

# Empowering Local Government Employees for Success: The Role of Training and Development in Driving Performance Excellence

Chinwe Mariaceline Eze (PhD)., Mark, Kingsley Chinonso PhD., Emmanuel Okwuchukwu Ezeamu

Department of Political Science, Nnamdi Azikiwe University, Awka

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## ABSTRACT

The study empowering local government employees for success: the role of training and development in driving performance excellence was undertaken in some selected local governments in southeast, Nigeria. The purpose was to examine the role of training and development in enhancing employee performance in local government and to analyze the theoretical foundations supporting training and development. The work made use of cross-sectional survey method. Questionnaire was distributed to 132 managerial and supervisory employees who were randomly selected from 15 local governments within the southeast region using Kretche and Morgans sample determination table. A simple frequency distribution table was used for data analysis. The study used the human capital theory by Theodore Schultz (1961) and Gray Becker (1964) as the foundation for the study. The study revealed that training and development are mutually advantageous to employees' performance in local government in order to provide services to the public effectively and efficiently. Organizations that place a high priority on training and development not only generate effective workers but also set themselves up for long-term success. The study however recommended that training should be varied and adapted to the needs of employees, and should be provided with skills, knowledge and competencies they need, local government should formally establish a culture of learning, which ought to be in line with the local governments strategic goals to carry out their specific responsibilities and programs through the implementation of incentives that may effectively encourage employees to actively engage in training and development. Local government should also develop leaders at all levels by encouraging staff members to comprehend the work of other departments which can improve decision-making, boost collaboration and overall service delivery.

**Keywords:** Training, Development, Employee Performance, Local Government, Southeast.

## INTRODUCTION

Human resource is an inevitable resource in any organization as it is the vehicle that conveys all activities of organizations. However, human resources can only be useful to a business if they possess the necessary skills and knowledge. Therefore, training and growth are necessary in all organizations, including local government. Local governments are crucial in forming communities and providing individuals with necessary services in the quickly changing field of public administration. In the field of public administration, local governments are vital in forming communities and providing individuals with necessary services. It is imperative that local government organizations provide their staff with the talents, know-how, and skills they need to tackle these problems successfully. Programs for training and development can help with this, providing a means of boosting service delivery, raising productivity, and improving employee performance.

Employee knowledge and abilities are enhanced through training to keep up with the many organizational changes. These enhancements have a beneficial impact on employee productivity, which raises the organization's profitability and efficiency. The level of competence of an organization's workforce determines its efficacy and efficiency. For the aforementioned goals to be fully achieved, firms must constantly train their workforce. Training is the process of improving an employee's knowledge and abilities to do a specific profession. It aims to enhance the trained individuals' work performance and etiquette. Thus, training is the act of giving staff members—especially non-managerial staff members—specific skills that will help them perform better and be more productive in an organization as a whole. Empowering public officials is therefore

essential for successful and efficient administration, it allows them to carry out their responsibilities to the best of their ability, make wise judgments, and offer citizens high-quality services.

Lack of financial accountability, nepotism, corruption, poor management, and looting of public resources have all been attributes of most organization. This negative attitude has led to poor job performance, high levels of work related stress, reduction of productivity, and high rate of turnover. The majority of local governments' overall performance has suffered as a result of the aforementioned issues. More specifically, Adeniji (2011) highlighted that employee behavior, which is impacted by the quality and regularity of training and development as well as performance management procedures, is directly related to the capability of services rendered by a firm. In terms of administration, governance, and the delivery of public services, local government is essential. The skills of these institutions' employees have a big impact on how effective they are. Programs for training and development are crucial for giving staff members the abilities, know-how, and skills they need to carry out their jobs effectively. Initiatives for training and development also enhance the general efficacy of the organization. A skilled workforce can boost citizen happiness, foster public trust, and deliver higher-quality services. Local governments can cultivate a culture of excellence that results in long-term sustainability and success by consistently improving the skills and competencies of their workforce. This study examines the effects of training and development programs on local government employee performance, emphasizing best practices and ways to make improvements.

