

An Assessment of the Human Resource Training and Skill Development in the Benue State Civil Service

¹Timothy I. Utile & ²Simon Aondosuwe Tyoakaa

¹Department of Public Administration
Rev. Fr. Moses Orshio Adasu University, Makurdi-Nigeria

²Department of Public Administration
Rev. Fr. Moses Orshio Adasu University, Makurdi-Nigeria

Abstract

The paper assessed human resource training and skill development in the Benue State Civil Service with emphasis on the contribution of training programmes to employee performance and the challenges limiting the effectiveness of manpower development. It adopted a survey research design, with data collected from primary and secondary sources. A total of 400 respondents were selected from four ministries in Benue State using the Taro Yamane sampling formula. Structured questionnaires were used for data collection, with descriptive statistics such as frequencies and percentages been employed for data analysis. The paper was anchored on Human Capital Theory as propounded by Schultz and Becker, which emphasizes investment in employee training and development for improved organizational productivity. The paper established that human resource training contributes significantly to skill acquisition, employee competence, adaptability to technological changes, and improved service delivery in the civil service. However, the paper also found out that, the effectiveness of training programmes is constrained by inadequate funding, poor training facilities, weak monitoring and evaluation mechanisms, lack of qualified trainers, and absence of need-based training programmes. It concludes that, the effectiveness of practical training programmes is crucial for an improved productivity and administrative efficiency in the Benue State Civil Service. The paper therefore recommends; adequate funding, regular training needs assessment, qualified trainers, and effective monitoring mechanisms as the way forward for civil service in Benue State.

Keywords: Human Resource Training, Skill Development, Civil Service, Employee Performance, Public Service Delivery.

1. Introduction

Human resource training and skill development have become critical components of modern public administration due to the growing demand for efficiency, accountability, innovation, and effective service delivery in government institutions. Across the world, rapid technological advancement, globalization, and the increasing adoption of digital governance have compelled governments to continuously improve the knowledge, skills, and competencies of their workforce in order to meet contemporary administrative challenges (Armstrong, 2020; World Bank, 2021). Consequently, many developed countries invest significantly in capacity building, professional development, and institutional learning as strategic tools for enhancing public sector performance and achieving national development objectives (OECD, 2020). International organizations such as the United Nations, African Union, and Economic Community of West African States (ECOWAS) have also emphasized workforce development as an essential requirement for effective governance and sustainable development (United Nations, 2022). Empirical studies have shown that organizations that prioritize employee training and skill acquisition are more likely to experience improved productivity, adaptability, innovation, and organizational effectiveness (Adeyori & Folorunso, 2019).

Despite the global recognition of training and development as indispensable tools for organizational growth, many developing countries continue to face challenges associated with weak institutional capacity, inadequate manpower development, poor training culture, and insufficient investment in employee development (Ezeani, 2018). In Africa, public sector organizations often struggle with low productivity and ineffective service delivery due to irregular training programmes, inadequate funding, corruption, political interference, and weak human resource development policies (Adebayo, 2016). Furthermore, the increasing reliance on Information and Communication Technology (ICT) in governance has exposed significant skill gaps among public servants, particularly in developing countries where opportunities for continuous learning and professional development remain limited (African Development Bank, 2020).

To address these challenges, several African countries have introduced public sector reforms aimed at improving workforce competence and institutional performance. These reforms include capacity-building initiatives, merit-based recruitment systems, performance management frameworks, e-governance programmes, decentralization policies, and anti-corruption measures (Olowu, 2017). Countries such as Ghana and Kenya have implemented performance improvement and results-based management systems, while Rwanda has adopted the Imihigo performance contract system to strengthen accountability and effectiveness in the public service. Similarly, Nigeria established institutions such as the Administrative Staff College of Nigeria (ASCON) to facilitate manpower development, while several state governments have introduced ICT-based training programmes to modernize public administration. However, the effectiveness of these reforms has often been constrained by inadequate funding, poor implementation, insufficient training infrastructure, and weak monitoring and evaluation mechanisms (Adebayo, 2016).

In Nigeria, the civil service remains the central machinery for policy formulation and implementation. However, it has consistently been criticized for inefficiency, bureaucratic delays, poor service delivery, and low productivity (Olaopa, 2018). These challenges have been linked to inadequate human resource development policies, limited access to training opportunities, weak institutional support for staff development, favoritism in training selection, and insufficient funding for manpower development programmes (Omodia & Omosomi, 2025). Consequently, many civil servants lack the technical, managerial, and digital competencies required to effectively perform their duties in a rapidly changing administrative environment (Okereke & Ekpe, 2020). Although successive governments have introduced reforms and capacity-building initiatives to improve civil service performance, the outcomes have remained largely inconsistent due to weak implementation, inadequate training facilities, and resistance to organizational change (Anikwe, 2022).

The situation in Benue State mirrors many of the challenges confronting the Nigerian civil service. As a state whose administrative and developmental goals depend significantly on the effectiveness of its public workforce, the capacity of civil servants to perform efficiently is crucial to good governance and service delivery (Tyokyaa, 2021). Recognizing this reality, the Benue State Government has undertaken initiatives such as the establishment of the Benue Public Service Institute (BPSI) and the Benue Digital Infrastructure Company (BDIC) to strengthen the skills and competencies of civil servants, particularly in the area of digital governance and ICT applications (Benue Public Service Institute, 2023; Wearotech Africa, 2024). Nevertheless, concerns remain regarding the adequacy, relevance, accessibility, and effectiveness of training programmes available to civil servants in the state. Reports of limited

professional development opportunities, inadequate technological exposure, weak motivation, and insufficient institutional support for continuous learning suggest that many civil servants may not possess the competencies required to meet contemporary administrative demands. These concerns raise important questions about the extent to which existing training programmes contribute to employee performance and the factors that may be hindering effective manpower development within the Benue State Civil Service. It is against this backdrop that this study seeks to assess human resource training and skill development in the Benue State Civil Service, with particular emphasis on examining the contribution of training programmes to employee performance and identifying the challenges limiting effective manpower development.

