

Human Capacity-Building and Employee Job Performance in Ebonyi State Civil Service; A Study of Selected Ministries.

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ABSTRACT

The study set out to investigate the effect of human capacity building on employee job performance in Ebonyi State Civil Service with particular attention to the ministries of Finance and Economic Development; Information and State Orientation and Local Government and Chieftaincy Affairs. To enhance the achievement of the research objectives, the study was designed to examine the interplay between the various components/methods of human capacity building such as In-service-training; on-the-job training and, seminars/conferences with those of employee job performance or service delivery as punctuality to work, commitment and quality of work done by the employees. The study is a cross-sectional survey; data were drawn mainly from the primary source though the instrumentality of structured questionnaire augmented with structured interview and focal group discussion. Multi-stage purposive sampling techniques was used to select 66 respondents from the three ministries. Both descriptive and inferential statistical tools were used for data analysis while Pearson product moment correlation coefficient was used for hypotheses testing at 5% alpha level. Findings revealed a significant positive relationship between in-service-training and staff punctuality to work; significant positive correlation between on-the-job training and Staff commitment to duties as well as significant positive influence of seminars/conferences on quality of work done by the Staff of the ministries under reference. Accordingly, the study recommends intensification of these methods of training in addition to making the Staff feel valued through adequate remunerative incentives.

Keywords: *Human Capacity Building, Employee Job Performance, Civil Service, Ministries of Finance, Information, Local Government and Chieftaincy Affairs, Ebonyi State.*

I. Introduction

A country's human capital constitutes its most formidable assets and resources in striving towards sustainable development in all ramifications. Countries such as Singapore have excelled in economic and social spheres due to its unprecedented and sustained investments in human resources despite a limited natural resources endowment (Wadda, 2000, in Udu, 2014). Similarly, from 1960 to 1990, eight East Asian economies achieved extraordinary economic success. For instance, per capita income grew more rapidly in South Korea, Singapore, Hong Kong, Taiwan and Japan more than anywhere else in the world and, this is attributable to heavy investments in human capital; the same was also the case with Thailand, Malaysia and Indonesia (Obadiah, 2008 in Udu, 2014). The above scenario throws a challenge to other developing countries such as Nigeria to develop their human resources for development purpose.

Human capital also currently known as human capacity essentially is recognized as one of the intangible assets of organizations/governments where the skills, talents and knowledge possessed by the employee are strongly linked to the organization's strategies and performance (Asgarova, 2019).

Human capacity-building often used interchangeably with training involves the acquisition and changing skills, knowledge, attitude and social behaviour, improved competencies for improved job performance as well as improved propensity to adapt to new changes in the job environment (Lawan, 2018 in Egwu, 2021). Scholars such as Nguyen and Duong, (2020), asserted that there's a well-proven evidence suggesting that, as one of the many complex human resource practice, employee human capacity/building or training can significantly influence the success of organizations through different channels like learning, innovation, employee motivation, skills upgrading; etc, and, this is essential and indeed pervades all aspects of organizations' life, growth and sustainability.

In public and private organizations particularly government ministries and parastatals, staff training and development programmes often include: orientation, organized visits, seminars, workshops and conferences,

participatory management, job rotation, internal training/coaching programmes, formal professional education, short-term courses; et.c. unfortunately, many ministries in the Ebonyi State Civil Service System appear to address the issue of employee training with a worrisome lukewarm attitude - a situation that is often attributed to costs, clear lack of the will and related issues.

This study is provoked by the desire to critically examine the effect of human capacity building (training) on employee job performance in Ebonyi State civil service system with particular attention to the ministries of Finance, Information and National Orientation as well as that of Local government and Chieftaincy Affairs. The study specifically seeks answers to the following and related questions:

- What are the effects of in-service-training on punctuality of civil servants in the study areas?
- What is the relationship between on-the-job training and staff commitment to their jobs in the ministries? and,
- What are the effects of seminar/conferences on quality of job done by civil servants in the focal ministries?

Statement of the Problem

Today, services in the ministries, parastatals, agencies and Non-governmental organizations; etc are ICT-driven as traditional library system based on print as well as working services based on manuals are no longer in vogue. Clearly, an employee's productivity has a direct linkage with knowledge and skills acquired through training either before he/she was employed or securing services in the area of primary assignment. The workforce constitute a critical component of any organization and as such their competencies, skills and overall knowledge brought to bear in their day-to-day job tasks can make or mar the progress and growth of organization. This is why training and systematic staff development is essential and in fact ought to pervade all aspects of the organization operations.

Unfortunately, despite the importance of employees training for the mutual benefits of both organization and individual staff, the ministries of Ebonyi State civil service tend to tackle the issue with a sort of lackadaisical attitude. Sometimes, management seem to view issues of staff training as waste of resources and even when there's a call for seminar/conferences, the fund mapped out for such events are often directed to personal gains amongst well-placed individuals and training agents.

Similarly, selection processes for prospective participants at training events are often propelled by nepotistic considerations, sentiments and as patronages. Sometimes individuals selected on such irregular basis do not attend the training seminars/conferences but simply find a way to obtain fake certificates of participation and receipts to retire the fund advanced to them for the conferences; ultimately as no skill would be acquired sub-optimal job performance would continue to inevitably loom while adaptability to innovations continue to be elusive.

