



UNIVERSITI PUTRA MALAYSIA

***PREDICTORS OF READINESS TO PARTICIPATE IN TRAINING
PROGRAM AMONG CIVIL SERVANTS IN NIGERIA AND INTERVENING
ROLES OF INTENTION TOWARDS TRAINING AND GENDER***

OGBODOAKUM NNAMDI

FPP 2021 35



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By

OGBODOAKUM NNAMDI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

June 2020

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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June 2020

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Faculty : Educational Studies

Training opportunities in any organisation, especially in the public sector is a powerful indication to the employees that, their services are valued and appreciated. Despite the plethora of evaluative measures to uncover the growing trends of training ineffectiveness in many organisations, very few positive outcomes have been achieved. The main problem is that, significant number of studies were devoted to training evaluation, with little reference to employee readiness to participate in such training programme. Following the literature reviews, it was discovered that, no study has been conducted in Nigeria on the predictors of civil servants' readiness to participate in training and interviewing role of intention towards training and gender using the theory of theory of planned behaviour and decomposed theory of planned behaviour. Seven constructs were identified and used in the study (attitude towards training, peer influence, superior influence, training self-efficacy, facilitating conditions, intention towards training and readiness to participate). Data were obtained from civil servants who have participated in a training program from three government organisations in Nigeria: Supreme court, Federal judicial service commission and Federal civil service commission. Pilot study was conducted with a sample of 30 respondents in other to assess the reliability of the instrument, which was fully satisfied.

The research instrument contains 68 items (61, validated and 7 self-developed), which was assessed on a 7-point Likert scale with a sample size of 255 (valid respondents) 64%, out of a possible 400 distributed copies. Structural equation modelling was applied to analyse the data, after painstaking data examination in terms of normality, validity, reliability and multicollinearity. The following results were found (1) attitude towards training and Intention towards training have significant direct effect on readiness to participate. (2) intention towards training partially mediated the effect of attitude towards training on readiness to participate. (3) intention towards training fully mediated the effect of peer influence, superior influence, training self-efficacy and facilitating

condition on readiness to participate (4) there was a statistically significant effect of gender on readiness to participate, which is suggestive that female civil servants have higher readiness to participate in training compared to male civil servants. The following conclusions were drawn from the study. Firstly, attitude towards training and intention towards were the most significant determinants for readiness to participate in training within the civil service. Although, peer influence, superior influence, training self-efficacy and facilitating condition are important in achieving civil servants' readiness to participate in training, its effect will depend on employee intention towards training. It is suggested that training in the civil service should be targeted, egalitarian and resulted oriented in other to achieve optimum performance among the staff members. The study has the following implications in the context of human resource development. First, the study re-enforced the central role of behavioural intention as the most important determinant for actual behaviour (readiness to participate). Second, there is an urgent need to integrate individual and organisational factors in managing employee readiness to participate, especially in a rule-based hierarchical civil service. Finally, it was observed that, the central determinant of strong intention is motivation, hence policy makers should priorities staff motivation by adopting fair and just policies in other to ensure high readiness to participate in training and other applicable organizational interventions in the civil service.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**FAKTOR-FAKTOR KESEDIAAN UNTUK MENYERTAI PROGRAM
LATIHAN DALAM KALANGAN KAKITANGAN AWAM DI NIGERIA DAN
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Peluang-peluang latihan dalam organisasi, terutamanya dalam sektor awam merupakan penanda kuat kepada para pekerja bahawa perkhidmatan mereka dinilai dan dihargai. Walaupun terdapat banyak langkah penilaian untuk mendedahkan pertumbuhan tren ketidakberkesanan latihan dalam banyak organisasi, sangat sedikit hasil positif yang telah dicapai. Masalah utama ialah sejumlah besar kajian dikhaskan hanya untuk penilaian latihan, dengan tidak mengambil kira kesediaan pekerja untuk terlibat dalam latihan tersebut.

Berdasarkan kajian literatur, pengkaji mendapati bahawa tiada kajian telah dilakukan di Nigeria mengenai faktor-faktor kesediaan kakitangan awam untuk mengambil bahagian dalam latihan dan peranan niat terhadap jantina dengan menggunakan teori tingkah laku yang dirancang dan teori penguraian tingkah laku yang dirancang. Tujuh konstruk telah dikenalpasti dan digunakan dalam kajian ini (sikap terhadap latihan, pengaruh rakan sebaya, pengaruh pihak atasan, keberkesanan diri, keadaan memudahkan, niat terhadap latihan, dan kesediaan untuk mengambil bahagian dalam latihan). Data diperolehi daripada kakitangan awam yang telah mengambil bahagian dalam program latihan daripada tiga buah organisasi kerajaan di Nigeria: Mahkamah Agung, Suruhanjaya Perkhidmatan Kehakiman Persekutuan dan Suruhanjaya Perkhidmatan Awam Persekutuan. Kajian rintis telah dijalankan menggunakan sampel sebanyak 30 orang responden bagi menilai kebolehpercayaan instrumen, yang mana ia telah dipenuhi sepenuhnya. Instrumen kajian mengandungi 68 item (61 disahkan dan 7 dibangunkan sendiri), yang dinilai pada skala Likert 7-titik dengan saiz sampel sebanyak 255 (responden sah) iaitu bersamaan 64% daripada 400 salinan yang telah diedarkan. Pemodelan persamaan struktur digunakan untuk menganalisa data, selepas data ujian diteliti daripada segi kebolehpercayaan, kesahan, kebolehpercayaan and multikolineariti. Dapatan kajian adalah seperti berikut (1) sikap terhadap latihan dan niat terhadap latihan memberi kesan secara langsung ke atas kesediaan untuk turut serta (2) niat

