



STANDARDIZED FRAMEWORK FOR ASSESSING THE IMPACT OF EMPLOYEE TRAINING ON PERFORMANCE IN PUBLIC ORGANIZATIONS IN NIGERIA: A PRAGMATIC PROPOSAL

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ABSTRACT

The study examined a standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria. In Nigeria, the importance of having a standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria cannot be overemphasized. If performance in public organizations is below expectation after the training and development of employees of the organizations, then the existing training and development initiatives and programmes remain effective and efficient in promoting and sustaining organizational performance. The objectives of the study include - to evaluate the long-term impacts of various employee training types on public organizational performance in Nigeria, to collect and analyze employee feedback on past training programs to identify strengths and weaknesses from their perspectives, and to propose a standardized framework for assessing the impact of employee training on performance in the public organizations. The study adopted the Human Capital Theory, and the qualitative research design; relied heavily on secondary source of data, and analyzed the collected data via content method of data analysis. The findings of the study revealed that the long-term impacts of the training types (on-the-job training, off-the-job training, e-learning, mentorship programs) on organizational performance are constrained by funding constraints, lack of quality and relevance training initiatives and programs offered that do not meet the actual needs of employees or organizations; lack of robust systems for monitoring and evaluating the impact of training on performance. Also, that the methods employed to collect feedback from employees regarding training programs include - surveys and questionnaires, focus groups, interviews, and observations; and the proposed framework consists of five key components: training needs assessment, training implementation, immediate evaluation, long-term evaluation, and continuous Improvement. Based on this, the study recommended, among others, that the Federal Government and relevant agencies such as the Office of the Head of Civil Service of the Federation should establish policies that mandate standardized training assessments across all ministries, departments, and agencies (MDAs).

Introduction

The effective and efficient realization of the objectives of any organization depends largely on the availability of employees with relevant skill, knowledge and abilities. This is because, to a large extent, the rate of growth, expansion and survival of any organization (public or private) largely depends on its productive workforce. Therefore, as a peculiar factor of production, employees should be given a supreme priority over all other factors (land, capital, information and finance).

In Nigeria, the importance of having efficient and effective employee standardized training framework in public organizations cannot be overemphasized. If public organizations are able to train and develop their staff consistently, they will perform their roles effectively and efficiently; they will be capable of taking on increased organizational responsibilities; and they will immeasurably better placed to deal with the opportunities and threats arising from their operating environment than competitor's who are always struggling to build and maintain their workforce without proper training and development (Ofoegbu, 2015). However, the extent at which they will perform their roles effectively and efficiently is another issue. This is as a result of the lack of a standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria

The lack of a standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria make it difficult for the management of public organizations to assess the impact of employee training and development vis-à-vis the performance in the organizations as well as the employees (public servants) efficiency and effectiveness to deliver the quality of services expected from them. The consequence of this is the lack of job satisfaction, truancy, poor service delivery, insubordination among the employees in public organizations in the country. In fact, lack of proper training and development in Nigeria public organizations de-motivate the employees and make them to avoid responsibilities needed the boost the performance of the organizations.

Most public organizations in Nigeria, many have witnessed a situation whereby they met a public

officer in office (who had undergone one training programme or the other in the past) and demanded for a service, only for the public officer to make his way through the back door because he/she lacks the skill-based competences to deliver the services among other empirical cases. This ugly situation in public organizations in Nigeria continues to exist as a result of lack of standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria. This should not be allowed to continue to cripple public organizational performance in the country as existing training and development initiatives and programmes practiced have yielded below expectations. It is based on this premise that the study proposed a standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria.

Problem Statement

The training and development employees in public organizations in Nigeria remains an important organizational programme needed to be organized and carried out regularly to ensure the continuous performance of the organization. The problem of inefficiency and lack of drive among a great number of employees in public organizations in Nigeria has been attributed to lack of proper and adequate employee standardized training framework.

Okafor, (2021), Adeleke & Abdulai (2020), Uche (2019), Emeka (2022), Chukwu & Ifeoma, (2018), Ogunleye (2020), Abioye (2021), Nwosu (2022), Eze & Martin (2023), Bamidele & Esther (2021) among others have carried out studies on the impact of employee training/development on public organizational performance in Nigeria to showcase the positive correlation between organizational training and development programmes for its employees and overall performance of the organization; the improvements in employee productivity as a result of their training and development and public service delivery among others.