On the other hand, there seem to exist poor training needs assessments and training programmes are often poorly sequenced leading to a situation where there is a sort of mismatch between training, requirements and the strategies adopted by the trainer in a number of instances.

Hypotheses

Ho1. There is no significant relationship between the effects of in-service training and punctuality of civil servants in the study areas;

Ho2. There is no significant relationship between on-the-job training and staff commitment in the ministries, and,

Ho3. There is no significant influence of seminars/conferences on quality of job done by civil servants in the focal ministries.

Conceptual Clarification

Human Capacity Building

Although central to the mandate of most development organizations, there is no universally accepted definition of capacity or capacity-building/development and no common framework for assessing capacity or for evaluating capacity development.

Be that as it may, for the purpose of this study, we shall view human capacity-building from the stand point of increasing the knowledge, skill and competencies of the individual, through relevant training and conscientization as well as empowering him/her to adopt to changes and new innovations in the work environment (Udu, 2014).

For individuals, capacity building may relate to leadership development, advocacy skills, training/speaking abilities, technical skills, organization skills and other areas of personal and professional development.

Essentially, capacity building is a modern concept used interchangeably with training. Training itself, is a process of teaching or giving new employees the basic skills, they need in their job performance. Training is an educational process through which people can learn new information, re-learn and reinforce existing knowledge and skills and more importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that develop and equip participants with relevant job skills, competencies and behaviours that can be transferred back to the work place (Dagar and Constant; novits, 2021).

At this juncture, we pause to discuss the strategies for human capacity-building that concerns us in this study. They are: In-service-training, on-the-job-training and, seminars/conferences.

(i) **In-Service-Training**

Osewe and Gindicha (2021), defines In-service-training as a type of training that involves staff training outside the organization or workplace in higher institution of learning or vocational centres under the sponsorship of the organization or on terms that may be agreed upon between the organization and the worker.

(ii) **On-the-Job-Training**

This method is basically different from the other forms of trainings such as the orientation in that, while orientation is at the point of entry into the organization or a new assignment, on-the-job method is a process through which knowledge and experience are acquired over a period of time either formally or informally (Amoah-Mensah and Darkwa, 2016 in Egwu, 2021).

(iii) **Seminars/Conferences**

The Oxford Advanced Learners Dictionary (2000) defines seminar as a meeting for discussion of training and a workshop as a period of discussion and practical works on a particular subject in which a group of people share their knowledge and experience. The same dictionary says that a conference is a large official meeting, usually lasting for a few days, at which people with the same work or interests come together to discuss their view. These definitions explain the researcher's intention in this work as they are avenues where subjects related to workers' job and their organization are discussed and participants may seek for clarification of specific topics that are of particular relevance to them. In the Ebonyi State Civil Service, nominees for seminars, workshops and other short course are usually paid according to their grade levels. The amount is limited by the discretion of approving authorities and usually covers course fees, board, lodging, upkeep and sundry expenses.

According to Abba, Anazodo and Okoye (2004), seminars and conferences are special meetings of employees to discuss and exchange ideas about process, problems and techniques. They concluded that participants focus attention on a specific agenda that is usually change-oriented. Those nominated to participate in specified seminars, workshops or conferences are usually released to do so when the period for their programmes comes.

In the view of Locke (2004) regular attendance in seminars, workshops and conferences improves skill and quality of work. He affirmed that the greater the value placed on those development schemes the higher the attainment of quality output.

Walton (2005) agreed with the above when he indicated that seminars, workshops and conferences have significantly influenced on employees' performance and opined that workers should be provided with opportunities to attend these development programmes to update their skills for higher performance. (Agha, 2019).

The concept of the dependent variable employee job performance and its components or indicators are discussed in the following paragraphs.

Employee Job Performances

Employee job performance is defined as doing a task to the best of one's ability, as assessed by accuracy, completeness, cost, and speed. Employee job performance serves as a benchmark for workplace behavior. These criteria imply a lot more than just how an individual performs their job. Employees are evaluated based on how successfully they perform their duties in comparison to a set of criteria established by the company (Marcia, 2017). Employee job performance, according to Ashley (2019), relates to how your employees act in the workplace and how well they complete the tasks allocated to them. He also believes that work effectiveness, quality, and efficiency are all aspects of performance. (in Egwu, 2021)

Component of Employees Job Performance

Some of the component of employees' job performance include punctuality, quality of work done and employee commitment.

- **Punctuality:** Punctuality, according to George (2018), is the quality or habit of sticking to a schedule. According to Lionel (2012), punctuality is the trait or state of being punctual, particularly adherence to an agreement's specific time. According to Anna (2017), punctuality is defined as the ability to execute a specified activity or fulfill an obligation ahead of schedule or on time. Punctuality is frequently used interchangeably with "on-time." Punctuality refers to the ability to keep track of time accurately.
- **Quality of Work Done:** According to John (2017), quality of work done is the worth of work provided by an individual, team, or organization. This can include task completion, interactivity, and the quality of deliverables. When it comes to managing the performance of programs, projects, vendors, and employees, work quality is a major consideration.
- **Employee Commitment:** Employee commitment, as described by George, Allen, and Mackenzie (2013), is the degree to which an employee identifies with the organization and wishes to continue actively participating in it. Job satisfaction, performance appraisal, and employee retention build a strong foundation for commitment when employees are highly dedicated to a business. Employee dedication, according to Uzohuo (2017), is critical for a company's long-term success. Employee commitment, he explained, can be defined as a person's identification with and devotion to a company. Employee commitment, he claimed, is a multifaceted term with three components: emotive, continuous, and normative. (Udu & Nwofoke, 2020).