## Conceptual Clarifications

### Training

Training is the systematic process by which individuals acquire knowledge or skills for a specific goal. A learning exercise aimed at gaining certain knowledge and abilities for a job or task (Cole 2002). According to Gordon (1992), training is the deliberate and methodical alteration of behavior through learning opportunities, activities, and programs that provide the information, skills, competencies, and abilities necessary for participants to perform their jobs well. In a word, training is defined as the methodical development of the attitude and skill behavior pattern that a person needs to accomplish a task effectively. Performance improves as a result of skill development, a shift in attitude toward work, and increased commitment to the organization. In areas that are pertinent to the company, training is intended to assist staff members in gaining the information and skills necessary to perform and fully develop their abilities. Training needs to enhance performance and organizational objectives in order to be effective.

However, according to Monappa & Saiyadain (2008), training is defined as "the teaching or learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by that organization." It involves enhancing an employee's knowledge and abilities to perform a certain task. Thus, management's deliberate and methodical efforts to change employees' behavior in a way that will enable them to perform at their level can be characterized as training. Armstrong, on the other hand, believes that training is the application of planned and methodical teaching activities to enhance learning. In order for training to be fully understood, he stresses that it must be created and implemented inside an organization by valuing learning theories and practices (Armstrong, 1996). Through the provision of specific competencies, knowledge, and abilities, people can enhance their performance and productivity in their current job duties. The goal of implementing structured learning activities and experiences is to improve job-related skills and capacities. Furthermore, according to DeCenzo & Robbins (2000), training is a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on task." Because of this, training needs to be planned to either improve or change social behavior, knowledge, skills, and attitudes. What the individual knows how he works, and his relationships and interactions with coworkers and superiors could all be elements of this shift or improvement in skills, knowledge, attitudes, and social conduct. In the same vein, Reynolds (2004) described learning as a process that concentrates on enhancing organizational and individual potential as well as future capacities, whereas training is a collection of activities that respond to current demands and are instructor-centered.

According to Grobler, Surette, Micheal, Norbert & Robert, (2006), training is the process of employing identifiable and characterized strategies to instill particular learning. These approaches and strategies ought to be continuously enhanced. Every organization's management must therefore view training as a long-term

investment in its human resources, which can be defined as a deliberate and methodical attempt by management to change employee behavior in a way that will result in an organized increase from the fundamental skills required for staff members to execute efficiently to run the business. According to Laing (2009), training is consequently viewed as a sign of improving employees' superior skills, knowledge, talents, and outlook, all of which contribute to their effective performance.

Dessler (2008) goes on to say that training is a way to equip new or existing workers with the skills they need to do their jobs. In addition, he believes that training is the hallmark of effective management, and that managers who disregard it are seriously harming the firms they oversee. This is due to the fact that high potential employees do not always translate into effective performance. Every employee needs to understand what management expects of him and how to accomplish it. Therefore, training has demonstrated a fairly impressive track record of impacting organizational effectiveness through a deliberate attempt to support employees' acquisition of job-related knowledge, skills, and behavior through a methodical process of changing employee behavior in a way that will accomplish organizational goals. In order to improve an employee's performance now or in the future, training is related to their current job skills and abilities, has a current orientation, and helps them master specific skills and abilities. It can be delivered through a variety of modalities, such as workshops, seminars, online courses, and on-the-job training. It is crucial that both new and existing employees acquire the skills, knowledge, and competencies needed to complete a task.

## **Development**

Development is a more comprehensive, long-term process that aims to improve an employee's overall skills, career advancement, and prospects for future positions within the organization in question. Employee training for management positions, future responsibilities, and more complicated professional difficulties is its main focus. In addition to enhancing employees' technical skills, development aims to cultivate their leadership, critical thinking, problem-solving, and decision-making abilities—all of which support both professional and personal development. Examples of these include job rotation, career planning, mentoring, leadership training, and educational initiatives. By developing a skilled, well-rounded workforce that can adjust to shifting roles, technological advancements, and organizational objectives, it is an investment in the long-term success of the individual as well as the organization's. In order to integrate individual progress with the organization's overarching goals, development is a continuous process that aims to broaden employees' skill sets, improve their personal development, and get them ready for future chances within the larger organization. The multifaceted process of development, according to Todaro (1994), "involves changes in social structures, popular attitudes, and national institutions, as well as the acceleration of economic growth, the reduction of inequality, and the eradication of poverty."

