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Does Technological Accessibility to Distance Learning Correlate with the Development of Human Capital in the Workplace?

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Abstract. *Education ought to be the human right of every citizen, rather than being a privilege; owing to its capability to transform the economy, and encourage social development and global sustainability (Ayoko, Orifah, Kehinde & Orifah, 2024). Due to the complexity of information asymmetry and its incorporation into the ecosystem, the zeal to acquire and adopt relevant knowledge has formed the major determinant of human capital development. Therefore, this study delves into the technological accessibility of distance learning and how it impacts the development of human capital. While adopting the descriptive survey research method in this inquiry, data generated through a well-structured questionnaire set from a population of 6879 personnel drawn from the civil service of the 5 South-eastern states of Nigeria were utilised, out of which, 362 were sampled using Krecjie and Morgan's 1970 sample size determination formula. Both descriptive (table, mean, and frequencies) and inferential (Regression Analysis using Ordinary Least Square Method) statistics were used to test the gathered data. The findings showed a statistically significant relationship between human capital development and the accessibility of distant learning. Highlighting remote learning's strategic potential as a tool for developing human capital, particularly in the public sector. Also, workplaces can raise staff skills, productivity, and general performance by providing easily available and flexible training possibilities, thereby supporting institutional efficiency and national development.*

Keywords: Accessibility, Distance Learning, Flexible Training Programme, Human Capital Development, Employee Performance, Information Communication Technology

JEL Codes: O15, O32, O33

1. Introduction

Learning through teaching is an act of shaping human mental capacity, moulding individual attitudes and widening innovative ideas' horizons that propels human capital development. The feasibility of such a milestone can only be achieved through education, which is an essential component in the design of a modern society where prosperity thrives. Education ought to be the human right of every citizen, rather than being a privilege; owing to its capability to transform the economy, and encourage social development and global sustainability (Ayoko, Orifah, Kehinde & Orifah, 2024). Due to the

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complexity of information asymmetry and its incorporation into the ecosystem, the zeal to acquire and adopt relevant knowledge has formed the major determinant for human capital development. Human capital development is referred to as the quantity of knowledge and competencies possessed by a defined number of people within an organization, a society or a nation. Quantum of developing and developed nations have strived to promote the accessibility of distance learning (ADL) for those who could not attend university through conventional means due to varied challenges (financial, disadvantaged geographical location, physical disabilities, etc.), to create an academic atmosphere which encourages equitable distribution of education to every willing person with tenacity to acquire higher institution knowledge (Nwalia, Arachie, Monyei & Ukpere, 2024; Monyei, Aiyelabegun, Kelvin-Iloafu & Ukpere, 2023; Isola, 2002). Accessibility of distance learning is proxy by flexible training programmes. Flexible training programmes allow students the option to choose their preferred mode of lecture, location of study and time that is convenient without altering the institution's original schedule. This is made possible by the deployment and the utilization of a variety of flexible training programmes approaches and interactive contents (live online meeting platforms, video and audio recordings, various social media platforms interactive sessions, text messages, email, etc.) aided by technological advancement (Songkram, Khlaisang, Puthaseranee, & Likhitdamrongkiat, 2015). These training approaches and interactive contents enable the execution of work-related activities, social functions and family responsibility; simultaneously with study. Human capital development (HCD) borders around intellectual investment in people through skill training, internship, and mentorship programmes to enhance employees' performance in the specific area of interest. While, employee performance is referred to as the staff's attitude towards the effective execution of assigned tasks and responsibilities in the workplace, without compromising on outcome quality. Thus, it is a strategic issue that management must pay adequate attention to remain relevant in the industry (Obi-Anike, Igwe, Monyei, Kelvin-Iloafu, Nnabugwu & Ukpere, 2023; Donohoe, 2019). The major driver of the above essential construct is education. In recent years, access to quality education has become a mirage due to infrastructural decay that is ravaging most developing countries, giving rise to intense poverty. These challenges incapacitate disadvantaged citizens, who will form the future workforce in either public or private enterprise, from attaining higher institution learning and knowledge. This impediment of inability to attain quality education dilutes the mental capability, knowledge base and competence level of these future employees, mostly within the middle-to-lower cadre in an organization. Previous research has focused on human capital development and the challenge of realising Vision 2020 (Nwogbo, 2013), open and distance learning as an innovation in education and a panacea for national development (Nwalia et al., 2024; Olusola, 2019), open and distance learning as a panacea for human capital development (Ayoko et al., 2024), and the contribution of open and distance learning programs to human capital development (Ofoha, 2012). Since there is a perceived dearth of literature that looks at the accessibility of remote learning and human capital development, this study is considered topical. This study's objective, therefore, is to determine how accessibility of distance learning as a strategy can impact the development of human capital in Nigeria's civil service.

