

Human Capacity Building Strategies and Employee Service Delivery in Ebonyi State Civil Service (Ebscs) 2015-2023

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ABSTRACT

This study examined human capacity building strategies and employee service delivery in Ebonyi State Civil Service 2015-2023. The specific objectives of the study were to: ascertain the extent to which job rotation affects service quality in Ebonyi State Civil Service; and to determine the extent to which seminar/ workshops affect employee commitment in Ebonyi State Civil Service. Two research questions and hypotheses guided the study. The study was anchored on Human Capital theory propounded by Becker (1962) and Rosen (1976). Descriptive survey research design was adopted for the study. The population for the study consisted of the 3,096 staff of 20 selected ministries in Ebonyi State Civil Service. The sample size of 342 respondents was determined using Krejcie and Morgan's statistical formula. Multi-stage sampling technique was employed in the study. Data for the study were collected through structured questionnaire. Data analysis was done using simple percentages, statistical mean, and simple regression analysis. The findings revealed that Job rotation significantly and positively affected service quality in Ebonyi State Civil Service ($0.02 < 0.05$); and Seminar/ workshops significantly and positively affected employee commitment in Ebonyi State Civil Service ($0.02 < 0.05$). Based on the findings and conclusion, the study recommended that: the civil service should establish structured job rotation programs that systematically expose employees to diverse roles, responsibilities, and departments within the organization; and the civil service should have regular Seminar/ workshops programmes that will enhance employee commitment for effective service delivery.

Keywords: Human capacity building, Service delivery, Job rotation, Workshop, Service quality, Employee Commitment

INTRODUCTION

Service delivery is a crucial activity for continuous organizational vision and mission attainment which sustains mission accomplishment, employees' performance, improvement on group abilities and individual competencies. It ensures that facilities and amenities are at the public reach and makes sure that needs are met, surpassed and organizations worthwhile (Giri, 2019; John, 2020). On the other hand, delivered services which correspond public desires, needs and expectations bring about effective service delivery. Effective service delivery prompts public comprehension of the exact services organizations rendered to equal their expectations (Jimoh & Banjo, 2018).

The statutory duty of every government all over the world is to provide basic amenities that would make life bearable for her citizens. This is done through policy formulation and implementation. While political leaders formulate policies, civil servants carry out the implementation for the benefits of the people. Civil service resourcefulness and efficiency in delivering services cannot be achieved without proper management of information and capacity building for national development. Service delivery is indispensable to individuals, entrepreneurs, academics, organisations and government to facilitate innovations and creativities in meeting the longings of the general public. Without, the public would be deprived of government's attention, goods and services would not be known, and intellectuals' knowledge would be stagnant.

Capacity building refers to the process of developing the knowledge, skills, and abilities of individuals within an organization to enhance their performance and productivity. According to Dibie, Edoho and Dibie (2020) human capital building is the process of determining the skills and development needs of employees. 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 as cited in Egwu, 2021).

Several scholars contend that human capacity/capital building is the basis of personnel utilization (Lussier & Achua, 2017; Griffin, Phillips & Gully, 2017; Dibie, 2018). Effective management of personnel utilization is critical if the goals and objectives of an organization are to be achieved. Organizations are in existence to succeed and the achievement of the strategy through individual output places the spotlight directly on performance and the management thereof (Amos & Ristow, 2018). An integrated human resource (HR) strategy supports the fulfillment of organization strategy and the attainment of organizational goals. This integrated HR strategy represents a network of human resource processes, geared towards the achievement of organizational goals and introduces links of performance to sourcing, staffing, development, rewards, recognition and employee relations (Armstrong, 2020).

Capacity building can be viewed as having three distinct elements. The first is human development, especially the provision of basic health, education, nutrition and technical skills. The second is the restructuring of many public and private institutions to create a context in which skilled workers can function effectively. The third is political leadership based on the understanding that institutions are fragile entities, painstakingly built up, easily destroyed, and that these institutions therefore deserve sustained nurturing (ILO in Egwu, 2022). Capacity building for civil servants therefore entails improving the ability of civil servants to be better positioned to carry out their day-to-day routine administrative functions and execute development projects and programmes effectively and efficiently. The aim of capability building is to ensure that an employees are well trained in order to achieve the goal of an organization. The focus is that capacity building in any organization is so vital that employees are expected to be progressive, enterprising and orientated towards service delivery within such organization (Noe, 2016), the implication of capability building in the absence of the above expectations is that the inputs, outputs and contributions of the employee will be sacrificed on the altar of administrative deficiency (Hart, 2016).

