

In Service Training and Job Satisfaction in the Nigerian Public Service: A Theoretical Analysis

Ogunbodede Nife

Department Of Public Administration, Rufus Giwa Polytechnic,
Owo, Ondo State
E Mail: Nifeonlyme@Yahoo.Com

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v6-i5/2122>

Published Date: 11 May 2016

Abstract

In every organization, either public or private the need to train employees for skill development productivity enhancement and improved quality of work is crucial to the attainment of organizational goals and objectives. And such objectives becomes possible when workers are regularly trained and satisfied with their job. In-service training helps with not only the adaption but also being accustomed to the work for maximum job satisfaction. The new wave of democratic governance in Africa is exerting tremendous pressure on the public service to complement the political leadership in delivering democratic dividends, resulting in some level of dissatisfaction with the service when developmental goals and targets are not achieved. This development is often attributed to the capacity inadequacies of the public service, resulting from years of neglect and inappropriate policies on its training and capacity development. The paper assessed the influence of in-service training on job satisfaction and its implication on service delivery. It also identified the various challenges faced by the public sectors in terms of training needs and development of workers. The paper is qualitative in nature. Content analysis method was used to source information. The paper observed that In-service training enhances job satisfaction, and increases job performance and efficiency. The paper concluded that In-service training should be given more attention and encouraged for maximum productivity.

Keywords: Training, Job Satisfaction, Public Service, Employees, Organization and Motivation.

Introduction

Until recently, there has been a general resistance to investment in training in the public service, because of the belief that employees hired under a merit system must be presumed to be qualified. It was assumed that they were already trained for their jobs and that if this was not so, it was evident that initial selection of personnel was at fault (Stahl, 1986). This assumption has been jettisoned as the need for training became obvious both in the private and the public sectors. Many organizations including public service have come to recognize that training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the organization (Okotoni and Erero, 2005).

Organizations try to adapt the competency and the qualifications of the individuals to the organization. Contemporary organizations and management theories anticipate that the organization and the staff will benefit from the adaptation of the staff. The staffs job satisfaction, their required performance, and their sense of being a member of the organization are all realized through the harmony of organization and individual. It is quite important to acquire the required skills, abilities and appropriate role behaviours and to have behaviours which are appropriate for organizational values and norms of the workers in the realization of the organization's objectives. The objective is possibly realized by means of in-service training (Bourke, 2005).

A survey of some of the developing economies revealed Nigerian public service to be one of the least efficient and one of the most corrupt. It was also found that working with the Nigeria's public servants was a slow and painful process owing to lack of appropriate in-service training and job satisfaction. In spite of the recognition of the importance of training by various public service reforms in Nigeria, little or nothing has been achieved. The experience of in-service training in Nigeria public service has been more of ruse and waste as satisfaction on the job remain poor. Experience from in-service training programmes clearly shows that a wide gap still exists between in-service training and job satisfaction among the public servants. Based on this, the paper examines the nature of in-service training programmes available to public servant and the influence of such training on their jobs.

Conceptual Analysis

Concept of Training and In-service Training

Training is defined as the process of developing skills, habits, knowledge and aptitudes in employees for the purpose of increasing the effectiveness of employees in their present positions as well as preparing employees for future positions (Avasthi, 2006).

According to Avasthi, immediately an organization takes a decision to have an individual, who is able to perform jobs or trainable, it must integrate him into the organization in order to achieve individual needs and organizational objectives. Such orientation is the employee's first exposure to training. Beyond orientation, there is need to engage in continuous process of training so that all organization members are able to perform their current jobs effectively and efficiently and are prepared to move to other jobs or assignments when needed to help meet future organizational human resource requirements. Training is not some thing that is done once to new employees, it is used continuously in every well run establishment. This learning effort must be planned if it is to be result oriented (Avasthi, 2006).