terhadap ivatihan sebahagiannya memediasi kesan sikap terhadap ivatihan dalam kesediaan untuk turut serta (3) niat terhadap ivatihan sepenuhnya memediasi kesan pengaruh rakan sebaya, pengaruh pihak atasan, keberkesanan diri, dan keadaan memudahkan ke atas kesediaan untuk turut serta (4) terdapat kesan jantina yang signifikan ke atas kesediaan untuk turut serta, yang menunjukkan bahawa kakitangan awam wanita mempunyai tahap kesediaan yang lebih tinggi untuk menyertai ivatihan berbanding dengan kakitangan awam lelaki. Beberapa kesimpulan telah didapati daripada kajian ini. Pertama, sikap terhadap latihan dan niat terhadap latihan merupakan penentu yang paling penting dalam kesediaan untuk menyertai latihan dalam perkhidmatan awam. Walaupun pengaruh rakan sebaya, pengaruh pihak atasan, keberkesanan sendiri dan keadaan memudahkan adalah penting dalam kesediaan kakitangan awam untuk menyertai latihan, kesannya akan bergantung ke atas niat kakitangan tersebut terhadap latihan. Kajian mencadangkan bahawa latihan dalam perkhidmatan awam haruslah disasarkan, egaliter dan berorientasikan hasil untuk mencapai prestasi optimum dalam kalangan kakitangan. Kajian ini memberi beberapa implikasi dalam konteks pembangunan sumber manusia. Pertama, kajian ini menegaskan kembali peranan utama niat tingkah laku sebagai penentu terpenting bagi tingkah laku sebenar (kesediaan untuk mengambil bahagian). Kedua, terdapat keperluan mendesak untuk mengintegrasikan faktor individu dan organisasi dalam menguruskan kesediaan pekerja untuk turut serta, terutama dalam perkhidmatan awam yang mempunyai hierarki berdasarkan peraturan. Akhirnya, didapati bahawa penentu utama niat yang kuat adalah motivasi. Oleh itu pembuat dasar harus mengutamakan motivasi staf dengan menerima pakai dasar yang adil dan saksama bagi memastikan kesediaan yang tinggi untuk mengikuti latihan dan campur tangan organisasi lain yang berlaku dalam perkhidmatan awam.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirements for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

Admin	Administration
ATD	Association of Talent Development
AT	Attitude Towards Training
ASV	Average Shared Variance
AVE	Average Variance Extracted
BC	Bias Correlated (BC) bootstrap
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CMIN/DF	Minimum Discrepancy divided by Degree of Freedom
CR	Construct Reliability (Composite Reliability)
DTPB	Decomposed Theory of Planned Behaviour
EFA	Exploratory Factor Analysis
FC	Facilitating Condition
FCSC	Federal Civil Service Commission
FCSSIP	Federal Civil Service Strategy Implementation Plan
FJSC	Federal Judicial Service Commission
GFI	Goodness of Fit Index
HRD	Human Resource Development
HRM	Human Resource Management
IFI	Incremental Fit Index
ICT	Information Communication Technology
INT	Intention Towards Training
LEAD-P	Leadership Enhancement Advancement Development Plan

MSV	Maximum Shared Variance
NIACE	National Institute for Adult Continuing Education
OECD	Organization for Economic Cooperation and Development
PCA	Principal Component Analysis
PI	Peer Influence
RPT	Readiness to Participate
RMSEA	Root Mean Square Error Approximation
SC	Supreme Court
SD	Standard Deviation
SEM	Structural Equation Modelling
SI	Superior Influence
SMAT-P	Structural Mandatory Assessment Training Programme
TES	Training Self-Efficacy
TLI	Truck-Lewis Index
TPB	Theory of Planned Behaviour
UKCES	United Kingdom Commission for Employment and Skills
UPM	Universiti Putra Malaysia
WEF	World Economic Forum

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Global economic landscape has changed dramatically from the beginning of the new millennium. The pace of competition is changing how organisations respond to customers' needs, expectations and priorities. Irrespective of the sector which an organisation operates, employee's knowledge and skills are critical in meeting current and emerging business challenges (OECD, 2019). In the current competitive environment, employees need to acquire new knowledge and skills in order to perform optimally in the workplace. World Economic Forum (2018, p. 7) report, on the future of jobs, argue that in the current fourth industrial revolution, organisations, policy makers and educators should focus on; declining and emerging job types, maximization new technological opportunities, job- relevant skills, training, retraining and upskilling of workforce.

While organisations acknowledge the role of training in achieving desired objectives; very few have maximized the full benefits of training in their organisation (Willyerd & Mistick, 2016). In 2017, total training expenditure by US organisations was \$90.6 billion (Training magazine, 2017). This amount is projected to rise in the foreseeable future due to increasing competition for skilled and competent workforce. Training contents by organisations were focused on three major areas; managerial/supervisory, mandatory/compliance and processes/procedures (ATD, 2016). Training opportunities, especially in the public sector is a powerful indication to the employees that, their services are valued and appreciated, which improve employee work motivation, satisfaction and career progression (Mafini & Dlodlo, 2014; Nawab & Bhatti, 2015; Salisu, Chinyio & Suresh, 2015). Although, studies in organisational development argue that workforce training is associated with range of organisational outcomes such as satisfaction and commitment (Banerjee, Gupta & Bates, 2016; Willyerd & Mistick, 2016), the increasing low level of readiness to participate in training has not been effectively investigated in government organisations in developing country such as Nigeria (Liao & Teng, 2010; Vasudevan, 2014).

Two major decisions are essential in human resource development issues. The first is the readiness to participate in training while the second is the decision to successfully complete a given training programme (Saad, Mat & Awadh, 2013). In the first decision category, the management and the concerned employees are usually involved in making the decision, even in some voluntary training programmes. In many instances, management decisions are based on business decisions or service level improvements which are essentially determined by the supervisors (Saad et al., 2013). In the second category, which involves, decision to successfully complete a given training programme is solely determined by the employees. On the strength of the previous literature, three main determinants of individual decision to successfully complete a given training

programme were recognized: individual factors, learning process factors and organizational factors (Holton, 2005; Tracey & Tews, 2005; Saad et al., 2013). In the foregoing observation, even though individual and management were involved in the first category and only the individual is involved in the second one; the status of readiness to participate by the individual within the dual category of decision making is silent. Accordingly, there is urgent need to integrate these disparate factors in a holistic manner in the context of readiness to participate in training.

1.2 Readiness to Participate in Training

Employee readiness to participate is the degree by which employees are ready and willing to successfully participate in training (Baharim, 2008). Noe, Clarke & Klein (2014) posit that, employee readiness for training is the confidence that employees have the abilities, attitudes, beliefs and motivation to engage and successfully participate in training. These qualities are essential in order to learn the training contents and successfully apply the acquired knowledge, skills and abilities in the workplace. An organisation should ensure that employee's readiness is not only ascertained, but the environmental conditions such as rules, policies are equally supportive (Chonko, 2004; Heathfield, 2008).