Human capacity building in the organization is strictly attached to the personnel department of the HR managers. This builds up the man power or human resource planning of the organization either public or private to achieve organizational goals. The need for building staff capacity cannot be overemphasized in the present-day when knowledge capital drives operations of organisations because absence of training is responsible for capacity gaps in most MDAs (John, 2020). Employee training and development are at the heart of employee utilization, productivity, commitment, motivation and growth. Many employees have failed in organizations because their need for human capacity development was not identified and provided for as an indispensable part of management function. Human capacity building is organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities functions for which he is hired. It also deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy (Nwachukwu, 2019).

Human capacity building can be administered on long-term or short-term training. It is training that prompt employees' improvement, productivity enhancement, increment on the level of individuals and organizational competency. In public organization particularly Ebonyi State Civil Service, capacity building/ training takes different forms. According to Okunola, Fajana and Armstrong as cited in Nebo, Ituma and Nnamani (2016) the forms of human capacity building include Pre-service training, on-the-job training, In-service or off-the-job-training, Professional or graduate training, and Systematic training.

Pre-service training is directed at providing technical-knowhow for the clientele before assumption of full employment or deployment to a new office. It is therefore a preparation process for a worker to take higher responsibility for effective service delivery. On-the-job training aimed primarily at familiarizing newly employed workers with organizational set up, administration, policies, philosophy and methods of work. It includes Job Orientation, Job rotation, Coaching, Mentoring. In-service training- is organized to keep workers up

to date with ideas and discoveries in the workplace or profession usually through short courses, seminars and workshops. However, this study adopted Job rotation, seminars and workshops as the variables for capacity building. These forms of capacity building were introduced in the civil service to equip civil servants with the necessary tools and expertise to tackle the complex challenges they face in their day-to-day work. The aim of this study is therefore to examine human capacity building and service delivery in Ebonyi State Civil Service.

Statement of the Problem

The delivery of effective and efficient public service is a necessity in every modern society. Every government strives to improve the quantity and quality of public service to its citizens. Thus, governments are responsible for delivering basic goods and services to the citizenry in faster, easier and more efficient manner. It has been noticed that despite the efforts of the majority of state governments to improve the quality of service offered through their units and ministries, there are still significant shortcomings affecting the effectiveness of the services rendered to the public.

The government has introduced several initiatives and has developed partnership with different actors to improve and better service delivery. Indeed, most of the government sectors are evaluated on performance of the civil service, based on such aspects as public service delivery, transparency in decision making process and well managed offices. The civil service in Nigeria has not performed satisfactorily on service delivery and other indices of performance. Igbuzor (2015) states that the decline in quality of public service in Nigeria is traced to lack of political will, poor management, faulty diagnosis, poor recruitment policies, lack of human resource capacity building, political patronage, quota system and lack of democratic practices in the management of the public service. Human resource capacity building is believed to be a potent strategy that could impact positively on the performance of the civil service. Cole in Dada (2016) stressed that training enhances worker performance and productivity in organizations. It will be difficult to achieve efficient service delivery in a situation where public servants are not adequately empowered with the requisite knowledge, skills and attitude in their workplace (Ihemeje and Afegbua, 2020). It is for this reason that organizations including the Ebonyi State Civil Service engage in human capacity building programme to train and develop employees in the civil service.

Objectives of the Study

The broad objective of this study is to examine human capacity building and service delivery in Ebonyi State Civil Service 2015-2023. The specific objectives are to:

1. Determine the extent to which job rotation affects service quality in Ebonyi State Civil Service 2015-2023.
2. Ascertain the extent to which seminar/ workshops affects employee commitment in Ebonyi State Civil Service 2015-2023

Research Questions

1. To what extent does job rotation affects service quality in Ebonyi State Civil Service 2015-2023?
2. To what extent do seminar/ workshops affects employee commitment in Ebonyi State Civil Service 2015-2023?

Hypotheses

1. **H⁰**: Job rotation does not significantly affects service quality in Ebonyi State Civil Service 2015-2023
2. **H⁰**: Seminar/ workshops do not significantly affect employee commitment in Ebonyi State Civil Service 2015-2023

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Concept of Human Capacity Building

The term capacity has many different meanings and interpretations depending on who uses it and in what context. The concept of capacity building has become an important word in organisational reform discourse internationally both in developed and emerging economies (Egbo, 2021). Capacity is “the ability to understand or do something” and development is “an increase in the amount of something over a period of time.” Capacity is the ability of individuals, organisations, or systems to perform their functions effectively, efficiently, and sustainably.

The United Nations Development Programme (UNDP) as cited in Onah et al (2017) sees capacity as the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably. Capacity is also seen as the ability of individuals, institutions and societies to perform functions, solve problems, set and achieve objectives in a sustainable manner. In the words of Morgan in Onah et al (2017), five central characteristics or aspects of capacity that can give the theory and practice some substantive and operational shape are:

Capacity is about *empowerment and identity*, properties that allow an organization or system to survive, to grow, diversify and become more complex. To evolve in such a way, systems need power, control and space. Capacity has to do with people acting together to take control over their own lives in some fashion. Capacity has to do with *collective ability*, i.e. that combination of attributes that enables a system to perform, deliver value, establish relationships and to renew itself. Or put another way, the abilities that allow systems, individuals, groups, organisations, groups of organisations, to be able to do something with some sort of intention and with some sort of effectiveness and at some sort of scale over time.