2. Literature Review

2.1 Modernization Theory

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An individual's values, beliefs, attitudes, and behaviours are transformed by education, according to modernisation theory. When individuals are exposed to contemporary institutions like schools, social media, the internet, and new technologies, they are being indoctrinated with modern values. Modernisation theory was born out of McClelland's (1961) research. He believes that some nations—Western societies, specifically—are more developed due to their cultural background, enabling environment, and personality attributes. In his capacity as a social psychologist, he attempts to explain why certain cultures advance more than others in terms of social and technological development. According to this notion, communities should embrace technology advancements and be more receptive to new ways of doing things. The world is changing quickly, thus society needs to embrace and adopt current lifestyles to remain relevant. This idea was connected to the study's performance applications and knowledge components. McClelland's (1961) book on the Achieving Society was the foundation of this theory, where he developed the "Achievement Theory". In David McClelland's view, societies that embrace the precursor to modernization will be the developed ones. The root of modernization lies, among other things, in education and the embrace of modern technology. Interestingly, McClelland argues that societies that rely on religion would lag in terms of modernization and economic development. He specifically referred to India, with her Hindu religion, as doomed in terms of socio-economic development. Today, however, India is a veritable player in the global in both the medical field and technology. This feat was brought about through a gradual acceptance of rationalism in place of spiritualism.

2.2 Accessibility of Distance Learning (ADL)

Accessibility plays a significant role in the area of development, a substantial amount of the global population can benefit from having boundless access to distance learning educational programmes, this can be enhanced by the successful removal or alleviation of various barriers (infrastructural decay, paucity of funds, age discrimination, obsolete technology, e.t.c) to promote active participation in ADL and further stimulate human capital development (Nwalia et al., 2024; Szenberg, Ramrattanx & Gottesman, 2006). Accessibility means the provision of flexible training programmes or models to soothe distinct individual preferences and needs at a convenience, with minimal cost implication (Leo, 2004). Accessibility of distance learning refers to the creation of a conducive environment where various forms of advanced technological tools and gadgets are deployed to grant access to a significant number of people who have eroded the opportunity to attain higher education in their early stage of life, to benefit quality education without conflicting with their work, social activities, and family responsibilities (Federal Ministry of Education (FME), 2012). Jegede (2012) also posits the accessibility of distance learning as the availability of simplify education programme model that is all-inclusive and proffers broad educational opportunities to all and sundry who wish to learn. Thus, ADL disdains some factors (previous academic achievement, age, disabilities, etc.) that tend to prevent some disadvantaged people from benefiting from the dividend of education.

2.3 The Link between Flexible Training Programmes (FTP) and Access to Distance Learning

Flexible training programs give students the chance to participate in class activities whenever, wherever, and whenever it is most convenient for them. FTP is primarily driven by e-learning, which is the act of successfully engaging students online with the use of cutting-edge technology tools (Kim, Hong & Song, 2019). A flexible training programme is an act of experiencing enormous freedom and limitless pace, place and time of study, it refers to the use of information and communication technology (ICT) to reduce constraints in the learning environment (Naidu, 2017; Li & Wong, 2018). Kariipanon, Cliff, Lancaster, Okely, and Parrish (2019) aver that flexible training programmes

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facilitate behavioural engagement, student-centred training and an interactive learning environment. It consists of the following components: flexible time management, interactive teacher engagement, and flexible syllabus. The aforementioned elements of FTP give students the luxury of comfort and ease throughout the program (Bergamin, Ziska & Groner, 2010; Bergamin, Ziska, Werlen & Siegenthaier, 2012).