The term "development" describes growth-oriented activities that involve learning new things. Employees can enhance their skills by participating in educational programs offered by organizations. Development, by Rostow (1999), is a sequence of phases that society goes through as it transitions from traditional to contemporary, with each phase being distinguished by a distinct set of social, cultural, and economic factors. In the words of Hirschman (1958), development is the process of generating new chances for social transformation, economic expansion, and human advancement. Development, however, is seen by Michael & Stephen (2020) as "a multidimensional and multifaceted process that encompasses economic growth, social justice, and human well-being. Development is the transformation of societies, economies, and politics, with the aim of improving the well-being of their citizens; it is a long-term curriculum that offers a formal structure that teaches personnel various technological and operational abilities for a general purpose (Jehanzeb & Bashir, 2013). This comprises innovation, entrepreneurship, and infrastructure development, which covers a wider range of endeavors meant to improve an employee's overall development, career progression, and personal growth aims to maximize staff performance and capabilities over an extended period of time.

Rhernebergen & Wognum (2002) explain how actively desired process firms train their staff to handle upcoming issues. The project's goal is to make its staff better. Additionally, the program is being managed to create a comprehensive human resources development plan to train staff members and enhance their abilities as companies take on more responsibility. To Kessler, Aminger, Aguilar, Alonso & Ustun (2002), career development gives companies the opportunity to show their employees a clear but adaptable path for progress.

Agreeing to Campbell (1971), personal development entails self-actualization and growth. It encompasses an employee's behavior, attitude, and total contribution to the company in addition to the quantity, caliber, and effectiveness of their labor. Along with enhancing technical proficiency, development aims to strengthen employees' leadership, critical thinking, problem-solving, and decision-making capabilities. By developing a skilled, well-rounded workforce that can adjust to shifting roles, technological advancements, and organizational objectives, it is an investment in the long-term success of the individual as well as the company.

According to the aforementioned perspectives, development can be defined as the process of gaining new abilities, competencies, and information that help people perform better on the job, grow in their careers, and adjust to shifting work settings. In addition to helping employees adapt to changing work environments, including new technologies, processes, and industry trends, this also helps them gain the skills and knowledge they need to do their jobs more effectively. It can also lead to opportunities for career advancement, such as promotions, new job opportunities, or entrepreneurial endeavors. More so, one of the most crucial responsibilities of human resources administration is employee development, which entails enhancing the abilities and capabilities of both the workers and the business overall. Thus, as organizational employees advance, expand the organization, and boost employee performance, organizational development encompasses both individual or employee success and employee development. Employee happiness and organizational growth are also strongly correlated; if workers are fully trained, they will be satisfied with their jobs, careers, and productivity, which will greatly increase work efficiency (Elena, 2000; Champathes, 2006). Development is a continuous process that aims to integrate individual progress with the organization's overarching goals by broadening employees' skill sets, fostering their personal development, and preparing them for future chances within the larger organization.

### **Employee performance**

The effectiveness and efficiency with which an employee completes their assigned tasks and responsibilities within an organizational setting is referred to as employee performance. This assessment determines how well an employee meets or exceeds the standards and expectations set by the company. Numerous methods, including as performance evaluations, target attainment, and feedback from supervisees and supervisors, can be used to evaluate performance (Pulakos, 2009). Employee performance also includes an employee's behavior, attitude, and overall contribution to the organization, as well as the quantity, the potential, and effectiveness of their job. This can affect customer happiness and loyalty, efficiency and productivity, employee retention and turnover, and career growth prospects, all of which are crucial for the success of an organization.

In the words of Holton& Richard (1999), employee performance is an intricate structure with varying dimensions based on the number of contributing elements. Armstrong& Taylor (2023), in contrast, views success as both acts and outcomes, emphasizing that both can be used in input and output performance management. The acrostic lives of both organizational units and individuals contribute to the success of the organization. Organizations can employ both formal and informal methods to govern or regulate all elements impacting individual and group performance, aside from external effects on human actions and personal traits. According to Kasturi's worldview and approach, informal communication might exercise greater personal power (2006).

