MANPOWER TRAINING AND EMPLOYEE DEVELOPMENT (CASE STUDY OF ACCESS BANK PLC, OBIOAKPOR LOCAL GOVERNMENT AREA PORT HARCOURT METROPOLIS RIVERS STATE)

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Abstract: This research examines the relationship between manpower training and employee development using a case study of Access Bank Plc in Obioakpor Local Government Area, Port Harcourt Metropolis Rivers State, Nigeria. A correlation survey design was adopted, data were sourced from 700 employees through a self-administered questionnaire, and the sample size was determined using the Taro Yamane method and calculated as 399. The judgmental non-probability sampling method was adopted in the distribution of the questionnaire. The correlation method was used to test the hypotheses to achieve the study objective. The findings revealed that job training has a significant positive relationship with employability skills, coaching has a significant positive relationship with employee competency. This study provides sufficient guidelines for human resources to integrate training programs into their mission statement to ensure employees are acquainted with job knowledge and skills. Future researchers are encouraged to explore this study using different industries and large sample sizes to generalize findings.

Keywords: Manpower Training, Nigeria, Coaching, Employee Development, Pearson Correlation

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Advances in technology have intensified manpower training and employee development in many organizations, especially the banking industry. Nowadays, employees have high regard for employability skills because they are much harder to teach than job-specific skills. Employees who have foundational skills are more attractive to their employers (Career Guide, 2021). The quality of manpower determines organizational success or failure.

Nana et al. (2013) identified that a positive relationship between manpower training and employee development. The study was carried out using Ze-
nith Bank Plc, in Maitama, Abuja, Nigeria. Nana et al. (2013) found that staff training imparts positive employee development. This implies that trained employees are highly efficient in comparison to untrained ones. Again, employees who are trained maintain uniformity in work methods and make fewer mistakes in their jobs. That can increase the level of human effort (output) and overall work productivity.

Another study by Igwe (2011) also identified a positive relationship between manpower training and development. The findings showed that manpower training imparts the development of both employees and organizational productivity in the Nigeria Public Enterprise using Anambra Motor Manufacturing Company Limited (ANAMCO). Previous studies by Obikeze and Abonyi (2005) have identified a positive relationship between manpower training and employee development. Trained employees are often consistent in adopting new methods and make effective use of resources to improve productivity. However, Rashide (2008) found a negative relationship between manpower training and employee development. Their finding showed that training programs do not relate to employee skills. The author argues further that training does not enhance the skills and knowledge of employees.

Monday et al. (2002) stated that manpower training comprises all activities designed to provide learners with the knowledge and skills needed to execute their present jobs. Nwachukwu (1988) indicated that manpower training is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities and for which the individual is recruited. The author regards development as an activity undertaken to expose an employee to undertake additional duties and assume positions of importance in an organizational hierarchy. Similarly, Olaniyan and Ojo (2015) defined Manpower Training as a planned program to develop specific knowledge, skills, and employees’ attitudes. It is a common concept of human resources development technique where a conscious effort is made to improve the existing and potential workforce’s performance, competence, and productivity. He further stated that the organization specially designs manpower Training programs to achieve definite goals and improve individual and corporate performance. Nowadays, many organizations organize training for recruits just after their induction to let them know about the rules, policies, and organizational procedures.

Besides, Wingrove (2003) argued that organizations with the vision of persistently improving their employees educate and train them continually. Mullins (2007) observed that job skills are enhanced through a training program such as coaching and mentoring to boost employee development. Employees are encouraged to utilize training opportunities to match individual and organizations interest to improve productivity. The author argued that a responsive and knowledgeable workforce usually adapts to the organization’s needs to promote the work processes and performance. Developing an employee entails improving his or her skills in their current job and developing them for future responsibilities. The performance of employees and their growth is used as a scorecard for appraising manager’s performance and holding them accountable for the success or failure of their organization.

Previous studies on manpower training and development have revealed positive and negative results in this area of study. These studies were carried out in both Nigeria and the rest of the world. However, none of these studies identified the type of relationship between on-the-job Training and employability skills using a case study of Access Bank Plc, Obioakpor Local Government Area, Port Harcourt Metropolis, Rivers State, Nigeria. The researchers have identified a knowledge gap. It is upon this background of study that research is formulated to achieve its set objectives.