Noe and Colquitt (2002) outlined various individual and contextual factors that are closely associated with training participation, such as motivation to learn, training outcomes and training transfer. The authors conceptualized readiness to participate as the desire by the participant to learn the training contents. Factors such as trainee self-efficacy, perceived benefits of training, individual characteristics and relevant work environments were hypothesised to have significant effect on training motivation (Noe & Colquitt, 2002; Noe et al, 2014). In this context, training motivation, together with basic skills and abilities were found to be direct determinants of employee learning outcomes. Machin and Treloar (2004) argued that improving employees' readiness to participate would not only improve training motivation instead it would be helpful in achieving effective training transfer. When trainees are properly involved in major decisions regarding training programme; readiness and improved resultant outcomes would be achieved (Noe et al, 2014).

Although, substantial studies have been conducted on how individual and situational factors impact training participation and training outcomes (Machin & Treloar, 2004; Noe & Colquitt, 2002; Tsai & Tai, 2003), little is known on the readiness status of the employees prior to the training programme. From the above inconsistent outcomes on training participation and underexplored readiness to participate on training; the study is arguing that, there a theoretical and practical relevance to integrate the disparate individual and situational factors (attitude towards training, peer influence, superior influence, training self-efficacy, facilitating conditions, intention towards training) in order to design a predictive model that would improve readiness to participate in training among civil servants in Nigeria.

Employee attitude is the core of every behavioral disposition which is either the favorable or unfavorable disposition towards an issue, concept or a thing (Ajzen, 1991; Davis, 1989). Accordingly, a favorable attitude by an individual would elicit positive attitudinal disposition (acceptance) towards the issue or concept being targeted while negative attitude connotes rejection or resentment. Individual readiness to engage in any activity such as training is closely associated with availability of enabling conditions (Asmi, Zhou & Lu, 2017). It has been established that, individual intention to engage in an activity would be stronger with a positive attitude (Ajzen, 1991; Davis, 1989).

When employees show positive attitude towards training; their readiness to participate would be high together with high motivation to learn and training transfer (Asmi et al, 2017; Noe et al, 2014). Essentially, strong and positive attitude would be positively associated with high readiness status of employee towards the training programme.

Peer influence is the influence which an individual employee receives from his or her co-workers, fellow employees and friends regarding his/her work schedules (Noe, Twes & Marand, 2013). In a highly unionised sector such as the civil service, the influence of peers and other significant others is important in managing employee work related issues. Even though, peer influence either promote or hinder individual behavioural intention towards an activity, such as readiness to participate in training; it has not been properly studied in public sector domain in many developing countries such as Nigeria. Peer influence significantly and positively influences employee participation in sponsored training programme (Robinson, 2014), collaborative learning (Zou, Schunn, Wang & Zhang, 2017; Schunn, Godley, & DeMartino 2016). In the context of social learning theory, Robinson (2014) found that as the group size increases, individual readiness to participate in training decreases. Interdependence, interactions and cooperation among employees promote readiness to participate in work related activities (Kukenberger, Mathieu & Ruddy, 2015).

Superior influence is the influence which a senior employee has on his/her subordinates on work related functions, processes and policies (Noe et al, 2014). As one of the leading social supports, the influence of superiors is critical in organisational context. Superiors act as the connection between top management and subordinates on organisation policies implementation (Noe et al, 2013) and in most cases superiors design, implement and monitor relevant interventions such as training (Kukenberger et al, 2015). Although, the role of superiors in influencing subordinates' behaviours has been extensively examined, little is known on superiors' influence on readiness to participate in training in the civil service. Chiaburu, Dam and Hutchins (2010) found that superior support is crucial in promoting social support, which is necessary to achieve effective training outcomes. Park, Kang and Kim (2018) found from a sample of 216 workers in USA that supervisor's support has significant effect on training needs and training readiness.

In organizational setting, superiors generally influence behavioural dispositions of subordinates towards desired organisational objectives (Noe, 2008). However, there is persistent lack of predictability of superior influence on readiness to participate in

training due to insufficient clarity between superior influence and wider organisational support within the precinct of mandated training programme. Employees' judgement and confidence on their ability to engage and successfully complete a given task or functions is crucial in achieving range of organizational outcomes (Noe et al, 2018). Training self-efficacy is specifically referred to as the trainee judgment on his/her ability to succeed in training (Chiaburu et al, 2010). Social learning theory posits that, an individual with high self-efficacy, which is the belief that he/she can successfully complete a given task is closely related with challenging task (Bandura, 2015).

It follows that, an individual who perceives his/her ability to complete a given training programme, will be ready to participate in training, together with high motivation to learn and ability to successfully transfer the learned skills and abilities into the workplace (Celestine & Yunfei, 2018; Mohammad & Osman, 2017; Salleh, Mohd & Mamat, 2017). From the individual employee perspective, training self-efficacy generates improved self-esteem and commitment together with high readiness to participate in relevant training intervention (Han, Yin & Boylan, 2016; Kao, Tsai & Shih, 2014). Research generally supports the notion that supervisory support is an antecedent of self-efficacy (Chiaburu et al, 2010), on the basis that supportive supervisory relationship would increase individual self-efficacy. The potential influence of self-efficacy on the wider organisational context has not been properly established. In the civil service, the horizontal (peers) and vertical (superiors) interrelationships between workers on training readiness, underscore the need for additional insights from developing country perspective.

Employees' readiness to participate in training is influenced by individual and contextual variables. These individual and situational factors determine behavioural outcomes in the workplace and task performance among the employees (Hamzat & Mabawonk, 2018). Machin and Treloar (2004) argue that when an employee is encouraged to participate in training such as the type of training, content and delivery mode such employee would be excited and ready to participate actively, together with high propensity to learn. Strong readiness to participate decision by the employees would provide positive outcomes in mandated and voluntary training programmes (Ismail, Mohammed, Suliaman & Sabhi, 2010). In civil service, myriads of training are conducted depending on the disposition of the superiors, national exigencies and productivity concerns.

Kurtessis et al (2017) found from a meta-analytic assessment of 558 studies that positive human resource practices predicted positive employee orientation towards the organisation. This positive perception would be crucial in achieving strong employee readiness towards training participation. It should be noted that, in other to achieve improved training readiness, relevant facilitating conditions in terms of perceived organisational support should be identified, nurtured and promoted (Eisenberger, Wang, Mesdaghinia, Wu, & Wickham, 2013). Individual behavioural intention is one of the most studied constructs in organisational development. Intention is the proximal determinant of an individual actual behaviour to engage in an activity or a person's behavioural disposition towards a concept, issue or thing (Ajzen, 1991; Davis, 1989). It

follows that, strong and positive individual intention towards an issue or concept, would result in strong and positive behavioural disposition towards the issue. Individual intention towards training, is the person's favourably disposition to participate in training (Riachi, 2015; Wang, Lew, Lau & Loew, 2019). In the context of readiness to participate, ascertaining individual intention towards training is important in achieving strong training outcomes (Bjerregaard, Haslam, & Morton, 2016; Guerrazzi, 2016). Although, intention has been recognised as the proximal predictor of actual behaviour (Ajzen, 1991; Davis, 1989; Venkatash & Goyal, 2010; Venkatesh, Thong & Xu, 2012), which assumes that strong and positive intention would lead to strong and positive behavioral outcomes.

