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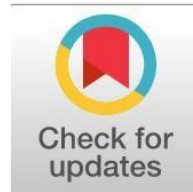
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Staff Development Programmes and Employee Performance in Nigeria

Offiah Patrick Izuchukwu, offiahizuchukwu068@gmail.com (*)

Department of Public Administration, National University of Nigeria, Abuja, Nigeria

Mark Ochala, mochala@noun.edu.ng

Department of Public Administration, National University of Nigeria, Abuja, Nigeria

Musa Zakari, mzakari@noun.edu.ng

Department of Public Administration, National University of Nigeria, Nigeria

(*) Corresponding author

Abstract

General Background Internationally, public sector organization utilize staff development initiatives to improve structural efficiency, administrative responsiveness, and overall service delivery standards. **Specific Background** Within the public ministries of Anambra State, Nigeria, various formal human resource strategies are actively implemented to build civil servant capacity and optimize operational standards. **Knowledge Gap** However, despite ongoing training activities, citizen complaints persist regarding slow administrative procedures and low innovation, while empirical literature fails to evaluate training programs, workshops, and career advancement tracks together within a single unified regression model. **Aims** This study investigated the combined and individual impact of training programs, workshops/seminars, and career development initiatives on employee performance across six selected ministries in Anambra State. **Results** Utilizing a survey design with 317 valid responses, multiple linear regression analysis demonstrated that training programs ($\beta = 0.384, p = 0.000$), workshops and seminars ($\beta = 0.241, p = 0.001$), and career development initiatives ($\beta = 0.297, p = 0.000$) all exert positive and statistically significant effects on public worker productivity and service quality. **Novelty** The study establishes a new analytical framework by integrating short-term skills acquisition and long-term career planning variables into a singular empirical model specifically calibrated for state-level governance. **Implications** Human resource departments must transition from random training patterns to structured, needs-based capacity building and merit-oriented promotion schedules to secure sustainable institutional efficiency.

Keywords: Staff Development, Employee Performance, Training Programs, Workshops, Career Development

Key Findings Highlights

Empirical evaluation confirms that job-specific training programs yield the highest statistical advancement in public worker productivity.

Short-term professional workshops significantly build administrative problem-solving capacity and optimize policy implementation procedures.

Structured career advancement pathways serve as crucial non-financial motivators that secure long-term organizational commitment.

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1. Introduction

Internationally, staff development has emerged as a tool that can be used to enhance the productivity, quality of services and institutional adaptability of the public sector [1,2]. Organizations have been working on enhancing the competence of their employees, innovativeness and responsiveness through structured training, professional workshops and career development systems in recent times [3,4]. African public institutions have been increasingly using human-resource development strategies to solve the problem of lack of skills and poor administrative performance in the region [5]. At the national level, the focus of the public service has been on training and capacity building to enhance efficiency, professionalism and results-oriented service delivery [6, 7]. In Anambra State, some ministries are responsible for critical governance, planning, finance & works, health, and education & administrative functions, and the quality of staff capacity is directly related to the implementation of public policy and delivery of citizen-centred services [8]. Staff development programmes and their strategies in the selected ministries do exist with the aim of enhancing staff knowledge, work methods, motivation and performance [3, 9].

Yet, there is still insufficient evidence to establish if the employees in the selected ministries of Anambra State have been affected significantly by the staff development programmes or not. This is due to the fact that although there are staff development and training activities done occasionally, the issues of delayed files, unresponsiveness of the service, weak innovation and irregular productivity are raised. Staff development has been connected to the enhancement of knowledge, job integrity and operational effectiveness, and may eventually impact productivity and the overall performance of the organization [1, 4]. Empirical studies in recent times reveal that training and development play a significant role in determining employee's performance in public and private organizations in Nigeria [11]–[15]. Studies like Yusuf et al [11] had reported that training and development had a positive effect on performance in the Adamawa State Ministry of Education, and also Oyekan [12] reported a positive effect of training and development on the performance of staff within the Federal Ministry of Transportation. The studies reviewed were all very recent and mostly cover training/ capacity building and performance but not both training programmes, workshops, seminars and career development in the same ministerial context in Anambra State. It is therefore necessary to conduct a study that will bring together theory and empirical findings, which will provide insight into the staff development programmes and employees' performance in selected ministries in Anambra State, Nigeria.

