

IMPACT OF PRODUCTIVITY TRAINING PROGRAMMES ON THE PERFORMANCE OF CIVIL SERVANTS IN KWARA STATE

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Abstract

Inadequate productivity training programmes in Kwara State public service system had led to poor quality of service delivery and decision making. The study therefore, examined the impact of supervisory development programme on the quality of service delivered by the civil servants in Kwara State. The study tested an hypothesis (H_0) which states that there is no significant effect of supervisory development programme on the quality of service delivered by civil servants in Kwara State. This work is census which studied the entire 222 senior civil servants in the employment of Kwara State Government as the study's population. Structured questionnaire was used as instrument for data collection and a 5-point Likert scale was used for the measurement of the questionnaire items. Both descriptive and inferential statistics were employed for the data analysis. The descriptive statistics involved the use of frequencies tables and relative percentages, while the inferential statistics involved the use of Ordinary Least Square Linear Regression Model. Data was processed with the aid of Statistical Package for Social Science (SPSS) version 23.0. The result revealed an R^2 of 0.562 which means that the variability changes in the quality of service rendered by civil servants in Kwara State is 56.2% accounted for by the variables of supervisory programme. The study is significant at 0.000, because the significant value is less than the 5% error margin. The study concluded that productivity training programmes have impact on the performance of civil servants in Kwara State because they address specific area of skills deficiency and knowledge gap which includes Filing system, Minutes and Minuting, Council Memo, Public Service Rule and Resource management. The study recommended that productivity training programme should be adopted as a benefit-in-kind (BIK) in form of double promotion for civil servants who emerge as the best participants.

Keywords: Productivity Training Programmes, Supervisory Development Programme, Decision Making, Service Delivery and Employee Performance.

1. INTRODUCTION

Many organizations have realized that the wellness of their employees is a necessity for the growth of organizations and have thus situated the wellness of their employees in the heart of human resource management as a prerequisite for engendering employee that is highly knowledgeable, dependable, organized multi-tasking and ready to provide solution to any official challenges. Intellectual wellness has to do with certain of activities which are aimed at enriching the skill and knowledge of an employee in order to engender a self-reliant, time conscious, solution providing, punctual, neat, tidy and efficient employee. Formal and informal organizations have placed so much emphasis on all the variables of intellectual wellness activities because of the tendencies to engender employees that are intellectually stable and can withstand work-life balance challenges (Agagu, 2008).

Every organisation has the objective to improve its organizational productivity, whether private or public and the achievement depends greatly on the intellectual wellness of the available human resources. For workers to achieve organizational objectives, they must be intellectually well with respect to their job schedules, job description and job content. Productivity training therefore is designed to ensure that worker's knowledge, skill, and ability are upgraded to facilitate the attainment of organisational goals and objectives (Tahir, Yousalzan, Jan, & Hashim, 2014).

Productivity training programmes are universal in nature and have the same goals and objectives in both private and public organizations. The universal nature of productivity training programme as a variable of intellectual wellness activities cuts across developing and developed countries which include, United States of America, Canada, Russia, Japan, Germany, and Britain. South Africa, Kenya, Ghana and Nigeria are the renowned developing countries that have invested huge financial resources on productivity training programmes for their workers in the public service. Productivity training program is strategically designed to take care of the evaluation of the performance of employees. Productivity training in the public sector is threatened by a number of challenges one of which is the absence of systematic training programmes and this become so because the various reforms in the public sector have not considered it necessary to initiate definite and continuous training programmes that can take care of the intellectual wellness challenges faced by civil servants (Kreitner & Kinicki, 2007).

The need to measure how adequately the workers in the Kwara State Civil Service have been fortified intellectually, necessitated the assignment of the responsibility of productivity training program to the department of Establishment and Training under the Office of The Head of Service (OHOS). The Establishment and Training

department handles the planning and control of productivity training program while the Staff Development College handles the implementation and evaluation aspect of the productivity training program (OHOS, 2018).