Most of the studies focused mostly on intention-training effectiveness; without ascertaining the readiness of the employees to participate prior to training intervention (Bjerregaard et al, 2016; Guerrazzi, 2016). While positive relationship between intention and actual behavior has been established (Bjerregaard et al, 2016; Guerrazzi, 2016; Wang et al, 2019), the conditions which influence intention-behavior relationship have not been properly ascertained. Understanding the role of gender on readiness to participate in training would be vital in promoting performance improvement in the civil service. This claim is predicated on the conflicting role of gender in some of the previous studies (Tarhini, Hone & Liu, 2014; Merello-Gimenez & Zorio-Grima, 2016; Tawo, Gasser, Gemperli, Merlo & Essig, 2019). Tahini et al (2014) found with a sample of 602 participants that gender does not moderate the effect of intention on readiness to participate in online training.

Merello-Gimenez and Zorio-Grima (2016) found with a sample of 53 respondents that gender has statistically significant moderating effect on readiness to participate in training. Tawo et al (2019) found with a sample of 268 respondents in Switzerland, that gender significantly moderates readiness to participate in research training. Employee readiness to participate in training is the willingness, enthusiasm and preparedness of an employee to participate and successfully complete a training programme (Holt et al, 2010; Weiner, 2009). Readiness to participate in training is equally seen as the individual characteristics that fosters attitudes, abilities and motivation to learn with the aim of applying the acquired knowledge, skills and abilities into the workplace (Noe et al, 2013). Even though, individual readiness is essential to achieve positive training outcomes, it is important to note that organisational readiness in terms of social support, facilitating conditions and policies are important in achieving strong readiness to participate in training (Shah & Shah, 2010; Weiner, 2009).

While, readiness to participate is related with range of positive organisational outcomes (Mohammad & Osman, 2017; Noe, et al., 2013; Salleh, et al., 2017; Samad et al, 2018; Truit, 2011), few studies have examined the readiness status of employees prior to the training participation. This lack of research direction has made training evaluation problematic. Another issue on the continued lack of clarity on the status of employee readiness to participate could be attributed to the newness of the concept and an assumption that organisational readiness influences individual readiness (Attieh et al, 2013; Holt et al, 2010; Treuer et al, 2018). This pattern of reasoning may be faulty based

on contextual differences in organisations. Readiness in some organizations may be restricted to top management and supervisors' viewpoints with little focus on individual personalities and characteristics which are vital in many mandated training environments. Understanding employee readiness through the blending of individual and organisational factors would lead to strong and positive employee readiness to participate in training.

1.3 Civil Service Training Policy in Nigeria

Civil service is an integral part of government all over the world. From policy formulation and implementation, civil servants serve every government that is in power irrespective of political affiliation (Olaopa, 2018). In order to perform such huge tasks in delivering public goods; civil servants should have the required skill set, appropriate knowledge and proven abilities in managing daunting and often complicated state affairs (Adongoi & Victor, 2016; Olaopa, 2018). Civil servants in 21st century should not focus only on entitlement mind set; instead, they ought to be abreast with future trends and scenarios (OECD, 2019; World Economic Forum, 2018). The present-day Nigeria civil service was established in 1923 by Sir Hugh Clifford with headquarters in Lagos and regional centres in Enugu, Ibadan and Kaduna for Eastern, Western and Northern regions respectively. Between 1930 and 1950, pro-independence and Nationalist's agitations led to series of reforms aimed at repositioning the civil service to meet the demands of Nigeria union (Adongoi & Victor, 2016; Anazodo, Okoye & Chukwuemeka, 2012). Nigeria civil service started to perform optimally, immediately after independence in 1960, due to handover of functions to competent and qualified personnel irrespective of tribe, region or religion.

The lofty ideals were short-lived immediately the military took over. Competency was abandoned in favour of nepotism, ethnic divide and religious affiliation (Eme & Ugwu, 2011; Ogunrotifa, 2012; Olaopa, 2018). Training as a means of improving performance and productivity has led to series of reforms and interventions within the Nigeria civil service (Nebo & Nnamani, 2015). From 1971 to 2010, about 10 various commissions were established to address the continued inability of civil servants to improve performance and boost productivity (Anazodo et al, 2012; Nebo & Nnamani, 2015). However, most of the reforms have failed to achieve the intended objectives in the context of training and man power development due to vested interests, nepotism, and ethnic clannishness (Ogunrotifa, 2012; Olaopa, 2018). Even though, training has been recognised as integral part of Nigeria civil service performance improvement; the inability of previous training interventions to achieve the desired objectives has not been effectively ascertained. Despite the need for restructuring and other cost cutting measures in managing performance in Nigeria civil service (Agbodike, Osawe & Igbokwe-Ibeto, 2015; Nebo & Nnamani 2015), they cannot be equated with readiness of civil servants to participate in training.

The continued poor training outcomes as a result of insufficient staff readiness have resulted in an increasing acrimonious relationship between superiors and subordinates (Nebo & Nnamani, 2015). In 2017, a new training plan called (FCSSIP) 2017-2020 was

introduced. The driving force for this plan is that training should not only drive performance improvement in the entire civil service; instead, workers must be ready and willing to participate before relevant training interventions are rolled out (Lassa, 2019). In 2019, (FCSSIP) 2017-2020, was restructured into three core training components: Structured Mandatory Assessment Training Programme (SMAT-P), Leadership Enhancement Advancement Development Programme (LEAD-P) and Induction (Lassa, 2019). While the first component SMAT-P mainly focused on lower and middle level civil servants, LEAD-P, primarily targeted middle level to senior civil servants.

The third component is designed to offer periodic assessment of readiness to participate in training across board, focusing on individual and organizational level factors. The overall goal is to have an efficient, productive, incorruptible and citizen-centred civil service; which will not only aspire to imbibe the core ethics of professionalism, meritocracy, integrity, political neutrality and accountability but strive to be future ready civil service (Lassa, 2019). One way to achieve these noble ideals is to continuously ensure that civil servants in all cadres enjoy high readiness to participate in training programmes before any training programme is introduced, otherwise the problem that bedevilled previous training intervention would be repeated and possibly exacerbated.

