
THE IMPACT OF STAFF TRAINING AND DEVELOPMENT ON SERVICE DELIVERY IN KATSINA STATE CIVIL SERVICE

Muhammad Dikko Haro*¹ and Dahiru Samaila²

¹Department of Office Technology and Management, Hassan Usman Katsina Polytechnic,
PMB 2052, Katsina. Katsina State.

²Government Day Secondary School, Kofar Yandaka, Katsina, Katsina State Nigeria.

Article Received: 28 December 2025

***Corresponding Author: Muhammad Dikko Haro**

Article Revised: 17 January 2026

Department of Office Technology and Management, Hassan Usman Katsina
Polytechnic, PMB 2052, Katsina. Katsina State.

Published on: 06 February 2026

DOI: <https://doi-doi.org/101555/ijrpa.1674>

ABSTRACT

This study investigates the impact of staff training and development on service delivery within the Katsina State Civil Service, addressing concerns about declining public service efficiency despite increased human capital investment. Utilizing a descriptive survey research design, data were gathered from civil servants through structured questionnaires and interviews, analyzed using descriptive and inferential statistics. Results indicate that regular training enhances employee skills, productivity, and service delivery. However, issues such as inadequate funding and poor training assessment limit training effectiveness. The study concludes that ongoing staff training is vital for improving service delivery and recommends continuous training programs, sufficient funding, and effective monitoring for sustainable performance.

KEYWORDS: Staff Training, Service Delivery, Civil Service.

1. INTRODUCTION

An effective civil service is fundamental to the efficient implementation of government policies, the provision of public goods and services, and the overall development of a state. In contemporary public administration, staff training and development have emerged as essential components for enhancing the competence, motivation, and productivity of employees. Training provides civil servants with the knowledge and skills necessary to perform their duties efficiently, while development initiatives prepare them for future responsibilities and career advancement. Globally, training is recognized as a vital development programme that enhances effective service delivery in both private and public

sector organizations. The concept of training dates back to the Middle Ages, where it began with formal apprenticeship systems for craftsmen (Sharma, Sadana, & Kewi, 2013). The importance of training became even more pronounced during the Industrial Revolution, as the increasing complexity of machines demanded higher levels of skill and technical competence from workers (Sharma, Sadana, & Kewi, 2013). According to SIGMA-OECD (n.d.), since the 1960s, many OECD countries have established various training programs for their public and civil servants. The primary objectives of these programs, as further stated by SIGMA-OECD (n.d.), are to align employees' skills and qualifications with technological and organizational changes in the public service; to enhance efficiency in task execution; to reduce operational costs; to support continuous on-the-job staff development; and to boost employee motivation.

Similarly, Obisi (2015) asserts that the objectives of training include achieving high job performance, imparting relevant knowledge and skills to employees, fostering teamwork and high morale within organizations, and encouraging staff to strive for excellence in their duties. In the Nigerian context, following independence in 1960, a major wave of "Nigerianisation" swept through the civil service. This emphasized the urgent need to replace expatriates with qualified Nigerians in senior and middle-level positions (Umaru, 2020). As Olaopa (2008) observed, staff development became a central concern during this period. This led to the establishment of key institutions such as the Institute of Administration at Ahmadu Bello University, Zaria in 1950, and the University of Ife (now Obafemi Awolowo University) in 1963. Additionally, a Federal Training Centre was set up in Lagos to train stenographers and typists for middle-level civil service roles. Subsequently, newly created states like Benue and Kwara also established their own Staff Development Centers under the Offices of their respective Heads of Civil Service. Recognizing the importance of training for organizational growth particularly within the civil service the Civil Service Reform of 1988 formally acknowledged career development as a right of every civil servant, thereby obligating the government to implement it (Onah, 2012). This study seeks to explore the relationship between employee capacity-building efforts and the quality of services provided to the public. It also aims to identify the challenges hindering effective training programs and suggest strategies for strengthening human resource development in the civil service.