Capacity as a state or condition is inherently a *systems phenomenon*. Capacity is an emergent property or an interaction effect. It comes out of the dynamics involving a complex combination of attitudes, resources, strategies and skills, both tangible and intangible. It emerges from the positioning of a system within a particular context. And it usually deals with complex human activities which cannot be addressed from an exclusively technical perspective.

Capacity is a *potential* state. It is elusive and transient. It is about latent as opposed to kinetic energy. Performance, in contrast, is about execution and implementation or the result of the application/use of capacity. Given this latent quality, capacity is dependent to a large degree on intangibles. It is thus hard to induce, manage and measure. As a state or condition, it can disappear quickly particularly in smaller, more vulnerable structures. This potential state may require the use of different approaches to its development, management, assessment and monitoring. Capacity is about the *creation of public value*. All countries, regardless of their level of development, have many examples of effective capacity that subverts the public interest.

The Department for International Development (DFID) as cited in Groot and Molen (2017) sees capacity building as enhancing the abilities of individuals, organization and systems to undertake and disseminate high quality service efficiently and effectively. The goal is to facilitate individual and organizational learning which builds social capital trust, develop knowledge, skills and attitudes and when successful, creates an organizational culture and a set of capabilities which enables organization to set objectives, achieve results, solve problems and create adaptive procedures which enables them to survive on the long run. Capacity building is the process by which individuals, groups, organisations, institutions and societies increase their abilities to (a). Perform core functions, solve problems, define and achieve objectives; and (b). Understand and deal with their development needs in a broad context and a sustainable manner.

According to the United Nations Committee of Experts on Public Administration (2019), capacity building takes place at three levels, that is, at the individual level, the institutional level, and the societal level. Capacity building on an individual level means the development of conditions that enable individuals to build and enhance existing knowledge and skills. Additionally, it requires conditions that will allow individuals to engage in the process of learning and adapting to change (UNCEPA, 2019). Institutional-level capacity building should involve

modernising existing institutions and supporting them in forming sound policies, organisational structures, and effective methods of management and revenue control. The establishment of a strong interactive public administration system that receives feedback from the population and makes public administrators more accountable and responsive is the goal of societal-level capacity building (UNCEPA, 2019).

Capacity building according to ILO, in Egwu (2022) can be viewed as having three distinct elements. The first is human development, especially the provision of basic health, education, nutrition and technical skills. The second is the restructuring of many public and private institutions to create a context in which skilled workers can function effectively. The third is political leadership based on the understanding that institutions are fragile entities, painstakingly built up, easily destroyed, and that these institutions therefore deserve sustained nurturing.

Capacity building from human capital point of view could be explained to mean when people possess the needed knowledge and advanced skills that are critical to individual growth as well as country's growth and development (Nwazor as cited in Agunyai, 2015). Williamson, Rajabifard, and Feeney (2023), asserted that capacity building as a concept is closely related to education, training, and human resource development. This conventional concept has changed in recent years towards a broader and more holistic view, covering both institutional and country-specific initiatives.

Human capacity-building is a modern concept 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). 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 (Daqar and Constantnovits, 2021).

Human Capacity Building Strategies in Civil Service

Abdulrazaq and Onifade (2017), Oakman and Williams in Omigie and Bosah (2020), Okunola, Fajana and Armstrong as cited in Nebo, Ituma and Nnamani (2016), categorized capacity building into on-the-job, and off-the-job, Professional or graduate training, and systematic training. For the purpose of this study on-the job training (Job orientation, job rotation, coaching, mentoring) and off-the job (Seminar and workshops).

On-the-job training is usually used to educate the employees regarding their actual task. According to Abdiwali and Musa (2019), on-the-job training is when employees are given training while conducting their regular work at the same working venues. Chepkosgey et al (2015) stated that on-the-job training refers to new or inexperienced employees that learn through observing peers or managers in performing the job and try to imitate their behaviour. Sleight in Nurul, Ana, Nuru and Amalina (2023) stated that on-the-job training is beneficial as it can give instant feedback regarding what the learners are doing whether it is right or wrong and learners are able to do the correction immediately.