2.4 Human Capital Development

Employee performance is greatly impacted by human capital, which may be defined as the economic value of an individual's experience, education, training, intelligence, health, loyalty, and punctuality. Nwajei and Egbule (2024) contend that human capital can thus be thought of as an intangible asset that is not represented on a business's balance sheet. According to Monyei and Ukpere (2024), and Angela (2014), human capital is the culmination of an employee's talent or knowledge, abilities, competence, experience, and other pertinent qualities, which improves performance and helps the organisation reach its strategic objectives. Human capital, according to Bontis and Fitz-enz (2012), is the sum of an employee's knowledge, abilities, inventiveness, and capacity to do tasks successfully. Human capital development (HCD), on the other hand, offers a strategic method for managing employees inside an organisation. In contrast to traditional HR methods, it is primarily focused on maximising employee performance for mutual benefit and efficient performance, with less emphasis on administrative duties and procedures. The main objectives of HCD are to collect, assess, and share data that informs corporate strategic investment and operational decisions, front-line management, and value-adding personnel management (Paul & Anantharaman, 2013). What sets HCD apart is the use of metrics to guide a people management approach that sees people as assets and emphasises the importance of making strategic investments in those assets through employee engagement and retention, training, talent management, and other developmental efforts. Because of its potential, companies that are against human capital development programs are encouraged to reconsider. Human capital development is one of the most crucial prerequisites for ensuring the continuation and enhancement of workers' outputs, according to Onwumelu and Dialoke (2018). The ability to identify key employees as possible future managers can facilitate strategic planning and streamline the decision-making process for present senior management. The execution of human capital developmental training needs is the only way to make this possible. Three (3) important levels of human capital development training needs are relevant: (a) strategic level: top management determines the training needs while keeping in mind the organization's fundamental values and the training's goal. (b) Tactical level: middle-level managers advocate for these training needs to foster growth and collaboration between management and different departments. (c) Operational level: lower-level personnel spearhead these training requirements while taking departmental objectives and employee performance difficulties into account (Kelvin-Iloafu, Monyei, Ukpere, Obi-Anike & Onyekwelu, 2023; Temple, 2018).

2.5 Examining Employee Performance as an Outcome of Human Capital Development

An organization exists to achieve its goals and objectives. Employees' performance is the bedrock of a firm's sustainability, and its outcome is embedded with pecuniary and non-pecuniary benefits, for motivation (Anitha, 2014). Employee performance connotes staff attitudes towards the execution of assigned tasks and responsibilities effectively and efficiently at the workplace, without compromising on product or service quality. Thus, it is a strategic issue that management must pay adequate attention to remain relevant in the industry (Donohoe, 2019). Armstrong and Tailor (2017) corroborated the above argument by asserting that employee performance signifies personal work progress after the

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deployment of skills and competencies in collaboration with organizational resources to accomplish assigned duties within a specific time. Salespeople may be expected, for instance, to reach a predetermined number of prospective leads per hour, with a predetermined percentage of those calls leading to closed sales. Conversely, a manufacturing worker can be subject to performance standards for both hourly output and product quality (Nwajei & Egbule, 2024). According to Armstrong (2012), an organization's success and sustainability are improved by effective employee performance, which ultimately makes it more successful and gives it a competitive edge. Perceiving that they are functioning well and no more performance enhancement is necessary presents hurdles for organisations (Summers & Hyman, 2005). A systematic approach to creating, overseeing, and continuously enhancing employee performance is offered by performance management. Accountability requires an efficient employee performance management system to optimise HCD's potential and improve staff performance. According to Pradhan and Jena (2017), the objective of the performance management system should be in line with the organisational vision to create employee-centric strategic policies that foster a positive staff-management relationship. The staff-management relationship includes employee job satisfaction and security; and judicious utilization of the firm's scarce resources for efficient productivity (William & Cusack, 2003). It is in this light that, Gurman and Saks (2011) concluded that employee performance is a very crucial aspect of organizational effectiveness and sustainability.

