through using the research instrument". To bring validity to this research, the researcher had to determine which instruments could be used (in this case, questionnaire and semi-structured interview) and establish that the instruments measured the research objectives. Validity in this study refers to the measure of truth or falsity of the effectiveness of specialized training institutions on capacity development of public servants as reported by the participants. As carried out in this

study, the process of validity involves the collection of data and analysis to evaluate the accuracy of an instrument as “validity is concerned with an evaluative judgment about an assessment” (Gregory, 2000, p. 75)

The researcher took measures to guarantee that the key components of the major topic being investigated were adequately represented in the research, along with their relative importance. Additionally, the items selected for the research sample were thoroughly and comprehensively examined. (Cohen et al., 2007). The present study employed content validity as a methodological approach, as it encompasses a fair and full assessment of the domain or items that it aims to evaluate. According to Boudreau et al (2004, p.7), content validity can be defined as the extent to which the items included in an instrument accurately represent the content domain that the instrument is intended to measure. During the course of this research endeavor, the researcher took measures to guarantee the thorough assessment of the questionnaire and interview questions, ensuring that they encompassed all important aspects while eliminating any undesired elements. This is achieved by identifying for any evidence of the data obtained that became repetitive or irrelevant relative to the research questions. The approach involved the research supervisors’ involvement by reviewing the data collection instruments from an expert evaluation perspective.

The researcher reviewed the questionnaire and interview questions for readability, clarity, comprehensiveness and approval from the ethics committee before proceeding for data collection.

Instrument Reliability

Reliability refers to the degree to which an instrument yields consistent result. According to Wong et al (2012), reliability is the degree at which the results derived by a process and measurement can be replicated. An instrument is reliable when it

measures the variables accurately and consistently and obtains the same results under the same conditions over a while. It measures consistency, precision, repeatability, and trustworthiness of research (Chakrabartty, 2013). The more errors found in an assessment, the greater its unreliability, and vice versa. To ensure reliability and reduce errors, the researcher ensured the population and sampling method chosen for this research was well suited for the study's nature. Also, considering the respondents of the questionnaire were civil servants and had over 5 years of experience in the public service, responses would be expected to be similar. The study considered the level of agreement between responses derived from the questionnaire and responses from the semi-structured interview. The qualitative data collection process adhered to established guidelines for reliability, including triangulation, member checking, and peer debriefing, ensuring the credibility and trustworthiness of the qualitative findings. Huck (2007) is of the opinion that testing for reliability is of importance as it refers to the consistency across the parts of a measuring instrument. Reliability is concerned (Taherdoost, 2016, p.33).

Operational Definitions of Variables

The study, examining the effectiveness of specialized training institutions on capacity development of public servants, was operationally defined at this section to further enhance the validity and reliability of the study. According to Iedunote (2020), a critical definition of variables in a study lends credibility to the study and allows the results to be reproduced. In the context of this research, an operational definition refers to the specification of the procedures employed to measure or manipulate a certain concept or variable (Ajeel, 2011, p.4). Operational definitions itemize the metrics of quantifying variables of interest, and in this study describes how the researcher decided to measure the identified variable. In this study, training

institutions and capacity development of public servants were identified variables and operationally defined as they denoted specific measurable domains in the study, identified in the following research questions

Q1. What forms of training are provided by specialized training institutions in Nigeria?

Q2. What are the perceptions of public servants about the efficacy of specialized training institutions' teaching and learning activities for the capacity development of public servants?

Q3. What are public servants' opinions about the modern form and conventional approach to training?

Q4. What are the contributions of specialized training institutions to the capacity development of public servants?

Capacity Development of Public Servants - Dependent Variable

The quantitative data were gathered from public servants using questionnaire as the instrument. The Likert-type scale was used as the level of measurement. The Likert-type scale is one of the frequently applied psychometric tools which focuses on data analysis of scale. The Likert type scale is built on the aim of the research study with the objective of understanding the participants' perceptions relating to the phenomenon of interest (Joshi et al., 2015). The study adopted a 5-point Likert scale ranging from 'strongly agree' to 'strongly disagree' with 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree. This denoted the dependent variable of the study. McLeod (2019, p.3) "defines the dependent variable as the variable being tested and measured in an experiment, and is 'dependent' on the independent variable"

Training Institutions - Independent Variable

The study examined the activities of two type of training institutions while focusing on the specialized training institutions. Therefore, specialized training institutions and conventional training institutions were identified as the independent variables. The two types of training institutions were accessed through the questionnaire by asking the participants the following questions:

- Training offered by training institutions are more effective than conventional form of training approach for public servant
- Specialized training institutions proffer solutions to challenges associated with long-standing traditional form of training public servants

Qualitative data were from managers of training institutions on the effectiveness of their training activities on the public servants. The interview sessions focused mainly on assessing the specialized training institutions. The activities of the specialized training institution varies and it is assumed to have a direct impact on the public servants.

Study Procedures and Ethical Assurances

This section provides detailed information about ethical considerations in the study and procedures for data collection and analysis. Ethical considerations in research are of importance as they consider the effect of the study on the research participants.

There are different ethical areas considering the diversities in research methodology and contexts. Data collection and analysis are described as the procedures for gathering, measuring and analyzing data allows the provision of responses to the research questions.

Ethical Assurances

The study followed due process by obtaining approval from the UREC Committee (Appendix 2). The researcher ensured ethical consideration was in place by ensuring the research ethics application form was duly completed and approved before proceeding for data collection. The ethics committee approved the gatekeeper letter informing organizations of the willingness to recruit participants for the study.

Identified participants for the survey received the survey software link and the first page included the debriefing form. After reading the debriefing document, the next page is the informed consent form through which the questionnaire participants provided consent to the study by clicking accept to proceed in completing the questionnaire. The link to the questionnaire was accessible to participants for four (4) weeks to complete and submit.

After nomination of participants for the interview, the debriefing form was circulated to the participants, stating the study's objectives, the research approach and participants right to withdrawal from the study. Participants were allowed to review the documents and indicate a convenient time for the interview. The time frame between circulation of the debriefing form and conducting the interviews was a period of three (4) weeks.

The informed consent form shared detailed information about the research to participants while all participants signed the consent form before starting the interview process. Denzin and Lincoln (2011), describes informed consent as the cornerstone of ethical research. The interview participants signed a hard copy document. For the interview session, participants identity was kept confidential and the signed informed consent forms were scanned and the documents were securely kept in a locked safe. The audio recorded files from the interview sessions were

transcribed and both files were stored in a folder in Google drive. Participants' identity for the questionnaire were kept anonymous. The anonymity of the responses made it impossible for the researcher to be able to trace retrieved data to a particular participant. The responses from the questionnaire participants were stored online in a Google drive with only the researcher having access. No part of the participant's identity, information or data was shared with anyone. For both groups of participants, the study maintained the confidentiality of organizations and individuals' identity by using codes in place of names. Coffelt (2017) described confidentiality and anonymity as ethical practices with the objective of protecting the privacy of human participants in the process of collecting, analyzing and reporting data.

Furthermore, participants rights and ownership of data and assurances of keeping identity confidential and anonymous were deployed as stated by Fleming and Zegwaard (2020). Participants information and code were known to only the researcher. All data was stored for five years on the Google Drive storage after the publication of the research study. The researcher informed the participants of sharing the findings of the study and be made available to other researcher, and be shared with research participants and through seminars, conferences, and publications. Labude and Xafis (2019) stated that it is of importance to inform participants of the possibility of sharing research findings with other researchers.

Data Collection and Analysis

The strategy for collection of data adopted in this study was a mixed-method survey. The first step in the data collection process started with the decision on the type of survey or data collection method. Robson (2007) maintains that a researcher should use the most straightforward manner of collecting the data to answer the research questions and not contain any more data than necessary. Mindful of these

conditions, the primary data collection instruments selected for this study were questionnaires and semi-structured face-to-face interviews. Interviews were adopted to enable participants to express their opinions freely without being limited by choice of answers. Questionnaires were administered personally. Other information sources include journals, government publications, reports from committees, seminar papers, and electronic sources data. Authors note that mixed-method survey generally reflects higher composite response rates than single medium surveys (Glasgow, 2005, p. 5)

Data Collection - Questionnaire

A digital survey was employed to collect quantitative data. According to Sachdeva (2009, p.182), one advantage of quantitative research is the potential to mitigate bias concerns. This is due to the limited interaction between researchers and participants, which prevents any potential influence of the researchers' presence on the participants. The option of an online questionnaire rather than the researcher to administer the questionnaire face to face, was to ensure neutrality, save time and reduce physical contacts due to the prevailing coronavirus pandemic. The quantitative method is linked with the deductive approach that tests theories (Greener, 2008). The questionnaire was deployed to enable the researcher further explore the research questions. The quantitative and qualitative data collected were integrated, compared, contrasted, and interpreted to provide answers to the research questions. The questionnaire focused on public servants and it took about 10 minutes to complete. The questionnaire link was sent through emails and WhatsApp software platforms. The questionnaire was divided into two parts. Part A to collect demographics of participants and Part B to obtain information on participants opinions on specialized training institutions. Responses were digitally collected and retrieved from the software into an excel sheet for analysis.

The researcher cleaned the data by removing incomplete or incorrectly completed responses and imputing some missing values. Fricker and Kultzy (2015) posit that, depending on the analysis, completing the analytical data may also require "imputing" missing values. Missing values occur due to respondents' failure to respond to a question or being unable to answer due to the lack of the desired response. Data imputation involves representing missing values in a data set. According to Groves et al. (2013), imputation is described as filling up a missing space in data gathered with an assumed response. According to Streiner (2002), the presence of missing data can have several implications from a statistical perspective. These include an increased risk of committing Type I and Type II errors, a decrease in statistical power, and a limitation in the dependability of confidence intervals.

Data Collection - Interview

As discussed earlier, this study consists of a qualitative element. In collecting qualitative data, this study used a face-to-face interviewing method and the interview questions were the instrumentation used. The researcher used memos to capture all research thoughts during and after each interview. The interviews were recorded electronically using a voice recorder, and the researcher took notes. Interviews were conducted in English language at a conducive environment in the participants place of work. The interview for each training institution manager is about 30 minutes in duration. The MP3 recorded files were moved to the Google drive for storage. The tape-recorded qualitative data was transcribed by the researcher from the audio format to a MS Word document by listening to the recording and typing out participants responses' verbatim. To reduce the chance for error in the transcription, the researcher performed independent verification of transcriptions which involves reading and interpreting hand-written material. The researcher read the interview transcriptions

and field notes from the observation process thoroughly to understand the issue from a holistic point of view.

The utilization of the qualitative research method offers several benefits. Firstly, researchers can utilize audio recorded materials to elucidate reasons, thereby enhancing the clarity and comprehensiveness of their findings. Secondly, this method allows for a comprehensive understanding of the problem under investigation. Lastly, researchers have the opportunity to synthesize and derive conclusions from the responses gathered during the interview process (Sachdeva, 2009; Bryman & Bell, 2011). The inquiry commenced by posing open-ended queries regarding the participants' assessment of specialized training colleges. The researcher adhered to Creswell's (2014) interview methodology, which consists of seven components: a heading, standardized interviewer instructions, a set of questions, question probes, space for recording responses, a concluding remark expressing thankfulness, and a document log. The interview was concluded by posing additional open-ended questions, designed to elicit more comprehensive responses addressing the impact of training institutions on the development of public employees' capacities.

Data Analysis

Data Analysis: Quantitative

The quantitative data gathered from public servants were statistically analyzed using IBM's Statistical Package for Social Sciences (SPSS) data analysis software version 26. SPSS has a quicker and easier essential function for descriptive statistics (Dabbara, 2019). The researcher imported the data gathered from all participants to SPSS for statistical analysis and presentation of results.

Statistics for general demographic information were obtained. The data collected was to inquire into public servants' opinions on the capacity development

programme by specialized training institutions. Considering the continuous and discrete nature of data collected, the analysis conducted compared specialized training institutions' identified variables, capacity development, and public servants.

Data Analysis - Qualitative

Initially, the acquired data underwent processing. The initial stage of data processing involved the transcription of the original documents into a computerized database. According to Johnson and Turner (2003), it is important to employ a combination of data collection approaches that has distinct strengths in order to gather both convergent and divergent information pertaining to the topic under investigation. To reduce the chance for error in the transcription, the researcher performed independent verification of transcriptions involving the reading and interpretation of hand-written material. Data were also be cleaned by removing incomplete or incorrectly completed responses. The qualitative data gathered were analyzed using NVivo version 12 qualitative data analysis software, adopting a thematic analysis approach - a method applied in analysing message content (Neuendorf, 2019). The NVivo software analysis was developed by QSR International to be used in research to analyze interview transcripts, open-ended survey responses, spreadsheets, web content, audio and video files, and PDF documents (Toolis, 2020).

The transcribed files in MS Word format were imported into the NVivo software for analysis. NVivo supports practical research applications by allowing visuals and creating mind maps (Godau, 2004). The software contains several tools to analyze data that will help draw up a valid conclusion that meets the study's objective. The NVivo software is a step-by-step process from importing raw data to exploring data, coding of reoccurring words or sentences, developing queries, reviewing, visualization of reviewed data using the software tools, and finally, report writing.

Since the verbal survey was open-ended, the researcher coded the responses by assigning labels to each answer and organizing them into categories or themes.

Content Analysis

The method of content analysis was employed to examine and interpret the qualitative data. Content analysis is a systematic approach used to identify, organize, and provide meaningful insights into patterns of meaning, often known as themes, within a given set of data. According to Bengson (2016, p.9), content analysis is a research methodology that offers a systematic and objective approach to draw reliable inferences from verbal, visual, or written data in order to characterize and quantify certain occurrences. The content analysis methodology entails a methodical process of coding data, taking into account occurrences, word patterns, frequencies, and structures. In accordance with the research conducted by Bloor and Wood (2006), the objective of content analysis is to analyze the data gathered characteristics, focusing on who says what and why. Using the NVivo software, content analysis was used to identify, measures the frequency of categories and themes, and determine the significant themes. The content analysis approach provides the researcher with the opportunity to carry out a transparent structure of coding and enables the researcher to adopt user-friendly method in analyzing data (Vaismoradi et al., 2013).

As summarized in table 1 below, the qualitative data was first familiarized, then manually coded. The transcripts were imported into NVivo 12, organizing the data and improving the meticulous coding process. The analytical method used a hybrid of both deductive and inductive approaches to coding as this fully captured all concepts in the data. Prior codes and emergent codes (ideas or experiences that emerged from the data during analysis but were different from previous codes) are obtainable in this study, using this approach.

Table 3

Content Analysis Approach Process

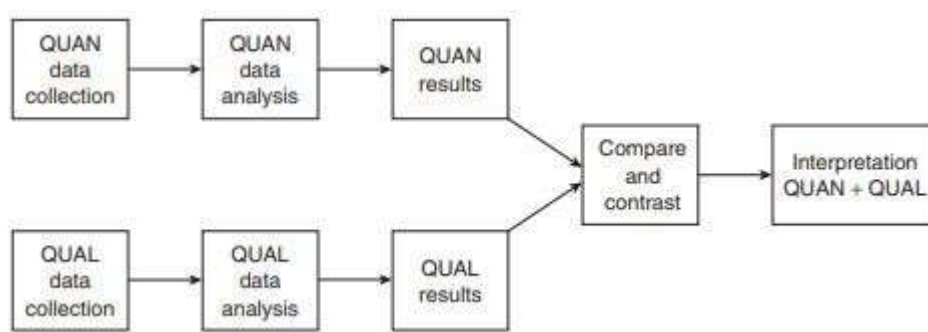
Data Familiarization	<ul style="list-style-type: none"> • Data immersion: Read and reread the transcripts • Listen to the audio files (if necessary)
Initial Coding	<ul style="list-style-type: none"> • Coding of the transcripts using descriptive/in vivo codes in Nvivo • Categorisations of data, development of a codebook
Search for Themes	<ul style="list-style-type: none"> • Review, recode, recategorize data and develop themes. • Develop a tentative thematic/conceptual frame work
Review Themes	<ul style="list-style-type: none"> • Review themes and compare them with the coded data extracts to produce a thematic map reflecting the objectives of the study.
Define Themes	<ul style="list-style-type: none"> • Define the final themes.
Analytical Report	<ul style="list-style-type: none"> • Prepare the report choosing themes/data extracts that convey key findings, using Nvivo data visualisation tools and synthesise with literature.

Convergent Parallel Design

The data collected was subjected to analysis using the convergent parallel design. The convergent technique involves the simultaneous collection of data, which are subsequently analyzed independently. According to Edmonds and Kennedy (2017, p.181), the convergent-parallel approach is a concurrent research method that entails the simultaneous gathering of qualitative and quantitative data, which are subsequently combined and compared to derive meaningful insights. The utilization of both quantitative and qualitative analyses in the descriptive process serves to broaden the breadth and concentration of the investigation (Onwuegbuzie & Combs, 2011).

The deductive approach tested the existing theories in public servants' capacity development and enabled understanding of the relationships between concepts and variables and generalization of research findings. The deductive approach entailed moving from the general to the specific (Woiceshyn & Daellenbach, 2018). The methodological triangulation is referred to as the most “common approach to combine

qualitative and quantitative measures” (Turner & Turner, 2012, p.3). The utilization of the convergence model proved to be the most appropriate approach for this particular research study. In the present approach, as depicted in Figure 1, the investigator gathers and examines quantitative and qualitative data in isolation pertaining to the identical phenomena. The convergence of many outcomes is achieved through the process of comparing and contrasting the diverse results during the interpretation phase.



Triangulation Design-Convergence Model

Figure 1

The researcher conducted an analysis of both quantitative and qualitative data, presenting the quantitative statistical results (test scores) followed by the qualitative findings (interviews) that either support or contradict the statistical results. The methodology employed in this study is commonly referred to as the side-by-side approach, when the researchers engage in a comparative analysis of two sets of conclusions. This technique involves presenting one set of conclusions first, followed by the presentation of the other set (Creswell, 2013). The findings from qualitative data analysis are used to contextualize findings from quantitative data. The convergence triangulation model was adopted as a means of strengthening the

limitation in different methods. The compare and contrast of both findings is an intentional process of combining quantitative and qualitative data together in one study (Creswell, 2015a). The side-by-side comparison is then used to merge quantitative and qualitative data as this approach is much easier than different approaches.