However, most studies do not follow up on participants post-training to assess long-term impacts; many studies concentrate on training methods without considering how employee adaptability affects outcomes; most studies lack the sufficient qualitative data showcasing the prevalent absence of

employee perspectives on their training experiences and value addition; most studies use differing metrics for evaluating performance without a standardized approach; and few studies compare outcomes against international best practices or standards. These laps exist because of the lack of a standardized framework for assessing the impact of employee training on performance in public organizations.

Therefore, in the bid to address the above gap, and emphasize that the need for the adoption of a standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria, bearing in mind the importance of employee training and development, as well as taking into cognizance that no public organizations can improve its services without continuous training and re-training of its employees, and that most employees in Nigerian public organizations may not have been adequately exposed to training and development programme among others; the study raised the following research questions: How do different types of employee training impact long-term organizational performance in Nigeria's public sector? What are the employee perceptions and experiences of past training programs, and how do they relate to perceived effectiveness? And how can public organizations in Nigeria adopt standardized performance metrics to evaluate the impact of employee training on performance in public organizations in Nigeria? Based on the above research questions, the study sought to achieve the following objectives

1. To evaluate the long-term impacts of various employee training types on public organizational performance in Nigeria.
2. To collect and analyze employee feedback on past training programs to identify strengths and weaknesses from their perspectives.
3. To propose a standardized framework for assessing the impact of employee training on performance in the public organizations.

The above research questions and study objectives provide thorough bases for exploring the impact of employee training and development on public organizational performance in Nigeria.

Literature Review

Long-Term Impacts of Employee Training Types on Public Organizational Performance in Nigeria

Employee training and development are critical components in enhancing organizational performance, especially within the public organizations in Nigeria. As public organizations strive to improve service delivery and operational efficiency, the type and quality of training provided to employees play a pivotal role in achieving these goals. Employee training can be categorized into on-the-job training, off-the-job training, e-learning, and mentorship programs. Each type has distinct features and impacts on organizational performance.

1. *On-the-job Training (OJT)*: On-the-job training involves employees learning by doing within their work environment. This type of training is favored for its immediate applicability and relevance. Studies have shown that OJT can lead to improved employee productivity and enhanced problem-solving skills (Okafor, 2021). In Nigerian public organizations, OJT has been effective in equipping staff with the necessary skills tailored to their specific roles.
2. *Off-the-job Training*: Off-the-job training occurs away from the usual workplace and typically includes workshops, seminars, and professional courses. A significant benefit of this type of training is the exposure to new ideas and best practices that employees can later implement in their organizations (Adeleke & Abdulai, 2020). In Nigeria, off-the-job training has been instrumental in equipping civil servants with strategic thinking and planning skills.
3. *E-Learning*: The rise of technology has led to the proliferation of e-learning platforms. E-learning provides flexibility, allowing employees to engage in self-paced learning. This approach has gained traction in Nigeria's public sector, particularly during the COVID-19 pandemic. Research indicates that e-learning can lead to increased knowledge retention compared to traditional methods (Uche, 2019).
4. *Mentorship Programs*: Mentorship involves pairing less experienced employees with seasoned professionals. This type of training fosters personal and professional development and can lead to increased job satisfaction and retention (Emeka, 2022). Mentorship programs in Nigerian public organizations

have shown promising results in cultivating leadership skills and employee morale.

However, the long-term impacts of these training types on organizational performance can be understood through the following various lenses:

