

---

# Capacity Building and Employees' Service Delivery: A Study of Anambra State Civil Service Commission. (2015 - 2019)

Nweke Priscilla Chinonye and Emma E.O. Chukwuemeka

Email: ee.chukwuemeka@unizik.edu.ng  
Department of Public Administration,  
Nnamdi Azikiwe University, Awka, Nigeria

**Abstract:** *This study examined the effect of capacity building on employees' service delivery: A study of Anambra state Civil Service Commission (2015 – 2019). The study employed survey design; where questionnaire was used to collect data. Data was analyzed using weighted mean and descriptive statistics while the inferential statistics such as Regression analysis with the aid of statistical Package for Social Sciences (SPSS) version 20 was used to analyze the hypotheses. The study used Capital Development Theory as its theoretical frame work. The findings of the study revealed that poor training and re-training of employees affect service delivery in Anambra State Civil Service Commission, effective funding of capacity building programmes promote service delivery in Anambra State Civil Service Commission, employees' attitude towards training and re-training effect the achievement of efficient service delivery in Anambra State Civil Service Commission We recommend that training of employees based on favouritism should be discouraged by the management, and also a mechanism should be created for proper assessment and evaluation of employee performance after training, the Human Resources department should ensure also that adequate training design, rich in content is used for employee training. The content should be able to include all the identified skill gaps, while making sure that a trainer who is knowledgeable and experienced in that area is contracted for the training delivery and to improve employee training and development in the civil service, and improved performance and service delivery, management should increase the number of employees taking part in training and development. This can be done by providing incentives that may motivate employees to take part in training and development programmes.*

**Keywords:** Capacity building, service delivery, training, motivation

## 1.1 Introduction

The essence of the training/capacity building both in public and private organizations is to ensure that the employees within the organization or institutions are highly qualified to meet up as well as tackle the organizational tasks and goals. Therefore, the aim of capability building is to ensure that an employees' are well trained in order to achieve the goal of an organization. The focus is that capacity building in any organization is so vital that employees are expected to be progressive, enterprising and orientated towards service delivery within such organization (Noe,2016)

Hart (2016) added that the implication of capability building in the absence of the above expectations is that the inputs, outputs and contributions of the employee will be sacrificed on the altar of administrative deficiency. Hence, Capacity building is the process of developing and strengthening the skills, instincts, abilities, processes and enterprising characters of an employee without which he cannot thrive and survive the organizational tasks. He insisted that capacity building should be able to fill the gaps of administrative deficiency so that service delivery from the government to the people will not be questioned.

Therefore, following the departure of the British, the idea and search for effective and efficient

In Nigeria, the civil service commission which is charged with the responsibilities of recruiting, disciplining, training, retiring etc. of employees has been under criticism for many years. This scrutiny and evaluation arise from events and incidence within the ministries, as the question regarding ineffective service delivery have been a worrisome issue by Nigerians. In fact, development programme of ministries in civil service are thwarted by the crisis of capacity building thereby affecting the service delivery of employees in the commission. Notwithstanding that despite the years of reforms within the civil service, the issue of employees' poor service delivery has become a recurring decimal.

It is important to note that every organization both private and public is established for the accomplishment of a specific purpose. And when that happens, employees' performance is inevitable as it is the vehicle for ascertaining the degree of the service delivery, strength and weakness of each employee to the attainment of corporate goals and objectives. This is not so within the context of application by employees within the civil service commission in Nigeria. Thus, we believe that the efficiency and effectiveness of any work place depends largely on the capacity building of the workforce. On this, Peretomode and Peretomode (2001) noted that

the availability of a competent and effective employees does not just happen by chance but through an articulated recruitment exercise.

Reflecting on this, however, Gberevbie (2010) added that predicating employee recruitment does not mean that such an employee cannot contribute meaningfully towards the enhancement or achievement of the goals of the organization and service delivery. It is only possible where appropriate recruitment strategies involving the screening of potential employee based on relevant skills, experience and educational qualifications are adopted. Hence, the ability of the employee and his/her willingness to work for the organization is more important. In addition, through proper capacity building by the organization of their workforce, organizational service delivery will be enhanced even where incompetent employees would have been employed through inappropriate recruitment strategies. In fact, as Igbokwe-Ibeto, Osawe and Florence (2015) argued that, this mechanism is against the tenants of Weber's bureaucratic theory that stipulates recruitment of officials based on merit, technical competency and qualification.

Little attention has been devoted to an assessment of the attitudes of employees towards the effectiveness of training investment. Arguably, the evaluation of training is one of the most critical stages in the training process (Marchington and Wilkinson, 2002). More especially, the attitude of trainees themselves towards the training programmes affects the outcome. From the employee perspective, training is unlikely to be effective unless it is related to high level of motivation, better ability to perform their job, and hopefully also makes them feel positive toward their work (Wexley and Latham, 1991; Cascio, 1992). This study is also focused on the attitude of staff towards training for capacity building.

### 1.2 Statement of the Problem

The performance and conduct of civil servants need to be improved so as to improve the provision of basic services to the citizen but this cannot be achieved without adequate training and re-training. Many studies have been conducted on the topic 'Capacity building', but few works have been directly conducted on "Capacity Building and Employees' Service Delivery in Anambra State Civil Service Commission".

