
Mediating Effect of Employee Engagement on the Relationship Between Training and Job Satisfaction among Employees of Borno State Civil Service: A Proposed Framework

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Abstract

This study assessed the mediating effect of employee engagement on the relationship between training and job satisfaction among employees of Borno State Civil service. The study employed content analysis and secondary sources of data to gather information. Based on the empirical, theoretical and literature review, the findings revealed that, training equips the employees with the relevant knowledge and skills that the employees require in performing their job with satisfaction. Employees who are well trained and are actively engaged by their employers enjoy their jobs and derive satisfaction in performing work assigned to them, because they possess the relevant skills to discharge their responsibilities and hence derive maximum satisfaction from their jobs as aftermath of the training they received, resulting in expertise and abilities to be proficient in their jobs. The study therefore concluded that, based on the forgoing, if this proposed framework is validated, it will provide important findings. This study recommends that, government and even the private sector should prioritise the training and development of their employees regularly through well-organized training programmes so that every employee has equal opportunity to be sent on training. Also, training needs of employees should be identified through human resources planning, performance appraisal, and other mechanisms that can identify and recommend staff for training once it is established that the employee needs training to improve his output and productivity and to conduct his job with ease and satisfaction.

Keywords: Training, Job Satisfaction, Employee Engagement, Government, Civil Service

1. Introduction

In today's era of knowledge economy, organizations excel due to its human capital in order to provide quality products and services. The human capital can only be effective if organizations provide effective trainings to employees regularly and on needs basis. Such training leads to, not only overall organizational growth and development, but it also affects the job satisfaction of the workforce. According to Raza, Afridi and Khan (2017), training programmes improve the productivity of the employee and the organization, because it provides quality customer services and consistency in job satisfaction and also increase employees' commitment with the organization. They further argued that, training increases and improves both employees' job satisfaction, stability, less turnover, and length of employment in the organization.

The result of a study by Saputri (2022) indicates that, training has a positive and significant effect on employee job satisfaction. He also adds that, the better training that is given to employees, the higher the sense of job satisfaction that is formed on employees. The result of this is also supported by the study of Raza et al (2021) who found that, training has a positive and significant impact on job satisfaction. These findings indicate that, training is imperative for every employee to drive maximum satisfaction in his job and improve his productivity and consequently that of the organization. Nashar, Parashakti and Fauziah (2018) corroborated the results of the above studies where in their own study found that, training has directly positive and significant influence on job satisfaction among employees. Murtiningsih (2020) states that, training is one way to motivate employees to stay with the organization and mentioned some possible benefits of training to include employee job satisfaction, higher and improved morale, low turnover, higher retention and the fact that satisfied employees produce satisfied customers. Therefore, organizations must provide opportunities and enabling environment for employees to participate in training programmes to enable them cope with modern innovations and technological advances in the ways of doing their job. These trainings will impact on the employee not individual skills and knowledge but, also provide the organization with competitive advantage to outperform their competitors.

Training is an organizational effort to provide the knowledge and skills needed for employees to carry out their tasks, so that they can work well and get job satisfaction. Training is learning process that is related to current work and is needed to support the work of employees. In conducting training, it is necessary to ensure that the exercise can directly improve performance. Murtiningsih (2020), citing previous researches conducted concluded that, training positively affects job satisfaction. Dialiantari and Dewi (2019) also concluded in their study that, training is used to make employees' skills polished so that they can work more efficiently in an organization that helps them in their job satisfaction that can improve employee performance, so that, both the organization and the employees will benefit. The relevance of training to modern day organization cannot be over-emphasised, because higher productivity and efficiency can only be attained when an organization has highly skilled, knowledgeable and experienced workforce.

Organizations set targets and goals that they work towards achieving. In view of this, management sections of organizations are tasked to employ the use of techniques and expertise in the efficient planning, organizing, directing, and controlling the day-to-day operations to accomplish those set goals and targets. An organization is a cluster of people who work to accomplish its goals and objectives and are called employees, who are the assets of the organization. To select, acquire, maintain and retain an employee is mainly no mean task in any organization. They require that personality who can be advantageous for the organization along with employee wants, superior compensation, recompense, holidays, additional benefit, etc. Training, performance appraisal and compensation are some of the methods to guarantee employee satisfaction with his job and increase his productivity and output (Akhter et al, 2016).

The Human Resource Management is concerned with the management of an organization's workforce either in the public or private sector. They are responsible for the recruitment and retention of good employees and also the training and development of employees to boost their productivity, efficiency, and also their satisfaction, and to resultantly promote the overall success of the organization (Latham, 2012). Targets and goals set by organizations serve as a yardstick of measuring success. Employees have expectations; after expending their time, efforts, energy and labour in helping the organization achieve its goals, expect adequate compensation and reward in form of money and other entitlements to satisfy personal, economic, psychological, social, self-actualization, security and growth needs to engender their job satisfaction, (Adefulu & Adebawale, 2019).

Employee engagement is a workplace approach resulting in the right conditions for all members of an organization to give out their best each day, committed to their organization's goals and values, motivated to contribute to organizational success, with an enhanced sense of their own well-being (Jeevita, 2020). The more engagement an employee has with his or her organization, the more effort they put forth. Employee engagement also involves the nature of the job itself- if the employee feels mentally stimulated; there is reinforcement of trust and communication between employees and the management of the organization; ability of an employee to see how their own contributes to the overall organizational performance; the opportunity of growth within the organization; and the level of pride an employee has about working or being associated with the organization (Kahn, 1990). Therefore, organizations can only derive maximum benefit and proper utilization of their employees, when such employees are actively engaged on their jobs commensurate to the skills and knowledge they possess.

According to Turner (2019), employee engagement is how much an employee is motivated by, passionate about and invested in their work. He emphasised that, employee engagement has much more to do with an individual's own investment and emotional connection to the organization they work for rather than job satisfaction which is focused on performing the job to the best of their ability without necessarily investing everything into the role. Employee engagement is an approach that fosters and creates optimum working condition that enables employees to willingly commit themselves to the goals and values of the organization while enhancing their sense of well-being, (Jeevitha, 2020). An employee who is satisfied together with his/her job may not be engaged, but on the contrary, an employee who is engaged and who believes within the organizational values will in most cases be satisfied with his or her job, (Yustrilia, Sujarwo, Rofiq, Ratmawati and Satriyo, 2022). Employee engagement is more of transformational concept which incorporates autonomy, growth, impact and connection whereas job satisfaction is transactional in nature, (Kahn, 1990).