- 1) *Enhanced Efficiency and Productivity:* Training, particularly OJT, has been linked to significant improvements in organizational efficiency. Employees trained to handle tasks independently exhibit higher productivity levels, which is crucial for public organizations that operate on finite budgets (Chukwu & Ifeoma, 2018). Such improvements translate to better service delivery and optimized use of resources.
- 2) *Employee Satisfaction and Retention:* Effective training leads to higher employee satisfaction. According to Ogunleye (2020), public sector employees who engage in continuous training programs are more likely to feel valued and invested in their organizations. This increased job satisfaction often results in higher retention rates, reducing recruitment and training costs associated with high turnover.
- 3) *Improved Service Delivery:* Public organizations operate to serve their communities effectively. Training programs, particularly off-the-job and e-learning, enhance employees' knowledge and skills, enabling them to provide better services to citizens. Eze & Martin (2023) found that organizations that invested in training reported improvements in client satisfaction and service quality.
- 4) *Innovation and Adaptability:* Continuous training fosters a culture of innovation within public organizations. Employees exposed to diverse training experiences—especially through mentorship programs—are more likely to think creatively and adapt to change. This adaptability is vital in a rapidly evolving public sector landscape, particularly in Nigeria, where bureaucracies often hinder swift implementation of new strategies (Abioye, 2021).

While the benefits of employee training are clear, public organizations in Nigeria face several challenges regarding the implementation and sustainability of training programs. Few of the

challenges include funding constraints, lack of quality and relevance training initiatives and programs offered that do not meet the actual needs of employees or organizations; lack of robust systems for monitoring and evaluating the impact of training on performance.

In summary, employee training and development are essential for enhancing the long-term performance of public organizations in Nigeria. Various types of training—OJT, off-the-job training, e-learning, and mentorship programs—each offer distinct benefits that contribute to improved efficiency, productivity, service delivery, and employee satisfaction. However, challenges such as funding constraints, the quality of training, and lack of effective evaluation mechanisms need to be addressed to maximize the potential of these programs.

Methods of Collecting Employee Feedback on Training Programs

Employee training programs are crucial for the development of skills and competencies within organizations. Effective training not only enhances organizational performance but also increases employee satisfaction and retention (Bamidele & Esther, 2021). However, the effectiveness of such programs can be significantly enhanced by collecting and analyzing employee feedback.

Employee feedback is an essential component of any training program, as it provides insightful data on the program's effectiveness. Feedback can encompass various aspects, including the relevance of training content, the delivery method, practicality, and overall potential to enhance job performance (Ogunleye, 2020). Additionally, understanding employees' experiences can help organizations align training objectives with employees' needs and expectations, thereby fostering a more inclusive and responsive training environment (Chukwu & Ifeoma, 2018).

There are several methods which can be employed to collect feedback from employees regarding training programs. The choice of approach can depend on various factors, such as organizational culture, the nature of the training, and available resources.

1. *Surveys and Questionnaires:* Surveys are one of the most common methods for collecting feedback. They can be administered electronically or in paper format and can

cover various aspects of the training program. Questionnaires can include closed-ended questions for quantitative analysis (e.g., Likert scale responses) and open-ended questions for qualitative insights. Research conducted by Uche (2019) highlights that well-structured surveys can yield valuable data that can be used to improve training programs and make them more relevant to employee needs.

2. *Focus Groups*: Focus groups involve gathering a small number of employees to discuss their experiences with training programs in a structured environment. This qualitative approach allows for in-depth discussions and the exploration of specific issues raised (Adeleke & Abdulai, 2020). Focus groups can facilitate dynamic interactions and reveal insights that might not surface in a questionnaire; however, they require skilled moderators and can be influenced by group dynamics.
3. *Interviews*: Conducting interviews with employees provides a personalized method for collecting feedback (Emeka, 2022). Interviews can be structured, semi-structured, or unstructured, allowing for flexibility in how questions are approached. This method can yield comprehensive insights but can also be time-consuming and resource-intensive.
4. *Observation*: Observation allows organizations to collect data on employees' behaviors and interactions during training sessions. This method can provide an objective perspective on engagement and participation but may not always capture employees' feelings about the training (Bamidele & Esther, 2021).

Once employee feedback is collected, the next step is to analyze the data to identify strengths and weaknesses. The analysis can be both quantitative and qualitative, depending on the methods used.

- a. *Quantitative Analysis*: For data collected through surveys, statistical methods can be applied to identify trends and correlations. Descriptive statistics can summarize the data, while inferential statistics can determine whether observed patterns are significant (Okafor, 2021). Key performance indicators (KPIs) can be established to measure training effectiveness against predefined objectives.