The effectiveness of any civil service depends largely on the quality, competence, and productivity of its workforce. In an era characterized by rapid technological change, digital governance, and increasing public expectations for efficient service delivery, continuous training and skill development have become essential for enhancing employee performance and organizational effectiveness. Despite the growing importance of human resource development, evidence suggests that many public institutions in Nigeria continue to experience challenges associated with inadequate training opportunities, insufficient manpower development, low employee productivity, and poor service delivery.

In Benue State, the government has introduced initiatives such as the Benue Public Service Institute (BPSI) and the Benue Digital Infrastructure Company (BDIC) to strengthen workforce capacity and improve administrative efficiency. However, there are persistent concerns that many civil servants still lack the technical, managerial, and digital competencies required to effectively perform their duties in a modern public service environment. Complaints relating to inadequate funding for training programmes, limited access to professional development opportunities, poor training facilities, weak monitoring and evaluation mechanisms, and the absence of systematic training needs assessments continue to undermine efforts at workforce development. Furthermore, while substantial resources are often allocated to staff training and capacity-building activities, there is limited empirical evidence on the extent to which these programmes have translated into improved employee performance and service delivery within the Benue State Civil Service. Consequently, it remains unclear whether existing training programmes are adequately addressing the skill gaps and capacity needs of civil servants or whether structural and institutional challenges are limiting their effectiveness.

The persistence of these concerns creates a gap in knowledge and policy practice that requires investigation. Therefore, this study is motivated by the need to assess the effectiveness of human resource training and skill development programmes in the Benue State Civil Service, determine their contribution to employee performance, and identify the challenges that hinder effective manpower development. The findings are expected to provide evidence-based recommendations for strengthening workforce capacity, improving public sector performance, and enhancing service delivery in Benue State.

2. Literature Review

2.1 Conceptual Clarification

Human Resource Training: Human resource training refers to organized activities designed to improve the knowledge, skills, and competencies of employees for effective job performance and increased organizational productivity (Armstrong, 2020). It involves

programmes such as workshops, seminars, orientation, and professional development aimed at enhancing employee efficiency and adaptability. In the civil service, training helps public servants acquire the competencies needed for effective policy implementation and service delivery.

Skill Development: Skill development is the process of improving the abilities, knowledge, and competencies of employees to enhance their performance and productivity (Dessler, 2019). It includes the acquisition of technical, managerial, communication, and digital skills required for effective performance in modern organizations. In public administration, skill development enables civil servants to adapt to technological and administrative changes.

Civil Service: The civil service refers to the permanent administrative structure of government responsible for implementing policies and delivering public services through ministries, departments, and agencies (Adebayo, 2016). It serves as the machinery through which government programmes and policies are executed for national and state development.

Human Resource Development: Human resource development refers to planned efforts aimed at improving employee knowledge, skills, and capacities through training, education, and career development programmes in order to enhance organizational effectiveness (Nwachukwu, 2019). It focuses on building competent manpower for improved performance and productivity.

Public Sector Productivity: Public sector productivity refers to the efficiency and effectiveness with which government institutions utilize human and material resources to achieve organizational goals and deliver quality services (Cole, 2018). It is often measured through employee performance, administrative efficiency, and service delivery outcomes.

2.2 Empirical Review

Dewi, Utomo, Puspitasari, and colleagues (2024) examined the impact of training and skill development programmes on employee performance in private banks. The study was motivated by the increasingly competitive and technology-driven nature of the banking sector, which requires employees to continuously upgrade their competencies and adapt to changing organizational demands. Using a mixed-methods research design that combined quantitative surveys and qualitative interviews, the study investigated how training initiatives influence employee skills and performance outcomes. Quantitative data were collected from employees who had participated in training programmes, while qualitative interviews were conducted with human resource professionals and training facilitators to gain deeper insights into contextual factors affecting programme effectiveness. The findings revealed a statistically significant positive relationship between training and employee performance, as employees reported improvements in job-related knowledge, technical competencies, productivity, and overall effectiveness after participating in training programmes. The qualitative findings further demonstrated that the success of training programmes depends not only on the provision of training itself but also on factors such as programme design, organizational culture, managerial support, and the availability of follow-up mechanisms that reinforce learning outcomes. The study concluded that well-structured training and skill development programmes are strategic tools for enhancing employee performance and achieving

organizational goals. The relevance of this study to the present research lies in its demonstration that employee performance can be significantly improved through deliberate investments in human capital development. However, while the study focused on private banks, the current study seeks to investigate whether similar outcomes are evident within the public sector, particularly the Benue State Civil Service, where institutional constraints and bureaucratic structures may influence the effectiveness of training initiatives.

Similarly, Moge (2023) emphasized the importance of human resource training as a critical factor in improving organizational performance. The study adopted a conceptual and analytical approach to examine the role of training in enhancing employees' knowledge, skills, motivation, confidence, and work behavior. According to the author, training is indispensable in modern organizations because formal education alone is often insufficient to equip employees with the competencies required to perform effectively in dynamic work environments. The study argued that newly recruited employees require orientation and induction training to familiarize themselves with organizational culture, values, policies, and operational procedures, while experienced employees need continuous training to update their skills and remain productive. The findings highlighted that organizations that invest consistently in employee training are more likely to achieve improved organizational effectiveness, employee commitment, and goal attainment. The study further observed that training enhances employees' self-confidence and enables them to perform their duties more efficiently, thereby contributing to higher organizational productivity. Moge concluded that training should not be viewed as a one-time activity but rather as a continuous process aimed at developing employee capabilities and sustaining organizational competitiveness. This study is particularly relevant to the present research because it underscores the importance of continuous staff development in improving organizational performance and service delivery. In the context of the Benue State Civil Service, where employees are expected to adapt to changing administrative and technological demands, the findings suggest that regular training programmes can play a significant role in enhancing workforce competence and institutional effectiveness.