Empirical Study

In a study conducted by Gadi and Lauko (2019), titled "Effects of Training of Academic Staff on Employees Performance in Federal Polytechnics, Nigeria, in the Department of Business Administration and Management, Plateau State Polytechnic Barkin Ladi, Nigeria. The S study investigated the effects of Training of Academic Staff on: employees' Productivity, Timeliness and Work quality respectively. The survey method adopted is explorative research design. A structured close-ended questionnaire with a 5-point Likert scale was adopted to get data from the respondents. Ordinary Least Square (O.L.S) method of regression and ANOVA methods of analysis were employed in analyzing the data. The findings revealed that the Training of Academic Staff has a significant effect on employees' productivity, enhanced timeliness in service delivery and work quality. The study recommends among other issues for the periodic re-training of staff bearing in mind the dynamics of human activities. This study considered the methodology used here as adequate and the findings as well as the recommendations, insightful.

Also in a study conducted by Vincent (2020), titled "Impact of Training and Development on Employee Job Performance in Nigeria", in the Department of Public Administration, Adamawa State University, Mubi Nigeria. This study examined the impact of training and development on employee's job performance in Nigeria. The research methodology adopted was review of related literature and text. The result identified stages in organizing staff training and development and it includes orientation, in-service programme, job rotation and in-house training. The study revealed the importance of staff training and development in organizations and they are rapid economic development, promotion of political stability and poverty alleviation. The result revealed the challenges of staff training and development to include are poor political leadership and poor staff training. The study recommends that training programmes of the organization should be on a continuous basis and not only when the organization is confronted with difficulties. The study also considered the methodology used here as appropriate and the findings and recommendation apt and impressive.

Chukwudi (2014) did a study titled "manpower development, capacity building and service delivery in Ife-East Local Government Area, Osun State, Nigeria". The objective of the study was to ascertain the extent training and capacity development of employees had been implemented to deliver efficient service at the local government area. The type of training investigated upon included in-service training, study leave with pay, seminars, workshops and conferences. Quantitative and qualitative methods were used. Using a stratified sampling techniques, 117 responds were selected for the study. The findings revealed that in spite of huge funding of local governments at the time, training and capacity building in the form of orientation/induction, in-service training, study leave with pay, seminars, workshops and conferences were not regularly carried out hence staff performance was abysmally low. The researcher concluded that training and re-training of staff play a decisive role in promoting efficient service delivery at the grass roots as services are only rendered by competent and skillful personnel. It was recommended that local government authority should step up their efforts to producing human capital that is committed to efficient service delivery. We considered the methodology adopted in the above study, sound and adequate.

Akpan and Ita (2015), carried out a study titled "Teachers' Professional Development and Quality of Universal Basic Education in Lagos State, Nigeria". The objective was to ascertain the extent to which ITC in-service training of teachers related to quality of universal basic education and how teachers' participation in seminars, workshops and conferences affected the quality of universal basic education. Questionnaire method was used to generate data. 500 questionnaire items were administered to respondents using simple random techniques. The findings of the study showed that teachers' participation in ITC in-service training and

seminars, workshops and conference, significantly affected the quality of staff of universal basic education in Lagos State as the workers' performance was enhanced. The study concluded that the findings was a reflection of government's serious efforts to expose Universal Basic Education teachers to training including refresher courses such as seminars, workshops and conferences so as to update their knowledge and skills for increased staff performance in teaching profession. It was recommended that teachers be regularly exposed to in-service training and seminars, workshops and conferences for higher performance or productivity. Here the methodology and outcome are insightful and relevant to the present study.

In a related development, Chukwuka (2016), focused on in-service training and human resources in Njikoka local government area, Anambra State. The objective of the study was to investigate the impact of in-service training and other programmes on workers' job performance. A survey design was the adopted methodology. Questionnaire and interview methods were used to generate data. 154 questionnaire items were administered to respondents, using random sampling techniques. The findings revealed the following:

- a. Adequate in-service training programme improved workers' performance and boosted their morale,
- b. Staff granted study leave with pay had their performance enhanced.
- c. Employees who had benefited from seminars, workshops and conferences had low performance as most of the programmes they attended were irrelevant to employees' needs.

The study concluded that in-service training and study leave with pay utilized were forms of investment. It was recommended that care should be taken to ensure that employees attended regular and relevant seminars, workshops and conferences to ensure workers' performance is increased.

Theoretical Foundation

The study is anchored on the human capital theory propounded by T.W. Schutz in 1961 and developed by Becker (1961). According to Armstrong (2006), "human capital consists of knowledge, skills and abilities of people employed in an organization". Human capital theory stresses the added value that people can contribute to an organization. The theory regards people as assets and emphasized that investment in people will generate worthwhile returns. It suggests that training can raise the performance of workers by imparting useful knowledge and skill, thereby raising workers future income by increasing their life-time earnings. In particular, the theory draws a crucial distinction between general education and organization's specific training as providing for proper performance of a worker.

Again, the distinct role of training in the realization of organizational goal is noted and this is achieved by incorporating the interests of the workforce and organization through that effort.

