

Level of in-service policy satisfaction among trainees in Ramat Polytechnic: Implications for human resource development practice

Abubakar Abba Aji (Ph.D)¹ & Aisha Mustapha Shettima²

^{1,2} Department of Continuing Education and Extension Services, University of Maiduguri, Borno State, Nigeria.

*Corresponding author: abubakarabbaaji75@gmail.com

Abstract

This study investigated the in-service policy satisfaction among trainees at Ramat Polytechnic, Maiduguri, Borno State, Nigeria. Three objectives with corresponding research questions were raised and answered. A survey research design was adopted. The population of the study comprised of five hundred and eighteen (518) while a sample size of two hundred and twenty-six (226) was determined using Taro Yamane's formula and were randomly selected. Self-developed questionnaire was used for data collection. Data were analyzed using frequency counts, percentage and mean. Results of the study revealed that, level of satisfaction with in-service policy among trainees and occupational progression after completion of in-service training is moderate while level of satisfaction with financial sponsorship of the in-service policy among trainees is low. It is recommended that, government should comprehensively review policies involving all stakeholders, including current trainees, faculty, and administration, to identify shortcomings and areas requiring improvement.

Keywords: In-service, Training, Policy, Human Resource, Employee, Satisfaction

Introduction

Human resources in an organization are regarded as the most significant assets, but very few organizations are able to develop and utilize the full potentials of their employees. Management practice posits that, one of the several functions of human resource managers or administrators considered pertinent in achieving organizational goals lays in developing and building employees knowledge, competencies and skills and optimizing their contribution towards the organization through training and retraining. Moreover, major functions of human resource development and management including recruitment process (planning, recruitment and selection) human resource development (training, efficient planning and development, performance evaluation), compensation and rewards, safety of employees among others (Hung and Huy, 2023). The effectiveness of an organization's human resource policy, particularly recruitment, placement and in-service training policy is a major factor in improving organizational efficiency.

Training and development is any attempt to improve current or future employee performance by increasing employee ability to perform through learning (Schuler, 1995). Training of employees helps organizations to have qualified replacements of employees who may leave or be promoted to other positions of services. In other words organizations success depends on qualified human resources to carry out a desired task. Human resource are resources that deserves attention because it offers benefits to both the organization and employee, although, training is costly and sometimes takes a lot of time to be realized, which makes it a challenge for many organizations (Khan et al., 2011).

In-service training refers to a series of planned activities initiated by an organization to enhance the job knowledge,

skills, attitudes, and social behavior of its members in alignment with organizational goals and job requirements (Bartlett, 2001). This form of education helps individuals within organizations acquire the necessary competencies to perform their roles effectively. Training public servants is crucial for the efficient operation of public services, especially given the increasingly technical, specialized, and complex functions of expanding governments. Effective training not only improves occupational skills and knowledge but also aims to develop broader competencies and values (Sharma et al., 2011). Study indicated high levels of training and development policies are usually offered to employees in form of scholarships, seminars and workshops in organizations and institutions that values skills development among its staffers. The significance of training necessitates a comprehensive training policy for every organization. According to Armstrong and Taylor (2023), a training policy should be an integral part of the overall manpower strategy, providing guidelines that govern the training system. This policy should align with the organization's mission and objectives, focusing on the systematic development of civil servants. Despite this, training in government personnel systems often remains limited, with higher civil services receiving more consistent training compared to intermediate and lower-level employees.

A critical aspect of in-service training is the satisfaction of trainees. Satisfaction, defined as the fulfillment of one's expectations or needs, is essential for the success of any training program. For in-service training to be effective, trainees must experience significant satisfaction, particularly in terms of salary continuation, tuition fee settlement, book and project allowances, and recognition of certificates for

career progression (Borno State Government Manpower and Training Survey, 1981). The Borno State Government has outlined specific conditions for in-service training to ensure trainee satisfaction. These conditions include serving for two years before and after training, being a confirmed officer, ensuring course relevance to job specifications, signing a bond form, securing approval before training, receiving salary throughout the training period, and allowing for an extension of the training period under certain circumstances. Meeting these criteria is crucial for the approval and success of in-service training programs, ensuring that trainees are adequately prepared and motivated to contribute to the public service after their training (Moses, 2024).