Globally, employers believed that productivity training programmes can greatly influence the performance of employees in the organization (Olaniyan & Ojo, 2008). This is so because productivity training programmes is designed primarily to address specific area of job schedule for each cadre in the organization. Productivity training programme is stratified for clerical cadre, supervisory cadre, and directorate cadre. Each cadre undergoes specific training that can address the well-being of employees in terms of knowledge, skill, and decision making in their specific area of job schedule. This involves identifying the area of knowledge needs that employees are deficient in, and how employees can perform their current and future daily routine better than they are currently doing (Agagu, 2008).

The introduction of productivity training programme in Kwara State became imperative because the public service is faced with skill deficiency and knowledge gaps on-the-job. Productivity training programmes was therefore designed to address specific training needs of the employees. For the productivity training programme to achieve its desired objectives, high experienced and senior civil servants who are still serving and their contemporaries who have retired from service are hired to facilitate the training programme at the Kwara State Staff Development College because they are considered valuable human resources by the office of the head of service (Agagu, 2008).

The huge financial resources invested on training and development in the public service have not achieved the desired result. This is so because civil servants have consistently exhibited increased deficiency in skills, knowledge and decision making, as evidenced in the poor quality of work done, wastage of government resources, unnecessary delays in service delivery and lack of confidence on the job (Olusanya, Awotungase & Ohadebere 2012). The study explored the necessity for productivity training programme and the need to improve the intellectual wellness of civil servants with respect to area of deficiency in initiative, skill, knowledge and resource management. It is against this background that the study examined two objectives. Objective one examined the effect of supervisory development programme on the quality of service delivered by civil servants in Kwara State. And objective two examined the effect of management development programme on the quality of decision-making by civil servants in Kwara State.

2. LITERATURE REVIEW

Conceptual Clarification

Productivity Training Programme

Productivity training programme is one of the hall-marks of human resource management initiatives that has strategic importance to any organization (Okotoni & Erero, 2005). Basically, it deals with the acquisition and understanding of knowledge, techniques and practices in order to improve the performance of employees (Tahir, Yousafzai, Jan & Hashim, 2014). The concept of productivity training programme is strategic because it involves planning, implementation, evaluation and control of training activities that can impact positively on the performance of the employees as a prerequisite for engendering an employee that is skillful, knowledgeable, organized and readily available to promote organizational goals and objective (Olaniyan & Ojo, 2008).

In the public service, productivity training programme is designed to identify the specific training needs of the civil servants and skill deficiencies and knowledge gap which is basically capable of threatening the performance of employees and thus place such employee in a position that is intellectually unwell to achieve organizational success (Farooq & Khan, 2011). In responding to the challenges of the knowledge gaps and skills deficiencies, there is a need to develop productivity training and developmental programmes that are capable of addressing these challenges (Farooq & Khan, 2011).

Productivity training program benefits the employees because it helps them to make an informed decision and participate more in effective problem-solving tasks. It assists employees in achieving self-development, self-confidence, and coping with stress, tension, frustration and conflict while improving skills, knowledge and ability (Olusanya, Awotungase & Ohadebere 2012). Furthermore, productivity training leads to improved profitability for the organization and improved job knowledge, skills and morale of the employees (Tahir, Yousalzan, Jan, & Hashim, 2014).

Supervisory Development Programme

Murphy (2018) opined that supervisory development programme is a training activity that is designed to control the routine work-done in an organizational, regulates work scheduling, minimizing error actions, and ensure flow of work in an organization. In the public service, supervisory development programme involves training employees in the officer's cadre who are supervisors from grade level 8 and 14 and are involved in service delivery, organizational resources management and

securing of approvals from the accounting officers and state executive council and are very critical to the discharge of policies and programmes of the government (Falola, Osibaijo, & Ojo, 2017). It becomes imperative on government to train such categories of civil servants to understand their functions and duties and generate information that they could be used to perform their schedule of duties and also align with their future directions (Ezeamir & Oladele, 2013).

Supervisory development programme is criticized because the category of employees in this cadres tend to display some element of acquired skills and knowledge from their superiors and are bound to challenge new areas of productivity training programme. This is inevitable because civil servants in this category are used to stereotyped knowledge and skills that were acquired prior to attending the programme and may not be prepared to change their old ways of discharging their duties by acquire new knowledge and skills to better their performance of daily routine.