In-service training is a set of planned activities on the part of an organization to increase the job knowledge and skills or to modify the job knowledge and skills or to modify the attitudes and social behavior of its members in ways consistent with the goals of the organization and the requirements of the jobs (Bartlett, 2001). In-service training is a kind of education, which is done to help the individuals in organizations to acquire knowledge, skills and attitudes in their jobs. Training of public servants form essential aids to the overall efficient operation of the public service. The problem of training is particularly acquiring an increasing significance in the face of the recruitment policy, which prefers general abilities, and in the context of an expanding government, the functions of which are becoming highly technical, specialized and complex. Basic to training is a well articulated determination to prepare the public employees for these tasks. It is however, true that the training must not confine itself to a mere inculcation of occupational skill and knowledge, it must set a wider

goal and be set against a wider background. Training is a conscious effort made to improve or increase an employee's skill, powers or intelligence and to develop his attitudes and schemes of value in a desired direction (Sharma et al, 2011). Training in its broadest sense, is a universal phenomenon in all the spheres and at all the stages of life. From early childhood to old age, we are constantly being trained in modes of belief, etiquette and conduct. Much of this training is unconsciously and informally imparted under the subtle influence of the family and some other group to which we belong. However, training of public employees, in its specialized sense is a conscious effort directed towards achievement of some specific purpose or purposes.

The Concept of Job Satisfaction

Job satisfaction is defined as a pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values (Price, 1997). It is how people feel about their jobs and different aspects of their jobs, the extent to which people like or dislike their jobs.

Locke, (1976), sees job satisfaction as a level of positive feelings related to the role of a work. According to Balzar et al (1997) job satisfaction is a sensation that employees have about their work environment and their expectations towards work. Thus, job satisfaction can be recognized as what one wants or values from a job (Brief and Welss, 2002, Kallerberg, 1977). Smith et al (1969) defined job satisfaction as the level to which an individual has a positive attitude towards his job either in general or towards a specific dimension. The attitudinal type of job satisfaction suggests that an individual would attempt to stay with a satisfying job and quit a dissatisfying job (Spector, 1985). Job satisfaction is a predictor of significant behavioural outcomes, such as determination to leave, turnover and absenteeism.

Basically, job satisfaction can be summoned to be people's affective (emotional) response to their current job conditions.

Virtues and Objectives of Training to Public Service

The importance of training has become more obvious, particularly to public sector, given the growing complexity of the work environment, the rapid change in organizations such as; ministries, parastatals, extra departments and public agencies, and technological advancement, which further necessitate the need for training and development of public personnel to meet the challenges. Training helps to improve quality, customer satisfaction, productivity, morale, management succession, business development, profitability and service delivery (Jones, George and Hill, 2000).

In-service training aims at providing knowledge, skills and attitudes to public servants, which will help them to be more successful more productive and happier in their jobs. Science and technology bring new knowledge techniques and tools for each work area; therefore, the need to push the public servant to learn more and to improve themselves so as to accomplish the goal of the government becomes imperative.

Specifically, the Public Service Review Commission (PSRC) report emphasized the importance of training, that training should be part of a comprehensive education planning programmes for the public service. Also, 1988 civil service reforms emphasized obligatory periodic training for the civil servants. New behavior and job activities become easier to learn by means of regular and periodic training. In other words, the peculiarity or existence status, environment and experiences of the people calls for specialized forms of training or special training techniques, through which, the public servants are brought up to the standard

applicable to the purpose for which public service is established as this will enhance service delivery capacity. In-service training helps with not only the adaptation but also being accustomed to the work for maximum job satisfaction.

According to Mullins (1999) training is capable of producing the following benefits; increase the confidence, motivation and commitment of staff; provide recognition enhanced responsibilities and the possibility of increased pay and promotion; give feeling of personal satisfaction and achievement, and broaden opportunities for career progression; help to improve the availability and quality of staff. Training motivates employees to work harder, employees who understand their work are likely to have high morale and job satisfaction. They are able to see closer relationship between their effort and performance. Training fosters homogeneity of outlook and spirit de corps in the employees. It is conducive to cohesion in regard to method of work and approach to problems.

Kartal (2010) believes that in-service training transmits the knowledge of the new staff to the related departments in a systematic way, decreases misunderstanding and disagreement among the staff; and creates a positive work atmosphere.

Fundamentally, the central objective of training in one word is efficiency, which is to increase the effectiveness of the work of the officials for the purposes of administration. Efficiency has two important aspects, the first of which may be said to be technical efficiency in the present work of the employee or some higher work to be entrusted to him in future, and second of which is the improvement of his morale. Morale is a less tangible thing than technical efficiency in a particular job. It is connected with the outlook and the attitude of the employee towards his work. It is evident that if training succeeds in attuning the employee to the central purpose of the organization, he serves as a priceless gain to that organization. In consequence of its, the employee does his work with no grudge or as a mere matter of necessity, but feels a sense of pride and self-fulfillment in his daily routine of duties. Improved morale of this kind results from training if it is able to provide the employee with the proper perspective in which to view his work. When he is able to see his work as an essential part of the larger effort directed towards the service and the well-being of the community, it acquires a new significance and importance for him and calls forth from him a better effort than before (Sharmal et al, 2011).