The combination of both methods findings which is known as integration informed the results of the study. Integration at the level of convergent design is described as the way in which qualitative and quantitative approach are brought together, the methods, interpretation, and reporting (Hong et al, 2017). According to Fettes et al. (2013), several researchers considered integration as being the hallmark of mixed methods research. Creswell and Clark (2017) identified four main mechanisms of data integration in mixed methods study as construction, incorporation, connection and fusion. The integration process serves to reaffirm the researcher's rationale for employing a mixed methods study design, as the amalgamation of data provides opportunities for insights that cannot be attained just through the utilization of a single strategy (Oliveira, 2020).

Summary

It is a fact that capacity development of employees in an organization contributes to the overall effectiveness and increased productivity. According to Sam-okere and Agbeniga (2014), capacity development allows employees to acquire new knowledge and skills to meet up organizational objectives. Training received by civil servants determines their productivity and hereby affects the quality of service provided to the citizens. Efforts exerted in training public servants produces a multiplier effect in the entire nation through governance administration (Dibie, 2014).

This chapter focused on the research methodology expatiating on the research approach and design that describes the methodology plan and processes for the study. The research design describes how valid results will be drawn in relation to the research objective (Sileyew, 2019). The study adopted a mixed methodology approach that was applied to investigate both variables as it relates to specialized training institutions and capacity development of public servants. The research paradigm of the study influenced the choice of a mixed-methods methodology to address research questions in appropriate manner (Bryman, 2012). The philosophical assumption of a mixed-methodology research provides direction for the collection and analysis of data from multiple sources using different strategies in one study. The decision to use mixed methods research for this study was due to the researchers interest to come up with a study outcome that provides rich insights. The mixed-methods approach as indicated in the study combined both qualitative and quantitative research methods by integrating and synergize data from both sources. The adoption of the mixed methods was to expand the reach of the study, to obtain more detailed conclusions of the study in which the efficacy of one strategy counteracted the limitations of the alternative method. A mixed-methods survey design was used for the study as it allows systematic gathering of opinions regarding participant's opinions, beliefs and attitudes. The survey design approach allowed the researcher to gather large amount of information to validate data and draw conclusions. The first step in deploying the survey design is the definition of the population and sample. A population frame was defined while a subset of the population known as sample was determined. The sample size was determined based on the required statistical power, degree of precision and the selection of the relevant unit of analysis. Considering the variables of the research study, target population were public servants in different

government institution of Ministry, Departments and Agencies. Likewise, training institutions head and managers were targeted for the qualitative data. Eligibility for participation of public servants in the quantitative study includes; age not above 60 years, has not less than 5 years of working experience in the public service and has participated in training/capacity development programmes organized by specialized training institutions.

The chapter delved into an examination of the data gathering techniques, namely the questionnaire and semi-structured interview. The researcher developed the questionnaire and interview questions, which underwent a review process by the study supervisor. Subsequently, the required clearances were obtained from the study Ethics Committee prior to their administration. The systemized multi-choice questions questionnaire was sent to participants through online platforms (email and WhatsApp) with a followup phone calls, while in gathering the qualitative data, the semi-structured interview was conducted face to face and probing questions were further asked to allow participants freely express their opinions.

Non-Probability sampling technique-purposive sampling was used as a determination factor for the online questionnaire samples because the sample determined is relatively small compared to other sampling technique. Purposeful Sampling technique was adopted for the qualitative data collection. The selection of participants was contingent upon their capacity to furnish comprehensive and pertinent information pertaining to the study inquiry. The chapter also looked into the population and sample of the study, materials and instrumentation, ethical assurances, data collection and analysis. The chapter gathered information from respective participants on their opinions regarding the effectiveness of specialized training institutions on capacity development of public servants.

CHAPTER 4: FINDINGS

Nigeria is a developing nation with numerous public sector institutions under the control and supervision of the state and federal governments. The public sector institutions were established for the purpose of serving the citizens. Employees of these public institutions, as of the available data by the Association of Senior Civil Servants of Nigeria in 2014, are about 870,000. The public institution's employees are saddled with responsibilities of attending to organizational and individual needs with respect to each institution mandate of the establishment. The public service institutions in Nigeria consists of the different arms of government to include the Judiciary, the armed forces, the state and national assembly services, security agencies, agencies which includes regulatory, educational institutions, social and commercial services. Diverse study has been carried out on the challenges encountered by the public servants. According to Akinola (2017), the following challenges and problems are associated with the Nigerian public service; immeasurable objectives, disorganization, inadequate knowledge, facility and time mismanagement which is considered a result of lack of adequate human capacity. Capacity development of public servants is considered an essential part of human resources in public institutions to ensure effective delivery of service. Capacity building of public servants has continually been a challenge over the years. According to Ihemeje & Afegbua (2020, p. 60), "the post-independent public service has not sufficiently promoted capacity building, and this has resulted in poor organizational performance and service delivery. The effective development of Nigeria's public institutions and its citizenry lies in the activities of human beings who are active agents within the organizations. Public servants in Nigeria are perceived to be inexperienced,

incompetent, and unprofessional due to the delivery of poor service (Fatile, 2013). Capacity development of public servants in Nigeria is perceived to be inadequate and not deliberate, which leads to inefficient service delivery and low productivity. Effective capacity development programmes contribute to the potency of worker retention, open up career choices and opportunities for the employees and institutions. The few capacity building programmes within the public sector has over the years been tailored towards the conventional form of training and mostly on-the-job training. In the conventional form of training employees, the model for transferring and receiving knowledge is teacher-centered as it focuses more on achieving trainers objectives and teaching plans for each lesson.

The need for a shift from the conventional system of transmission of knowledge to a logical system that is learner-centered embraced the acceptance of specialized training institutions. Specialized training institutions are training institutions focused on training employees in specific areas of expertise. Specialized training institution focus is to ensure training programmes are learner-centered and learners are equipped with adequate knowledge to carry out assigned tasks. The specialized training institutes established in Nigeria were both publicly owned and privately owned, with each institution focusing on areas of expertise. The advent of technology with constant change in the mode of receiving and transferring knowledge has further enhanced the activities of the specialized training institutions in delivering required service. Over the years, the activities of the specialized training institutions have been tailored to meet the specific need of an individual or the organization. Capacity programmes by specialized training institutions are directed towards the training needs identified.

The study aimed at examining the effectiveness of specialized training institutions on the capacity development of public servants in Nigeria looked into the activities of the conventional system of training public servants, its advantages and associated challenges. The study then analyzes the activities of different specialized training institutions, as it relates to effective capacity development programmes for public servants. Diverse kinds of literature relating to the history of public service, activities of public service, criteria and justifications for employing public servants, challenges associated with public service were reviewed to better understand the importance of the study. The research methodology is a mixed-method which enabled the study to be reviewed from both perspectives.

This chapter is divided into sections. The first section is a discussion on the research findings. The discussion is centered around the trustworthiness of data, reliability and validity of data, results and evaluations of findings.

Trustworthiness of Data

The study gathered both qualitative and quantitative data using interviews and questionnaires, respectively. The qualitative data enabled participants to openly provide responses to the interview questions and provide additional information when required by the researcher through a face to face interview session. The questionnaire was used to gather quantitative data from the public servants. The trustworthiness of data gathered was considered by ensuring quality criteria for qualitative and quantitative research were followed.

Trustworthiness of data refers to the extent to which the study and data sources are trustworthy. According to Elo et al. (2014), trustworthiness should be considered at every analysis phase, starting from preparation, organizing and reporting of results. Connelly (2016) described the trustworthiness of a study as the degree of confidence

in the data gathering process, data, analysis, interpretation and process involved in ensuring the quality of the study. The study established procedures to ensure the study is considered trustworthy by considering all the strategies and criteria of research trustworthiness which includes; credibility, dependability, confirmability, transferability and authenticity.

Credibility: The credibility of data confirms that the data gathered to represent the original views of research participants. According to Lincoln and Guba (1985), in establishing trustworthiness, credibility is one of the most important factors. The credibility of the study is ensured by adopting the following strategies; prolonged engagement, persistent observation, triangulation and member check. Elo et al. (2014) are of the opinion that researchers should accurately identify and describe research participants to further establish the credibility of the study.

Prolonged Engagement: the prolonged engagement strategy was adopted during the face to face interview by adequately observing the process through long-lasting engagement with the research participants, spent a longer duration of time in explaining the research objectives and requirements from participants to enable adequate understanding of the study, erase any form of misinformation, build researcher-participant trust to enable the study to obtain required (rich) data. The study engaged the participants in discussions on the choice of research study, the statement of problem and research objectives. Also, expectations from research participants regarding the activities of specialized training institutions in which they represent were also discussed to avoid any form of misrepresentation. According to Shenton (2004), the prolonged engagement is to establish a culture of trust between the researcher and the participants and gain an adequate understanding of the study.

The interview question was open-ended, which enable the researcher to ask follow-up questions are regards participants opinions and responses.

Persistent Observation: in identifying the most important elements of the statement of the problem under study, the researcher ensured credibility by observing the most relevant research methodology and the set of participants suitable for each research method to obtain adequate information. The researcher focused on those areas to obtain more information from participants during the data collection process. Kennedy-Clark (2012) describe persistent observation as an act of continuously observing participants all through the research process. Persistent observation enabled the researcher to identify those words, reactions and gestures that are relevant to the study.

Triangulation: triangulation was used to ensure the credibility of the study, hence the adoption of a mixed methodology. Triangulation combines theories, observations and methods in a study to enhance findings. Triangulation is a strategy used to test the validity of a study by combining data gathered from different sources (Carter et al., 2014). Noble and Heale (2019, p.67) describe triangulation as an "effort to help explore and explain complex human behavior using a variety of methods to offer a more balanced explanation to readers. It is a procedure that enables validation of data and can be used in both quantitative and qualitative studies." The study combined both qualitative and quantitative research and gave the researcher opportunity to gather diverse datasets that provides adequate information on different aspects relating to the effectiveness of specialized training institutions on capacity development of public servants in Nigeria. The report gathered from the qualitative part to a large extent complement report generated from the quantitative data. The use

of triangulation in the study is to enable research methods that compensate for other limitations.

Member Check: to enhance trustworthiness through credibility, a member check strategy was explored for the study. As Doyle (2007) points out, member checking is a technique used to enhance the credibility and confirmability of qualitative research findings. Member check as a strategy helps guide the study against the potential for the researcher's bias. The researcher involved the participants in checking the transcribed file from the audio recorded interview to confirm the originality of documented opinions and responses. The transcribed documents were sent to participants to ensure it reflects the adequate position of participants submission and enhance the accuracy of data. Member checking enables participants to reconstruct earlier provided narratives to ensure appropriate presentation (Birt et al., 2016).

Transferability: The extent to which reports from this study could be applied to other studies were reflected in the research. The capacity development of public servants is a continuous activity that requires further research findings from this study can be applied. Schloemer & Schröder-Bäck (2018) likened transferability to generalizability which is the extent to which the findings of the study are applicable to a wider population and at different settings. In enhancing the transferability of the study, the researcher exclusively describes the research context and associated assumptions to the capacity development of public servants using specialized training institutions.

Dependability and Confirmability: According to Korstjens and Moser (2018, p. 121), dependability and confirmability are displayed by the researcher by "transparently describing the research steps taken from the start of a research project to the development and reporting of the findings. Dependability is a trail that kept

adequate records of the research process all through the study. In adopting dependability as a strategy for trustworthiness, the researcher needs to ensure that the analysis process corresponds with the set standard for applied design (Guba and Lincoln, 1985). The study dependability of the study was ascertained as the research process followed the procedures for mixed methods design. The researcher also ensured confirmability by not allowing personal opinions to influence the findings of the study. All research processes, materials and findings were documented and presented to ensure transparency.

Reflexivity: Reflexivity is one of the strategies considered critical as quality criteria. The study put into cognizance the importance of researcher's reflexivity in the research process, starting from the research proposal to the presentation of findings. Rankl et al. (2021, p.1) defined reflexivity as the researchers "critical analysis of the position they occupy throughout the research process and how they participate in the production of knowledge". The researcher took into consideration its self-assumption, interest, preconceptions and personal relationship with participants to ensure it does not influence participants responses during the research process, especially the interview sessions and findings of the study.

The trustworthiness strategies adopted in the study were straightforward and effective in ensuring the validity and reliability of the study. The credibility of the study was one of the criteria used to assess the reliability and validity of the study. The chapter summary is a conclusion of the codes and themes generated from the interviews and questionnaires.

Results

The study is a mixed methodology design that involved both qualitative and quantitative methodologies. The qualitative method adopted face to face interviews as

the research instrument, while the quantitative method adopted a questionnaire. Data gathered from the interview sessions were analyzed using NVivo qualitative analysis software, while responses from the questionnaire were analyzed using SPSS version 22. According to Hesse-Biber (2010), the overall goal of data analysis is to analytically reduce a set of data gathered by generating codes and summaries, display data in matrices and frequency counts, draw research conclusions and test for validity.

Restatement of Research Questions

The general guiding questions for the study are;

- What forms of training are provided by specialized training institutions in Nigeria?
- What are the perceptions of public servants about the efficacy of specialized training institutions teaching and learning activities for the capacity development of public servants?
- What are public servants' opinions about the modern form and conventional approach to training?
- What are the contributions of specialized training institutions to the capacity development of public servants?

The qualitative method was adopted in the study to enable the researcher to obtain adequate and relevant data from the participants. The qualitative data was gathered using a face-to-face interview sessions. The interview question was developed based on the research questions. The researcher developed the questions after an unsuccessful search for already validated questions that will provide data that relates to the research objectives. According to Castillo-Montoya (2016), in conducting interview research, the interview protocol refinement framework that

consists of processes systematically developed should be followed. The processes in four stages include; ensuring interview questions are drafted from the research questions, the conversation should be inquiry-based, feedback on the interview process and piloting the interview protocol.

In developing the interview questions, the researcher further considered the requirements set by the research ethics committee. A draft of the interview question was presented to the supervisor by the researcher for review before final validation to ensure the questions are capable of producing detailed answers. As Roberts (2020) points out, the competence of the researcher and the quality of the interview questions are crucial in determining the value of the data collected during a qualitative interview. The study examining the effectiveness of specialized training institutions on the capacity development of public servants in Nigeria focused on the specialized training institutions to derive the qualitative data. In achieving the main objective of the study, it is of importance to obtain some important information from the training institutions on their activities and how they influence the capacity of public servants. Likewise, the process involved transparency as the interviews were subject to research ethics review.

The participating training institutions were randomly selected from the available list of institutes. Training institutions were contacted with a request to ensure that participating individuals from the institutions are heads of the institutions or training managers. The purpose for the specific request of the head of the institution is to allow the researcher to gather adequate information as the head of training institutions are perceived to be more experienced and interact with several government institutions and public servants over the years. Ten training institutions participated in

the interview. The interview was conducted in participants offices and was audio-recorded.

Responses gathered from the interview process were analyzed, starting with transcribing audio-recorded files, reading, understanding and interpreting the situations. According to Hesse-Biber (2010), transcription of data brings the researcher closer to the data and enable the researcher to further improve on the interview process. According to Lester et al. (2020), common processes used in qualitative analysis include coding of notes, noting remarks in the margins, identifying similar phrases and common sequences, isolating similar patterns, generalizing, and constructing theories.

The study adopted a thematic analysis approach to analyzing the qualitative data. Thematic analysis is an analytical strategy that is a multifaceted and adaptable technique applied to recognize, examine, and describe models and themes as it can be practicalized to a wide philosophical field that focuses on the research objectives within qualitative data. Although, when using this method, the in-depth focus is used on any distinctive theme, a comprehensive understanding is attained on the research question. In qualitative data, recognizing themes highlights appropriate conditions that underpin observations and experiences expressed in the procedure. The thematic analysis integrates the analysis of meanings and experiences at either individual or group level conveniently. Braun et al. (2019) described the thematic analysis as an approach focused on identifying and grouping patterns in a set of data. Thematic analysis as an innovative approach can be used to analyze any type of data due to its flexibility. Theoretical flexibility of the thematic analysis approach enables the researcher to engage disciplinary theories and generate a more relevant analysis for a specific sector (Lester et al., 2020).

The thematic analysis commenced with the development of priori codes. The researcher started with developing the priori codes from the notes taken during the interview process then moves to the next stage of familiarizing with the data obtained from the process. Familiarization with data begins with the transcribing process. The transcribing process has enabled the researcher to get familiar with the data and further intensify the development of the priori codes. Transcription provides the researcher with the opportunity to get familiar with the data and further deepens understanding of participants opinions. The analysis software NVivo version 12 was used for coding the data set. The transcribed data were imported into the NVivo software to organize the data and improve the meticulous process of coding, patterns and themes were also generated automatically. Each interview question was analyzed based on all participants responses.

The quantitative method was used to obtain information from the public servants using a questionnaire as the instrument. The choice of a questionnaire for obtaining information from public servants was based on the knowledge that; public servants are the subject of the study. Considering the average number of public servants in Nigeria, the study targeted 100 participants to be able to obtain sufficient information, and it is not feasible to adopt a qualitative method and face to face interviews with 100 participants. The questionnaire was administered online through Google form. Responses were derived from the online application in an excel format.

Data obtained were analysed using IBM's Statistical Package for Social Sciences (SPSS) data analysis software version 22. Participants demography were tabulated while some statistical tests were carried out on participants responses to each question. According to Field (2013), several statistical tests are available to analyse quantitative data depending on the research objectives, type of data collected and how the data

were collected. Some of the tests carried out for the study are; T-test- to assess if the means of two groups differs statistically. Analysis of variance (ANOVA) test was used to compare connotation between groups. Other tests are chisquare test and F-test.

Qualitative Results

The interview questions targeted at heads or managers of specialized training institutions consist of eleven questions, and the interview session was for about 30-45mins.

Analysis was carried out based on responses from participants, and results were presented according to themes generated by which responses from participants related to each theme.