2.6 Accessibility of Distance Learning and Human Capital Development – The Strategy

Nwalia et al., (2024), and Monyei et al., (2023) researchers have pointed out that several strategies influence organisational growth and sustainability in the modern period. The primary determinant is education (the availability of flexible training programs as a stand-in for online learning). Guest (2018), William and Cusack (2003), and Wright (2013) further assert that adaptable training programmes are crucial to HCD (employee performance) during an organization's evolution. Consequently, this gives the organisation a competitive edge. According to studies, there is a notable distinction between companies that support their employees' participation in distance learning programs and those that do not. The body of existing research shows that flexible training programs have a clear impact on worker performance. Others expanded to a broad perspective of organisational performance, while others went further by evaluating organisational growth specifically in terms of employee performance (Guest, 2018). Since employee performance affects organisational profitability, the two are therefore related in that it depends on the availability of high-quality, reasonably priced education. Wright (2019) pointed out that good, adaptable training programs help employees build their competencies in connection to the aforementioned. Flexible training programs therefore contribute to better organisational performance by improving employees' knowledge, skills, and attitudes that will be needed for future purposes in addition to improving their overall performance in carrying out their official responsibilities. Prior studies on the relationship between flexible training programs and employee performance have demonstrated that training improves performance and has associated advantages for both the employee and the company by favourably impacting high productivity through the growth of employee competencies, knowledge, skills, abilities, and behaviour (Guest, 2018). Flexible training programs have also been discussed in other research (Onwumelu & Dialoke, 2018; Udoudo, Ebito & Ubam, 2018; Eyikorogba & Agullah, 2021) as a technique to address skill gaps and performance gaps and enhance employee performance. To

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improve employee performance and develop certain skills and abilities, Wright (2019) defines bridging the performance gap as the process of implementing a relevant training intervention.

2.7 Empirical Insight

Ayoko et al. (2024) investigated e-learning, open, and remote learning as a solution for developing human capital. The concept of open, distant, and e-learning (ODeL), its relationship to human capital development, and the transformative functions that ODeL plays in human capital development both domestically and internationally were all attempted to be explained in this paper. The literature analysis and qualitative investigation in this study were conducted using the interpretative research paradigm. Secondary sources were used to collect the data, which was then categorised into subjects and subjected to a thorough and historical analysis of the issues. It was discovered that ODeL has surmounted the obstacles of social and cultural barriers, infrastructure difficulties, logistical and human limitations, and geographic distance. This study supports the notion that ODeL is critical to the development of human capital and, in turn, to the nation's progress. The study's conclusions indicate that ODeL will promote improved human capital development for growth on a national, global, community, and personal level. The study also suggested that legislators should provide sufficient electricity (energy), internet access, and information and communication infrastructure to enable successful student-teacher interactions.

Similarly, Achugbue and Ochonogor's (2013) study looked at how human capital development and education may be achieved through the proper use of information services. The research essentially conducted a descriptive examination of Delta State's educational and human development status and evaluated the government's preparedness for these developments. According to a review of numerous publications, the government's commitment to the development of education and human capital is insufficient, and its use of information technology and services is deemed inadequate, resulting in the starvation of those who benefit from these sectors. In light of the aforementioned, it was suggested that the government of Delta State enhance its budgetary allotment to education, implement suitable practices for teacher training and retraining across all academic institution categories in Delta State, and reform its information service delivery system.

Additionally, to explore the role of open, distance, and e-learning in the development of human resources, Adelowotan (2014) looked at disclosures about human capital development in the corporate annual reports (CARs) of prominent South African listed companies. Utilising the content analysis method, the study looked at these businesses' CARs using Atlasti qualitative analysis software. In new economy firms, open, remote, and e-learning were found to have a major impact on the development of human capital.

Kokoc's (2019) work on e-learning flexibility: modelling its relationship to academic success and behavioural engagement. The study investigated how behavioural engagement and academic achievement in an online learning environment are impacted by perceived flexibility. The study used a predictive correlational strategy. The study had 119 college students who were engaged in a 15-week course that was entirely online. Data sources included student academic performance as

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determined by midterm, quiz, and final grades; behavioural engagement data from learning analytics indicators; and data from the Perceived Flexibility Scale. The study data was analysed using the Partial Least Squares Structural Equation Modelling technique to test the research model. It was found that perceived flexibility of time and perceived flexibility of topic have significant positive benefits, but, interestingly, reported flexibility of teacher contact had no detectable influence on behavioural engagement or academic attainment. The research contributes to our understanding of how flexibility parameters impact online learning experiences and results. In conclusion, the study's findings show that learning designers and instructors can improve students' behavioural engagement and learning performance in the context of e-learning by providing flexibility in terms of course content and learning time. Therefore, it was suggested that instructors and learning experience designers create a flexible online learning environment that lets students choose when and where to learn.