From the available literature, it is apparent that the most focus is on training of employees as well as financial incentives as the activities required for increased employee service delivery in the organization. Employee attitude towards the training also plays an important role in improving or affecting service delivery. Attitude is learned or acquired depositions. It is therefore necessary that employees understand their role and its importance to the overall success of the organization; this will enable them to do better towards achieving efficient service delivery.

According to Santos and Stuart (2003), many employers and human resource literature have neglected the issue of how organizations assess the effectiveness of training investments and in particular, employees' attitudes towards training effectiveness. Noe (1986) suggested that if we are to have an understanding of how to enhance the likelihood of participation in training program, it will lead to change in behaviour and improvement in performance, hence it is important to determine specific individual characteristics that affect training effectiveness. All these prompted the researcher to seek to examine the effect of capacity building on employees' service delivery in Anambra State Civil Service Commission.

### 1.3 Objectives of the Study

- i. To examine the effect of training and re-training of employees on service delivery in Anambra State Civil Service Commission.
- ii. To examine how effective funding of capacity building programmes promote service delivery in Anambra State Civil Service Commission.
- iii. To ascertain the extent to which attitude of employees towards training and re-training enhances the achievement of efficient service delivery in Anambra State Civil Service Commission.

### 1.4 Research Questions

For this study, the following research questions are posed;

- i. To what extent has training and re-training of employees affected service delivery in Anambra State Civil Service Commission?
- ii. How does effective funding of capacity building programmes promote service delivery in Anambra State Civil Service Commission?
- iii. How does attitude of employees towards training and re-training enhance the achievement of efficient service delivery in Anambra State Civil Service Commission?

## 1.5 Hypotheses

- i. **Ho:** Training and re-training of employees do not affect service delivery in Anambra State Civil Service Commission.
- ii. **Ho:** Effective funding of capacity building programmes do not promote service delivery in Anambra State Civil Service Commission.
- iii. **Ho:** Employees attitude towards training and re-training do not enhance the achievement of efficient service delivery in Anambra State Civil Service Commission

## 2.0 Review of related Literature

### 2.1 Conceptual framework

#### Capacity building

Capacity building is the objective of many development programmes and a component of most others. Over the years, several definitions by different authors have emerged as to what capacity building is all about. Too often, it becomes merely a euphemism referring to a continuous training as capacity building. Below are some of the definition given by authors over the years. According to Philblin in Dada (2016), 'Capacity building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organization and communities need to survive, adapt and thrive in the fast-changing world'. This definition suggests that capacity building is the element that gives fluidity, flexibilities and functionalities of an organization and communities to adapt to the dynamic nature of this world. In line with this, the Department for International Development (DFID) (2010) defined Capacity building as enhancing the abilities of individuals, organization and systems to undertake and disseminate high quality service efficiently and effectively. The goal is to facilitate individual and organizational learning which builds social capital trust, develop knowledge, skills and attitudes and when successful, creates an organizational culture and a set of capabilities which enables organization to set objectives, achieve results, solve problems and create adaptive procedures which enables them to survive on the long run.

However, FY (2012) opined that Capacity building is an evidence – driven process of strengthening the abilities of individuals, organizations and systems to perform core functions sustainably and to continue to improve and develop overtime. From the position of FY (2012) above, it could be seen that there must be in existence; unskilled and/or skilled humans that need capacity building or re-capacity building to perform specific task in the society effectively. Groot and Molen (2010) suggested that capacity building is the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructures and processes that are locally meaningful. Therefore, based on this definition, capacity building for employees in a broad sense may refer to improvements in the ability of all employees to perform appropriate tasks within the broader set of performance standards of the organization.

Also, United Nations Committee of Experts on Public Administration (2016) opined that capacity building takes place at three levels, that is, at the individual level, an institutional level and the societal level. Capacity building on an individual level means the development of conditions that enable individuals to build and enhance existing knowledge and skills. Additionally, it requires the conditions that will allow individuals to engage in the process of learning and adapting to change (UNCEPA, 2016).

Prior to this, the UNDP [2010] focuses on building capacity on an organization and offers five steps. These steps are; Engage stakeholders on capacity development. This would make feel more responsible for the outcome and sustainability of the development.

- a) Assess capacity needs and assets: this allows organization to find out what areas should be prioritized.
- b) Formulate a capacity development response: this must focus on four core issues which includes; institutional arrangements, leadership, knowledge and accountability.
- c) Implement a capacity development response: it includes valuation of initiated programmes.
- d) Evaluated capacity development: it should be based on changes in performance and the four core issues during formulation stage. (UNDP, 2010)

In addition, Moulton in FRSC (2014) suggested that process of capacity building includes: identification of capacity building needs, designing of the capacity building programme, implementation of the capacity building programme and evaluation of the programme. This implied that all capacity building should be justified on the bases of a prior need analysis. Capacity building need which refers to any deficiency of skills and knowledge on the part of the employee can be remedied through capacity building.

Therefore, when the performance of workers is noticeably poor, and cannot be improved through motivation and simplifying the work procedures, then capacity building need has arisen. He believes that capacity building need arises from three (3) sources, which include, job needs analysis, company or organization analysis and person or individual analysis.