### **Local Government**

There isn't a single, universally accepted understanding of local governance. The idea can be viewed as a part of a nation-state or a constituent state that was created by legislation to administer public affairs and provide public services within its borders (Ikelegbe, 2015). In contrast, Emezi (2019) viewed local government as a "system of local administration under local communities that are organized to maintain law and order, provide some limited range of social amenities, and encourage cooperation and participation of inhabitants towards the improvement of their conditions of living." It gives the community an official organizational structure that makes it possible for them to run their affairs efficiently and for the benefit of everyone.

According to Ojofeitimi (2020), the term "local" implies that councils are intended for small communities, while the term "government" indicates that they possess some characteristics of a government. Local



government is a political-administrative structure in which the central government transfers planning, decision-making, and management authority to geographically or structurally subordinate organizations, agencies, or units of government. Based on Guidelines for Reform of Local Government (1976), local government is the exercise of local governance by legally mandated representative councils that have been given specific authority within predetermined boundaries. These powers should grant the councils significant authority over local affairs, as well as the staff, institutional, and financial authority to decide on and carry out projects, as well as to initiate and direct the provision of services in order to supplement the activities of the federal and state governments in their respective regions. In addition, they should ensure that local initiatives and responses to local conditions and needs are maximized through the active participation of the people and their traditional institutions.

Local government, according to Orewa & Adewumi (1992), is a system of towns and local communities intended to uphold law and order, offer a restricted array of social services, and encourage cooperation among residents in a collective effort to improve living conditions. Simplified, Ibietan & Ndukwe (2014) defines local government as the political tool used by the populace to engage in the distribution, acquisition, and allocation of resources. Local government is also viewed by Awa (1964) as a political authority that disperses or decentralizes political power. According to Ogunna (1996), it is a political authority that the state government intentionally established under a statute that organizes local communities within a certain territory to conduct their own affairs within the bounds of the law that established the authority.

Alao (2015) sees local government as a grassroots government intended to act as an "instrument of rural transformation," whereas Okoli (2000) describes it as a process. Contributions by Golding (1975) saw it as a political authority established by a state or nation as a subordinate authority with the aim of decentralizing or distributing political power. Federal Republic of Nigeria's guidelines for local government defined it as "government at the local level exercised through representative councils established by law to exercise specific powers within defined areas". By delegating functions to these councils and involving the people and their traditional institutions, the council should be able to maximize local initiative and response to local needs and conditions. These powers should also give the council significant control over local affairs, including staffing, as well as institutional and financial powers to initiate and direct the provision of services and to determine and implement projects in order to complement the activities of the state and federal governments in their respective areas. As such, local government is an effective tool for both urban and rural development. Therefore, it will implement widespread public participation in the political process and act as a springboard for local participation and rural development if it is properly organized, based on the sufficiency of units, adequately funded, and staffed with highly qualified, continuously trained, motivated, and dedicated personnel. It will also enjoy a certain amount of autonomy from the state government. Therefore, it is intended to accomplish the multifaceted objectives of political, social, cultural, and economic development.

Based on the aforementioned, the following fundamental traits of local government may be recognized: it is a level of government that reports to the national or regional government. It includes the political and administrative functions of governing authority. The law that established it defines its scope of authority. It is empowered by the constitution or statutes to carry out specific judicial, administrative, and legislative duties. In carrying out their designated duties, the elected representatives that comprise its council answer to the voters. It has the legal authority to create policies, set its own budget, employ personnel, and carry them out within the bounds of its authority. It also possesses a corporate personality. The primary purpose of the local government is to serve as a functional political and administrative entity that can transform all communities and provide citizens with necessary services. According to Adeyemo (2019), the main objective of the local government and the foundation for its existence is to generate a mass development impulse for grassroots transformation. Therefore, training is inevitable in all-round local governance for effective and efficient service delivery to the communities.