The Problem Statement: This study is set to examine the effect of staff development programmes on staff performance of selected ministries in Anambra State, Nigeria. It was required by the problems of administration, including low productivity, slow service delivery, lack of innovation, lack of employee motivation and lack of skill renewal in ministries. The study was done to determine the level of impact of training programmes, workshops and seminars, and career development on the employees' performance. These variables were chosen as staff development is supposed to build up knowledge for the job, expose staff to the practices in the public sector and offer prospects of staff development that would lead to greater commitment and performance [2] [3]. Recent studies have indicated that training and development result in a significant improvement in the performance of employees, but this improvement relies on the need for employee training, effective implementation and coordination with organizational goals [11, 12 & 14]. Typically, ministries seek to meet these challenges by implementing formal training programmes, workshops and seminars, and career development programmes as human-resource development tools [3] and [9]. The above initiatives are expected to cover the determinants of employee performance like productivity, job quality, efficiency, punctuality, innovations and responsiveness to service [1] [4]. Evidently, despite these efforts, there is little evidence to report of how staff development programmes can specifically influence the performance of staff member in selected ministries in Anambra state. Review of the body of empirical studies on staff development and employee performance indicated a positive trend, however, most of the studies were conducted in the Federal ministries, educational institutions, banks or civil service outside Anambra State [11] - [15]. Some recent studies have focused on the importance of training and development as a predictor of competence and performance and fewer studies have included all three training factors (workshops, seminars and career development programs) in the same regression. The problem statement is thus to determine how much the staff development programmes affect the workers performance in the selected ministries in Anambra State, Nigeria.

The broad was to examine the impact of staff development program on staff performances in some selected ministries in Anambra State, Nigeria. Specific objectives are to: Identify the influence of training programmes on employees' performance in selected ministries in Anambra State; Identify the influence of workshop/seminar on employees' performance in selected ministries in Anambra State; Identify the extent to which career development enhances employees' performance in selected ministries in Anambra state.

The study answered the following research questions; what is the effect of training programmes on the performance of employees in some selected ministries of Anambra state? How do workshops and seminars affect employee's performance in selected ministries in Anambra State? How much has career development programmes contributed to improving performance of workers in selected ministries of Anambra state?

The following hypotheses were drafted to guide the study: H01: Training programmes have no significant influence on employees' performance in selected ministries in Anambra State. H02: Performance of employees in selected ministries in Anambra State is not significantly affected by workshop and seminar. H03: There is no significant effect of career development on job performance of selected ministries in Anambra State.

2. Literature Review

Staff Development Programmes: Staff development programmes are planned organizational activities which are aimed at upgrading the knowledge, skill, attitude and competencies of staff for improving their job performance [1]. Staff development is defined as an ongoing process of learning and capacity building to allow staff to respond to the demands of their work in the present and in the future [2]. It's an intentional investment in human capital via training, workshops, mentoring, coaching and career planning [3]. Staff development is the method by which an organization notes the skills that are lacking in the organization and arranges structured learning opportunities to fill those gaps [4]. It is known as the systematic improvement of employees' capabilities so that the goals of the organization can be achieved more effectively [5]. In the public sector, staff development is the application of formal and informal learning methods to make administrative procedures more efficient, more professional or provide better services [6]. The above definitions have been summarized for the purpose of this study to define staff development programmes as a structured human-resource interventions such as training programmes, workshop and seminars and career development programmes aimed at enhancing the knowledge, competence, motivation and performance of employees of selected ministries in Anambra State.