From a broader human resource development perspective, Sachau (2024) examined the concept of human resource training and development as a fundamental mechanism for equipping employees with the knowledge, skills, and competencies necessary for effective job performance. The study highlighted that training and development programmes have become increasingly important as organizations operate in environments characterized by technological advancement, job complexity, and competitive pressures. According to the author, effective training programmes begin with a systematic assessment of organizational and employee needs, followed by the design and implementation of appropriate learning interventions and the evaluation of training outcomes. The study identified several training methods, including on-the-job training, apprenticeship programmes, simulation exercises, interpersonal skills training, and programmed instruction, each designed to address specific organizational and employee development needs. The findings indicated that organizations that implement structured and continuous training programmes are better positioned to improve employee performance, adaptability, innovation, and productivity. Furthermore, the study emphasized that training contributes to organizational effectiveness by ensuring that employees possess the skills necessary to meet evolving workplace demands. Another important finding was that equitable access to training opportunities promotes workforce diversity, inclusion, and employee satisfaction. The study concluded that human resource

training and development remain indispensable strategies for organizational growth and sustainability in contemporary work environments. The significance of this study to the present research lies in its comprehensive explanation of how training contributes to employee development and organizational performance. It provides a theoretical and practical foundation for understanding the role of manpower development within the Benue State Civil Service and reinforces the argument that continuous investment in employee training is essential for achieving improved service delivery and administrative efficiency.

The reviewed studies demonstrate a consistent relationship between training and employee performance across different organizational settings. Dewi et al. (2024) established that training programmes improve employee skills and performance in the banking sector; Moge (2023) highlighted the importance of continuous training for enhancing organizational performance and employee confidence; while Sachau (2024) provided a broader framework linking systematic human resource development to organizational effectiveness. Although these studies provide substantial evidence supporting the positive impact of training on employee outcomes, they are largely situated within private sector and general organizational contexts. There remains a need for empirical investigation within state civil service systems, particularly in Benue State, where institutional, financial, and administrative factors may shape the effectiveness of training and skill development programmes. This gap provides the justification for the present study.

3. Methodology

The paper had adopted a survey research design to assess human resource training and skill development in the Benue State Civil Service. The design was considered appropriate as it enabled the paper to obtain relevant data directly from respondents concerning training programmes, skill acquisition, and employee performance within the selected ministries. The population comprised 1,038 staff drawn from four ministries in Benue State, namely: Ministry of Water Resources, Environment and Climate Change with 168 staff, Ministry of Agriculture and Food Security with 348 staff, Ministry of Health and Human Services with 366 staff, and Ministry of Works, Housing and Urban Development with 156 staff (Benue State Civil Service Commission [BSCS], 2025).

Thus, the sample of the population was determined using the Taro Yamane (1967) scientific formula for sample determination as follow:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample Size required

N = Population under Study

e = Margin Error (0.05)

1 = Constant

Therefore:

$$\begin{aligned}
 n &= \frac{1038}{1+1038 (0.05)^2} \\
 n &= \frac{1038}{1+1038 \times 0.05 \times 0.05} \\
 n &= \frac{1038}{1+1038 \times 0.0025} \\
 n &= \frac{1038}{25.95} \\
 \mathbf{n} &= \mathbf{400}
 \end{aligned}$$

Data for the paper were collected from both primary and secondary sources. The primary data were obtained through the administration of structured questionnaires to selected respondents, while secondary data were sourced from textbooks, journal articles, government publications, official documents, and other relevant scholarly materials related to human resource training and skill development. The data collected were analyzed using descriptive statistical techniques such as frequencies, percentages, and tables to ensure proper interpretation of findings and achievement of the study objectives.

The paper is anchored on the Human Capital Theory as developed by Schultz (1961) and Becker (1964), with core assumption that investment in education, training, and skill development enhances the knowledge, competencies, and productivity of employees, thereby improving organizational performance. The theory views employees (civil servants) as valuable assets whose capacities can be strengthened through continuous investment in training and professional development towards efficient and effective service delivery. The theory's relevance lies in its explanation that, the effective human resource training and skill development are essential for equipping civil servants with the technical, managerial, and digital skills required of them, for an efficient and effective policy implementation towards service delivery in Benue State. In the context of the Benue State Civil Service, the theory helps to explain that inadequate training opportunities, poor funding, limited professional development, and weak institutional support contribute to low productivity and reduced administrative efficiency. Therefore, the Human Capital Theory provides a strong justification for continuous investment in training and skill development as a strategy for improving employee performance, organizational efficiency, and effective service delivery in the Benue State Civil Service.

4. Results and Discussions

4.1 Data Presentation, Analysis and Findings on Human Resource Training and Skill Development in Benue State Civil Service

Table 1: Demographic Presentation of the Respondents

Variables	Frequency	Percentage
Sex		
Male	223	56%
Female	177	44%
Age		
18-20	0	00%
21-30	92	23%
31-40	204	51%
41-above	104	26%
Educational Status		
SSCE	104	26%
NCE/ND	100	25%
B.Sc	155	39%
Others	41	10%
Rank of Respondents		
Level 3-8	204	51%
Level 9-10	136	34%
Level 12-13	48	12%
Level 14-15	12	4%
Total	400	100%

Source: Field Survey, 2025

Table 1 presents the demographic characteristics of the 400 respondents selected from the Benue State Civil Service. The analysis covers sex, age distribution, educational qualification, and rank of respondents, all of which are important in understanding the nature of the workforce and their implications for human resource training and skill development. From the sex distribution, 223 respondents representing 56% are male, while 177 respondents representing 44% are female. This indicates a relatively balanced gender representation, although males are slightly more dominant. The implication is that human resource training and skill development programmes in the Benue State Civil Service are being accessed by both genders, suggesting a fairly inclusive workforce structure. This balance is important for assessing training effectiveness across gender lines and ensuring equitable capacity development opportunities.