1.4 Problem Statement

Readiness is relatively a new concept, which refers to the willingness of individuals to engage in relevant organization intervention such as training (Attieh et al, 2013; Holt et al., 2010). Being a new concept, readiness is severally handicapped on the availability of empirical studies to address some of the contextual challenges associated with the concept. Few studies have focused on organisational aspect of the readiness (Attieh et al, 2013; Holt et al, 2010; Treuer et al, 2018), with little attention pay to the individual readiness. The assumption is that, an organisational readiness for training would literally translate to individual readiness (Attieh et al, 2013; Treuer et al, 2018). This assumption may not always hold due to excessive attention on organisational factors as the only predictors of individual readiness; which neglect individual personality and attributes, which are crucial in achieving individual readiness to participate in training.

Research has shown that training investments are likely to generate the needed outcomes only when the trainees are able to apply their acquired knowledge, skills and abilities into the workplace (Noe, et al., 2013; Salleh, et al., 2017; Samad et al, 2018), hence there have been sustained efforts to ascertain the antecedents of training participation process. However, such focus is faulty in orientation and disparate in application without understanding the core issue of employee readiness on the training participation processes. Firstly, employees should apply their acquired knowledge, skills and abilities they have gained into the workplace (Noe, et al., 2013). Secondary, learning assumed that trainees have sufficiently acquired job improvement competencies that would benefit the organisation (Noe, et al., 2014).

What has not been properly determined in the above scenarios is that, employees must be ready and willing to participate in training, before any meaningful training assessment and or evaluation will take place. The first question which has remained unresolved is, what individual and contextual factors promote employee readiness to participate in training. Storen and Boring (2018) found with a panel of data from eight European countries that the level of education is an important predictor of intensity and readiness to participate in training in an informal setting. Although, the authors agreed that more educated employees would have high readiness to participate compared to less educated one; it gives credence to ascertain the status of employee readiness prior to training intervention, where there are significant variations on education level such as the civil service.

While, Scholars and practitioners agreed that employee training is closely associated with range of organisational outcomes such as increased profitability, superior performance, high quality delivery and improved competitiveness (Bell, Tannenbaum, Ford, Noe, & Krieger, 2017; Kim & Ployhart, 2014), the inability of employees to transfer the skills, knowledge and abilities have remained unresolved, due to lack of and or insufficient readiness by the employees to participate in such training activities (Bartosiewicz, Łuszczki, Rozanski & Nagórska, 2019; Bhatti, Ali, Isa, Battour, 2014; Lai, 2017; Salleh et al, 2017). Training has become an important component of employee performance improvement due to increasing insufficiency of formal education in the ever-changing socio-economic landscape (Willyerd & Mistick, 2016).

The necessity of learning in promoting sustained employee performance improvement is not only restricted to private sector; instead, public sector is under enormous pressures to embrace training as a means of boasting performance, improving efficiency and achieving sustained public service delivery (OECD, 2019; World Economic Forum, 2018). While, training is globally recognized as an important component of individual performance improvement (Bell et al., 2017; Riachi, 2015; Storen & Boring, 2018), understanding readiness to participate in training has been a reoccurring challenge among managers and superiors (Noe et al., 2014; Mikkola, Suutala & Parviainen, 2018; Salleh et al, 2017), particularly among civil servants (Lai, 2016, 2018).

Despite the notion that training participation is central in achieving desired organisational objectives (Bell et al., 2017; Faghihi & Allameh, 2012; Mohammad & Osman, 2017), little is known about the readiness of employees prior to the training participation. This lack of and or in most cases insufficient readiness among employees before engaging in training have become challenging to scholars, policy makers and managers (Ahmad & Cheng, 2017; Ahmad, Liu & Butt, 2019; Andrew, 2017). In the previous studies, scholars have focused on contextual factors such as superior and peer influences (Scaduto, Lindsay & Chiaburu, 2008; Van den Bossche, Segers & Jansen, 2010) and relevant trainee characteristics such as self- efficacy (Mohammad & Osman, 2017; Zhao & Namasivayam, 2009), motivation to learn (Aminudin, Bhaiyan & Rus, 2016; Chiaburu et al, 2010), and training transfer (Hua, 2013; Noe, et al., 2013; Salleh, et al., 2017; Samad et al, 2018; Truit, 2011), with little consideration on the core determinant of readiness to participate in training. These faulty designs may be credited

with poor training outcomes which have continued to undermine training interventions, especially in a culturally inhibitive civil service.

Training outcomes have not improved significantly due to failure of training intervention to achieve the desired objectives (Bhatti, et al, 2014; Carrington, Neville & Whitewall, 2010). Inability to ascertain the level of readiness among the employees prior to training has been largely ignored or faulty designed, because individual and relevant contextual factors were not properly integrated (Booth-Kewley, Dell' Acqua & Thomsen, 2016; Cigdem & Ozturk, 2016; Kearney & Garfield, 2019). Hence there is a compelling empirical need to synchronize individual and applicable contextual factors that will be used to ascertain employee readiness to participate in training. While, organisations operate with individual employees, understanding sufficient readiness should be examined on the interplay between individual and organizational factors (Faghini & Allameh, 2012; Shah & Shah, 2010). The second question is; how these factors can be integrated to achieve high readiness to participate in training in a rigid, hierarchical and rule driven agency such as the civil service.

Earlier studies predominantly focused on training methods, in a bid to ascertain the factors that improve training effectiveness (Banerjee et al., 2016; Hadadgar et al, 2016). However, an individual must be ready and willing to participate before learning can take place (Kim, Madeline & Chung, 2014; Laguna & Purc, 2016). Although, general consensus indicates that adults bring their learning personalities to the training process (Godlewska- Werner, Celińska-Nieckarz, Nieckarz & Lipowski, 2014; Nylander, Österlund & Fejes, 2018; Poulsen et al, 2017; Raemdonck, Beusaert, Fröhlich, Kochoian, & Meurant, 2015), these varied personalities which, have different behavioural dispositions on the leaning process have not been effectively studied in public sector in general and in Nigeria in particular. Accordingly, it is becoming problematic to ascertain which individual personalities and contextual factors are important in promoting readiness to participate. Without achieving high employee readiness to participate; desired training outcomes would be difficult.