Employees' Performance: Employees performance is the degree to which an employee is successful in their assigned job tasks, based on organizational performance standards and time limits and required outcomes [1]. It is defined as the contributions of employees that can be measured in terms of productivity, services, quality of work and organizational effectiveness [2]. Employee performance is the behavior, output and effectiveness that the employees display while handling a job responsibility [4]. It is a process in which employees use the application of knowledge, skills and motivation to achieve individual and institutional goals [3]. In public administration, employee performance is referred to as the ability of civil servants to deliver timely, accurate, ethical and citizen-focused services [6]. It also translates into efficiency at work, timeliness, problem solving, innovation and accountability [10]. Based on the above definitions, this study defines employees' performance as the level of productivity, efficiency, responsiveness, quality service delivery and commitment employees of selected ministries in Anambra State are able to exhibit in their performance of official duties.

Theoretical Framework: Human Capital Theory was used as theoretical framework. Becker [16] popularised the theory, and it was then widely used in labour economics, organisational behaviour and human-resource development. The fundamental concept of the theory is that education, training and skill acquisition boosts the productive capacity of individuals and organizations [16]. The theory assumes that the employees' worth and productivity increase when organizations invest in their knowledge, competencies and professional development [1] [3]. The study was based on the basic assumption that training programmes, workshops and seminars, and career development programmes are all investments in human capital

which should enhance the selected ministries' employees in their performance. While the theory has been criticized for being too economic return focused and less paying attention to organizational culture, motivation and political-administrative constraints, the theory is still relevant as ministries rely on the competence of human resources to execute policies and provide services. The theory thus illuminates the reasons why staff development programmes need to impact productivity, efficiency and quality of work.

Yusuf et al. [11] conducted a study to find the effect of training and development on staff performance in the Ministry of Education, Yola, Adamawa. The research design used was descriptive quantitative. The subjects were employees of the ministry and data were gathered by structured questionnaires. A regression analysis was used to analyze the data. The result of the study showed that the training and development had a positive significant effect on the employee performance with regression coefficient is strong (0.796) and the p value is significant (0.000). It was suggested that the ministries should enhance the need assessment of training and conduct regular capacity building programmes.

Oyekan [12] in another study assessed the effects of training to the performance of staff of the Federal Ministry of Transportation Headquarters in Abuja. A survey research design was used in the study. The respondents were the staffs of the ministry and the data was collected through the use of questionnaire. Descriptive and inferential statistics were used for the analysis of data. The study showed that employee training resulted in a higher level of employee competency, work quality and operational performance. It suggested that public bodies should tailor training courses to job roles and performance deficiencies.

A similar study carried out by Mohammed [13] evaluated the effect of training and development to the performance of employees in Nigerian organizations. The study was a survey design, and the data implemented was primary using the questionnaire. The data were analysed statistically. The study showed that trained employees were more skilful, competent and proficient as compared to those employees who were not trained. The study recommended that training should be made a continuous process and sufficient resources allocated to it and related to productivity goals.

In a similar study, Onyekwelu and Uchenna [14] examined the impact of training on employee's performance in selected banks in Anambra State Nigeria. This type of study was descriptive survey. The questionnaire was used as a collection of data and descriptive and inferential statistics were used for the analysis of data. This study showed that training had positive and significant influence on employee motivation, engagement and job satisfaction that in turn improved performance. The study suggested that organisations in Anambra State should continue to train their employees for job related purposes to achieve a better staff performance.

In the Enugu State Civil Service, Mbah and Eze [15] evaluated training, career development and employees' performance. The study was designed as a survey research and the primary data were collected from civil servants using questionnaire. A regression analysis and descriptive statistics were used to analyze the data. The findings of this study showed that training and career development led to improvements in productivity, work engagement and service delivery results. They recommended better career planning, mentoring and succession planning in the civil service. Although these studies provide useful evidence, there are differences between these studies and the present study because the studies were carried out in Adamawa, Abuja, general Nigerian organizations, banks or Enugu State while the present study was conducted on selected ministries in Anambra State using three proxies namely, training programmes, workshops and seminars, and career development programmes.