1. Challenges in Accessing Capacity Development Programmes

CHALLENGES IN ACCESSING CAPACITY DEVELOPMENT PROGRAMMES
<p>There is the aspect of corruption which everyone will not want to run away from especially those that are in the specialized training because most public servant will not use their fund is it's a challenge to them because they don't have the foundation or have the means to raise the fund its already a challenge to them. 01</p> <p>Another challenge is having to work with different people but if we can bring people to understand that training is not just about the monetary benefits, it should be more of what are your take home in that training. 02</p> <p>Number one is that most of them does not go for basic knowledge what I mean by basic knowledge is that having an idea about a particular subject some of them are just rigid about their work or job description they don't learn anything new so when they are face with all this capacity development training programme it comes to</p>

them as a shock do you see is a real challenge I think they are facing, I mean the challenge of not being informed of the basic things this one is beyond the discussion of politics on whatever they think they call information on simple technology most of them are not informed on that, renewable energy most of them don't know what it is and so many other things (2) there are some trainings that involve payment and those ones are slot based training and it requires some numbers of people that will come for the training from the ministry or from us we discovered that people that really need the training will not be there because some will buy their way in because they will be paid and the real participants are missing in action, sometime is the venue the ministry determines the venue they may choose to take it outside Abuja and 90% of the participants are coming from Abuja so we see that as a stress but some of the people don't because they will be paid allowance and they are comfortable with it but I see it as a challenge, They don't follow up after training it shows that the training is not being implemented. 03

Challenges faced by a public servant, for example we train them on how to code, we train them on how to use Microsoft office and even when they get back to their offices, they are unable to deploy these key sets. Another example is for finance and communication they are able to deploy it immediately. 04

First is corruption. Training contracts are shared amongst management or leadership as some sort of 'settlement'. So instead of seeking quality and qualified training providers, you end up giving the assignment to a friend or relative who then subcontract to mediocre firms.

For example, I am a Harvard University Certified Consultant and based on my career experience and exposure, I am very disturbed when I see incompetent or

inexperienced people with good oratory skills ‘training’ people who are supposed to be training them. So, we need to cut down on the corruption of giving training to people who can settle. 05

Secondly, and this is very important is the availability of the right tech, even as the world of work evolves with technology increasingly taking center stage, public servants must be ready and willing to employ other channels of training delivery apart from physical classroom style. Yes, Zoom, Webinar Jam and Microsoft Teams are a good place to start but there is so much more. 05

Another challenge is funding. Quality knowledge is not cheap. To ensure access to effective training programmes for public servants, government must be willing to encourage training providers deliver value and earn a decent return on their investments. 05

From our own experience we have different challenges, self-imposed challenges and we have organization wide imposed challenges, the mindset we are working on should be a mindset that is ready to learn, unlearn and relearn.

The person participating in the training must come first with the right mindset because, for every organization when they must their number one priority is to return on their investment, that is why I tell some organization ensure you sending the right people. Another challenge is having to work with different people but if we can bring people to understand that training is not just about the monetary benefits, it should be more of what are your take home in that training and what is to be taken home and back to your usual business is what we term as our own benefits. 06

2. Determination of Training Suit

a. Assessment of training needs (Organizational and staff needs)

Assessment of training needs (Organizational and staff needs)

Need to be trained on when we get feedback from them, we look out for solution that meet the gaps in the knowledge they have identified themselves, so we come back for bench marking exercise. The whole essence for the bench marking exercises is for us to know where exactly to meet them, some people claim to know something but with bench marking exercises it gives a clear picture of where everybody stands. 02

We conduct what we call a Training Needs Assessment, with this assessment we determine the need and want of the ministry, agency or parastatal to be trained, where we get to know their areas of specialty and strength, their departments and where they need to be trained and acquire more knowledge. 05

Either by conducting needs assessment. 08

One is to offer specialized and tailor-made training that is designed to meet the specific need of the departments or unit of an organization where the public servant performs his or her duty, this will help the public servant to gain the specific capacity required. 09

The training is provided after identifying the need of participants. We achieve this by understanding the general and specific needs of the public servants, and through the uses of seasoned, experienced and professional facilitators who possess the required expertise in the field or sector. Our training delivery methods and strategy are also aimed at achieving the full objective of the training, and capacity development of public servants. 10

b. Development of Generic Courses

Development of generic courses

The second approach is to develop generic courses for public servants that would meet the general organization needs, some of this training could include ICT Training, Executive and leadership Training, Health and Safety training etc. 09

c. Identifying Current Knowledge

Identifying current knowledge

By identifying the type of knowledge, they initially have on health and safety in the workplace then develop training objectives and deliver training to meet the objectives. 07

d. Leadership Recommendations of Government Agencies

Leadership recommendations of government agencies

Our experience with the public sector in determining appropriate training for a set of public servants have ranged from the recommendation of the leadership of a particular government ministry, department, agency or parastatal. I want to believe that these recommendations often come from internal engagements where gaps have been identified and a decision made to employ training as a means to help people bridge those gaps. 05

Our experience with the public sector in determining appropriate training for a set of public servants have ranged from the recommendation of the leadership of a particular government ministry. 05

e. Request from Training Organizations

Request from training organizations

As a training institution, most of the time we receive request from training organizations on identified gap or the need for training. Also, when there are recent developments in a field and we find it important to equip public servants with the skills. 07

Based on the request for training from the organization. 10

f. Through Feedbacks

Through feedbacks

through feedback from the officer in charge of training in the organization. 08

based on feedback received or carrying out a training needs assessment. 09

g. Through Relationships

Through relationships

Training Center is able to provide training that is tailored towards the capacity development of public servants by keeping our eyes and ears opened and by cultivating the right relationships. In other words, we are always interested in new methods being adopted by other developed and developing economies, we also keep abreast of government policy changes and also get involved in industry-related networks and of course by engaging with manpower planning and development officials across MDAs to better understand training needs and other learning and development gaps we can help to bridge. 06

3. Impact of Training on Public Servant

a. Improvement of public servant performance

Improvement of public servant performance

To the best of my knowledge, all feedback that has gotten from my student and those that have attended specialized training I think it has been tremendous and it has been impactful for the public servant especially those that have taken their time and concentrated during the class activity or training activity and the success rate has been good and as a result of the acceptability of our training we had to get referrals from our student to other of their professional co-workers and I think that is all it takes to build confidence in person we have gotten a recommendation from our student. 01

I think is influencing them to a large extent it gives them chances to represent at the international level it gives them a good stand among their equal outside the country and is a plus for them on that. 03

Based on feedback received so far from previous participants of our training that are civil servants, knowledge gained during the training has enable them to perform their duties more confidently, increase their knowledge and enable them compete effectively. 09

b. Knowledge improvement

Knowledge improvement

More knowledge and capacity to carry out assigned tasks. 10

c. Provision of platform for continuous learning

Provision of platform for continuous learning

Secondly the specialized institutions also provide a platform for continuous learning and improvement for all categories of public servants. 08

d. Remedial of mediocrity in recruitment process

Remedial of mediocrity in recruitment process

To a very large extent. We all know how government recruits in this country. The Civil Service Commission, the quota system dynamic and the overall mediocrity surrounding a process that should otherwise be based on absolute merit are some of the issues leading to a public workforce with below-par performance. So, specialized training institutions and training providers in most cases are doing remedial work. 05

4. Impact of Training on the Economy

IMPACT OF TRAINING ON THE ECONOMY

For my training institute, I have had to train security personnel which will end up helping the country to protect the citizen, and it will boost the confidence of investors when they realize that police and private security of the country are cyber inclined toward security. 01

On our own part what we intend to do is to build a better economy, a better digital economy. It help on the economy because we have more trained people. When we have more people less dependent on the government in a way it improves the economy, it brings in more audience and if we can help people see their potential that are yet to be tapped, so if we can help people see their potential. And if we can create the right platform here in Nigeria, then we can tap into those potentials and make them great source of income generations for the economy, for the government and even the individual. 02

My opinion on it is that, a lot of civil servants are not ICT literate so why this is

important is that we are able to up-skill them so that they can meet the demands of the digital economy. 04

Our involvement in providing training for public servants is hinged on our foresight to see a nation with optimized talents who will develop shared and sustainable prosperity. 06

It is a very important part. Adequate knowledge of health and safety in the society promotes active economic activities which will impact the economy positively. 07

The objective of our training is to ensure public servants are equipped with managerial skills to effectively carry out the national task that affects the country's economy. 09

The training is to enable them go through executing a project successfully which will in turn affect the economy of the country as all activities of public servants are to carry out duties to support the government. 10

5. Process of Providing Training

a. Assessment of needs of the training

Assessment of needs of the training

Yes, there are, identifying the need, describing the trainees, you need to identify the needs of the training, you need to describe the training, you need to also identify current skills set of the trainees and then you identify equipment that would enhance training, then you draw up a curriculum. Now the curriculum is always the tricky part because curriculum is not to be stack, curriculum are supposed to be able to be tailored to specific situations, for example if want to teach you how to code it will be different from when am teaching lanre how to code and so we need to identify the two

different situation, and draw up a curriculum that can be tailored to the two situations. And then also the delivery of the curriculum there is a need for monetary evaluation to see that yes, this curriculum is built to a fantastic curriculum but does it meet to the need of the people we are reaching out to. 06

b. Assessment of current knowledge of staff

Assessment of current knowledge of staff

We request for a need analysis, what are the organizational challenges, and benchmarking exercises, such feedbacks are used to develop a training proposal. 02

It depends on the training participants, as newly recruit, training developed starts from the basic knowledge or for a refresher course, prior knowledge of participants are considered. 07

c. Review of Curriculum

Review of curriculum

We develop the module, training content, work on illustration and presentation before presenting it to training participants. 03

The center's faculty board reviews the curriculum and training materials of the center. The center also engaged experience and industry experts to deliver capacity development programmes to public servants, this has consistently helped the institutes along with other approach to deliver tailored capacity development programmes to public servants. 08

d. Right Relationships

Right relationships

BraveICONS Global is able to provide training that is tailored towards the capacity development of public servants by keeping our eyes and ears opened and by cultivating the right relationships. 05

e. Virtual Training

Virtual training

We do virtual and physical training we have a physical classroom and develop the virtual center that has a virtual classroom integrated into it where the participant can also do whatever they are doing in the classroom including raising your hand and asking of a question/sharing of the screen and the like so our virtual training encompasses almost everything we do in the physical class thanks. 01

6. Programmes Offered

PROGRAMMES OFFERED

We offer strictly cybersecurity focus training. 01

Most times we offer more of ICT based on programmed. 02

Our training are majorly for the development of organization not individual (private) our focus is on the public sector. 03

Usually what we do is targeted training to public servants in the ministry. 04

Our organization, BraveICONS Global -as part of our Talent Optimization solution suite offers a combination of Learning and Development interventions. 05.

We have a pool of experienced advisors who are able to take other specialized programmes like HSE, Core/Digital Banking, Human Centered Design, Data Analytics etc. depending on the needs of our clients. 06

Health and safety in the workplace. 07

Training in procurement. 08

Management training, training on public relations. 09

For public servants, we offer training in project management. 10

6. Effect of Government Policy on Capacity Development

Effect of government policy on capacity development

I think the policy of the government has not been favorable to specialized training institute because from the recruitment point of view the federal government will want to recruit those that have a certificate from those that have a skill and we are moving to a dispensation where skill is a more required criteria for recruitment. – 01

Federal government have widely open up public servants to training. 03

Due to the policy of Federal Government a lot of public servants are now constantly trained on the job. 04

In my opinion, there is no synchronized government policy on the capacity development of civil servants in alignment with government's dynamic strategic objectives. 05

The policy of government I will say needs to be checked, although I think government is also trying to ensure all specialized training institutions are standard. 07

The government policy on capacity development affects the activities of specialized training institutions in various capacity, Key policies are mostly driven by government owned specialized institutions as a guide in carrying out their day-to-day activities. Other institutions are also affected by these policies as it determines the approach of management of public servants towards attending or nominating their staff to participate

in trainings organized by specialized institutions. 08

Government policy are sometimes not favorable, for example the policy that government institutions to only go for training in government established institution alone. 09

The policy of ensuring all public servants go for specialized training yearly ensured access to updated training materials to refresh public servants' knowledge and skills. 10

7. Feedback Mechanism (Monitoring the Effect of Training Programmes)

Feedback mechanism (monitoring the effect of training programmes)

At the end of the training the participant is encouraged to fill a feedback form which we will use to evaluate what they have learned and what we need to improve on. 01

When we are done with every training project we assess our selfs by ensuring feedback forms are completed. 02

We create a WhatsApp group then that WhatsApp group will still be active still about week so that people can get their feedback on their question and things like. 04

Ideally, a well-designed training programme should incorporate feedback loops during and after the training and sometimes for months after the training. This is essential to ensure the efficacy of the training programme on participants. 05

Oh well yes, we have a designed feedback system to evaluate our participants, we reach out to them after some period of months depending on the training. 06

It is important for all participants to complete a short and simple questionnaire of about 7-10 questions after the training. 07

Yes, our training programmes has some evaluation and monitoring tools, which are being used to provide feedback on training programmes. 08

Before the start of a training, participants are giving pre-training survey to access their knowledge of the subject matter. Another survey is giving at the end of the training to obtain information on the effect of the training. -09

We obtain feedback from participants during and after the training to ensure we met the training objectives. 10

8. Perception of Public Servants to Specialized Training

a. Avenue for making money

Avenue for making money

The number two motivation for public servants to attend training is the allowance because you are getting paid for being trained. 03

Generally speaking, the long-standing culture of most public servants is that of apathy and the viewpoint that training programmes are some sort of settlement where you add people to a programme so they can get per diems, travel allowances and other related perks. -05

Generally, the usual culture of public servants is the point where they see training programmes as an avenue to put money in their pockets (allowances) and other related funding. 06

b. Avenue to Rest

Avenue to rest

Most of them take this training as an opportunity to relax ,I don't know how they take this things in their offices but a good percentage of them use this training period to rest, they are ready to go for the training but they are not ready for the implementation of

what they come to learn at the training. 03

c. Willing to Learn and Cooperate During Training

Willing to learn and cooperate during training

I think it begins to get acceptability considering the success that ICAN has achieved in recent years. Cybersecurity certification is also getting recognition as most persons are willing to undergo training in specialized academic settings compare to a general base training. -01

We've trained 50 civil servant and half of them just want to get the certificate, they just want to get the certificate and the other half just want to get the knowledge, -04

The truth is that citizens' demands are changing rapidly and service delivery dynamics are evolving at an alarming speed. Therefore, a growing number of public servants are seeing specialized trainings as their lifeline to remain on the job or to remain relevant on the job. 05

Since health and safety is a sector that is not taught widely, and considering its importance to the work environment and individual health, public servants are always willing to learn about it and cooperate during the training -07

The reaction of public servants to specialized training institution is phenomenal. 08

The perceived reaction of civil servant is quite multifaceted, and is mostly determined by the individual public servant involved, and the level of motivation and commitment of such public servant for the training. 09

When it comes to project management, most public servants that come for the training are serious minded. Our specialized institution is requested to train public servants on project management when there are projects at stake that needed to be delivered. So, reactions are mostly positive. -10

d. Process in Designing Training Programmes

Process in designing training programmes
<p>Mostly, demography and prior knowledge of interested participants are considered to develop courses. not talking about IT security but the physical. -01</p> <p>Feedback we received while conducting the training needs assessment is used to structure the training programme.</p> <p>We start with information gathering, consider the beneficiaries of the training, training format and other information are put together. 03</p> <p>Activities like identifying the need, describing the trainees, identify current skills, identify equipment that would enhance training, then you draw up a curriculum. And then also the delivery of the curriculum there is a need for monetary evaluation. 06</p> <p>Training Need Identification which is made possible when you talk with the employee or with the person's superior, manager or supervisor to assess their skills, knowledge, and experience. You then need to analyze what type of learning and development intervention is suitable for the candidates. 05</p> <p>Majorly the Training Needs assessment, the delivery and implementation strategy and the post training monitoring and evaluation. 08</p> <p>The first step is to ensure the public servant's area of training needs is in line with training institutions expertise. 09</p> <p>The step we follow is to firstly identify the need of the training participants, draw up the training objectives and carry out the training. 10</p>

9. Strength Associated with Specialized Training Institutions

a. Allow for important training to effective service delivery

Allow for important training to effective service delivery

Specialized training institutions allow public servants to be trained in areas that are unique and important to effective delivery of service. For example, health and safety in work place is not taught in regular institutions as a course but through the activities of the specialized training institutions, public servants could be equipped with this knowledge -07

b. Increase in capacity to meet organization needs

Increase in capacity to meet organization needs

Specialized training institutions allows participant to be the focus in one area of skill development, that is a strength to compare to order academic training -01

Another strength of specialized institution is in its capacity to meet organizations specific needs and harness relevant opportunities. 08

c. Quality resource persons

Quality resource persons

From experience, two things drive participants to training, the quality of the training and the quality of the food, breakfast and lunch. -02

Specialized institutions have verse knowledge, the strength associated with specialized training institutions will be the quality of their resource persons. 05

The strength allocated with specialized training institutions are determined by the strength of the resource person. In terms of weaknesses, many training institutions are static and depend on old knowledge and the fact that if we have done it before, we can do it again. 06

d. Training designed to meet needs

Training designed to meet needs
<p>Specialized training institutions targets specific area of required knowledge and focus on that area in training public servants. 09</p> <p>Training by specialized training institutions is specific, they met the direct need of participants. The trainings are interactive as participants tends to ask questions that are directly related to job and obtain clarification -10</p>

11. Weakness Associated with Specialized Training Institutions

a. Dependence on old knowledge

Dependence on old knowledge
<p>In terms of weaknesses, I would say that many training institutions are static and depend on old knowledge. In the 'knowledge economy', relevance and contemporariness is such a valuable currency because whatever got us here won't get us there -05</p> <p>Continuous use of a particular specialized training institute for a particular set of public servants might make them limited in knowledge to a specific sector/task. 09</p>

b. Insufficient manpower

Insufficient manpower
<p>Lack of proper coordination on behalf of the organization results in the organizers of the institute taking up some responsibilities that is beyond their manpower. 03</p>

c. Insufficient training tools and infrastructure

Insufficient training tools and infrastructure
Some of the weakness sometime particularly is not about the organization but some factors that surround the training such as venue availability, equipment. Coming down to the institute sometimes for us to give effective training there are some things that are not easily moveable. 03

Quantitative Result

The first part of the questionnaire captured the demographics of the participants

Table 4

Demographics of Respondents

Age of Respondents	Frequency	Percentage %	Gender	Frequency	Percentage %
26-45	58	58	Male	53	53
46-60	42	42	Female	47	47
Total	100	100		100	100

From the table above, it implies that 58 respondents representing 58% were of the age range of 26-45, while 42 respondents representing 42% were of the age range of 46-60. 53 respondents representing 53% were male, while 47 respondents representing 47% were female.