## METHODOLOGY

The study adopted the cross-sectional survey method; questionnaires were distributed to generate data for the study. The 132 managerial and supervisory employees were randomly selected from 15 Local Governments in the Southeast region of Nigeria—Anaocha, Dunukofia, Ayamelum, Ihitte/Uboma, Isiala Mbano, Nwangele,

Arochukwu, Isiukwuato, Aba South, Ezza North, Ishielu, Ohaozara, Aninri, Igbo Eze South, and Oji River—make up the study's accessible population. A simple frequency distribution table was used for data analysis; the 132 respondents were selected from a total of 200 employees in the chosen local government using Kretche and Morgan's sample determination table. The questions were designed to sample the respondents' assessments of the impact and effect of training and development on employee performance in local governments, and the 15 chosen local governments were cross-checked on the areas of the official administrative building with staff on the ground carrying out their duties.

## Theoretical framework

The Human Capital Theory by Theodore Schultz (1961) and Gary Becker (1964) serves as the foundation for this study. According to this economic theory, people's knowledge, abilities, competencies, and personal qualities are types of capital that support economic productivity. The theory highlights how investments in health, education, and training raise people's production and efficiency, which raises the total value to businesses and society. According to the fundamental tenet of human capital theory, people's abilities, education, experience, and skills are forms of capital that, like financial capital, may be improved and invested in to increase performance and economic progress. People now view human capital as an investment rather than an expense.

They stressed how important it is to invest in people in order to boost productivity. Gaining new knowledge or abilities through education or training is an investment in a person's future earning potential and productivity. This idea also holds true for organizations, as improving staff development boosts productivity and improves overall results. Productivity gains, efficiency gains, and innovation gains are the results of investing in human capital. Organizational success is more likely when the workforce is more knowledgeable and skilled. A variety of talents and competences, such as technical proficiency, cognitive ability, social and communication skills, and problem-solving aptitude, make up human capital. Work experience, education, and training can all help to build and improve these competencies.

Through focused training and development initiatives, local government can successfully implement the Human Capital Theory to enhance employee performance. Similar to private sector businesses, local government agencies can improve their responsiveness and efficiency by making investments in staff development. Within the framework of human capital theory, an organization's most valuable resource is its workforce, whose expertise may boost output. Therefore, training and development investments make people more capable, which results in: Increased Efficiency: Skilled workers can accomplish jobs more quickly and accurately; Enhanced Creativity: A skilled staff is more likely to come up with original solutions to issues and adjust to novel situations; Increased Engagement and Motivation: Employees are more likely to feel involved and motivated at work when they are provided with the resources and chances to develop. Enhanced Organizational Competitiveness: Putting money into human resources results in a staff with more skills that can adjust to shifting needs and stay competitive in the market.

## Data Presentation and Analysis

### Section A:

**Demographic information of the respondents comprises of level of Education, Department and Designation/Position.**

Table 1: level of Education

Level of education	No of respondents	Percentage %
No formal learning	07	5.3%
Certificate/diploma	13	9.8%
BSc	74	56.1%
Masters/PhD	12	9.1%
Professional cert.	26	19.7%
Total	132	100%

Source: Field survey 2025

Based on the data, the majority of respondents 74(56.1%) have a Bachelor's degree, while the lowest percentage 07 (5.3%) have no formal education. It demonstrates how educated the majority of responders are.

Table 2: Department

Department	No of respondents	Percentage %
Administrative	17	12.9%
Finance	14	10.6%
Works	27	20.5%
Health & Environmental	10	7.8%
Education	18	13.6%
Social department	21	15.9%
Planning department	14	10.6%
Revenue	11	8.3%
Total	132	100%

Source: Field Survey 2025

From the above data, the work department had the most respondents with 27 (20.5%), but a critical examination of the results shows that there are still a good number of employees across all departments, demonstrating the importance of training and development for optimum production.

Table 3: Designation/Position

Designation/Position	No of respondents	Percentage
Chairman	10	7.6%
Vice-chairman	12	9.1%
Secretary	15	11.4%
Head of Administration	20	15.2%
Councilor	13	9.8%
Departmental Heads	21	15.9%
Professional and technical position	41	31%
Total	132	100%

Source: Field Survey, 2025

This shows that the Professional and Technical job has the highest percentage of respondents 41(31%), while the Chairman has the lowest percentage 10 (7.6%).

## Section B: General Questions

**This section presents and analyzed the views of the respondents on the impact of training and development on employee performance in local government.**

Table 4: Have you participated in any training or development programs organized by the local government in the last 12 months?