Many civil servants were employed based on general educational qualifications rather than specialized training except for some professionals. This underscores the importance of in-service and on the job training for civil servants in Borno State. However, it appears lower level and intermediate personnel are not considered for in-service training. It also appears that in-service trainees are not satisfied with the in-service policy, and also complaining about the in-service package as being inadequate. In addition, empirical evidence suggests worker education and In-service training programmes is underexplored in the study area, there is dearth of empirical knowledge which explored the satisfaction levels related to the overall in-service policy, occupational progression post-training, and financial sponsorship among trainees for policy direction and human resource development practice. It is against this background that the researcher investigated the level of satisfaction with in-service policy among trainees in Ramat Polytechnic Borno State Nigeria.

Objectives of the Study

The objectives of the study were to determine:

- 1) Level of satisfaction with in-service policy among trainees at Ramat Polytechnic Maiduguri, Borno State.
- 2) Level of satisfaction with occupational progression after completion of in-service training among trainees at Ramat Polytechnic Maiduguri, Borno State.
- 3) Level of satisfaction with financial sponsorship of the in-service policy among trainees at Ramat Polytechnic Maiduguri, Borno State.

Research Questions

The following research questions were raised and answered:

- 1) What is the level of satisfaction with in-service policy among trainees at Ramat Polytechnic Maiduguri, Borno State?
- 2) What is the level of satisfaction with occupational progression after completion of in-service training among trainees at Ramat Polytechnic Maiduguri, Borno State?
- 3) What is the level of satisfaction with financial sponsorship of the in-service policy among trainees at Ramat Polytechnic Maiduguri, Borno State?

The importance of regular training for employee skill development and job satisfaction in achieving organizational goals need not to be overstated. In-service training helps employees adapt to their work, enhancing job satisfaction and performance (Ogunbodede, 2016). Further, argue that, inadequate training and capacity development policies in the public service can lead to dissatisfaction. The study underscores that in-service training should be prioritized to maximize productivity. Sujatha (2023) distinguish between motivation, which drives efforts toward a goal, and satisfaction, the contentment experienced when a goal is met. Job satisfaction is influenced by various factors including job characteristics, personal traits, and social relationships. Effective training is essential for job satisfaction, which is crucial for retaining employees. Continuous training ensures employees perform their current jobs effectively and prepares them for future roles (Mchete & Shayo, 2020). Training satisfaction is a major factor in career decisions, influencing job acceptance and retention (Dachner, 2021). Training ensures employees can perform their jobs efficiently, leading to job satisfaction and career progression. Satisfied employees are less likely to quit, and effective leadership, fostered through training, positively impacts job satisfaction. Superior-subordinate communication, a form of on-the-job training, also influences job satisfaction.

Training as a motivational tool enhances public servants' recognition, achievement, and performance, leading to job satisfaction. Suzanne Straw's (2017) survey on career progression in the education sector identified enabling factors and barriers, emphasizing the importance of support for career aspirations. Job satisfaction comprises satisfaction with work itself, salary, promotion opportunities, supervision, and colleague relationships (Maheshwari & Nayak, 2022).

Adamu (2015) evaluated training in the Kogi state judicial service, focusing on pay, promotion, rewards, and job nature as constructs of job satisfaction. Effective human resource management is crucial, as the human factor is synonymous with the organization. Employee satisfaction is influenced by various factors, including work nature, salary, promotions, management, and job security. Both intrinsic and extrinsic employee satisfaction facets are important. Salary is a key factor in employee satisfaction, though its relationship with satisfaction is complex. Herzberg (1959) views salary as a "hygiene factor," while Basalamah (2021) found that salary exceeding expectations increases satisfaction.

Dissatisfaction with promotion and training opportunities strongly influences job retention. Job satisfaction is an employee's affective orientation towards their work. In Malaysia, job satisfaction is gaining attention as managers recognize its importance for employee contribution and company performance (Widhiandono, etal, & Ab Wahid, 2022). Various factors, including salary, training and promotion opportunities, supervision, and relationships, influence employee satisfaction (Ali & Anwar, 2021).

Research Methodology

Literature Review

This study adopted survey research design, which is suitable for exploratory, descriptive, and explanatory purposes, focusing on individuals or groups to extract information. The population consists of 518 civil servants undergoing in-service training at Ramat Polytechnic Maiduguri, from which a sample size of 226 trainees was determined using Yamane's formula and simple random sampling was used to select the sample. A self-developed questionnaire with 15 items on a five-point Likert type scale was used in this study. The instrument was

pilot tested and Cronbach Alpha reliability coefficient of 0.79 was obtained, suggesting the instrument is reliable. Data were analyzed using frequency counts, percentages, and mean.

Results

Research Question One

What is the level of satisfaction with in-service policy among trainees at Ramat Polytechnic Maiduguri, Borno State?