Table 5

Highest Level of Education

Level of Education	Frequency	Percentage (%)
Undergraduate	1	1
Graduate	48	68
Postgraduate	51	32
Total	100	100

From the table above, it implies that 1 representing 1% is undergraduate, while 48 respondents representing 8% were graduate, and 51 respondents representing 32% were postgraduate.

Table 6

Training Programmes with Specialized Training Institutions Focus More on Specific Skills

Response	Frequency	Percentage (%)
Strongly Agree	45	45
Agree	50	50
Neutral	4	4
Disagree	1	1
Total	100	100

From the table above, it implies that 95 respondents representing 95% agreed that training programmes with specialized training institution focus more on specific skills, while 4 respondents representing 4% neutral. 1 representing 1% was disagreed.

Table 7

There is a significant relationship between Training and Organizational Performance

Response	Frequency	Percentage (%)
Strongly Agree	58	58
Agree	36	36
Neutral	6	6
Total	100	100

From the table above, it implies that 94 respondents representing 94% agreed that there is a significant relationship between training and organizational performance, while 6 representing 6% were neutral.

Table 8

There is a need to justify Training Programmes based on identifying the Training Needs in the Organization

Response	Frequency	Percentage (%)
Strongly Agree	55	55
Agree	38	38
Neutral	6	6
Disagree	1	1
Total	100	100

From the table above, it implies that 93 respondents representing 93% agreed that there is a need to justify training programmes based on identifying the training needs in the organization, while 4% are neutral, 1% of respondents disagreed.

Table 9

Training Programmes have a Direct Benefit for the Organization and Employees

Response	Frequency	Percentage (%)
Strongly Agree	68	68
Agree	31	31
Neutral	1	1
Total	100	100

From the table above, it implies that 99 respondents representing 99% agreed that there is a significant relationship between training and organizational performance, 1% was neutral.

Table 10

Training are Based on Identified Training needs in the Organization

Response	Frequency	Percentage (%)
Strongly Agree	46	46
Agree	51	51
Neutral	2	2
Disagree	1	1
Total	100	100

From the table above, it implies that 97 respondents representing 97% agreed that the use of specialized training institution is effective in carrying out capacity development programmes for public servants, while 2% neutral and 1% disagreed.

Table 11

Poor Manpower Planning in the Public Sector is one of the Reasons for its Inability to Attain the Set Goal(s)

Response	Frequency	Percentage (%)
Strongly Agree	50	50
Agree	41	41
Neutral	5	5
Disagree	4	4
Total	100	100

From the table above, it implies that 91 respondents representing 91% agreed that poor manpower planning in the public sector is one of the reasons for its inability to attain the set goal(s), while 5% are neutral, 4 representing 4% disagreed.

Table 12

Organization has a Yearly Well-Designed Capacity Development Programme for Employees

Response	Frequency	Percentage (%)
Strongly Agree	17	17
Agree	37	37
Neutral	28	28
Disagree	16	16
Strongly Disagree	2	2
Total	100	100

From the table above, it implies that 54 respondents representing 54% agreed that organization has a yearly well-designed capacity development programme for employees, while 28% of respondents are neutral, 18 representing 18% disagreed.

Table 13

Training provided by Specialised Training Institutions are acceptable to Public Servants in Nigeria

Response	Frequency	Percentage (%)
Strongly Agree	23	23
Agree	63	63
Neutral	7	7
Disagree	7	7
Total	100	100

From the table above, it implies that 86 respondents representing 86% agreed that the training provided by specialized training institutions are acceptable to public servants in Nigeria, 4 respondents representing 4% neutral. 1 representing 1% disagreed.

Table 14

Specialized Training Institutions Focus more on Knowledge Training Participants Acquire during Training rather than the Volume of what to be taught

Response	Frequency	Percentage (%)
Strongly Agree	23	23
Agree	46	46
Neutral	22	22
Disagree	9	9
Total	100	100

From the table above, it implies that 69 respondents representing 69% agreed that specialized training institutions focus more on knowledge training participants acquire during training rather than the volume of what to be taught, while 22 respondents representing 22% neutral. 9 representing 9% disagreed

Table 15

Training offered by Training Institutions are more Effective than the Conventional Form of Training Approach for Public Servants

Response	Frequency	Percentage (%)
Strongly Agree	27	27
Agree	44	44
Neutral	20	20
Disagree	9	9
Total	100	100

From the table above, it implies that 71 respondents representing 71% agreed that training offered by training institutions are more effective than the conventional form of training approach for public servants, while 20 respondents representing 20% neutral. 9 representing 9% disagreed

Table 16

Poor Funding is a Major Challenge to the Capacity Development of Public Servants

Response	Frequency	Percentage (%)
Strongly Agree	51	27
Agree	40	44
Neutral	2	2
Disagree	7	7
Total	100	100

From the table above, it implies that 91 respondents representing 91% agreed that poor funding is a major challenge to the capacity development of public servants, while 2 respondents representing 2% neutral. 7 representing 7% disagreed.

Table 17

Specialized Training Institutions proffer Solutions to Challenges Associated with Long-Standing Traditional form of Training Public Servants

Response	Frequency	Percentage (%)
Strongly Agree	30	30
Agree	52	52
Neutral	12	12
Disagree	5	5
Strongly Disagree	1	1
Total	100	100

From the table above, it implies that 82 respondents representing 82% agreed that specialized training institutions proffer solutions to challenges associated with

long-standing traditional form of training public servants, while 12 respondents representing 12% neutral, 6 representing 6% disagreed.

Table 18

The Government needs to make more Policies and Commitments towards Implementing Capacity Development Programmes in the Public Services

Response	Frequency	Percentage (%)
Strongly Agree	58	58
Agree	40	40
Neutral	2	2
Total	100	100

From the table above, it implies that 98 respondents representing 98% agreed that the government needs to make more policies and commitments towards implementing capacity development programmes in the public services, while 2 representing 2% was neutral.

Table 19

Training Institutions are available to train Public Servants in related Sectors/Fields

Response	Frequency	Percentage (%)
Strongly Agree	33	33
Agree	46	46
Neutral	15	15
Disagree	4	4
Strongly Disagree	2	2
Total	100	100

From the table above, it implies that 79 respondents representing 79% agreed that training institutions are available to train public servants in related sectors/fields, while 15 respondents representing 15% neutral. 6 representing 6% disagreed.

Table 20

Specialized Training Institutions impact the Capacity Development of Public Servants and meet Training Needs

Response	Frequency	Percentage (%)
Strongly Agree	27	27
Agree	61	61
Neutral	10	10
Disagree	2	2
Total	100	100

From the table above, it implies that 88 respondents representing 88% agreed that specialized training institutions impact the capacity development of public

servants and meet training needs, while 10 respondents representing 10% neutral. 2 representing 2% disagreed.

Evaluation of Findings

The study on examining the effectiveness of specialized training institutes on capacity development of public servants in Nigeria focused on obtaining information that provides adequate knowledge on the activities of the specialized training institutions. The study adopted a mixed methodology research approach focusing on the public servants who are the recipients of this special institution's training and the head or senior officer in the training institutes that provide these capacity development programmes. The objective of this section is to report the research findings and the relevance of research results to the available literature.

The research study elucidated how the public sector can utilize the training offered by these specialized training institutions to impact organizational performance further. Adequate attainment of the aim of training and capacity development programmes is intended to boost employee morale, enhance productivity, and positively impact governments organizations service delivery. The study focused on contributing to the knowledge available in applying suitable training approaches to achieve stipulated training objectives through specialized training institutions. The study accessed the perceptions of public servants on the activities of specialized training institutions, measured the availability of specialized training institutions to public servants career needs. Gather opinions of public servants on the conventional form of training approach and the modern approach used by the specialized training institutions, and evaluate the contribution of specialized training institutes on the capacity development of public servants.

The study adopted a mixed methodology approach to obtain adequate knowledge sufficient to provide valid findings on the study. The qualitative approach was used to obtain information from the specialized training institutions representatives using a face-to-face interview. The choice of face-to-face interviews enabled the research to ask open-ended questions with follow up questions to give adequate and information while enabling participants to express themselves effectively. The quantitative approach was used to obtain information from the public servants using an online questionnaire. Participants responses to the interview questions were analyzed to project their opinions and views regarding questions asked while the data from the online questionnaire having the public servants as participants were analyzed using the SPSS data analysis software. Data obtained from both research approaches were analyzed, and results were presented.

The evaluation of findings presented in this section is to present and discuss the reports of the findings and substantiate their relevance and support to relevant given literature or conflicting report. The section was organized based on the research questions while interpreting the associated results.

Research Question 1: What forms of training are provided by specialized training institutions in Nigeria?

Review of literature further enhanced understanding of both forms of training considered in the study. The conventional form of training public servants and the contemporary form known as modern form of training. The specialized training institutions in Nigeria which is a modern form of training carry out several training for corporate bodies. These training programmes are targeted towards specific industries, sectors, cadres and levels of expertise. Participants of the study organize training in Information Communication Technology (ICT), cybersecurity certification

courses for public servants in charge of organizations technology devices, organizational management, soft skills acquisition, enhancement and development, leadership development and managerial training, professional and personal development training, specialized technology/technical training including project management, total quality management, Microsoft suite, Health and Safety in the workplace, and procurement.

Findings revealed that the conventional form of training public servants are teacher-centered with public servants from different sectors simultaneously goes through the training without being specific. The conventional form of training have also been identified with its huge associated cost, time consumption and issues associated with location. Of note in describing the activities of both modern and conventional training approaches is the strengths and weaknesses associated with each model. In describing the strength and weaknesses of specialized training institutions in carrying out effective training programmes, the analysis revealed that the conventional approach to training is a general form of training that is not sector or skill-specific. Participants in conventional training tend to learn the basics of all associated trades and skills. The specialized training institutions focus on training public servants in specific and unique areas. The specialized training institution activities enable public servants to acquire necessary skills in a specific area of interest.

All public servants in an organization are expected to undertake training on the organization's administrative and organizational setting and culture. This type of training is more associated with the conventional approach. Conventional training provides general knowledge of the organization's administration, while specialized training institutions focus on the organization's needs and harnessing relevant

opportunities in each section of the organization. Each department in the organization is also expected to acquire knowledge relevant to achieving the organization's objectives, such as the accounting, procurement, information technology, communications, and legal department. This type of training is best organized by the specialized training institutions as they have quality resource persons to deliver the training and updated training curriculum. The findings of the study correlate with the opinion of Paramasivan (2015) that the conventional training approach is gradually losing its significance due to advancement in technology and the innovative needs of the curriculum.

Weaknesses identified are insufficient training tools and infrastructure, dependence on old knowledge and insufficient human resources.

Research Question 2: What are the perceptions of public servants about the efficacy of specialized training institutions teaching and learning activities for the capacity development of public servants?

In addressing this question, participants were asked to describe the perceived reaction of public servants to specialized training institutions with examples.

Training and capacity development programmes in the public organization are perceived as a medium of equipping public servants with adequate knowledge required to carry out effective service delivery. Responding to the question, participants stated that public servants generally accept capacity development programmes as they allow them to acquire skills required for the job. One of the participants believes that capacity development programmes through specialized training institutions have gained wider acceptance due to one of Nigeria's first specialized institute training. The Institute of Chartered Accountants of Nigeria (ICAN) was established to determine standards of knowledge and skills in the

accountancy profession. The specialized training institutions were established to educate different levels of public servants. The success attained by ICAN in equipping participants of their training and members with specific expert knowledge that have led to increased productivity in the public sector has further increased the willingness of public servants to participate and take advantage of specific training from specialized training institutions as it tends to meet their organizational training needs. The outcome is per the report from Nife (2016), stating that utilizing specialized training institutes for public servants in-service training will improve the knowledge gap and enhance organizational goals.

Also, the report from the study findings revealed that public servants viewed training programmes as an avenue for financial motivation. Training institution managers believed that some public servants only participated in training to receive training allowance payments from the organization. Therefore, some training participants view training as an avenue to generate supplementary income through the payment of per diem and, as a result, does not pay adequate attention to the programme. The long-standing culture of paying public servants for travel allowances in Nigeria's public service has negatively affected some public servants' perception of capacity development programmes. Public servants also perceived training as an opportunity to take a vacation and relax. The result is in accordance with the case study report in Tanzania, Ethiopia and Malawi to reveal the irregularities occasioned by the payment of per diem by Soreide et al. (2016). The abuse of per diems by public servants has negatively impacted the quality of public service delivery, motivation of staff and the work environment. The per diem for training is associated with the following risks: organizing training programmes to obtain per diems, risk of irregularities, and fraud.

The training institutions in Nigeria are critical players in educating public servants through in-service training. The types of training available to public servants correlates with the opinion of Jackson and Sirianni (2019) that training programmes are grouped into the core or career progression courses, available courses and in-plant courses.

In determining the training suite for a set of public servants, the first activity is for the training institute to identify the training participants through their profiles, conduct a training needs assessment, and study organization or department goals and objectives. Based on research participants objectives, identifying training suit for a specific set of public servants also depend on the recommendation of the leadership of the organization, identification of knowledge gap, and have a framework to determine the public servants' competencies, skills, knowledge and sometimes resources gap in alignment with the development of their careers and the fulfilment of the strategic objectives of their Ministries Departments and Agencies.

Training Needs Assessment (TNA) is described as the process of gathering adequate data about organizational training needs. Training need is also identified when there is a recent development in a field, and the training institutions find it essential to equip public servants with the skills to enhance their service delivery. Also, training need is determined through feedback from the officer in charge of training in the organization, develop generic courses for public servants that would meet the general organization needs.

After determining the training needs and identifying the training participants, the next step is providing the training. In providing training that is tailored towards the capacity development of public servants, the training institutions are interested in new methods being adopted by other developed and developing economies, keep abreast

of government policy changes and also get involved in industry-related networks by engaging with manpower planning and development officials across the government organizations. The training institutions also ensured to engage experienced experts in delivering the training, periodic review of training curriculum and materials, and convenient training rooms.

Research Question 3: What are public servants' opinions about the modern form and conventional approach to training?

The research question was focused on obtaining information on the opinions of public servants on the conventional and modern form of training approaches. Findings generated from the responses of participants on how activities of specialized training institutions impact the capacity development of public servants revealed that specialized training institutions training for public servants has been very impactful and for those that participated fully with undivided attention, the outcome of the training have recorded high success rate. The specialized training institutions carry out benchmarking training exercises to ensure standards for effective capacity development programmes. Benchmarking enables training institutions to identify the best strategies for achieving training goals, strengthening organizational culture, and improving organizational performance (Erdil & Erbiyik, 2019). Participants attest to the belief and assumption that the activities of specialized training institutions can be referred to as remedial as the recruitment of the public servant's process is not entirely based on merit. The training institutions are vanguards of the knowledge economy with access to current information that enhances job performance.

On the challenges that affect the effectiveness of training institutions activities, the issue of funding as a challenge in assessing effective capacity development programmes is a reoccurring factor in several kinds of literature. Ihemeje and

Afegbua (2020) stated that training and capacity development programmes had been the least funded budget line in the whole public service. Quality knowledge is not cheap, for adequate training programmes for public servants, the Government must be willing to encourage training providers to deliver value and earn a decent return on their investments and contribution to the overall development of the economy through the development of the nation's human resources.

Secondly, participants identified resistance to change and adapted new styles in delivering job roles by public servants. After the training, it is observed that some public servants are rigid to apply what was learnt in delivering service due to unwillingness to change the status quo. The training institution managers also identified that some public servants do not have basic knowledge of the sector, mainly the newly employed. This is a challenge as it affects the overall performance of the participant. The idea of organizing training for public servants out of their present location because of the associated per diem for travel allowance is also a challenge as most training participants tends to lose concentration with divided attention. It is important that the participant approached the training with the right mindset because, for every organization, the priority is the return on their investment, hence the essence of organizations nominating the right people with the mindset that is ready to learn, unlearn and relearn.

In gathering the opinion of training institutes regarding the impact of their activities on the economy and organizational performance, participants' feedback has been tremendous with a high success rate. Some of the training institutions also follow up with the participants after the training to support any challenge observed in implementing the knowledge acquired. Feedback received has also revealed that current knowledge gained during the training has enabled participants to raise the bar

of service delivery performance in the public service—capacity building strengthening the overall performance of individuals and organizations (Ojokuku and Adejare,2014).

Research Question 4: What are the contributions of specialized training institutions to the capacity development of public servants?

To ensure that the contribution of specialized training institutions impacts the capacity development of public servants, specific processes are involved in designing training programmes. As stated earlier, the first process is the assessment of the needs of the training, followed by the assessment of participants current knowledge, review of curriculum, providing a comfortable location for the training while considering the use of virtual training platforms when required. The training institutions adopts feedback mechanisms to obtaining information from participants during and after the training programmes and to monitor the effect of the training. Participants are mandated to complete feedback forms that are used to evaluate the knowledge acquired and suggestions from participants.

The policy of the Federal Government on the capacity development of public servants has a direct impact on the activities of the specialized training institutions. Findings revealed that the government's policy is not favorable in the area of recruitment of public servants that are not skilled in deployed areas of specialization. On the other hand, the policy of the Government is observed to be favorable as the Government makes it mandatory for all public servants to acquire more knowledge which influences the constant training of public servants.

The analysis of the quantitative data further supported findings obtained from the qualitative data as responses obtained from whether training institutions are available to train public servants in related sectors/fields revealed that specialized training

institutions provide training that is tailored towards the capacity development of public servants which directly influence the outcome of training programmes. Participants were of the opinion that training offered by training institutions, which is the contemporary training approach is more effective than the conventional form of training approach for the public servants as revealed by responses obtained from the question.

Summary

This section draws together a summary of the key points discussed in chapter 4. The chapter begins with a brief of the research study regarding the effectiveness of specialized training institutions on the capacity development of public servants. The public servants in Nigeria cut across the Federal, State and Local Government as employees in the Ministries, Departments and Agencies. The public servants are saddled with the main task of delivering service. The Government finds it imperative to ensure that public servants are equipped with relevant and adequate knowledge for delivering effective service through diverse forms of training. The study focused on the use of specialized training institutions for training and capacity development of public servants.

The specialized training institutions in Nigeria focused on specific areas of expertise, making them effective in carrying out targeted training with the relevant public officer as participants. The specialized training institutes are established and owned by both public and private entities. Adopting specialized training institutions compliments some of the weaknesses observed in the conventional form of training public servants, a generalized training approach. The chapter reports on how the trustworthiness of data was secured using different strategies. The mixed-methods study obtained qualitative data from the managers of training institutions, while the

quantitative data was gathered from public servants using an online questionnaire as the research instrument. The findings were discussed and presented systematically, organized by research questions with associated interview questions. Evaluation of findings was then presented following a logical process.