Organizations who have highly engaged employees tend to possess higher productivity, satisfaction levels and employee retention, (Yustrilia, et al, 2022). Job satisfaction is an attitude that is simply how content a person is along with his or her job; whether he or she likes the job roles and responsibilities or not, (Nkansa, Gyimah, Sarpong and Annan, 2023). Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of labour, or their quality of working life. Job satisfaction is understood in terms of its relationships with other factors, (Yustrilia, et al, 2022). It can be discerned from the many different views of various scholars, authors and researchers that, only when employee engagement is strictly applied that the organization will boast of knowledgeable, skilled, and highly experienced workforce, which is a necessary prerequisite for a stable, highly productive, effective and efficient workforce.

The Public service constitutes the backbone of the economy of a country like Nigeria, it is upon this premise that government monitors the activities of the public service through its agencies and provides the necessary infrastructure for optimum service delivery to general public. In spite of all efforts geared towards improving the services, there are some doubts as to the quality of services rendered by civil servants to the public. A casual engagement with some employees of Borno State government revealed that, owing to dynamism of jobs with new methods, technologies, innovations, tools, procedures, and fluctuating policy instruments to implement as made by different policy makers and governments, employees cannot experience job satisfaction if they are not well trained to confront the challenges of a modern civil service compatible with the yearnings and aspirations of our nascent democratic citizens value, (Dike, 1988).

Furthermore, there is a report in Daily Post Newspaper of 13th March, 2016 which says that, civil servants in Borno State are lamenting over the government's poor attitude towards training and retraining of employees' and its benefits that is supposed to accrue to them employees by

keeping them abreast of modern ways of doing their jobs and prepare them for the challenges ahead in effective and efficient service delivery. The employees, according to the newspaper made the complaints at the Musa Usman Secretariat, saying that they are worried about what the future holds for them in terms of job performance. The report said some employees complain of undergoing different training programmes and being elevated in their jobs as a result, and in possession of promotion letters for years without financially benefitting from it. Due to all the aforementioned challenges and the dis-satisfied nature of attitude of the employees, there is low commitment of employees, high absenteeism rate, labour turnover and subsequent low productivity.

The centrality of the issue of employee training were even emphasised by the Governor of Borno State (Professor Baba Gana Umara Zulum) himself in a report in the Leadership newspapers of 20th September, 2022 where he was quoted to have said that, “the major policy thrust of this administration is the full recovery and reconstruction which depends on the institutional capacity and capability of the public or civil service and professional competency of the workforce, hence the training and retraining of the workforce is inevitable”. This report underscores the importance, and the need for training of employees of the Borno State Civil Service because the Governor made the statement in response to the need for staff training. In that report, the Governor also admitted that, there are many employees who need training for them to discharge their job responsibilities. He also advocated for promotion examinations for employees so that every employee must sit and pass promotion exams for him/her to be promoted and to identify those that need urgent training to improve the productivity output of civil servants of the State.

Also in another report by the Blueprint Newspaper of 20th October, 2022, a civil service reform committee formed by the government headed by the then Secretary to State Government (SSG), the late Alhaji Jidda Usman Shuwa of blessed memory said during the presentation of the report of the committee that they have many far reaching recommendations which include that, the Borno State Government should place more emphasis on training and retraining of employees, settle all outstanding employees compensations and benefits such as leave grant arrears, promotion arrears and others to bring about efficiency, competence and improved productivity and output disclosing that many employees are not experiencing job satisfaction as a result of all this issues as uncovered by the civil service reform committee he chaired and submitted its report to the Governor at Government House, Maiduguri.

In recent times of frequent civil service reforms and restructuring as well as the rapid change in technology and new techniques of doing jobs, organizations that want to remain competitive and outwit rivals must maintain employees who are well-trained, competent and open to innovations and changing roles. Nevertheless, employees will be more competent, experienced and productive if they are sufficiently trained, well equipped with all the required knowledge and skill necessary for effective and efficient civil service and make the employees satisfied with their job. As a result, it has therefore become imperative that, employers must understand how to engender and enhance job satisfaction among their employees, to improve performance levels for efficiency and organizational sustainability. So, the lack of well trained and competent employees in an organization with the required experience and skills to implement innovative changes, will ultimately deprive the staff of job satisfaction which will have effect on their job output, performance and productivity.

The perception of employees on training has a greater impact on the satisfaction and success of any organization. The perception or attitude of employees is transformed into positive or negative behavior which affects their job satisfaction. Therefore, if the employees are satisfied or dissatisfied with their jobs in the organization, it will have a positive or negative impact on the organization’s effective and efficient service delivery and achievement of targets and goals. Job satisfaction and dissatisfaction bridge the reality gap between employees’ expectations

from the organization as well the organization's expectation from its employees. It is against this backgrounds that, this study intends to assess the mediating role of employee engagement on the relationship between training and on job satisfaction among employees of Borno State Civil Service, Maiduguri.

2. Conceptual Clarifications

This section concentrated on the study major related concepts by assessing the relevant literature for obtaining the substantial information to suggest recommendations in addressing the relocation challenges. More so, relevant materials are also reviewed in line with these study objectives.

2.1 Concept of Job Satisfaction

Human resource management is concerned with management of organization's workforce, and are responsible for the recruitment and retention of good employees, as well as their training, evaluation and compensation. This is to boost the employee's productivity, efficiency and also their satisfaction, and to resultantly promote the overall success of the organization (Pauwe & Boon, 2009). Hoppock (1935) brought the term job satisfaction into the limelight, after reviewing various research papers; he has observed that, after satisfying the physiological, psychological and environmental needs, a person says "I am satisfied with my job". It simply means that he is happy with his job. It means that, there are many variables that influence job satisfaction. In general, job satisfaction refers to an individual's positive emotional reactions to a particular job; is the condition of establishing healthy, conducive and favourable environment in an organization, (Khan, Yussof, Hussain and Ismail, 2019). Aswathappa (2008) mentions job satisfaction as the end state of feeling. It emphasizes the fact that, the feeling is experienced after a task is accomplished an activity has taken place, whether it is a highly individualistic effort of writing a book or the collective endeavour of constructing a dam, these tasks/activities can just be experienced. But in all cases, they satisfy a certain need. The feeling on a task can be positive or negative depending upon the needs and opportunities that are made available.