- i. Job needs analysis: Entails an extensive analysis consideration of the specific requirement of the task to be performed, the minimum acceptable standard of performance, the technical nature of the job and the combination of special skill requirement in terms of technical, professional, interpersonal, managerial, conceptual, analytical and diagnostic skills required to get the job done very well.
- ii. Company or organizational analysis: This refers to the breakdown of the entire organization or the basic of the job task in order to find out the area capacity building is needed.
- iii. Person or individual analysis: The analysis here tries to focus on the weakness, deficiencies or the capacity building need of each job holder within the present and the near future. The analysis here focuses on individual strengths and weaknesses and on what should turn the individual worker into a better performer.
- iv. Other general methods for assessing or identifying capacity building needs includes; Performances appraisal reports, observation, capacity building needs survey as may be carried out by the supervisors and employee suggestions.

### 2.1.2 Service delivery

Palmer (2018) contends that services are described by their distinctive features. These are: intangibility, inseparability, variability (heterogeneity), perishability and the inability to own a service. The above characteristics apply to all services regardless of the type of service offered. Intangibility implies that the services cannot be touched or tested, and inseparability means that the time of production and time of consumption are very close, or that these happen simultaneously. Hollensen (2013) explains that variability infers that services are rarely the same because they involve interactions with people. While Matarirano (2015) elaborates by stating that services are deeds, performances or efforts that cannot physically be possessed.

According to Balachandran (2014), a service is intangible, yet provides satisfaction to the customer. Service is experienced during the interaction of one person with another. Service delivery is a concept that has an elegant word for getting goods and services to people in a way that meets their expectations. Service delivery is crucial for the public sector too, as part of government social contract with citizens. Service delivery priorities in development include material infrastructure like roads, power grids, health care, education, water systems, and social protection (Kim, 2013).

However, Baldwin (2008) defines Service delivery as carrying out actions efficiently and effectively to meet agreed job objectives. To Hersen (2014), Service delivery can be defined (and assessed) in terms of quantifiable outcomes of work behaviors such as amount of sales, numbers sold and also in terms of behavioral dimensions which may include work-related communication, decision making, problem solving among other skills.

Hence, Service delivery simply means getting work done effectively and efficiently in order to meet expectations. The scope and quality of service delivery is one of the most critical areas that have significantly tinted credibility and institutional image. Gwayi (2010), argues that some of the causes of poor service delivery include: councilor interference in administration, inadequate public participation; inadequate alignment of budget with the requirements of the central government; lack of political and administrative leadership; inadequate infrastructure and shortages of skills.

A study conducted by Aminuzzaman (2010) revealed that some of the critical institutional challenges facing service delivery include limited manpower and resources. Considering the work load and responsibilities, local authorities are understaffed. Makanyeza1, Kwandayi and Ikobe (2013) further stated that local authorities also lack logistic supports like computers and transport and that they also lack managerial capability and resources to design and run innovative service delivery in areas like employment generation, health and education. Other challenges noted in Aminuzzaman's (2010) study were: lack of appropriate rules and regulation, ineffective monitoring, lack of accountability and transparency, political manipulation, non-cooperation from central-government based bureaucracy, limited community understanding, exclusion of women, limited and insecure revenue base, highly centralized project and programme design, poor relationship between administration and elected representatives as well as lack of coordination which deprives technical assistance and other professional support.

According to Sarshar and Moores (2006) in their research on improving service delivery in facilities/ Human management. The major challenges that hindered service delivery were identified as:

- a) Lack of strategic awareness- Despite their being an important national plan of directives and processes, the study revealed that many staff at a supervisory and practitioner level was unaware of the issues raised within it and the impact it should have been having on their day-to-day operations.
- b) Lack of capacity -The study assessment demonstrated that many of the operational staff was unaware of both standards requirements and their respective responsibilities. The underlying cause of the awareness deficit was found to be a lack of training, or specific systems to involve staff, at this level in the organisation. As a result, the staff were performing its roles without essential training and therefore exposing themselves and their customers to potential risk.
- c) Poor performance monitoring -Another issue applicable to all services was performance monitoring, because although each of the services had monitoring systems in place, there was an overall lack of consistency and integration between the various systems in place.
- d) Poor coordination processes.
- e) High staff turnover: It was also noted that there was a high turnover of operational staff and inadequate level of management resource which in turn affected service delivery.

### **2.1.3 The Nexus between Capacity Building and Service Delivery**

Capacity building in an organization is the ability to re-assess, re-examine and change according to what is most effective (Hyman in Nwanna, 2014). At organizational level, service delivery is important because it is typically regarded as one of its responsibility/objectives as well as promotes its reputation by placing the organization on high value.

There is an increasing awareness in organization that investment in capacity building could improve employee productivity, enhance quality, reduce finances, absence of conflict and increase service delivery within the organization. Therefore, in bid to provide efficient service, organizations must embark on capacity building of employees to acquire basic requisite skills in rendering the services to the people. Some services require specialized knowledge and skills in delivering or providing them and for such service to be delivered efficiently; there is need for expert to handle them. In the light of this, most organizations have resorted to building the capacity of their staff in order to achieve efficient service delivery. This can be done by providing comprehensive training on the job, adequate motivation, proper guidance, consultative support and every other capacity building programmes.

### **2.1.4 Effect of Employee's Attitude on Effectiveness of Capacity Building Training**

Effective training will indicate not only finding out whether the training was well done but also asking what it achieved and whether it was worthwhile for the organization to continue spending on improving human capacity. Trainees' attitudes may affect the effectiveness of training. Attitudes are likely to be influenced by participants' experience of training and in turn affect trainees' perspectives about the evaluation of training (Rigg, 2009).