To add value to human resource is the ultimate aim of every training (Obisi, 2008). Therefore, the theory is relevant to this study as it will help to determine what impact the workers trained in the civil service have contributed to their organization. The organization members need to understand and accept the value that the organization is promoting such as knowledge and skills acquired via training those members that had been set to accomplish the goal within the value framework supplied by the organization. The theory relevant to the study as it will reveal if the knowledge and skills acquired by the staff in the Ebonyi State Civil Service generated worthwhile returns. In other words, the theory will help to explain how the training returns value to the civil service in terms of increased staff performance as well as meeting the needs of individuals in their search for work assignments that can add up life-long careers. Job knowledge and skills make a significant different in the performance of workers in an organization.

II. Methodology

The study was conducted in Ebonyi State, Nigeria. The area lies on longitude 6°45' North and latitude 8°65' East in the derived Savanah of the South-East geopolitical zone (EB-SEEDS, 2014); with landmass of 106 km² and a population of 214887 (NPC, 2020), using the 3% projection. The area has three senatorial zones with 13 LGAs while there are 16 ministries in the civil service system of Ebonyi State. The study is a cross-sectional survey. Data were collected from only the primary source by the instrumentality of a well-structured questionnaire which was augmented with structured interview of critical stakeholders in the public service as well as focal group discussion. Multi-stage purposive sampling technique was used in the selection of 66 respondents from 3 ministries – Finance & Economic Development; Information and National Orientation; and, ministry of Local Government and Chieftaincy Affairs. The choice of these ministries was informed by their strategic positions in the Socio-economic lives of the people. The instrument for data collection was divided into two parts. Part one contains the demographic information of the respondents as shown in table 1 while part two, focused on the items that addressed squarely the subject matter on effect of human capacity-building (training) on job performance of civil servants in Ebonyi State civil service. The Lickert type for scales was employed to collect information from the respondents. Both descriptive and inferential statistical tools were employed on data analysis while the hypotheses were tested using Pearson product moment correlation coefficient at 5% alpha level.

Model of Data Analysis

Descriptive statistics (mean and standard deviation) used by formula

$$\text{Sample Mean} = \frac{1}{n} \left[\sum_{i=1}^n \right]$$

Where n = sample in each research question

$$\text{Cluster Mean} = \frac{1}{N} \left[\sum_{i=1}^N \right]$$

Where N = Total number of sample in each research question, Σ = Summation

$$\text{Sample Standard Deviation} = \sqrt{\frac{1}{n-1} [\sum_{i=1}^n (X_i - \mu)^2]}$$

Where n = sample in each research question, X_i = Individual item in a research question, μ = Mean

$$\text{Population Standard Deviation} = \sqrt{\frac{1}{N} [\sum_{i=1}^N (X_i - \mu)^2]}$$

Where N = Total number of sample in each research question, Σ = Summation, X_i = Individual item in a research question, μ = Mean

Pearson Product Moment Correlation analysis is given by the formula as presented below and is represented by the letter r.

$$r = \frac{n \Sigma xy - \Sigma x \Sigma y}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2][n \Sigma y^2 - (\Sigma y)^2]}}$$

r = Correlation, n = sample size, Σ = summation, x = variable 1, y = variable 2

Mean Score Analysis

$$\bar{X} = \frac{\sum fx}{N}$$

Where: \bar{X} = Mean Score

Σ = Summation

X = Likert Value

F = Frequency

N = Number of Respondents

4 = Strongly agree, 3 = Agree, 2 = Strongly disagree and 1 = disagree

$$X = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

This implies that using 2.5 as decision point, any item that has mean score less than 2.5 was rejected while those with mean score of 2.5 and above were accepted.

Decision Rule

$0.5 \leq r < 1$ or $-1 < r \leq -0.5$, the alternative hypothesis is accepted and the null hypothesis is rejected.

But if the value:

$0 < r < 0.5$ or $-0.5 < r < 0$, the null hypothesis is accepted and the alternative hypothesis is rejected.

III. DATA PRESENTATION & ANALYSIS

Table 1: Demographic Data Analysis

SN	Variable	Item	Frequency	Percentage
1	Gender	Male	40	60.6
		Female	26	39.4
		Total	66	100%
2	Age	Below 25 years	5	7.6
		25-30 years	21	31.8
		31-35 years	11	16.7
		36-40 years	13	19.7
		Above 40 Years	16	24.2
		Total	66	100%
3	Marital Status	Single	18	27.3

		Married	41	62.1
		Divorce	4	6.1
		Widowed	3	4.5
		Total	66	100%
4	Educational Background	No Education	2	3
		Primary Education	3	4.5
		Secondary Education	7	10.6
		Tertiary Education	54	81.8
		Total	66	100%
5	Religion	Christianity	48	72.7
		Islam	11	16.7
		Traditional	7	10.6
		Total	66	100%
6	Economic Status	High Economic Status	6	9.1
		Middle Economic Status	17	25.8
		Low Economic Status	43	65.2
		Total	66	100%

Source: Author's Fieldwork November, 2021

From the result of the analysis carried out as shown in table 1 above, the analysis shows the distribution of respondents by gender. According to the result, 40(60.6%) respondents are male and 26(39.4%) respondents are female, indicating that most of the people interviewed are male respondents.