Theoretical Framework

It is traditional in social sciences for issues to be analyzed within the ambit of an acceptable theory. Based on this, this paper employs two-factor or motivation-Hygiene Theory or still, satisfier-Dissatisfer Theory.

The theory was propounded by Frederick Herzberg, a foremost psychologist and behavioural scientist. The motivation-hygiene was formulated to investigate what people want from their jobs. The central theme of the theory is the determination of the type of events that lead to job satisfaction and job dissatisfaction (Hinton, 1968). Herzberg came out with six intrinsic factors that strongly determine job satisfaction and other factors that determine job dissatisfaction. But for the purpose of this paper, concentration will be on the determinant of job satisfaction. This is because, the paper seeks to investigate the influence of in-service training on job satisfaction in the public service. So, efforts will be directed at job satisfaction.

Herzberg (as cited in Sapru, 2013) indentified six intrinsic factors that determine job satisfaction. They are; achievement, recognition, the attraction of the work itself, responsibility, advancement and growth. These factors are those stemming from man's need

to realize his human potential for perfection. He wants to achieve psychological growth, to feel self-realization and to transcend his environmental limitations. Notably, most of these factors can be achieved through periodic training and retraining. When employees are well and adequately trained, it becomes apparent and easier for such employee to achieve self realization and overcome environmental limitations. This is because, new skills and knowledge that will enable him face new challenges would have been acquired in the process of training and retraining. And satisfaction in work is provided through motivators like recognition, achievement, self-realization, psychological growth and advancement, which are made possible through periodic and regular training. Although, there are other factors such as good working conditions, institution policies e.t.c that enhance job satisfaction, but the role of training in growth and advancement of employees cannot be overemphasized.

Types of Training

Importantly, the choice of training depends on the objectives of the organization, individual and the training needs of employee. Davis (1981) identified two basic types of training that can be adopted by any organization particularly, the public sector. One, is the on-the-job-training, which is the training organized for employees while performing their jobs. This type of training does not remove the trainees from the physical and cultural working environment of their organization. The techniques involve; apprenticeship, where the new employee works for a period of time as helper to an experienced worker, receiving considerably less during this period of apprenticeship. Another techniques is job rotation, this is a situation where the employee's experience is broadened by their being move from one job to another. It is leaving by doing, it is the best way as long as the sequence of experience is properly planned and control. Orientation is another technique, here, the newly appointed officer is conducted round the departments in the organization, he is introduced to other employee and a brief explanation is given as to the nature of the job involved in the departments. The Acting Assignment techniques occurs when the boss is on holiday, leave or when the post is vacant for a period of time, the next person in rank would take his position and perform the responsibilities attached to it.

Another technique is Vestibule School, this is operated as a specialized endeavour by the personnel department to train junior workers. Demonstration is a technique that is done by telling or showing a trainee how to do a job and then allowing him to get on with the job. The last technique is assistantship, which exposes managers at lower cadre to the responsibilities of superior officers. It trains employees for future assignments.

The second type of training is off-the-job-training. This is the type of training whereby the trainee is sent for training outside his organization. The trainee is removed from both the physical, social and cultural environment of his organization. This type also has its various techniques. The techniques are seminar, workshop and conference, this involves training system whereby employees are sent to receive training outside their establishment under qualified trainers and in specific areas of study civil service makes use of this technique a great deal to train civil servants to ensure quality performance and job satisfaction.

Another technique is Lectures. This is designed to transfer information to audience, using controlled content and timing. Lectures are useful especially for large group. The last technique under off-the-job-training is role playing. This is a simulation in which the trainee is asked to play a part in a problem situation requiring interaction with others. Through role playing better understanding and cooperation are developed among subordinates and superiors.

Training and Job Satisfaction: The Nexus

Training is seen as a process that ensures that employees are able to perform their current job effectively and efficiently for maximum productivity and self satisfaction. Training of the public servants form the essential aids to the overall efficient operation of the civil service. Basic to training is a well articulated determination to prepare the public employees for present and future task. Training gives feeling of personal satisfaction with job and broadens opportunities for carrier progression. Employees who understanding their work are likely to have higher morale and job satisfaction. There is a direct link between training and job satisfaction. The greater the new skills and knowledge acquired during training, the greater the motivation to stay on the job, the desire to stay on job signifies satisfaction with the job. Once people are basically satisfied, they are no longer motivated to quit the job. Desire to stay with an organization is consequence of job satisfaction.