Job satisfaction can be defined as the 'pleasurable' state of emotion resulting from the appraisal of one's job as achieving or facilitating the achievements of one's values. It refers to a person's feeling of satisfaction on the job, which acts as a motivation to work, (Murtiningsih, 2020). He further stressed that, the term relates to the total relationship between an individual and the employer for which he is compensated. Job satisfaction is a state of feeling that follows the attainment of any goal and may lead to improved productivity. Increased turnover, improved attendance, reduced occurrence of accidents, less job stress, lower unionization and, of course, customer satisfaction, (Khan, et al, 2019). Job satisfaction simply explains attitude of employees toward their job. In other words, it describes the level of happiness of employees in fulfilling their desires and needs at the workplace. Hence it is the pleasurable feelings that result from an employee perception of achieving the desired level of needs. Job satisfaction as an intangible variable could be expressed or observed via emotional feelings.

Furthermore, job satisfaction hinges on the inward expression and attitude of individual employee with respect to a particular job. For instance, an employee satisfaction is high if the job provides expected psychological or physiological needs. However, satisfaction is said to be low if the job does not fulfil the psychological or physiological needs, (Habsy and Madbouly, 2021). Job satisfaction is also called employee satisfaction, it describes whether the employee is happy with his job, work environment, supervision, etc. and is dovetailed with life satisfaction where, people who are satisfied with their lives are also satisfied with their jobs and vice versa, (Handayani and Kasidin, 2022). There are many factors that influence employee job satisfaction, these include pay, promotion, supervision, contingent rewards, fringe benefits,

operating procedures, co-workers, nature of work, and communication, (Setiawati and Ariani, 2020).

According to Singh & Tiwari (2021), job satisfaction refers to a type of person's sensation of satisfaction on the job, which acts as an enthusiasm to work. It is not the self-satisfaction, pleasure or self-contentment but the satisfaction on the job. They described job satisfaction as "any uniting of psychological, physiological and environmental situations that cause and person honestly to say, I am satisfied with my job. It is outlined because of the, "pleasurable emotional state resulting from the assessment of one's job as achieving or facilitating the achievement of one's job values". Job satisfaction refers to an employee's general perspective towards his job, it's the favourableness or unfavourableness with which employees interpret their work, (Olufadi, Ringin, and Shuib, 2022). In order to recognize job satisfaction, maybe the first step should be to establish the boundaries among such terms as attitudes, motivation and morale. A job is a significant portion of life and affects one's general life satisfaction. The result is that satisfaction rises from a composite set of conditions in the same way the motivation does, (Naji, Mansour & Leclerc, 2015).

2.1.2 Factors Responsible for Job Satisfaction

There are many factors that are responsible for job satisfaction of employees. Murtiningsih (2020) explains four factors that are responsible for employee job satisfaction in an organization as follows;

Personality, which is, the nature of a person as a determinant of how he thinks and feels satisfied with his or her job;

Values, this reflects the belief of the employees in accomplishing the results of their work and how they will behave when performing their jobs;

The work situation, that includes an interest in the job, social relations with superiors and the surrounding environment, security, equity and justice in providing compensation to the employees; and

Social influence means the influence of individuals and or groups on a person's attitudes and behaviour.

Employee job satisfaction is a necessary prerequisite of manpower development, because, it is the main reason why employees stay and remain in the organization. Therefore, based on this, the organization needs to focus on employee welfare, which can affect job satisfaction and job loyalty as well as job commitment, so that employees would also contribute maximally to the achievement of the goals and objectives of the organization (Murtiningsih, 2020). With job satisfaction, an employee can perceive whether his job is pleasurable or not and it is a generalization of attitude on the job. Various attitudes exhibited by individual employees on their job reflect both pleasurable and not pleasurable experiences of the job that will determine his hope for the future, (Abadi and Renwarin, 2017). On the merits of job satisfaction, Adefulu and Adebawale (2019) asserted that, job satisfaction can appear in any given work circumstance.

The job satisfaction stimulates employee relationship at work with colleagues and superiors, acknowledgement of their work, career development, career growth, rewards, working conditions, and organizational environment (work places), all tend to have significant impact on job satisfaction of employees. Wangechi, Kiragu, and Sang (2018) pointed out that, boosting of employees' job satisfaction significantly affects the productivity of a workforce which is greatly needed in the public service. The significance of job satisfaction is emphasized by its positive and reciprocal relationship with life satisfaction and its impact on personal, social, and work life. According to Nashar, et al, (2018), job satisfaction is an important element in work situation and has been associated with improved performance as well as increased commitment to the organization.

2.1.3 Sources of Job Satisfaction

Insight into sources of job satisfaction has descriptive index. According to Edwin (1976), the job descriptive index assesses one's job satisfaction with the following characteristics of the job;

Pay: This refers to the amount of money received and the perceived equity of pay, which is significant to both white- and blue-collar jobs employees. It is related to job satisfaction because it is instrumental to fulfilling human needs. The average human being works not because he/she loves work but, because he/she has needs to satisfy and pay also serves as a status symbol, achievement and a source of recognition

Job (Work itself): The extent to which job task are considered interesting and provide opportunities for learning and for accepting responsibilities with jobs that are challenging will engender employees' job satisfaction. The two most important aspects of a job that are instrumental to job satisfaction, as pointed out by Brief (1998) are;

- a. Variety and control over work methods
- b. Workplace

Jobs with moderate amount of variety produce job satisfaction as against a repetitive and monotonous work, which produce job dissatisfaction. Furthermore, jobs that give employees a measure of autonomy in how they carry out the task tend to give employees some form of satisfaction. In other words, the degree of control exercised by the employee is related to job satisfaction. Excessive control by a supervisor tends to kill employees' initiative and commitment.

Promotion Opportunities: The availability of opportunities for advancement and management's willingness to promote or demote employees as at and when due obviously leads to job satisfaction. Citing Maslow's theory of motivation, Edwin (1976) asserted that, self-actualization is the highest level of need on the hierarchy of needs as espoused by the needs theory, motivates people. For most employees, this may mean reaching the pinnacle or the top highest level of their careers, which will only come through promotion. Consequently, the absence or lack of promotion of employees will lead to frustration and job dissatisfaction.