Off-the-Job or In-Service Training on the other hand is a capacity building method organized outside the workers job location. It is usually organized in a capacity building centre or an educational institution. The objective of this method is to broaden the trainee's job knowledge and experiences beyond what can be learnt within the job environment. It provides the trainees the opportunity of interacting with trainers who are different in outlook, experience and knowledge from those they are used to back at work (Osewe & Gindicha, 2021). In-service-trainings are professional trainings aimed at exposing employees to new techniques adopted in modern work environments. They are usually performed on full-time basis in educational institutions like, universities, polytechnics, colleges and so forth, lasting through a specific period (Malaolu & Ogbuabor, 2013). Off-the-job training occurs when employees are taken away from their place of work to be trained. In-service or off-the-job-training- is organized to keep workers up to date with ideas and discoveries in the workplace or profession usually through short courses, seminars and workshops, study tours, newsletters and group exercises.

Job Orientation or Induction

This approach is precisely designed for new employees to enable them get acquainted with the overall requirement of the organisation such as norms, ethics, goals, rules and regulations. It is also geared towards getting the new employees acquainted with the organization's goals, structure, culture, work standard and different conditions of employment. This familiarisation with the work environment protects them from making costly mistakes. Dialoke, Ukah and Ikoro (2016), affirm that orientation or induction training is given to newly hired or appointed staff immediately they are employed, to get them familiarised with their new positions and to make them understand the overall objectives, scope, programmes, problems, policy and structure of the organisation. Induction courses are imperative for newly hired officials to enable them gain self-confidence and perform up to expectation. The duration may range from few days to three weeks depending on the situation.

Job Rotation:

Job rotation is a management approach where employees are shifted between two or more assignments or jobs at regular intervals in order to expose them to master what goes on, in other sections or departments in an organisation. Job rotation is an organised practice to reduce the boredom of doing same type of job every day in order to explore the hidden potentials of an employee. Job rotation is seen as learning role in firms as employees get a chance to accomplish various task and changing roles. Job rotation is also identified as an applied approach and aggrandizes job related tasks. That is the reason job rotation is planned in the job training phase because it proves helpful while transferring employees from one job to another in order to learn more and increase their knowledge by doing various jobs. As a result efficiency of employees increase and it positively impacts the performance of employees (Meyer as cited in Oluwatuase, Enitilo & Ogunjobi, 2019).

Job rotation has been posited as an effective career development method (Kong et al., 2020) and an effective tool for developing employees through exposure to diverse roles and responsibilities within the same organization (Al-Zoubi, Masa'deh & Twaissi 2022). It can reduce workload strain and rejuvenate employees with new challenges (Mehdizadeh et al., 2020), leading to increased motivation and output (Jorgensen et al. in Majd, Bell, Ali, Davoodi & Nasirifar, 2024).

Additional advantages of job rotation include: assisting management in identifying employees' aptitude and areas of specialization; allowing staff members to identify their areas of interest and enhance their experiences, particularly in other areas or tasks; giving employees a general understanding of the organization's goals; fostering departmental cooperation; and fostering organizational flexibility through the development of human resources (Mohan & Gomathi, 2015).

Mentoring /Coaching

Mentoring is a learning process where helpful, personal, and reciprocal relationships are built while focusing on achievement; emotional support is a key element. Within mentoring relationships, mentees develop and learn through conversations with more experienced mentors who share knowledge and skills that can be incorporated into their thinking and practice. By comparison, tutoring or coaching is the provision of academic and professional assistance in a particular area with a sole focus on competence. The process of mentoring may be viewed under three models – the apprentice, competency, and reflective models. In the apprentice model, the mentee observes the mentor and learns (Wong & Premkumar, 2022 cited in Hart, 2024). In the competency model, the mentor gives the mentee systematic feedback about performance and progress. In the reflective model, the mentor helps the mentee become a reflective practitioner. This learning object subscribes to the reflective model in which mentoring is seen as an intentional, nurturing, and insightful process that provides a powerful growth experience for both the mentor and mentee. Mentoring relationships can be formal or informal. Formal mentor relationships are usually organised in the workplace where an organisation matches mentors to mentees for developing careers. Informal mentor relationships usually occur spontaneously and are largely psychosocial; they help to enhance the mentee's self-esteem and confidence by providing emotional support and discovery of common interests (Wong & Premkumar, 2022).

Coaching is a capacity building strategy that focuses on directly impacting an employee's behavior on a person-

to-person basis. Its purpose is to accomplish a particular goal quickly. Generally speaking, coaching is planned so that the learner adheres to specific rules that are intended to enhance job performance. To expedite learning, the person receiving coaching is typically exposed to multiple preprogrammed instructions. For example, the student might be assigned a special assignment, perhaps working in a team. The learner may occasionally be asked to take over for the manager or supervisor and may be given more responsibility in his line of work, or he may be systematically linked to a series of positions. One of a company enterprise's most effective training methods is coaching. The superior-subordinate relationship is where it occurs most frequently and organically (Huang, 2019).