One of the problems affecting the banking industry, specifically Access Bank Plc, is an inability to determine the type of manpower training suitable for employees. Presently, different departments are carrying out other job functions due to the assortment and job divisions in the organization. That has made it difficult for management to determine the appropriate training methods for its organization. The training component is outsourced to the third party, usually known as the consultants, to cut the cost of
training a direct staff of the organization. Sequel to this, management tends to approve training budgets to reclaim the out-of-pocket expenses they pay monthly to the government.

In light of the above, management leaves the training of their staff by the outsourced consultant who usually trains based on what they know and not the fundamental need of the bank. Since management cannot identify the most suitable areas for her employees, the consultants tend to train based on what they know and not the critical needs of the bank. Most times, the training exercise is compromised and done half hazard due to inefficient training practices of the consultant. However, inadequate manpower training affects employee skills and competency, which has an overall effect on the development of an employee. These problems, if not addressed, can affect productivity, employee commitment, and service delivery adversely in the banking industry. That has an overall effect on both organization and employees. These problems necessitated the study objectives below.

Miles (2017) proposes a new taxonomy of research gaps built on the following evidence, knowledge, methodological, population gap, and empirical and theoretical. Previous studies by Cetin et al. (2013) also examined the Impact of Mentoring on Organizational Commitment and Job Satisfaction in Turkey, Taruru et al. (2015) investigated the Effect of Coaching Programmes on Employee Performance in Kenya, Onyia et al. (2019) carried out a study on the Nexus between Mentoring Dimensions and Organizational Commitment in Nigeria. None of these authors investigated the relationship between on-the-job training and the employability skills of an individual. This research would benefit the financial industry and other organizations currently faced with the problems of manpower training to design appropriate training opportunities in areas of organizational and employee interest to improve work productivity. This study would contribute to the extant literature by identifying a gap in knowledge (variable, methodology, and study population).

LITERATURE REVIEW

The Definition of Manpower Training

Onah (2003) defined Manpower Training as the process of increasing, improving, enhancing, and modifying employees’ skills, abilities, capabilities, and knowledge to enable current and future jobs to be done more effectively and efficiently. Manpower training is defined as a systematic development of the knowledge, skills, and attitudes required by employees to perform adequately on a given task or job (Hameed & Waheed, 2011; Abiodum, 1999; Nwaeke & Obiekwe, 2017). A recent study by Amo (2019) has identified the importance of manpower training and performance. Training contributes to the organization’s success when employees are trained to perform their jobs according to industry standards. Manpower Training is essential for staff development and organizational performance.

Coaching

Coaching is another method of manpower training. International Coaching Federation (ICF, 2020) defined coaching as the process of partnering with clients in a thought-provoking and creative procedure that inspires them to maximize their personal
and professional potential. A recent study by ICF (2016) survey on Global Coaching Study in the United States of America (USA) noted that about 53,000 professional coaches operated in America record an average income of US$ 51,000 to $100,000. Coaching is a method of on-the-job training. A young employee is attached to a senior employee to acquire the knowledge and experience needed to perform tasks (Yalokwu, 2000; Yalokwu, 2006). Passmore (2016) defined coaching as a form of development in which an experienced person called a coach support a learner in achieving a specific personal or professional goal. However, coaching differs from mentoring by focusing on specific tasks or objectives instead of more general purposes or development (Passmore, 2016; Chakravarthy, 2011). Coaching is two-way communication between two committed people (coach and learner) who are committed people engaged in a problem-solving task (Azeez, 2004). Withmore (2003) defined coaching as a training process through which an individual is supported while achieving a specific personal or professional competence result or goal. The individual receiving coaching may be referred to as ‘coachee’. Coaching may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process. Still, coaching differs from mentoring by focusing upon competence specifics, as opposed to general overall development.

**On-the-Job Training (OJT)**

Heath-Field (2021) defined that on-the-job training as a method of imparting new skills, knowledge, and competencies needed for employees to perform a specific job within the workplace. Rothwell and Kazanas (2003) defined that on-the-job training as an informal system of job scrutiny where the trainee follows the trainer around and observes the work he/she performs in the organization. Baum and Devine (2007) defined that on-the-job training as a method of transferring knowledge from one another. Selah (2016) has identified the benefits of on-the-job training in the following it increase employee performance and contributes to organizational success as they learn and perform the task objectively. Taylor and Davies (2004) noted that on-the-job training is cost-effective when employees can perform their job promptly. The workers are accustomed to the skills for their jobs and work environment, which helps to reduce the cost to their organization.