Response	Frequency	Percentage %
Yes	18	13.6
No	114	86.4
Total	132	100

Source: Field survey, 2025

114 (86.4%) of the respondents, believed that they have not taken part in any training or development initiatives run by the local government in their community within the past 12 months, as shown in the above

table. The fact that the majority of respondents had not taken part in any program during the previous 12 months is evidence that local government rarely organizes staff training.

Table 5: How frequently are training programs organized for employees in your department?

Response	Frequency	Percentage %
Quarterly	05	3.8
Annually	08	6.1
Rarely	31	23.5
Never	88	66.6
Total	132	100

Source: Field survey, 2025

88 (66.6%) of the respondents, as indicated in the above table, believe that training programs are never planned for personnel in their respective divisions, while 31 (23.5%) believe that training is rarely conducted. According to the answers, most, if not all, local governments rarely provide training for her staff.

Table 6: Do you believe the training will improve job performance?

Response	Frequency	Percentage %
Strongly Agree	88	66.6
Agree	31	23.5
Neutral	08	6.1
Disagree	02	1.5
Strongly Disagree	03	2.3
Total	132	100

Source: Field survey, 2025

Based on the above data, the majority of respondents 88 (66.6%) strongly agreed that training will enhance workers' effectiveness on the job. However, only 3 (2.3%) strongly disagreed. This demonstrated that training is essential for improving work performance; local government duties or tasks will be managed successfully and efficiently with proper training.

Table 7: On a scale of 1 to 5, how would you rate the quality of training programs provided by your local government?

Response	Frequency	Percentage %
1 (Very Poor)	88	66.7
2(Poor)	31	23.5
3(Average)	06	4.5
4(Good)	05	3.8
5(Excellent)	02	1.5
Total	132	100

Source: Field survey, 2025

The above table shows, 88 (66.7%) respondents, rank the training program in local governments as very poor. This indicates that the program is of very poor quality on a scale of 1 to 5 a sign that training is seldom, and that even when it does occur, the quality is poor.



Table 8: In your opinion, is there a clear link between employee training and improved service delivery in your local government?

Response	Frequency	Percentage %
Yes	13	9.8
No	31	23.5
Not sure	88	66.7
Total	132	100

Source: Field survey, 2025

With a percentage of 88 (66.7%), the respondents' answers suggest that they are unsure whether there is a clear distinction between better service delivery in the local government and employee training.

Table 9: What challenges do you face regarding training and development opportunities?

Response	Frequency	Percentage %
Lack of training programs	66	50
Inadequate funding	26	19.7
Poor organization/planning	16	12.1
Lack of motivation or support from management	24	18.1
Total	132	100

Source: Field survey, 2025

According to the respondents' comments, there are numerous difficulties being encountered, ranging from inadequate planning and organization with 16 (12.1%) respondents to a lack of training with 66 (50%) respondents. It suggests that the personnel encountered numerous obstacles concerning possibilities for training and growth within the local government.

Table 10: How soon after training are you going to apply the skills or knowledge gained to your job?

Response	Frequency	Percentage %
Immediately	109	82.6
Within a week	18	13.6
Within a month	03	2.3
Not at all	02	1.5
Total	132	100

Source: Field survey, 2025

According to the table, 109 (82.6%) respondents believe they would use the knowledge or abilities they have acquired in their work right away, whereas 02 (1.5%) disagree. Based on the statistics, staff members are eager to learn new skills and implement them right away in their departments to provide efficient services.

Table 11: Who determines the type of training you receive?

Response	Frequency	Percentage %
My supervisor	02	1.5
Human Resources/Personnel Department	03	2.3
Myself (Self-nomination)	118	89.4
External training consultant	01	0.8
Not sure	08	6.0
Total	132	100

Source: Field survey, 2025

118 (89.4%) of the respondents who were asked to indicate who chooses the kind of training they receive participated in it by self-nomination, based on the statistics. This indicates that, except from training chosen by the employees themselves, companies do not provide any central training for their staff.

Table 12: Are the training programs tailored to meet the specific needs of your department or job role?

