Reward System and Service Delivery in Akwa Ibom State Civil Service

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ABSTRACT

This study examined the relationship between two reward-system components (special promotion and staff training) and service delivery in the Akwa Ibom State Civil Service. The study was motivated by concerns about the fairness, accessibility and effectiveness of reward practices and their implications for employees' motivation, competence and performance. A cross-sectional survey design was adopted. Using stratified and simple random sampling, 388 civil servants drawn from junior, intermediate and senior staff categories were selected. Data were collected through a structured questionnaire with a Cronbach's alpha reliability coefficient of 0.87. Pearson Product Moment Correlation (PPMC) was used to test the hypotheses, while multiple regression was used to examine the joint and individual contributions of special promotion and staff training to service delivery. The findings showed a strong positive and statistically significant relationship between special promotion and service delivery ($r = 0.752$, $p = 0.018$). Staff training also had a strong positive and statistically significant relationship with service delivery ($r = 0.797$, $p = 0.011$). The regression model further showed that special promotion and staff training jointly explained 67.7% of the variation in service delivery ($R^2 = 0.677$, $p < 0.001$). Staff training had the larger standardised regression coefficient ($\beta = 0.498$) compared with special promotion ($\beta = 0.341$). The study concluded that transparent, merit-based special promotion and sustained, relevant staff training are important components of an effective reward system for improving service delivery. It recommended that the government strengthen merit-based promotion procedures, expand needs-based training opportunities and establish a clearer institutional link between acquired competencies, career progression and service performance.

Keywords: *Reward system, special promotion, staff training, service delivery, civil service, employee motivation*

1. INTRODUCTION

The effectiveness of public organisations depends substantially on the quality of their employees and the mechanisms used to motivate them towards organisational goals. The smooth running of any organisation is broadly the function of the excellent administration of such a group (Atairet & Ibanga, 2021). In the public sector, reward systems comprise monetary and non-monetary returns provided in recognition of employees' contributions, including remuneration, allowances, promotion, recognition and opportunities for training and development. When appropriately designed, reward systems can strengthen employee commitment, productivity and service quality (Armstrong & Taylor, 2023).

Government is saddled with the primary responsibility of delivering public services that satisfy the needs of the masses and also encourage them to pay taxes and other levies (Atairet et al., 2024). Service delivery concerns the quality, timeliness, efficiency and responsiveness with which public institutions translate policies and administrative responsibilities into services for citizens. Inadequate incentives may contribute to low morale, absenteeism, reduced output and dissatisfaction with public services (World Bank, 2024). Social exchange theory also suggests that employees may reciprocate supportive organisational treatment through greater commitment and effort, whereas inadequate rewards may be associated with dissatisfaction and reduced productivity (Blau, 1964; Ejere & Utok, 2023).

The Nigerian public service is sometimes described as motionless, incompetent, feeble and incapable of delivering quality service to its citizens (International Bank of Reconstruction and Development/The World Bank 2005, cited in Umoh & Ibang, 2026). Within its fold, concerns about low compensation, delayed promotion, inadequate training and irregular benefits continue to attract attention because of their possible implications for employee commitment and performance. Evidence indicates that fair and motivating reward practices are associated with employee commitment, job performance and job satisfaction (Lasisi et al., 2021). In Akwa Ibom State, studies have similarly linked reward administration, promotion, training and employee motivation to service outcomes (Ejere & Utok, 2023, & Tom & Ben, 2025). The Akwa Ibom State Civil Service is central to the implementation of government policies and development programmes. However, concerns about bureaucratic delays, employee morale, career progression and access to development opportunities make it necessary to examine specific reward mechanisms rather than treating reward as a single undifferentiated construct. Special promotion represents a career-related reward, while staff training represents an investment in employees' knowledge and competencies. Examining these two components separately provides a clearer basis for understanding their respective relationships with service delivery.

Against this background, the study investigates the relationship between special promotion, staff training and service delivery in the Akwa Ibom State Civil Service. The focus is intended to provide empirical evidence that can inform improvements in reward administration, employee development and the quality of public service delivery.

Statement of the Problem

The civil service is a major instrument for implementing government policies and providing services to citizens. In Akwa Ibom State, however, concerns about the effectiveness of reward practices, particularly special promotion and staff training, raise questions about how well existing mechanisms support employee motivation and service delivery.

Special promotion is intended to recognise exceptional contribution and encourage higher performance. However, concerns about favouritism, political considerations and limited transparency may weaken employees' perceptions of fairness. Where employees perceive promotion decisions as inequitable, the motivational value of promotion may be reduced, and employee morale may suffer.