According to the result of the analysis carried out as shown in table 1 above, the result reveals the distribution of respondents by age, from the result, 5(7.6%) of the respondents have their ages below 25 years, 21(31.8%) of the total respondents ages are within 25-30 years, 11(16.7%) of the respondents have their ages to be between 31-35 years, 13(19.7%) respondents have their ages to be between 36-40 years, 16(24.2%) respondents have their ages to be above 40 years. This distribution indicates that most of the respondents interviewed have their ages to be between 25-30 years. This is followed by respondents whose ages are above 40 years.

Also, according to the result of the analysis carried out as shown in table 1 above, the result reveals the distribution of respondents by marital status, from the result, 18(27.3%) of the respondents are single, 41(62.1%) of the total respondents are married, 4(6.1%) of the respondents are divorced, 3(4.5%) respondents are widowed. This distribution indicates that most of the respondents interviewed are married.

According to the result of the analysis carried out as shown in table 1 above, the result reveals the distribution of respondents by educational background, from the result, 2(3%) of the respondents have no education, 3(4.5%) of the total respondents have primary education, 7(10.6%) of the respondents have secondary education and 54(81.8%) respondents have tertiary education. This distribution indicates that most of the respondents interviewed have tertiary education.

Also, from the result of the analysis carried out as shown in table 1 above, the result further reveals the distribution of respondents by religion, according to the analysis 48(72.7%) of the respondents are Christians, 11(16.7%) of the respondents are Muslims and 7(10.6%) of the respondents are traditional worshippers. This distribution indicates that most of the respondents interviewed are into Christianity.

Finally, from the analysis carried out as shown in table 1 above, the result reveals the distribution of respondents by economic status, according to the analysis 6(9.1%) of the respondents have high economic status, 17(25.8%) of the respondents have middle level economic status and 43(65.2%) of the respondents have low level of economic status. This distribution indicates that most of the respondents interviewed have low level of economic status.

Answer to Research Questions

Research Question 1

What are the effects of in-service training on punctuality of civil servants in the study areas?

Acceptance Region: $2.5 \leq \text{Mean Value} \leq 4$

Table 2: Effects of in-service training on punctuality of civil servants in the ministries ...

SN	Variable	Frequency				Descriptive Statistics	
		SA	A	D	SD	Mean	SD
1	Promotes Less supervision	41(62.1%)	20(30.3%)	4(6.1%)	1(1.5%)	3.530	0.684
2	Improves morale of civil Servant	41(62.1%)	21(31.8%)	3(4.5%)	1(1.5%)	3.546	0.661
3	Enhances Job Satisfaction	38(57.6%)	23(34.8%)	4(6.1%)	1(1.5%)	3.485	0.685

	among civil Servants						
4	Increases timely completion of tasks	37(56.1%)	22(33.3%)	4(6.1%)	3(4.5%)	3.409	0.803
5	Create High Chances of Promotion	24(36.4%)	34(51.5%)	7(10.6%)	1(1.5%)	3.227	0.697
6	Improves self respect	39(59.1%)	22(33.3%)	2(3%)	3(4.5%)	3.470	0.769
7	Improves Job Knowledge	28(42.4%)	28(42.4%)	4(6.1%)	6(9.1%)	3.182	0.910
8	Entrench Socio-Political Stability	32(48.5%)	20(30.3%)	3(4.5%)	11(16.7%)	3.106	1.097
9	Enhances Team Work	38(57.6%)	22(33.3%)	4(6.1%)	2(3%)	3.455	0.748
10	Enhance mutual respect of management and staff	20(30.3%)	32(48.5%)	11(16.7%)	3(4.5%)	3.046	0.812
Cluster Mean						3.346	0.787

Source: Author’s Fieldwork November, 2021

From the result of the analysis carried out as shown in table 2 above, the result revealed the effects of in-service training on punctuality of civil servants in the ministries of study. From the result, the mean value of the variables “Promotes Less supervision” is 3.530 and this mean value lie within the mean acceptance region of $2.5 \leq \text{Mean value} \leq 4$, indicating that the variable “Promotes Less supervision” is one of the perceived effects of training on job performance of civil servant in the ministries. So, all the variable whose mean values lies within the mean acceptance region of $2.5 \leq \text{Mean value} \leq 4$, indicating the effects

of in-service training on punctuality of civil servant in the ministries of finance, information and LGAs.

The variable “Improves morale of civil Servants” has the least value of standard deviation (0.661) indicating that, the variable “Improves morale of civil servant” is the most widely experienced the effects of in-service training on punctuality of civil servant in the ministry of finance et.c in Ebonyi state.

Research Question 2

What are the relationships between on-the-job training and staff commitment to their jobs in the ministries?

Acceptance Region: $2.5 \leq \text{Mean Value} \leq 4$

Table 3: Relationships between on-the-job training and staff commitment to their jobs in the ministries?

