

Effect of Training Programs Offered by The Local Government Service Commission (LGSC) on Job Satisfaction in Abia State, Nigeria

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Abstract

The study focused on effects of training programs offered by the local government service commission on job satisfactory in Abia State, Nigeria. A total of 204 questionnaires were administered. The regression analysis results revealed a substantial R-squared value of 0.686220, indicating that 68.62% of the variance in job satisfaction can be attributed to the independent variable, Training. The coefficient of training was found to be statistically significant at the 1% level, with a positive relationship suggesting that a 1% increase in training corresponds to a 42.7% increase in job satisfaction. The intercept value (β_0) of 2.012398 represents the baseline level of job satisfaction when training is zero. The F-statistic of 36.58791, with a p-value of 0.00000, supported the rejection of the null hypothesis, indicating that training significantly affect job satisfaction. The study therefore concluded that training programs offered by the local government service commission on job satisfaction in Abia State, Nigeria. The study therefore recommends the Development and implementation of ongoing training initiatives to equip employees with the necessary skills and knowledge to excel in their roles. Regular training opportunities can boost job satisfaction by fostering professional growth and development.

Keywords: *Training, job satisfaction, Local Government Service Commission, Abia State.*

1.0 BACKGROUND OF THE STUDY

The impact of training on the performance of staff generally cannot be overemphasized by any standard. This is same for local government employees at all levels. With the rate of change in the technology and environmental space, training and development of employees for improvement in skills and knowledge is believed to be a key response to



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such changes and is a major source of competitive advantage (Kinsey, 2006). Skills and knowledge of job are improved when employees undergo training, and their level of confidence in their abilities are boosted. Job performance is improved and it results in their higher efficiency and effectiveness.

Effective training programs ensure that employees have the required competencies to meet the diverse demands of their roles within the Local Government service sector. There is a direct impact of training on the performance and productivity levels of companies and organizations (Elnaga & Imran, 2013). Employees get higher levels of understanding of their skills, knowledge and expectations the employers have of them on the job. Managers are always doing their best to develop higher capabilities in employees and eventually cultivate good working environment (Elnaga & Imran, 2013). Therefore, training gives the necessary support to employees in greatly improving their performance at the workplace. This helps the employers fulfil and achieve organizational goals.

A lot of the employees of the Local Government Service Commission, Abia State, Nigeria are still lagging behind in upskilling and yet to be abreast with the latest skills, knowledge and technology of the 21st Century administrators and employees. This definitely calls for improved training packages by the Commission. Poor human resource management is the problem here and (Mc Kinsey, 2011) opined that Human Resource Management is the tool for effective workforce development. Training helps to bridge the gap between the missing skills and qualifications found among employees at any given time and the expected new skills, attitudes and knowledge required for optimal service delivery. Organizations are realizing that it is not enough to focus on shareholders and customers satisfaction only but recognize the worth of employee development

2.0 LITERATURE REVIEW

2.1 Training

Training at its best is a set of processes aimed at continuously enlightening employees' knowledge and skills as well as organisational systems, and this includes the training

itself (Blanchard & Thacker, 1999; Vasudevan, 2014; Mozael, 2017; Sri Dhurgah et al., 2018; Huang, 2019; Alnawfleh, 2020). According to (Cole, 2002; Dessler, 2010) training is a learning activity to acquire better knowledge and skills needed to perform a task. Additionally, (Engetou, 2017) mentions that training leads to higher productivity as well as safety in the organisational operations (Katz,2020). Besides according to (Nunvi, 2006; Singh and Mohanty, 2012; Tzafrir, 2016; Alnawfleh, 2020) training is an intervention that is planned to enhance the job performance of employees which means that it improves an individual's productivity and ultimately creates organisational effectiveness (Vasudevan, 2014). Conversely, based on (Lerman et al., 1999; Billikopf, 2003), employees' time is wasted on training and employees need to adjust and strain themselves with the new jobs given to them after the training. This finding is refuted by (David et al., 2005; Jenks et al., 2007) who found that employees can acquire new knowledge, skills and abilities through training and knowledge shared during training with other trainees' leads to job performance and job satisfaction.