Supervision: The concept of supervision here is not limited to supervisors as first line managers but rather to the management and leadership style of the organization as a whole. From this perspective, supervision has two dimensions namely; employee centeredness or consideration and influence. From the employee centeredness dimension, supervisors who establish supportive personal relationship with subordinates and take personal interest in them, contributes to the employee's job satisfaction. On the other hand, managers or supervisors who allow their employees to participate in decisions that affect their jobs, create room or source of job satisfaction for those employees because with participation comes a sense of belonging and ownership.

Co-workers: All employees belong to a team, a department or workgroup. To what extent are these employees relating or want to continue relating with members of the group. Having friendly and co-operative co-workers is also a source of job satisfaction.

Working Condition: This refers to the environment in which employees work, which has a tremendous effect and influence on the employee's level of pride, for themselves and for the work they are doing. Do everything you can to keep your equipment and facilities up-to-date; so that your employees will experience and taste job satisfaction. Even a nice chair can make a world of difference to an individual employee's psyche.

2.3 Concept of Training

As one of the major functions of human resource management, training has for long been recognized as such, and thus attracted great research attention by academic writers which yielded a variety of definitions. Training according to oxford advance learner's dictionary is the process of preparing somebody or being prepared for a job. In manpower development,

training is therefore an indispensable element and at the same times a vehicle for development and planning. According to Fabiyi (2006), training is a short-term process utilizing a system and organized procedures by which non-managerial personal learn technical knowledge and skill for a definite purpose. Thus, training is technical oriented, it is designed to improve the technical and mechanical skill of personnel. Training therefore is usually designed for both non-managerial and managerial staff. Sharma, Sadana and Kaur (2013) traced the dictionary meaning of the concept and observed that, training is instruction and discipline in a particular art, profession or occupation. But they offered a definition more in consonance with notions prevalent about the meaning of training in the sphere of Public Administration would be that, it is a conscious effort made to improve or increase an employee's skill, powers or intelligence and develop his attitudes and schemes of values in a desired direction.

Adeleye (2010) defined training as "the organized procedure by which people learn knowledge/skills for definite purpose". Training thus involves systematic teaching to acquire and improve skills and knowledge and has direct application to workplace. On his part, Oyadiran (2016) defines training as, "the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing the effectiveness of employees in their present government positions as well as preparing employees for future government positions". The definition of Oyadiran (2016) was made with public servants in focus even though, most of the definitions dwell on imparting, improving or increasing the skills and knowledge of the employees in preparing them to keep abreast of any new development or innovation in performing their jobs. He stressed further that, the objectives of training are relatively narrow, focusing as it were, on enhancement of knowledge and skills, either to rectify a recognized deficiency or to prepare individuals for new roles.

Similarly, Muhammad (2021) observes that, employee training refers to systematic activities to develop and improve employees' skills, knowledge and behaviours to enable them to perform job related duties, accomplish specific tasks and meet the quality requirements of HR for the future. He went further to identify four important variables that would affect the performance of employees thus; motivation for training, access to training to training, support for training and benefits from training. Armstrong (2012) defines training as the use of systematic and planned instruction activities to promote learning. He further stressed that, training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. He contended that, the process of planning and delivering training programmes is described through five phases i.e. Analysis phase where goals and objectives are established, Design phase which deals with subject matter of the training, Development phase where the detail contents method delivery of the training is constructed, implementation phase that's, the training is implemented as planned and evaluation phase where the impact of the training on performance is measured and the degree to which it met expectations are evaluated (Armstrong, 2012).

Training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities (Opaluwa, 2014). Training is a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. Training is a process of improving employees' skill, knowledge and attitude in a desired direction, (Oyadiran, 2016). The objectives of training are relatively narrow, focussing as it were, on enhancement of knowledge and skills. According to Nwachukwu (1988), training is an organizational effort aimed at helping an employee to acquire basic skills required for the basic execution of the functions for he was employed, as well as the activities undertaken to expose an employee to perform additional job duties and assume position of importance in the organizational hierarchy. Nwachukwu (1988) further argued that, employee activity is a function of ability, will and situational factors. An

organization may have employees of ability and determination, with appropriate equipment and managerial support, yet productivity falls below expected standards. The missing factor, in many cases, is the lack of adequate skills and knowledge which are acquired through training, (Opaluwa, 2014).

The purpose of training is to improve the skills of individual employees in an organization in relation to production and economic activities, (Aisyiah and Khoirunnisa, 2022). Employees are also encouraged to learn practical information and apply it during training to develop the knowledge, skills and attitudes required by organizations to produce high quality performance, effectively and efficiently to their present job. Training is a short-term educational process, in which organization members acquire expert insight and competence for categorical purposes through an organized and systematic process, (Agustiniingsih, et al, 2016). They further observed that, training is one way to improve the quality of skill and knowledge of employees. Before starting work, both new and old or existing employees must be given adequate training to enhance their performance, output and productivity satisfactorily. Based on the views of many of the preceding scholars, it can be deduced that, training is a human resource management strategy that is required to improve operational effectiveness and efficiency by developing employee abilities, talents, skills, attitudes and knowledge.

According to Joshi (2013), the need and benefits of training include the following; Training programme helps in increasing the quantity and quality of output and helps each individual member to utilize and develop his/her full potential; Training increases the morale of employees and enable him to make the most economical and best use of materials/equipment resulting in reduced cost of production. He went further to add that, trained employees need less supervision, as training helps in building the second line of competent officers and this ensures long term stability and flexibility in the organization. Oyadiran (2016) identified the following as the characteristics of training, conscious attempt by the management, inculcation of skills, knowledge and behaviour according to the needs and requirements of the employee. He also opined that, training is a continuous and long-term process as well as investment in human resources. Training is a systematic effort to improve knowledge, skills and behaviour, and contribute to performance improvement, (Jeffrey and Prasetya, 2019). Individual differences in tasks and responsibilities in work have consequences for individual training needs that are different from others. Training specifically provides the employees with the art of handling specific production process, equipment, machines, duties, responsibilities and tasks more especially to junior cadre employees. According to Alooma (2010), training could be necessitated by both internal and external factors. He further stressed that, internally, the individual might be given additional responsibility, a change in business line, addition to existing business operation and promotion to the next level. These challenges will definitely require additional and new skills and knowledge to overcome those challenges.