In terms of age distribution, the majority of respondents fall within the productive working age group. Specifically, 92 respondents (23%) are between 21-30 years, 204 respondents (51%) are between 31-40 years, and 104 respondents (26%) are 41 years and above, while no respondent falls within the 18-20 age bracket. This indicates that most civil servants in the sampled ministries are within the middle-age category, which is typically associated with higher job experience, stability, and responsibility. This age structure suggests that training and skill development initiatives are likely to have a strong impact, as the workforce is mature enough to apply acquired skills effectively in administrative functions and service delivery.

Regarding educational status, 104 respondents (26%) possess SSCE, 100 respondents (25%) have NCE/ND qualifications, and 155 respondents (39%) hold a B.Sc degree, while 41 respondents (10%) fall under other qualifications. This shows that a significant proportion of the workforce is fairly educated, with the highest percentage holding university degrees. This level of educational attainment suggests that respondents are reasonably equipped to benefit from advanced training and skill development programmes, particularly in areas such as ICT, public administration, and policy implementation. However, the presence of respondents with lower qualifications also indicates the need for continuous training to bridge skill gaps within the civil service. The rank distribution shows that 204 respondents (51%) are within Level 3-8, 136 respondents (34%) fall within Level 9-10, 48 respondents (12%) are within Level 12-13, and only 12 respondents (4%) are within Level 14-15. This implies that the majority of respondents are junior and mid-level staffs, who form the backbone of administrative operations in the civil service. The relatively low number of senior officers suggests that most routine government functions are handled at the lower and middle levels, where training and skill development are most critical for improving efficiency, productivity, and service delivery.

On a whole, the demographic profile of the respondents indicates a workforce that is largely youthful to middle-aged, moderately educated, and predominantly composed of junior to mid-level staff. This structure highlights the importance of continuous human resource training and skill development in the Benue State Civil Service, as most employees are in active service positions where enhanced competencies directly influence performance, administrative efficiency, and public service delivery outcome.

Table 2: Assessing the Connection between Human Resource Training and Skill Development in Benue State Civil Service

Variables	Frequency		Percentage
There is a direct link between participating in human resource training programmes and developing the skills for the needed effective service delivery in Benue state civil service	Strongly Agree	316	79%
	Agree	68	17%
	Undecided	0	00%
	Disagree	11	3%
	Strongly Disagree	5	1%
Human resource training has the ability to adapt to new technologies and work processes	Strongly Agree	256	64%
	Agree	69	17%
	Undecided	0	00%
	Disagree	44	11%
	Strongly Disagree	31	8%
The degree to which participation in human resource training programmes has enhanced the job-specific skills of employees within the Benue state civil service	To a very great extent	37	9%
	To a great extent	47	12%
	To some extent	191	48%
	To a small extent	109	27%
	Not at all	16	4%
Total		400	100%

Source: field survey, 2025

Table 2 presents respondents' views on the relationship between human resource training and skill development in the Benue State Civil Service, focusing on three key variables: the direct link between training and service delivery skills, training and adaptability to new technologies, and the extent to which training enhances job-specific skills. The first variable sought to determine whether participation in human resource training programmes is directly linked to the development of skills required for effective service delivery in the Benue State Civil Service. The responses show a very strong consensus, with 316 respondents (79%) strongly agreeing and 68 respondents (17%) agreeing, amounting to 96% positive responses. Only 11 respondents (3%) disagreed and 5 respondents (1%) strongly disagreed, while none were undecided. This indicates that the overwhelming majority of respondents perceive human resource training as a critical factor in improving employee competence and service delivery efficiency. It reflects the understanding that civil service effectiveness is largely dependent on the skills and knowledge of employees, which are enhanced through continuous training. The result further implies that training programmes in the Benue State Civil Service are generally recognized as essential tools for improving administrative performance, reducing inefficiencies, and strengthening public service delivery. The minimal level of disagreement suggests that although training is widely acknowledged as beneficial, some employees may not fully experience its impact. This could be due to inconsistencies in training delivery, unequal access across ministries, or differences in the relevance of training content to specific job roles.

The second variable examined whether human resource training enables employees to adapt to new technologies and evolving work processes. The findings show that 256 respondents (64%) strongly agreed and 69 respondents (17%) agreed, giving a total of 81% positive responses. On the other hand, 44 respondents (11%) disagreed and 31 respondents (8%) strongly disagreed, while none were undecided. This indicates that most respondents believe training plays a significant role in enhancing digital literacy and the ability to cope with technological changes in the civil service. In the context of modern governance, where digital tools, electronic records, and ICT-based platforms are increasingly used, the ability of civil servants to adapt to technology is crucial for efficient service delivery. However, the 19% negative responses suggest that a notable proportion of employees do not fully benefit from technology-related training. This may reflect gaps in ICT-focused training programmes, inadequate exposure to practical digital tools, or limited infrastructure supporting technology-driven learning. It may also indicate that training initiatives are not evenly distributed across ministries or are not sufficiently tailored to address varying levels of digital competence among staff.