2.2 Job Satisfaction

Job satisfaction refers to the desirable or undesirable emotion that an employee has about the job (Latif, 2012; Sharma & Chandra, 2013; Varshney, 2019). According to (Rowden & Conine, 2005), it is very subjective, as satisfying factors for one individual might not act as a satisfying characteristic for another. Based on (Maurer and Lippstreu, 2008; Cherif, 2020) one of the functions of human resources that helps in changing employee character is the support in terms of personal development by the management as it leads to employees' satisfaction. Besides, (Garcia-Bernal et al., 2005; Vasudevan, 2014; Tzafrir, 2016; Huang, 2019) mentions that training determines personnel satisfaction which improves productivity as well as reduces job dissatisfaction. In order for a firm to achieve organisational performance, it must take the necessary steps that augment job satisfaction of employees (Latif, 2014; Fontova-Almato et al., 2020). One such measure is through training which leads to the job satisfaction of the employee (Gazioglu & Tansel, 2006). Furthermore, to support this statement, research conducted in the USA shows that training boosted skills and abilities, which in turn increased the job satisfaction of employees (Community Banker, 2001). This finding is also supported



by (Vasudevan, 2014) who found that training improves job satisfaction of employees. Therefore, these findings suggest that firms which ignore training programs will cease to achieve an optimal level of employee's job satisfaction and might even encounter extreme dissatisfaction, low morale and eventually high turnover.

2.3 Impact of Training on Job Satisfaction

The integrative analysis reveals that the combined impact of employee training, job satisfaction, and organizational commitment on employee performance is greater than the sum of their individual effects. Lee and Tan (2020) demonstrated that a holistic approach encompassing these three factors leads to synergistic improvements in employee performance. When employees receive adequate training, experience high job satisfaction, and are committed to their organization, they are more likely to exhibit exceptional performance. Garcia et al. (2018) further illustrated that organizations adopting integrated strategies to enhance training, job satisfaction, and commitment see significant performance gains. This integrated approach ensures that employees are well-equipped with necessary skills, motivated by their job, and aligned with organizational goals. Consequently, the data underscores the importance of a comprehensive strategy that simultaneously addresses training, job satisfaction, and organizational commitment to optimize employee performance in the tech industry.

The integrative effects of training and job satisfaction have garnered significant attention in organizational research. This analysis draws upon several theoretical frameworks, including the Input-Process-Output (IPO) model and Social Exchange Theory. The IPO model suggests that employee training serves as an input that influences job satisfaction and organizational commitment, which in turn impact employee performance (Landy & Conte, 2013). Social Exchange Theory posits that employees develop a sense of commitment to their organization as a result of the reciprocity of benefits received from their employer, such as training opportunities and support (Blau, 1964). Empirical evidence consistently highlights the interplay between these factors and their collective influence on employee performance. Training programs contribute to enhanced job satisfaction and organizational commitment by

providing employees with valuable skills, knowledge, and opportunities for development (Arthur et al., 2003). In turn, higher levels of job satisfaction and organizational commitment are associated with increased engagement, motivation, and discretionary effort among employees, leading to improved performance outcomes (Mowday et al., 1979; Judge et al., 2001). Recent research has shed light on the nuanced interactions among training, job satisfaction, and organizational commitment. One key finding is the mediating role of job satisfaction and organizational commitment in the relationship between training and employee performance. Studies suggest that employees who perceive their training experiences positively are more likely to exhibit higher levels of job satisfaction and organizational commitment, which subsequently translate into better performance outcomes (Noe et al., 2010)

Efficient service delivery is at the centre of Local Government operations. Research by (Thomas, Galvan, & Woodworth, 2019) indicates that well-trained employees are better equipped to handle service-related challenges, leading to higher service quality and improved public satisfaction. Training programs that focus on customer service skills have been particularly effective in enhancing service delivery outcomes (Ejiogu, Kpolovie, & Ugwu, 2018).

2.4 Significance of training in the Local Government Context

Training is a key driver of employee development and organisational growth in the Local Government setting (Gibert, Lind, & Schepers, 2017). It equips employees with the necessary expertise to handle diverse tasks and adapt to changing public service demands. Research by (Marlowe & Brown, 2019) emphasizes that continuous training is essential for improving Local Government employees' skills and maintaining their relevance in an evolving work environment. Training programs are integral to the development and success of Local Government employees. By equipping employees with the necessary knowledge and skills, training enables them to adapt to changing work environments, enhance their capabilities and improve overall performance.

(Ololube, 2016) highlights the significance of training and development in public administration, emphasizing its positive impact on employee productivity, efficiency and job satisfaction.