Therefore, training is undertaken based on the analysis of organizational needs according to the existing potential of the individual, so that training can strengthen or increase existing knowledge or skills, (Jeffrey and Prasetya, 2019). According to Omar, et al, (2013), training is very necessary for every employee to perform a particular job because, the job requires a particular skill, knowledge and ability by which the job will be easier to perform and this is of benefit to the employee. Training is also one of the ways in acquiring a unique experience and assist employees specifically with their jobs which will eventually lead to employee job satisfaction, (Dinesh and Kumar, 2019). Training plays an important role in creating, sustaining, and improving employee competence and productivity so that it can later result in enhanced employee performance and job satisfaction. In addition, training will motivate employees to engage in important organizational activities and help in achieving organizational and individual goals and objectives, (Handayani and Kasidin 2022).

2.3.1 Identification of Training Needs

Good organizations give their employees regular training- every six months, some once a year or even once every three or more years. The fact that the employees are subordinates may in itself be a sufficient reason to send them out for training programmes. Other organizations wait until training seems to be needed. Oyadiran (2016) pointed out that, establishing training needs of the organization involves the use of job descriptions, employees' appraisal records and other data which may indicate such needs. However, Nwachukwu (2000) posited that, there are three basic ways of determining training needs in an organization;

Organizational analysis – determine where, within the organization, training emphasis can be placed.

Operation analysis – determine what should be the content of training in terms of what an employee must do to perform a task, job or assignment in an effective way.

Man analysis – determine what skills, knowledge or attitudes an employee must develop if he is to perform the tasks which constitute his job in the organization.

This three-way approach recognizes the fact that a training programme looks at the organization, its operations, and the man. In looking at the man requirement of the training programme, Nwachukwu (2000) succinctly summed it up thus; $D=M-I$, where

D = Deficiency in employee.

M = Complete list of behaviour necessary for mastery of the job.

I = Knowledge of behaviour necessary for the job, which the employee already possesses.

Other practical ways of determining training needs in an organization include; analysis of personnel reports, employee attitude surveys, discussion with supervisors, job description and interviews, (Kum, Cowden and Karodia, 2014).

According to Aminu (2020), training need assessment is the process of identifying jobs, people and department in an organization that requires immediate training. He stressed that, the starting point any training and development programme has to be the identification needs. Aminu (2020) further argued that, training of employees embraces the following steps; identification of training needs; designing the training programme; implementation of the training programme; and evaluation of the programme. An employee will require training if there is a shortfall in terms of knowledge, understanding, skill and attitude he has, with what is required for the job. This shortfall will be obtained from the various data in the organization about the specific job and the individual. The shortfall might be related to his current job, such as when an employees' skills is not adequate enough to perform his present task e.g, an employee whose job now involves the use of computer but lacks any knowledge about computer usage will need training, (Adeleye, 2010).

Armstrong (2012) observed that, the need for training for training can be justified in the following circumstances;

- a. The knowledge or skills cannot be acquired satisfactorily in the workplace or by self-directed learning
- b. Different skills are required by a number of people, which have to be developed quickly to meet new demands and cannot be gained by relying on experience
- c. The task to be performed are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed
- d. When a learning need common to a number of people has go be met that can readily be dealt with in a training event or programme, for example induction, essential IT skills, communication skills, etc.

Alooma (2010) in his own observation, pointed out that, in assessing training needs, the following must be put into consideration;

Organizational analysis: This entails that the management of the organization has to re-examine the objectives of undertaking training by its employees and also to re-assess whether

the organization can shoulder the financial burden of employee training. This analysis means, the organization must consider the cost implication of training such as allowances and even how to fill the vacuum created by the absence of the employees sent on training before embarking on employees' training programmes.

Tasks Analysis: This is an assessment of the duties, responsibilities, technical and professional skills required to efficiently carry out a job task. If the identified tasks will not contribute positively to the goals and objectives of the organization, then it will not be worthwhile to send employees on training for that purpose. In other words, if the end will not justify the means, it be worthless to embark on any employee training or send employees on training.

Personnel Analysis: This is a critical examination of the strengths and weaknesses of the employees currently working in the organization in order to reveal those employees that are supposed to undergo training. Apart from this, the strengths and weaknesses of the employees will be exposed by other personnel activities such as performance appraisal, observation, administration of questionnaire, etc.

2.3.2 Benefits of Training

An effective training programme can benefit the employee and the employer in many ways. The benefits of employee training include not only the obvious benefits of increased productivity but also include other advantages (Nwachukwu, 2000). The benefits of training as outlined by Aminu (2020) are both to the organization and the individual employee. He identified how training can benefit the organization as;

- i. Leads to improved profitability and or more positive attitudes towards profit orientation
- ii. Improves the job knowledge and skills at all levels of the organization
- iii. Improves morale of the workforce and helps people identify with the organizational goals and objectives
- iv. Fosters authenticity, openness, trust, and helps create a better corporate image for the organization as well as improving the superior/subordinate relationship
- v. Aids in understanding and carrying out organizational policies and development
- vi. Provides organizations with more effective decision making, improved organizational communication and problem-solving techniques and preparation of work guidelines
- vii. Aids in developing leadership skills, motivation, loyalty, better attitudes, a sense of responsibility, competency, and increasing productivity/quality of work which keeps costs down in many areas e.g. personnel, production, etc.

The individual employee also stands to benefit from a successful training programme which in turn, ultimately should benefit the organization as follows;

- i. Through training, motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalized
- ii. Helps employees handle stress, tension, frustration, conflicts and instils self-development and self-confidence to the employee
- iii. Increases communication and interaction skills, leadership knowledge and job satisfaction.

Nwachukwu (2000) also mentioned some benefits of training to include, improved employee morale, motivation and productivity; reduction in turnover rate due to employees' ability to perform their job duties efficiently; gives the employee a sense of belonging and the general impression and perception that the organization values the employee; and that training programmes enhance the employees' opportunity for promotion and saves supervisory time.

Similarly, Aloomu (2010) also emphasized on some benefits derived from training as, enhanced job security, job performance and productivity which will help raise the morale of employees. Training of employees also reduces the rate of accidents, casualties, as well as solving most of the operational problems resulting in decreased labour turnover, lateness, wastages, absenteeism and the rate of employee grievances in the organization. He further

stressed that, employee training encourages good attitude formation to accomplish the organizational goals and objectives and creates opportunity for promotion and ultimately increase the market value of the employees.

