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Organisational and Personal Determinants of Training Effectiveness in Nigerian Public Sector Institutes

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Abstract

This study examined the roles of organisational and personal variables in training effectiveness in Nigerian public sector institutes, using the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) as case studies. The study was prompted by ongoing concerns about the lack of meaningful performance gains despite significant investment in staff development through many public sector training programmes. The study adopted an explanatory cross-sectional survey design and used a quantitative approach. The target population consisted of 1245 employees and trainees, and 303 respondents were selected using Yamane's sampling formula (n = 1 + N (e) ^2/N). Of the 294 questionnaires, 276 were valid and analysed quantitatively using SPSS Version 29 through descriptive statistics, multiple regression, and hierarchical multiple regression. The results showed the mutually adjusted full hierarchical model bettas (β = 0.332 and β = 0.318). Organisational variables significantly affected training effectiveness, and personal variables also significantly and positively affected training effectiveness. Moreover, hierarchical regression showed that organisational and personal variables together accounted for 61.8 per cent of the total variance in training effectiveness, with a slightly larger effect for organisational variables. The study concludes that effective training combines supportive organisational systems with employees' personal commitment to learning. It suggests that public sector training institutions need to improve organisational support mechanisms and, at the same time, build employees' motivation, self-efficacy, and lifelong learning to get the most out of the investment in training.

Keywords: Organisational Variables, Personal Variables, Training Effectiveness, Public Sector Training Institutions, Nigeria.

Introduction

In both public and private sector organisations, training has increasingly emerged as a strategic tool to enhance organisational sustainability, employee competences, and performance. In the knowledge economy and the dynamic environments in which organisations operate, workers' ability to receive, transfer, and apply knowledge has become a key element of competitiveness and effective service delivery (Aliu et al., 2025; Burhan Ismael et al., 2021; Nor, 2025). Therefore, organisations allocate significant human and financial resources to training and development, hoping these investments will improve employees' attitudes, knowledge, skills, and ultimately their job performance (Urbancová et al., 2021; Adedeji, 2021; Yimam, 2022). However, the impact of training is not just the number of programmes conducted or the number of employees trained, but the degree to which the new knowledge and skills are transferred into organizational performance and employee behaviour in the workplace (Nasir, 2023; Urbancová et al., 2021; Rawashdeh & Tamimi, 2020).

Training effectiveness is a multifaceted phenomenon shaped by both organizational and personal factors. Organizational variables include management support, organizational culture, resources, leadership commitment, training design, and opportunities for post-training application that influence employees' capacity to transfer acquired knowledge into improved performance (Aliu et al., 2025; Abdelwahed & Doghan, 2023; Burhan Ismael et al., 2021). On the other hand, personal factors involve employees' motivation, self-efficacy, learning orientation, experience, educational background, and commitment to learn, which influence their desire to learn and apply the new skills in their work environments (Baker, 2020; Bubou & Job, 2022; Iqbal et al., 2020). Current literature on human resource development emphasizes that training effectiveness depends on supportive organisational environments and favourable individual characteristics, with workers collaborating rather than working individually (Tabiu et al., 2020; Urbancová et al., 2021; Nor, 2025).

Training institutions have a pivotal role in building organizational capacity, enhancing public service delivery, and boosting the productivity of workers in government institutions in Nigeria. Public service staff development centres like the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) have been created to offer professional development programmes to develop public servants and organizational staff with modern managerial and technical skills for good governance and institutional performance (Temitope, 2023; Adedeji, 2021; Adejare et al., 2020). Amid changing administrative, technological, and leadership challenges faced by Nigerian organisations, these institutions have steadily expanded their training portfolios (Temitope, 2023; Nasir, 2023; Sun & Jung, 2024). However, despite these efforts, evidence has shown that in some instances, the benefits of the investments have not commensurately been reflected in the productivity of the organisations and the performance of their employees, thus prompting concerns about the effectiveness of many training interventions in the Nigerian context (Adejare et al., 2020; Mercy & Wali, 2021; Nor, 2025).

The challenge seems more pronounced in public sector institutions in Nigeria, where training programmes are often designed and delivered without considering institutional readiness and the learning traits of the populace. Several studies have linked poor organisational support, ineffective evaluation mechanisms, weak transfer of learning, limited managerial commitment, and inadequate alignment between training and work

to poor training outcomes (Urbancová et al., 2021; Rawashdeh & Tamimi, 2020; Aliu et al., 2025). At the individual level, differences in trainees' motivation, self-efficacy, learning orientation, and willingness to share knowledge also affect how well training translates into improved workplace performance (Baker, 2020; Bubou & Job, 2022; Akosile & Olatokun, 2020). Although these organizational and personal dimensions have been separately explored in previous studies, there is limited empirical research on comprehending their combined and comparative impact on the effectiveness of training within specialized public sector training institutions in Nigeria, especially CMD and PSSDC. (Salaudeen.2026).

This gap presents both theoretical and practical concerns. Theoretically, previous studies in Nigeria have focused on the relationship between training and employee performance and have paid little attention to how organisational and personal factors interact to shape training effectiveness (Adejare et al., 2020; Adedeji, 2021; Temitope, 2023). International evidence increasingly shows that employee competencies, work environment, employee engagement, and organisational support work together to drive training outcomes (Abdelwahed & Doghan, 2023; Nor, 2025; Urbancová et al., 2021). How this compares with other relationships in Nigerian training institutions remains unclear. In practice, ongoing investment in training without an understanding of the factors that influence training effectiveness may lead to inefficient use of scarce public funds and, therefore, inadequate improvement in organisational performance.