1.1 Training and Development for Enhancing Civil Servants' Performance and Public Service Delivery

In the public sector, the importance of training is particularly pronounced due to the central role civil servants play in policy implementation and service delivery. Mpofu and Hlatywayo (2015) argue that effective training and development programs are crucial for improving civil servants' performance and enhancing service delivery outcomes. Khan et al. (2011), as cited in Yimam (2022), similarly note that training improves both employee performance and organizational productivity. Improved employee performance has a direct positive impact on overall organizational performance, especially in service-oriented public institutions (Mohamud, 2014). Civil servants are indispensable to the effective functioning of government institutions, and their competence directly influences the quality of public service delivery. Chukwuemeka (2020) emphasizes that strengthening the competencies of civil servants is essential for ensuring effective and efficient public service delivery. In developing countries, government performance is often assessed based on the efficiency and effectiveness of public institutions, which largely depend on the contributions of individual employees (Ghebregiorgis & Negusse, 2022). Without a skilled and competent civil service, governments are unable to meet citizens' expectations or fulfill their development mandates (Nor, 2023). In Somalia, decades of internal conflict and institutional breakdown significantly weakened public service delivery systems. In response, the Federal Government of Somalia (FGS) has prioritized rebuilding public institutions and strengthening civil service capacity across ministries, departments, and agencies. With support from international partners such as the World Bank and the United Nations Development Programme (UNDP), the FGS implemented the Capacity Injection Project (CIP), which aimed to enhance government performance through civil service reform, competency development, staffing improvements, career development, retention strategies, and performance evaluation systems. The overarching objective of these initiatives is to improve civil servants' competencies, job performance, and the effectiveness of public service delivery. Although existing studies have consistently demonstrated a positive relationship between training and employee performance in the public sector (Emiru, 2017; Nor, 2023; Onyango, 2014), empirical research specifically examining the role of effective training in civil servants' performance and public service delivery effectiveness remains limited. Many previous studies have focused either on the direct impact of training on employee performance or on service delivery outcomes in isolation (Hassan, 2020; Sabekti & Setiawan, 2023). Consequently, there is a notable research gap concerning the mediating role of civil

servants' performance in the relationship between effective training and public service delivery effectiveness.

1.2 Concept and Dimensions of Public Service Delivery

According to Fox and Mayor, as cited in Arugu and Nnaa (2020), public service delivery refers to the provision of both tangible and intangible services that the private sector is typically unable to supply. These services encompass both visible and invisible elements, such as sanitation, access to pipe-borne water, and the operations of various government ministries, departments, and agencies. Effective and efficient service delivery requires the government to align its efforts with the actual needs of the populace. Fundamentally, public service delivery implies a reciprocal relationship in which citizens fulfill certain obligations to the state and, in return, receive services as compensation for their contributions. Martins and Ladimo (2015) describe service delivery as being concerned with the "where, when, and how" a service is provided to the public, and whether the process is perceived as fair. They further note that in the public sector, service delivery involves the integration of processes, personnel, skills, and materials to produce a service that meets its intended design and purpose.

Thus, public service delivery emphasizes the quality and effectiveness of services rendered, aiming to ensure that citizens particularly voters are satisfied. Often, these services are not physical products but rather a series of coordinated processes designed to meet public needs (Arugu & Nnaa, 2020). Modern public service delivery emphasizes citizen participation and responsiveness. The SERVQUAL model, often used in public administration, suggests that service quality is evaluated based on the gap between citizen expectations and actual service performance. This model encourages governments to align services with public needs and expectations, thereby enhancing satisfaction and trust (EA Journals, 2020). Public service delivery is not merely about providing services it is about ensuring that these services are accessible, equitable, and responsive to the needs of the population. It requires a well-coordinated system of governance, skilled personnel, and continuous engagement with the public to ensure that the services rendered truly enhance the well-being of citizens.

1.3 Objectives of the research

The aim of this research is to examine the impact of staff training and development on the quality and efficiency of service delivery in the Katsina State Civil Service. Through the following objectives

- To assess the extent to which staff training and development programs are implemented in the Katsina State Civil Service.

- To identify the challenges hindering effective staff training and development within the civil service.
- To examine the role of Office Technology and Management (OTM) skills in enhancing service delivery.
- To recommend strategies for improving staff training and development to ensure better service delivery in the Katsina State Civil Service.

2. Literature Review

2.1 Employee Training and Development as a Strategy for Enhancing Organizational Performance

Investment in employee training is widely recognized as a critical strategy for enhancing human capital, improving organizational performance, and achieving strategic objectives, particularly within the public sector. Training equips employees with the knowledge, skills, and competencies required to perform their duties effectively, thereby improving efficiency, productivity, and the quality of services delivered to the public (Nor, 2023). Numerous studies have established that employee training significantly enhances workplace performance by strengthening professional capabilities and improving task execution (Ameeq-Ul-Ameeq & Hanif, 2013; Elnaga & Imran, 2013). Training serves as a vital mechanism for aligning employee capabilities with organizational goals. Hanaysha (2016) emphasizes that training initiatives foster shared knowledge, skills, and competencies that benefit both employees and organizations by improving job performance and organizational outcomes. Similarly, Mahmud et al. (2019) argue that training enhances employees' technical and managerial capacities, enabling organizations to achieve sustainable performance improvements. From a developmental perspective, training is essential for building human capital and supporting long-term development objectives, particularly in developing economies (Ariusni et al., 2024). Employee development through training has been shown to improve workforce efficiency, innovation, and productivity. Well-trained employees demonstrate higher job competence, adaptability, and commitment, which collectively enhance organizational effectiveness (Ameen & Baharom, 2019). Akpalu and Markom (2022) further assert that training and development are fundamental components of human resource development and play a significant role in improving both individual and organizational performance. Training enables employees to respond effectively to changing work environments and emerging technologies, thereby strengthening organizational competitiveness (Khan et al., 2016; Yimam, 2022).