2.3.4 Types of Training

Different types of training are used in employee training programme. The method used is often a matter of convenience, intensity of the training required and organizational policy, (Nwachukwu, 2000). Many authors have written about different types of training programmes organizations provide for their employees to increase their knowledge, skills and attitudes to prepare them for their job duties. However, the most popular types of employee training are, (Nwachukwu, 2000; Aminu, 2020; Oyadiran, 2016; Armstrong, 2012; Adeleye, 2010);

1. On-the-Job Training: This is perhaps the most common form of training used in organizations. The employee learns as he produces and it is learning by doing approach. In this type, the trainee takes part in the production process and is given less systematic instruction as the work progresses and is backed by formal instruction which will also depend on machines and instruments used in production. This type of training is conducted either by the employee's immediate supervisor at the work site or by an expert from another department. It is called on-the-job because, the trainees learn the job while at the same time contributing towards the accomplishment of the objectives of the organization. The advantages of this method are that the employee is using the same machine, equipment or materials which he will be using after the training and is subjected to the same environmental constraints under which he will have to operate. Another advantage is that, it minimizes the problem of transfer of learning associated with other methods of training and the cost involved is minimal. The disadvantages of this method include picking up bad habits when learning and there is the tendency that, the trainer may know his job perfectly well without knowing how to instruct the employee efficiently. Mistakes made by the employee for example, touching the wrong button, could be very costly to the organization. Nevertheless, when employees make mistakes, they are corrected immediately as part of the learning process.

2. Apprenticeship Training: This is a method that combines on-the-job training and regular instruction. By combining the practical and theoretical aspects of the job, the employee acquires both skill and knowledge. It is best used where extensive training in manual skill is required e.g to become an aircraft mechanic, motor mechanic, printer, upholsterer, carpenter, iron worker, etc. Apprenticeship involves high level of participation by the trainee during which skills and knowledge are transferred and usually takes long time, in some cases years. A judicious combination of practical and theoretical knowledge makes the trainee a professional soon after the apprenticeship training. However, the level of skills acquired by the trainee is highly influenced by the level of skills and teaching ability of their master and senior worker.

3. Vestibule Training: This is often called off-the-job training because the employee is off his regular work area but in an environment closely resembling his work place. Under this method, the trainee is not in his regular job environment, but is taught how to do his job in an identical situation using the same kind of equipment that he will use at the job site. The employee is allowed to learn without the normal risks associated with on-the-job training. The disadvantage is the cost of buying the equipment and paying the trainee while he is making no real contribution to the productive efforts of the organization.

Off-the-Job Training: In this method, which is also referred to as classroom/lecture methods, concepts and attitudes are taught to employees. Some organizations periodically organize short courses dealing with the philosophy and objectives of management for their employees. Example of off-the-job or classroom/lecture methods of training are, conferences, case studies, role playing, programmed instruction, simulation, etc.

a. Conferences: It is often useful to send employees who have acquired the minimum skills required for their jobs to conferences. Included in this category are personal secretaries, office managers, typists and clerical officers, etc to benefit from conferences.

b. Case Study: The case study method of instruction is perhaps one of the most widely used methods of training in the schools of Business and Law today. It is often used for management development programmes than for employee training. Studies are real or hypothetical business situations and are developed for the purpose of exploring a particular problem in detail. A well-written case gives the learner the opportunity to analyse a situation, identify the major minor problems and the policy implications and suggest solutions. The case study method offers the learner the opportunity to improve his analytical thinking and problem-solving ability and gives the opportunity to relate to real life and become emotionally involved, as many people obtaining the right solutions to problems.

c. Lectures: The lecture method of training is perhaps the oldest method of instruction, which is an organized talk on a specific topic or subject. A well-organized lecture can be very stimulating and many trainees can be instructed at the same time. A good trainer knows how to involve the participants by asking and receiving questions, making use of visual aids and using different activities. Good trainers avoid talking too fast, employ Standard English, challenge the imagination and try to combine the lecture method with other methods. However, the criticisms made against the lecture method are more against the trainer than the method per se.

d. Role Playing: This method is becoming very popular in employee training programmes. The trainee is asked to assume the role, character or function of another in a hypothetical case. In role playing, the emphasis is on learning to do by doing and is generally used for management development programmes particularly in human relations training. Role playing helps the trainee to understand and appreciate others' problems as a supervisor and also as employee and assist the trainee to develop skills in handling problems.

e. Programmed Instruction: This is one of the most recent methods of employee training in use today. The essence is for the trainee to learn his job at his own pace. The lectures are programmed to suit the trainees, and a machine, a book or a manual is used. The material is broken down in such a way that it becomes easy for the trainee to understand and answer questions after each session. The advantage of this method of training is the fact that trainees progress at their own pace and the lectures are generally geared to save company time since the employee does his lessons as home work

f. Simulation: This is generally used in training pilots to fly civil and military aircraft and also used in training the crew of aircraft and the Apollo space ship. This method is used to avoid the cost involved in using the actual equipment and dangerous or costly accidents. A variation of simulation is the use of case methods and management games in executive development.

2.4 Concept of Employee Engagement

Responsible and viable organizations constantly work towards increasing the value of their human resource, because the success of any organization depends on human resources. An organization may have equipment's and resources but cannot succeed without people. Employee engagement is therefore, done to bring about a situation in which the employee by free choice has an intrinsic desire to work in the best interest of the organization. Employees who are engaged give organizations crucial competitive advantage including higher productivity and lower employee turnover. Employee engagement relates to the level of an employee's commitment and connection to an organization. According to Githinji and Muli (2018), employee engagement has emerged as a critical driver of business success in today's competitive market place. High levels of employee engagement promote retention of talent, foster customer loyalty and improve organizational performance and stakeholder value. Kahn

(1990) defined employee engagement as “the harnessing of organization members’ themselves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during job performances”.

Employee engagement is defined as, an employees’ involvement with assurance to, and satisfaction with work. It is a delightful or optimistic spirit resulting from the appraisal of one’s job or job experiences. With increasing diversity in workforce and organizations attaining milestones in new innovations, it has become imperative for the organization to stay its workforce engaged so as to retain the highest talents. If the employees are engaged, they have a tendency to be satisfied and motivated which successfully ends up in retention of top talents and also provide a competitive edge to the organization (Jeevitha, 2020). The Chartered Institute of Personnel Development (CIPD, 2013) defined employee engagement as being positively present during the performance of work by willingly contributing intellectual effort, experiencing positive emotions and meaningful connections to others.