3. Methodology

The characteristics of the study, which aim to gather information about phenomena from sampled respondents, lead to the implementation of a survey research design. 6879 workers from the civil service of Nigeria's five southeast states comprise the study's population. The essence of choosing these people is to know what they feel about the accessibility of distance learning and if it could enhance their knowledge. 362 of these 6879 people were sampled using the formula for determining sample size developed by Krecjie and Morgan in 1970. Data for the study were gathered using a standardised questionnaire and primary sources. The questionnaire underwent validity and reliability evaluations. Reliability was evaluated using the Cronbach Alpha test, while validity was evaluated using the face and content validity tests. With a coefficient of .893, the reliability test results indicate that the instrument is 89% reliable, and the validity test experts verified the instrument's validity after making the necessary modifications. Both descriptive (table, mean, and frequencies) and inferential (Regression Analysis using Ordinary Least Square Method) statistics were used to test the gathered data. At a significance level of 5%, the hypothesis was examined.

4. Data Analysis and Result

This study's general goal is to assess how accessible distance learning is for developing human capital, and its specific goal is to investigate the connection between employee performance and flexible training programmes. Using stratified sampling, 362 copies of the questionnaire were given to the participants; two research assistants who had received specialised training for this purpose helped collect 316 copies or 87% of the distributed copies. From these collected copies, 6 copies were not used as a result of incomplete responses and mutilation of the questionnaire. Therefore, 310 of the distributed copies were used, representing 86% of the sample size.

Table 1: ***Responses of Respondents on flexible training programmes and employee performance***

S/N	Questionnaire Items	SA (5)	A (4)	UD (3)	D (2)	SD (1)	X	Decision
	Distance Learning Access / Flexible Training Programmes							
1	An opportunity to learn remotely increases knowledge acquisition.	150	98	15	35	12	4.09	Accept

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2	Choosing a learning medium raises information sharing.	170	93	32	15	-	4.35	Accept
3	Interest in learning using online mediums is heightened.	78	109	48	65	10	3.58	Accept
4	Trainings are beneficial as at and when due.	130	150	9	21	-	4.25	Accept
5	Knowledge gained using online platforms is unsatisfactory.	59	78	5	111	57	2.91	Reject
6	Physical and contact learning offer more than remote learning.	23	110	6	89	82	2.69	Reject
7	Technology-infused learning is more engaging.	71	90	-	89	60	3.07	Accept
	Human Capital Development / Employee Performance							
8	An improved training technique enhances task outcomes.	124	119	45	22	-	4.11	Accept
9	Attending training courses raises the value of the organization.	100	165	5	30	10	4.02	Accept
10	Productivity is heightened when skill sets are improved.	191	79	19	21	-	4.42	Accept
11	Additional training hinders task performance.	34	60	39	80	97	2.53	Reject
12	Performance is greatly improved due to further education and training opportunities.	89	132	12	77	-	3.75	Accept
13	Service delivery is not enhanced through training.	68	156		76	10	2.99	Reject

Source: Field Survey, 2025

Table 1 shows respondents' responses to the questionnaire items on distance learning accessibility and human capital development. Using the mean and a threshold of (3) three, the analysis is carried out. This implies that any item on the questionnaire with a mean of 3 should be deemed legitimate, while any item with a mean below 3 should be disregarded as irrelevant. On questions used in measuring distance learning accessibility, the respondents agreed that an improved training technique will enhance their task outcomes as a mean of 4.09 obtained here is greater than the benchmark of 3. They also agreed that an opportunity to choose a learning medium will raise information-sharing levels with a mean of 4.35 which is also greater than 3. Similarly, they agreed that their interest in learning using online mediums will be greatly heightened and beneficial with a mean of 3.58. A mean of 4.25 also indicates that they accepted training to be more favourable and beneficial only when required. They, however, disagreed that knowledge gained through online platforms will appear to be unsatisfactory as shown by a mean of 2.91 and also disagreed that physical and contact learning offer more than remote learning with a mean of 2.69. They agreed that technology-infused learning

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is more engaging as revealed with a mean of 3.07 which is greater than 3. On questions used in measuring human capital development, the respondents agreed that opportunities for improved training techniques will enhance their task outcomes as shown by a mean of 4.11. A mean of 4.02 also indicates the respondent's concurrence with the proposition that attending training courses will raise the value of the organization. In the same vein, they agreed that productivity will be heightened when their skill sets are improved as indicated by a mean of 4.42. However, they disagreed that additional training hinders task performance as a mean of 2.53 obtained here is less than the 3 benchmark. They did, however, agree that opportunities for additional education and training significantly boost performance (mean of 3.75), although they hardly disputed (mean of 2.99) that training does not help a firm's service delivery.