Gaps in Literature: The reviewed empirical studies demonstrate that staff development generally has an impact on the performance of employees, but, there are still gaps in context, scope, variables and methods. Yusuf et al. [11] was on training and development of the ministry of education, Adamawa State, while the present study is on selected ministries in Anambra State and staff development has been broken down to training programmes, workshop and seminar and career development programmes. The present study is in the state ministries and Career Development is an additional predictor compared to the study of Oyekan [12] in the Federal Ministry of Transportation in Abuja. Mohammed [13] explored training and development in a wider organizational context, however the current research only covers ministerial employees and employs a more specific regression model. The study of Onyekwelu and Uchenna [14] covered selected banks in Anambra State, where the institutional setting is different as banks are profit making institutions while the ministries are public service oriented. Although Mbah and Eze [15] examined Enugu State Civil Service, the current study adds to the examination of the Anambra State ministries with three well defined human-resource development proxies. The missing link in the current study was the combining of training programmes, workshops/seminars and career development programmes into one empirical model to explain employees' performance in the selected ministries of Anambra State, Nigeria.

Research Model

Fig. 1: Research Model Showing Staff Development Programmes and Employees' Performance

Independent Variable	Proxies	Direction	Dependent Variable
Staff Development Programmes	Training Programmes	→	Employees' Performance
Staff Development Programmes	Workshops and Seminars	→	Employees' Performance
Staff Development Programmes	Career Development Initiatives	→	Employees' Performance

Source: Adapted from Human Capital Theory [16] and staff development-performance literature [1]–[4].

The research model in Fig. 1 explains the assumed relationship between staff development programmes and employees' performance. Staff development programmes constitute the independent variable, while employees' performance is the dependent variable. The model disaggregates staff development into three measurable proxies: training programmes, workshops and seminars, and career development initiatives. Training programmes are expected to improve employees' job-specific knowledge, technical competence and ability to carry out assigned duties effectively. Workshops and seminars are expected to expose employees to emerging administrative practices, policy changes, communication skills and problem-solving approaches that improve work quality and service responsiveness. Career development initiatives are expected to enhance motivation, commitment and long-term professional growth by providing employees with promotion opportunities, mentoring, and succession planning and career guidance. The model assumes that when these three staff development components are properly implemented, employees' performance will improve through higher productivity, efficiency, innovation, punctuality and service quality. The logic of the model is supported by Human Capital Theory, which holds that investment in employees' knowledge and skills should increase their productive capacity [16]. The model therefore provides the empirical basis for testing whether the three proxies jointly and individually influence employees' performance in selected ministries in Anambra State, Nigeria.

3. Research Methods

The study adopted survey research design and was complemented by documentary design. Survey design was used because it allows the researcher to obtain standardized responses from a relatively large number of ministry employees and generalize findings to the study population. Documentary design was used because it enabled the study to review journals, books, staff development policy documents and relevant civil-service records that provide additional background on staff development and performance. The combined design is suitable because it supports triangulation, strengthens validity and allows quantitative questionnaire data to be interpreted alongside documented evidence.

The target population of the study comprised administrative, professional and technical staff in selected ministries in Anambra State. These categories were relevant because they participate in policy implementation, records management, public service delivery, financial administration, planning, and monitoring and citizen engagement. The selected ministries were chosen because they perform core governance and development functions and require competent staff to deliver services efficiently.