Management Development Programme

Vanaki (2016) described management development programme for managers as priorities to achieve organizational success. Management development programme is designed by the highest hierarchy of an organization to boost the managerial skills and knowledge of employees in the management cadre and also to create favourable environment to identify talents which are latent and necessary to play leadership role efficiently over the supervisors (Ezeamir, & Oladele, 2013). In the public service, civil servants who are assistant directors and deputy directors who are on grade level 15 and 16 respectively undergo managerial development programmes to prepare them for the accounting officers' responsibilities which is the highest headship of ministries, departments and agencies (Ezeamir, & Oladele, 2013). The managerial cadre takes decisions on resource generation, allocation and utilization in the public service (Buys, 2012). The accounting officers who are the permanent secretaries rely heavily on the informed decision of senior management.

Employee Performance

Performance is a series of actions that is complex which integrate skills and knowledge to produce a valuable result by an employee or a group of employees working together (Elger, 2009). In the last decade, there has been an increase in the need to develop a working definition of employee performance and specifying its concept (Campbell, 1990). There is a generally acceptable concept of employee performance among authors which involves differentiating between an action aspect and an outcome aspect (Roe, 1999). Employee performance is a complex management approach to the performance of the people and their work skills

development (Lipman, 2013). Rotundo and Sackett, (2013) submitted that, employee's performance is the individual employee's skills, knowledge, personal characteristics, inner motivation, effort to work and willingness to deliver certain performance and reach certain level of performance. Sackett, Zedeckm and Fogli, (2013) described employee performance as the total potentials of the employee which can be used to maximize the profit of the enterprise through excellent service delivery and customer satisfaction.

Employee's performance is what the organization hires an employee to do, and do well (Campbell, McCloy, Oppler, & 1993). Moreover, only actions which can be measured, are considered to constitute performance and such actions include income generation, service delivery, volume of transactions among others (Murphy, 2018). Employee's performance refers to the proficiency with which individuals perform activities that contribute to the organization's technical core and this contribution can be direct or indirect (Motowildo, Borman, & Schmit, 1997).