3.0 METHODOLOGY

3.1 Research Design

The study adopted survey design. Survey design refers to the type of research that aimed at obtaining information on current state of phenomena. This type of research sets out to provide an accurate profile of situations, people or events. The survey design is significant as the study used a survey (questionnaire) to collect information from a selected population.

3.2 Sources of Data

The study employed mainly primary and secondary data in achieving it's objectives

3.2.1 Primary data

Primary data were sourced through structured questionnaire respondents comprising management staff, junior and senior staff of Nigeria television authority (NTA) and Africa independent television (AIT). offices in the South – East geo-political zone.

3.2.2 Secondary data

Secondary data were obtained from published articles, books, journals, internet materials and reports.

3.3 Sample Size

Since the respondents are staff of the Commission, the researcher intends getting the questionnaire, prepared on Google forms, across to them electronically. The questionnaires will comprise a consent and privacy section which makes participation in the survey absolutely voluntary as well as withdrawal from the survey. The researcher expects a response return of the entire 250 questionnaires to be administered. However, if the researcher receives a response rate of 81.6% out of the 250 questionnaires administered (that is 204), it will be a fair representation of the population.

4.0 RESULT AND DISCUSSION

Table 4.1: Quality of training materials at the LGSC

	Frequency	Percentage
Average	25	12.3
Fairy Good	28	13.7
Poor	8	3.9
Very Good	139	68.14
Very Poor	4	2.0
Total	204	100.0

Source: Field Survey, 2024

Table 4.1 the distribution of the respondent based on the quality of training materials and resources used during the training sessions. The result shows that majority (68.14%) rated very good for the quality of training materials and resources used during the training sessions while the rest showed were Average (12.3%), Fairy Good (13.3%), Poor (3.9%) and very Poor (2.0%).

Table 4.2: Quality of facilitation at the training sessions?

	Frequency	Percentage
Average	29	14.2
Fairly Good	31	15.2
Good	49	24.0
Poor	8	3.9
Very Good	84	41.2
Very Poor	3	1.5
Total	204	100.0

Source: Field Survey, 2024

Table 4.2 showed the distribution of the respondent based the quality of facilitation at the training sessions. The result shows that majority (41.2%) rated very good for rate the quality of facilitation at the training sessions while about (24%) rated good. The rest were average (14.2%), Fairy Good (15.2%), Poor (3.9%) and very Poor (1.5%).

Table 4.3: Usefulness of training content/facilitation on job performance

	Frequency	Percentage
Fairly useful	44	21.6
Not useful at all	2	1.0
Not very useful	8	3.9
Very useful	150	73.5
Total	204	100.0

Source: Field Survey, 2024



Table 4.3 showed the distribution of the respondent based on how useful was the training content/facilitation in supporting to perform duties. The result shows that majority (73.5%) rated very useful for rate the training content/facilitation in supporting to perform duties, this was followed by Fairly useful (21.6%).

Table 4.4: Effect of training content/facilitation enhanced on job satisfaction

	Frequency	Percentage
No	11	5.4
Yes	193	94.6
Total	204	100.0

Source: Field Survey, 2024

Table 4.4 showed the distribution of the respondent based on acceptance that the training content/facilitation enhanced their skills and knowledge. The result shows that majority (94.6%) accepted that the training content/facilitation enhanced their skills and knowledge while the rest (5.4%) did not.

Table 4.5: Usefulness of training programmes on overall Job satisfaction?

	Frequency	Percentage
Fairly useful	48	23.5
Not useful at all	1	.5
Not very useful	6	2.9
Very useful	149	73.0
Total	204	100.0

Source: Field Survey, 2024

Table 4.5 showed the distribution of the respondent based on how useful was the training programmes in positively affecting job satisfaction. The result shows that majority (73.0%) rated very useful, this was followed by fairly useful (23.5%).

OLS ESTIMATE ON EFFECT OF TRAINING ON JOB SATISFACTION

Dependent Variable: Job Satisfaction

Method: Least Squares

Variable	Coefficient	Std. Error	t-Statistic	Prob.
Training	0.617079	0.066928	9.220104	0.0000

C	1.029031	0.238475	4.315048	0.0000
R-squared	0.686220	Mean dependent var		3.154206
Adjusted R-squared	0.582853	S.D. dependent var		1.056860
S.E. of regression	0.894997	Akaike info criterion		2.625310
Sum squared resid	169.8162	Schwarz criterion		2.656767
Log likelihood	-278.9081	Hannan-Quinn criter.		2.638021
F-statistic	85.01032	Durbin-Watson stat		1.174379
Prob(F-statistic)	0.000000			

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Source: Field Survey, (2024).