Table 1: Estimated Population of Selected Ministries in Anambra State

S/N	Selected Ministry	Estimated Staff Population
1	Ministry of Education	365

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2	Ministry of Health	318
3	Ministry of Works	294
4	Ministry of Finance	276
5	Ministry of Local Government and Chieftaincy Matters	341
6	Ministry of Women and Social Welfare	388
	Total	1982

Source: Anambra State Civil Service Commission, 2026

From the total population of 1,982, the sample population was calculated with the Krejcie and Morgan sample size determination procedure. Since the population is above five hundred, the procedure is appropriate for determining a representative sample for survey research [17]. The required sample size was 333. Stratified sampling was used to divide the population into ministries, followed by simple random sampling to select respondents from each stratum. The technique was appropriate because it ensured that each ministry was fairly represented and that staff had equal chances of participation.

Table 2: Proportionate Sample Allocation

S/N	Selected Ministry	Population	Sample Allocation
1	Ministry of Education	365	61
2	Ministry of Health	318	53
3	Ministry of Works	294	49
4	Ministry of Finance	276	46
5	Ministry of Local Government and Chieftaincy Matters	341	57
6	Ministry of Women and Social Welfare	388	67
	Total	1982	333

Source: Anambra State Civil Service Commission, 2026

For the study, the data has been taken from the primary and secondary sources. Primary data comprised of ministry staff responses to questionnaires and observation of ministry staff development practices. Secondary Data was obtained from published books and literature, academic journals, research papers and civil service documents on staff development and employee performance. The data collection technique used was primary and secondary methods with the primary method being structured questionnaire administration and secondary method of documentary review. The questionnaire was close ended and structured and was designed on a five-point Likert scale from strongly agree to strongly disagree. Fifteen semi-structured interviews with selected directors, heads of departments and senior administrative officers complemented the questionnaire responses.

Validity of the study was determined by the content and face validity with experts in public administration and human resource management. The result of the pilot testing established reliability and Cronbach's Alpha was applied to determine internal consistency. Coefficient of 0.70 or higher was deemed acceptable for the instrument [18]. The study used both descriptive and inferential statistics to present and analyze the quantitative data respectively. Descriptive statistics such as frequency tables, mean and standard deviation were used and inferential statistics were performed using multiple linear regression. Data were presented using descriptive statistics, and inferential statistics were used to analyze the data. Multiple linear regression was used for testing the hypotheses at the 5% level of significance. The Statistical Package for the Social Sciences (SPSS v.27) was used.

Model Specification:

The multiple linear regression models is given by the following:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

It is defined as: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$

Where Y is employees' performance, β_0 is the constant or intercept, β_1 – β_3 are coefficients of the independent variables, X₁ is training programmes, X₂ is workshops and seminars, X₃ is career development initiatives, and e is the error term.

The model tests the significance of the impact of each of the Staff development proxies on employees performance in selected ministries of Anambra State.

4. Result And Discussion

Table 3: Questionnaire Distribution and Return Rate

Questionnaire Status	Frequency	Percentage (%)
Returned and valid	317	95.20
Not returned/invalid	16	4.80
Total	333	100.00

Table 4: Descriptive Analysis of Training Programmes

S/N	Statement	Mean	Std. Dev.	Decision
1	Training programmes improve employees' job knowledge.	4.18	0.71	Agreed
2	Training programmes enhance employees' productivity.	4.11	0.76	Agreed
3	Training needs are considered before employees are trained.	3.74	0.89	Agreed
4	Training improves service responsiveness in the ministries.	4.05	0.78	Agreed

Data from the respondents showed mean values between 3.74 and 4.18 with standard deviations between 0.71 and 0.89, indicating agreement that training programmes improve job knowledge, productivity, needs-based competence and service responsiveness. The low standard deviations show that respondents' opinions were relatively consistent. This suggests that training programmes are perceived as relevant instruments for improving employees' performance in selected ministries in Anambra State.