Staff training refers to a systematic and organized process through which employees acquire specific knowledge and skills necessary for performing particular tasks or occupations. Crook (2011) defines training as a learning activity aimed at developing job-related knowledge and skills. Similarly, Hartoyo and Efendy (2017) describe training as a planned and systematic modification of behaviour through learning activities that enable employees to attain the competencies required for effective job performance. Grobler (2016) further emphasizes that training involves identifiable and structured techniques designed to inculcate specific learning outcomes, which should be continuously reviewed and improved to meet evolving organizational needs. Staff development, on the other hand, focuses on long-term growth and career advancement. Ibekwe and Nwaeke (2017) explain that staff development involves activities that prepare employees to assume additional responsibilities and higher positions within the organizational hierarchy. Wong and Karin (2017) note that staff development aims to build technical, human, conceptual, and managerial competencies that support both individual career progression and organizational growth. Nzuve and Bundi (2012) define staff development as a comprehensive process that enhances the capabilities of individual employees and the organization as a whole. Since organizational success largely depends on employee effectiveness, it is essential for organizations to maintain a skilled workforce while remaining financially competitive in an increasingly dynamic environment.

2.2 The Importance and Challenges of Employee Training in Organizational Performance

In many organizations, newly employed staff are often exposed to on-the-job training to enable them to acquire relevant skills and adapt to organizational procedures. Beyond academic and professional qualifications, employees require continuous training to understand organizational ethics, work culture, and operational standards. Training provides employees with a sense of purpose, direction, and belonging, thereby enhancing motivation and job commitment. However, management frequently questions the value of training, particularly regarding its return on investment. Common concerns include whether training programmes are worthwhile, whether training facilities are up to date and adequate, and whether the training environment effectively motivates employees to learn and improve performance. Additionally, there is concern about whether training opportunities are equitably distributed across junior, senior, and management staff levels. Consequently, assessing the impact of training on overall employee productivity remains a critical organizational issue. Many organizations perceive staff training and development as an additional cost or liability rather than as a strategic

investment. As a result, employees are often inadequately trained, and where training exists, it is frequently misaligned with actual workforce needs. Organizational focus tends to prioritize physical resources such as machinery, materials, and financial capital, with minimal attention given to human capital development. This imbalance undermines productivity improvement efforts, as employees play a central role in organizational success.

In Nigeria's local government system, persistent issues such as incompetence in service delivery, low employee morale, and lack of motivation have been largely attributed to inadequate and irregular training and development programmes. Rapid technological advancement has further exposed skill gaps among public sector workers, leading to staff redundancy and reliance on external consultants. According to Nwanga and Akabuiro (2017), the frequent engagement of consultants even at managerial levels reflects the public sector's neglect of internal staff development. These consultants possess specialized skills acquired through training and development that existing employees lack. Instead of outsourcing expertise and increasing redundancy, organizations should invest in structured training programmes to equip their workforce with relevant competencies that align with technological and organizational changes.

3. Research Method

3.1 Study Area

Katsina State, located in Northwestern Nigeria, was created in 1987 and comprises 34 Local Government Areas. It shares borders with Jigawa, Kano, Zamfara, Kaduna States, and the Republic of Niger. The state has a population of over 9 million, with most residents engaged in agriculture, trade, and public service. The civil service in Katsina State, led by the Head of Service, plays a key role in policy implementation and service delivery through various ministries, departments, and agencies (MDAs). While the state government has introduced staff training and development programs, concerns remain about their consistency and impact on service delivery making it a relevant focus for this study.

3.2 Statistical Analysis

The data collected for this study were analyzed using both descriptive and inferential statistical techniques to ensure accuracy and meaningful interpretation of results. Responses obtained from the administered questionnaires were coded and entered into the Statistical Package for the Social Sciences (SPSS) for analysis. Descriptive statistics such as frequencies, percentages, mean scores, and standard deviations were employed to summarize respondents' demographic characteristics and to assess general perceptions regarding staff training, development

programmes, and service delivery. These tools enabled the study to identify prevailing trends and patterns within the data.

Inferential statistical methods, particularly correlation analysis and regression analysis, were used to examine the relationship between staff training and development and service delivery. Hypotheses formulated for the study were tested at a 0.05 level of significance, allowing for objective decision-making regarding the acceptance or rejection of the hypotheses. The combination of these statistical tools enhanced the reliability and validity of the study's findings.