Although, there is an increasing understanding that individual and organizational factors are necessary to achieve desired organizational objectives; only one comprehensive meta-analysis has combined individual and organisational factors to explain training outcomes (Colquitt, Lepine & Noe, 2000). With a sample of 106 studies, the authors advised for a theoretical concept to integrate the individual and organizational factors that are important in explaining employee training outcomes. However, desired training outcomes may not be fully achieved without discovering the status of employee readiness to participate prior to training intervention. Despite significant efforts made to understand the influence of some of the personal and organizational factors on readiness to participate (Baran & Giderler, 2017; Booth-Kewley et al, 2016; Cigdem & Ozturk, 2016; Lai, 2018; Kearney & Garfield, 2019; Kumar & Saha, 2017), most of these studies were atheoretical and sample deficient.

On the issue of atheoretical weakness from the previous studies, Lai (2018), conceptualized readiness to participate in the context of information sharing, information differentiation, self-efficacy, communication and training evaluation. Kearney & Garfield (2019), conceptualised readiness to learn as students' achievement in terms of student and teacher self-efficacies. Cigdem & Ozturk (2016) conceptualised readiness to participate in online training as computer/internet self-efficacy, self-directed learning and motivation to learn. On the sample weakness perspective, Booth-Kewley et al (2016) readiness to participate in training was based on 1602 Navy Corpsmen (male only), which makes the findings unrepresentative of the entire Corpsmen in US. Cigdem & Ozturk (2016) and Kearney & Garfield (2019) studies were based on 155 and 964 students' samples from Turkey and USA respectively, which may be difficult to generalize to adult-wide population.

Individual intention towards a phenomenon, issue or concept has remained the most cited determinant for actual behaviour (Ajzen, 1991). As the proximal determinant of individual behavioural disposition, intention towards training; is the person's favourably disposition to participate in training (Riachi, 2015; Wang et al, 2019). Despite the seemingly empirical validation of the role of intention on actual training outcomes (Alhalhouli, Hassan & Song Der, 2014; Cookea, Dahdaha, Norman & French, 2016; Hadadgar et al, 2016; Mansour, Naji & Leclerc, 2017), little is known on how intention towards training mediates readiness to participate in training, which is critical in determining the actual training outcomes.

Although, intention is the proximate precursor for the actual behaviour according to theorists (Ajzen, 1991; Davis, 1989), individual personalities and organizational factors are critical in ascertaining the status of employee intention towards training (Baran & Giderler, 2017; Kumar & Saha, 2017; Noe, 2017). The issue which has not been resolved in some of the previous studies is; under what conditions would an individual employee muster high and positive intention towards readiness to participate in training. Secondly, in mandatory training environment as obtained in the civil service; how can intention towards training be used to achieve high readiness to participate in training. Until employee intention towards training is properly conceptualised and measured, readiness to participate in training and desired training outcomes would be difficult to achieve particularly in civil service; where promotion is tenure driven and less on competency. Hadadgar et al (2016) used a sample of 148 general medical practitioners and found that 66% of variance in readiness to participate in training was predicted by intention. Denam et al (2016) used a sample of 200 adults and found that 42% of variance on readiness to participate in training was predicted by intention.

Unlike in previous studies where individual and organizational factors were examined in disparate form (Abdullah, Lin, Anita, Suroto & Hadiyati, 2018; Horng-Ji & Lai, 2017; Shyu & Huang, 2011), the application of mediation analysis in the current study would be extremely important to understand the mediating role of intention; bearing in mind that, training in the civil service includes mandatory and voluntary form. No study in Nigeria has undertaken this approach. Civil service is a close knitted group where horizontal relationships (peers) and vertical relationships (superiors) exist (Riachi,

2015). Civil servants irrespective of gender are expected to perform optimally in the workplace. It becomes imperative to ascertain if gender would alter the effect of the relationship between training intention and readiness to participate in training. While previous studies have attempted to highlight the moderating effect of gender on range of organizational outcomes. Most of them focused on training participation (Merello-Gimenez & Zorio-Grima, 2016; Tasgin & Tunc 2018) and less on readiness to participate in training.

It is instructive to note that training participation is not the same as readiness to participate in training because readiness to participate in training captures the motivational elements which is critical in a training environment such as the civil service. In a highly unionised and powerful agent of government (civil service), ascertaining the strength and direction of training intention on readiness to participate through the role of gender is particularly important; taking cognizance of the role of individual and organizational factors on training intention. This would be instructive in achieving a balanced and future ready civil service. Following the above relevant reviews, it is evident that public sector research is significantly under explored in Nigeria context. Despite series of training interventions, resources spent and man hours consumed; training programmes have failed to achieve the desired outcomes in many public organisations. However, its negative impact is much pronounced in many developing countries like Nigeria due to weak governance infrastructures, corruption, nepotism and poor conceptualization of readiness to participate. The problem, which has not been properly conceptualised, captured and addressed is that sufficient readiness to participate has not been created before embarking on such training programmes. An improved model predictor of civil servants' readiness to participate in training will be particularly valuable in the context of three identified gaps:

Firstly, there is a compelling empirical need to properly integrate disparate individual and organizational factors in other to effectively predict readiness to participate in training. Secondary, understanding the mediating role of training intention is vital in establishing the empirical validity and or relevance of readiness to participate in training. Finally, proper understanding of the role of gender is vital in championing a performance driven, balanced, futuristic and capable workforce within the organisations in general and in Nigeria civil service in particular.

1.5 Research Objectives

RO1: To determine the level of readiness to participate in training, attitude towards training, peer influence, superior influence, training self-efficacy, facilitating condition and intention towards training among civil servants in Nigeria.

RO2: To determine the factors contributing to readiness to participate in training among civil servants in Nigeria.

RO3: To determine the mediation effect of intention towards training on on the relationships between attitude towards training, peer influence, superior influence, training self-efficacy, facilitation conditions on readiness to participate in training among civil servants in Nigeria.

RO4: To determine the moderation effect of gender on relationship between intention towards training and readiness to participate in training among civil servants In Nigeria.

1.6 Alternatives Hypotheses

1.6.1 Research Objective 2

H1a: Attitude towards training has significant effect on readiness to participate in training among civil servants in Nigeria.

H2a: Peer influence has significant effect on readiness to participate in training among civil servants in Nigeria.

H3a: Superior influence has significant effect on readiness to participate in training among civil servants in Nigeria.

H4a: Training self-efficacy has significant effect on readiness to participate in training among civil servants in Nigeria.