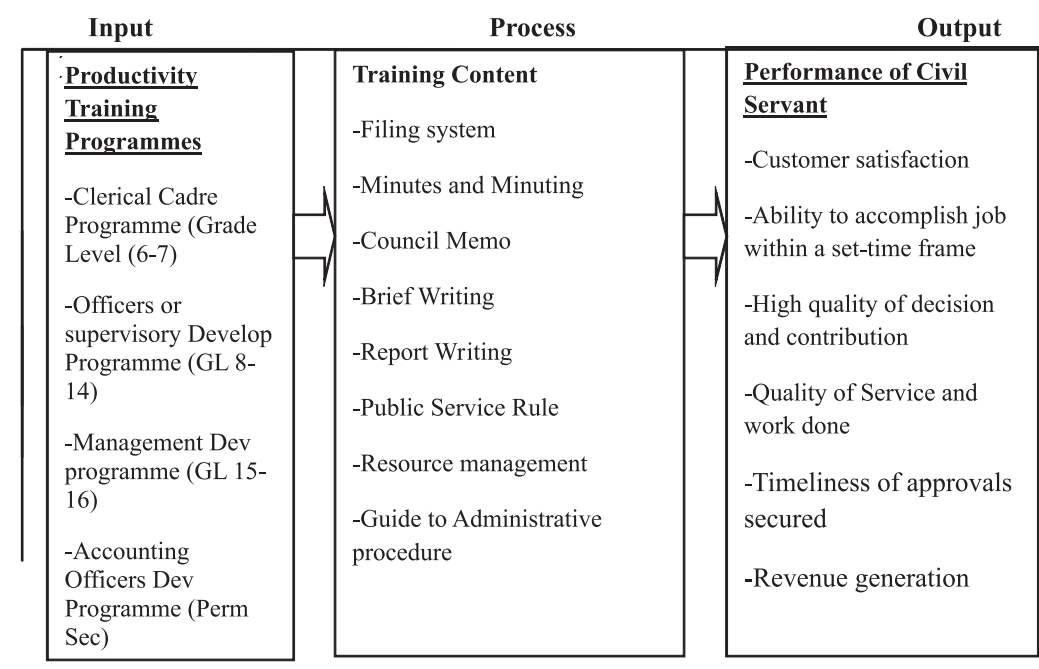
Decision Making

Turpin and Marais (2016) described decision making as the act of making a choice among available alternatives. It is believed that management without a decision is like a man without backbone. Therefore, decision making is a problem-solving approach which involves choosing a specific course of action among various alternatives. In the civil service, making decision means taking a responsibility, while the responsibility is the sole prerogative of the head (Murphy, 2018). Decision-making involves job description that is created for various position in the civil service which ultimately becomes the responsibilities of the relevant authorities (Nino & Nino, 2014). Decision making is of great importance to the success of any organization especially in modern contemporary management system. Hence, the reason why managers take critical decisions at every stage is because decision making pervades through all human resource managerial functions such as planning, organizing, staffing, directing and control (Turpin & Marais, 2016).

Service Delivery

Frank and Lewis (2004) defined service delivery as a direct counterpart of service provisioning. Service delivery system is premised on four key elements which include service culture, service quality, employee engagement and customer experience (Anderfuhren-Biget, Varone & Giauque, 2014). Service culture is built on elements of leadership principles, norms, work habits, vision, mission and values (Yusuf, 2016). Service quality involves strategies, processes and performance management (Yusuf, 2016). Employee engagement includes employee attitude

activities, purpose driven leadership, and human resource processes (Samitier, 2017). Customer experience involves elements of customer intelligence, account management, and continuous improvements and it is premised on how customer perceive service delivery (Samitier, 2017). Successful service delivery works on the basis that customer is a part of the creation and delivery of service. The concept of service delivery in civil service involves government providing services to the people through the ministries, departments and agencies (Yusuf, 2016). The concept of service delivery in the public service was described by Frank and Lewis (2004) as a process of implementing public policy when made in the public's interest (Anderfuhren-Biget, Varone & Giauque, 2014).



Source: Author's Conceptualization 2019

Figure 1. Conceptual Framework of Productivity Training Programmes and Performance of Civil Servants

The variables of productivity training programmes contained in the input column of figure 1 above includes clerical cadre programme for grade levels 6 and 7, officers or supervisory cadre programme for grade levels 8 to 14, management cadre programme for grade levels 15 and 16 and accounting officer's cadre programme for permanent secretaries. The input variables are processed through training activities. The training activities are held at the staff development college and run for six weeks minimum. The core of training activity for the clerical cadre is filing system. Minutes and minuting, council memorandum, brief writing, and report writing are the core

training activities for supervisory or officer cadres from grade levels 8 to 14. Public service rule (PSR), resource management, allocation and control of cost are the core training activities for the directorate cadre for grade levels 15 and 16. Grade levels 17 and permanent secretaries training activities are centered on guide to administrative procedure and fund raising and governance and the reason is that they are the apex of the management of the ministries. The civil servants who undergo the productivity training programmes are expected to be enriched in the ability to engender customer satisfaction, accomplish job within a set-time frame or meeting service deadlines, make high quality decisions, and deliver high quality of service and turnaround.

Theoretical Framework on Employee Training and Development

Human Capital Theory

Schultz (1961) proposed the human capital theory which was later developed by Becker (1994). The theory suggests that training raises the productivity of workers and it imparts useful knowledge and skills which is capable of raising workers future income and also increasing their earnings (Becker, 1994). The theory believed that a large number of people have invested many years of their lives in acquiring advanced formal educational qualifications but are short in credentialed knowledge and skill necessary for them to perform their daily routine and improve their capacity for optimal performance (Falola, Osibaijo, & Ojo, 2017). The human capital training emphasized training as related to knowledge, skills, capability, competitiveness and behaviour can enhance positive employees work habit and is capable of influencing the overall success of organization (Armstrong, 2000). The theory was reviewed and adopted for the study because it emphasized that training programme is designed by employers towards the acquisition of skills and knowledge of the employees and it enhances their performance.