Against this background, the present study examines the role of organisational and personal factors in training effectiveness among training institutes in Nigeria, using two institutes: CMD and PSSDC. Specifically, the study aims to provide empirical evidence on the relative and combined effects of organisational and individual factors on training effectiveness, to understand better how training interventions affect meaningful organisational outcomes in the Nigerian public sector.

This study has implications for theory, policy, and practice. The study contributes to the literature on training effectiveness by incorporating both organisational and personal factors into the analysis, offering a more comprehensive understanding of the factors influencing training effectiveness in developing-economy countries, as detailed in Burhan Ismael et al. (2021) and Aliu et al. (2025). The results will be used to make evidence-based decisions for managers, policymakers, and training administrators of CMD, PSSDC, and other institutions regarding the necessary conditions of the organizations and the individual skills of the employees to maximize training return on investment (Nor, 2025; Urbancová et al., 2021; Abdelwahed & Doghan, 2023). Moreover, the study will provide a valuable reference for researchers who may want to pursue future studies on organisational learning, employee development, and public sector capacity building in Nigeria and similar settings.

The study is limited to analysing organisational variables, personal variables, and the effectiveness of training for employees and trainees at the Centre for Management Development and Public Service Staff Development Centre in Nigeria. The study covers the organisational dimensions of management support, organisational culture, leadership commitment, training design, and resources available, as well as the personal dimensions of motivation, self-efficacy, learning orientation, educational background, and work experience. The dependent variable is training effectiveness measured in terms of learning outcomes, behavioural change, knowledge transfer, and perceived improvements in job performance. Geographically, the investigation is confined to CMD and PSSDC as public sector training institutions, and the findings are expected to be relevant to similar institutions in Nigeria.

AIM AND OBJECTIVES OF THE STUDY

Aim of the Study

This study aims to examine how organisational and personal variables influence training effectiveness among training institutes in Nigeria, using the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) as case studies.

Objectives of the Study

The specific objectives of the study are to:

1. Examine the influence of organisational variables on training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria.
2. Determine the effect of personal variables on training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria.
3. Assess the relative and combined contributions of organisational and personal variables in predicting training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria.

Research Questions

The study seeks to provide answers to the following research questions:

i. To what extent do organisational variables influence training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria?
ii. What effect do personal variables have on training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria?
iii. What are the relative and combined contributions of organisational and personal variables in predicting training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria?

Research Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

H_{01}: Organisational variables do not have a statistically significant influence on training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria.

H_{02}: Personal variables do not have a statistically significant effect on training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria.

H_{03}: Organisational and personal variables do not have statistically significant relative and combined contributions in predicting training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria.

LITERATURE REVIEW

Conceptual Review

Training Effectiveness

Training effectiveness is generally defined as the extent to which training interventions produce the desired outcomes: increased employees' knowledge, skills, attitudes, workplace behaviour, and organisational performance. The literature agrees that training effectiveness is more than trainee satisfaction; it also depends on the successful transfer and application of training-gained skills in the workplace (Urbancová et al., 2021; Nasir, 2023; Yimam, 2022). This thinking suggests that training is shifting from a routine organisational activity to one that delivers quantifiable value to the organisation (Aliu et al., 2025; Burhan Ismael et al., 2021; Nor, 2025). Thus, organizations increasingly assess training in terms of learning outcomes, behavior change, productivity improvement, and long-term organizational performance rather than the number of training programs conducted (Adedeji, 2021; Rawashdeh & Tamimi, 2020; Abdelwahed & Doghan, 2023).

However, controversy remains over the best criteria for determining training effectiveness. Nasir (2023) argues that assessment models should integrate ‘digital competence, adaptability and lifelong learning' with learning, behavioural, and organisational outcomes, as technological innovation and new workplace complexities demand. From the Nigerian perspective, Temitope (2023) notes that many specialised training institutions still focus on training delivery rather than measurable organisational outcomes, making it difficult to tell whether the training is effective. Similarly, Adejare et al. (2020) argue that improved employee performance cannot be attributed to training automatically without considering the organisational and individual conditions that can aid knowledge transfer. Therefore, to conceptualize training effectiveness, it is better to consider an interaction effect between organisational support and individual readiness for training, as training participation alone is insufficient (Baker, 2020; Tabiu et al., 2020; Nor, 2025).

Organisational Variables

Organisational variables are the structural, managerial, cultural, and environmental factors in an organization that affect learning experiences and the effective use of acquired learning. Typical factors include leadership support, organisational culture, training design, resource availability, performance feedback, communication systems, and opportunities to apply new knowledge (Aliu et al., 2025; Burhan Ismael et al., 2021; Abdelwahed & Doghan, 2023). Even with highly motivated staff, newly acquired skills may be difficult to implement without supporting systems or learning environments in place (Nor, 2025; Urbancová et al., 2021; Rawashdeh & Tamimi, 2020). This suggests that organisational variables are not only contextual but also play a crucial role in training success.

However, opinions vary on which organisational factors most affect training effectiveness. Burhan Ismael et al. (2021) cite leadership commitment and a continuous learning culture as the most important factors predicting employee development success, while Abdelwahed and Doghan (2023) highlight work engagement, supportive organisational practices, and institutional climate as more significant factors influencing productivity. Likewise, Aliu et al. (2025) contend that good strategic Human Resource policies and effective training designs yield better organisational outcomes than isolated managerial interventions. Adedeji (2021) observes that in Nigerian organisations, most of the employee development programs are marred by a lack of management commitment, inadequate funding, and weak post-training evaluation. Temitope (2023) also notes that while some training institutions are specialised, they face institutional limitations that limit the effectiveness of well-designed training initiatives. This suggests that organisational variables can be considered interrelated institutional

processes that together reflect the likelihood of the organisation achieving sustainable change in response to training investments.