There may be a link between employee positive attitudes and training effectiveness. Keep (2009) argued that at the individual level, investment in training provides a powerful signaling mechanism to increase employee motivation and commitment to the organization. As Noe (2016) added that, 'the attitudes, interests, values, and expectations of trainees may attenuate or enhance the effectiveness of training'. He also suggests that if we are to have an understanding of how to enhance the likelihood that participation in training program will lead to behaviour change and performance improvement, it is important to determine specific individual characteristics that affect training effectiveness. In his training effectiveness model, he identifies participants' attitudes concerning their jobs and careers and their perception of the work environment may have an effect on training outcomes.

In his argument, Truitt1 (2011), clearly stated that training is so essential in forming positive attitudes that it may further go ahead to job proficiency, and not getting sufficient training is connected with a feeling of reduced capability, it seems very logical to expect that poor training could result in poor attitudes about performance, which then could lead to poor performance. The results also showed that those employees who fully agreed that they received effective training and those who fully agreed they received significant training felt they verified an increase in job proficiency, in the end, not just attitude towards work itself that matters but attitude towards training and improvement in job. The findings from Santos and Stuart's (2018) case study also provide strong empirical support for Noe's (2016) contention that employee will transfer skills and knowledge to the workplace if training is associated with rewards. Nonetheless, they point out that the applicability and usefulness of Noe's model remains underdeveloped although the logic behind it is clear.

Lastly, from the employee perspective, training is unlikely to be effective unless it is related to high level of motivation, better ability to perform their job, and hopefully also makes them feel positive toward their work (Wexley and Latham, 2017; Cascio, 2017).

### 2.1.5 Funding and Capacity Building.

Personnel in any organisation remain the most invaluable asset for growth and development. Manpower development plays a major role in promoting economic growth with equity; they benefit individuals, enterprises, and the economy and society at large; and they can make labour markets function better (ILO, 2015). The success of any organisation is largely contingent upon its ability to unleash and maximize the talents and abilities of its workforce (Umar, 2014). Okotoni and Erero (2015) argued that training “helps improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability.” Hence, to enhance the performance of employees, there is need to impart new methodologies and knowledge on the employees. Therefore, employees’ development programmes are one of the most important activities of any organization.

The challenges confronting knowledge and skill development in Nigeria is lack of funding. And where there is funding, it is not efficiently allocated. Poor funding reflects in the difference between budgetary provisions and actual funds released for various years both at the federal and state levels. Most of the training schools and centres established by government are poorly funded, which render them impotent to effectively perform their functions. Also, inadequate training facilities in these centers; most of them do not have modern training facilities such as computers, libraries e.t.c

On the funding policy, each ministry or extra-ministerial department is enjoined to make annual recurrent budgetary provision of a sum equal to at least 20 percent of its personnel costs for training and staff development. In addition, requisite capital provision is to be made in the budget. Based on their findings, Okotoni and Erero, (2015) realized that the commission major source of finance for training is from the State Government Allocation and the Bureau of Establishment Budget for training. These funds are mostly insufficient for the training programmes and it poses serious challenges to the Commission as this could lead to poor outcomes of the training programmes. Looking at the importance of finance in achieving the goals of training in the commission, funds for training are supposed to be adequately sufficient for improved service delivery. They suggested that the budgetary provision released for training by the state government should be increase and should be well monitored by the bureau of Establishment who is responsible for training staff in the commission.

Also, to address the challenges faced by human capital development in Nigeria, Odia and Omofonmwan (2007) recommended that the government should be more responsible with funding and technical education and innovation adaptation centres should be encouraged and properly financed to produce the quality of human capital required to develop the service sector and become a knowledge economy. In support of this, Ujo (2008) opined that to enhance the chances of the training function in competing for funds, emphasis should continue to be on a thorough, painstaking and disciplined approach in costing training activities and training projections should be based on verifiable facts and figures. As part of saving cost, all management courses are to be undertaken locally and in doing this, advantage should be taken of Administrative Staff College of Nigeria (ASCON).as well as other government owned institutions including Centre for Management Development (CMD), the Industrial Training Fund (ITF), the Agricultural Rural Management and Training Institute (ARMTI), the National Centre for Economic Management land Administration (NCEMA), the Nigerian Institute for Social and Economic Research (NISER), Federal Training Centres and Universities and Polytechnics. And that, as much as possible courses should be undertaken locally wherever and whenever possible.

### 3.0 Methodology

The study relied heavily on descriptive research method. Data was collected using questionnaire, face to face interview, focus group discussion, observation and was complemented by secondary data sources. The population of study was presented in the table below:

**Table 3.1 Nominal Roll of Civil Service Commission 2017**

Departments/cadres	Number of males	Number of females	Total
Permanent Secretary	-	1	1
Administrative Officer Cadre	3	9	12

Executive Officer Cadre	7	11	18
Data processing Cadre	-	5	5
Account Officer Cadre	-	2	2
Planning, Research and Statistics Department	-	5	5
Secretarial Cadre	-	5	5
Drivers/Mech. Cadre	8	-	8
Stores Officer Cadre	1	-	1
Information Officer Cadre	-	1	1
Clerical Officer Cadre	3	12	15
Messenger Cadre	-	1	1
Cleaners	1	1	2
Porter	-	1	1
Gardeners	3	2	5
Watchman/Security Cadre	8	-	8
<b>Total</b>	<b>34</b>	<b>56</b>	<b>90</b>

Source: Nominal Roll of Civil Service Commission 2017.