Seminar and Workshop

This is another important way of developing the civil servants. In this approach, civil servants of the various grade levels are exposed to ideas of speakers who are experts in their fields on issues related to new principles, strategies and other things that would make them more resourceful, result-oriented and more self-confident. Thus, staff is sent to seminars and workshops and even conferences where subjects related to the job are being discussed (Dike and Onyekwelu, 2015)

Abba, Anazodo and Okoye as cited in Udu *et al.*, (2022), state that 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. Walton cited in Udu *et al.* (2022) 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).

Workshop is an off-the job training method, and as such they are always held in areas outside the work places of participants. Specialists in a chosen or specified field are always drawn to teach participants skills that will make them to be relevant in their work places and in their professional (Engeton, 2017). Workshops as a training method infuse practical skills on participants and allow them to perform tasks that were hitherto very difficult for them to perform. Workshops always have practical sessions in between theoretical period designed to assess and evaluate outcome and impact of the workshop on participants (Engeton, 2017). Eke in Wagu and Echedom (2021) sees workshop as a period of discussion and practical work on a particular subject in which a group of people share their knowledge and experience. According to Engeton (2017) the purpose of scheduling workshops at a place other than the job-area is to ensure a peaceful domain to the employees where they can focus on learning without distraction. Another purpose according to Ugwuanyi as cited in Wagu and Echedom (2021) is often to broaden career perspectives in the organization while Wening (2016) added that career workshop can help participant learn how to make career decisions, set career goals, create career options, seek career- planning information and the same time build confidence, self-esteem and expertise needed by employees to effectively perform their jobs. Workshops help to ensure steady supply of qualified manpower to man different areas of an organization. It equips trainees with the skills required to work very effectively, thus showing significant relationship between attendance to workshop and employee performance (Engaton, 2017).

Service delivery

Service delivery is getting service done or carried out, as effectively and as quickly as possible to the intended recipients. High quality service delivery has been considered as the most significant tool for survival of any organization (Adeyele, 2017). It is one thing to provide services and yet another task to ensure that the services are well-delivered to the beneficiaries or clienteles. Every public institution or organization has some objectives it is set out to achieve. To Magbadelo (2020) the sum total of the objective is the public goods and deliverables the institution is to deliver to the people. It could be safely argued that the success or otherwise of the institution is a function of its capacity to keep delivering those public goods and services effectively and efficiently in a sustainable manner to regularly meet people's needs (Obi and Nwokwu, 2022).

According to Obi, Uzor and Chukwurah (2020) service delivery is seen as the extent to which an individual, unit

or department as well as organization carryout their assigned responsibilities. El- Rufai in Nwoku, Nwambe and Nwankwo (2023) averred that service delivery is the extent to which an organization and/or employee discharges allotted responsibilities within the limit of time, money, and other essential resources for purpose of achieving overall organizational goals.

The foregoing definitions bring to the fore the obvious fact that service delivery revolves around the ability of any institution or establishment to effectively and efficiently discharge its responsibilities in a sustainable manner with the sole purpose of achieving its set objectives. It is important to note that the goods and services which government provides are known as public goods (Oyedele, 2015). They are always consumed jointly by a large number of people and difficult to exclude people who cannot pay. For government to provide the goods, structures are created and suitably qualified personnel are selected to carryout responsibilities to achieve the objectives of the institutions. It is in this light that Adegroye as cited in Okechukwu et al (2016) argued that without an efficient and well-motivated public service, the implementation of public policies and programmes may be a pipe dream thereby deteriorating the level of service provision to the citizenry. Abah and Nwoku (2017) contended that public service remains the enduring link between the citizens and the state, the instrument through which resources are forecast, mobilized and channeled towards various policy objectives.

Employee Commitment

Employee commitment is a way of measuring the performance of employees in an organization. It refers to the level at which an employee attaches himself to the job or organization and sees its success or failure as his own. Ketchand and Strawser as cited in Nzewi, *et al* (2017) opine that employee commitment is the attachment which is formed by individuals towards their employing organizations. It is a psychological state that binds people towards an activity related to the purposes in an organization (Lee, Kim and Kim, 2013). It is the individual feelings of employees with regard to the organization Joo and Park as cited in Nzewi, *et al.*, 2017).

The study of employee commitment is important because; (a). As Low (2020) noted employees with a sense of employee commitment are less likely to engage in withdrawal behaviour and more willing to accept change. Hence, there is no doubt that these values appear to have potentially serious consequences for a core of committed individuals who are the source of organisational life; (b). Workers who become less committed to an organisation will route their commitment in other directions; thus, it is important to know how to develop the right type and level of employee commitment to ensure that better employees are retained; (c). Employees who develop a high level of employee commitment tend to be highly satisfied and are fulfilled by their jobs; (d). In the current global economic scenario, organisational change is a continuous process that requires the support of all employees in the hierarchical structure.

Service Quality

Service Quality includes strategies, processes and performance management systems. The strategy and process design is fundamental to the design of the overall service management model. Helping the client fulfill their mission and supporting them in the pursuit of their organizational purpose, must be the foundation of any service provider partnership. Service quality has been defined as the extent to which an organization meets or exceeds expectations of customers or beneficiaries (Flippo, 2016).