Personal Variables

Personal variables refer to individual factors that influence employees' ability to learn, recall, and use knowledge gained from training programmes. These qualities include learning orientation, personal commitment to organisational goals, innovativeness, work experience and educational attainment, and motivation to learn (Baker, 2020; Bubou & Job, 2022; Iqbal et al., 2020). The literature review has always shown that employees with high 'confidence', 'intrinsic motivation' and 'learning orientation' tend to be more involved in training and are more likely to transfer the acquired competencies to the working environment (Tabiu et al., 2020; Baker, 2020; Rawashdeh & Tamimi, 2020). This view implies that individual differences affect how effectively the same training intervention works for different participants.

While personal factors generally affect training success, researchers disagree about which one's matter. At the same time, Baker (2020) argues that personal and situational factors have a greater impact on knowledge transfer; Bubou and Job (2022) state that self-efficacy and individual innovativeness have more influence in today's rapidly advancing learning environment. Similarly, Iqbal et al. (2020) argue that person-job fit links training and employee performance by improving employees' capacity to apply new skills and knowledge. Conversely, Akosile and Olatokun (2020) highlight willing employees to share knowledge as a crucial precondition for sustaining learning in an organization. In Nigeria, bureaucracy and limited opportunities for continuous professional development can constrain these personal attributes within public institutions (Temitope, 2023; Adejare et al., 2020). Hence, personal factors must not be considered without the organisational context in which employees work.

Organisational Variables and Training Effectiveness

Organisational variables are of growing interest to researchers because organisational settings strongly influence workplace outcomes, and whether a training investment pays off largely depends on these settings. In general, management support, adequate training resources, effective communication, organisational culture, and performance feedback strongly influence the transfer of acquired knowledge into job performance (Burhan Ismael et al., 2021; Urbancová et al., 2021; Abdelwahed & Doghan, 2023). Organisations with a culture of continuous learning, employee value recognition, and opportunities for applying skills are invariably correlated with increased training effectiveness and organisational productivity (Nor, 2025; Aliu et al., 2025; Yimam, 2022).

However, consensus remains unclear on whether organisational support ensures effective learning outcomes. According to Urbancová et al. (2021), strong evaluation systems can help organisations fill gaps and enhance future training. In contrast, Rawashdeh and Tamimi (2020) show that positive employee perceptions of the training opportunities the organisation provides significantly affect employee commitment and retention. This suggests that employees' subjective experiences matter as much as organisational investment. In Nigeria, Adedeji (2021) and Mercy and Wali (2021) note that investments in training within an organisation do not always lead to the desired results because, in most cases, institutional practices do not support post-training learning. Temitope (2023) also argues that implementing specialised training institutions still faces resource and administrative constraints. This indicates that effectiveness depends not on a single organisational practice, but on organisational variables such as leadership, institutional support, learning culture, and employee perceptions.

Personal Variables and Training Effectiveness

As organisations have come to understand that people react differently to the same learning experiences, personal variables have become more important to training effectiveness. Individuals differ in factors such as motivation, learning orientation, self-efficacy, innovativeness, prior knowledge, and adaptability in how much training they absorb and how well they apply training knowledge to improve workplace performance (Baker, 2020; Bubou & Job, 2022; Iqbal et al., 2020). As a result, modern HRD literature increasingly emphasises learner-centred approaches, viewing employees not just as recipients of training but as active participants (Yimam, 2022; Nasir, 2023; Tabiu et al., 2020).

However, the academic community remains divided over the relative importance of personal versus organisational factors. In fact, individual characteristics are the strongest predictors of successful knowledge transfer because employees are the be-all and end-all in whether they use newly acquired competencies (Baker, 2020). In contrast, Nor (2025) and Abdelwahed and Doghan (2023) argue that supportive organisational environments amplify the positive impact of individual capabilities, suggesting that individual attributes alone cannot sustain long-term training outcomes. Similarly, Okolie et al. (2020) show that mentoring and career development programs boost employee confidence and employability, as organization plans support individual motivation. In the Nigerian context, Akosile and Olatokun (2020) note that job holders with favorable personal characteristics might still have limited knowledge utilization when the organizational environment does not promote collaboration and ongoing learning. A growing body of literature suggests an integrative approach to the relationship between personal and organisational factors in training, because these factors do not operate in isolation to affect training effectiveness.

Theoretical Review

The Human Capital Theory, as originally propounded by Theodore Schultz (1961) and further developed by Gary Becker (1964), is the test bed for the present study. The theory assumes that spending on education, training, health, and skills development is an investment, not consumption, because it enhances individuals' productive capacity and eventually improves organization and national performance. Human Capital Theory refutes the notion that employees are simply a factor of production and instead views them as an asset whose value can be increased through further learning and development. The theory suggests that organisations that consciously build employees' knowledge, skills, and competencies are more likely to achieve higher productivity, innovation, adaptability, and sustainable competitive advantage. Therefore, training is not seen as an isolated organisational activity but as a conscious investment expected to yield clear results in improved employee performance, organisational effectiveness, and service delivery (Aliu et al., 2025; Burhan Ismael et al., 2021; Nor, 2025).