The researcher studied the entire population of Anambra State Civil Service Commission since it is manageable. Hence, the sample size of the study is 90; this comprised all the employees in the civil service commission.

Data generated from primary sources were analyzed with multiple choice and open-ended questions and ranked as follows;

SA – Strongly Agreed = 5,                      A – Agreed = 4,

U – Undecided = 3,                      D – Disagree = 2,

SD – Strongly Disagreed = 1

#### 4.0 Data analysis, findings conclusion and recommendations

##### 4.1 Test of Hypothesis

###### Hypothesis one:

$H_0$ : Poor training and re-training of employees do not affect service delivery in Anambra State Civil Service Commission.

$H_1$ : Poor training and re-training of employees affect service delivery in Anambra State Civil Service Commission.

This hypothesis was tested using the responses of respondents in tables 4.2.1 and 4.2.2 above. The result of the analysis is presented in table 4.1 below

###### Test of Hypothesis One

**Descriptive Statistics**

	Mean	Std. Deviation	N
Service Delivery	53.9750	49.61363	40
Poor Training and Re-training	55.2000	54.79435	40

**Correlations**

		Service Delivery	Poor Training and Re-training
Pearson Correlation	Service Delivery	1.000	.659
	Poor Training and Re-training	.659	1.000
Sig. (1-tailed)	Service Delivery	.	.000
	Poor Training and Re-training	.000	.
N	Service Delivery	40	40
	Poor Training and Re-training	40	40

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	Poor Training and Re-training <sup>a</sup>		Enter

a. All requested variables entered.

b. Dependent Variable: Service Delivery

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.659 <sup>a</sup>	.435	.420	37.78656	.435	29.234	1	38	.000

a. Predictors: (Constant), Poor Training and Re-training

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41741.669	1	41741.669	29.234	.000 <sup>a</sup>
	Residual	54257.306	38	1427.824		
	Total	95998.975	39			

a. Predictors: (Constant), Poor Training and Re-training

b. Dependent Variable: Service Delivery

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	Correlations



	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1 (Constant)	21.017	8.535		2.462	.018	3.739	38.296			
Poor Training and Re-training	.597	.110	.659	5.407	.000	.374	.821	.659	.659	.659

a. Dependent Variable: Service Delivery

**Decision Rule:** From the analysis in table 4.3.1, the correlation coefficient (r) was .659. It implies that there is a positive relationship between poor training and re-training of employees and Service delivery. The coefficient of determination (r<sup>2</sup>) was .435

Results from the test of hypothesis one above shows that the probability value of the correlation (0.000) is less than the level of significant used for the study (0.05). Thus, we reject the null hypothesis and accept the alternative hypothesis which states that poor training and re-training of employees affect service delivery in Anambra State Civil Service Commission.

The implication of this finding to the study is that poor training and re-training of civil servants affect their service delivery to the citizens.

**Test of Hypothesis Two**

**H<sub>0</sub>:** Effective funding of capacity building programmes do not promote service delivery in Anambra State Civil Service Commission.

**H<sub>1</sub>:** Effective funding of capacity building programmes promote service delivery in Anambra State Civil Service Commission.

**Descriptive Statistics**

	Mean	Std. Deviation	N
Service Delivery	53.9750	49.61363	40
Effective Funding	50.3750	45.64506	40

**Correlations**

		Service Delivery	Effective Funding
Pearson Correlation	Service Delivery	1.000	.578
	Effective Funding	.578	1.000
Sig. (1-tailed)	Service Delivery	.	.000
	Effective Funding	.000	.
N	Service Delivery	40	40
	Effective Funding	40	40

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method

1	Effective Funding <sup>a</sup>		. Enter
---	--------------------------------	--	---------

a. All requested variables entered.

b. Dependent Variable: Service Delivery

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.578 <sup>a</sup>	.334	.317	41.01444	.334	19.068	1	38	.000

a. Predictors: (Constant), Effective Funding

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32075.970	1	32075.970	19.068	.000 <sup>a</sup>
	Residual	63923.005	38	1682.184		
	Total	95998.975	39			

a. Predictors: (Constant), Effective Funding

b. Dependent Variable: Service Delivery

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
		Beta									
1	(Constant)	22.325	9.726		2.295	.027	2.636	42.013			
	Effective Funding	.628	.144	.578	4.367	.000	.337	.920	.578	.578	.578

a. Dependent Variable: Service Delivery

**Decision Rule:** From the analysis in table 4.3.2, the correlation coefficient (r) was .578. It implies that there is a positive relationship between Effective funding of capacity building programmes and service delivery in Anambra State Civil Service Commission. The coefficient of determination (r<sup>2</sup>) was .317. Results from the test of hypothesis two above, shows that the probability value of the correlation (0.000) is less than the level of significant used for the study (0.05). Thus, we reject the null hypothesis and accept the alternative hypotheses which states that effective funding of capacity building programmes promotes service delivery in Anambra State Civil Service Commission.