In order to ensure data sources, the process of data collection and data gathered were trustworthy, the chapter expatiated on activities involved in all phases starting from the data gathering, analysis, interpretation to ensure a high degree of confidence in the study. The relevant procedures required for ensuring the trustworthiness of a study were followed, adopting trustworthiness strategies such as credibility, dependability, member checking, confirmability, transferability and authenticity.

The credibility of the data was confirmed by ensuring the following strategies were followed; prolonged engagement during the interview to establish trust between the researcher and the participant. The prolonged engagement allowed detailed explanation to the participant about the study to include research objectives, statement of the problem and research design to avoid any form of misconception and research expectations from the participants. Persistent observation of the research participants was also adopted to identify participants reactions and gestures during the interview. The researcher used persistent observation to conclude the participant's words and body reactions. Also, the study adopted a mixed methods research design and to ensure credibility, triangulation was used to test the validity of the data, both quantitative and qualitative methods. The researcher also applied member check to ensure personal beliefs and opinions of the researcher does not influence the data. Participants have also obliged the possibility of checking transcribed recording to ensure it reflects the actual opinion of the participants.

The extent to which the research findings can be applied to other studies was reflected in the study's findings as the report conforms with several kinds of literature, and findings can also apply to a broader population in different settings. To further enhance the trustworthiness of the data, the research process was transparent, and the researcher ensured all stages were documented while the dependability of data was ensured by following mixed methods research procedures.

The reliability and validity of the study were ensured by extensively reviewing several literatures to extract the related items. In testing for the reliability of the study, consistency is recorded in results obtained from data gathered from both research methods.

The findings on public servants' perception of the contribution of specialized training institutions towards capacity development explicitly describe the acceptability of the mode of training adopted by public servants. The public servants highlighted the importance of specialized training institutions in enabling specific skills within the organization. The findings report that the activities of specialized training institutions in organizing capacity development programmes for public servants have enhanced the delivery of service and achievement of organizational objectives through the improvement of knowledge. To further buttress the training managers responses, results from the analysis of variance on whether the training institutions train public servants on specific skills proved to be significant with a $p\text{-value} < 0.05$

In order to enhance the activities of the specialized training institutions and achieve organizational training needs, training institutions conduct training needs assessments that enhance the training plan by putting together the curriculum that best fits the training needs, engages experts in delivering the training and determine the

training delivery sites. Also, to further ensure effectiveness in the delivery of training institutions activities, the Government should support ongoing and quality training programmes for the public servants by voting adequate funds for capacity development.

The technological and organizational changes have also instigated the activities of specialized training institutions as their activities provided solutions to some weaknesses observed in conventional training. The conventional training is more generalized and not sector or level-specific like the training offered by specialized training institutions. Some of the strengths of specialized training institutions, as presented by the study's findings, include the ability to develop capacity in a specified area as job role demands, access to updated and current information in the area of specialization, and training is learner-centered. The participants also identified some weaknesses associated with the specialized training institutions as inadequate training tools, infrastructure and human resources.

Findings from public servants based on the responses revealed that the training offered by specialized training institutions are more effective than the conventional form of training approach for the public servants. The findings of the study on the effect of governments policy regarding the training of public servants are in two ways; some participants believe that the Government's policy is not favorable to training institutions, while some commend the policy of the Government that mandates all public servants to be trained and retrained. In general, all respondents agreed that the Government's training and capacity development policies should be further reviewed to increase the positive impact of capacity development in public institutions.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

The public sector institutions were established to serve the needs of citizens in Nigeria. As of the available data held by the Association of Senior Civil Servants of Nigeria in 2014, employees of these public institutions were approximately 870,000. The public institution's employees are saddled with responsibilities, including attending to organizational and individual needs concerning each institution's mandate driven by the establishment. The public service institutions in Nigeria consist of the different government arms, including the Judiciary, the state and national assembly services, the armed forces, security agencies, agencies that provide for regulatory, educational institutions, and social and commercial services.

For decades, organizational capacity development has been through organizing training programmes using conventional means of transferring and receiving knowledge. As a developing nation, Nigeria has a significant proportion of its workforce employed by the government. In Nigeria, the governmental structure consists of three layers, namely the Federal, State, and Local which are administered through different public institutions. Each public institution in Nigeria is saddled with other responsibilities and has the mandate to carry out specific functions to enhance government activities through service delivery. According to Adebayo (2000), public service manages the government's machinery and ensures daily operations are carried out effectively. In ensuring adequate delivery of service and meeting the set objectives of the public institutions, both skilled and unskilled individuals are employed to carry out stated functions.

To ensure effective service delivery is achieved by employees of the public institutions at all levels, also known as public servants, there is a need for adequate

knowledge, competence and skills. Acquiring the required knowledge and skills is an essential activity within the public service. Several strategies are usually adopted in equipping public servants; these include on the job training, in-house training, and training institutions (reference, training strategies). This study is focused on the effectiveness of specialized training institutions in equipping public servants with training set objectives. The specialized training institution is an adult education strategy that provides non-formal instructions that are essential and tailored towards meeting the exact need of each public servant or a public institution. The specialized training institution is to engage services of renowned instructors in areas identified to lead the process of equipping public servants with the necessary knowledge required for increased job performance.

Training and capacity building for public servants concentrated on equipping them with necessary skills to enhance performance; the sustainability of a nation is highly dependent on the capacity of its people and the institutions. According to Okotoni and Erero (2005), public servants' reoccurring training and capacity development create a readily available replacement personnel pool. It builds an efficient, effective, and motivated team of employers. The Nigerian government has, over the years, provided commitment towards the development of public servants though not without some challenges. The effective training of public servants is required to ensure a vibrant and productive public sector. Developing officials responsible for governance is fundamental to Nigeria's growth and stability.

The conventional form of training public servants over the years and, as reviewed in the literature, is associated with some challenges identified in the study. The identified limitations of the conventional training format include a teacher- centred approach, absenteeism from duty post, high-cost implication, amongst others.

In recent years, the specialized training institutions have been involved in numerous specific and targeted training activities for public servants; hence this study examined how effectively the activities of the specialized training institutions have produced adequate results as required. The study targeted identifying the challenges of the conventional form of training and how effectively the specialized training institutions enhance the capacity of public servants through training. The goal of the study was to examine if the specialized training institutes effectively deliver necessary and adequate training to public servants. According to Nebo et al. (2016), the possibility of an individual, institution or organizational culture strengthening progressive change is associated with developing capacity. The study evaluated the perceptions of public servants on the activities of specialized training institutions, the availability of the training institutions to public servants, and the desirability of public servants on specialized training institutions as a form of receiving knowledge. Significantly, the study examined the modern approaches adopted by the specialized training institutions in ensuring techniques acquired by public servants is directly applied in the workplace. Also, the evaluation of the specialized training institutions provided detailed information about the activities of the specialized training institutions and the effect of their actions on public servants.

The research methodology employed in this study was a mixed-methods approach. The employment of a mixed-methods research methodology in the investigation served to enhance and fortify the outcomes of the study. The integration of quantitative and qualitative methodologies has enhanced the overall validity of the study. The study employed a quantitative methodology to collect primary data from public officials through the administration of a questionnaire. The survey was designed using a systematic format, with a multiple-choice question structure based

on a 5-point Likert scale that ranged from "strongly agreed" to "strongly disagreed." Responses to the questionnaires were gathered using Google forms sent to participants' email addresses. The researcher sent the Google form via emails and the WhatsApp platform to target over 200 participants, saving time and money. One hundred completed forms were returned. The data collected from the surveys was subjected to analysis using the Statistical Package for Social Sciences (SPSS) data analysis software Version 26 using statistical tests. According to Field (2013), several tests are available to analyze quantitative data depending on the research objectives, type of data collected and how the data were collected. Some of the tests carried out for the study were. Analysis was carried out based on responses from participants, and results were presented according to themes generated by which responses from participants related to each theme.

The qualitative approach focused on gathering data from training institutions. Target participants were training managers or heads of the institutions. Face-to-face audio-recorded interviews were done with ten (10) participants. Data were gathered on the perceptions and activities of training institutions regarding training and capacity development of public servants. Data gathered were transcribed and analyzed using NVivo software analysis. The content analysis approach was adopted to identify, organize, and offer insight into themes generated across the data set.

Results generated from both approaches were combined and integrated to develop a valid and comprehensive outcome for the study regarding the effectiveness of specialized training institutions on the capacity development of public servants. Some of the study's limitations include the inability to gather more responses from public servants. Considering the total number of public servants in Nigeria, only 100 responses representing less than ten percent of the total number of public servants in

Nigeria were gathered in this study and analyzed to enable the researcher to handle the data gathering and analysis process effectively. Another limitation is the difficulty in getting completed forms back from participants. Since the questionnaire was self-administered through emails and WhatsApp contact of participants, it was challenging to obtain 100 completed forms as most proposed participants did not attend to the form, and there was a slow response rate. This finding aligns with the outcome of the research by Saleh and Bista (2017), which indicated that research participants prefer completing online questionnaires received from people they know compared to people they do not know personally or professionally.

The study's ethical dimensions were ensured, obtaining appropriate approval from UNICAF University Research Ethics Committee (UREC). The ethics application forms were duly completed, and approvals were received before the researcher proceeded for data collection. The researcher used the approved gatekeeper letter to provide adequate information to organizations that participated in the study. The approved debriefing content was on the first page of the Google form questionnaire and was also presented to the participants of the face to face interview. The interview respondents signed the informed consent form while the questionnaire respondents had to agree with the study before accessing the questionnaire. The responses gathered from the questionnaire were anonymous, and the identity of participants was kept confidential.

This chapter discusses the research implications with a focus on the importance of the study and how it impacts further research. The study's implications are based partly on previous studies, which contribute to similar studies in the field. The research implications present conclusions on the study's findings regarding policy, practice and theory. The chapter also describes the study's recommendations for

application which indicates the study's usefulness to real-life challenges. Detailed information about the applicability of the study's findings was also presented. The section on the recommendation for future research offers details on research that could be conducted based on the outcome of this study. Finally, the chapter ends by presenting the conclusions arising from the study. The conclusions present a brief overview of the entire dissertation, starting from the introduction, literature review, methodology, analysis, and findings.

Implications

The research implication of a study describes how the research findings can be essential in policy formation and implementation, applicable for practice and theory and in further research. The research implications are part of the significant information provided at the final stage of a study. Koh et al. (2015) define implication as to how the study's results extended practical, theoretical and methodological boundaries. This section put together the research implication while presenting the study's results and future applications and expectations. Most importantly, this section provides information on the effect of the study's findings on the field of research, policy decisions and future research. findings of this research contribute to our comprehension of the efficacy with which activities of specialized training institutions affect the capacity development of public servants. The following implications for the study were presented using the research questions:

How do public servants perceive the contributions of specialized training institutions to the capacity development of public servants?

a. Findings from the study revealed that public servants have a positive perception of the activities of the specialized training institutions. Capacity development of workers has improved productivity and enhanced job performance in

public organizations. Capacity building has been proven to positively affect workers' performance and improves effectiveness at the organizational level.

The study has shown that capacity building within public institutions is essential in evaluating the result of capacity building in public service. The result of the study revealed that training and capacity development had supported employees in achieving organizational goals. However, disadvantages such as lack of adequate concentration from some public servants and inapplicability of knowledge gained on the job after training was identified, the overall outcome revealed that capacity building is an important element of a successful organization. Within Nigeria's public institutions, training and capacity building programmes are created to provide public servants with broad-based knowledge and skills necessary to enhance public service delivery. The government, which is the employer of labour, holds capacity building in high esteem; also, the public servants look forward to gaining the skills and knowledge essential to achieve set objectives. The review provides a different concept that reveals the impact capacity building has on public servants. Underpinned by the Interactive system's framework (ISF), as stated by Bergeron et al. (2017), strategically designed capacity building focused on the standard of service delivery.

b. The study establishes that public servants perceive the contributions of specialized training institutions to the development of capacity as essential. Since public servants are adults, examining the activities of specialized training institutions and their effectiveness enhances public servants' perception as a platform for continuous learning. The study revealed that workers expressed a preference for constant learning while on the job as it gives room for guidance and support in the workplace while learning. The activities of the specialized training institution are concerning the practice of adult education since all public servants are adults. As

indicated in the literature review, principles of adult education include voluntary participation, mutual respect, self and critical reflection (Courtney et al., 1999; Kember et al., 2001; Gravini and John, 2005; Karagiorgi et al., 2008; Meiringk et al., 2009; Gravini, 2012). Likewise, adults are practical by focusing on the areas of training most applicable to their work schedule, which is an advantage of the specialized training institution. Specialized training institutions provide a platform for public servants to be trained while on the job and apply knowledge gained into job activities. The continuous learning model enables public servants to improve jobs and directly be a fully utilized resource for the organization. Inconsistent with these findings, Wassem et al. (2019) asserted that training is an ongoing and iterative procedure that is tailored to the specific needs of individuals, and is consistently updated in order to fulfill those needs. learners needs and feedback. As indicated in the literature review, learning and adapting knowledge gained on job roles influences employees development. Continuous training and capacity development in the organization is identified as one of the activities within the organization that enhance employees skills.

How acceptable do specialized training institutions provide the required training to public servants in Nigeria

c. To ensure effective service delivery of public service, the study's findings implied that training organized by specialized training institutions should meet the training needs of public servants and public institutions. The importance of carrying out a training needs assessment in an organization before training is further emphasized. In ensuring effective training delivery, training needs assessment is used to identify accurate levels of the current situation, which determines the need for training and the type of training required. Findings from the study revealed that

training needs assessment could be conducted by obtaining information from the proposed training participants or the organization's management. In agreement with the findings, Mazhisham (2019) identified training needs assessment as the first critical stage in organizing training and development programmes. In contrast to the results obtained in the aforementioned study regarding the development of training needs assessment using management information, Koech and Nzulwa (2017) found that a greater number of employees were engaged in the process of identifying training needs, as compared to top-level management personnel. This finding suggests that employees should be considered the primary point of contact for identifying training needs, given that they are the primary beneficiaries of such training initiatives. According to Kapoor et al. (2015), prior research indicates that implementing an effective method for identifying training needs can lead to enhanced productivity within a business, as well as the development of employees' competitiveness and morale. Mazhisham et al., 2019, p. 27). The study implied the importance of conducting a training needs assessment for effective continuous training programmes in public organizations.

d. The study implied the importance of coordination among training institutions. The study establishes that coordination among training institutions will enable specialized institutions to collaborate to deliver training related to identified areas of interest. Since areas of specialization of each training institution differ, a coordinated approach among all specialized training institutions will foster wider opportunity for public servants to learn different skills in a training programme when possible rather than organizing separate training. The study implied that all specialized training institutions should be brought together as an association to foster collaboration.

What are public servants' opinions of the modern form of training approach used by the specialized training institutions and the conventional approach of training?

e. Another significant implication of the study is that specialized training institutions programmes directly benefit the organization and the employees. Of most importance is the expertise associated with the specialized training institutions programmes. Several training institutions exist as public or private entities that focus on a specific sector equipping trainees with adequate knowledge. Specialized training institutions have quality resource persons with vast knowledge and can transfer quality and practicable knowledge. Also, in comparison with other academic training, the activities of specialized training institutions focus on areas of skills development and providing solutions to identified challenges. Findings from the public servants on the benefits of capacity building for workers in an organization revealed a significant relationship between equipping workers with adequate knowledge through capacity development and organizational performance. The study proved the need for more capacity development in the public service to improve organizational performance. To ensure adequate and efficient training for public servants, there should be a deliberate effort from each public organization's management to ensure all public servants participate in training programmes at least once a year in the area relating to the job role.

f. Government regulations and policies: Findings from the study revealed that the policies and regulations of government to a large extent affects the activities of training institutions, decisions within the public institutions on time and type of training. It is of essence to have a policy relating to continuous capacity development within the public service ratified to ensure a change in government does not negate the positive effect of capacity building.

What are the contributions of specialized training institutions to the capacity development of public servants?

g. In monitoring the effect of training programmes, findings from the study revealed that a feedback mechanism is a necessary strategy. Researchers consider feedback mechanism as the most important aspect in learning context and a determinant factor in training effectiveness. The implication is adopting feedback mechanisms in obtaining information from participants to monitor the effect of the training and from instructors to provide information on learners performance. Feedback should be collected before the start of training to enable the instructor to organize training content and another feedback to be collected after the training to measure the impact of the training. The technology could be adopted in obtaining feedback as questions drafted to have an understanding of participants level of knowledge can be completed as an online form.

Limitations of the Study

The researcher encountered certain limitations over the course of the investigation, which had an influence on the outcomes of the study.

The following limitations were identified and acknowledged.

1. *Sample bias:* The Association of Senior Civil Servants of Nigeria (2014) provided data stating that Nigeria's public servants number approximately 870,000. Hence, the sample of 100, which represent only 0.0001% of public servants selected for this study, does not reflect the general population. The sample size of the study might impact the ability to generalize the findings of the study, notwithstanding similar rules and procedures apply to the training and capacity development of public servants in Nigeria. Likewise, in gathering data from public servants, respondents were drawn from the Federal, State and Local levels of government which might

affect the study's findings as the federal public servants are employers of the federal controlled government institutions while the state and local government public servants are state-controlled public employees. Although there are lots of similarities in the mode of operation, the decision level on training activities differs.

2. *Unavailability of previous research studies:* The topic on training public servants using specialized training institutions in Nigeria lack previous reviewed articles. This is a limitation for the study as referencing previous research studies provides the foundation for the study's literature review and provides the theoretical framework for the study. Very few prior studies were available for the researcher hence the need for further studies.

3. *Lack of a previously validated research instrument:* The researcher could not identify a published and validated research instrument that could be applied to the study; therefore, the instrument used was developed by the researcher with review from the research supervisor and approval from the research ethics committee. This limitation affects the study's validity as limited literature was available to the researcher to expatiate valid points.

4. *Conflicts from personal issues:* Conflicts with personal issues were more observed with public servants as most participants exhibited hesitancy in engaging with the study. . It was challenging getting responses from participants as most were unwilling to be part of a study, especially when they did not know the researcher personally. This limitation has affected the number of responses received, resulting in an inadequate representation of data and a weak generalization of the study's result.