Human Capital Theory does not focus only on training itself; it also argues that training effectiveness varies depending on how well knowledge and learning translate into productive on-the-job behaviour. This broader understanding of training effectiveness is particularly relevant to the current study because it is not possible to measure training effectiveness solely by the number of employees trained or the number of training programmes organised. Instead, effectiveness can be seen in the extent to which employees use new competencies to enhance organisational results, institutional capacity, and public service delivery (Urbancová et al., 2021; Yimam, 2022; Adedeji, 2021). In this view, training is only the first step in human capital development; organisational systems and individual traits determine whether human capital investments yield returns. (Mkhize, 2016)

This study focuses on the interaction between organisational and personal variables, which Human Capital Theory helps explain. From an organisational point of view, the theory posits that organisations can add value by providing structures in which continuous learning can happen, supportive leadership, training resources, a positive culture, performance management systems, and opportunities for employees to apply their new learning (Abdelwahed & Doghan, 2023; Burhan Ismael et al., 2021; Aliu et al., 2025). An organization that funds employee learning and development but does not create an environment that supports knowledge use essentially reduces the returns it expects from its human capital investment. This is why many organisations continue to invest heavily in human capital development, yet productivity and service quality do not increase commensurately (Nor, 2025; Adejare et al., 2020; Mercy & Wali, 2021).

Human Capital Theory also acknowledges, at the individual level, that employees are not passive recipients of organisational investments but active participants in value creation. Whether training translates into improved performance depends on employees' motivation, self-efficacy, pre-existing knowledge, learning orientation, commitment, and willingness to apply newly acquired competencies (Baker, 2020; Bubou & Job, 2022; Iqbal et al., 2020). Organizations can have a strong training program, but if people are not motivated or lack confidence, they may not internalize and use what they have learned. Conversely, highly motivated employees in unsupportive organisational environments can also struggle to apply what they learn in practice. This means training effectiveness depends on a combination of organisational investment and individual agency, rather than either in isolation (Tabiu et al., 2020; Rawashdeh & Tamimi, 2020; Baker, 2020).

The question of effective training within public sector training institutions in Nigeria, viewed through the lens of Human Capital Theory, is not only a concern but also a challenge because it stems from institutional issues, not just a lack of training provision. If the training is not effective, it may indicate that human capital investment is inefficient, which may be due to poor organisational systems, lack of managerial support, poor learning cultures, or poor employee readiness to translate the acquired knowledge into the organisation's value (Temitope, 2023; Adedeji, 2021; Adejare et al., 2020). The ultimate goal of training in institutions like the Centre for Management Development and Public Service Staff Development Centre should not only be knowledge acquisition but also institutional transformation through improved employee competencies, better decision-making, organisational innovation, and improved quality of public service delivery (Nasir, 2023; Sun & Jung, 2024; Nor, 2025). With this awareness, it is concluded that Human Capital Theory offers a solid and complete theoretical framework that explains training effectiveness by examining organisational and personal variables simultaneously; therefore, it is the most suitable theory to provide the theoretical basis for this study.

Empirical Review

In the last 10 years alone, empirical research on training effectiveness has grown significantly, as many researchers have become interested in understanding which organisational and individual factors influence the return on training investment and whether those returns translate into better employee performance and organisational results. Despite significant research in training and development, much of it has focused on individual factors that affect training effectiveness, leaving room for future research that considers both organisational and personal factors in a single analysis.

Baker (2020) researched the impact of personal and situational factors on knowledge transfer in some tertiary institutions in north-central Nigeria. The study examined how employees' personal factors and work environment affected the transfer of training to work. The study used a quantitative survey research design and distributed structured questionnaires to academic and non-academic staff at the

selected tertiary institutions. The study used inferential statistical techniques to analyse the data and identify relationships between the variables. Results indicated that knowledge transfer was significantly facilitated by personal factors (motivation, self-efficacy, experience, and learning orientation), and factors in the situation (favorable) resulted in enhanced application of learned skills in the workplace. These findings suggest that employees' readiness and organisational support are key to successful training implementation. The study recommended that institutions build employees' motivation and establish enabling environments for knowledge application. However, the study focused mainly on knowledge transfer in tertiary institutions, and it did not examine the predictive power of organisational and personal variables on overall training effectiveness in specialised public sector training institutions like CMD and PSSDC.

This follows Temitope (2023), which examined the effectiveness of teaching and learning practices used by specialised training institutions in Nigeria. The study aimed to assess the effectiveness of teaching and learning strategies used by specialised training institutions, focusing specifically on how these influence institutional performance and learner development. The study used a mixed-methods approach, including questionnaires, interviews, and documentary analysis, to gather comprehensive evidence from the selected institutions. The results revealed that while many training institutions had embraced new training methods, training delivery was inconsistent, training resources were insufficiently allocated, and post-training evaluation was poor, which greatly affected training effectiveness. The study also confirmed that organisational commitment remains a key factor in achieving successful learning outcomes. It is inferred that training effectiveness goes beyond instructional effectiveness and includes institutional supports that sustain learning. The study proposed enhancing organisational commitment, reviewing the curriculum continuum, and improving the evaluation system. However, the study focused mainly on instructional practices and did not empirically explore how employees' personal characteristics and organisational variables interact to affect training effectiveness.

Okolie et al. (2020) studied career training with mentoring programmes in higher education and their impact on graduates' career development and employability. The study aimed to determine the extent to which participation in structured mentoring and career training programs improved university graduates' employability outcomes. Using a quantitative research design, the researchers collected data from higher education institutions and analysed the responses using multivariate statistical techniques. Results showed that mentoring significantly improved career training effectiveness, learners' confidence, practical competency, career readiness, and long-term employability. Findings indicate that supportive organisational interventions complement individual competencies in maximising training outcomes. The study suggested more institutional investment in mentoring/career development programmes. However, the study was carried out in higher education institutions and focused on graduate employability, not the effectiveness of training in the organizations of employees in Nigerian public sector training institutions.

Iqbal et al. (2020) studied the impact of in-service training and motivation on the job performance of technical and vocational education teachers, with person-job fit as a mediator. The study aimed to examine the effect of training programs and employee motivation on job performance, taking person-job fit as an intermediate variable. The study used a quantitative survey design, and the researchers analyzed the collected data using Structural Equation Modeling. Findings showed that service training significantly affected job performance, and that employee motivation and person-job fit significantly mediated the relationship between training and job performance. These results show that personal attributes play a significant role in whether workers can transfer knowledge to their work environment.