Staff training is similarly important because civil servants require relevant knowledge and skills to respond to changing administrative, technological and governance demands. Yet the availability, frequency and relevance of training opportunities may not always correspond with organisational needs. Limited access to appropriate training can constrain competence development and, consequently, the efficiency and responsiveness of service delivery.

These concerns have practical implications for the Akwa Ibom State Civil Service. An ineffective promotion process may weaken the incentive to perform, while inadequate training may limit employees' capacity to perform effectively (Ikhenoba & Atakpa, 2023). Although fair and transparent reward practices have been advocated as mechanisms for improving employee performance (Armstrong, 2008; Milkovich & Newman, 2008), empirical evidence remains on the specific relationships between special promotion, staff training, and service delivery within the Akwa Ibom State Civil Service.

This study therefore seeks to establish empirically whether special promotion and staff training are significantly related to service delivery in the Akwa Ibom State Civil Service. Evidence on these two components can provide a more focused basis for improving reward administration and strengthening service outcomes.

Objective of the Study

The main objective of this study is to examine special promotion and staff training as reward mechanisms and their relationship with service delivery in the Akwa Ibom State civil service. Specifically, the study seeks to:

1. Examine the relationship between special promotion and service delivery among civil servants in Akwa Ibom State.
2. Determine the relationship between staff training and service delivery in the Akwa Ibom State Civil Service.

Research Hypotheses

The following null hypotheses were formulated for the study:

H_o1: There is no significant relationship between special promotion and service delivery in the Akwa Ibom State Civil Service.

H_o2: There is no significant relationship between staff training and service delivery in the Akwa Ibom State Civil Service.

2. LITERATURE REVIEW

Concept of Reward Systems

Reward systems are a key aspect of HRM and organisational performance, especially in public organisations. According to Bratton and Gold (2003), reward is the sum of all the financial, psychological, and non-material returns that an organisation gives to an employee for his/her contribution. The rewards can be classified as monetary rewards like salaries, bonuses, and allowances and non-monetary rewards like recognition, job security, and opportunity for professional growth (Nwachukwu, 2018).

An effective reward system is not just monetary; it also includes strategic elements such as fairness, equity, timing and perceived value, scholars say. Reward systems should be consistent with organisational objectives and employee expectations so that they are motivated and productive (Armstrong & Murlis, 2004). Likewise, Armstrong (2006) and Cascio (2012) recommend that rewards should be tied to individual performance and to the contribution to the organisation so as to ensure equity and increase job satisfaction.

Reward systems are crucial, especially in public sector organisations because of their relevance in overcoming some of the bureaucratic inefficiencies and motivating staff in these

organisations where financial incentive is limited. As a result, non-financial rewards like promotion and training take on greater importance in enhancing employee commitment and performance.

Service Delivery in the Public Sector

Service delivery simply means the extent to which an individual, unit or department of an organisation discharges their assigned or statutory responsibilities in line with the organisational goals (Williams & Atairet, 2025).

Service delivery is the procedures and processes by which an organisation delivers goods and services to its stakeholders. Service delivery could be seen as a process by which inputs are converted into tangible outputs that meet organisational goals. It is the execution of government policies and programmes aimed at enhancing citizens' welfare in the public sector (Andrews & Shah, 2005). Quality, timeliness, efficiency and responsiveness of service delivery are usually used as indicators for the effectiveness of service delivery (World Bank, 2018). These dimensions are especially important in developing countries where public institutions are beset by capacity, accountability and resource problems.

For Akwa Ibom State Civil Service, service delivery is greatly reliant on the competences, motivation and institutional capacity of the workers (Akinbode, 2021). Well-trained, motivated and suitably rewarded staff are more likely to provide a high-quality service. On the other hand, a poor reward and recognition system can result in low morale, poor service and inefficiency (Ikhenoba et al., 2023).

Special Promotion and Service Delivery

Special promotion refers to advancement to a higher grade or position granted to an employee in recognition of exceptional performance, contribution or other approved grounds outside the routine progression schedule. In the civil service, such advancement can function as a performance signal because it communicates that effective work is recognised and can lead to valued career outcomes. Promotion usually brings with it higher responsibilities coupled with high-level tasks (Oguni et al. 2025). When employees perceive a credible connection between their contribution and promotion, the reward may strengthen effort, commitment and attention to service responsibilities (Aguinis, 2019; Armstrong & Taylor, 2020).