**Mentoring**

It is another form of the training method. Mentoring is a relationship that exists when a senior person (mentor) in terms of age and experience agrees to provide guidance, information, advice, and emotional support for a junior person in a relationship that lasts for a long time to develop the mentee in an organization (Anzovin, 2000). Wanberg et al. (2003) defined mentoring as an informal transmission of knowledge, social capital, and the psychological support perceived by the recipient as relevant to work, career, or professional development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development and general work-life balance (Wanberg et al., 2003). Alexa (2008) stated that mentoring is an indefinite, relationship-based activity with several specific but wide-ranging goals. Fajana (2006) concur that mentoring involves providing career advice to enlarge the careers of inexperienced employees who have been allocated work to enable the person to perform well. It is done when a senior management staff called a mentor who is saddled with the responsibility of supporting the new or junior ones, often referred to as mentee, enables them to harness their full potential to allow them to carry out their duty successfully in the workplace.

**The Concept of Employee Development**

Wiese and Freund (2005) defined employee development as actions specifically designed to prepare an employee with particular key learning opportunities and training and learning for higher job responsibilities. Ulrich (2005) also defined employee development as the methods used to deliver pro-
grams to the employees. Such a wide scope benefits practitioners by extending its conceptual boundary beyond technical or managerial training. Ansari (2012) also defined employee development as a process of enhancing the skills and knowledge of an employee with the support of his/her employer through various training programs. Every organization follows specific processes that help in the professional and personal growth of an employee. Employee development activities help an employee to work hard and produce quality work.

**Employability Skills**

Employability skills are defined as essential skills that enable a person to thrive in any job. Job skills include developing skills, knowledge bases, or mindsets that make a person more attractive to employers (Career Guide, 2021). Laura (2013) defined employability skills as a kind of knowledge and competencies that enhance a person’s ability to secure and retain a job, progress at work, and cope with uncertainties in the labor market. Individuals are most employable when they have broad-based education and training. Basic and portable high-level skills such as teamwork, problem-solving, communication, and language skills. This combination of skills can enable someone to progress (move) across different employment sectors through their working life.

**Employee Competency**

Employee Competency is defined as a set of observable dimensions such as; personal knowledge, skills, attitudes, and behaviors linked to high performance and help the organization gain a competitive advantage (Miller, 2014). Ugwu (2018) stated that competency involves assessable skills, values, and knowledge of an individual related to superior job performance. Levenson (2005) defined employee competence as a set of skills and behaviors specific to a particular job. Caniel and Kirschner (2010) classified competency into two major categories, that are personal competencies and the task or job-based competencies. Personal competencies are personal characteristics or a person’s ability that affect a person’s result (output) in the workplace. It forecasts specific behavior and accounts for why some people perform better at work than others (Dawn, 2021). Junaidah (2008) defined competency as a cluster of related knowledge, skills, and attitudes that differentiate high performers from average performers. A knowledgeable employee is a competent person whose attributes can be valued and measured internally and externally in several tangible aspects such as productivity.

**Theoretical Framework**

This study is anchored on Human Capital Theory (HCT) postulated by Schultz (1961) and developed by Babalola (2003). Human Capital Theory explains how education (training, mentoring, and coaching) increases workers’ productivity and efficiency by imparting useful knowledge and skills, which raises workers’ future income or lifetime earnings (Netcoh, 2016; Becker, 2003).

The human capital model examines the relationships between education, economic growth, and social well-being. It suggests that education and training are assumed to lead to greater productivity which is ultimately translated into financial returns such as higher wages and increased Gross Domestic Product (GDP). The major strengths of HCT are that it helps policymakers and researchers evaluate the relationships between education and training as inputs and economic and social benefits as outputs. Increased research within HCT suggests that increased schooling is associated with higher wages, GDP growth, high rates of civil participation, lower crime rate, and better health outcomes (Netcoh, 2016).