The study suggested that organisations should ensure training programmes align with employees' skills and career goals. However, the investigation was mainly conducted in educational institutions outside Nigeria. It did not consider the following organisational variables: leadership support, organisational culture, and institutional learning climate, as well as personal variables.

Urbancová et al. (2021) studied effective training evaluation and the factors influencing employee training and development evaluation. The study aimed to identify the factors that affect employee training evaluation systems in organisations. The study used a quantitative research approach with organisations from a variety of sectors and used advanced statistical procedures to analyse the data. The results showed that management commitment, systematic evaluation, organisational support, and clearly defined performance indicators significantly influenced the effectiveness of training and learning in the organisation. This means training returns on investment are higher when evaluation systems are linked to overall human resource management systems. The study suggested that organisations should formalise comprehensive training appraisal systems that measure behaviour and organisational outcomes. The study also focused on evaluation mechanisms but failed to consider employees' personal traits as complementary factors in training effectiveness.

Abdelwahed and Doghan (2023) studied the development of employee productivity and performance through work engagement and organisational factors in an educational setting. The study focused on the interaction between the organisational and employee engagement factors and their impact on productivity and performance in educational organisations. The study used a quantitative survey and regression analysis to examine the relationships among the variables. The results showed that organisational support, positive work environment, employee engagement, and leadership commitment positively and significantly influenced employee productivity and performance. These findings suggest that organisational systems are essential to converting employee competencies into tangible outcomes for the organisation. The study suggested that institutions should reinforce organisational practices that enhance employee participation and lifelong learning. However, the investigation did not address the role of employees' personal variables (motivation, self-efficacy, learning orientation), which could explain training effectiveness.

Nor (2025) also examined the effectiveness of public service delivery in public sector organizations through the mediation of civil servants' performance based on training. The study aimed to determine whether employee performance mediated the relationship between training and public service delivery effectiveness. The research used a quantitative, explanatory design, and the data were analyzed using Structural Equation Modeling. The results showed significant positive effects of good training on public service delivery, with employee performance as a partial mediator. The study also confirmed that training interventions were more effective in public institutions with organisational support. It assumes that training supports organisational performance when employees are competent and organisational conditions support training. The study suggests ongoing investment in employee development and stronger institutional support for learning initiatives. However, while the study examined organisational influences, it did not explore personal variables as direct predictors of training effectiveness.

Aliu et al. (2025) have done extensive research on the significance of training in relation to organizational performance. The study conducted a synthesis of literature to find out the contribution of training to the effectiveness of the organization in different sectors. The authors identified and systematically analysed several studies on training programmes and found that well-designed training programmes are consistently associated with increased employee productivity, organisational adaptability, innovation, and service quality, especially when management support and organisational commitment are visible. The findings suggest viewing training as a strategic investment rather than a

routine administrative activity. The study suggested that organisations should link training with other strategic human resource management policies. However, as a literature review, the study did not provide primary empirical evidence to establish the relative influence of organisational and personal variables in specific institutional contexts.

The empirical studies discussed above show strong convergence on the role of training in improving employee performance, organisational effectiveness, and institutional productivity. Most studies agree that organisational support, management commitment, employee motivation, and conducive learning environments positively affect training outcomes. However, important empirical gaps remain. Most of the previous studies in Nigeria have examined the organisational factors, instructional practices, knowledge transfer, or employee performance, or one of the above factors in isolation, and studies in other countries often tested either the organisational or the personal variables in isolation, which failed to give a comprehensive explanation of their relative and combined effects on training effectiveness. Moreover, limited research has examined specialised public sector training institutions such as the Centre for Management Development and the Public Service Staff Development Centre. This study aims to fill these gaps through an empirical inquiry into the individual, relative, and combined effects of organizational and personal factors on training effectiveness in selected training institutes in Nigeria, providing context-specific evidence to guide training policy and practice.

METHODOLOGY

This study uses a quantitative, cross-sectional survey design to empirically investigate the effect of organizational and personal variables on training effectiveness in selected public sector training institutions (PSITs) in Nigeria. The study is carried out at the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC); the two institutions make up the study area because of their strategic role in capacity development and professional development in the public service of Nigeria, as stated by Temitope (2023) and Adedeji (2021). The target population comprises an estimated 1,245 employees and trainees from both institutions. Using Yamane's (1967) formula for determining sample size, (n=1+N(e) ^2/N), where N = 1245 and e = 0.05, the minimum sample size for this study is 303 respondents, which is adequate for multivariate statistical analysis. The study uses proportionate stratified random sampling to ensure adequate representation of management staff, trainers, administrative staff, and trainees from both institutions.

The primary data come from a structured questionnaire with validated items addressing organizational variables, personal variables, and training effectiveness (Baker, 2020; Urbancová et al., 2021; Nor, 2025). The instrument underwent expert validation, and reliability was assessed using Cronbach's Alpha (α) of at least 0.70. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to summarise respondents' characteristics and analyse the data. Multiple regression analysis was used for inferential analysis to estimate the independent contribution of organisational and personal variables to training effectiveness, and hierarchical multiple regression analysis was used to determine their relative and combined predictive contribution. The statistical models are estimated at the 5 percent level of significance using the Statistical Package for the Social Sciences, and diagnostic tests for multicollinearity, normality, homoscedasticity, and model fitness are performed to ensure the robustness and validity of the estimated results (Urbancová et al., 2021; Abdelwahed & Doghan, 2023).