The third variable assessed the degree to which participation in human resource training programmes has improved job-specific skills among employees in the Benue State Civil Service. The results show that 37 respondents (9%) indicated "to a very great extent," 47 respondents (12%) indicated "to a great extent," 191 respondents (48%) indicated "to some extent," 109 respondents (27%) indicated "to a small extent," and 16 respondents (4%) indicated "not at all." This distribution reveals that while a majority of respondents (69%) acknowledge that training has enhanced their job-specific skills to some degree, the intensity of improvement is largely moderate. The dominance of the "to some extent" response suggests that training programmes may not be sufficiently specialized or intensive to produce strong, transformative skill development. Instead, they may provide general knowledge improvements rather than deep technical or professional competence. The fact that 31% of

respondents reported limited or no improvement is particularly important. It suggests that some employees either do not regularly participate in training programmes or that the training they receive is not adequately aligned with their job requirements. It may also reflect weaknesses in training design, lack of practical application opportunities, or insufficient follow-up mechanisms to reinforce acquired skills within the workplace.

Thus, the findings from Table 2 have demonstrated a strong perceived relationship between human resource training and skill development in the Benue State Civil Service, particularly in improving service delivery and enhancing adaptability to technological changes. However, the mixed responses on the extent of job-specific skill improvement indicate that while training programmes are beneficial, their effectiveness is uneven. This suggests that existing training initiatives may not be fully optimized in terms of relevance, depth, and practical application. Therefore, there is a need for more structured, targeted, and needs-based training programmes that align closely with job roles and contemporary administrative demands to maximize employee performance and improve service delivery outcomes in the Benue State Civil Service.

Table 3: The perceived relevance of skills acquired through human resource training and skills development by employees within Benue state civil service

Variables	Frequency		Percentage
The skills acquired through human resource training are relevant to my daily job responsibilities in the Benue State Civil Service.	Strongly Agree	84	21%
	Agree	107	27%
	Undecided	0	00%
	Disagree	130	32%
	Strongly Disagree	79	20%
Human resource training programmes provide practical skills that improve my job performance and service delivery.	Strongly Agree	84	21%
	Agree	100	25%
	Undecided	0	00%
	Disagree	108	27%
	Strongly Disagree	108	27%
There is a clear connection between the skills acquired through training and the tasks I perform in my job role.	Strongly Agree	89	22%
	Agree	124	31%
	Undecided	00	00%
	Disagree	87	22%
Total	Strongly Disagree	100	25%
		400	100%

Source: Field Survey, 2025

Table 3 presents respondents' perceptions on the relevance of skills acquired through human resource training and skill development within the Benue State Civil Service, focusing on the relevance of training to daily job responsibilities, the practicality of training in improving job performance and service delivery, and the connection between training content and job tasks. The first variable examined whether the skills acquired through human resource training are relevant to employees' daily job responsibilities in the Benue State Civil Service.

The responses show a divided opinion among respondents. A total of 84 respondents (21%) strongly agreed, while 107 respondents (27%) agreed, giving a combined positive response of 48%. On the other hand, 130 respondents (32%) disagreed and 79 respondents (20%) strongly disagreed, making up 52% negative responses, while none were undecided. This indicates that a slight majority of respondents do not perceive training content as fully relevant to their daily job responsibilities. It suggests a noticeable gap between training programmes and actual workplace needs in the civil service. This misalignment may be due to training programmes being too general, not sufficiently tailored to specific job roles, or not regularly updated to reflect current administrative realities. However, the nearly equal positive response shows that relevance is not completely absent, but rather inconsistent across different employees and ministries.

The second variable assessed whether human resource training programmes provide practical skills that improve job performance and service delivery. The findings reveal that 84 respondents (21%) strongly agreed and 100 respondents (25%) agreed, giving a total of 46% positive responses. In contrast, 108 respondents (27%) disagreed and another 108 respondents (27%) strongly disagreed, making up 54% negative responses, with no undecided responses. This indicates that a majority of respondents do not consider training programmes to be sufficiently practical or impactful in improving job performance. It suggests that many training programmes may be overly theoretical, lacking hands-on application, or not adequately connected to real-life job challenges faced by civil servants. The equal distribution of disagreement and strong disagreement further reflects a strong dissatisfaction with the practical value of training, pointing to the need for more applied, task-oriented, and problem-solving-based training approaches within the civil service.

The third variable examined whether there is a clear connection between the skills acquired through training and the tasks employees perform in their job roles. The results show that 89 respondents (22%) strongly agreed and 124 respondents (31%) agreed, giving a total of 53% positive responses. Meanwhile, 87 respondents (22%) disagreed and 100 respondents (25%) strongly disagreed, totaling 47% negative responses. This indicates a slightly more positive perception compared to the previous variables, as a narrow majority of respondents acknowledge some level of alignment between training content and job tasks. However, the margin is relatively small, suggesting that the connection between training and actual job requirements remains weak and inconsistent. The significant proportion of negative responses also indicates that many employees still experience a disconnection between what they learn during training and what they are expected to do in their daily administrative duties.

On a whole, the findings from Table 3 reveal mixed perceptions regarding the relevance of human resource training and skill development in the Benue State Civil Service. While there is some recognition of alignment between training and job tasks, a larger proportion of respondents express dissatisfaction with the relevance and practical usefulness of training programmes. This suggests that many training initiatives may not be adequately tailored to job-specific needs or designed to address real workplace challenges. The results therefore point to the need for more structured, job-specific, and practically oriented training programmes that are closely aligned with the operational realities of different ministries in order to improve employee performance, enhance service delivery, and strengthen administrative efficiency in the Benue State Civil Service.