Recommendations for Application

This study which examines the effectiveness of specialized training institutes on capacity development of public servants, has presented a detailed review of literature

as it relates to public servants in Nigeria, training and capacity building activities, types and mode of delivery of capacity development programmes, the actions of specialized training institutions, its effect on capacity building of public servants and how the specialized training institutions promote new approaches for training. A particular focus was on the differences between the conventional approach to training and the contemporary approach. The study adopted a mixed methodology research approach that obtained data from public servants and the managers of selected specialized training institutions. Findings from the data gathered revealed public servants perceptions of the activities of specialized training institutions, strengths and weaknesses associated with specialized training institutes, and their impact on service delivery/job productivity of public servants.

This section examines the practical implications of the research findings and their potential applications. The research application pertains to the practical implications of the study's findings for addressing real-world challenges associated with the training of public employees in Nigeria through the utilization of specialized training institutions. The following applications are identified and discussed:

Activities of specialized training institutions and positive perceptions of public servants: Findings from the study revealed that public servants positively perceive the training organized by the specialized training institutions as it enhances their individual and collective capacity. In general, the normative culture of public servants is the point where they see training programmes as an avenue to put money in their pockets (allowances) and other related funding. However, this culture is rapidly changing, fueled by the disruptions caused by technology and the activities of specialized training institutions. According to Osamwonyi (2016), the use of specialized training institutions for public servants' capacity building is imperative in

a fast-changing world due to the frequent changes in science and technology. Specialized training institutions play a critical role in ensuring that the training needs of public servants align with the expertise of the training institutions. The training and development of public service professionals play a crucial role in a nation's functioning, since it significantly influences the effectiveness and efficiency of its bureaucracy and policymaking processes. Secondly, the training needs are identified, training content and associated facilitator are assembled. One crucial element in the realm of civil service learning involves the utilization of capabilities to discern areas of necessity and formulate educational endeavors that effectively cater to the demands of these competencies. In practical application, further training of public servants in Nigeria should follow the model specified in this study which includes identifying training needs through conducting a training needs assessment before determining which training is suitable for an individual, department or organization. Training needs assessment is the first stage of the training cycle, an essential tool for planning a capacity development programme for an organization or a trainer. The development of a precise training needs assessment facilitates the provision of training programs that effectively address the genuine requirements of the trainees. *Provision of required training:* Findings from the study revealed that specialized training institutions provide required training using a contemporary approach. Moran and Richard (2019) state that the conventional training approach is relatively economical. It follows a preexisting curriculum with no room for flexibility and its instructor-led focus with time and location constraints (Monika, 2013). To further improve capacity among public servants, the use of specialized training institutions to provide tailor-made training should be further embraced in public institutions as their activities adopt a contemporary training approach that, among other things, is learner-focused.

Using a learner-focused approach in training public servants will improve capacity and productivity amongst public servants. The acceptability of the activities of the specialized training institutions among public servants is associated with the availability of knowledgeable resource persons, innovative strategy that ensures public servants are impacted with updated knowledge as it is applied and practised in the contemporary world and focuses on the level of relevant knowledge gained by training participants. Specialized training institutions provide periodic training and capacity development programmes that meet the skills needs of each identified public servant or public organization, carry out the regular review and set a benchmark for improving employee performance.

Availability of specialized training institutions in providing tailored training: As identified in the literature review, specific specialized training institutions focus on specific sectors/industries. The diverse areas of expertise within the public sector have further enhanced various specialized training institutions to meet rising demand. In applying the recommendations of this study, public institutions should identify which training institutes relate to their specific areas of need to conduct capacity development programmes for optimum results. Public institutions and public servants can then justify the activities of the training institutions based on their impact.

Provision of more capacity development programmes in the public service: The need for increased capacity development in the public service is highlighted in the literature review. The development of capacity within the public service is essential as a capable public sector that effectively aligns resources, engages in the product design, and efficiently implements policy is a crucial element of any governments resources. The study recommends developing and adopting a skills improvement scheme within the public service to encourage capacity development. Specialized training institutions

have diverse stand-alone training programmes and combinations of learning and development interventions that focus on the development of the public service. The targeted training of specialized institutions promotes employee creativity through a constructivist approach to developing knowledge and precise application as opposed to the conventional knowledge transfer approach learning to certificate acquisition that could lead to knowledge obsolescence. Also, the study recommends yearly reviews and planning to inform the capacity development for public servants in each public institution to ensure all employees receive up-to-date and relevant training.

Feedback Mechanisms: Findings from the study presented the emphasis placed by research participants on the importance of feedback mechanisms related to monitoring the effectiveness of training programmes. As stated in the research, feedback as a tool reveals the sophistication of knowledge developed during the training process and improved service delivery and overall performance.

The study recommends that formal feedback be inbuilt into the governance structure of both the public organizations and the training institutions. The feedback mechanism is acknowledged as an essential factor in the improvement of the learning process. Feedback facilitates learners' development, and learners can monitor and evaluate learning (Ahea et al., 2016). Feedback is directed to assist the learning process, improve understanding of the task, supports self-evaluation from the learner, and help training institutions improve service.

A significant interaction between training and organizational performance: This study's findings revealed an important relationship between training and organizational performance for organizations requiring improved performance. The literature reviewed indicated that the level of organizational performance, to a large extent, is associated with the capacity of the public servants. The training and

retraining of public servants lead to effective service delivery that meets technological challenges and globalization to improve ability and enhance organizational performance. The study recommends continuous training for public servants to boost organizational performance.

Impact of training on the economy: Organizing training programmes ensures that public servants are equipped with managerial skills to effectively carry out the national tasks that affect the country's economy. The training is to enable them to execute a project successfully, which will, in turn, affect the country's economy as all activities of public servants are to carry out duties to support the government. Findings from the study revealed that training public servants positively impacts the country's economy as public services are delivered efficiently and promptly, enhancing economic activities.

Policies and commitments towards implementing capacity development programmes in the public service: Literature reviewed stated that the policies available within the public sector affect employee performance. The overall policy environment affects the way public service relates and interacts. Policies affecting human resource activities in which training and capacity development are included must be resource-based to positively affect public servants' internal development. Some challenges associated with the training of public servants are directly related to policy issues. According to Ladan (2014), emerging challenges facing training and capacity development of public servants in Nigeria relates to poor funding as it brings about haphazard training, language and communication challenges and technological challenges. The study recommends the need for increased political will in developing and implementing a training policy that enables training and capacity development of

public servants in Nigeria to receive the proper attention. The policy on training should include:

- Aligning training activities to the identified needs of the country.
- Ensuring training programmes are derived from conducting a training needs analysis.
- Taking a coordinated approach such as using specialized training institutions to train relevant individuals in addressing emerging challenges and embarking on sensitization of public servants towards attitudinal change related to training programmes.

The current mindset of policy development in Nigeria, subordinate to the personal interest of political leaders with less attention to addressing identified problems, should be changed to developing a standard policy that provides detailed procedures for implementation.

In addition to the above recommendation for application, the study proposes the model below for Effective Implementation of Training Interventions by Specialized Institutions in Nigeria:

Needs Assessment: Carry out needs assessment to identify the specific training needs and gaps within the target industries or sectors. This assessment should involve consultations with industry experts, employers, and key stakeholders to understand the skills requirements and areas for improvement.

Curriculum Development: Based on the needs assessment, develop tailored training curricula that align with industry standards and best practices. The curriculum should be designed to address the identified skill gaps and provide practical, hands-on training experiences. Incorporate interactive learning methods, case studies, and real-life scenarios to enhance learning outcomes.

Trainer Selection and Development: Recruit and select trainers with expertise in the respective fields and industries. Ensure trainers possess strong subject knowledge, teaching skills, and practical industry experience. Provide continuous professional development opportunities for trainers to enhance their skills, keep them updated with emerging trends, and improve their effectiveness in delivering training programmes.

Training Delivery: Implement training programmes using a mix of instructional methods, including classroom training, practical exercises, workshops, simulations, and e-learning modules. Utilize modern training technologies and resources to enhance the learning experience. Promote active participation, engagement, and knowledge transfer through interactive sessions, group discussions, and hands-on activities.

Participant Selection and Engagement: Establish clear criteria for participant selection, ensuring that individuals chosen for training programmes possess the required prerequisites and commitment to learning. Engage participants throughout training by creating a supportive and inclusive learning environment. Encourage active participation, provide opportunities for skill practice, and initiate a culture of continuous learning.

Monitoring and Evaluation: Initiate an efficient monitoring and evaluation system to assess the impact of training interventions. Measure participant satisfaction, knowledge gain, skills improvement, and application of learning in the workplace. Collect feedback from participants, trainers, and employers to identify areas for improvement and make necessary adjustments to training programmes.

Collaboration with Industry Partners: Foster strong partnerships with industry associations, employers, and relevant stakeholders to ensure training programmes

remain relevant, up-to-date, and aligned with industry needs. Collaborate on programme design, content development, and delivery to ensure the practicality and applicability of training interventions. Engage industry partners in providing participants with internships, job placements, and on-the-job training opportunities to enhance their practical skills.

Continuous Improvement and Innovation: Regularly review and update training programmes based on emerging industry trends, technological advancements, and feedback from participants and employers. Embrace innovative training methodologies, technologies, and learning strategies to ensure the effectiveness of training interventions. Continuously seek feedback and evaluate the impact of training programmes to drive ongoing improvement.

Sustainability and Scalability: Develop a sustainable funding model for training interventions, including exploring partnerships, sponsorships, and leveraging government support. Ensure scalability of training programmes by building capacity within specialized institutions, establishing train-the-trainer programmes, and replicating successful models in different regions or sectors.

Impact Measurement and Reporting: Conduct rigorous impact assessments to measure the long-term outcomes and effectiveness of training interventions. Track participants' career progression, job placements, income growth, and overall contribution to the industry. Prepare comprehensive reports on the impact and value of training interventions to inform stakeholders, policymakers, and the public.

By implementing this proposed model, specialized institutions in Nigeria can effectively address the skill gaps in various industries, enhance workforce capabilities, and contribute to the overall development and competitiveness of the Nigerian economy.

Recommendation for Future Research

The study adopted a mixed-method research approach to afford broader data coverage and gather information from multiple sources to increase the accuracy of the research findings. The use of the mixed method enabled quantitative and qualitative research to complement each other to produce valid results. The objective of adopting a mixed-method approach was to gather data from the public servants and the training institutions from two methodological perspectives. Data collected were analyzed and integrated to produce a set of findings. The research process has also exposed several other important areas related to learning within the organizations that require further research. Time was one limitation of this study that prevented these areas from being explored amongst other limitations which the researcher identified. The following areas are recommended for future research;

1. The public service in Nigeria is applicable in the three tiers of government consisting of the Federal, State and Local Government levels. The study was conducted using participants drawn from the federal and state levels. The study recommends similar research with a separate focus on the different levels of government. The further research study should focus on the meso-level of government independently as the mode of operation in each institution slightly differs and could influence the result derived.

2. This study recommends in-depth exploration of how public servants can be more committed to the goal of the public institutions and how training institutions can engender participants' intrinsic engagement in training activities. Public servants are saddled with providing service and carrying out activities as directed by the leaders as opposed to having ownership of ideas and the ability to innovate and contribute to policy. Considering the strategic role public servants play in Nigeria's medium- and

long-term development goals, public servants cannot achieve good governance. The commitment of public servants to carry out functions effectively influences the socio-economic development of the country and how citizens welfare is affected positively. To ensure public service delivery on the assigned role, relevant skilled individuals must be positioned in the organizations as public servants. In achieving this objective, it is of essence to promote the culture of continuous learning in Nigeria's public organizations. As indicated in a report by OECD, learning should be developed as a culture in the public sector through well-coordinated training in addition to other tools such as coaching, networking and peer learning to enhance the delivery of service by public servants. Outcomes of previous researches have revealed that through training, the personal resources of employees can be developed, which will further influence work engagement and improve organizational performance (Albrecht et al., 2015; Luthans et al., 2010; Borst and Lako, 2017).

Likewise, in ensuring effective and productive training activities within the public service, findings from the study revealed that the specialized training institutions provide specific and learner-focused training while adopting the adult learning approach. The training institutions organize continuing education services, on the job training based on lifelong learning principles that meet employees skills need. A further study can help identify those principles and practices that could positively influence how public servants carry out their activities when applied appropriately.

3. There are limited articles, peer-reviewed journals and valid research work on the activities of specialized training institutions. The study recommends in-depth research focusing on specialized training institutions. The case study in-depth approach is recommended as there is a need to obtain deep knowledge on the

activities of specialized training institutions due to its importance in ensuring effective organizational performance. According to Crowe et al. (2011. p. 1), "a case study approach allows a multi-faceted exploration of complex issues in real-life settings". In adopting a case study approach due to its flexibility and effectiveness in investigating issues, areas such as the different types of training institutes, their standard and the quality of services they provide to public servants should be investigated.

4. Further research should consider different strategies such as mentoring, peer-reviewing as part of capacity development activities by the specialized training institutions. The objective of the training and capacity development activities is to enhance public servants' abilities to achieve desired personal and organizational goals.

5. The management of public institutions is saddled with the responsibility of implementing training activities. It is of essence to ensure the management keeps to their role of providing training programmes that will retain talents in the organization. Further research could explore the part of the public institution's leaders in supporting and influencing training within the public institutions and the strategies to be applied.

6. The study recommends further research into the three dimensions of capacity development: (1) human resource development using a survey method to examine the different views of human resource development at least one of the following levels-as a major business process, value-added activity, optional activity, and as a waste of business resources as proposed by Swanson (1995). (2) organizational strengthening while adopting a systematic case study approach. The utilization of the case study technique facilitated a comprehensive examination of the subject matter, as it allowed for the incorporation of evidence to support the development of a versatile research process. This process serves as a guide for conducting investigations, enabling the

establishment of a structured framework for decision-making and enhancing overall performance. (3) institutional reforms using descriptive research to describe the characteristics of institutional reforms, such as its structure, means of execution, principles of interaction with other entities. In addition, for each dimension to be examined, consider how its approaches affect the capacity of public servants and how programmes supported by each of the dimensions should be developed.

7. The need for regular training needs assessment: Training needs assessments are designed with the purpose of identifying the specific training needs and requirements of both individuals and organizations. These evaluations aim to establish the most effective training tactics that should be used. Markaki et al. (2021, p.2) assert that the implementation of a training needs assessment has demonstrated its efficacy in mitigating response bias, yielding dependable data pertaining to present performance levels, identifying areas requiring further skill development, and determining the most effective strategies for attaining optimal outcomes. The study recommends further research into the importance of conducting a training needs assessment in public institutions to ensure the training provided to public servants are according to needs required. As indicated in the study, the training needs assessment can be conducted using a survey research approach while obtaining information from the organization's management and, most importantly, the proposed training participants. In developing countries, it is crucial to provide training according to the needs of the population as those needs may vary over time and across locations.

8. Findings from the study revealed that some public servants have a poor attitude towards training. Due to lack of incentives such as promotion and proper placement due as a result of additional skills acquired during training, some public servants consider training and capacity development unnecessary. Inconsistent with

these findings, Audu et al. (2015) stated that in all three tiers of Nigeria, Manpower training in the ministries, extra ministerial departments, agencies, and parastatals is given little emphasis. Although the report from OECD presents strategies such as organization of training to align with the core priorities of the public service, a combination of learning incentives and organizational plans and the development of learning culture could stand as motivation for public servants.

The study recommends further research into the reasons for the poor attitude of public servants towards capacity development by public servants and recommends solutions to identified causes. Since the success of an organization relies mainly on the capacity of its human resource, the training of employees should be of utmost priority.

9. Considering funding as a significant issue associated with the training of public servants in Nigeria, this study recommends researching cost-benefit analysis of different approaches to training as it will be useful in determining the best fit strategy that will be cost-effective in training public servants. According to Hauschildt (2018), factors that determine training benefits focus on the employee's productive contribution to the organization.

10. The study recommends developing policies that will set standards for operational training institutions, both public and private-owned, empower them with the mandate of functionalities, and monitor activities that are carried out qualitatively and effectively. The policymakers to develop policies that will support and enhance the effective delivery of capacity development programmes in public institutions. The public servants implement the policies by developing a monitoring and evaluation system to track organizational activities and how it responds to the implementation of the training.

A key finding of this study is the significance of leadership and managerial involvement and support at all levels. Organizational research culture can be considered an atmosphere that facilitates and encourages research to develop new information and possibilities to transfer evidence into practice. According to previous studies, senior executive administration backing for research tends to have a massive influence on an organization's research tradition and personal professionals' willingness to participate in research (Brauer & Wiersema, 2018). According to this review's results, executives and managers should recognize the advantages of having employees who are actively engaged in research and regard study to be part of the leading company to develop and maintain research involvement. According to a prior study, public servants must have the opportunity to collaborate with other professionals who can help them carry out research in their current employment, such as mentors and colleagues from inside and outside of their organization.

The need for public workers to improve their research skills is well-known and can be encouraged through monitoring and retraining. Developing research skills has boosted research activities and fostered favorable attitudes towards performing and cooperating in research. According to other studies, researchers face difficulties because of a lack of research experience and expertise. Confidence and comprehension can only be gained by using and using the research skills learned. A key benefit of developing research capacity adjacent to practice is that it fosters critical thinking abilities that may be used for decision-making and assist quality improvement initiatives in organizations.

An essential finding of certain studies looking at unmet educational needs is that the growth of information literacy should consider the diverse backgrounds and skills of the various professional organizations involved. Physicians, allied professionals,

and social workers are all included in this group of professionals. Government service research needs to be supported by an effective combination of professions, which means that suitable and diverse training must be provided to all involved. As a result, the quality of learning and instruction and the substance of assistance programmes should be evaluated. Additionally, connections and support teams should find various research methods training, including descriptive and analytical techniques. Furthermore, it's critical to consider how to put newly acquired talents to use in the workplace and what other avenues exist for doing so. Strategy and stance declarations endorse the idea of professional advancement, which also facilitates the long-term preservation of skills. It is also essential to have opportunities to put research talents to use by applying for financial support.