SN	Variable	Frequency				Descriptive Statistics	
		SA	A	D	SD	Mean	SD
1	Promotes success and growth of organizations	23(34.8%)	25(37.9%)	11(16.7%)	7(10.6%)	2.970	0.976
2	Enhances knowledge, skills and attitude of employees	20(30.3%)	19(28.8%)	19(28.8%)	8(12.1%)	2.773	1.020
3	Enhance the building on previous knowledge.	30(45.5%)	21(31.8%)	12(18.2%)	3(4.5%)	3.182	0.893
4	Enhances the performance of different task within the company	20(30.3%)	31(47%)	10(15.2%)	5(7.6%)	3.000	0.877
5	Enhance formal & systematic modification of behaviour	14(21.2%)	32(48.5%)	15(22.7%)	5(7.6%)	2.833	0.852
6	Saves money that is wasted on cheap but inefficient training	16(24.2%)	31(47%)	11(16.7%)	8(12.1%)	2.833	0.938
7	Enhance the breeding of efficient and productive workers	18(27.3%)	21(31.8%)	22(33.3%)	5(7.6%)	2.788	0.937
8	Familiarize roles and responsibilities for new employees.	16(22.4%)	16(22.4%)	27(40.9%)	7(10.6%)	2.621	0.973
9	Enhance higher motivation and good morale for workers	18(27.3%)	35(53%)	12(18%)	1(1.5%)	3.061	0.721
10	On the-job training enhances team work.	16(24.2%)	22(33.3%)	15(22.7%)	13(19.7%)	2.621	1.064
Cluster Mean						2.868	0.925

Ability to keep any form of electronics financial records

Source: Author’s Fieldwork November, 2021

From the result of the analysis carried out as shown in table 3 above, the result revealed the relationships between on-the-job training and staff commitment to duties in the ministries of study. From the result, the mean value of the variables “Promotes success and growth of organizations” is 2.970 and this mean value lie within the mean acceptance region of $2.5 \leq \text{Mean value} \leq 4$, indicating that the variable “Promotes success and growth of organizations” is one of the relationships between on-the-job training and staff

commitment to duties. So, all the variable whose mean values lies within the mean acceptance region of $2.5 \leq \text{Mean value} \leq 4$, indicating the relationships between on-the-job training and staff commitment to duties in the ministries of finance, information and Local Government ... of Ebonyi state.

The variable “Enhance higher motivation and good morale for workers” has the least value of standard deviation (0.721) indicating that, the variable “Enhance higher motivation and good morale for workers” is the most common relationships between on-the-job training and quality of staff commitment to their job in the ministries under reference.

Research Question 3

What are the effect of seminar and conferences on quality of job done by civil servants in the focal ministries.

Acceptance Region: $2.5 \leq \text{Mean Value} \leq 4$

Table 4: Effect of seminar and conferences on quality of job done by civil servants in the focal ministries.

SN	Variable	Frequency				Descriptive Statistics	
		SA	A	D	SD	Mean	SD
1	Increases employee satisfaction	21(31.8%)	23(34.8%)	18(27.3%)	4(6.1%)	2.924	0.917
2	Enhance employees performance	26(39.4%)	13(19.7%)	15(22.7%)	12(18.2%)	2.803	1.153
3	Enhances career competencies	21(31.8%)	18(27.3%)	26(39.4%)	1(1.5%)	2.894	0.879
4	Enhance market growth	26(39.4%)	25(37.9%)	13(19.7%)	2(3%)	3.136	0.839
5	Enhance organizational performance	19(28.8%)	29(43.9%)	10(15.2%)	8(12.1%)	2.894	0.963
6	Enhances employee retention	20(30.3%)	29(43.9%)	13(19.7%)	4(6.1%)	2.985	0.868
7	Advances the professionalization of staff	20(30.3%)	16(24.2%)	26(39.4%)	4(6.1%)	2.788	0.953
8	Keep workers abreast with knowledge of industries ideal	17(25.8%)	24(36.4%)	22(33.3%)	3(4.5%)	2.833	0.870
9	Enhance building an informed network of colleagues	18(27.3%)	15(22.7%)	25(39.4%)	7(10.6%)	2.667	0.997
10	Enhance current and future challenges solving skills	19(28.8%)	33(50%)	11(16.7%)	3(4.5%)	3.030	0.803
Cluster Mean						2.895	0.924

Source: Author’s Fieldwork November, 2021

From the result of the analysis carried out as shown in table 4 above, the result revealed the effect of seminar and conferences on quality of job done by civil servants in the ministries of study. From the result, the mean value of the variables “Increases employee satisfaction” is 2.924 and this mean value lie within the mean acceptance region of $2.5 \leq \text{Mean value} \leq 4$, indicating that the variable “Increases employee satisfaction” is one of the effect of seminar and conferences on quality of job done by civil servants in the ministries of study. So, all the variable whose mean values lies within the mean acceptance region of $2.5 \leq \text{Mean value} \leq 4$, indicating the effect of seminar and conferences on quality of job done by civil servants in the ministry of finance et.c in Ebonyi state.

The variable “Enhance current and future challenges solving skills” has the least value of standard deviation (0.803) indicating that, the variable “Enhance current and future challenges solving skills” is the least widely experienced effect of seminar and conferences on quality of job done by civil servants in the ministry of finance in Ebonyi state.

Test of Hypotheses

Hypothesis 1

H₀ There is no significant relationship between the effects of in-service training and punctuality of civil servant in the ministry of finance in Ebonyi state.

H₁: State clearly your Decision Rule ie. Rule guiding acceptance or rejection of the null hypotheses and vice versa as the case may be.

Table 5: Relationship between the effects of in-service training and punctuality of civil servant in the ministries of Information and National Orientation and Local Government and Chieftaincy Matters.