Productivity Training and Developmental Model

Kirkpatrick's model (1997) was centered on four levels which includes reaction, learning, behaviour and results. Reaction model is concerned with how participants feel about the training programme that they attend and thus determine the value, effectiveness and efficiency of the training programme (Smith & Brandenburg, 2017). The learning model focuses on how to differentiate between the employees (participants) knowledge prior to the training and after the training programme (Sabir, Akhtar, Bukhan, FAS, Nasir, & Ahmed, 2014). Learning model measures the increase in the knowledge base of the participants, hence the intellectual wellness of such employee before and after the training programme as well as the impact on participants' performance on-the-job. The behaviour model evaluates the extent to which the knowledge garnered from the training improves the performance of the employee in his workplace.

The objective of the behaviour model is to test the participants' capabilities to perform well after participating in the productivity training programme (Sabir et. al, 2014). Result model deals with evaluating the cost and benefit of the training programme and to determine the effects of productivity training programme on the business environment resulting from the improved performance of the trainee in terms of reduced costs, improved quality of work, improved human relation, fewer grievances and lower absenteeism (Sabir et. al, 2014). The productivity training and development theory encapsulates the objectives of the study and all the dependent and independent variables, which include learning and efficiency and were therefore adopted for the study.

Empirical Review

Murphy (2018) conducted a study on supervisory development programme as a training activity to control the execution of organizational routines and flow of work in an organization. Primary data was used to obtain information from 69 participants who were selected as respondents to the supervisory development programme and were interviewed. Findings showed that the implemented programmes were not in congruent with the planned programme on practical managerial roles. Contribution and value-added are explicitly the basic programme theory and studying programme implementation, this evaluation serves as a starting point for future of the supervisory development programme.

Vanaki (2016) conducted a study on management development programme to determine the capability of nurses and identify their latent talents necessary to play leadership role efficiently. The objective of the study was to assess the effect of management development programme on the performance of employees. A self-Controlled quasi experiment carried out in one of the educational hospitals in Tehran city that randomly was selected. Questionnaire instrument was used to collect information and was administered on 120 nurses and 25 head nurses. Questionnaire was completed in two stages, one before and another after the programme. Blanchard Hersey leadership model was adopted for the study. The result showed that head nurses used 37% reasoning and 36.5% directive before the MDP and 42% reasoning and 32.5% participative in leading the wards. Also nurses said that head nurses used 37% reasoning and 36.5% directive before the MDP and after the MDP they use reasoning and participative inwards level of efficacy leadership before MDP was low and moderate after the MDP.

Barber (2004) worked on the effect of training on employee performance in northern Indian involving mechanics. He found out that on-the-job training has led to greater innovation and tacit skills. Furthermore, he noted that training makes some

categories of employees have feeling of success, while some other categories develop an intuition through producing high performance level and greater productivity for both the employee and their employers. Guerren, Barrand and Didier (2004) examined the impact of training on employees' productivity in France. Primary data was collected with the aid of questionnaire which was administered on human resource directors who were working in large companies and supervisors of the employees who participated in the training programme. The result showed that training enhances higher productivity and positive employee performance. Productivity training programme is an employer's strategic initiative to facilitate learning on-the-job so that required knowledge, skills, ability and behaviour that are crucial for efficient performance can be acquired by the employees (Kreitner & Kinicki, 2019).

Okotoni and Erero (2005) examined the experiences of Nigerian public service on manpower training and development with a view to understanding the problems faced by the civil servants in Osun State. They submitted that training has become a necessity, given the growing complexity of the work environment, the rapid change in organizations and technological advancement of the country. They further argued that training helps employees to improve the quality of job done, customer satisfaction, productivity, morale, management succession, business development and ultimately boosts profitability (Okotoni & Erero, 2005).