Olaniyan and Okemakinde (2008), in their studies titled ‘Hand-Book of Human Resource Management Practice: Implications for Educational Development’, focused on the benefits of training and education to national development. The authors found that there exists a strong relationship between education and the economic growth of a nation. They also found that most early economists are in support of manpower training and education on the grounds of the positive externalities that society/
organization would gain. Manpower Training has expanded rapidly in many countries. A large portion of human capital accumulation in the forms of on-the-job training and other modes for working adults occurs both inside and outside the workplace.

Human Capital Theory has been criticized due to its weaknesses (Emrullah, 2014). The theory assumes that education determines the marginal productivity of labor which in turn determines earnings. However, Human Capital Theory provides little insight on how education and training impart high individual wages, productivity, and economic growth (Netcoh, 2016; Marginson, 2017). It fails the test of realism due to weaknesses in methodology arising from inappropriate applications of mathematical tools and multi-variant analysis of the interdependent variables (Marginson, 2017). However, the theory has been criticized by other authors, including (Qui, 2011). The author identified that increase in education does not translate to economic gains. The author cited references from previous studies on training where findings showed a drastic fall in the standard of employee output and commitment using a case study of Nigeria. However, despite its criticisms, HCT has survived the rigors of criticisms and gained more ground in a range of disciplines such as economics, education, and sociology.

Finally, Human Capital Theory is connected to this study on manpower training and employee development. The reason is that manpower training focuses on employee skill, competence, and commitment, which improve organizational productivity. Therefore, the theory matches the study objectives.

**Empirical Review**

Several researchers in Nigeria and the rest of the world have investigated the effect of Manpower Training and Employee Development. Some of these studies carried out all over the world are reviewed below.

Utrilla et al. (2015) analyzed the effect of Coaching on Employee Development and Organizational Performance in Spain. A descriptive survey approach was adopted. The target population of the study comprised 498 Spanish firms. The firms were randomly selected from the database of the Spanish Business Register. The questionnaire was administered to human resource managers. The study hypotheses were statistically tested and analyzed using Structural Equation Modelling (SEM). Findings confirmed that coaching exerts a strong influence on employee development and organizational performance.

Taruuru et al. (2015) investigated the Effect of Coaching Programmes on Employee Performance in Kenya. The study was conducted using six Business Process Outsourcing Subsector firms in Nairobi. The research design adopted is a qualitative research method to analyze the independent variable’s effect on the dependent variable. The target population of the study comprised 270 employees. The study adopted the stratified sampling technique in the distribution of the survey. The hypothesis was tested and analyzed using the Analysis of Variance (ANOVA) and Multiple Regression method to generate the study result. Findings showed both negative and positive results. The result confirmed that both executive and business coaching exerts a negative effect on employee performance. Findings also showed that team coaching and personal development coaching exert a positive effect on employee performance.

Cetin, Kizil and Zengin (2013) also examined the Impact of Mentoring on Organizational Commitment and Job Satisfaction in Turkey. The study was carried out using employees in the field of accounting, finance, and academics. Primary data were sourced using an online questionnaire. The hypothesis was tested and analyzed using factor analysis and regression method. Regression results showed that mentoring variables (career development, gender, and age) significantly influence organizational commitment. On the other hand, findings showed that mentoring variables (career development, gender, and age) exert insignificance influence on job satisfaction.

Furthermore, Onyia et al. (2019) carried out a study on the Nexus between Mentoring Dimensions and Organizational Commitment in Nigeria. The study was conducted using academic staff in six private universities in South-West Nigeria. Profes-
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sors and junior lecturers were selected for the interview and comprised of 315. Primary data were collected using an in-depth interview. The hypothesis was tested and analyzed statistically using the correlation method. Findings showed that mentoring dimensions exert a significant positive relationship with organizational commitment.

Hanafi and Ibrahim (2018) assessed the Impact of employee Skills on Service Performance in Sudan. The study adopted descriptive, cross-sectional, and quantitative method research. The questionnaire was administered randomly using a non-probability sampling technique. Data were statistically analyzed using analysis of variance (ANOVA) to generate the study result. Findings showed that employee competencies have a significant impact on service performance. Findings also revealed that customer experience has an insignificant effect on employee competencies and service performance.

Finally, Nassazi (2013) carried out a study on the effects of training on employee performance in Uganda. The study adopted a case study research design to examine the relationship between the two variables. The study employed a frequency/table to analyze the study result. The finding showed that training and development have an impact on the performance of employees with regards to other jobs.