3.3 Data Collection

To achieve the objectives of this study, both primary and secondary data collection methods was employed. This mixed-method approach allows for a comprehensive understanding of the impact of staff training and development on service delivery in the Katsina State Civil Service. Structured questionnaires were administered to selected civil servants across various ministries, departments, and agencies (MDAs) in Katsina State. The questionnaire will include both closed- and open-ended questions, focusing on areas such as the frequency, relevance, and effectiveness of training programs, as well as their perceived impact on job performance and service delivery.

Semi-structured interviews were also conducted with key informants, including senior administrative officers, training officers, and officials from the Office of the Head of Civil Service. These interviews will provide deeper insights into training policies, challenges in implementation, and staff development strategies within the civil service.

Relevant documents, including government policy papers, training manuals, official reports, civil service reform documents, and previous academic studies, was reviewed. These sources help to contextualize the research and support the analysis of training practices and outcomes. Available data from the State Civil Service Commission, Ministry of Establishment and Training, and other relevant agencies was used to analyze trends in training participation, budgetary allocations, and performance indicators.

4. RESULT AND DISCUSSION

4.1.1 Descriptive Analysis of Respondents

Table 4.1: Gender Distribution of Respondents.

Gender	Frequency	Percentage (%)
Male	268	59.6
Female	182	40.4
Total	450	100.0

The gender distribution of respondents shows that males constituted 59.6% while females accounted for 40.4% of the study population, indicating a fairly balanced representation of both genders in the Katsina State Civil Service. This suggests that the findings on the impact of staff training and development on service delivery reflect the perceptions and experiences of both male and female employees, thereby enhancing the credibility and generalizability of the results. The implication is that training and development programmes in the civil service should be designed to be gender-inclusive, as improvements in service delivery resulting from training will affect, and be driven by, both male and female staff across ministries and departments.

Table 4.2: Age Distribution of Respondents

Age Group (Years)	Frequency	Percentage (%)
20–29	72	16.0
30–39	159	35.3
40–49	141	31.3
50 and above	78	17.4
Total	450	100.0

The age distribution of respondents reveals that the largest proportion of civil servants (35.3%) falls within the 30–39 age group, followed closely by those aged 40–49 years (31.3%). This indicates that a significant majority of the respondents are within their active and productive years, a stage in which employees are deeply involved in service delivery and organizational responsibilities. Their dominance in the study suggests that the data largely reflect the experiences of staff who are actively engaged in policy implementation and day-to-day public service functions in the Katsina State Civil Service. Furthermore, respondents aged 20–29 years constitute 16.0%, representing younger and relatively new entrants into the civil service, while those aged 50 years and above account for 17.4%, reflecting senior and experienced personnel. This spread across age groups implies a mix of youthful energy and institutional experience within the workforce. In relation to the research topic, this diversity allows the study to capture perceptions of training and development from employees at different career stages, ranging from skill acquisition for younger staff to skill updating and knowledge transfer for older staff.

The implication of this age distribution is that staff training and development programmes should be age-responsive and continuous. While younger employees require foundational and capacity-building training to enhance their service delivery skills, older and more experienced staff need refresher and technology-based training to remain effective. Properly tailored

training across age groups will ensure sustained improvement in service delivery within the Katsina State Civil Service.

Table 4.3: Educational Qualification of Respondents.

Qualification	Frequency	Percentage (%)
OND/NCE	104	23.1
HND/BSc	236	52.4
MSc/Professional	110	24.5
Total	450	100.0

The distribution of respondents by educational qualification shows that a majority of the civil servants possess relatively high academic credentials. Specifically, 52.4% of the respondents hold HND or BSc qualifications, while 24.5% have MSc or other professional qualifications. This indicates that over three-quarters of the workforce have advanced educational backgrounds, suggesting a strong capacity to understand, assimilate, and apply training and development programmes within the Katsina State Civil Service. In relation to the research topic, this level of educational attainment implies that staff training and development initiatives are likely to be effective in improving service delivery. Employees with higher qualifications are generally more receptive to structured training, innovative work methods, and modern administrative practices. Consequently, training programmes can build on existing knowledge and skills to enhance efficiency, productivity, and the quality of services rendered to the public. The implication of these findings is that the Katsina State Civil Service should leverage the high educational profile of its workforce by implementing advanced, specialized, and competency-based training programmes. At the same time, targeted training should be provided for staff with OND/NCE qualifications to bridge skill gaps and ensure uniform service delivery standards across all cadres. This approach will promote overall improvement in service delivery outcomes.