Employees are more satisfied when their managers or directors are good leaders, and for Managers or Directors to be good leaders, they must be well trained because leadership combines attitudes and behavior which can be learned.

Schmidt (2007) expressed that an organization training efforts have wide-reaching effect on employees and on the organization. Attitudes about training are not limited to the training situation. Rather, they are important pieces in the employee's feelings about the job and the organization. According to Schmidt, job training satisfaction examines employee's feelings about the job training they receive as a whole.

Mullins (1999) argued that superior subordinate communication is important influence on job satisfaction in the work place. The way in which subordinate perceive a supervisor's behavior can positively influence job satisfaction. Communication behaviour such as facial expression, eye contact, vocal expression and body movement is crucial to the superior-subordinate relationship. Non verbal messages play a central role in interpersonal interactions with respect to impression, formation, attraction social influence and emotional expression. Non verbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction. The relationship of a subordinate with the supervisor is a very important aspect in the workplace. From this analysis, we could see that the relationship of superior and subordinates is a kind of information training (on-the-job-training), which according to the explanation has an influence on the job satisfaction. Such training may end up making employee to get maximum satisfaction from his job.

Training is a form of motivation in public service, which constantly induces public servants to get recognition, achievement and high level of performance, thereby deriving maximum satisfaction in their jobs. Training is a psychological process that causes the arousal, direction and persistence of voluntary actions that are goal directed. Training improves morale of the public servant and help them to identify with the goals of government. It helps them to make better decisions and effective problem solving, assisting in encouraging and achieving self-development and self confidence, handling stress, tension frustration and conflict, increasing job satisfaction and recognition.

Evidences in the public service revealed that training is one of the potent instrument used to attract public servants to get accustomed and stay put on their job. A newly trained public servant sees his or her job as best having possessed the required capacity to work in that office. He guides his job jealously and feels fulfilled, satisfied and elevated, particularly when all the training benefits having been claimed.

Challenges of Training in the Public Service

Despite its laudable role in job performance and increased productivity, training in the public service still faces some challenges. In the public service particularly, in Nigeria, training of middle and senior administrators are frequently done for the wrong reasons and in wrong way. People are sent on courses only to get them out of the way, as a reward by mistake, because the courses form the essential part of the promotion process, to escape from hard work or responsibility and a host of other reasons that have little to do with making people more effective on their jobs (Barry, 2005).

There is also the problem of lack of planning and vision, interest and commitment at the highest level. Due to lack of time and limited experience, supervising officers cannot in fact provide satisfaction on the job training for their subordinates. This has been the greatest impediment to the provision of adequate training programmes for the public servants.

Okotomi and Erero (2005) identified lack of effective implementation as a bane to in-service training. According to them, the organizational structure is that, in each ministry/department, the training division is to be under the department of personnel management and should be headed by a Deputy Director with the designation: Departmental Training Officer (DTO). The DTO is to be the Secretary to the Ministerial Committee which is the organ for all matters relating to training in the ministry/department. The training division is expected to share in the responsibility for the deployment of staff after training. Those trained and so deployed are expected to put in at least two years in their posts before being re-deployed. The document emphasizes further on the need to provide the necessary equipment, materials and facilities for trained officer to perform as trained. In practical terms, this is grossly lacking in most ministries and departments. Where some of the equipments and materials are available, they are in dilapidated conditions. This is to say that training sometimes is not planned in the public service, it only comes by accident and not by design. This attitude cannot guarantee job performance and job satisfaction. In a situation where there are no required equipments to practice what you have learnt from training, there will be no satisfaction in the job.

Another challenge is the selection process. The process of selecting those that will be trained is not always based on merit but on favouritism. In the long run, the training becomes irrelevant to job assignments. Other problems are; post training incentives are not usually paid to the beneficiaries, inadequate funding, inadequate training institutes e.t.c.

Conclusion and Recommendation

This paper has demonstrated that training improves knowledge and skills, and training succeeds when trainees perform the job competently to increase productivity and service delivery. Employees who understand their work are likely to have higher morale and job satisfaction. Therefore, in-service training should be directed at enhancing job satisfaction of the public servants and make them become people oriented. The public services must continuously and boldly adjust its outlook and its methods to the new needs of the new times. To ensure more meaningful and qualitative in-service training capable of enhancing job satisfaction and performance among the public servants in Nigeria, the follow suggestions are put forth;

- Discriminatory post training incentives negates the principles of justice and fairness, it should therefore be discouraged. While it is capable of attracting would be beneficiaries and retaining the existing ones in the public service, the approach can

easily be amenable to brain drain among non beneficiaries leading to withdrawal syndrome.