The CIPD (2013) grouped employees into three main types based on their level of engagement as, actively disengaged employees, partially engaged employees, and the actively engaged employees. Engaged employees are clearly distinguished from their unengaged counterparts by the discretionary effort they consistently bring to their jobs in the organization. These employees willingly do extra, work with passion, and feel a deep connection to their organization. They are the drivers of innovation and will drive the organization forward. Organizations that respond to engagement needs such as, flexible, relevant and timely training, can gain competitive advantage through the quality of their workforce, assume leadership responsibilities for the development of people individually and collectively, starting with a strategic process that can be measured succinctly. This is the best way to lead to a powerful employee engagement initiative with a superior return on investment, (Jeevitha, 2020).

According to Heinz (2022), employee engagement is a concept in human resources that refers to a degree to which employees are invested in, motivated by and passionate about the work they do and the organization for which they work. He further argued that, a successful employee engagement strategy is built on communication and trust between employees and employers. To foster employee engagement, the leadership should model the organization’s core values, take pride in the organization, encourage professional development and support each individual employee’s own goals. Yustrilia, Sujarwo, Rafiq, Ratmawati and Satriyo (2022) explained employee engagement as individual involvement and happiness with work, and individual optimism for the job they do. They further defined engagement as, the extent to which employees have an attachment to something or someone in the organization, where engagement is a combination of commitment and line of sight. Commitment is employees’ motivation to assist organizational success, while line of sight is the focus and direction which allows employees to understand what an employee must do to make their organization successful. Generally speaking, employee engagement is a work place method designed to improve an employees’ feelings and emotional attachment to the organization, their job duties, their position within the organization and the organization culture (Kahn, 1990).

Employee engagement is that state within which individuals are sensitively and rationally committed to the organization. Employee engagement is inclusive of long-term emotional involvement and is an antecedent to more temporary generalities of employee sentiment like job satisfaction and commitment (Heinz, 2022). He further observed that, engaged employees experience a feeling of connection to their organization every day and feeling a high level of optimism and enthusiasm for their jobs. Aswathappa (2013) stressed that, a keen observation of employee behavior in organizations reveals three categories of employees thus; engaged employees, not-engaged employees and actively disengaged employees. He continued that, engaged employees are who worked with passion and feel a profound connection to their organization, drive innovation and move the organization forward. Aswathappa (2013)

reiterated that, worldwide only 34% of employees are said to be fully engaged. Specific countries' percentages differ variously, but no country has levels of employee engagement above 50%. Not engaged employees are essentially "checked out" and are just sleepwalking through their workday clocking time, but not putting in energy or passion into their jobs. While the actively disengaged employees in the words of Aswathappa (2013), are unhappy and resentful individuals who express them openly. Every day, these employees undermine what their engaged employee colleagues accomplish.

There are several factors that contribute to employee engagement. Turner (2019) labeled these factors drivers of employee engagement and they include leadership, structure, roles and capability, people system and processes, strategy, positive work and culture, as well as values. He opined that, the impact of environment on these factors influences employee engagement. Employee engagement can be optimized when leadership, structure, roles and capability and people systems and processes are aligned with an appropriate strategy and embedded in a positive work culture (Turner, 2019). The positive outcomes then are employee satisfaction and improved organizational output performance. According to Githinji and Muli (2018), there are also some foundational underpinnings to consider in any employee engagement strategy; enable honest communication between employee and employer; be transparent and fair about the issue of compensation of employees in the organization; prioritize training and development through developing recognition initiatives; support your people leaders and cultivate a sense of purpose.

According to Armstrong (2012), employee engagement is associated with the notion of discretionary behavior or effort. As he described, discretionary behavior refers to the choices that people at work often have about the way they do the job and the amount of effort, care innovation and productive behavior they display. It can be positive when the people go the extra mile to achieve high levels of performance and, negative when they exercise their discretion to slack at their work. Armstrong (2012) also identified the following as drivers of employee engagement citing Macleod and Clarke (2009);

Leadership, which ensures a strong, transparent, and explicit organizational culture which gives employees an insight into their jobs and the organizational objectives and vision; Engaging managers who offer clarity, appreciation of employees' effort and contribution, who treat the people as individuals and who ensure that work is organized efficiently and effectively so employees feel they are valued, equipped and supported to do their job; Employees who feel that they are able to voice their ideas and be listened to, both about how they do their job and in decision making in their own department, with joint sharing of problems and challenges and a commitment to arrive at joint solutions; and

A belief among employees that, organization lives its values, and that espoused behavioral norms are adhered to, resulting in trust and a sense of integrity. Githinji and Muli (2018) noted that, 'engagement requires a work environment that does not just demand more but promotes information sharing, provides learning opportunities and fosters a balance in people's lives, thereby creating the basis for sustained energy and personal initiative'.

2.5 Relationship between Training and Job Satisfaction

In today's era of knowledge economy, organizations excel due to its human capital in order to provide quality products and services. The human capital can only be effective if organizations provide effective trainings to its employees regularly and on needs basis. Such training leads to not only overall organization's growth and development, but it affects the job satisfaction of the workforce. According to Raza, Afridi and Khan (2017), training programme improve the productivity of the organization because it provides quality customer services and consistency in job satisfaction and also increase employees commitment with the organization. They further argued that, usually to take a decision that training increases and improves both employees' job satisfaction and length of employment in the organization.

The result of a study by Saputri (2022) indicates that, training has a positive and significant effect on employee job satisfaction. He also adds that, the better training that is given to employees, the higher the sense of job satisfaction that is formed on employees. The result of this is also supported by the study of Raza et al (2021) who found that, training has a positive and significant impact on job satisfaction. Nashar, Parashakti and Fauziah (2018) corroborated the results of the above studies where in their own study found that, training has directly positive and significant influence on job satisfaction among employees. Murtiningsih (2020) states that, training is one way to motivate employees to stay with the organization and mentioned some possible benefits of training to include employee job satisfaction, higher and improved morale, low turnover, higher retention and the fact that satisfied employees produce satisfied customers. Therefore, organizations must provide opportunities and enabling environment for employees to participate in training programmes.