H5a: Facilitating condition has significant effect on readiness to participate in training among civil servants in Nigeria.

H7: Intention towards training has significant effect on readiness to participate in training among civil servants in Nigeria.

1.6.2 Research Objective 3

H6a: Intention towards training mediates the effect of attitude towards training on readiness to participate in training among civil servants in Nigeria.

H6b: Intention towards training mediates the effect of peer influence on readiness to participate in training among civil servants in Nigeria.

H6c: Intention towards training mediates the effect of superior influence on readiness to participate in training among civil servants in Nigeria.

H6d: Intention towards training mediates the effect of training self-efficacy on Readiness to participate in training among civil servants in Nigeria.

H6e: Intention towards training mediates the effect of facilitating condition on readiness to participate in training among civil servants in Nigeria.

1.6.3 Research Objective 4

H8: Gender moderates the effect of intention towards training on readiness to participate, such that there will be a statistically significant effect of intention towards training on readiness to participate based on interaction with gender among civil servants in Nigeria.

1.7 Significances of the Study

Civil service is an institutional arrangement established to administer and manage government functions. Huge resources spent on training and other performance improvements have not achieved its objectives in terms of performance improvements. Although, series of attempts have been made by scholars and policy makers through mandatory and voluntary training programmes; desired training outcomes have not been achieved due to poor readiness to participate in such training prior to intervention. The present study will be beneficiary in the following two key areas; theory and policy. On the theoretical perspective, the adoption of theory of planned behaviour and decomposed theory of planned behaviour with accompanying individual and organisational variables would provide improved explanatory power on readiness to participate.

In the current study, the adoption of attitude, peer influence, superior influence, training self-efficacy and facilitating condition will provide improved explanatory power on intention towards training and resultant high readiness to participate in training. Since behaviour is a manifestation of prevailing individual and contextual factors, the study will be particularly important in broadening the theory of planned behaviour and relevant modifications in a developing country perspective by uncovering the respective strengths and effect of employee attitude, peer influence, superior influence, training self-efficacy, facilitating condition and intention towards training on readiness to participate. This new theoretical support would be needed to strengthen the argument in support of the two underlying theories of the study (Theory of Planned Behaviour and Decomposed Theory of Planned Behaviour).

On the policy perspective, the study will provide the needed policy direction for effective capacity building, which is necessary in creating the required readiness to support impending organisational improvement through high propensity to participate in training. Nigeria public service delivery is poor, costly and seemingly unreliable due to attitudinal problems and structural weaknesses in service delivery. While increased technological applications are important part of the new work environment, it had failed to deliver the expected outcomes. The study will argue that, the major reason for continued training failures is that readiness to participate in training has been poor and ineffective before embarking in most of the training programmes. Finally, since civil service engages in mandatory and voluntary training; findings from the study will provide the compelling evidence to integrate individual and contextual factors in achieving high readiness to participate within the organisation before training intervention can achieve the desired objectives.

1.8 Scope, Limitations and Delimitation of the Study

The goal of the study which is to ascertain civil servants' readiness to participate in training, focused on suitable individual and contextual factors which are relevant in determining readiness to participate. Six factors (attitude towards training, peer influence, superior influence, training self-efficacy, facilitating condition and intention towards training) were considered to be relevant in predicting readiness to participate in training. Accordingly, the population of the study was limited to civil servants from three organizations (Federal Civil Service Commission, Federal Judicial Service Commission and the Supreme Court).

The population of the study focused on those civil servants who have participated in training program in not more than one year from the date of the survey. The reason is that, previous studies suggest that past experience would influence future intention towards readiness to participate in training interventions (Erasmus, Rothmann & Eeden, 2015; Mohammad & Osman, 2017; Salleh, et al., 2017; Samad et al, 2018). The study is limited in three key aspects: research design, methodology and population. On the design perspective, it was designed that readiness to participate would be predicted from (attitude, peer influence, superior influence, training self-efficacy and facilitating condition and intention towards training). However, in a correlational research design, the relationship between a variable and another variable may not be a causation (Simon & Goes, 2013), implying that, the above hypothesized relationship may not be a definite causation between the factors and readiness to participate. There may be other variables that could cause the relationship.

On the methodological limitation, the adoption of self-report and single method of data collection is prone to common error bias, since the respondents are consigned to the questions posed in the questionnaire. Finally, the population indicates that only career civil servants who have participated in training were selected. This population frame demands caution for generalizability, due to diverse nature of the civil service. There are civil servants in hospitals, schools, immigration and other category who were not

included in the study. However, it's the opinion of the writer that this limitation will not undermine the overall research goal.

Unlike limitation which comes from the implicit characteristics of the methodology and research design, delimitation emanates from the explicit choices and decisions of the researcher in the context of the research goal, variables, theoretical perspective and the study population (Simon & Goes, 2013). The first delimitation is centred on the research goal, which is readiness to participate in training. The main aim is to investigate the factors that influence civil servants' readiness to participate in training. It is important to differentiate training participation from readiness to participate in training because readiness to participate in training captures the motivational elements in individual that support effective training participation. In this study, readiness to participate is conceptualised as the willingness to participate. It is the motivation element that promote individual willingness to participate. The second delimiting factor is on the choice of the variables and theoretical perspective. Consistent with the two underlying theories of the study (theory of planned behaviour and decomposed theory of planned behaviour) which is mostly suitable in examining individual behavioural disposition, the six variables (attitude, peer influence, superior influence, training self-efficacy and facilitating condition and intention towards training) were carefully chosen to reflect individual and contextual factors which influence readiness to participate. These variables were not intended to cover other relevant human resources practices in the organisation.

Finally, population of the study which focused on civil servants who have participated in training only examines career civil servants in ministries, departments and agencies of the government. Public sector workers in hospital, schools and other specialised agencies were not included. The reason for focusing on career civil servants is that, other public sector workers in other government agencies have different internal rules which could make individual and organisational factors that influence readiness to participate unreliable. For example, public servants in hospitals, schools, immigration and security services may have different internal rules and procedures that may not fully capture the effect of individual and organisational factors as used in the current study. These career employees needed sufficient readiness to participate in order to cope with myriads of training interventions designed to improve performances.