SN	Variable	N	Mean	STD	R	Sign Value
1	The Effects of In-Service Training	66	33.455	2.905	0.617(*)	0.007
2	Punctuality of Public Servant in The Ministry of Finance, et.c	66	31.242	3.993		
* Correlation is significant at the 0.05 level (2-tailed)						

Source: Author’s Fieldwork, 2021

From the result of the analysis carried out as shown in the table 5 above, the value of Pearson Product Moment Correlation Coefficient between the variable “The Effects of In-Service Training” and the variable “Punctuality of civil Servant in the Ministries”, done at alpha level of 0.05 is 0.617 and this value is closer to the figure plus one than zero indicating that there is a strong positive correlation between the variable “The Effects of In-Service Training” and the variable “Punctuality of civil Servant in the Ministries”, this means that the Effects of In-Service Training have strong positive influence on the Punctuality of civil Servant in the Ministries under reference.

Also, the significant value of Pearson Product Moment Correlation Coefficient between the variable “The Effects of In-Service Training” and the variable “Punctuality of civil Servant in The Ministries” is 0.007 and this value is less than 0.05 indicating that there is a linear relationship between the variable “The Effects of In-Service Training” and the variable “Punctuality of civil Servant in The Ministries”. Meaning the more the Effects of In-Service Training improves, the more likely the Punctuality of civil Servant in The Ministries is enhanced.

Inferentially, since $p\text{-value} = 0.007 < 0.05$ and it is significant at 95% confidence interval and the value of R is 0.617 indicating strong correlation, we reject the null-hypothesis and accept the alternative hypothesis and conclude that there is significant relationship between the effects of in-service training and punctuality of civil servant in the ministries is under reference.

Hypothesis 2

H₀₂ There is no significant relationship between on-the-job training and staff commitment to their jobs in the ministries.

Table 6: Relationship between on-the-job training and staff commitment to their jobs in the ministries.

SN	Variable	N	Mean	STD	R	Sign Value
1	On-The-Job Training	66	28.682	2.432	0.657(*)	0.004
2	Staff commitment to their jobs in the ministries.	66	31.242	3.993		
* Correlation is significant at the 0.05 level (2-tailed)						

Source: Author’s Fieldwork, 2021

From the result of the analysis carried out as shown in the table 6 above, the value of Pearson Product Moment Correlation Coefficient between the variable “On-The-Job Training” and the variable “Commitment of staff in the ministries”, done at alpha level of 0.05 is 0.657 and this value is closer to the figure plus one than zero indicating that there is a strong positive correlation between the variable “On-The-Job Training” and the variable “Staff commitment to duties in The Ministry Of Finance et.c In Ebonyi State”, this means that on-the-job training have strong positive influence on staff commitment to duties in the ministry of finance et.c in Ebonyi State.

Also, the significant value of Pearson Product Moment Correlation Coefficient between the variable “On-The-Job Training” and the variable “Staff commitment to duties in the Ministry Of Finance et.c In Ebonyi State” is 0.004 and this value is less than 0.05 indicating that there is a linear relationship between the variable “On-the-Job Training” and the variable “Staff commitment to their jobs in The Ministry Of Finance et.c in Ebonyi State”. Meaning the more on-the-job training continues, the more likely Staff commitment to duties in the ministry of finance et.c in Ebonyi State improves.

Inferentially, since $p\text{-value} = 0.004 < 0.05$ and it is significant at 95% confidence interval and the value of R is 0.657 indicating strong negative correlation, we reject the null-hypothesis and accept the alternative hypothesis and conclude that there is significant relationship between on-the-job training and Staff commitment to duties in the ministry of finance et.c in Ebonyi state.

Hypothesis 3

H₀₃ There is no significant relationship between the effect of seminar and conferences and quality of job done by civil servants in the ministries of finance et.c in Ebonyi state.

Table 7: Relationship between the effect of seminar and conferences and quality of job done by civil servants in the ministry of finance etc in Ebonyi state.

SN	Variable	N	Mean	STD	R	Sign Value
1	The Effect of Seminar and Conferences	66	28.955	3.091	0.631(*)	0.000
2	Quality of Job Done by Public Servants in the Ministry of Finance in Ebonyi State	66	31.242	3.993		
* Correlation is significant at the 0.05 level (2-tailed)						

Source: Author’s Fieldwork, 2021

From the result of the analysis carried out as shown in the table 7 above, the value of Pearson Product Moment Correlation Coefficient between the variable “The Effect of Seminar and Conferences” and the variable “Quality of Job Done by civil Servants in the Ministry of Finance et.c in Ebonyi State”, done at alpha level of 0.05 is 0.631 and this value is closer to the figure plus one than zero indicating that there is a strong positive correlation between the variable “The Effect of Seminar and Conferences” and the variable “Quality of Job Done by civil Servants in the Ministry of Finance et.c in Ebonyi State”, this means that The Effect of Seminar and Conferences have strong positive influence on the Quality of Job Done by civil Servants in the Ministry of Finance et.c in Ebonyi State.

Also, the significant value of Pearson Product Moment Correlation Coefficient between the variable “The Effect of Seminar and Conferences” and the variable “Quality of Job Done by civil Servants in the Ministry of Finance et.c in Ebonyi State” is 0.000 and this value is less than 0.05 indicating that there is a linear relationship between the variable “The Effect of Seminar and Conferences” and the variable “Quality of Job Done by civil Servants in the Ministry of Finance et.c in Ebonyi State”. Meaning the more The Effect of Seminar and Conferences increases, the more likely Quality of Job Done by civil Servants in the Ministry of Finance et.c in Ebonyi State is enhanced.