The implication of this finding to the study is that effective funding of capacity building programmes like training, workshops and conferences has a positive effect on service delivery in Anambra state civil service commission.

**Test of Hypothesis Three**

**H<sub>0</sub>:** Employees attitude towards training and re-training do not enhance the achievement of efficient service delivery in Anambra State Civil Service Commission.

**Hi:** Employees attitude towards training and re-training enhances the achievement of efficient service delivery in Anambra State Civil Service Commission.

**Descriptive Statistics**

	Mean	Std. Deviation	N
Service Delivery	53.9750	49.61363	40
Attitude of Employees towards Training	50.6750	43.71609	40

**Correlations**

		Service Delivery	Attitude of Employees towards Training
Pearson Correlation	Service Delivery	1.000	.635
	Attitude of Employees towards Training	.635	1.000
Sig. (1-tailed)	Service Delivery	.	.000
	Attitude of Employees towards Training	.000	.
N	Service Delivery	40	40
	Attitude of Employees towards Training	40	40

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	Attitude of Employees towards Training <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Service Delivery

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.635 <sup>a</sup>	.404	.388	38.81471	.404	25.720	1	38	.000

a. Predictors: (Constant), Attitude of Employees towards Training

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38748.861	1	38748.861	25.720	.000 <sup>a</sup>
	Residual	57250.114	38	1506.582		
	Total	95998.975	39			

a. Predictors: (Constant), Attitude of Employees towards Training

b. Dependent Variable: Service Delivery

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	17.437	9.464		1.842	.073	-1.723	36.596			
	Attitude of Employees towards Training	.721	.142	.635	5.071	.000	.433	1.009	.635	.635	.635

a. Dependent Variable: Service Delivery

**Decision Rule:** From the analysis in table 4.3.3, the correlation coefficient (r) was .635. It implies that there is a positive relationship between employees attitude towards training and re-training and efficient service delivery in Anambra State Civil Service Commission. The coefficient of determination (r<sup>2</sup>) was .404. Results from the test of hypothesis three above, shows that the probability value of the correlation (0.000) is less than the level of significant used for the study (0.05). Thus, we reject the null hypothesis and accept the alternative hypothesis which states that employees’ attitude towards training and re-training effect the achievement of efficient service delivery in Anambra State Civil Service Commission.

The implication of this finding to the study is that Employees attitude towards training and re-training enhance the achievement of efficient service delivery in Anambra State Civil Service Commission.

**4.2 Findings**

- I. Poor training and re-training of employees affect service delivery in Anambra State Civil Service Commission. The correlation coefficient (r) was .659. It implied that there is a positive relationship between poor training and re-training of employees and Service delivery.
- II. Effective funding of capacity building programmes has not promoted service delivery in Anambra State Civil Service Commission. The correlation coefficient (r) was .578. It implies that there is a positive relationship between Effective funding of capacity building programmes and service delivery in Anambra State Civil Service Commission.
- III. Employees’ attitude towards training and re-training affect the achievement of efficient service delivery in Anambra State Civil Service Commission. The correlation coefficient (r) was .635. It implies that there is a positive relationship between employees attitude towards training and re-training and efficient service delivery in Anambra State Civil Service Commission.

**4.2 Conclusion**

The study concludes that if the right employees are sent on training through the systematic training procedure of identifying and selecting employees for training taking mindful of their attitude toward the training, there would be a significant improvement in service delivery. Therefore, for the commission to become more productive and remain in effective, especially in this era of increased global competitiveness and growing complexity of the work environment, adequate training need assessment should be conducted by the Human Resource (HR) department before sending employees on training. The impact of training on delivery of an organization cannot be over emphasized hence it is the process of teaching, informing or educating employees so that they may become as well as possible qualified to their various task.

### 4.3 Recommendations

- i. Recommending employees for training based on favouritism should be discouraged by the management.
- ii. A mechanism should be created for proper assessment and evaluation of employee performance after training.
- iii. The Human Resources department should ensure also that adequate training design is used for employee training. The content should be able to include all the identified skill gaps, while making sure that a trainer who is knowledgeable and experienced in that area is contracted for the training delivery.
- iv. Employees taking part in training and development. This can be done by providing incentives that may motivate employees to take part in training and development programmes.