Table 1. Level of satisfaction with in-service policy among trainees in Ramat Polytechnic Maiduguri, Borno State

Items	VHL	HL	LL	VLL	NL	Mean
1. I am satisfied with the two years of service required to qualify for in-service training	16 (F) (7.1%)	47 (20.8)	94 (41.6%)	44 (19.5%)	25 (11.1%)	2.93
2. I am satisfied with the requirement of being a confirmed staff to qualify for in-service training.	78 (34.5%)	73 (32.3%)	46 (20.4%)	21 (9.3%)	8 (3.5%)	3.84
3. I am satisfied with the bond signed to serve the government after the in-service training	86 (38.1%)	83 (36.3%)	43 (19.0%)	12 (5.3%)	3 (1.3%)	4.04
4. I am satisfied that approval must be obtained before proceeding on the in-service training	86 (38.1%)	83 (36.7%)	41 (18.1%)	13 (5.8%)	3 (1.3%)	4.04
5. I am satisfied that salaries will be paid throughout the in-service training	65 (28.8%)	74 (32.7%)	40 (17.7%)	26 (11.5%)	21 (9.3%)	3.60
Total Mean						3.69

Source: Field survey 2024

Table 1 presents the level of satisfaction among trainees regarding various aspects of the in-service training policy. The first item assesses satisfaction with the two years of service required for qualification, yielding a mean score of 2.93, indicating low to moderate satisfaction, with 41.6% of respondents expressing a low level of satisfaction and 19.5% a very low level. The second item, which examines satisfaction with the requirement of being a confirmed staff member, shows a higher mean score of 3.84, with 34.5% reporting a very high level of satisfaction, suggesting a more positive reception. The third item, regarding the bond signed to serve the government post-training, received the highest mean score of 4.04, indicating that 38.1% of respondents expressed a very high level of satisfaction. Similarly, the fourth item on

the need for approval before proceeding with training also achieved a mean score of 4.04, reflecting a positive view from trainees. Lastly, the fifth item assesses satisfaction with salary payments during training, yielding a mean score of 3.60, which indicates moderate satisfaction, though 9.3% expressed no satisfaction. The grand mean of 3.69 indicates a moderate level of satisfaction among trainees with the in-service training policy, with some aspects needing improvement, particularly the two-year service requirement, as reflected in the varied responses.

Research Question Two

What is the level of satisfaction with occupational progression after completion of in-service training among trainees at Ramat Polytechnic Maiduguri, Borno State?

Table 2. Level Of Satisfaction With Occupational Progression After Completion Of In-Service Training Among Trainees In Ramat Polytechnic Maiduguri, Borno State

Items	VHL	HL	LL	VLL	NL	Mean
6. I am satisfied with the occupational progression after in-service training	65 (28.8%)	88 (38.9%)	52 (23.0%)	16 (7.1%)	5 (2.2%)	3.84
7. I am satisfied with the promotions after in-service training	4 (1.8%)	22 (9.7%)	133 (58.8%)	59 (26.1%)	8 (3.5%)	2.80
8. I am satisfied with the used of the additional qualification for higher schedules work	7 (3.1%)	59 (26.1%)	87 (38.5%)	47 (20.8%)	26 (11.5%)	2.86
9. I am satisfied with the higher responsibilities after the in-services training	13 (5.8%)	44 (19.5%)	81 (35.8%)	65 (28.8%)	23 (10.2%)	2.81
10. I am satisfied with the opportunities to used knowledge and skills acquired in the in-service training	28 (12.4%)	48 (21.2%)	89 (39.4%)	44 (19.5%)	17 (7.5%)	3.11
Grand Mean						3.08

Source: Field survey 2024

Table 2 presents the level of satisfaction with occupational progression after completion of in-service training. The first item measures satisfaction with overall occupational progression, achieving a mean score of 3.84, indicating moderate satisfaction, with 28.8% of respondents expressing a very high level of satisfaction and 38.9% a high level. The second item assesses satisfaction with promotions post-training, yielding a lower mean score of 2.80, where 58.8% of respondents reported a low level of satisfaction. The third item, which evaluates satisfaction with the use of additional qualifications for higher schedule work, has a mean score of 2.86, showing mixed feelings, with 38.5% expressing a low level of satisfaction. The fourth item addresses satisfaction with higher responsibilities after in-service training, resulting in a mean score of 2.81, with 35.8% indicating a low level of

satisfaction and 28.8% a very low level. Lastly, the fifth item measures satisfaction with the opportunities to use the knowledge and skills acquired during in-service training, achieving a mean score of 3.11, reflecting moderate satisfaction, with 39.4% expressing a low level of satisfaction and 21.2% a high level. The grand mean of 3.08 indicates that trainees are generally moderately satisfied with their occupational progression after completing in-service training, with significant room for improvement in specific areas such as promotions and higher responsibilities.