METHOD

This study adopted a correlational research design to examine the relationship between two variables. The study population consisted of three categories of workers in Access Bank Plc. They are Top management (Executive Directors, General Managers), middle management (zonal heads, regional manager, lower management (operations manager, branch managers). The total population of the study comprised 700 people. Access Bank applies the same policy across all their branches. Therefore, the geographical coverage of the study is limited to Obiakpor Local Government Port Harcourt Rivers State, Nigeria. The sample size was statistically determined using Yamane (1967) and calculated as 399.

The target population was selected randomly using a non-probability sampling technique. The discretion of the researchers was sought using a judgmental or purposive approach during data collection. This method was chosen because Access Bank PLC has so many branches, units, and subunits; therefore, it is assumed that every unit or sub-unit has the same information. The respondents were randomly selected to participate in the survey. Primary data were sourced with the aid of a questionnaire using a five-point Likert scale of Strongly Agree (SA) rated as 5, Agree (AG) rated as 4, Undecided (UN) rated as 3, Disagree (DA) rated as 2, and Strongly Disagree (SD) rated as 1.

Data used for testing the hypotheses were obtained from manpower training and employee development, a case study of Access Bank Plc, Obiakpor Local Government Port Harcourt Rivers State, Nigeria. Data for research question one were analyzed using Pearson Correlation to ascertain the type of relationship between on-the-job training and employability skills. The decision rule was used to reject the null hypothesis (H₀) if P-value is less than the 0.05 critical value or accept the alternate hypothesis (H₁) if P-value is greater than 0.05.

RESULTS

Data Presentation

The data presentation and explanation were guided by the research questions, which were stated in this section. Of the 399 copies of the questionnaire sent to respondents, only 367 were filled in and returned, while the remaining 32 were not returned and were not used for analysis. Investigative questionnaires on the job training and employee skills are presented in Table 1.

Hypothesis Test

Hypothesis One

I. H₀: On-the-Job training does not relate to Employability Skills.

II. H₁: On-the-Job training relates to Employability Skills.
Reject the null hypothesis (Ho) when the p-value is ≤ 0.05; otherwise, accept alternate (Hₐ) hypothesis. Table 2 below shows the result of the hypothesis test using the Pearson Product Moment Correlation Method. The test result showed the value of correlation coefficient of; \( r = 0.373, \text{N} = 367, \) and \( P = 0.039.\) Since the p-value (0.039) is less than the critical value at 0.05 (at two-tail test), the null hypothesis (Hₒ), which states that on-the-job training does not relate to employee skills, was rejected. In contrast, the alternate hypothesis (Hₐ), which states that on-the-job training relates to employee skills, was therefore accepted.

**Hypothesis Two**

I. \( \text{H₀₃}: \) coaching do not relate to employee competency

II. \( \text{Hₐ₃}: \) coaching relates to employee competency.

Reject the null hypothesis (Ho) when the p-value is ≤ 0.05; otherwise, accept alternate (Hₐ) hypothesis. Table 4 below showed the result of the hypothesis tested using Pearson Product Moment Correlation. The test result showed the value of correlation coefficient of; \( r = 0.684, \text{N}= 367, \) and \( P = 0.000.\) Since the p-value (0.000) is less than the critical value at 0.05 (at two-tail test), the null hypothesis (Hₒ₁₃) is rejected. In contrast, the alternate hypothesis (Hₐ₁₃), which states that coaching relates to employee competency, was therefore accepted.
RESULTS

Findings on research hypothesis one using Pearson Product Moment Correlation method showed the value of; $r = 0.373$, $N= 367$, and $P= 0.039$. The hypothesis test result was statistically significant. Given that the p-value (0.039) exceeds the critical value at 0.05 percent (at two-tail test), the null hypothesis states that on-the-job training relates to employee skills and was rejected. In contrast, the alternative hypothesis states that coaching relates to employee competency was therefore accepted.

The findings revealed that on-the-job training relates to employee skills. The correlation coefficient (+ r-value) for on-the-job training (JT) in table 3 above showed that a unit increase in job training results in a 0.373 increase in employee skill (ES). It can be interpreted that increase in training results in to increase in employee skill.