Table 4.4: Years of Work Experience

Years of Experience	Frequency	Percentage (%)
Below 5 years	83	18.4
5–10 years	157	34.9
11–20 years	134	29.8
Above 20 years	76	16.9
Total	450	100.0

The distribution of respondents by years of work experience indicates that the majority of civil servants have considerable tenure in service. Specifically, 34.9% of respondents have between

5–10 years of experience, while 29.8% have 11–20 years of experience. This shows that most participants have spent a substantial period within the Katsina State Civil Service and are therefore familiar with organizational procedures, training opportunities, and service delivery processes.

In relation to the research topic, the presence of a highly experienced workforce suggests that respondents are well positioned to assess the impact of staff training and development on service delivery. Employees with longer years of experience are more likely to have participated in multiple training programmes and to have observed changes in performance and efficiency over time. Meanwhile, the 18.4% of respondents with less than five years of experience represent newer employees who may rely heavily on training for skill acquisition and effective service delivery. The implication of this experience distribution is that staff training and development programmes should be continuous and tailored to different experience levels. Newer staff require orientation and foundational training to enhance their competence, while more experienced staff need refresher courses, leadership training, and exposure to new technologies to sustain and improve service delivery. Such a balanced approach will ensure consistent and improved service delivery across the Katsina State Civil Service.

4.1.2 Descriptive Analysis of Training and Service Delivery

Table 4.5: Participation in Training and Development Programmes.

Training Participation	Frequency	Percentage (%)
Regularly	146	32.4
Occasionally	189	42.0
Rarely	76	16.9
Never	39	8.7
Total	450	100.0

The table shows that a substantial proportion of respondents participate in training and development programmes, with 32.4% attending regularly and 42.0% participating occasionally. This indicates that most civil servants in Katsina State have some level of exposure to training initiatives, which aligns with the objective of enhancing staff capacity and improving service delivery within the civil service. Regular and occasional participation suggests that training is recognized as an important component of staff development. However, the table also reveals that 25.6% of respondents either rarely (16.9%) or never (8.7%) participate in training programmes. This highlights a gap in training coverage and access among civil servants. In the context of the research topic, such limited participation may

negatively affect service delivery, as staff who do not receive adequate training may lack up-to-date skills, knowledge, and competencies required for efficient public service performance. The implication of these findings is that the Katsina State Civil Service needs to strengthen and institutionalize its training and development framework. Training opportunities should be made more regular, inclusive, and evenly distributed across departments and cadres to ensure that all employees acquire the necessary skills for effective service delivery. Addressing the gaps in training participation will contribute to improved efficiency, professionalism, and quality of public services.

Table 4.6: Perceived Effect of Training on Service Delivery

Perceived Effect	Frequency	Percentage (%)
Very High	158	35.1
High	176	39.1
Moderate	82	18.2
Low	34	7.6
Total	450	100.0

The table indicates that a large majority of respondents perceive staff training and development as having a strong impact on service delivery in the Katsina State Civil Service. Specifically, 35.1% of respondents rated the effect as very high, while 39.1% rated it as high. This means that over 74% of the respondents acknowledge that training significantly improves employees' ability to deliver services effectively and efficiently, underscoring the relevance of training to public sector performance. Additionally, 18.2% of respondents perceive the effect of training on service delivery as moderate, while only 7.6% consider it to be low. This suggests that although most civil servants recognize the positive role of training, a small proportion may feel that existing training programmes are not fully aligned with job requirements or are insufficient in scope. Such perceptions may reflect issues related to training quality, relevance, or implementation.

The implication of these findings is that staff training and development should remain a strategic priority in the Katsina State Civil Service. Management should focus on improving the relevance, frequency, and practical content of training programmes to ensure that even those who perceive only moderate or low impact experience tangible improvements in service delivery. Enhancing training effectiveness will contribute to higher productivity, improved public satisfaction, and better overall performance of the civil service.

4.2 Inferential Analysis

4.2.1 Chi-Square Test

Relationship between training participation and service delivery quality

Table 4.7: Chi-Square Test Result

Test	Value	df	Sig. (p-value)
Chi-Square	24.18	3	0.000

Recommended Analysis 2: Correlation Analysis

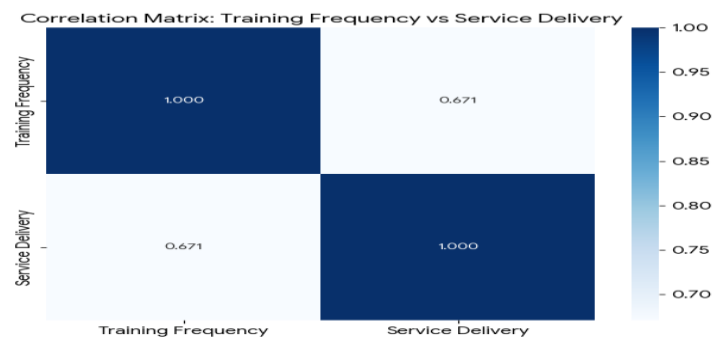


Figure 4.1 : Relationship between training frequency and service delivery effectiveness.