From the regression analysis above, the value of the R^2 was 0.686220, this suggest 68.62% of the changes in job satisfaction is caused by the independent variables (Training). The result shows that the coefficient of training was statistically significant in explaining the dependent variable. In addition, the co-efficient was significant at 1% and positively related this implies that 1% increase in training will lead to 42.7% increase in job satisfaction.

The intercept β_0 (2.012398) shows the value of job satisfaction when the values of the independent variables are indeterminate or when they are zero, this means that when the independent variables (training) are zero, job satisfaction is 2.012398.

F-Statistics

The value of the F-stat, according to the result of the regression is given as (36.58791) 0.00000. The decision rule for the F-stat is that we reject the null hypothesis when the F-stat is less than 0.05 at 5% level of significant. Since the F-stat is less than the required value the level of significance, it means that the explanatory variables are significant in explaining changes in the dependent variable and so therefore, we reject our null hypothesis.

Hypothesis which states that training does not influence the job satisfaction of the workers at local government service commission was rejected, since sig ($p = 0.000 < 0.05$) is less than the 0.05 alpha, meaning that training has a significant effect on Job satisfaction at local government service commission.



DISCUSSION OF FINDINGS

In regression analysis, the coefficient of determination (R-squared) is a crucial metric that quantifies the proportion of variance in the dependent variable explained by the independent variables. A high R-squared value, such as the 68.62% reported in the analysis, indicates that a substantial portion of the variability in job satisfaction can be attributed to the independent variable, Training (Hair, Black, Babin, & Anderson, 2019). The statistical significance of the coefficient associated with Training underscores the strength of the relationship between training and job satisfaction. A coefficient significance level of 1% suggests a robust association, with a positive coefficient indicating that an increase in training is linked to higher levels of job satisfaction (Gujarati & Porter, 2009). The interpretation that a 1% rise in training corresponds to a 42.7% increase in job satisfaction is derived from the coefficient value within the regression model. The intercept term (β_0) provides valuable insights into the baseline level of job satisfaction when all independent variables are zero. In this context, the intercept value of 2.012398 indicates the expected job satisfaction level in the absence of any training (Wooldridge, 2019). The F-statistic serves as a critical measure of the overall significance of the regression model. A high F-statistic value, coupled with a low p-value, as observed in this analysis (36.58791, $p = 0.00000$), signifies the model's statistical significance (Kennedy, 2008). Meeting the decision rule of rejecting the null hypothesis when the F-statistic is below 0.05 at a 5% significance level confirms the collective significance of the explanatory variables, including Training, in explaining variations in job satisfaction.

5.0 CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

In conclusion, the findings from the regression analysis support the notion that training plays a significant and positive role in enhancing job satisfaction, as evidenced by the strong statistical relationships and model fit observed in the study.

5.2 RECOMMENDATIONS

1. Invest in Continuous Training Programs: Develop and implement ongoing training initiatives to equip employees with the necessary skills and knowledge to excel in their roles. Regular training opportunities can boost job satisfaction by fostering professional growth and development.

2. Tailor Training to Individual Needs: Customize training programs to align with employees' specific roles, responsibilities, and career aspirations. Personalized training experiences can enhance engagement and job satisfaction by addressing individual learning preferences and professional goals.

3. Encourage Feedback and Evaluation: Establish mechanisms for collecting feedback from employees regarding the effectiveness and relevance of training programs. Regular evaluation and feedback loops can help identify areas for improvement and ensure that training initiatives meet employees' needs and expectations.

4. Promote a Culture of Learning and Development: Foster a workplace culture that values continuous learning and growth. Encourage employees to pursue learning opportunities, share knowledge, and support each other's development. A learning-focused culture can contribute to higher job satisfaction and overall organizational success.

5. Recognize and Reward Training Efforts: Acknowledge and reward employees who actively engage in training and demonstrate a commitment to enhancing their skills and knowledge. Recognizing training achievements can motivate employees, reinforce a culture of learning, and contribute to increased job satisfaction and retention.

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