3. METHODOLOGY

This study adopted descriptive survey design. The descriptive survey design was adopted because of the need to elicit information on the demographic characteristics of the target respondents in the study area. The idea is to determine and report the way things are, and establish the current status of the population under study. The population for the study is consists of 222 senior officers who were involved in performance appraisal of all the civil servants who undergo the productivity training programme. Census study was adopted because of the easy accessibility to all the respondents who participated in the productivity training programme.

Primary source was used for data collection with the aid of structured questionnaire which was divided into three sections. Section A elicited information on the demographic variables of the respondents. Section B and C contained questions on the dependent and independent variables. Likert scale of five (5) points was used for the question-items in the constructs. Descriptive statistics used for analysis includes frequency tables and relative percentages while Linear Regression analysis was used to analysed the data. The study's data was processed with the aid of Statistical Package for Social Science (SPSS) version 23.0.

The study provided answers to two research questions.

Question one is, what is the effect of supervisory training programme on the quality-of-service delivery of civil servants? while, question two asked, how does management training programme affect quality of decision-making by civil servants in Kwara State? It also tested the two hypotheses.

Ho₁: There is no significant effect of supervisory development programme on the quality of service delivered by civil servants in Kwara State.

Ho₂: Management development programme does not have any significant effect on the quality of decision-making of the civil servants in Kwara State.

Descriptive Analysis and Results

Table 1. Model Summary of Simple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.562	.555	.38412

Source: *author's computation from SPSS 23.0, 2019.*

- Dependent Variables: Quality of service delivery.
- Predictors: (Constant), minutes and minuting, council memorandum, briefs and report writing.

Table 1 showed an R² of 0.562 (56.2%). This means that the variability changes in the quality of service rendered by civil servants in Kwara State is largely accounted for by 56.2% of the factors of supervisory development programme organized by the office of the head of service of Kwara State. The identified variable of supervisory development programme in the study includes minutes and minuting, council memorandum, brief writing and report writing.

Table 2. Analysis of Variance (ANOVA^a) of Means Square and F-Statistics

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	41.467	2	11.471	39.017	.000 ^b
Residual	32.313	220	.294		
Total	73.784	222			

Source: *author's computation from SPSS 23.0, 2019.*

- Dependent Variables: Quality of service delivery.
- Predictors: (Constant), minutes and minuting, council memorandum, briefs and report writing.

Table 2 shows the ANOVA with p-value of 0.000 which is less than 0.050 error margin. The study therefore rejected the null hypothesis which states that supervisory development programme does not have any significant effect on the quality of service delivered by civil servants in Kwara State and thus accepted the alternative hypothesis.

3.3. Test of Hypothesis:

Hypothesis Two: productivity training does not have any significant effect on the knowledge base of civil servants in Kwara State.

Table 3. Multiple Regression of Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.909	.400		2.273	.024
	Writing of minutes and minuting	.412	.069	.480	6.904	.000
	Visual and graphic displays	.042	.043	.066	.857	.005
	Practical knowledge of report writing	.382	.061	.380	5.804	.000
	Brief writing	.075	.055	.079	1.388	.000

Source: *Author computation from SPSS 23.0 2019.*

- Dependent Variable: Quality of service delivery.

The result of the Regression statistics in Table 3 shows that Supervisory Development Programme has significantly impacted on the quality-of-service delivery in the civil service. This is because the p-value of all the variables of used appeared to be significant because they are all less than the standard error value of 0.05 (5%). However, the variable of minutes and minuting appeared to be more germane at t-value of 6.904 and p-value of 0.000. The variable of report writing is second at t-value of 5.804 and p-value of 0.000. Brief writing is third at t-value of 1.388 and p-value of 0.000. Visual and graphic displays is fourth at t-value of 0.857 and p-value of 0.005.

Table 4. Model Summary of Simple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663 ^a	.440	.435	.37610

Source: Author *computation from SPSS 23.0 2019.*

Table 4 showed the R^2 of 0.440 (44.0%). This means that the variability changes in the quality of decision-making of senior civil servants in Kwara State is explained by 44% of the variables of management development programme. The identified MDP variables include the knowledge and application of provisions of the Public service rule (PSR) and resource management of the ministries.