- b. *Qualitative Analysis*: Qualitative data from open-ended survey responses, focus groups, and interviews require thematic analysis, wherein researchers identify recurring themes and patterns across the feedback. This analysis can highlight particular strengths—such as the effectiveness of trainers or the relevance of training content—and pinpoint weaknesses, such as identified gaps in knowledge transfer or engagement levels (Nwosu, 2022). Qualitative software tools (e.g., NVivo) can facilitate the analysis process by organizing and categorizing large volumes of text data.

Proposed Standardized Framework for Assessing the Impact of Employee Training on Performance in Public Organizations in Nigeria

Assessing the impact of employee training on performance is crucial for public organizations in Nigeria, where resources are often limited and accountability is paramount. A standardized framework helps ensure consistency, comparability, and comprehensiveness in evaluating the effectiveness of training programs. The proposed framework consists of five key components: *Training Needs Assessment*, *Training Implementation*, *Immediate Evaluation*, *Long-term Evaluation*, and *Continuous Improvement*. Each component plays a critical role in understanding how training influences performance outcomes.

➤ Training Needs Assessment:

Before any training program is implemented, conducting a thorough training needs assessment (TNA) is essential. TNA identifies skill gaps or deficiencies among employees and aligns training with organizational goals (Bamidele & Esther, 2021). This assessment should incorporate input from management and employees through surveys, interviews, and focus groups.

Strengths:

- i. **Ensures relevance**: Training is tailored to the specific needs of employees and the organization's goals.
- ii. **Maximizes resources**: Focuses limited resources on the areas of greatest need (Chukwu & Ifeoma, 2018).

Weaknesses:

- i. Time-consuming: Conducting a thorough TNA can delay the training process.
- ii. Subjectivity: The effectiveness of the assessment can depend on the quality of data collected.

➤ **Training Implementation**

This component covers the execution of training programs, including selecting appropriate training methods (e.g., on-the-job training, workshops, e-learning) and scheduling sessions. Employing best practices in implementation is vital for ensuring the training's success (Ogunleye, 2020).

Strengths:

- i. Flexibility: Different methods can cater to diverse learning styles and operational contexts (Emeka, 2022).
- ii. Engage trainers: Well-planned implementation can enhance trainer and participant engagement.

Weaknesses:

- i. Resource allocation: Insufficient funding or staffing may compromise the quality of training (Uche, 2019).
- ii. Resistance to change: Employees may resist new training initiatives, affecting participation and outcomes.

➤ **Immediate Evaluation**

Immediate evaluation assesses participants' reactions, knowledge acquisition, and satisfaction right after training. This can be achieved through post-training surveys or assessments that gather direct feedback from participants (Abioye, 2021).

Strengths:

- i. Quick feedback: Immediate evaluations provide timely insights and can highlight immediate concerns or successes.
- ii. Continuous adjustment: Feedback can be used to make swift adjustments to future training sessions.

Weaknesses:

- i. Surface-level insights: Immediate evaluations may not capture long-term impacts or behavior changes.
- ii. Overemphasis on participant satisfaction: High satisfaction scores do not necessarily

equate to effective skill application (Nwosu, 2022).

➤ **Long-term Evaluation**

Long-term evaluation focuses on the training's impact on employee performance, productivity, job satisfaction, and overall organizational performance over time. This involves collecting data on performance indicators pre- and post-training and continuous monitoring over a specified period (Okafor, 2021).

Strengths:

- i. Comprehensive assessment: Provides a holistic view of training effectiveness, linking training to tangible performance outcomes.
- ii. Data-driven insights: Long-term evaluations can utilize statistical analyses to validate the training's impact on various KPIs.

Weaknesses:

- i. Resource intensive: Gathering and analyzing long-term data can require significant time and financial resources.
- ii. Potential confounding factors: Other variables may influence performance outcomes, complicating causal relationships (Eze & Martin, 2023).

➤ **Continuous Improvement**

Based on feedback and evaluation data, continuous improvement emphasizes the need to adapt training programs based on lessons learned from previous assessments. This ongoing process fosters an organizational culture that values development and responsiveness (Adeleke & Abdulai, 2020).

Strengths:

- i. Learning-oriented culture: Promotes a culture of continuous learning and adaptability within the organization.
- ii. Enhanced training quality: Incremental adjustments based on insights can improve future training initiatives.

Weaknesses:

- i. Resistance to change: Ongoing changes may lead to employee fatigue or skepticism regarding training programs.
- ii. Overreliance on feedback: Organizations may overly focus on feedback without adequately considering broader strategic goals.