The ability to conduct research can be improved by increasing one's mental capability (the ability to share information). No formal metric exists for this, but an evaluation of the distribution of knowledge would be good nonetheless. For instance, groups may share knowledge within a plan to create abilities in rookie investigators that can be recorded, and suitable divisions of labor through reviewing available research and sharing information with the rest of the group may be documented. Confidence and capacity to conduct research may also result from moving outside one's comfort zone. A single researcher can demonstrate this by taking on a more managerial role, managing colleagues, addressing new research procedures and methods, or cooperating with other teams of public servants and research experts on study tasks.

A researcher's ability to carryout a study may be enhanced by gaining access to productive capacity (information) and human capital (relationships). Trust amongst organizations and people has been shown to affect the transfer of experiences

positively. In addition to the growth of relevant research concepts, this could positively affect the entire research process, along with the relevance of the results.

Study distribution in peer-reviewed journals and conference proceedings to professional and academic groups is commonly acknowledged as a measure of the effectiveness of study on capacity development. Aside from the more typical way of distribution, this principle holds. The social aspect of research is the crucial test for determining whether or not the capacity building has been successful. Distribution techniques should incorporate a variety of ways that are appropriate for the task at hand. Among other things, this includes the use of traditional channels of transmission, such as instruments and programmes, the press, and online.

In capacity building, durability refers to the long-term viability of recently learned information literacy and organizational structures. The literature, on the other hand, falls short in exploring this topic. This in and of itself may be attributable to difficulties in estimating the level of capacity expansion. If there are no criteria or results against measuring success, it is hard to ascertain how effectively a programme is moving and how well development is maintained.

Research initiatives require a variety of procedures and operations to be in place to make things go as smoothly as possible. Capacity building should be quantified in units of task managerial skills since they are critical to the success of projects. Similarly, initiatives should have educational and administrative assistance to ensure proper supervision. Including research in the scope of work for specific professions may help establish research as an essential skill and practice and a method for evaluating research output to give research a more natural appearance. Keeping the public informed about funding opportunities, seminars, and events is crucial.

Executives are more familiar with research findings than workers, which varies across trusts.

Capacity building hinges on the necessity of safeguarded time and backfill procedures and the corresponding finance. Participation may be easier and more enjoyable if such preparations are in place. Infrastructure that can assist newly practicing professionals in the direction of study is also essential. That's especially true now that new research governance and ethical guidelines have been put forth. As a result of the absence of study management knowledge and equipment, implementing systems to cope with the intricacies of the study regulations requirements has been troublesome (Intezari et al., 2017). This has led to what are viewed as excessively bureaucratic systems. It is critical to have office support professionals on hand to guide researchers through this procedure.

Due to two major arguments, it is widely accepted that research done close to actual practice is the most fruitful. Creating research information essential to the needs of service users and professionals is the first step in this process. Professionals, service providers, legislators, and service consumers, according to many, should be the ones to design and advise on research topics that are most relevant and valuable. There may be an increased likelihood of messages being implemented because of their instant usefulness. According to scientific findings, experts and legislators are more willing to participate in research when they regard it as having a direct impact on their own decisions. This doesn't necessarily imply small-scale research but rather that the study's findings have direct application in policymaking or day-to-day practice. Large-scale experiments, for example, could benefit from the collaboration of a broad network of experts. Some techniques are preferred by exercise because of the quick influence on practice.

Study quality improvement should begin with debates on the appropriate outcomes for a project. Using traditional measuring outcomes, such as publishing in peer-reviewed articles and conference proceedings, is encouraged in this paper. This ensures that the product is of the highest quality and encourages discussion and critical thinking. The article supports the idea that we should progress from these results to quantify the impact on society that the study has had on service quality. There are many ways to do this, such as incorporating client results into study design, emphasizing expenditure, looking at how research has a financial influence on product outcomes, and developing impact-oriented, user-involved techniques that define and exemplify impact. Interconnections that are proximal to practice, such as those with legislators and experts, may boost research utilization and, therefore, its effectiveness, which means we should keep track of the sorts of partnerships formed through the development of research capacity. A suitable timescale would need to be set with these metrics for us to monitor progress based on its effectiveness and the changes it brings about in practice. A final benefit of the concept is that it establishes a foundation for future research into the relationship between capacity-building processes and their outcomes. Processes can be more clearly understood and linked to desired outputs by collecting input variables and relating them to the relevant outcomes.

Conclusions

According to the World bank population statistics, Nigeria has over 200 million people served by public servants. The public service is responsible for several activities that support the citizens' expectations from the government. The public servants are referred to as the tools used by the politicians in delivering the dividends

of their race. In nation-building, public servants ensure good management at each level of government while involving the citizens.

The aim and objective of the study focused on examining the effectiveness of specialized training institutions on the capacity development of public servants. The significance of the study was obtained from the value placed on the capacity development of public servants by the government of Nigeria as the leaders understand that equipping employees with adequate skills and knowledge improves productivity and creates a competitive edge for the organization. The research objectives include; evaluating the impact of capacity building in Nigeria's public service, assessing the perceptions of public servants on the activities of specialized training institutions, determining the availability of specialized training institutes to public servants, and evaluating the contribution of specialized training institutions to the capacity development of public servants.

Training and capacity development should be considered a continuous activity rather than a one-time activity for new employees. Learning must be long-term, and learners must plan to be result oriented. However, in its specialized sense, the training of public employees is a deliberate attempt directed towards attaining certain specific purposes or objectives. As further emphasized in the study, acquiring new skills and knowledge through training and capacity development motivates employees to stay longer on the job.

The study adopted a mixed methodology research approach to obtain a detailed understanding of the research, provide confidence in the research process and ensure validity and reliability of the research findings. The mixed methodology research approach adopted by the study gathered opinions of public servants using a quantitative approach and that of the training institutions using a qualitative research

approach. The qualitative approach obtained detailed information from managers and directors of training institutions using interviews as the research instrument and administered through a face-to-face audio-recorded semi-structured interview process. Participation was voluntary, and no research participant was forced or instigated to participate in the study. The researcher ensured participants confidentiality as codes were assigned to responses rather than identifying participants by their identity. Data gathered were analyzed using NVivo analysis software, and the following themes were generated and evaluated; (1) challenges in accessing capacity development within the public service, (2) determination of training needs, (3) impact of training public servants, (4) the effect of government policies on capacity development of public servants, (5) perceptions of public servants to specialized training institutions, (6) strengths and weaknesses associated with specialized training institutions.

The quantitative method was used to obtain information from the public servants using a questionnaire as the instrument. The choice of a questionnaire for obtaining information from public servants was based on the knowledge that public servants are the subject of the study. Considering the average number of public servants in Nigeria, the study targeted 100 participants to obtain sufficient information, as it is not feasible to adopt a qualitative method and face to face interviews with 100 participants. The questionnaire was administered online through Google Form. Responses were derived from the online application in a Microsoft Excel format. Data obtained were analyzed using IBM's Statistical Package for Social Sciences (SPSS) data analysis software Version 22. Participants' demography was tabulated and analysis of participants responses to each question were presented.

Findings from the study on the age range of participants and the gender of respondents revealed that the age group 26-45 years are more productive within the

public organizations while the gender of respondents indicates that more male public servants are willing to express their opinions on the research questions with a 53% male responses. Likewise, in the respondents' educational attainment, the study observed that majority of the respondents are postgraduate (51%) with PhD in their respective disciplines, which implied that Nigeria public servants are well educated. Data gathered on knowing if training programmes with specialized training institutions focus more on specific skills and the result revealed that 50% of participants thought that training programmes with specialized training institutions focus more on particular skills and also implied that there is a need to justify training programmes based on identifying the training needs in the organization. In understanding, if training programmes directly benefit the organization and employees, 68% of the respondents strongly agree that the training programmes directly help the organization and employees. Findings revealed that training should be based on identified training needs as a total of 97% of respondents agreed on the importance of training needs goals in the public sector due to poor manpower planning.

The public service plays a crucial role in democratic governance by facilitating inclusion and participation. It is strategically positioned to effectively allocate and manage the nation's resources to ensure the delivery of services to the population. Data collected were analyzed and integrated to provide findings; the study was conducted using participants drawn from the federal and state levels. The study recommends similar research focusing on the different levels of government separately. Further research can help identify those principles that could positively influence how public servants carry out their activities when applied appropriately. The objective of the training and capacity development activities is to enhance public

servants abilities to achieve desired goals. Since the success of an organization relies mainly on the capacity of its human resource, the training of employees should be of utmost priority.

The efficacy of the training requirements assessment has been demonstrated in mitigating response bias and yielding dependable data regarding present performance levels, identifying skill domains requiring additional enhancement, and determining the most effective strategies for attaining optimal outcomes.. The study recommends further research into the reasons for the poor attitude of public servants towards capacity development and recommends solutions to identified causes. The study's objective of adopting a mixed methodology was to enable the researcher to gather data from the public servants and the training institutions. The research study focused on an individual level of government independently as the mode of operation in each institution slightly differs and could influence the result derived. Considering the strategic role public servants play, achieving good governance cannot be performed without the public servants; it also recommends researching cost-benefit analysis of different approaches to training as it will help determine the best fit strategy that will be cost-effective in training public servants, allows public institution's leaders in supporting and influencing activity within the public institutions and the techniques to be applied. Training needs assessments are developed to identify individual and organizational training needs and requirements and determine training strategies effective for deployment.

Public servants are loaded with providing service and carrying out activities directed by the leaders. The objective of adopting a mixed methodology is to enable the researcher to gather data from the public servants and the training institutions. Training according to needs is vital as perceived actual needs change with time and

location. This empowers public servants with the mandate of functionalities and monitor activities that are carried out qualitatively and effectively to achieve a good result. The public service is responsible for forming a suitable and favourable environment in which all sectors of the economy can function maximally. Public services make the state visible to their citizens, often establishing the essential tangible connection between governments and their people. Also, the civil servant's role should focus on delivering public goods and protecting the public interest. The commitment of public servants to carry out functions effectively influences the socio-economic development of the country and how citizens welfare is affected positively. The research study also recommends human resource development, organizational strengthening, and institutional reforms. The research application refers to the usefulness of the study's findings to real-life problems related to the training of public servants in Nigeria using specialized training institutions, the use of specialized training institutions for public servants' capacity building is imperative in a fast-changing world due to the frequent changes in Science and Technology.

The public sector to develop skills improvement schemes that should be adopted for improving performance and a capacity development strategy be encouraged. Also, the study recommends yearly reviews and planning to inform the capacity development for public servants in each public institution to ensure all employees receive up-to-date and relevant training. Feedback is directed to assist the learning process, improve understanding of the task, supports self-evaluation from the learner, and help training institutions improve service; the training is to enable them to execute a project successfully, which will, in turn, affect the country's economy as all activities of public servants are to carry out duties to support the government. The further training of public servants in Nigeria should follow the model specified in this

study which includes identifying training needs through conducting a training needs assessment before determining which training is suitable for an individual, department or organization. Using a learner-focused approach in training public servants will improve capacity and productivity amongst public servants.

Public institutions and public servants can then justify the activities of the training institutions based on their impact. The targeted training of specialized institutions promotes employee creativity through a constructivist approach to developing knowledge and precise application instead of the conventional knowledge transfer approach learning to certificate acquisition that could lead to knowledge obsolescence. This study's findings revealed an essential relationship between training and organizational performance, taking a coordinated approach such as using specialized training institutions to train relevant individuals in addressing emerging challenges and embarking on sensitization of public servants towards attitudinal change related to training programmes. The need for increased capacity development in the public service is highlighted in the literature review. The diverse areas of expertise within the public sector have further enhanced various specialized training institutions to meet rising demand. The training needs are identified, and the training content associated with the facilitator is assembled. Organizing training programmes ensure that public servants are equipped with managerial skills to effectively carry out the national tasks that affect the country's economy.

Any company's most excellent resource for expansion and improvement is in its workforce. Education and training are essential aspects of developing one's workforce. People, businesses, the market, and the community all benefit from human resource development and capacity building, and local authorities can improve their performance in meeting their responsibilities to the people in their communities by

hiring and training more capable employees. Suppose the government of Nigeria further enhance an efficient and reliable employee training and capacity development programme. In that case, it will strengthen the skill acquisition of its workers, which will lead to enhanced and more productive delivery of services at the grassroots level, and in turn lead to an improvement in the quality of life.

Management of the Civil Service should adopt a merit-based compensation scheme. Induction/orientation courses are required for all new employees. Still, many employees have not had the option to continue their education after completing them, which has led to a lack of advancement. The public sector prefers on-the-job and short-term training programmes over long-term and off-the-job training. Investing in the development of employees has a substantial impact on their productivity and helps the company as a whole. Managerial attitudes and inadequate training personnel hamper inadequate training. There is a lack of coordination among public sector entities regarding educating their employees. There are many training options out there, but most of them are solicited by the individual. Nepotism can be a problem because of this inequality in access to training. Staff that has been trained have little incentive to stay in their jobs, and as a result, they leave in search of better opportunities elsewhere.

Researchers are often assigned to particular panels, but the approach is far from ideal because of the restricted capacity across the entire spectrum of subjects and professions. In addition, committees are deprived of the ability to benefit from a multi-disciplinary viewpoint on policy matters. It's still tricky for Nigerian legislators and scientists to get along, even with a formal structure (Dirisu et al., 2019). This is because essential information have not been adequately engaged. As in other countries, legislators in Nigeria are motivated by various concerns, and the empirical

proof is only a minor part of the process. It is not uncommon for legislators to ignore scientific data while making policy decisions because of the political aspect of the process. They are inclined to cherry-pick empirical information that supports specific policy judgments from a data pool.

Capacity building has been shown to improve employee performance in Nigeria. A study found a high correlation between the development of a firm's ability and the performance of its employees. This suggests that capacity building improves employee productivity, which improves a business's overall performance. Suppose you think of it from a business perspective. In that case, capacity building is a critical management issue since it not only results in new knowledge and skills but also contributes to achieving other goals. As a result, firms are encouraged to enhance their capacity development efforts to boost employee productivity. Aside from individual and workforce-level capacity development, organizations and processes must be strengthened to ensure the long-term viability of projects and performance objectives. It has become financially sustainable and internationally competitive to expand public service capacity. According to the findings of this study, if the Nigerian civil service, as a whole, invests adequately in human capital development and capacity building, employees will be better equipped to learn essential computer and information technology (Information communication technology) skills. Personnel should also receive training tailored to their specific needs. As a result, this will help to fill the void in Nigeria's workforce.

It does not matter how well-versed and skilled politicians are; formulating, adopting, and executing policies requires the collected and expert expertise and understanding of career civil servants. Public servants must be well-rounded professionals with highly specialized skills, a clear path to advancement, permanence,

job satisfaction, and organizational commitment. Nigeria's public service appears to be plagued with problems, yet the remedies challenge the consensus. An institution's effectiveness is dependent on several factors. Information, expertise, and ability are only a few examples. The Nigerian civil service will be more productive if it has all of these factors. A public servant is a results-oriented person, who organizes personnel, finances, and supplies to accomplish their organization's or agency's goals.

Organizational and job-specific development of human potential does not have an influence on public organizations as a whole. Several factors contribute to the growth of an economy, such as the development of management and skilled and technical expertise in the industry. Politicians tend to exert an overriding effect over bureaucrats, and high-ranking officials often hire followers and loyalists who aren't eligible for the jobs they are applying for. The people who hold political power should refrain from influencing the work of public workers. Their improper interference fosters indiscipline, which in turn leads to decreased productivity. Party loyalists in high places are compensated through the job service. Improved technology in recruiting, such as electronic hiring, digital information storage, and redesigning other tasks, will lessen the issues of poor efficiency as computer people are employed. Having a computerized bureaucracy eliminates ghost employees, which reduces corruption to some extent; when novice legislative counselors in state and federal government service engage in unethical behaviors such as conflict-of-interest schemes and bribery, the need for an executive commissioner becomes apparent. Training and retraining public service workers to overcome the issues of digitalization is essential to enhancing their capacity development and service delivery.

Capability-building programmes should aim at top leaders, including public and private sector administration since the reform strategy is rooted in solid leadership,

civil service competency, and a progressive alliance that extends across all sectors of society. The government must make a significant financial commitment to enhancing the capabilities of its public sector employees. Policy bodies such as financial management, budget units, and those in charge of societal, medical, and education initiatives must improve their capacities, methods, and procedures (Shroff et al., 2017). Equally crucial is enhancing the capability of ombudspersons, anti-corruption and auditing units, and other oversight and compliance institutions. This can be accomplished if Nigeria sets aside funds specifically to enhance the nation's leadership capabilities. This funding is critical because it would help Nigeria's long-term development despite conflicting priorities and its dismal economic situation. Nigeria's prosperity and good governance will benefit from this tactical planning.

Efforts to build competence for visionary leaders must continue and expand. Capacity-building organizations will need a set of initiatives to enhance management capability and capacity. These entities should plan and build capacity-building programmes customized to the country's strengths and shortcomings, and these programmes should be implemented. Considering the issues associated with capability development and substantial proof of policy, scientists and politicians in Nigeria must make concerted efforts to develop formal connections and instill a mindset of scientific input into the administration over the long term.

In conclusion, the study presented empirical evidence that the actions or behaviors of specialized training institutions in training public servants in Nigeria have resulted in equipping them with required skills that enhanced service delivery and the importance of continuous effective and efficient training programmes for public servants directly influence their delivery of service and the society at large.

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APPENDICES

Appendix A: UREC Provisional Approval



UREC's Decision

Name of Participant:	TEMITOPE ESTHER TINUKE
Title of the Research project:	Examining the Effectiveness of Specialized Training Institutes on Capacity Development of Public Servants in Nigeria
Date:	07/11/2019

Comments

The student is advised:

- (REAF form) to tick under point 21, point 9 as more permissions should be taken

Approved without revision or comments.



Approved with comments for minor revision.



Not approved with guidance comments for moderate revision and resubmission.

Not approved with guidance comments for major revision and resubmission.

- (REAF form) the participants should be anonymous. Even if the study will involve interviews hence the researcher will know participants' names, the results obtained should include a coded name so that it will not be identifiable by anyone outside the research. If this is done then the research will be considered anonymous.

- (Risk Assessment form)

the wording should be changed to reflect the fact that participants in general are not considered vulnerable populations. Only a few sub groups are.