Inferentially, since $p\text{-value} = 0.000 < 0.05$ and it is significant at 95% confidence interval and the value of R is 0.631 indicating strong positive correlation, we reject the null-hypothesis and accept the alternative hypothesis and conclude that there is significant relationship between the effect of seminar and conferences and quality of job done by civil servants in the ministry of finance et.c in Ebonyi state.

IV. Summary of Findings

- i. There is significant relationship between the effect of In-service training and punctuality of staff in the ministries of Finance, Information and Local Government and Chieftaincy Matters;
- ii. There is strong positive relationship between on-the-job training and staff commitment to their duties in the ministries; and,
- iii. Seminars and conferences have strong positive influence on quality of job done by civil servants in the focal ministries.

V. Discussions

Results of our analysis revealed that, there is significant relationship between the effects of in-service training and punctuality of civil servants in the ministries of finance et.c in Ebonyi state. The result further revealed that the effects of in-service training on the punctuality of civil servants in the ministries of study include; promotes less supervision, improves morale of public servant, enhances job satisfaction among public servants, attract handsome remuneration, create high chances of promotion, improves profitability, improves job knowledge, entrench socio-political stability, enhances team work and enhance economic development of the organization. These effects were confirmed by scholars such as Ajiri (2021) and Demiral, (2017). According to Ajiri (2021), who asserted that the effects of in-service training on punctuality of civil servant are; create high chances of promotion, improves profitability, improves job knowledge, entrench socio-political stability, enhances team work, enhance economic development of the organization, promotes less supervision, improves morale of civil servant, enhances job satisfaction among civil servants and attract handsome remuneration. Udu and Nwofoke (2020) corroborating the positive strong relationship between in-service-training and punctuality emphasized that punctuality actually expresses mutual respect among employees and organization managers.

Similarly, there is significant positive relationship between on-the-job training and staff commitment to their duties in the study areas. According to the result, the relationships between on-the-job training and quality of job of the staff of in the ministry of finance in Ebonyi state are; promotes success and growth of organizations, enhances knowledge, skills and attitude of employees, enhance the building on previous knowledge, enhances the performance of different task within the company, enhance formal & systematic modification of behavior, saves money that is wasted on cheap but inefficient training, enhance the breeding of efficient and productive workers, familiarize roles and responsibilities for new employees, enhance higher motivation and good morale for workers and on the-job training enhances team work. This finding is in tandem with the findings of Scholars such as Gadi and Lauko (2019), Getachew, 2017; and Hervie & Winful (2018).

Finally, the study also revealed that seminars and conferences have strong positive influence on quality of job done by employees of the focal ministries. The effect of seminar and conferences on quality of job done by public servants in the ministry of finance in Ebonyi state are; increases employee satisfaction, enhance employees' performance, enhances career competencies, enhance market growth, enhance organizational performance, enhances employee retention, advances the professionalization of staff, keep workers abreast with knowledge of industries ideal, enhance building an informed network of colleagues and enhance current and future challenges solving skills. This findings corroborates positions of earlier researchers such as Khan and Abdullah (2019); Monowara, Rubaiyat and Zahid (2020); and Daqar and Constantinovits (2021).

VI. Conclusion

The basic logic behind human capacity building or training is that organization members will enjoy comparatively better life and feel more committed to their tasks than could be possible in the absence of the propelling force of motivation (Udu & Nwofoke, 2020).

Through the instrumentality of our investigative tools, the study objectives were achieved and, essentially corroborate earlier findings on the interplay between the various components or indicators of motivation such as job security, In-Service and on-the-job training methods as well as seminars/conferences sponsorship with those of employee job performance such as punctuality to duties; quality of work done; and, commitment to assigned duties.

The study has made significant contribution in the existing body of knowledge in this area; hence, the study confirm that there is significant positive relationship between job security and staff punctuality to work; there is significant positive correlation between in-service training and quality of work done by staff and that seminars/conferences have significant positive influence on workers commitment to their assigned duties. The implication of this significance is that employees tend to be more efficient and productive if they are valued and adequately remunerated. This calls for more committed attention by the government to reposition the ministries for optional performance through provision of adequate remunerative incentives.

VII. Recommendation

Base on the outcome of the study, the following recommendations are advanced;

- The Ministries should continue to organise in-service-training and on the job-training for its management and professional staff in order to achieve the best performance from employees that will make the attainment of the overall objectives of the ministries and growth of the state;
- The current practice of paying trainees should be enhanced and report of progress should be submitted to the ministry periodically. This will go a long way in minimizing inherent abuses now prevalent in the operation of training and development of the system.
- Beneficiaries of in-service-training and on the job-training programmes should be required to serve the ministries for a longer period before further sponsorship is made to allow for effect utilization of previous knowledge;
- The ministry should endeavour to ascertain the status of the various training institutions in which its staff intend to go, before they are released for sponsorship.
- Re-training of already trained staff should be periodically organized adequately sequenced so as to spring up the desired employees' performance that will inspire better ministry performance and service delivery.
- Top management at the ministries should recognize the importance of training for the ministry's performance and urge lower-level employees to do the same. In-service and on-the-job training as well as skill acquired through seminars/conferences should not be seen as a way to reward staff with favors and patronage. It is in the organization's best interests for employees to be properly trained for their respective assigned tasks.

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