### References

- Adesoji, A.O. & Alao, A. (2009). Indigene ship and Citizenship in Nigeria; Myth and Reality. *Journal of Pan African Studies* 2(9), 151- 165.13(1), 27-45
- Afegbua, S.I. (2011). *Public Sector Reforms and Procurement in the Nigeria Public Service since 1999*, M.Sc. Thesis presented to the Department of Public Administration, O.A.U.
- Agunyai, S.C (2014). Manpower Development, Capacity Building and Service Delivery in Ife-East Local Government Area, Osun State, Nigeria. *Journal of Public Administration and Policy Research* 7(1), 1-14.
- Aminuzzaman, S. M. (2010). *Local Governance Support Project-Learning and Innovation Component (LGSP-LIC)*. Bangladesh: Local Government Division.
- Balachadran, S. (2004). *Customer Driven Service Management. 2<sup>nd</sup> Edition*. London: Sage Publication Inc.
- Baldwin, K. (2008). *Managing Employee Performance in Seven Steps*. Baldwin Kierian.
- Bell, S. (2002). *Economic governance and International Dynamics*. Melbourne: Oxford University.
- Cascio, W (1992) *Applied psychology in personnel management*: Englewood-Cliffs: Prentice-Hall.
- Chirchir V. (2013) *Influence of employee training and development on service delivery in the registration of persons in Kenya: A Case of Uasin Gishu County*. <http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/56617>
- Christensen, T. and Laegreid, P. (2004). Autonomization and Policy Capacity: The Dilemmas and Challenges Facing Political Executives. In M. Painter and J. Pierre (eds.) *Challenges to State Policy Capacity: Global Trends and Comparative Perspectives*. Basingstoke: Palgrave.
- Chukwuemeka, E. (2006). *Research Methods and Thesis Writing: A Multi-disciplinary Approach*. Enugu: HRV Publishers.
- Claussen, C. (2011). *Capacity building for organizational effectiveness. Literature review; the journey of high performance*. Calgary: MA C3 Inc.
- Cole, G. A. (2002). *Personnel and human resource management*. London: Continuum Publishers.
- Dada, D. (2006). The Failure of E-government in developing countries: A literature review. *The Electronic Journal of Information Systems In Developing Countries*, 26(1), 1-10.
- Dada, J.O (2004). *Effective Human Resource Management Through Team Building*. Text of Paper Presented at the One Day Seminar for Members of Dental Technologist Registration Board, Lagos, Nigeria.
- Degraft-Otoo, E. (2012). *The effect of training and development on employee performance at Accra polytechnic*. Department for International Development Research (DFID) (2010). *How to Note Capacity Building in Research Development OA/OD Programme*. London: DFID CBDD, January.
- Economic Commission for Africa(2003).*Development Policy Management Division*. Addis Ababa.
- Fagbemi, A.O. (2006). *Customer Service Delivery in Public Sector Management*. Lagos: Concept Publication.
- Federal Road Safety Corps (FRSC) (2014). *Capacity building and Development of Employees in Federal Road Safety Corps*. Nigeria: FRSC.
- Fy (2012). The US President's Emergency Plan for AIDS Relief (PEPFAR), *Capacity Building and Strengthening Framework. Version 2.0*
- Gberevbie, D.E (2010). Nigerian Federal Civil Service: Employee Recruitment, Retention and Performance. *Journal of science and sustainable development*, 3(1).
- Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F. & Hatfield, R.D. (2006). *Human resource management in South Africa. (3rdEd)*. South Africa: Thompson Learning.
- Groot, R. & Molen, P. (2000). *Workshop on capacity building in land administration for development countries: final report*. Netherlands: ITC.
- Gwayi, M. S., (2010). *Service Delivery Challenges* (Master's thesis) South Africa: Nelson Mandela Metropolitan University.
- Hafeez, U. & Akbar, W. (2015). *Impact of Training on Employee Performance (Evidence from Pharmaceutical Companies in Karachi, Pakistan)*. Macro Think Institute: Business Management and Strategy, 6(1).
-