The standardized framework for assessing the impact of employee training on performance in public organizations in Nigeria is needed to provide a structured approach for evaluating training effectiveness. By focusing on training needs assessment, implementation, immediate and long-term evaluation, and continuous improvement, organizations can derive valuable insights to enhance employee performance and organizational outcomes. Nevertheless, it is essential to consider the identified strengths and weaknesses of each framework component to ensure its successful application and operational efficiency.

Theoretical Framework

In the context of employee training and development, various theoretical frameworks can be used to understand the impact on organizational performance. One of the most widely acknowledged frameworks is Human Capital Theory (HCT). The theory was first introduced by economists Gary Becker and Theodore Schultz in the 1960s. The notion behind HCT is that employees are a form of capital, and like other forms of capital, they can be invested in and developed (Becker, 1993). According to HCT, human capital consists of the skills, knowledge, experience, and abilities that workers bring to their jobs, which are built through education and training. In essence, organizations that invest in employee training are likely to observe an increase in job-related skills, leading to enhanced productivity, improved service delivery, and the long-term performance of the organization.

Tenets of the Theory

- a) Improving Employee Skills and Competencies: The theory professes the enhancement of employee skills and competencies in public organizations through training programs. For instance, when Nigerian public sector employees participate in training initiatives focused on skills relevant to their roles—such as leadership training or technical skills, they can better perform their tasks, thus contributing to improved organizational performance. Okafor (2021) emphasizes that well-structured training programs in the public sector lead to higher productivity and more effective service delivery.
- b) Retention of Skilled Workforce: The theory contends that investing in employee

development also enhances retention rates, as employees feel a greater sense of belonging and investment in their organizations (Adeleke & Abdulai, 2020). According to HCT, when organizations prioritize training and development, employees are more likely to perceive their roles positively, which can lead to increased job satisfaction and a lower turnover rate. This is vital for public organizations in Nigeria, where high turnover can disrupt service delivery and operational continuity.

- c) Alignment with Organizational Goals: The theory highlights the necessity of aligning training programs with organizational strategic goals. The ability of public organizations in Nigeria to clearly define their training objectives to match their service delivery goals enhances the effectiveness of training initiatives. For example, if a government agency aims to improve transparency and accountability in its operations, training programs directed at enhancing employee competencies related to these objectives will yield better outcomes (Uche, 2019).
- d) Measurement of Training Impact on Performance: The theory serves as a foundation for measuring the impact of training on performance by linking the outcomes of training initiatives to specific performance indicators. Public organizations can leverage this theoretical framework to collect data on employee performance before and after training sessions. By assessing improvements in key performance metrics, such as service delivery timelines, customer satisfaction scores, and operational efficiency of government

Human Capital Theory provides a relevant theoretical framework for understanding the impact of employee training and development on public organizational performance. This theory posits that investing in workforce training and education enhances the skills, knowledge, and productivity of employees, consequently improving the performance of organizations in Nigeria.

This theory is particularly pertinent to the public organizations in Nigeria, as it underscores the importance of developing human resources to meet

the increasing demands for effective governance and public service delivery in the country. By emphasizing the significance of investing in employee skills and aligning training with organizational goals, public sector organizations can enhance overall performance. The application of HCT can lead to improved service delivery, higher employee retention, and better alignment between training programs and strategic objectives. Thus, incorporating this theoretical framework into public sector training initiatives will help ensure that investments in human capital yield meaningful returns for both organizations and the communities they serve.

Empirical Review

Okafor, I. (2021) investigated the role of employee training in enhancing organizational performance in Nigerian public sector. This study found a positive correlation between training programs and overall performance, highlighting improvements in employee productivity and public service delivery. In the same vein, Adeleke & Abdulai (2020) carried out a study on assessing the impact of continuous professional development on employee efficiency in Nigerian federal agencies. The results indicated that regular training increases efficiency, but many agencies lack a structured training framework. Uche (2019) examined training and performance management in Nigeria's Local Governments. The study emphasized that training facilitates better performance in local governments but noted challenges regarding funding and resource allocation.