Research Question Three

What is the level of satisfaction with financial sponsorship of the in-service policy among trainees at Ramat Polytechnic Maiduguri, Borno State?

Table 3. Level Of Satisfaction with Financial Sponsorship of the In-Service Policy Among Trainees in Ramat Polytechnic, Maiduguri, Borno State

Items	VHL	HL	LL	VLL	NL	Mean
11. I am satisfied with the payment of my book, study material	14 (6.2%)	15 (6.6%)	75 (33.2%)	78 (34.5%)	44 (19.5%)	2.56
12. I am satisfied with the payment of essential living cost (food, rent, etc.)	2 (0.9%)	21 (9.3%)	90 (39.8%)	90 (39.8%)	23 (10.2%)	2.50
13. I am satisfied with the payment of registration fees by government	3 (1.3%)	17 (7.5%)	116 (51.3%)	58 (25.7%)	32 (14.2%)	2.56
14. I am satisfied with payment of in-service allowance	0 (0.0%)	7 (3.1%)	116 (51.3%)	71 (31.4%)	32 (14.2%)	2.43
15. I am satisfied with payment of salaries throughout the in-service training	13 (5.8%)	14 (6.2%)	43 (19.0%)	71 (31.4%)	85 (37.6%)	2.11
Grand Mean						2.43

Source: Field survey 2024

Table 3 presents the level of satisfaction with the financial sponsorship of the in-service policy among trainees at Ramat Polytechnic Maiduguri, Borno State. The first item measures satisfaction with the payment for books and study materials, resulting in a mean score of 2.56, with 33.2% of respondents expressing a low level of satisfaction and 34.5% a very low level. The second item assesses satisfaction with the payment of essential living costs, achieving a mean score of 2.50, where 39.8% of respondents reported both a low and very low level of satisfaction. The third item, which evaluates satisfaction with the payment of registration fees by the government, has a mean score of 2.56, with 51.3% indicating a low level of satisfaction. The fourth item addresses satisfaction with the payment of in-service allowances, resulting in a mean score of 2.43, where 51.3% of respondents expressed a low level of satisfaction and 31.4% a very low level. Lastly, the fifth item measures satisfaction with the payment of salaries throughout the in-service training, achieving a mean score of 2.11, with 37.6% expressing no satisfaction and 31.4% a very low level. The grand mean of 2.43 indicates that trainees are generally dissatisfied with the financial sponsorship of the in-service policy, highlighting significant areas for improvement.

Discussions

Findings of the study revealed that, the levels of satisfaction among trainees with the in-service training policy and occupational progression after completing in-service trainings

are moderate while that trainees are generally dissatisfied with the financial sponsorship of the in-service policy. This finding agreed with the findings of Adamu (2015) and Basalamah (2021) whose study revealed that, job satisfaction is influenced by various factors, including work nature, salary, promotions, management, and job security. The finding of this study aligned with the finding of Ali and Anwar (2021) whose study revealed that, factors such as salary, promotion opportunities, in-service training influence employee satisfaction.

The result of the current study agreed with the study conducted by Mchete and Shayo (2020), Dachner (2021), Suzanne Straw's (2017) and Maheshwari and Nayak (2022) which revealed that, factors such as in-service training, organizational policies and promotion benefits influence employee satisfaction. The findings indicate that the overall satisfaction with the in-service policy was moderate, with a grand mean of 3.69. Research has shown that effective career development policies and high levels of work motivation can have a positive impact on employee productivity. While international studies have explored the relationship between training programs, motivation, and productivity (Ali & Anwar, 2021), there is a need for research specifically in the context of this study, which is underexplored and underreported with the view to fill the gap in knowledge for human resource development practice and policy directions. Trainees expressed high satisfaction with the bond signed to serve the government after training and the requirement for approval

before proceeding with training, both with a mean score of 4.04. However, satisfaction was lower regarding the two-year service requirement, with a mean score of 2.93. Regarding occupational progression, the grand mean of the satisfaction is 3.08. While trainees were moderately satisfied with the general occupational progression (mean score of 3.84), they were less satisfied with promotions (mean score of 2.80) and the allocation of higher responsibilities (mean score of 2.81). The financial sponsorship was low as indicated by the grand mean of 2.43. Trainees were particularly dissatisfied with the payment of salaries during training (mean score of 2.11), essential living costs (mean score of 2.50), and in-service allowances (mean score of 2.43). Recognizing the interconnectedness of career development, motivation, and employee outcomes, organizations should adopt a holistic approach to human resource management. By addressing these factors collectively, organizations can create a work environment that nurtures individual growth, satisfaction, and productivity. Moreover, Kwenin et al., (2013) maintains that a well-organized and effective human resource management increases employee satisfaction and promotes hard work among employees of an organization. It also promotes efficiency, motivates workers and stimulates performance of employees, in turn enhances satisfaction and productivity among workers (Memon, 2010).