Findings on research hypothesis two using Pearson Product Moment Correlation also showed the value of; $r = 0.684$, $N= 367$, and $P= 0.000$. The hypothesis test was statistically significant. Given that the p-value (0.000) exceeds that critical value at 0.05 percent (at two-tail test), the null hypothesis (Ho), which states coaching does not relate with employee competency, was rejected. In contrast, the alternate hypothesis (HA) states that coaching relates to employee competency was therefore accepted. The correlation coefficient (+ r-value) for coaching (CO) in table 4 above showed that a unit increase in coaching results in a 0.684 increase in employee competency (EC). The findings showed that coaching relates to employee competency.

DISCUSSION

The above findings agree with the study of Herman and Kurt (2009), which revealed that manpower training has a positive relationship with employee development in Nigerian banks. The finding is also in harmony with the study of Reddy (2016), which showed that training has a significant relationship with employee performance.

CONCLUSIONS

The purpose of this study is to examine the type of association that exists between on-the-job training and employability skills of an individual using Access Bank Plc, Obiakpor Local Government Port Harcourt Rivers State, Nigeria. The result of the hypothesis was tested using Pearson Correlation showed that there exists a positive relationship between on-the-job training and employability skills.

IMPLICATIONS

This study also offers managerial implications. The specific aim of the study deals with on-the-job training and employability skills in Access Bank Plc. This can help managers constitute a value analysis team within the organization to thoroughly examine the performance gaps and design appropriate training methods to enhance employee development. The value system would systematically improve operational performance through the efficient use of human resources. That would, in turn, eliminate the waste of organizational resources and improve work efficiency in the workplace. The goal of every organization is to maximize shareholder’s value and increase financial performance. Managers are advised to adopt a kaisen approach at every level of

| Table 3. Pearson Product Moment Correlations |
|--------------------------------------------|
| CO | EC |
|--------------------------------------------|
| CO | Pearson Correlation | 1 | .684** |
|     | Sig. (2-tailed)     | .000 |
|     | N                 | 367 |
| EC | Pearson Correlation | .684** | 1 |
|     | Sig. (2-tailed)     | .000 |
|     | N                 | 367 |

Source: (SPSS Version 20)**.

Correlation is significant at the 0.01 level (2-tailed).

CO = Coaching
EC = Employee Competency
the organization to encourage continuous improvement, innovation, and creativity in the organization to achieve organizational objectives. Managers should continuously monitor employee performance to identify top performers and position them for future leadership activities to improve organizational development.

LIMITATIONS
Future researchers should collect data from more industries in multiple locations in River State Nigeria. The authors collected data using only one financial industry, Access Bank Plc in Obiakpor Local Government Port Harcourt Rivers State, Nigeria. Data collected from this location is insufficient to make a generalization on Manpower Training and Employee Development. Therefore, future studies are recommended to explore more data using multiple financial industries in other locations and different countries to achieve generalization on this area of study. Finally, future researchers can complement these findings using alternative analytic tools.

RECOMMENDATIONS
Organizations are advised to integrate training (coaching) programs into their mission statement to ensure employees are acquainted with job-specific knowledge and skills. Management should identify both the present and future needs of their organization and design training programmes that match organizational and employees’ interests to achieve organizational success. Private and Public establishments are advised to establish a policy that rewards good performance to boost employee’s morale and commitment to pursue organizational objectives. Every department or unit in the organization should cultivate the trainers’ culture to encourage human capacity building and increase productivity in the work environment. Management should develop the habit of coaching recruits in workshops, seminars, and conferences to enhance skill development in the workplace.

Every academic activity requires continuous improvement. In the course of doing this study, the researchers have identified areas of future research. Firstly, the study was carried out to examine the extent of the relationship between manpower training and employee development using the case study of Access Bank Plc, Obiakpor Local Government Port Harcourt Rivers State, Nigeria. The information obtained from the survey is very insufficient to generalize this topic. Based on this, the result of this study is limited to a single case study and cannot be generalized. Future researchers are advised to use multiple case studies and a large sample size that covers the whole of Rivers State to achieve generalization. Finally, future research is recommended on the Effect of Job Rotation, Job Satisfaction, and Employee Commitment in Public Service. Structural Equation Modelling (SEM) is recommended for further study to test the hypothesis to generate the result.

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