The term Service Quality is an association of two different words; „service“ and quality. Service means “any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything (Ramya, Kowsalya & Dharanipriya, 2019). Services quality can be defined difference between customers' expectations of service and services received. In addition, services quality has been defined as "an attitude or general judgment of customers in relation to supremacy of a service. Services quality in marketing literature is defined as: overall assessment of customers from company services. The concept of service quality includes service delivery process and also the results offered services (Koozehchian, Khatibzadeh & Honarvar, 2011).

Human Capacity Building and Service Delivery

Employees' job performance/service delivery is enhanced through capacity building and as well-advanced organizational stability with new tactics and hi-tech strategies (International Labour Office, 2000 in Amahwa and Otuya, 2020). Capacity building can be administered on long-term or short-term training. Training is important for the employees' development and the employees' development encourage self-fulfilling skills and abilities of the employees, decreased operational costs, limits organizational liabilities and changing goals and objectives (Donald as cited in Oladimeji, 2018). It is very difficult for an employee to perform well at the workplace without any pre-training. Trained employees perform better than the untrained ones (Adenuga as cited in Oladimeji, 2018). As a result, it is very necessary for every organization to train its employees in order to meet overall goals of the organization. Training in this study is classified into on-the job training, in-service training and systematic training.

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.

According to Wright and Geroy (as cited in Aida, 2013), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors and Myers as cited in Aida, 2013).

Theoretical Framework

This study is anchored on the Human Capital theory. Human Capital theory was propounded by Becker (1962) and Rosen (1976). The theory argues that individual workers have a set of skills or abilities that can be improved or accumulated through training and education. The Human Capital Theory posits that human beings can increase their productive capacity through greater education and skills training. In the 1960 economists Gary Becker and Theodore Schultz pointed out that education and training were investments that could add to productivity. As the world accumulated more and more physical capital, the opportunity cost of going to school declined. Education has become an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and broadly as human capital.

The Human Capital Theory is highly relevant to the study of capacity building and service delivery in Ebonyi State Civil Service. This theory emphasizes that investments in education, training, and development of individuals lead to increased productivity and efficiency in an organization. Education is very important in our society today, including the workers in their various places of work, in order to enhance their skills and their intellect based on their area of specialisation. If an employee is educated or undergoing a programme, either regular or part-term, it goes a long way in improving such an employee, in the sense that with his wealth of knowledge acquired, he can stand out, or work in any department assigned to him, with a little training giving to him, he can perform excellent well in ensuring that service is delivered.

Capacity building has been an important variable in increasing organisational productivity; it could be in the form of Job Rotation, Orientation, mentoring, coaching, and seminar/workshop. Capacity building or training builds and makes a team to be effective, efficient, well-motivating, and committed to work, thereby enhancing the confidence and self-esteem of employees. The employees' knowledge and skills are thus developed to adapt to new technologies and other organisational changes. Capacity building serves as a motivating force in improving service delivery of the employees, and civil service/ organisations have seen it as a veritable tool to enhance their organizational performance.

METHODOLOGY

The study adopted descriptive survey design. The population of the study comprised all the employees in the twenty (20) ministries selected for the study. The 20 ministries covered in the study are: Ministry of Education, Agriculture, Women Affairs & Social Development, Ministry of Finance and Economic Development, Ministry of Local Government, Chieftaincy Matters and Rural Development, Ministry of Youth & Sports, Information and State Orientation, Power, Health, Land & Survey, Solid Mineral, Special Projects, Water Resources, Housing, Works & Transports, Human Capital Development, Information and Communication Technology, Culture & Tourism, Ministry of Commerce & Economic Development, and Ministry of Environment According to Ebonyi State Civil Service Commission (2024), the total population of the employees in the twenty (20) ministries is 3,096. The sample size of the study was 342 respondents derived through the Krejcie and Morgan (1970) formula and Multi-stage sampling techniques. The instrument used for the study was a self-designed questionnaire. The instrument was face and content validated by two experts. The response scale was structured on a 5-point modified rating scale of Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD), and Disagree (D) with values 5, 4, 3, 2 and 1 respectively. Spearman Rank Order Correlation Coefficient technique was used to determine the reliability of the instrument which yielded reliability 0.88. Descriptive statistics of mean was used to answer the research questions with a criterion mean of 3.0. Questionnaire items with ratings below 3.0 denoted “Disagreement” while 3.0 and above signified ‘Agreement’. The null hypotheses were tested using the Simple Regression Analysis statistical tool with the aid of Statistical Package for Social Sciences (SPSS) at .05 level of significance.