Conclusion and Recommendations

From the findings, the study concluded that, in-service training policy is a significant constituent in stimulating employee satisfaction, as long as employees remain satisfied with their work place policy, they show commitment, management should offer occupational progression opportunities to the employees after completing in-service, provide robust financial incentives to the trainee, because it is significant antecedent for employee satisfaction and efficiency within a given system. Moreover, the training opportunity provided could help simplify work amongst employees hence Increased staff satisfaction and productivity. In the light of the above, it is recommended that, government should comprehensively review policies involving all stakeholders, including current trainees, faculty, and administration, to address those identified deficiencies and improve on other areas requiring improvement.

Implications for Human Resource Development Practice

The findings of this study has a far reaching implication to human resource development practice, most organizations successes could be attributed to well manage human resources development policies and practice. Organizations in the formal and non-formal educational settings should deliberately invest in robust career development policies of their employees. For increased employee satisfaction, training policies should deliberately address employee needs as these policies can serve as catalysts for enhancing employee motivation and satisfaction levels. It also implies that, one of the key role of human resource managers is to design and implement targeted employee career development programs that align with individual aspirations and the overall policy of the organization. It was argued and evident from these findings that, satisfied skilled employees positively impacts on

the organization. This justifies the notion that ‘human resources are one of the most important resources within an organization, without them all the other resources cannot be operated’. Human resource development practice consist of instituting policies and inspire people to effectively perform their required duties in the most efficient manner. It encompasses ensuring that employees are satisfied and appreciate what they do, and in order to function efficiently and effectively.

References

- 1) Adamu, A.I. (2015). Effect of staff training on job satisfaction. Kogi state. Judicial Service.
- 2) 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.
- 3) Anunobi, O. K. E. C. H. I. (2022). Teachers’ deployment and utilization for quality service delivery in public secondary schools in rivers state. *Journal Practice* t, 6, 112.
- 4) Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice: A guide to the theory and practice of people management*. Kogan Page Publishers.
- 5) Basalamah, S. A. (2021). The role of work motivation and work environment in improving job satisfaction. *Golden Ratio of Human Resource Management*, 1(2), 94-103.
- 6) Borno State Government man power and training survey volume 1 and 2. January 1981.
- 7) Dachner, A. M., Ellingson, J. E., Noe, R. A., & Saxton, B. M. (2021). The future of employee development. *Human Resource Management Review*, 31(2), 103-107.
- 8) Maheshwari, G., & Nayak, R. (2022). Women leadership in Vietnamese higher education institutions: An exploratory study on barriers and enablers for career enhancement. *Educational Management Administration & Leadership*, 50(5), 758-775.
- 9) Mchete, T., & Shayo, F. (2020). The role of induction training on performance of new employees at workplace: Case study of the Open University of Tanzania. *International Journal of Business Management and Economic Review*, 3(1), 287-300.
- 10) Moses, D. (2024). Career Choice among Students in Public Secondary School in Jere Local Government Area, Borno State. *International Journal of Social Sciences and Humanities*, 11(1), 47-68.
- 11) National Training Policy (2012). Department of personnel and training, ministry of personnel, public grievance and pensions, government of India, New Delhi.
- 12) Ogunbodede, N., (2016). In-service training and job satisfaction in the Nigerian public service: A Theoretical Analysis. *International Journal of Academic Research in Business and Social Sciences*, 6(5), 141-151
- 13) Shama, M. Saclana, & B. Kaur .H. (2011) *Public administration in theory and practice* (47th ed) New Delhi, Kitab Mahal Publishers.
- 14) Sujatha, A. (2023). The effects of intrinsic and extrinsic motivation on turnover intention among employees in the Malaysian banking industry: Job satisfaction as a mediator (Doctoral dissertation, UTAR).
- 15) Widhiandono, H., Suyoto, Darmawan, A., Abd Razak, A. Z. A., & Ab Wahid, H. (2022). The Mediating Effect of Organizational Commitment on the Relationship between Personality, Job Satisfaction and Job Performance of Pharmacists. *International Business Education Journal*, 15(2), 111–125.o