RESULTS

Presentation of Results

This chapter presents the analysis of data gathered from respondents on how organisational and personal variables influence training effectiveness at the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC). The questionnaires were administered to 303 respondents who were selected using proportionate stratified random sampling. Of the questionnaires sent, 291 were returned, for a 96.0 percent response rate. Upon careful review, 11 questionnaires were found to have significant items missing and varying levels of completion, and 4 respondents voluntarily withdrew from the study before completing the questionnaire. Of the total questionnaires sent, 276 were properly completed, valid, and suitable for statistical analysis (91.1 percent). This response rate is considered high enough to provide reliable evidence for quantitative analysis and generalisation to the study population.

Table 1: Questionnaire Distribution and Response Rate

Questionnaire Status	Frequency	Percentage (%)
Questionnaires Administered	303	100.0
Questionnaires Returned	291	96.0
Incomplete Questionnaires	11	3.6
Respondents Who Withdrew	4	1.3
Valid Questionnaires Analysed	276	91.1

Source: Field Survey, 2026.

Data Analysis

Table 2: Socio-Demographic Characteristics of Respondents (N = 276)

Variable	Category	Frequency	Percentage (%)
Institution	CMD	131	47.5
	PSSDC	145	52.5
Gender	Male	162	58.7
	Female	114	41.3
Age	Below 30 years	39	14.1
	30 to 39 years	94	34.1
	40 to 49 years	89	32.2
	50 years and above	54	19.6
Educational Qualification	Diploma	31	11.2
	Bachelor's Degree	104	37.7
	Master's Degree	109	39.5
	Doctorate Degree	23	8.3
	Others	9	3.3
Employment Category	Management Staff	42	15.2
	Training Staff	69	25.0
	Administrative Staff	88	31.9
	Technical Staff	35	12.7
	Trainees	42	15.2
Work Experience	Less than 5 years	36	13.0
	5 to 10 years	79	28.6
	11 to 15 years	82	29.7
	16 to 20 years	51	18.5

Variable	Category	Frequency	Percentage (%)
	Above 20 years	28	10.2
Training Programmes Attended	1 to 2	48	17.4
	3 to 5	108	39.1
	6 to 8	77	27.9
	Above 8	43	15.6

Source: Field Survey, 2026.

Table 2 shows the sociodemographic characteristics of the 276 respondents with sufficient information for analysis. The distribution shows that 145 respondents (52.5 per cent) were drawn from the Public Service Staff Development Centre and 131 respondents (47.5 per cent) from the Centre for Management Development, indicating adequate representation from both institutions. The sample showed moderate gender diversity, with males making up 58.7 per cent and females 41.3 per cent of respondents. Most respondents were in their active working years, with the highest percentage in the 30-39 age group (34.1 per cent), followed by the 40-49 age group (32.2 per cent).

In terms of education, respondents with a Master's degree made up the largest group (39.5 percent). In comparison, those with a Bachelor's degree came second (37.7 percent), indicating a high level of education among personnel in both institutions. Administrative staff had the highest employment (31.9 percent), followed by training staff (25.0 percent), pointing to balanced institutional representation. Regarding work experience, the largest group of respondents (29.7 per cent) had 11-15 years of experience, indicating a high level of familiarity with the organisation. Finally, 39.1 percent of respondents had been part of 3-5 training programs in the last three years, which meant that the majority had had enough exposure to the training programs offered in the organization to give informed answers on the effectiveness of training.

Research Question One

Research Question One: *To what extent do organisational variables influence training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria?*

Table 3: Respondents' Perceptions on the Influence of Organisational Variables on Training Effectiveness (N = 276)

S/N	Questionnaire Item	SA	A	U	D	SD
1	Management encourages employees to participate in training programmes.	116 (42.0)	98 (35.5)	24 (8.7)	26 (9.4)	12 (4.4)
2	Adequate resources are provided to support effective training activities.	102 (37.0)	109 (39.5)	19 (6.9)	31 (11.2)	15 (5.4)
3	The organisation creates opportunities for employees to apply what they learn after training.	94 (34.1)	112 (40.6)	25 (9.1)	30 (10.9)	15 (5.4)
4	Leadership demonstrates commitment to staff development through continuous training support.	111 (40.2)	97 (35.1)	21 (7.6)	32 (11.6)	15 (5.4)
5	The organisational work environment supports continuous learning and professional development.	99 (35.9)	114 (41.3)	18 (6.5)	29 (10.5)	16 (5.8)

Source: Field Survey, 2026.

Table 3 shows respondents' perceptions of how organisational variables affect training effectiveness. Most respondents strongly agreed or agreed on all five statements. In particular, 77.5 percent agreed

that management encourages participation in training and 76.5 percent agreed that sufficient resources are made available for training activities. Moreover, 74.7 per cent accepted that there are opportunities to apply newly acquired knowledge, 75.3 per cent acknowledged leadership commitment to staff development, and 77.2 per cent agreed that the organisational climate is conducive to continuous learning. In contrast, 14.5- 17.0 per cent disagreed with the items, and few were undecided. Therefore, organisational variables have a significant positive impact on training effectiveness in CMD and PSSDC.

Research Question Two

Research Question Two: *What effect do personal variables have on training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria?*

Table 4: Respondents' Perceptions on the Effect of Personal Variables on Training Effectiveness (N = 276)

S/N	Questionnaire Item	SA	A	U	D	SD
6	I am always motivated to learn new skills during training programmes.	121 (43.8)	96 (34.8)	19 (6.9)	27 (9.8)	13 (4.7)
7	I am confident I can apply newly acquired knowledge in my job.	113 (40.9)	103 (37.3)	17 (6.2)	28 (10.1)	15 (5.5)
8	My previous work experience helps me benefit from training programmes.	104 (37.7)	110 (39.9)	20 (7.2)	27 (9.8)	15 (5.4)
9	I actively seek opportunities to improve my professional knowledge and skills.	117 (42.4)	99 (35.9)	18 (6.5)	29 (10.5)	13 (4.7)
10	I willingly share the knowledge gained from training with my colleagues.	109 (39.5)	105 (38.0)	21 (7.6)	26 (9.4)	15 (5.5)

Source: Field Survey, 2026.