Appendix B: UREC Final Approval**UREC's Decision**

Student's Name: Esther Tinuke Temitope

Student's ID #: R1805D5272148

Supervisor's Name: Dr Tanya Marie Hathaway

Programme of Study: UUZ: EdD Doctoral of Education

Offer ID /Group ID: O22077G22164

Dissertation Stage: 3

Research Project Title: Examining the Effectiveness of Specialized Training
Institutes on

Capacity Development of Public Servants in Nigeria

Comments: No comments

Decision: A. Approved without revision or comments

Date: 21-Jan-2021

Appendix C: Debriefing Form



Debriefing Form

Project Title: Examining the effectiveness of Specialized training institutes on Capacity Development of Public Servants in Nigeria

Thank you for participating in the study.

To ensure government of the federal republic of Nigeria has effective public servants that are productive and effectively deliver services, training and capacity development of the workers are important. This study examines how effectively specialized training institutes deliver training to public servants and attempts a comparison with other forms of in-service training. The development of capacity of public servants enables them to deliver quality service that is crucial to nation building. The limitations experienced with other forms of in-service training are expected to be solved with the advent of specialized training institutions

The study will investigate if the specialized training institutions are meeting the career needs of this public servants through innovatively designed courses. The research is intending to contribute to knowledge on the capacity development of public servants, and the use of training institutions in achieving this development. Attaining the aim of training and capacity development appropriately is intended to boost employee morale, enhance productivity and positively impact the economy at large.

Data gathered will reveal participants opinions and suggestions about the activities of specialized training institutions. Research questions focused on if specialized training institutions provides training that are tailored towards the capacity development of public servants, if training offered by specialized training institutes

are generally accepted by public servants, and if training offered by training institutions are more effective than conventional institutions for public servant. The research will adopt a quantitative and qualitative approach using descriptive design to gather data and information about the subject of study. Participants for the research study will be public servants of different cadre.

Informed consent will be obtained from all participants before participating.

Participants data are held confidentially and secured from unauthorized access.

Participants have the right to withdraw their data retrospectively and without explanation.

Contact details of the researcher:

Name of researcher Temitope Esther Tinuke	Name of Supervisor Dr. Tanya Hathaway
Unicaf contact details	Unicaf Supervisor Contact details
Researcher	Research Supervisor
	UNICAF University Zambia
	Old International Airport, 7130 Larnaca, Cyprus
Tel: 08117979455	+357 24747500
Email: ariyotinuke@gmail.com	Email: t.hathaway@unicaf.org

Appendix D: Gate Keeper Letter**Gate Keeper Letter**

Address: Federal Ministry XXXXX Abuja

Date: 13th October 2019

Subject: REQUEST TO PARTICIPATE AND RECRUIT PARTICIPANTS
FOR A RESEARCH STUDY

Dear Sir,

I am a doctoral student of Unicaf University Zambia. As part of my degree I am carrying out a study on Examining the effectiveness of Specialized training institutes on Capacity Development of Public Servants in Nigeria. I am writing to enquire whether you would be interested in/willing to participate and also allow me to recruit participants in your institution for this research.

Subject to approval by Unicaf Research Ethics Committee (UREC) this study will be using questionnaire and interview to gather data and participants responses will be evaluated to derive valid conclusions.

The project title Examining the effectiveness of Specialized training institutes on Capacity Development of Public Servants in Nigeria is focused on investigating if the training institutions are meeting the career needs of public servants through courses designed. The research is intending to contribute to knowledge on the capacity development of public servants, and the use of training institutions in achieving this development. The research study is under the supervision of Dr. Tanya Hathaway

To successfully carry out this research study, I will require your consent to recruit research participants who are public servants under your authority to partake in completing an online questionnaire for about 30 mins and partake in interview sessions that will engage the participants for 30-45mins.

Thank you in advance for your time and for your consideration of this project.

Kindly please let me know if you require any further information or need any further clarifications.

Yours Sincerely,

Student Name: Temitope Esther

Supervisor's title and name: Dr. Tanya Hathaway

Position: Researcher

Position: Supervisor

Address: ACCI Lugbe Abuja

Address: UNICAF University Zambia

Telephone Number: 08117979455

E-mail: t.hathaway@unicaf.org

E-mail: ariyotinuke@gmail.com

+357 24747500

Appendix E: Certificate of Consent



Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant(s)

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential. I consent voluntarily to be a participant in this study.

Print name of Participant

Signature of Participant

Date:

If illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness:

Signature of witness:

Date:

Appendix F: Data Collection Instrument

QUESTIONNAIRE FOR PUBLIC SERVANTS

Project Title: Examining the effectiveness of Specialized training institutes on Capacity Development of Public Servants in Nigeria

The study is investigating if the specialized training institutions are meeting the career needs of public servants through innovatively designed courses. The research is to contribute to knowledge on the capacity development of public servants, and the use of training institutions in achieving this development. Attaining the aim of training and capacity development appropriately is intended to boost employee morale, enhance productivity and positively impact the economy at large.

The questionnaire is of two parts. Part 1 is focused on participants information while part 2 focused on questions relating to capacity development in the organization.

Participants to complete questions in part 1 and to tick one of the options that applies to their opinion with regards to the questions in part 2

To freely participate in the survey, kindly proceed to part 1 question. Kindly note that participants can voluntarily withdraw from the study by not clicking the last submit button

Part 1

Occupation.....

Name of Organization.....

Department.....

Designation.....

Age.....

Gender (Male, Female)

Highest level of education

Undergraduate

Graduate

Post graduate

Number of years Organization was established.....

Number of years of experience.....

Part 2

Q1. Have you participated in any form of capacity development programme in your course of work? (a) Yes (b) No

If yes, Kindly list.....

For the following 15 questions, please indicate your level of agreement with the statements provided.

Q2. Training programmes with specialized training institutions focus more on specific skill

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

Q3. There is a significant relationship between training and organizational performance

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

Q4. There is need to justify training programmes based on identifying the training needs in the organization

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

Q5. Training programmes have direct benefit for the organization and employees

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

Q6. The use of specialized training institution is effective in carrying out capacity development programmes for public servants

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

Q7. Poor manpower planning in public sector is one of the reasons for its inability to

attain set goal(s).

- (a) Strongly agree

- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q8. Your organization has a yearly well-designed capacity development programme for employees

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q9. Training provided by specialized training institutions are acceptable to public servants in Nigeria

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q10. Specialized training institutions focus more on knowledge training participants acquire during a training rather than the volume of what to be taught

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q11. Training offered by training institutions are more effective than conventional form of training approach for public servant

- (b) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q12. Poor funding is a major challenge to capacity development of public servants

- (c) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q13. Specialized training institutions proffer solutions to challenges associated with long-standing traditional form of training public servants

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q14. The government needs to make more policies and commitments towards implementing capacity development programmes in the public service

- (a) Strongly agree
- (b) Agree

- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q15. Training institutions are available to train public servants in related sectors/field?

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Q16. Specialized training institutions impact the capacity development of public servants and meet training needs?

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e)) Strongly disagree

Thank you for participating in this study.

Interview Questions Targeted at Managers of training institutions

Part 1

Occupation.....

Name of Organization.....

Department.....

Designation.....

Age.....

Gender (Male, Female)

Highest level of education

Undergraduate

Graduate

Post graduate

Number of years Organization was established.....

Number of years of experience.....

Part 2

1. How do you determine the training suit for a set of public servants?
2. Which type of training programmes does your institute offer?
3. Describe the perceived reaction of public servants to specialized training.

Could you provide examples?

4. Describe the strength and weaknesses associated with specialized training institutions in carrying out effective training programmes. Kindly support with examples

5. Are there specific processes in designing training programmes? If yes, kindly expantiate of the step by step process.

6. Are there feedback mechanisms to monitor the effect of your training programmes on participants? Kindly describe

7. How does the policy of federal government on capacity development of public servants affect the activities of specialized training institutions?

8. What is your opinion on the training your institute offers public servants and its utilization to impact the economy and organizational performance?

9. From your experience, what do you think are the challenges faced by public servants in assessing effective capacity development programmes?

10. To what extent do the contributions of specialized training institutions impact the capacity development of public servants?

11. How does your training institution provide training that is tailored towards the capacity development of public servants?

Appendix G: Codes and Nodes

Examining the Effectiveness of Specialized Training Institutes

Code	Description	Files	References
CHALLENGES IN ACCESSING CAPACITY DEVELOPMENT PROGRAMMES	Trainers and head of training institutions identified some challenges associated with accessing capacity development programmes within the public service	10	12
DETERMINATION OF TRAINING SUIT			0 0
Assessment of training needs (Organisational and staff needs)	Participants refers to the importance of assessing organizational and staff training needs before planing and implementing a training programme		6 7
Development of generic courses	Training institutions refers to the option of developing training courses that meets general professional needs of public servants		1 1
Identifying current knowledge	The identification of previous knowledge of a learner has proven to		1 1

Code	Description	Files	References
	enhance the determination of suitable training		
Leadership recommendations of government agencies	Trainers refers to recommendations and opinions of the senior executives as a criteria for organizing a training	1	2
Request from training organisations	Training institutions receive request for specialized training based on identified gaps in the organization	2	2
Through feedback	Training institutions refers to feedback to determine training suit within the organization	2	2
IMPACT OF TRAINING ON PUBLIC SERVANT		0	0
Improvement of public servant performance	Training institutions refers to the impact of training on public servants to include knowledge improvement, provision of platform	7	7

Code	Description	Files	References
	for continuous learning, remedial of mediocrity in recruitment process		
IMPACT OF TRAINING ON THE ECONOMY	Activities of training institutions directly impact the economy as training acquired by public servants enhance the delivery of service to the citizens	9	9
PROCESS OF PROVIDING TRAINING	Training institutions managers makes references to processes required to carry out the training	7	7
PROGRAMMES OFFERED	Training institutions described different training programmes organized which are most times specific	10	10
SPECIALISED TRAINING INSTITUTIONS		0	0
Effect of government policy on capacity	Training institutions makes specific references over the	9	9

Code	Description	Files	References
development	effect of government policy on the capacity of public servants		
Feedback mechanism (monitoring the effect of training programmes)	Trainers refers to strategies adopted in obtaining feedback about training activities to monitor its effectiveness	10	10
Perception of public servants to specialized trainings	Trainers expresses the perceptions of public servants to training as observed by there reactions during training programme to include been observed as an avenue to make extra money, avenue to rest and majority willing to earn	10	10
Process in designing training programmes	Training institution managers identified strengths and weaknesses associated with the overall design of training programmes	8	9

Appendix H: Code Summary

Coding Summary By Code

Examining the Effectiveness of Specialized Training Institutes

20/07/2021 23:40

C	Modified On
Node	
Nodes\\CHALLENGES IN ACCESSING CAPACITY DEVELOPMENT PROGRAMMES	
Document	
Files\\REC 01	
	25/06/2021 11:52
<p>9. There is the aspect of corruption which everyone will not want to run away from especially those that are in the specialized training because most public servant will not use there fund is it's a challenge to them because they don't have the foundation or have the means to raise the fund its already a challenge to them.</p>	

25/06/2021 12:35

Another challenge is having to work with different people but if we can bring people to understand that training is not

Files\\REC 03

25/06/2021 13:26

9. Number one is that most of them does not go for basic knowledge what I mean by basic knowledge is that having an idea about a particular subject some of them are just rigid about their work or job description they don't learn anything new so when they are face with all this capacity development training programme it comes to them as a shock do you see is a real challenge I thing they are facing, I mean the challenge of not been informed of the basic things this one is beyond the discussion of polities on whatever they thing they call information on simple technology most of the are not inform on that ,renewable energy most of them don't know what it is and so many other things (2) there are some training that involve payment and those one are slot base training and it required some numbers of people that will come for the training from the ministry or from us we discovered that people that really need the training will not be their because some will buy their way in because they will be pay and the real participant are missing in action, sometime is the venue the ministry determines the venue they may the side to take it outsides Abuja and 90% of the participant are coming from Abuja so we see that as a stress but some of the people don't because they will be pay allowance and they are comfortable with it but I see it as a challenge,

Reports\\Coding

Page 1 of 32

Files\\REC 04

25/06/2021 16:28

10. Challenges faced by a public servant, for example we train them on how to code, we train them on how to use Microsoft office and even when they get back to their offices, they are unable to deploy these key sets. Another example is for finance and communication they are able to deploy it immediately

Files\\REC 05

25/06/2021 16:58

A: First is corruption. Training contracts are shared amongst management or leadership as some sort of 'settlement'. So instead of seeking quality and qualified training providers, you end up giving the assignment to a friend or relative who

25/06/2021 16:58

Secondly, and this is very important is the availability of the right tech, even as the world of work evolves with technology increasingly taking center stage, public servants must be ready and willing to employ other channels of training delivery apart from physical classroom style. Yes, Zoom, Webinar Jam and Microsoft Teams are a good place to start but there is so much more.

25/06/2021 16:59

Another challenge is funding. Quality knowledge is not cheap. To ensure access to effective training programmes for public servants, government must be willing to encourage training providers deliver value and earn a decent return on their

Files\\REC 06

20/07/2021 23:39

A: From our own experience we have different challenges, self-impost challenges and we have organization wide impost challenges, the mindset we are working on should be a mindset that is ready to learn, unlearn and relearn.

The person participating in the training must come first with the right mindset because, for every organization when

Files\\REC 07

20/07/2021 23:39

A: Mainly, I will say funds

Reports\\Coding

Page 2 of 32

20/07/2021 23:40

C

Modified On

gg lassifica over um efer ode

Files\\REC 08

20/07/2021 23:39

A: I will just highlight some few challenges amongst many other challenges

1. Inadequate motivation for public servants to attend specialized training
2. Not putting the right hole in the right peg in some government offices

Files\\REC 09

20/07/2021 23:39

A: Lack of funds by the government to ensure adequate training, favouritism within the organization, whereby only a particular set are allowed to continuously go for training while others are short-changed

Files\\REC 10

20/07/2021 23:39

A: Lack of encouragement, lack of adequate funds

Nodes\\DETERMINATION OF TRAINING SUIT\\Assessment of training needs (Organisational and staff Document

Files\\REC 01

25/06/2021 11:35

1. We do that by first knowing the department they function in because ours is cybersecurity focus is not everyone that will qualify for every training and that we will be able to determine the type of training they can enroll for.

Files\\REC 02

25/06/2021 12:02

1. Need to be trained on when we get feedback from them we look out for solution that meet the gaps In the knowledge they have identified themselves, so we come back for bench marking exercise. The whole essence for the bench marking exercises is for us to know where exactly to meet them, some people claim to know something but with bench marking exercises it gives a clear pictures of where everybody stands

Reports\\Coding

Page 3 of 32

20/07/2021 23:40

C

Modified On

Files\\REC 05

25/06/2021 16:28

A: It depends on a couple of factors but it should actually depend on one exercise -Training Needs Assessment.

25/06/2021 17:14

We conduct what we call a Training Needs Assessment, with this assessment we determine the need and want of the ministry, agency or parastatal to be trained, where we get to know their areas of specialty and strength, their departments and where they need to be trained and acquire more knowledge.

Files\\REC 08

20/07/2021 23:39

A: Either by conducting needs assessment

Files\\REC 09

20/07/2021 23:39

One is to offer specialized and tailor made training that is designed to meet the specific need of the departments or unit of an organization where the public servant perform his or her duty, this will help the public servant to gain the specific capacity required.

Files\\REC 10

20/07/2021 23:39

A: The training are provided after identifying the need of participants. We achieve this by understanding the general and specific needs of the public servants, and through the uses of seasoned, experienced and professional facilitators who possess the required expertise in the field or sector. Our training delivery methods and strategy are also aimed at achieving the full objective of the training, and capacity development of public servants.

Reports\\Coding

Page 4 of 32

20/07/2021 23:40

C

Modified On

**Nodes\\DETERMINATION OF TRAINING SUIT\\Development of generic courses
Document**

Files\\REC 09

20/07/2021 23:39

The second approach is to develop generic courses for public servants that would meet the general organization needs, some of this training could include ICT Training, Executive and leadership Training, Health and Safety training etc.

Nodes\\DETERMINATION OF TRAINING SUIT\\Identifying current knowledge

Document

Files\\REC 07

20/07/2021 23:39

A: By identifying the type of knowledge they initially have on health and safety in the workplace then develop training objectives and deliver training to meet the objectives

Nodes\\DETERMINATION OF TRAINING SUIT\\Leadership recommendations of government agencies

Document

Files\\REC 05

25/06/2021 16:29

Our experience with the public sector in determining appropriate training for a set of public servants have ranged from the recommendation of the leadership of a particular government ministry, department, agency or parastatal. I want to believe that these recommendations often come from internal engagements where gaps have been identified and a decision made to employ training as a means to help people bridge those gaps.

Reports\\Coding

Page 5 of 32
20/07/2021 23:40

C

Modified On

25/06/2021 17:14

Our experience with the public sector in determining appropriate training for a set of public servants have ranged from

Nodes\\DETERMINATION OF TRAINING SUIT\\Request from training organisations

Document

Files\\REC 07

20/07/2021 23:39

A: As a training institution, most of the time we receive request from training organizations on identified gap or the need for training. Also, when their are recent development in a field and we find it important to equip public servants with the skills.

Files\\REC 10

20/07/2021 23:39

A: Based on the request for training from the organization

Nodes\\DETERMINATION OF TRAINING SUIT\\Through feedbacks

Document

Files\\REC 08

20/07/2021 23:39

through feedback from the officer in charge of training in the organization.

Reports\\Coding

Page 6 of 32

20/07/2021 23:40

C

Modified On

Files\\REC 09

20/07/2021 23:39

A: based on feedback received or carrying out a training needs assessment

Nodes\\DETERMINATION OF TRAINING SUIT\\Through relationships

Document

Files\\REC 06

20/07/2021 23:39

A: BEST Centre is able to provide training that is tailored towards the capacity development of public servants by keeping our eyes and ears opened and by cultivating the right relationships. In other words, we are always interested in new methods being adopted by other developed and developing economies, we also keep abreast of government policy changes and also get involved in industry-related networks and of course by engaging with manpower planning and development officials across MDAs to better understand training needs and other learning and development gaps we can help to bridge.

Nodes\\IMPACT OF TRAINING ON PUBLIC SERVANT\\Improvement of public servant performance

Document

Files\\REC 01

25/06/2021 11:53

10. To the best of my knowledge, all feedback that has gotten from my student and those that have attended specialized training I think it has been tremendous and it has been impactful for the public servant especially those that have taken their time and concentrated during the class activity or training activity and the success rate has been good and as a result of the acceptability of our training we had to get referrals from our student to other of their professional coworkers and I think that is all it takes to build confidence in person we have gotten a recommendation from our student.