Table 4: Challenges of Human Resource Training and Skill Development in the Benue State Civil Service

Variables	Frequency	Percentage
Paucity of funds is a factor underpinning human resource training and skill development in Benue state civil service	Strongly Agree	159 40%
	Agree	193 48%
	Undecided	00 00%
	Disagree	40 10%
	Strongly Disagree	8 2%
Inadequate facilities and resources for the training such as poor equipment, unqualified trainers are factors underpinning human resource training and skill development in Benue state civil service	Strongly Agree	164 41%
	Agree	204 51%
	Undecided	00 00%
	Disagree	16 04%
	Strongly Disagree	16 04%
Lack of monitoring and evaluation is a clog in the wheel towards the human resource training and skill development in Benue state civil service	Strongly Agree	156 39%
	Agree	108 27%
	Undecided	00 00%
	Disagree	69 17%
	Strongly Disagree	67 17%
Lack of identification of need-based training is a challenge towards human resource training and skill development in Benue state civil service	Strongly Agree	188 47%
	Agree	204 51%
	Undecided	00 00%
	Disagree	5 1%
	Strongly Disagree	3 1%
Total		400 100%

Source: Field Survey, 2025

Table 4 presents respondents' opinions on the major challenges affecting human resource training and skill development in the Benue State Civil Service. The analysis is based on four major variables measured using a five-point Likert scale comprising Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. A total of 400 respondents participated in the survey. The table provides important insights into the institutional, financial, and administrative obstacles confronting effective manpower development in the Benue State Civil Service. Generally, the findings indicate that respondents overwhelmingly agreed that several challenges hinder effective human resource training and skill development in the Benue State Civil Service. Across all the variables, the combined percentages of "Strongly Agree" and "Agree" were significantly higher than those of "Disagree" and "Strongly Disagree." This demonstrates a broad consensus among respondents that inadequate funding, poor training facilities, weak monitoring and evaluation systems, and the absence of need-based training programmes constitute major impediments to staff development in the civil service. Notably, there were no undecided responses across all the variables, suggesting that respondents had clear perceptions and experiences regarding the issues investigated.

The table further reveals that paucity of funds is a major factor undermining human resource training and skill development in the Benue State Civil Service. Out of the 400 respondents, 159 respondents representing 40% strongly agreed, while 193 respondents representing 48% agreed that inadequate funding affects staff training and development. This gives a combined agreement of 88%. On the contrary, 40 respondents representing 10% disagreed, while only 8 respondents representing 2% strongly disagreed. The high level of agreement indicates that inadequate financial allocation remains one of the most serious barriers to staff training and capacity building in the civil service. This finding implies that the Benue State Civil Service may be operating under severe budgetary constraints that limit its ability to effectively organize workshops, seminars, professional courses, and other staff development programmes. Inadequate funding may also result in irregular training schedules, cancellation of planned development programmes, and dependence on outdated administrative skills. Consequently, civil servants may lack the modern competencies needed to cope with changing administrative demands, technological innovations, and public service reforms. The implication is that poor funding can lead to low employee morale, reduced productivity, poor policy implementation, and inefficient public service delivery.

The findings also show that inadequate facilities and resources for training, such as poor equipment and unqualified trainers, constitute another major challenge affecting human resource training and skill development in the Benue State Civil Service. The table indicates that 164 respondents representing 41% strongly agreed, while 204 respondents representing 51% agreed with the statement, giving a total agreement percentage of 92%. However, 16 respondents representing 4% disagreed, while another 16 respondents representing 4% strongly disagreed. This overwhelming level of agreement suggests that training infrastructure and resource quality are grossly inadequate in the civil service. Effective training programmes require modern facilities, updated learning materials, information and communication technology tools, internet facilities, conducive learning environments, and competent facilitators. The findings imply that the absence of these essential resources negatively affects the quality of learning and skill acquisition among civil servants. Furthermore, the issue of unqualified trainers raises concerns about the competence and expertise of those responsible for staff development programmes. Where trainers lack professional competence, the training outcomes are likely to be ineffective and irrelevant to the needs of the organization. This may result in poor technological adaptation, weak administrative innovation, and low quality service delivery within the civil service.

The table further reveals that lack of monitoring and evaluation is also a challenge affecting human resource training and skill development in the Benue State Civil Service. The data show that 156 respondents representing 39% strongly agreed, while 108 respondents representing 27% agreed, giving a combined agreement percentage of 66%. On the other hand, 69 respondents representing 17% disagreed, while 67 respondents representing 17% strongly disagreed, making a total disagreement percentage of 34%. Although the majority agreed with the statement, this variable recorded a comparatively lower level of agreement and higher level of disagreement when compared with the other variables. Nevertheless, the findings still suggest that many respondents perceive weak follow-up mechanisms after training programmes. Monitoring and evaluation are essential components of effective training systems because they help organizations assess the effectiveness of training programmes, measure employee performance improvement, identify gaps in training delivery, and ensure accountability in resource utilization. The findings imply that the Benue

State Civil Service may not adequately evaluate whether employees apply acquired knowledge and skills in the workplace after attending training programmes. Weak monitoring systems may therefore result in waste of training resources, inability to measure training impact, repetition of ineffective programmes, and lack of accountability in staff development initiatives.

Another major challenge identified in the table is the lack of identification of need-based training. The findings indicate that 188 respondents representing 47% strongly agreed, while 204 respondents representing 51% agreed with the statement, giving an overwhelming agreement percentage of 98%. Only 5 respondents representing 1% disagreed, while 3 respondents representing 1% strongly disagreed. This variable recorded the highest level of agreement among all the variables examined in the table. The implication is that respondents strongly believe that training programmes in the Benue State Civil Service are often not based on the actual needs of employees or the organization. Need-based training involves identifying specific skill gaps and designing training programmes to address those deficiencies. The findings therefore suggest that the civil service may not be conducting proper training needs assessments before organizing staff development programmes. As a result, employees may attend irrelevant courses that do not adequately address workplace realities or improve organizational productivity. This finding points to poor strategic planning in manpower development and indicates that training programmes may be organized based on routine administrative practices rather than actual competency requirements. Consequently, resources allocated to training may not yield the desired outcomes due to the mismatch between acquired skills and job requirements.