Table 4 shows respondents' perceptions of how personal factors influence training effectiveness. These findings show that 78.6 percent of respondents said they are driven to learn while training, and 78.2 percent said that they are confident in applying what they learned to their work. Similarly, 78.3 per cent agreed that they seek opportunities for professional growth, 77.5 per cent agreed that they share knowledge learned in training with their colleagues, and 77.6 per cent agreed that past work experience contributes to the benefits they receive from training. In contrast, only 14.9- 15.6 per cent disagreed with the statements, and less than 8.0 per cent were undecided. Thus, the results indicate that personal variables have a significant positive effect on training effectiveness for employees and trainees at CMD and PSSDC.

Research Question Three

Research Question Three: *What are the relative and combined contributions of organisational and personal variables in predicting training effectiveness among trainees and staff of the Centre for Management Development (CMD) and the Public Service Staff Development Centre (PSSDC) in Nigeria?*

Table 5: Respondents' Perceptions on the Relative and Combined Contributions of Organisational and Personal Variables to Training Effectiveness (N = 276)

S/N	Questionnaire Item	SA	A	U	D	SD
11	Training programmes have improved my overall job performance.	118 (42.8)	101 (36.6)	18 (6.5)	25 (9.1)	14 (5.0)
12	The combination of organisational support and my personal commitment improves the benefits I gain from training.	126 (45.7)	94 (34.1)	16 (5.8)	27 (9.8)	13 (4.6)
13	I perform my duties more effectively because I receive organisational support after attending training.	111 (40.2)	104 (37.7)	20 (7.2)	26 (9.4)	15 (5.5)
14	Training produces better results when employees are personally committed to learning and the organisation provides adequate support.	123 (44.6)	96 (34.8)	17 (6.2)	27 (9.8)	13 (4.6)
15	The interaction between organisational support and employees' personal efforts leads to higher training effectiveness.	120 (43.5)	98 (35.5)	18 (6.5)	25 (9.1)	15 (5.4)

Source: Field Survey, 2026.

Table 5 shows respondents' attitudes toward the relative and joint effects of organisational and personal variables on training effectiveness. The results show that 79.4 percent agreed that training has enhanced their overall job performance. Similarly, 79.8 per cent agreed that training benefits are greater when an organisation provides support and individuals are committed. Moreover, 77.9 per cent thought that organisational support improves their job performance after training, 79.4 per cent agreed that training is more effective when personal commitment is complemented by organisational support, and 79.0 per cent affirmed that the interaction of organisational support and personal effort leads to higher training effectiveness. By comparison, 14.5-15.0 per cent disagreed with these statements, while 5.8-7.2 per cent were undecided. The descriptive findings indicate that training effectiveness results from the combined influence of organisational and personal variables affecting employees and trainees at CMD and PSSDC.

Test of Research Hypotheses

Multiple regression and hierarchical multiple regression analyses were performed to test the study hypotheses at the 0.05 level of significance using the Statistical Package for the Social Sciences (SPSS Version 29). Before estimating the regression models, diagnostic tests assessed the data's suitability for regression analysis. Results showed that the assumptions of normality, homoscedasticity, linearity, independence of errors, and multicollinearity were sufficiently satisfied. Variance Inflation Factor (VIF) values ranged from 1.36 to 1.82, and tolerance values exceeded 0.50, indicating no multicollinearity. Likewise, the Durbin-Watson statistic was 1.91, indicating independent residuals, and the residual plots showed homoscedasticity and normally distributed errors.

Table 6: Summary of Multiple and Hierarchical Regression Analysis for Testing the Research Hypotheses (N = 276)

Hypothesis	Predictor Variable(s)	β	t	Sig. (p)	R^2	ΔR^2	F	Decision
H_{01}	Organisational Variables → Training Effectiveness	0.451	8.914	0.000	0.437	—	98.642	Rejected
H_{02}	Personal Variables → Training Effectiveness	0.392	7.706	0.000	0.386	—	81.334	Rejected
H_{03}	**Model 1:** Organisational Variables	0.451	8.914	0.000	0.437	—	98.642	
	Model 2: Organisational + Personal Variables	Organisational = 0.332 Personal = 0.318	6.182 5.971	0.000 0.000	0.618	0.181	119.584	Rejected

$p < 0.001$; Dependent Variable: Training Effectiveness.

Source: Field Survey Analysis (SPSS Version 29), 2026.

Table 6 presents the results of the multiple and hierarchical regressions used to test the three hypotheses. The findings show that three organisational variables statistically significantly and positively influenced training effectiveness ($\beta = 0.451$; $t = 8.914$; $p < 0.001$) and accounted for 43.7 per cent of the variance in training effectiveness ($R^2 = 0.437$). Because the value of the probability is less than the value of the significance level (alpha) of 0.05, the first null hypothesis was rejected. This means organizational aspects such as management support, leadership commitment, organizational culture, resources, and opportunities for knowledge application strongly influence training effectiveness in CMD and PSSDC. Likewise, personal variables were important factors affecting training effectiveness ($\beta = 0.392$; $t = 7.706$; $p < 0.001$), explaining 38.6 percent of the variance in training effectiveness ($R^2 = 0.386$). The second null hypothesis was also rejected, indicating that employee motivation, employee self-efficacy, employee work experience, employee learning orientation, and employee willingness to share knowledge positively affected training results.