- Also, regardless of individual differences and whether a trainee is learning a new skill of acquiring knowledge of a given topic, the person should be given). Practice is also essential after the individual has been successfully trained.
- Since it is virtually impossible to get all the required funds for training in view of other competing necessary needs, strategies must be evolved to ensure that the available resources are spread to provide access to training opportunities to the greatest number. The concern ministries or extra-departments should endeavour to keep some cash for precautionary motive. This is the desire to meet contingencies. This will give the organization wide ranging advantages of funding unusual training needs or opportunities.
- Modern and sophisticated equipments should be made available to public servants who have been trained for specific task to work with as this will enhance job performance.
- Also, the selection process for training should be transparent and based on merit. The idea of sponsoring officers for training based on their connection to some powerful and influential individuals in the service should be discouraged. Those who are due for training should be sent on training without undue influence.
- It is also important that all training must be relevant to job assignment or designed to meet job satisfaction as this remain the only way to ensure job satisfaction and effective service delivery.
- Training needs and gaps should be consistently identified to ensure that workers acquire new skills, knowledge required to perform their job.
- The training methods adopted by the concerned ministries and extra ministerial departments for training should be improved. The trainers should be more practically oriented. Demonstrations, illustrations should be more prominent in classes and lectures.
- Lastly, additional training institutes for public servants should be created and the existing ones should be made effective and effect to meet the training needs of the public servants.

References

- Arasthi, .A. (2006) Public Administration. New Delhi, Lakshmi Naraim Agarwal Ltd.
- Barry, .C. (2005) Employer's Handbook, London, Thanet Press Ltd.
- Bartlett, .K. (2001) *"The Relationship Between Training and Organizational Commitment: A Study in the Health Care Field"* Human Resource Development Quarterly 12(4) P.335.
- Brief, .A. and Weless .H. (2002) *"Organizational Behaviour: Affect in the Working Place"*, Annual Review of Psychology, 53 p.282.
- Davis, .K. (1981) Personnel Management and Human Resources, New York, McGraw-Hill Book Company.
- Hinton, B.L. (1968) *"An Empirical Investigation of the Herzberg Methodology and Two-Factor Theory"* Organizational Behaviour and Human Performance, 3(3) pp.286-309.
- Jones, G. George .J. Hill .C. (2000) Contemporary Management, New York, Irwin McGraw-Hills.
- Kallerberg, A. (1977) *"Work Values and Job Rewards: A Theory of Job Satisfaction"*. American Sociological Review, 42(1) pp124-143.
- Kartal, .S. (2010) *"Primary School Principles Views about In-Service Training Activities"* International Journal of Human and Social Sciences 5(9). Pp8-10.
- Locke, .E. (1976) *"The Nature and Causes of Job Satisfaction"* In Handbook of Industrial and Organizational Psychology pp1297-1349.
- Mullins, .L. (1999) Management and Organizational Behaviour London, Prentice Hall
- Okotoni, .O. and Erero .J. (2005) *"Manpower Training and Development in Nigeria Public Service"* African Journal of Public Administration and Management, 12(1) p.5.
- Price, .J. (1997) Handbook of Organizational Measurement. Bradford UK, MCB University Press.
- Sapru, R.K. (2013) Administrative Theories and Management Thought, (3rd ed) Delhi, PHI Learning Private Limited.
- Schmit, Ryan, Johnson (1996) *"Attitude and Effectiveness: Examining Relationships at an Organizational Level"*. Personnel Psychology, 70(1) P.853.
- Sharma, .M. Saclana, B. Kaur .H. (2011) Public Administration in Theory and Practice (47th ed) New Delhi, Kitab Mahal Publishers.

Spector, .P. (1997) Job Satisfaction, Application, Assessment, Causes and Consequences
London, Sage Publications.

Stahi, .O. (1976) Public Personnel Administration New York, Harper and Row Publishers.

Usha, .P. Shakth, .E. (2014) "*Rewards, Motivation and Job Satisfaction of Employees in Commercial Banks-An Investigative Analysis*" in International Journal of Academic Research in Business and Social Sciences 4(4) pp.70-78.