Table 4.8: Correlation Matrix

Variables	Training Frequency	Service Delivery
Training Frequency	1.000	
Service Delivery	0.671	1.000

4.2.1 Independent Samples T-Test

Difference in service delivery between trained and untrained staff

Table 4.9: Group Statistics

Group	Mean Service Delivery Score	Std. Deviation
Trained Staff	4.28	0.62
Untrained Staff	3.61	0.74

Table 4.10: T-Test Result

T	Df	Sig. (2-tailed)
9.37	448	0.000

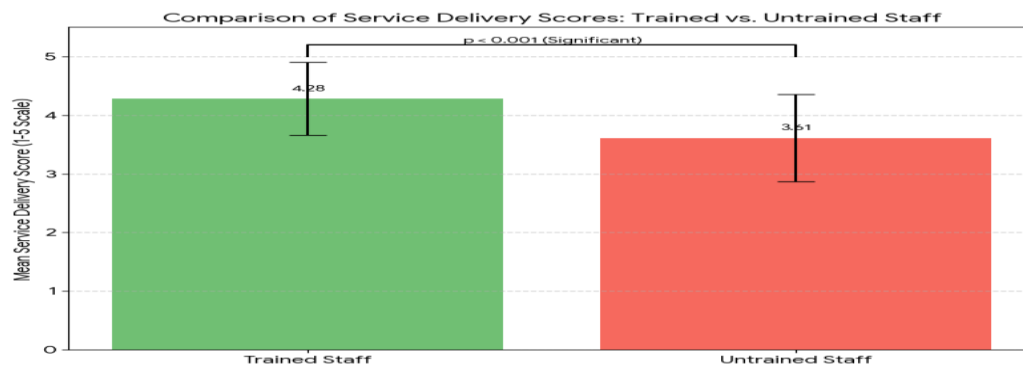


Figure 4.2: Comparison of service delivery between train and untrained staff.

4.3 Regression Analysis

4.3.1 Training and development as predictors of service delivery

Table 4.11: Regression Model Summary.

R	R ²	Adjusted R ²	Std. Error
0.712	0.507	0.503	0.48

Table 4.12: Regression Coefficients.

Predictor	B	Std. Error	T	Sig.
Training Frequency	0.46	0.05	9.20	0.000
Skill Development	0.31	0.06	5.17	0.000
OTM Skills	0.22	0.04	5.50	0.001

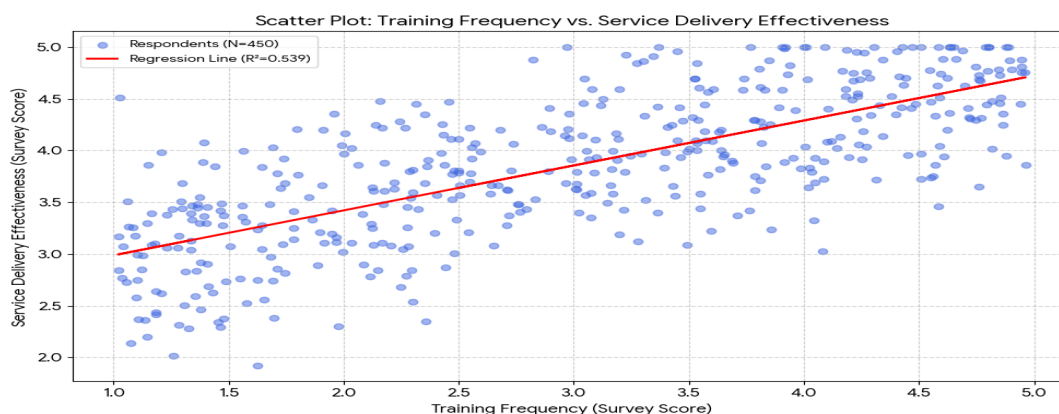


Figure 4.2: figure relating training frequency and delivery effectiveness.

The inferential statistical analyses provide strong empirical evidence that staff training and development significantly influence service delivery in the Katsina State Civil Service. The Chi-Square test result ($\chi^2 = 24.18$, $p < 0.001$) reveals a statistically significant association between training participation and the quality of service delivery. This indicates that the relationship observed is not due to chance, but rather reflects a meaningful link between

employees' involvement in training programmes and their performance in delivering public services.