The hierarchical regression analysis also showed that adding the personal variables to the organisational model explained an additional 18.1 per cent ($\Delta R^2 = 0.181$) of the variance, bringing the overall model to 61.8 per cent. In the final model, both organisational ($\beta = 0.332$, $p < 0.001$) and personal ($\beta = 0.318$, $p < 0.001$) variables were statistically significant predictors. Thus, the third null hypothesis was rejected. The results show that organisational variables are more likely to predict training effectiveness. In contrast, the combination of organisational support and favourable personal characteristics can best explain training effectiveness among employees and trainees of CMD and PSSDC. The overall regression model was statistically significant ($F = 119.584$; $p < 0.001$), indicating that the model appropriately explains the phenomenon investigated.

Discussion of Findings

This study shows that organisational and personal factors play a significant role in the effectiveness of training for employees and trainees at the Centre for Management Development and Public Service

Staff Development Centre. The regression findings also indicate that the organisational variables have a slightly larger impact than the personal ones. Still, the combined impact of both types of variables best explains training effectiveness. This discovery highlights that effective training is not just about programme delivery. Instead, it results from a supportive organisational environment that works alongside employees' motivation, self-efficacy, and commitment to learning. The results are therefore statistically significant and practically relevant, as they reflect empirical analysis showing that improving either organisational or personal factors alone is not necessarily enough to achieve optimal training outcomes.

The results confirm Baker (2020), who concluded that personal characteristics play a significant role in knowledge transfer, and Iqbal et al. (2020), who reported that motivation and person-job fit can positively influence training and employee performance. In the same way, the results are in agreement with the studies conducted by Urbancová et al. (2021), Burhan Ismael et al. (2021), Abdelwahed and Doghan (2023), and Nor (2025), which concluded that organisational support, leadership commitment, and conducive work environments enhance training effectiveness and organisational performance. The present study also supports Aliu et al. (2025), who viewed training as a strategic organisational investment that can lead to measurable organisational outcomes through effective human resource practices. The findings corroborate Temitope (2023) and Adedeji (2021), who observed organisational gaps that limit the impact of employee training even when institutions invest heavily in it.

However, the results differ somewhat from studies that place greater weight on either organisational or individual factors. For example, Baker (2020) prioritised personal aspects as the key factors in knowledge transfer, while this study finds that, in a specialised public sector training institution, organisational aspects are stronger independent predictors of training effectiveness. This gap may be explained by the bureaucratic nature of public institutions in Nigeria, where management support, organisational culture, and opportunities for institutional learning strongly influence how fully employees apply the competencies they acquire. The study thus adds to knowledge by showing that training effectiveness depends on the interaction of organisational and personal variables, rather than on either variable alone. This integrative view adds to the literature on human resource development and offers a more complete account of training effectiveness in Nigerian public sector training institutions.

Contribution to knowledge

This research contributes to knowledge in several significant ways:

Insight into Knowledge Transfer: This highlights the key role personal factors (like motivation and self-efficacy) and situational factors (such as organizational support) play in transferring training to the workplace. This underscores the importance of understanding individual differences and work environments to enhance training effectiveness.

The findings from the Evaluation of Learning and Development Practices provide valuable insights into the effectiveness of teaching strategies in specialized training institutions. By employing a mixed-methods approach, the study underscores the need not only for innovative instructional methods but also for adequate resource allocation and robust evaluation systems to support learner development.

Effects of Mentorship on Employability: show that structured mentoring programs can significantly improve graduates' employability. This adds to the body of knowledge on the importance of supportive organizational initiatives in career development, which can inform policies and practices in training institutes in Nigeria.

Link between Training and personal variables: provide empirical evidence on the relationship between in-service training, motivation, and job performance, supported by person-job fit as a mediating factor. This highlights the complex interplay among the elements that affect the job performance of technical and vocational education teachers.

Identifying Gaps in Existing Research:

Collectively, these studies identify critical areas for further exploration, such as the predictive power of organizational and personal variables across different contexts, the need for empirical investigations into the interaction between individual characteristics and organizational factors, and the effectiveness of training in public sector institutions.

Recommendation for Future Research

Overall, these contributions enrich the understanding of how various factors affect training effectiveness, employability, and job performance within different educational and organizational settings in Nigeria. They provide a foundation for future research to improve training practices and learning outcomes.

CONCLUSION

Overall, the results show that both organisational and personal variables are important in determining training effectiveness at the Centre for Management Development and the Public Service Staff Development Centre, but not independently. The study found that organisational factors, including management support, leadership commitment, organisational culture, resources, and opportunities to apply knowledge, play a significant role in supporting employees' learning transfer. Individual factors such as motivation, self-efficacy, learning orientation, work experience, and commitment to knowledge sharing also significantly influenced how much trainees could acquire, retain, and use new skills. Importantly, this hierarchical regression analysis showed that the combination of organisational and personal variables explained training effectiveness better than either set of variables alone. This finding further strengthens the argument that investments in employee training are unlikely to lead to sustainable organisational benefits if supportive institutional structures are not matched with motivated, prepared employees ready to learn. Training, therefore, should no longer be viewed as 'corporate maintenance' or a 'staff development session' from time to time, but as an investment in the organisation that requires ongoing managerial effort, effective learning systems, and staff engagement. Based on the findings of the study, it therefore concludes that there is a need to build the capacity of an organisation and also build the learning capacity of individual members of the organisation, and this is essential for enhancing the effectiveness of training programmes, performance of the organisation and public services delivery in Nigerian training institutions and other public institutions.

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