Table 5: Descriptive Analysis of Workshops and Seminars

S/N	Statement	Mean	Std. Dev.	Decision
1	Workshops expose employees to current administrative practices.	4.02	0.8	Agreed
2	Seminars improve employees' problem-solving capacity.	3.96	0.84	Agreed

3	Workshops and seminars enhance communication skills.	3.91	0.86	Agreed
4	Workshops improve policy implementation capacity.	3.88	0.88	Agreed

Source: Field survey, 2026

Data from the respondents showed mean scores from 3.88 to 4.02 and standard deviations from 0.80 to 0.88. This indicates agreement that workshops and seminars improve administrative exposure, problem-solving capacity, communication skills and policy implementation. The result implies that workshops and seminars provide short-term professional learning opportunities that support better work behaviour and service quality.

Table 6: Descriptive Analysis of Career Development Initiatives

S/N	Statement	Mean	Std. Dev.	Decision
1	Career development initiatives motivate employees to perform better.	4.09	0.73	Agreed
2	Promotion opportunities improve commitment to duty.	4.15	0.70	Agreed
3	Mentoring improves employees' career growth.	3.97	0.82	Agreed
4	Career planning improves retention and work quality.	4.03	0.77	Agreed

Source: Field survey, 2026

Data from the respondents showed mean values between 3.97 and 4.15 with standard deviations between 0.70 and 0.82, indicating agreement that career development initiatives motivate employees, improve commitment, support mentoring and enhance work quality. The findings suggest that career growth opportunities are important non-financial motivators that strengthen employees' performance in the ministries.

Regression Analysis

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.682	0.465	0.460	0.421	1.842

Source: Field survey, 2026

The model shows a strong correlation ($R = 0.682$) between the predictors and employees' performance. About 46.5% of the variance in employees' performance is explained by the model ($R^2 = 0.465$). The adjusted R^2 of 0.460 confirms a good model fit after adjusting for the number of predictors. The Durbin-Watson statistic of 1.842 suggests no serious autocorrelation in the residuals.

Table 8: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	48.624	3	16.208	90.321	0.000
Residual	56.182	313	0.179		
Total	104.806	316			

Source: Field survey, 2026

The overall ANOVA model is statistically significant, with a regression Sum of Squares value of 48.624, df of 3, Mean Square value of 16.208, F value of 90.321 and Sig. value of 0.000. Since the p-value is below 0.05, the model is fit for explaining the influence of staff development programmes on employees' performance in selected ministries.

Table 9: Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	0.812	0.184		4.413	0.000
Training Programmes	0.384	0.061	0.361	6.295	0.000
Workshops and Seminars	0.241	0.073	0.214	3.301	0.001
Career Development Initiatives	0.297	0.068	0.285	4.368	0.000

Source: Field survey, 2026

The constant is unstandardized with a value of 0.812 and a standard error of 0.184. The outcome of hypothesis one is that the unstandardized coefficient for training programmes is equal to 0.384 and the standard error is equal to 0.061. The standardized Beta coefficient is 0.361, the t-value is 6.295 and the p-value is statistically significant at 0.000. This is because the p-value is below the threshold of 0.05, and thus the null hypothesis is rejected. It thus showed that training programmes have significant impact on employees' performance. The outcome of hypothesis 2 indicates that workshops and seminars have a coefficient of 0.241 and a standard error of 0.073. The standardized Beta coefficient is 0.214, t value is 3.301 and p value is 0.001. Since the p value is < 0.05 , the null hypothesis is rejected. The outcome showed that workshops and seminars have a great impact on employees' performance. The test result of hypothesis three is presented: The coefficient for career development initiatives is 0.297, and the standard error is 0.068. The standardized Beta coefficient is 0.285, t value is 4.368 and the p value is 0.000. The p value is less than 0.05 and thus the null hypothesis is rejected. It is concluded that the career development programmes is a significant influence on the performance of employees in selected ministries of Anambra state.