- Hameed, A. & Weheed, H. (2011). Employee Development and Its Effect on Employee Performance Framework. *International Journal of Business and Social Science*, 2(13), 224-229.
- Hart, P. (2006). Ministers and Top Officials in the Dutch Core Executive: Living Together, Growing Apart? *Public Administration* 84 (1).
- Herson, M. (2014). *Comprehensive Handbook of Psychological Assessment Industrial and Organizational Assessment*. New Jersey: John Wiley & Sons Inc.
- Igbaekenam, G.O. (2014). *Capacity Building – A Tool for Increase Productivity in Nigeria Public Sector Organization*, 2(3), 45-48. United Kingdom: European Centre For Research Training and Development.
- Igbokwe-Ibeto, C.J., Osawe, C.O., & Florence, A.C. (2015). The Civil Service and Democratic Governance in Nigeria: Issues, Prospects and New Hopes. *Journal of Research and Development*, 187 (2442), 1-13.
- International Labour Organization (2000). Impact of Education and Training. *Third Report on Vocational Training Research in Europe: Background Report*. Luxembourg: Office for Official Publications of the European Communities, 2000.
- Ivancevich, T.M, Lorenzi, P., Skinner S.J & Crosby, P.B (1994). *Management Quality and Competiveness*, Illinois: Irwin publishers.
- Jooste, S. F. (2008). *A New public Sector in Developing Countries*. Collaboratory Research on Global Projects: Ortega.
- Kim, S. (2013). Investigating the structure and meaning of public service motivation across populations: Developing an international instrument and addressing issues of measurement invariance. *Journal of Public Administration Research and Theory* 23,79-102.
- Kleiman, L.S. (2003). *Human resource management (3rdEd)*. USA: Atomic Dog.
- Letwin, C. (2014). *An Analysis of Political Interference on Service Delivery: A Case Study of Sanyati Rural District Council From 2009-2014*. Zimbabwe: Midland State University.
- Matarirano, O. (2005). *An Analysis of Customer Satisfaction and Loyalty Levels at Standard Bank - A focus on Alice and King Williams town branches*. Alice: University of Fort Hare.
- Matheson, A. et al. (2007). "Study on the Political Involvement in Senior Staffing and on the Delineation of Responsibilities Between Ministers and Senior Civil Servants", *OECD Working Papers on Public Governance*, 2007/6, OECD Publishing. Doi:10.1787/136274825752.
- Neelam, I. K. (2014). *The impact of training and development on employees performance and productivity; A case study of United bank limited Peshawar city, KPK, Pakistan*. International journal of academic research in business and social sciences, 86-98.
- Nel, P., Gerber, P., Van Dyk, P., Haasbroek, D., Schultz, H., Sono, T. & Werner, A. (2004). *Human resources management (6thEd)*. South Africa: Oxford University Press.
- Noe, A.R., Hollanbeck, R.J., Gerhart, B. & Wright, P.M. (2003). *Human resource management (3rd Ed)*. USA: McGraw-Hill.
- Noe, R. A. (1986). 'Trainees' attributes and attitudes: neglected influences on training effectiveness'. *Academy of Management Review*, 11: 4, 736-749.
- Nominal Roll Of Anambra State Civil Service Commission 2017.
- Nwachukwu, C.C. (2000). *Personnel Management: A Practical Approach*. Benin-City: Ethiopia Publishing Corporation.
- Nwanna, C.J., (2014). *Capacity Building and Employees' Productivity: A Study of Anambra State Civil Service Commission*. Ilorin: Tayo publishers.
- Odia, L.O., & Omofonmwan, S.I (2007). Educational System in Nigeria: Problems And Prospects. *Journal of Social Sciences*, 81-86.
- Ohaeri, C.S & Chukwu, E.O (2016). Manpower Development and Employee Service Delivery: A Study of Enugu State Local Government Service Commission. *Journal of Policy and Development Studies*, 10(2).
- Ojokuku, R.M & Adegbite, T.A (2014). The Impact of Capacity Building and Manpower Development on Staff Performance in Selected Organisations in Nigeria. *International Journal of Economics, Commerce and Management (United Kingdom)*, 2(5).
- Okotoni, O. & Eero, J. (2005). *Manpower Training and Development in The Nigerian Public Service*. AJPAM XVI (1), 1-13.
- Palmer, A. (1998). *Principles of Services Marketing*. Berkshire: McGraw-Hill.
- Peretomode, V.F & Peretomode, O. (2001). *Human Resources Management: Principles, Policies and Practice*. Lagos: OnosomegbowhonOgbinaka Publishers.
- Perry, B. (2007). *Organizational management and information systems*. Oxford: Elsevier.
- Peters, B., Pierre, G. & Pierre, J. (2004). *Politicization of the Civil Service in Comparative Perspective - the Quest for Control*. London: Routledge.
- Rigg, M (1989) Training in Britain: A study of funding, activity and attitudes-- individuals perspectives Sheffield, Training agency: *International Journal of Training and Development*, 3: 1, 34.

- Robbins, S.P., Odendaal, A. & Roodt, G. (2003) *Organizational behavior: Global and Southern African perspectives*. South Africa: Pearson Education.
- Rothwell, W.J. & Kazanas, H.C. (2006). *Planning and managing human resources (2nd Ed)*. Mumbai: Jaico..
- Santos, A. & Stuart, M. (2003). "Employee Perceptions and Their Influence on Training Effectiveness", *Human Resource Management Journal*, 13(1), pp. 27-45.
- Sarshar, M. & Moores, J. (2006). *Improving Service Delivery in Facilities Management: Case Study of a UK Hospital Facilities Directorate*. *Journal of Facilities Management*, Volume 4, Issue 4, pp. 271-285.
- Schick, A. (2005) "*The Performing State: Reflection on an Idea Whose Time Has Come but Whose Implementation Has Not* (Paper Prepared for the 2005 OECD Senior Budget Officials Meeting in Bangkok, Thailand, 15-16 December 2005)" OECD. Paris.
- Shahda, E.A (2016). "*The Effects of Political Factors on Public Service Motivation: Evidence from the Lebanese Civil Service*". University of Gloucestershire: Cheltenham, UK.
- Sila, A.K (2014). *Relationship Between Training and Performance; A Case Study of Kenya Women Finance Trust Eastern Nyanza Region, Kenya*. *European Journal of Business and Social Sciences*, 3(1), 95-117.
- Stredwick, J. (2005). *An Introduction to Human Resource Management. 2<sup>nd</sup> Edition* Burlington: Butterworth-Heinemann.
- Udeze, J.O (2000). *Human Resources Management in Nigeria*. Enugu: Joe Best Books.
- Ujo, A.A. (2008). *Personnel Management*. Kaduna: Longman publishers.
- Umar, U.H (2014). *Effect of Manpower Training and Development on Workers' Performance: A Study of Kaduna State Civil Service Commission*. Zaria: Ahmadu Bello University.
- United Nations Committee of Experts on Public Administration (2006). *Definition of basic concepts and terminologies in governance and public administration*. United Nations Economic and Social Council.
- United Nations Development Programme (2010). Capacity Assessment and Development: In a Systems and Strategic Management Context. *Technical Advisory Paper (3), Management Development and Governance Division, Bureau for Development Policy*. New York.
- Wexley, K.N & Latham G. (1991) *Developing and training human resources in organisations*: New York: McGraw-Hill.
- World Bank (2010). *Governance and Development*. Washington D.C: World Bank.
- Yamaoh, E.E & Maiyo, P. (2013). Capacity Building and Employee Performance. *University of Education, Winneba Article* (June 2013) DOI: 10.3968/j.css.192366972013013.1160.