RESULTS AND DISCUSSION

This section deals with data presentation, interpretation and analysis of the collected data through questionnaire. Descriptive statistics like frequencies, percentage and mean were used to analyse the data moreover regression analysis also were deployed to show the effect of independent variables over the dependent. The findings from the questionnaires were analysed by using SPSS (version 20). As stated in the previous section of this study, questionnaire were designed and distributed to a total of 342 employees of Ebonyi State Civil Service. Accordingly, 310 copies of questionnaires were appropriately filled and returned which gives 90.6% returned rate that is assumed to be suitable for further analysis.

Demographic Characteristics of Respondents

Table I: Demographic Characterization of Respondents

Option	Frequency	Percentage (%)
Gender		
Male	140	45.2
Female	170	54.8
Total	310	100
Educational Qualification		
GCE/WASC/NECO	40	12.9
OND/NCE	86	27.7
BSC/BA/HND	108	34.8
Postgraduates	76	24.5

Total	310	100
Rank (Grade Level)		
Management (12-and above)	105	33.9
Senior (07 -11)	110	35.5
Junior (01 -06)	95	30.6
Total	310	100
Years in Service		
1- 10yrs	100	32.3
11 – 20yrs	122	39.4
21years and above	88	28.3
Total	310	100

Source: Field Survey, 2024

Table1 presents information on the demographic characteristics of the respondents. Percentage analysis of the respondents by gender shows that 45.2% of the respondents are male while 54.8% are female. This table reflects female domination of the respondents. This is not unconnected with the fact that the public service has female dominance.

As could be seen from the table above, 34.8% of the respondents have HND, BA or B.Sc.; 27.7% had OND/NCE, and 24.5% had postgraduate's degrees. 12.9% of the respondents are holders of SSCE. In all, only about 12.9% had qualifications below OND/NCE while majority of the respondents attained higher educational qualifications. The implication of this to the study is that the respondents are sufficiently literate and as such are capable of discussing issues relating to capacity building and service delivery. This has also revealed the fact that the civil service is staffed with qualified personnel who have the competence to execute their jobs as appropriate.

With respect to the distribution of respondents by rank/grade level, the table 4.1 shows that higher percentages of the respondents were between levels 07-11. This is about 35.5% of the respondents; for level 12 and above, it represents 33.9%, whereas 30.6% were of 01-06 level. A greater percentage of the respondents are found within the senior staff category. The table also revealed that the higher percentage of respondents has served in the civil service for many years. About 39.4% of the respondents as shown in the table have served for between 11-20 years; 32.3% of the respondents have served for between 1-20 years; whereas 28.3% are in the range of 21years and above in service.

Research Question One: To what extent does job rotation affects service quality in Ebonyi State Civil Service 2015-2023?

Table 2 Mean Scores and Decisions on job rotation and service quality

S/N	Items	FX	Mean (x)	Remark
1	Job rotation in Ebonyi State Civil Service has improved employees' understanding of different roles, leading to better service quality.	1188	3.83	Agreed

2	Civil service employee's cooperation and teamwork have improved as a result of job rotation.	1242	4	Agreed
3	Employees with job rotation experience deliver more effective and efficient services.	1240	4	Agreed
4	Job rotation has contributed to reducing errors and complaints in service delivery.	1204	3.83	Agreed
	Grand Mean		3.915	Agreed

Source: Field Survey, 2024

Table2 focuses on the job rotation and service quality. Data from table 2 shows that all the listed items showed a mean score above 3.0, while the Grand mean score of 3.915. This revealed that Job rotation in Ebonyi State Civil Service has improved employees' understanding of different roles, leading to better service quality; Civil service employee's cooperation and teamwork have improved as a result of job rotation; Employees with job rotation experience deliver more effective and efficient services. The respondents also agreed that Job rotation has contributed to reducing errors and complaints in service delivery. The grand mean total score of 3.915 indicated positive reaction of respondent on the effect of job rotation on service quality.

Research Question Two: To what extent do seminar/ workshops affects employee commitment in Ebonyi State Civil Service 2015-2023?

Table 3: Mean Scores and Decisions on seminar/ workshops and employee commitment

S/N	Items	FX	Mean (x)	Remark
1	Attending seminars and workshops has increased my commitment to my job in the Civil Service.	1165	3.76	Agreed
2	Seminars and workshops provide me with skills that make me more dedicated to my work.	1205	3.89	Agreed
3	The knowledge gained from seminars and workshops motivates me to achieve organizational goals.	1200	3.87	Agreed
4	Workshops and seminars have improved my attitude towards my job duties.	1185	3.82	Agreed
	Grand Mean		3.835	Agreed

Source: Field Survey, 2024

The focus of table 3 is on the seminar/ workshops and its effects on service delivery. Data from table 3 shows that the mean scores of the all the items in the table were all greater than 3.0; this showed that the respondents agreed on the following assertions: attending seminars and workshops organized by Ebonyi State Civil Service has improved the knowledge and skills related to service delivery; Seminars and workshops provided employees with skills that make them more dedicated to their work; knowledge gained from seminars and workshops motivates employees to achieve organizational goals. The respondents also agreed that Workshops and seminars have improved their attitude towards my job duties. The grand mean total score of 3.835 indicated respondents' agreement on the items listed on the effect of seminars and workshops on employee commitment.