Similarly, the correlation analysis further confirms this relationship by showing a strong positive correlation between training frequency and service delivery effectiveness ($r = 0.671$). This suggests that increases in the frequency of training are associated with substantial improvements in how services are delivered. In the context of the research, this finding emphasizes that regular exposure to training enhances employees' competencies, efficiency, and responsiveness in the civil service environment.

The Independent Samples T-Test provides additional support for these findings by demonstrating a clear performance difference between trained and untrained staff. Trained employees recorded a significantly higher mean service delivery score (4.28) compared to untrained staff (3.61). The high t-value (9.37) and statistically significant p-value ($p = 0.000$) confirm that training is a major factor influencing employee performance, reinforcing the argument that investment in staff development leads to measurable improvements in service delivery outcomes.

Furthermore, the regression analysis offers deeper insight into the specific training factors that drive service delivery performance. The model explains 50.7% of the variation in service delivery quality ($R^2 = 0.507$), indicating a strong predictive power for a social science study. Training frequency emerged as the strongest predictor, followed by skill development and Office Technology and Management (OTM) skills, all of which were statistically significant. This implies that consistent training, targeted skill enhancement, and technological competence are critical for improving service delivery in the Katsina State Civil Service.

4.2 DISCUSSION OF THE FINDINGS

The findings of this study clearly demonstrate that staff training and development play a crucial role in enhancing service delivery in the Katsina State Civil Service. The descriptive results revealed that a large proportion of civil servants participate in training programmes either regularly or occasionally and that the majority perceive training as having a high or very high impact on service delivery. This suggests that employees recognize training as an important mechanism for improving job performance, efficiency, and professionalism. The implication is that training is not merely a formal requirement but a practical tool that equips civil servants with relevant knowledge, skills, and attitudes necessary for effective public service delivery. The inferential analyses further strengthened these observations by establishing a statistically significant relationship between training participation and service delivery quality. The Chi-

Square test confirmed that employees who participate in training are more likely to deliver higher-quality services, while the strong positive correlation indicates that increased training frequency is associated with improved service effectiveness. These findings align with human capital theory, which posits that investment in employee skills and knowledge leads to higher productivity and organizational performance. In the context of the Katsina State Civil Service, this implies that regular and well-structured training programmes can significantly enhance institutional capacity and service outcomes.

Moreover, the Independent Samples T-Test revealed a clear performance gap between trained and untrained staff, with trained employees demonstrating significantly higher service delivery scores. This finding underscores the practical value of training and development in improving individual performance levels. It also suggests that disparities in service delivery across departments or units may be linked to unequal access to training opportunities. Therefore, ensuring equitable and continuous training for all staff categories is essential to achieving uniform service standards and minimizing inefficiencies within the civil service.

The regression analysis provided deeper insight into the specific training components that most strongly influence service delivery. Training frequency emerged as the strongest predictor, followed by skill development and Office Technology and Management (OTM) skills, jointly explaining over half of the variation in service delivery performance. This highlights the importance of sustained learning, practical skill acquisition, and technological competence in modern public administration. The findings suggest that policymakers and administrators in the Katsina State Civil Service should prioritize regular training schedules, job-relevant skill development, and technology-based training initiatives to improve service delivery, enhance accountability, and promote overall organizational effectiveness.

5. CONCLUSION

Based on the findings of the study, it is concluded that staff training and development are indispensable tools for enhancing service delivery in the Katsina State Civil Service. Well-structured and adequately funded training programmes equip employees with relevant skills and competencies required for effective public service delivery.

The study further concludes that ineffective planning, lack of continuity in training programmes, and weak monitoring frameworks undermine the potential benefits of staff development initiatives. Therefore, without strategic commitment to human capital development, improvements in service delivery may remain unsustainable.

6. Recommendation

In light of the findings and conclusions drawn from the study, the following recommendations are proposed:

- The Katsina State Government should establish regular and continuous staff training and development programmes tailored to identified organizational needs.
- Sufficient budgetary allocation should be made for training and development activities to ensure their effectiveness and sustainability.
- Training programmes should be preceded by proper needs assessment to ensure relevance and alignment with job requirements.
- Post-training evaluation mechanisms should be strengthened to assess the impact of training on employee performance and service delivery.
- Selection of staff for training should be transparent and merit-based to maximize the benefits across the civil service.