Comparatively, the findings show that lack of identification of need-based training was perceived as the most serious challenge affecting human resource training and skill development in the Benue State Civil Service, followed by inadequate facilities and resources, paucity of funds, and lack of monitoring and evaluation. The high level of agreement across all the variables clearly demonstrates that respondents perceive the training system within the Benue State Civil Service as inadequate and ineffective in addressing workers' professional development needs. The implication is that unless these challenges are adequately addressed, the civil service may continue to experience low productivity, inefficiency, poor service delivery, and limited institutional growth.

Based on the findings, it is important for the government to increase budgetary allocation for staff training and development. There is also a need to provide modern training facilities, qualified trainers, and adequate learning resources to improve the quality of training programmes. Furthermore, regular training needs assessments should be conducted to ensure that training programmes are relevant to the actual needs of employees and the organization. Effective monitoring and evaluation mechanisms should also be established to assess training outcomes and ensure accountability in the utilization of training resources. These measures will help strengthen human resource capacity and improve service delivery in the Benue State Civil Service.

4.2 Summary of findings

The findings of the study reveal that human resource training and skill development play a significant role in improving employee competence, productivity, and service delivery in the Benue State Civil Service. Respondents generally acknowledged that participation in training programmes contributes positively to the acquisition of knowledge and skills required for

effective performance in the civil service. This indicates that training is widely perceived as an important instrument for enhancing administrative efficiency, strengthening institutional capacity, and improving the overall quality of public service delivery. The findings further suggest that continuous staff development is essential for equipping civil servants with the competencies needed to respond effectively to changing administrative demands and public sector reforms.

The study also revealed that human resource training enhances employees' ability to adapt to new technologies and evolving work processes. A large proportion of respondents agreed that training programmes have contributed to improving technological awareness and digital competence among civil servants. This finding is important in the context of modern public administration, where information and communication technology has become central to efficient governance and service delivery. The ability of employees to adapt to electronic systems, digital communication platforms, and other technological innovations is increasingly necessary for effective workplace performance. However, the findings equally indicate that some employees do not fully benefit from technology-oriented training, suggesting that ICT-related training opportunities, infrastructure, and practical exposure may still be inadequate or unevenly distributed across ministries and departments.

Despite the generally positive perception of training, the findings showed that the extent to which training programmes improve job-specific skills remains relatively moderate. Many respondents indicated that training only enhances their skills to some extent, while others reported little or no significant improvement in their job performance after participating in training programmes. This suggests that although training programmes are available, they may not be sufficiently practical, specialized, or intensive enough to produce substantial professional transformation. In many cases, training programmes appear to focus more on general administrative knowledge than on addressing the specific technical and operational needs of employees. Consequently, workers may acquire theoretical understanding without developing the practical competencies required for improved workplace performance and effective service delivery.

The findings further revealed concerns regarding the relevance and practical usefulness of the skills acquired through training programmes. A considerable proportion of respondents expressed dissatisfaction with the extent to which training content relates to their daily job responsibilities. This suggests a noticeable gap between training programmes and the actual operational realities within the civil service. It implies that many training initiatives may not be properly tailored to address the specific needs, challenges, and responsibilities of employees in their respective ministries and departments. As a result, employees may participate in training programmes that contribute little to their routine administrative functions and professional development.

Similarly, many respondents indicated that training programmes do not adequately provide practical skills capable of improving job performance and service delivery. This finding points to the possibility that several training programmes are overly theoretical and lack sufficient practical orientation. Effective human resource development requires training programmes that equip employees with hands-on skills, problem-solving abilities, and practical competencies that can be directly applied to workplace situations. However, the findings suggest that the practical component of training within the Benue State Civil Service remains weak, thereby limiting the extent to which training translates into improved productivity and organizational efficiency.

Although some respondents acknowledged a connection between training content and the tasks they perform in their various job roles, the findings still revealed inconsistencies in the alignment between acquired skills and actual workplace responsibilities. This suggests that training programmes are not always guided by proper assessments of employee needs and organizational requirements. The absence of adequate training needs assessment may therefore result in situations where employees attend programmes that are not directly relevant to their duties or career development needs. Consequently, the effectiveness of training in improving employee performance and institutional productivity becomes limited.

The study further identified several challenges affecting effective human resource training and skill development in the Benue State Civil Service. One of the major challenges identified was inadequate funding. Respondents overwhelmingly agreed that insufficient financial resources significantly hinder the organization and implementation of effective training programmes. Inadequate funding limits the ability of the civil service to sponsor employees for professional courses, organize workshops and seminars, procure modern training materials, and engage qualified facilitators. The implication is that employees may not receive adequate exposure to current administrative practices, technological innovations, and professional development opportunities necessary for efficient service delivery. Poor funding can also result in irregular training schedules, cancellation of planned programmes, and dependence on outdated administrative practices.

Another major challenge identified by the study is the inadequacy of training facilities and resources. Respondents strongly agreed that poor equipment, lack of modern learning facilities, and the use of unqualified trainers undermine the effectiveness of training programmes within the civil service. Effective training requires access to modern instructional materials, information and communication technology facilities, conducive learning environments, and competent facilitators capable of delivering relevant and practical knowledge. The absence of these essential resources negatively affects the quality of learning and skill acquisition among employees. In addition, the use of unqualified trainers raises concerns about the quality and relevance of training delivery, as ineffective facilitators may not adequately equip employees with the competencies required for improved workplace performance.