The findings of the study based on relevant material and studies conducted by others, such as Akhter, Raza, Ashraf, Ahmad and Aslam (2016) on the impact of training and development, performance appraisal and reward system on job satisfaction. The findings revealed that, training and development have strong, positive and significant relationship with job satisfaction. The study found out that, higher productivity, effectiveness and efficiency of employees and eventual job satisfaction each employee can be achieved through training. Reward should be distributed to every individual employee without any form of bias, and proper performance appraisal method should be chosen and before all these, training should be provided to every employee of the organization.

Akbar & Rohmandiyas (2021)'s study on the effect of training, compensation and work discipline on job satisfaction that impacts employee performance, in Astra Honda Motor in Indonesia. The findings of the study revealed that, training, compensation, and work discipline simultaneously affect job satisfaction of employees in the organization. The findings of a similar study carried out by Absar, Azim, Balasundaram and Akther (2010) on the impact of Human Resources Practices on Job Satisfaction: Evidence from Manufacturing Firms in Bangladesh, revealed that, HR practices particularly training of staff have significant relationship and association with job satisfaction. Training and development were found to have significantly positive impact on job satisfaction. Therefore, findings of this study based on the similar studies indicate that training has significant relationship with job satisfaction among employees.

2.6 Underpinning Theory

This study will review and adopt the Adams' Equity Theory as the theoretical framework to guide the study.

2.6.1 Adam' Equity Theory

According to Adams' Theory, the inputs and outputs should be fair to ensure to ensure the high level of job satisfaction and performance among employees in an organization. Remarkably, the human resource practices in every organization should follow the procedural justice for high job satisfaction and performance (Deutsch, 1975). The training and development, reward, recruitment and selection, job analysis, employee relations, employees' empowerment and social support are identified as key factors that determine employees job satisfaction and employee performance. These factors are viewed as independent variables that determine whether the employees are satisfied and deliver good performance at the workplace or not. Through Adams Equity Theory, the job satisfaction of employees and its relations with employee performance are rationalized (Montana & Charnov, 2008). Accordingly, Adams' Equity Theory suggests the need for equity between the employee's expectation (inputs) and what the employees gain in return (outputs) and the significance of the organization to strike a balance between inputs and outputs to realise maximum employee performance (Rothmann &

Cooper, 2015). In other words, the inputs can be viewed as effort (to perform their job and improve their job performance), while the outputs (outcomes of performing their job) are deemed as reward. Hence, it is imperative that the maximum impact of training and development as well as other organizational functions of human resource practices is delivered at the Saudi ports (Borno State Civil Service).

Moreover, employees exhibit diverse behaviours, which should be comprehensively considered. Over the years, Saudi ports (the Borno State Civil Service) have demonstrated successful attempts in their training and development for employees given their keen interest to satisfy the needs of their employees. With respect to this particular theory, employees who express job satisfaction are more likely to demonstrate enhanced employee performance and productivity of organization (Montana & Charnov, (2008) because their needs are considered by the organization, making them feel appreciated and acknowledged. Essentially, the organization should provide high-quality training and development to equip the employees with the job skills (Ahmad & Schroeder, 2003), resulting in elevated satisfaction and performance at the workplace. Through training and development, the employees are able to acquire the necessary knowledge and enhance their capacities to sustain and improve their performance (Atteya, 2012). Besides that, the equipment provided during these training and development courses should be adequate to ensure all employees have similar training opportunity (Al-Qudah et al., 2014) and to clear doubts that the employees may have by exposing them to all key areas of the industry.

The individual who is responsible for the training and development should be well informed and possess the expertise and capacity to address all questions posed by the employees. Moreover, it becomes even more difficult for the employee to put in effort for the assigned duties when the organization does not offer reward to the employee. At this point, it is plausible that the employee expresses the intention of quitting which may influence other employees to follow suit. With that intention, the employee seeks a different career opportunity that offers job satisfaction (Montana & Charnov, 2008). Apart from training and development, this study also views reward as another independent variable that significantly influences employees' job performance. Theoretically, the reward can be either intrinsic or extrinsic. Essentially, a reward programme motivates employees to value the challenge of the assigned task and to complete the task well using the necessary skill and competencies (Guest, 2017). Meanwhile, job analysis is the preliminary hiring and recruitment process, which allows the organization to identify potential employees according to the details and requirements of the job. The job analysis helps the human resource manager quantify the duties of the job and the appropriate salary for the hired employees. Through the job analysis, the organization knows what to expect from the employees and how to reward employees who demonstrate good performance; and in return, the employees know what the organization expects from them and the type of compensation and reward they receive (Hailemariam et al., 2019).

The recruitment and selection process is another critical process that influences employees' performance and productivity. Besides, evaluating and determining the best fit for the particular job, this process also involves an in-depth discussion on the expectations of both organization and the potential employee (Atteya, 2012). This ensures that the hired employee for a particular position can meet the organization's expectations. Hence, the issue of equity is typically highlighted to ensure job satisfaction and job performance. Good employee relations, as another identified factor that influences employee performance, ensures that the organizational goals are achieved. Similarly, Adams' Equity Theory posited a fair balance between inputs and outputs of the employees, resulting in a satisfied workforce with enhanced employee performance (Rothmann & Cooper, 2015). Adding to that, good social support, such as support groups and counselling programmes, helps the employee handle job related challenges or stress effectively. This is another strategy on how an organization addresses the

employees' needs (Golden & Gajendran, 2019). Furthermore, empowerment at the workplace also influences employees' job satisfaction and job performance. When the employees are empowered, their self-esteem increases and they are able to work with ease. Since fairness is advocated at the workplace with respect to Adams' Equity Theory, the employees' job satisfaction can be ensured (Yao et al., 2013). In view of the above, this study focuses on mediating role of employee engagement on the relationship between training and job satisfaction among employees of Borno State Civil Service, specifically BSCS under the umbrella of Adams' Equity Theory. Fig 2.1 below is the proposed framework of the study.

5. Conclusion and Recommendations

The conclusion of this study based on the foregoing, is that if this proposed framework is validated, it will provide important findings. The study therefore recommends that, the government should provide opportunities to its employees to embark on training and further studies to sharpen the skills of the employees in order to enable them to contribute their efforts and abilities to provide qualitative services to the citizens. The government should also prioritise the training and development of their employees regularly through well-organized training programmes so that every employee has equal opportunity to be sent on training. Training needs of employees should be identified through human resources practices that can identify and recommend staff for training once it is established that the employees need training to improve output and productivity and to conduct job duties with ease and satisfaction.

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