Table 5. Analysis of Variance (ANOVA^a)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.360	2	24.360	86.382	.000 ^b
	Residual	30.978	220	.282		
	Total	55.338	222			

Source: *author's computation from SPSS 23.0, 2019.*

- Dependent Variables: Quality of decision making.
- Predictors: (Constant), Knowledge of Public service rule (PSR), resource management.

Table 5 shows the ANOVA with p-value of 0.000 which is less than error margin of 0.050. The study therefore rejected the null hypothesis which states that management development programme does not have any significant effect on the quality of decision making of civil servants in Kwara State and thus accepted the alternative hypothesis.

Table 6. Multiple Regression of Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.374	.306		4.489	.000
	Writing of standard council memos	.286	.038	.482	7.687	.000
	Informed decision	.282	.038	.462	7.023	.000
	Financial resource management	.099	.045	.139	2.242	.016

Source: *author's computation from SPSS 23.0, 2019*

- Dependent Variables: Quality of decision making.

The result of the Regression statistics in Table 6 shows that Management Development Programme has significantly impacted on the quality-of-service delivery in the civil service. This is because the p-value of all the variables of used appeared to be significant because they are all less than the standard error value of 0.05 (5%). However, the variable of council memo writing appeared to be more germane at t-value of 7.687 and p-value of 0.000. This is followed by the second independent variable which is informed decision report writing and has a positive t-value of 7.023 and p-value of 0.000. The third variable is brief writing which has a t-value of 2.242 and p-value of 0.000.

4. DISCUSSION OF FINDINGS

The result from Table 1 showed an R^2 of 0.562 or 56.2%. This means that the variability changes in the quality of service delivered by civil servants in Kwara State accounted for by the variables of minutes and minuting, preparation of council memorandum, brief writing and report writing. This applies to civil servants from grade level 8 to 14 in the supervisory cadre. The implications are that supervisory development programme helps to improve the skills and knowledge of civil servants in on grade level 8 to 14. The study findings agreed with the views of Kreitner and Kinicki, (2019) and Okotoni & Erero, (2005).

The result from Table 3 showed an R^2 of 0.44 or 44.0%. This means that management development programme statistically explained the variability changes in the quality of decision making of civil servants in the directorate cadres in Kwara State. The variables of public service rule and resource management with respect to skills and knowledge gained accounted for the high quality of decisions made by civil servants in the directorate cadre of Kwara State.

5. CONCLUSION AND RECOMMENDATIONS

The study concluded from findings that productivity training programme has impact on the quality of service rendered by civil servants in the supervisory cadre. It also has positive impact on the quality of decision taken by civil servants in the management cadre in Kwara State. This is so because, productivity training programmes are focused on the area of skills deficiency and knowledge gap which largely accounted for the intellectual unwellness of civil servants in Kwara State. On the basis of the findings, the study recommends that:

- Productivity training programmes should be a benefit-in-kind (BIK) for employees who emerge as best participant and therefore should earn automatic double promotion. The Public Service Rule 2008 should therefore be amended to accommodate this recommendation.

2. Civil servants in the supervisory cadre who have shown improved skills and knowledge after participating in the productivity training programmes should be placed in strategic departments while those in the directorate cadres should be redeployed to strategic decision units at the Head Office and made heads of departments and agencies. These recommendations should be adapted by the office of the head of service and should be considered when staff posting are done.

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List of Schedule Officers and Civil Servants in-charge of Staff Matters

S/N	CADRE/POSITION	NO. OF STAFF	TOTAL	GRAND TOTAL
1	Admin (Reporting Officer)	6X19	114	
2	Director (PFS)	2X19	38	
3	Permanent Secretary	1X19	19	
4	Sub Total		171	171
S/N	CADRE/POSITION	NO. OF STAFF	TOTAL	
1	Admin (Reporting Officer)	7X4	28	
2	Director (PFS)	1X4	4	
3	Permanent Secretary	1X4	4	
4	Sub Total		36	36
S/N	SDC FACILITATORS	NO. OF STAFF	TOTAL	
1	GL 15-17		15	15
	TOTAL			222

Source: Office of Head of Service, 2019.