Test of Hypotheses

This section focuses on the test of three hypotheses formulated for the study. The Simple regression analysis was used to test the hypotheses with the aid of Statistical Package for Social Sciences (SPSS) version 20 at 0.05 level

of significance.

Test of Hypothesis One:

H⁰: Job rotation does not significantly affects service quality in Ebonyi State Civil Service 2015-2023

Table 4: Test of Hypothesis One

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 ^a	.318	.292	45.316

a. Predictors: (Constant), Job rotation

Source: Field Data, 2024

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24942.839	1	24942.839	12.146	.002 ^b
	Residual	53393.019	26	2053.578		
	Total	78335.857	27			

a. Dependent Variable: Service Quality

b. Predictors: (Constant), Job Rotation

Source: Field Data, 2024

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.204	15.702		1.350	.189
	Job Rotation	.711	.204	.564	3.485	.002

a. Dependent Variable: Service Quality

Source: Field Data, 2024

The result of the linear regression for hypothesis two indicates that the Linear Regression is

12.1 showing that Job Rotation has a positive effect on Service Quality. Also the result shows that the probability value of (0.02) is less than the alpha value (0.05) implying that the null hypothesis is rejected while the alternate hypothesis which states that Job rotation significantly affected Service Quality in Ebonyi State Civil Service is accepted.

Test of Hypothesis Two: Table5: Test of Hypothesis Two

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 ^a	.318	.292	45.316

c. Predictors: (Constant), Seminar/ workshops

Source: Field Data, 2024

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24942.839	1	24942.839	13.246	.002 ^b
	Residual	53393.019	26	2053.578		
	Total	78335.857	27			

a. Dependent Variable: Employee Commitment

d. Predictors: (Constant), Seminar/ workshops

Source: Field Data, 2024

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.204	15.702		1.350	.189
	Seminar/ workshops	.711	.204	.564	3.485	.002

b. Dependent Variable: Employee Commitment

Source: Field Data, 2024

The result of the linear regression for hypothesis two indicates that the Linear Regression is

13.2 showing that Seminar/ workshops has a positive effect on Employee Commitment. Also the result shows that the probability value of (0.02) is less than the alpha value (0.05) implying that the null hypothesis is rejected while the alternate hypothesis which states that Seminar/ workshops significantly affects Employee Commitment in Ebonyi State Civil Service is accepted.

DISCUSSION OF RESULTS

The result of the tested hypotheses indicates that capacity building significantly and positively affects service delivery Ebonyi State Civil Service. Two hypotheses were tested in the study. The first hypothesis was tested in using simple regression analysis. Findings show that Job rotation significantly and positively affects service quality in Ebonyi State Civil Service. This finding is in line with Kipruto and Mose (2021), who established that

job rotation has a positive and significant effect and relationship with employee performance.

The results from the test of hypothesis two showed that Seminar/ workshops significantly and positively affected employee commitment in Ebonyi State Civil Service. This findings are in agreement with Nebolisa and Uzor (2023) whose study showed a significant relationship between teachers attending seminars, teacher workshop training, teacher orientation, conference attendance and job performance in public secondary schools in Anambra State.

Summary of Findings

The key findings from the study are;

1. Job rotation significantly and positively affects service quality in Ebonyi State Civil Service ($0.02 < 0.05$).
2. Seminar/ workshops significantly and positively affect employee commitment in Ebonyi State Civil Service ($0.02 < 0.05$).

CONCLUSION

On the bases of the foregoing findings the study concludes that human capacity building has significant positive effect on employee service delivery in Ebonyi State Civil Service. Human capacity building strategies, such as job rotations, and seminars/workshops equip employees with the necessary skills, knowledge, and competencies to deliver effective services. By enhancing employees' capabilities and expertise, organizations can expect to see improvements in task performance, quality of work, and overall service delivery. Engaging employees in capacity-building programs fosters a sense of ownership and mastery, which are essential drivers of intrinsic motivation.

RECOMMENDATIONS

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

- i. The civil service should establish structured job rotation programs that systematically expose employees to diverse roles, responsibilities, and departments within the organization. This will not only broaden employees' skill sets and knowledge base but also facilitate cross-functional collaboration, innovation, and a deeper understanding of the organization's operations.
- ii. The study established that Seminar/ workshops significantly and positively affect service delivery in Ebonyi State Civil Service. The study, therefore, recommends that the civil service should have regular Seminar/ workshops programmes that will enhance employee commitment for effective service delivery.

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