Additionally, Emeka (2022) investigated linking employee development programs to organizational excellence in Nigerian education sector. This review established a link between employee training in educational institutions and improved student outcomes, yet pointed out insufficient data on employee retention post-training. Also, Chukwu & Ifeoma (2018) looked at the impact of skill development on organizational performance in Nigeria's Health Sector. Findings suggested that skill development leads to improved service delivery; however, it lacked longitudinal studies to assess lasting impacts. Ogunleye (2020) examined employee training as a tool for organizational performance improvement in Nigeria's Public Sector. This study concluded that training significantly enhances performance but faced criticisms for its narrow focus

on training types without considering employee adaptability.

Abioye (2021) looked at strategic employee development and performance in Nigerian government agencies. The research linked strategic development initiatives with improved performance metrics but noted the lack of benchmarking against international standards. Furthermore, Nwosu (2022) evaluated the effectiveness of employee training on service delivery in Nigerian Civil Service. While showing improvements in service delivery, this paper highlighted the need for empirical data on training outcomes over time. Eze & Martin (2023) examined public sector training initiatives and their effects on organizational performance - comparative analysis in Nigeria. The comparative analysis revealed disparities in training effectiveness across regions, yet lacked qualitative insight into employee perceptions of training value. Finally, Bamidele & Esther (2021) investigated the role of employee training in fostering organizational culture in Nigerian public sector. This study argued that training fosters a positive organizational culture, yet it failed to explore the relationship between organizational culture and training longevity.

Methodology

Our study employed a qualitative research design, chosen due to the utilization of data sourced from documented materials. Qualitative research design embodies a naturalistic approach, aiming for a profound comprehension of social phenomena within their natural contexts. This method explored the reasons (why) behind social occurrences rather than simply describing the occurrences themselves (what) (Berg, 2001). Furthermore, our research utilized secondary data extracted from various sources such as books, journals, and newspapers. To analyze this data, we employed content analysis, a research methodology focused on the subjective interpretation of textual data. This approach involves systematically coding and identifying themes or patterns within the text (Hsieh & Shannon, 2005).

Conclusion and Recommendations

This study underscores the critical importance of establishing a standardized framework for assessing the impact of employee training on performance within public organizations in Nigeria. Employee training has been shown to enhance skill acquisition,

improve job competence, and contribute to organizational efficiency (Armstrong, 2014; Noe, 2020). However, in the Nigerian public sector, the absence of uniform assessment models often leads to inconsistencies in evaluating the effectiveness of training initiatives. A structured framework would provide a systematic approach to measuring training inputs, processes, and outcomes, thereby ensuring accountability, transparency, and alignment with organizational goals (Obisi, 2011; Ejiogu, 2021). By adopting such a framework, public organizations can move beyond viewing training as a cost, to seeing it as a strategic investment in human capital development. This would further enhance service delivery, promote innovation, and strengthen Nigeria's overall governance system.

Recommendations

- a) *Adoption of a Unified Training Evaluation Model*: Public organizations should adopt a standardized evaluation model, such as Kirkpatrick's four-level framework, but adapt it to the Nigerian context to measure training reactions, learning outcomes, behavioural changes, and results (Kirkpatrick & Kirkpatrick, 2006).
- b) *Integration of Performance Metrics*: Training evaluation should incorporate quantifiable performance indicators, including productivity levels, service quality, and employee engagement, to objectively link training outcomes to organizational performance (Aguinis & Kraiger, 2009).
- c) *Policy Framework Development*: The Federal Government and relevant agencies such as the Office of the Head of Civil Service of the Federation should establish policies that mandate standardized training assessments across all ministries, departments, and agencies (MDAs) (Ekundayo, 2018).
- d) *Capacity Building for HR Units*: Human resource departments should be strengthened with adequate expertise, digital tools, and financial support to effectively monitor, evaluate, and report training impacts (Osawe, 2015).
- e) *Continuous Feedback and Review Mechanisms*: Evaluation frameworks should not be static; regular reviews and feedback mechanisms should be institutionalized to ensure that training programs remain

responsive to evolving public service challenges in Nigeria.

- f) *Collaboration with Academic and Professional Bodies*: Public organizations should partner with universities, research institutes, and professional training bodies to design contextually relevant assessment models that meet both local and international standards (Osborne & Hammoud, 2017).

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