Discussion

The finding of hypothesis one showed that the t-value of training programmes was 6.295 with a p-value of 0.000 which is less than the estimated threshold of 0.05. The result reveals that Training programs had a significant impact on employees' performance. This is consistent with the findings of Yusuf et al [11] which revealed that training and development was positively and significantly associated with employees' performance in the Ministry of Education in Adamawa State. This also corroborates the finding of Oyekan [12] that staff training positively affected the employees' performance in Federal Ministry of Transportation. This finding is based on Human Capital Theory stating that the investment in employees' knowledge and skills leads to an improvement in productive capacity [16].

The result of hypothesis two showed that the value of t was 3.301 and the value of P was 0.001 for workshops and seminars. This indicates that the presentation of workshops and seminars had a significant impact on the employees' performance. This is in line with Mohammed [13] who stated that development programmes induce employees to be more skilful and competent. It also corroborates the findings of the literature on staff development in which seminars and workshops lead to greater knowledge sharing and administrative effectiveness [3] [9].

The result of finding of hypothesis three, showed that career development initiatives have a t value of 4.368, and a p value of 0.000. This indicates that employees' performance was significantly improved as a result of the career development programs. This finding is in line with Mbah and Eze [15] that career development enhanced productivity, work engagement and service delivery of the Enugu State Civil Service. It also backs Armstrong [3] who noted that the provision of career planning, mentoring and development opportunities lead to an increase in motivation and organizational commitment. Results, in overall show that staff development programmes is important predictor of the selected ministries employees performance in Anambra State.

5. Conclusion

The study found that training programmes have significant impact on the selected ministries employees in Anambra State. It also found that the workshop or seminar has a great effect to the performance of the employees because it enhances administrative knowledge, communication and problem solving skill. The study also found that the career development programs have a significant impact on improving employee performance through motivation, commitment, and career development. The study's objectives were accomplished because all of the staff development proxies were positively and statistically significant of its effects on staff performance.

From the above findings the study recommends the following: Training needs assessment should be regularly carried out for Anambra State ministries to ensure training programmes are geared at the real skill gaps and job requirements; The ministries should be able to up fund and plan more workshops and seminars, to introduce the employees to the prevailing administrative practice and implementation of policies. There is a need to enhance merit-based career development arrangement (including mentoring, promotion planning and succession management) in the Civil Service Commission/ministries.

Contribution to Knowledge

The study is innovative in that it constructs and validates an integrated model of the Staff development programmes and employees' performance for selected ministries in Anambra State. The study included training programmes, workshops and seminars, and career development programmes, whereas previous studies had only focused on the training alone.

Practical Implications

The results suggest that ministries can increase the productivity of employees and enhance the delivery of services by tying staff development to easily measured outcomes. The human resource units are thus recommended to shift from a random mode of training to well-planned capacity building systems, which involve training evaluation, training workshop follow up and training career progression support.

Constraints of the Study

The study was faced with the following limitations:

Accessing some respondents during official working hours was a limitation which was partly addressed by flexible times in when questionnaires were distributed and retrieved.

Another limitation was the possibility of response bias; this was mitigated by assuring respondents of anonymity and confidentiality.

Another limitation was limited access to detailed official performance records; this was mitigated by complementing questionnaire responses with documentary review and interviews.

Ethical Considerations

All ethical aspects in the research process have been taken into consideration. The respondents were told the objective of the study before participation and it was voluntary. No respondent was compelled to fill in the questionnaire or answer interview questions. To insure the anonymity of the study, the questionnaire did not ask for the name or staff identification number or any other personal identifier. Collected data were kept confidential, and only used for academic purposes. Respondents were told that they were free to leave the study at any point without any penalty. In order to maintain the quality of the research, the researcher avoided fabricating, falsifying and plagiarizing by ensuring that the field data were presented in an honest manner and that the sources consulted were properly referenced in IEEE referencing style. The questionnaire was administered after obtaining the necessary permissions from the relevant authorities of the Ministry. The study also provided assurance that the questions were not harmful and discriminatory and politically sensitive. Data collected was kept securely and not shared with those who did not have permission. These moral issues enhanced the credibility and integrity of the study.

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