Response	Frequency	Percentage %
Always	111	84.1
Sometimes	12	9.1
Rarely	05	3.8
Never	04	3.0
Total	132	100

Source: Field survey, 2025

According to the responses, 111 (84.1%) of the individuals who received training had it customized to fit the demands of their department or position. This demonstrates that local government-organized or centralized training will significantly contribute to local development and maximize service delivery.

Table 13: Do you receive any post-training evaluation or follow-up to measure how the training has improved your performance?

Response	Frequency	Percentage %
Yes	08	6.06
No	118	89.4
Not sure	06	4.54
Total	132	100

Source: Field survey, 2025

From the above table, 118 (89.4%), do not receive any follow-up or post-training evaluation to gauge how much their performance has improved as a result of the training. This demonstrates that since self-nomination is used to organize training, there is a chance that they may train for their own interests rather than that of the local government.

Table 14: Would you recommend regular training programs for staff in your department?

Response	Frequency	Percentage %
Yes	128	96.1
No	02	1.5
Not sure	03	2.3
Total	132	100

Source: Field survey, 2025

128 (96.1%) of the respondents above suggested that staff members in their departments participate in frequent training programs. This demonstrates how departments can enhance their service delivery by becoming experts in their field through investing in training.

## CONCLUSION AND RECOMMENDATIONS

Investing in staff development has become a strategic necessity in today's fast-paced workplace, where talent is a crucial differentiator. Organizations that place a high priority on training and development not only generate effective workers but also set themselves up for long-term success in a world that is becoming more complicated and competitive. The data analysis revealed that training and development are mutually

advantageous to the growth and development of local governments so that they can provide services to the public effectively and efficiently. Training and development is a key factor in promoting employee performance and, consequently, organizational expansion. Organizations may improve individual performance and create a workforce that is more competitive, innovative, and adaptable by providing workers with the skills, knowledge, and competencies they need. Opportunities for ongoing learning enable staff members to adjust to shifting job demands, technology breakthroughs, and market conditions, promoting both professional and personal development.

Training and development are essential tools for local government workers to improve public trust, accountability, and service performance. Since, local government administration is changing due to factors like policy changes, digital transformation, and rising citizen expectations, ongoing professional development makes sure that government employees have the abilities and know-how needed to successfully handle these demands. Employee comprehension of ethical governance, regulatory frameworks, and community engagement techniques can all be enhanced with the aid of training programs. Additionally, they encourage the growth of soft skills like leadership, communication, and conflict resolution—all of which are essential when working with a variety of stakeholders and demographics. Technical training in fields like digital systems, budgeting, and data management also improves operational responsiveness and efficiency. Additionally, because they feel appreciated and encouraged in their professional development, employees who participate in training and development programs are more engaged, satisfied, and retained, they foster a culture of quality, accountability, and teamwork—all of which are critical for accomplishing strategic business goals. By funding organized training and development initiatives catered to different positions and divisions, local government entities should formally establish a culture of learning. These initiatives, which combine formal training, on-the-job training, mentorship, and performance evaluation, ought to be in line with the local government's strategic goals. Stronger community ties, increased innovation in governance, and better public services are all results of a well-trained and ongoing development of the local government personnel.

Training initiatives should be seen by local governments as an investment with long-term returns. Better-skilled workers can complete tasks more quickly, which lowers errors and the need for rework or corrective action, improving service delivery. Personnel, that has received proper training is better able to satisfy the needs of the public and deliver higher-quality services. By making training and professional development investments, employers can increase employee retention, lower turnover, and make workers feel appreciated and encouraged to further their careers. Local governments can gain from developing leaders at all levels. Training and development programs should be varied and adapted to the needs of employees. These programs should give employees the technical skills they need to carry out their specific responsibilities (e.g., training on public policy, IT systems, budgeting). More so, government should augment the participation of employees in training and development programs through the implementation of incentives that may effectively encourage employees to actively engage in training and development which might serve as a motivational incentive to promote employee engagement in training and development initiatives.

It is beneficial for local governments to develop leaders at all levels by encouraging staff members to comprehend the work of other departments. Leadership development opportunities can improve decision-making, organizational performance and can boost collaboration, streamline processes, and boost overall organizational efficiency. Employees with higher levels of expertise also complete duties more quickly and effectively, and commitment to their work are often higher when they feel encouraged, motivated and nurtured for better public services delivered to the community.

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