Test of Hypothesis

Ho_1: There is no significant relationship between flexible training programmes and employee performance.

Table 2: Model Summary of Research Hypothesis

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.975[a]	.950	.950	1.356

a. Predictors: (Constant), DLA

To test the hypothesis that states no significant correlation between human capital development and distance learning accessibility, the regression results are summarised in Table 2. The table shows that the correlation coefficient, R, is.975, indicating a 98% relationship between the independent (accessibility of distance learning) and dependent (human capital development) variables. According to the R square, the coefficient of determination, which is .950, changes in the accessibility of remote learning led to a 95% shift in the growth of human capital.

Table 3: ANOVA Output

Model		Sum of Squares	df	Mean Square	F	t	Sig.
1	Regression	10736.632	1	10736.632	5838.784	76.412	.000[b]
	Residual	566.365	308	1.839			
	Total	11302.997	309				

a. Dependent Variable: HCD
b. Predictors: (Constant), DLA

Table 3 shows the outcomes of the ANOVA-based regression analysis. Sig is 000, the probability value and F is 5838.784 with t of 76.412. Because the p-value is below the 5% level of significance employed in the study's decision criterion, the null hypothesis is thus rejected in favour of the

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alternative hypothesis. Therefore, it can be said that there is a statistically significant correlation between the development of human capital and the accessibility of distant learning.

5. Discussion of Results

The study found a statistically significant correlation between distance learning accessibility and human capital development based on the regression analysis results conducted using the ordinary least square approach of the statistical package for social sciences. This relationship is observed to be positive because of the correlation coefficient being positive. Being positive implies that a movement in one direction of the independent variable will lead to the same movement in the same direction in the dependent variable. That is, when there is an improvement or a conscious effort to adopt flexible training programmes, there will also be a concomitant improvement in employee performance. When the employees improve their participation in flexible training, this will lead to an enhancement of their skills and knowledge, which will increase their value to the organization and, by extension, improve their performance. These findings align with those of Nwalia et al. (2024) and Ayoko et al. (2024), who examined e-learning (ODeL) as a panacea for human capital development, distance learning as a tool for knowledge acquisition and utilisation, and the openness of distance. According to their research, distant learning is crucial for knowledge acquisition and application. It is also necessary for the development of human capital, which in turn contributes to the success of people, businesses, and countries. Thus, they concluded that ODeL contributes to better human capital development for national, international, community, and personal growth. At the individual, organisational, and national levels, these human resources with ODeL contribute to improved performance. The results of the current study also corroborate those of Adelowotan (2014) and Obi-Anike et al. (2023), who looked at disclosures about human capital development in the corporate annual reports (CARs) of top South African listed companies to talk about the role of ODeL in human resource development. The paper claims that ODeL has a significant influence on the economy's human resource development. Furthermore, the current study's findings were similar to those of a 2019 study by Kokoc that looked at flexibility in e-learning: modelling its relationship to behavioural engagement and academic performance. The study's findings demonstrated that perceived time and content flexibility greatly improve behavioural engagement and academic accomplishment.

6. Conclusions and recommendations

With an eye towards Nigeria's civil services, this study examines how the accessibility of distance learning impacts human capital development. The results showed a statistically significant association, meaning that distance learning accessibility as a strategy improves and develops the human capital found within a workplace. These outcomes underline the strategic possibilities of remote learning as a tool for human capital advancement, especially in the public sector. Organisations can raise staff skills, productivity, and general performance by providing easily available and flexible training possibilities, thereby supporting institutional efficiency and national development. The study emphasises the significance of creating distance learning courses that fit the particular requirements of workers thereby guaranteeing their accessibility and relevance to professional development.

Based on the findings of the study, the following remmendations are worth pondering:

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- The management and leaders in the civil service should provide infrastructural support to workers who intend to engage in flexible learning programmes to make the experience seamless as this will enhance their productivity in the civil service.
- Incentives should be given to employees who engage in training, especially online training which will enable the employees not to leave the organization, but work while learning as this will enable the organization to be as more productive as possible than allowing the employees to leave the organization solely for training purposes.

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