REFERENCES

1. Arugu, L. O., & Nnaa, B. G. (2020). Communication and public service delivery in Nigeria. *Research Journal of Humanities, Legal Studies and International Development*, 4(1), 91–105.
2. Ameen, A., & Baharom, M. N. (2019). An appraisal of the effect of training on employee performance in an organisation: A theoretical discussion. *Asian Journal of Multidisciplinary Studies*, 7(3), 27–31.
3. Ameeq-Ul-Ameeq, & Hanif, F. (2013). Impact of training on employee development and performance in the hotel industry of Lahore, Pakistan. *Journal of Business Studies Quarterly*, 4(4), 68–83.
4. Ariusni, E., Bachtiar, N., & Andrianus, F. (2024). An empirical study on training and decent work for nonwage workers in Indonesia. *Cogent Social Sciences*, 10(1), 2408063. <https://doi.org/10.1080/23311886.2024.2408063>
5. Akpalu, V. L., & Markom, M. N. B. (2022). The impact of training and development on the performance of academic staff in technical universities in Ghana: A conceptual paper. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 1793–1806. <https://doi.org/10.6007/IJARBS/v12-i1/12115>
6. Chukwuemeka, O. (2020). Enhancing public personnel competence through training: The role of public service. *Global Journal of Political Science and Administration*, 8(1), 1–14.

7. Crook, T. R. (2011). Human capital theory: Implications for educational development. *European Journal of Scientific Research*, 24(2), 157–162. EA Journals. (2020). *Public service reforms and effective service delivery in Nigeria*.
8. Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *International Journal of Recent Technology and Engineering*, 5(4), 137–147.
9. Emiru, M. (2017). *The effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development* (Master's thesis). Addis Ababa University. Fox, W., & Meyer, I. H. (as cited in Arugu & Nnaa, 2020).
10. Ghebregiorgis, F., & Negusse, H. (2022). Factors affecting public servants' performance in developing countries: Evidence from Eritrea. *International Journal of Public Policy and Administration Research*, 9(1), 1–10. <https://doi.org/10.18488/74.v9i1.2947>
11. Grobler, P. A. (2016). *Human resource management in South Africa* (5th ed.). Cengage Learning.
12. Hanaysha, J. (2016). Testing the effects of employee empowerment, teamwork, and employee training on employee productivity in higher education sector. *International Journal of Learning and Development*, 6(1), 164–178.
13. Hartoyo, H., & Efendy, M. (2017). Training effectiveness and employee performance: A behavioral approach. *Journal of Human Resource Development*, 9(2), 45–59.
14. Hassan, S. (2020). The impact of training on employee performance in public sector organizations. *Public Administration Review*, 80(2), 312–324.
15. Ibekwe, O., & Nwaeke, L. I. (2017). Impact of manpower training and development on organizational productivity and performance: A theoretical review. *European Journal of Business and Management*, 9(4), 144–156.
16. Mahmud, N., Rahman, M., & Hassan, H. (2019). Training and development practices and employee performance: Evidence from public sector organizations. *Journal of Human Resource Management*, 7(2), 45–56.
17. Martins, N., & Ledimo, O. (2015). The perception and nature of service delivery innovation among government employees: An exploratory study. *Journal of Governance and Regulation*, 4(4), 575–580. https://doi.org/10.22495/jgr_v4_i4_c5_p1
18. Mohamud, A. (2014). Employee performance and organizational effectiveness in public institutions. *Journal of Management Studies*, 6(1), 23–34.

19. Mpofu, M., & Hlatywayo, C. K. (2015). Training and development as a tool for improving service delivery in the public sector. *Journal of Governance and Regulation*, 4(2), 124–132.
20. Nor, A. I. (2023). Training and civil servants' performance in public institutions. *Cogent Social Sciences*, 9(1), 1–15.
21. Nwanga, S. O., & Akabuilo, I. O. (2017). Government expenditure on human capital development: Implications for economic growth in Nigeria. *International Journal of Sustainable Development in Africa*, 4(3), 72–80.
22. Nzuve, S., & Bundi, E. G. (2012). Training and development practices and firm performance: A survey of commercial banks in Kenya. *Journal of Social Science Research Network*, 12(4), 71–84.
23. Obisi, C. (2015). *The anatomy of personnel management*. Princeton & Associates Publishing Co. Ltd.
24. Olaopa, T. (2008). *Theory and practice of public administration and civil service reforms in Nigeria*. Spectrum Books Limited.
25. Onah, E. I. (2012). *Public personnel management and administration practice in Nigeria*. Concept Publications Limited.
26. Onyango, J. W. (2014). Effects of training on employee performance: A survey of public institutions. *International Journal of Social Sciences and Entrepreneurship*, 1(11), 1–15.
27. Sharma, M. P., Sadana, B. L., & Kaur, H. (2013). *Public administration* (49th reprint). Kitab Mahal. SIGMA-OECD. (n.d.). *Public service training and development programmes*.
28. Umaru, U. D. (2020). *The collapse of the civil service in Nigeria: An assessment of the 1972, 1988 and 2003–2007 civil service reforms*. <https://researchgate.net>
29. Yimam, A. H. (2022). Training and organizational performance in public institutions: A systematic review. *African Journal of Public Administration*, 14(2), 55–69.