The findings also revealed that weak monitoring and evaluation mechanisms constitute another challenge affecting human resource training and skill development. Monitoring and evaluation are important because they help organizations assess whether training objectives are achieved and whether employees effectively apply acquired knowledge and skills in the workplace. However, the study suggests that follow-up mechanisms after training programmes are often weak or ineffective. This situation makes it difficult to determine the actual impact of training on employee performance and organizational productivity. The absence of effective monitoring systems may therefore lead to poor accountability, inefficient use of training resources, and repetition of programmes that fail to produce meaningful results.

Most importantly, the findings revealed that the lack of need-based training represents the most critical challenge affecting human resource training and skill development in the Benue State Civil Service. Respondents strongly believed that many training programmes are not based on the actual needs of employees or the organization. This finding indicates the absence of proper training needs assessments before the implementation of staff development programmes. As a result, employees may participate in irrelevant courses that do not

adequately address workplace challenges or improve their job performance. This situation points to weaknesses in strategic manpower planning and suggests that training programmes are sometimes organized based on routine administrative practices rather than identified competency gaps and organizational priorities.

5. Conclusion and Recommendations

The paper concludes that while human resource training is widely acknowledged as a vital instrument for enhancing employee competence, adaptability, and service delivery in the Benue State Civil Service, the effectiveness of existing training programmes is still limited by several institutional and administrative challenges. The findings further reveal that the major problem does not lie in the absence of training opportunities, but in the inadequate design implementation, relevance, and funding of such programmes. In addition, poor training facilities, insufficient monitoring and evaluation mechanisms, lack of qualified trainers, and irregular training needs assessments have weakened the impact of training on employee performance and public service efficiency. Consequently, the paper established that for training programmes to contribute meaningfully to improved productivity and effective service delivery, they must be practical, structured, adequately funded, and aligned with the specific job requirements and contemporary demands of public administration within the Benue State Civil Service.

Based on the findings and conclusion of the study, the following recommendations are made:

- i. The Benue State Civil Service should design and implement structured and practical training programmes that are aligned with employees' job responsibilities and the changing demands of public administration.
- ii. Government should provide adequate funding for human resource training programmes to ensure effective implementation and improved training outcomes.
- iii. Regular training needs assessments should be conducted to identify skill gaps and ensure that training programmes meet the actual needs of employees.
- iv. Qualified and experienced trainers should be engaged to improve the quality, relevance, and effectiveness of training programmes.
- v. Effective monitoring and evaluation mechanisms should be established to assess the impact of training programmes on employee performance and public service delivery.

References

- Adebayo, A. (2016). *Public administration in Africa: Issues and perspectives*. Lagos, Nigeria: Spectrum Books.
- Adeyori, R., & Folorunso, O. (2019). Employee training and organizational productivity in public institutions. *Journal of Public Administration and Governance*, 9(2), 45-58.
- African Development Bank. (2020). *African economic outlook 2020: Developing Africa's workforce for the future*. Abidjan, Côte d'Ivoire: African Development Bank.
- Anikwe, P. (2022). Civil service reforms and organizational change in Nigeria. *African Journal of Public Sector Management*, 14(1), 77-92.
- Armstrong, M. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). London, England: Kogan Page.
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. New York, NY: Columbia University Press.

- Benue Public Service Institute. (2023). *Capacity development initiatives in Benue State civil service*. Makurdi, Nigeria: BPSI Publications.
- Benue State Civil Service Commission (BSCS). (2025). *Staff nominal roll and workforce statistics*. Makurdi, Nigeria: Government Printer.
- Cole, G. A. (2018). *Management theory and practice* (8th ed.). London, England: Cengage Learning.
- Dessler, G. (2019). *Human resource management* (16th ed.). Boston, MA: Pearson Education.
- Dewi, L., Utomo, N., Puspitasari, F. (2024). *Evaluating the impact of training and skill development programs on employee performance in private banks* (Version 1) [Preprint]. Research Square. <https://doi.org/10.21203/rs.3.rs-3832506/v1>
- Ezeani, E. O. (2018). *Fundamentals of public administration*. Enugu, Nigeria: Zik-Chuks Publishers.
- Mogea, T. (2023). The importance of human resources training to improve organizational performance. *Cendekia: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*, 3(2), 58–72.
- Nwachukwu, C. C. (2019). *Management theory and practice*. Onitsha, Nigeria: Africana First Publishers.
- OECD. (2020). *Government at a glance 2020*. Paris, France: Organisation for Economic Co-operation and Development.
- Okereke, O., & Ekpe, A. (2020). Digital competence and public sector performance in Nigeria. *Nigerian Journal of Administrative Studies*, 11(3), 102-118.
- Olaopa, T. (2018). *Public service reforms in Africa: The Nigerian experience*. Ibadan, Nigeria: Safari Books.
- Olowu, D. (2017). Governance and public sector reforms in Africa. *African Journal of Governance and Development*, 6(1), 13-29.
- Omodia, S., & Omosomi, K. (2025). Human resource development and service delivery in the Nigerian civil service. *International Journal of Public Administration and Management Research*, 13(1), 55-71.
- Organisation for Economic Co-operation and Development (OECD). (2020). *Government at a glance 2020*. Paris, France: OECD Publishing.
- Sachau, D. (2024). *Human resource training and development*. Salem Press Encyclopedia. Research Starter.
- Schultz, T. W. (1961). Investment in human capital. *American Economic Review*, 51(1), 1-17.
- Tyokyaa, T. (2021). Public sector productivity and manpower development in Benue State. *Benue Journal of Public Administration*, 5(2), 88-101.
- United Nations. (2022). *World public sector report 2022*. New York, NY: United Nations Publications.
- Wearetech Africa. (2024). *Digital transformation and ICT training initiatives in Benue State*. Retrieved from <https://wearetech.africa> on 20th May, 2026
- World Bank. (2021). *World development report 2021: Data for better lives*. Washington, DC: World Bank.
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). New York, NY: Harper and Row.