1.9 Assumptions of the Study

In the current knowledge driven economy where, technological innovation changes the pattern of work quicker than individuals can modify their skills; designing an effective training intervention requires proper understanding of employee personality, job characteristics and perceived organisational support. Although, training is essential in championing sustained organisational performance; the rising inability to achieve range of training outcomes is because of poor readiness to participate. The following assumptions were considered necessary in the study. Firstly, it is assumed that civil service will continue to invest on range of training interventions to improve service delivery. Training being an important component of performance improvement underscores the need for creating sufficient readiness to participate within the

organization in order to achieve, desired training outcomes. Secondly, it is the belief of the researcher that, respondents in the study provided honest and truthful responses. In the survey instrument, it was expressly stated that anonymity and confidentiality shall be preserved before, during and after the survey together with assurances that any respondent can withdraw at any time during the survey. Sufficient information to guide the respondents were adequately provided. Finally, the stratified sampling adopted in selecting the sample is believed to be a representative of the entire career civil servants in Nigeria.

1.10 Definition of Terms

Attitude towards training: Attitude is the evaluative judgment which an individual has, regarding an action. Employee attitude is the psychological tendency expressed in terms of positive or negative evaluative judgment regarding the attitudinal object (Noe & Wilk, 1993). In the current study, employee attitudes towards training means the thoughts, feelings and reactions of civil servants towards readiness to participate in training.

Peer influence: Peer influence is the influence from one social or work group which influences an individual response to work related changes (Handy, 2008). It is believed that the influence of one's social group will have significant effect on individual readiness to participate or reject training intervention. In the current study, peer influence denotes the influence which fellow civil servants have on their co-worker's readiness to participate in training.

Superior influence: Superior influence is the influence which senior members of an organisation has over subordinates' behaviour in reference to planned organisation policy (Yarnall, 1998). In the current study, superior influence denotes the influence which senior civil servants has on their subordinates' readiness to participate in training.

Training self-efficacy: Training self-efficacy is the perceived ability of an individual to successfully undertake and participate in training (Howard, 2019). Perception is an important determinant of one's ability to support work related act. In the current study, training self-efficacy is conceptualised as the readiness of a civil servants to engage and successfully complete a training programme.

Facilitating condition: Facilitating conditions (perceived organisational support) according to Eisenberger, Huntington, Hutchinson & Sowa (1986) is the enabling resources which influence individual intention to engage in any activity. In the current study, facilitating condition is referred to as the perceived organisational support (resources) which influence civil servants' readiness to participate in training.

Intention towards training: Behavioural intention is the motivational elements which influence individual behaviours. Essentially, behavioural intention gauges the extent individuals are willing to engage in an activity and subsequently complete such activity (Noe & Wilk, 1993). In the current study, intention towards training is conceptualised as the civil servant's intention towards training participation.

Readiness to participate in training programme Readiness to participate in training programme is the willingness to successfully participate in a training programme (Noe & Wilk, 1993). In the current study, readiness to participate means the readiness and willingness of civil servants to successfully participate in training programme in Nigeria.

1.11 Organisation of the Study

The thesis is organized into five chapters. Chapter one, which is the introduction focuses on background and context of study with particular emphasis on the problem statement, objectives of the study, hypotheses, significance, scope and limitation of the study. Chapter two is the literature review, which was dedicated to theoretical review, empirical reviews, conceptual framework and hypotheses development. This chapter will provide the empirical evidence on which the study is situated. Chapter three is the research design and methodology, population and sampling method together with data examination. Chapter four focused on findings and discussion which provide the evidence for accepting or rejecting the hypotheses together with discussion of the findings. Chapter five was devoted to summary, conclusion, implication and recommendations for future study.

1.12 Chapter Summary

The introductory chapter has examined important aspect of the entire thesis. First, background of the study, which focused on readiness to participate in training in the context of organisational supporting infrastructures. Statement of the problem was evaluated which underscore the need to examine training readiness in the public sector which is an under explored sector. Objectives of the study which focused on the four-specific direction of the study were clearly stated including the concomitant hypotheses. As indicated in the scope, the study was conducted in three government organisations in Nigeria. Also, only the career civil servants who have participated in a training program were selected. Finally, operational definitions of the terms were explained, where operational definitions and contextual application of readiness to participate in training were highlighted.

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FAKULTI PENGAJIAN PENDIDIKAN
FACULTY OF EDUCATIONAL STUDIES
Ref. No: UPM/FPP/GS38281

Date: August 04, 2017

Secretary
Federal Judicial Service Commission
Three Arms Zone
Central Area Abuja

Sir/Madam,

REQUEST PERMISSION TO CARRY OUT RESEARCH

I hereby acknowledge that the student mentioned below is a postgraduate student of the Faculty of Educational Studies, Universiti Putra Malaysia, and she has registered for the course as mentioned below:

Name: **Nnamdi Ogbodoakum**
Matric Number: **GS38281**
Programme/Field: **PhD (Human Resource Development)**
Course/Title Code: **SPS6999 Doktorat Research**
Title of Research: **Predictors of Readiness to Participate in Training Programme among civil servants, in selected government organisations in Nigeria**

This student is required to do a research as the title of research suggests. The required information can be obtained from the research at your organization. Therefore, the Faculty would be very grateful if you could give permission and assistance to this student to carry out his research.

Your cooperation and assistance are deeply appreciated.

Thank you.

Your sincerely,

ASSOC. PROF. DATO' DR. NORHASNI ZAINAL ABIDIN
Supervisor

BIODATA OF STUDENT

Nnamdi Ogbodoakum was born in Nigeria. He got his basic education from South Eastern Nigeria. He completed his Higher National diploma in Banking and Finance from the prestigious Institute of management and technology, Enugu Nigeria. His quest for academic excellence took him to Malaysia, where he obtained bachelor degree (Hons) International business and MBA (Hons) Human resource management from Limkokwing University of Creative Technology, Malaysia.

Mr. Nnamdi Ogbodoakum started his PhD, with University Putra Malaysia (UPM) in 2013/2014 session in the human resource development of the faculty of Educational Studies. He is completing his thesis with the title “Predictors of Readiness to Participate in Training Program Among Civil Servants in Nigeria and Intervening Roles of Intention Towards Training and Gender.

LIST OF PUBLICATIONS

- Ogbodoakum, N., Abiddin, N. Z (2017). Theory of Planned Behaviour and readiness for Change: Implication for Organisations in MIMBAR pendidikan: *Jurnal Indonesia untuk Kajian Pendidikan*, 2(1), March, (pp. 1-18).
- Ogbodoakum, N., Ayub, A.F. M., Abiddin, N. Z. (2020). The Role of Peer Support, Superior Support, Training Self-efficacy, Training Needs and Opportunity to Use on Readiness to Participate in Training among Civil Servants in Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 10(12), 868-887.
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