Empirical evidence indicates that promotion can contribute to employee performance and, consequently, service delivery when the process is timely, transparent and linked to merit. In Akwa Ibom State Civil Service, Ejere and Utok (2023) found a significant relationship between promotion and service delivery, reporting that opportunities for promotion were associated with improved employee commitment and the effectiveness of service provision. Similarly, Edet et al. (2023) reported that timely promotion, as a non-monetary reward, was associated with higher morale and productivity among civil servants. Evidence from other public-sector settings also indicates that merit-based promotion is associated with productivity and job satisfaction (Muhati & Makhamara, 2023).

The contribution of special promotion to service delivery, however, depends on how the reward is administered. Where employees perceive promotion procedures as delayed, inconsistent or influenced by considerations unrelated to performance, the expected motivational effect may be weakened. Studies have therefore associated perceived unfairness in promotion practices with dissatisfaction and poorer work outcomes (Ekong et al., 2019). The implication is that special promotion is not simply an advancement in rank; its contribution to service delivery is more likely to occur when employees perceive the process as credible, performance-related and attainable. This provides the conceptual basis for examining special promotion as a distinct explanatory variable in the present study.

Training and Service Delivery

Training is a structured process through which employees acquire or strengthen knowledge, skills, competencies and work-related capabilities required for effective performance (Ndaeyo et al., 2025). In the civil service, training can contribute to service delivery by improving employees' capacity to interpret policies, use administrative procedures and technologies, solve work-related problems and respond appropriately to citizens' needs (Noe, 2017; Armstrong & Taylor, 2020).

The relationship between training and service delivery is supported by empirical evidence. Ejumudo et al. (2024) reported a significant relationship between training, employee motivation and service delivery in a Nigerian public healthcare setting. Duru et al. (2023) similarly found that training opportunities were positively associated with employee performance, while Nguyen and Malik (2020) linked training with competence development, innovation and employee satisfaction. Evidence from Nigerian public-sector research also indicates that training is relevant to service quality and employee commitment. More recent evidence continues to show that appropriately designed training can strengthen employee capability and improve public-service performance and delivery outcomes.

For Akwa Ibom State Civil Service, the relevance of training is particularly connected to the need for continuous administrative and technical capacity. Edet et al. (2023) found that training, alongside promotion, was associated with improved morale and productivity among civil servants. The descriptive evidence in this study also shows sustained participation in in-service, study-leave and ICT training between 2021 and 2024. However, training is more likely to translate into better service delivery when programmes are relevant to identified skill needs, properly implemented and connected to the actual duties performed by staff. Thus, the present study treats staff training as a separate reward-system variable and examines its relationship with service delivery.

Taken together, the literature suggests that both special promotion and training can contribute to service delivery through different but related pathways. Special promotion provides a valued career outcome that can reinforce employee effort and commitment, whereas training strengthens the knowledge and competencies required to perform public-service tasks. The present study therefore examines these two components separately rather than treating them as a single reward construct.

Empirical Review

There is significant empirical evidence regarding the linkages between performance and reward systems, especially in the public sector.

A survey research design was used in the study by Edet Et al. (2023) to analyse the administration of rewards and workers' performance in the Akwa Ibom State Civil Service. The study revealed that non-monetary compensation significantly increases employee commitment and productivity, notably in the form of promotion and training. The authors found that promoting civil servants on time and providing training increases their morale and efficiency. Also, Duru et al. (2023) studied the influence of reward system on workers' performance at the University of Abuja. The study conducted a descriptive survey that showed that training opportunities and the reward based on recognition positively affect employee performance. The employees felt training was valuable and an enhancement of competence and motivation.

Ogbonnaya et al. (2025) used a correlational design to examine the relationship between reward system and job satisfaction of the employees of Akwa Ibom State University. The results showed that there was a significant relationship between promotion, training and job satisfaction. Recognition and career advancement were identified as a benefit of promotion, and professional competence and confidence were identified as a benefit of training.

Ejumudo et al. (2024) studied reward systems and employee performance in a public healthcare organisation in Nigeria, adopting a mixed-methods approach. The study revealed that there is a significant relationship between training programmes and employee motivation and service delivery, and the same applies to employee promotion. The authors highlighted that the rewards for development are effective, especially in public sector organisations.

Falalu and Gwarzo (2025) measured the impact of job recognition and training on employees' performance, while intrinsic motivation was used as a mediating variable. Their research showed that training improves performance by inducing intrinsic motivation, and promotion creates a commitment among employees. The study recommended using training and promotion as strategic tools in enhancing the performance of public organisations.

Mbukwana and Ayandibu (2023) revealed that training and promotion are important factor that positively affects employee performance in a public university in South Africa, apart from compensation. Likewise, Muhati and Makhamara (2023) found that merit-based promotion has a significant effect on increased productivity and job satisfaction among employees in public institutions in Kenya.

Theoretical Framework

Expectancy theory, developed by Vroom (1964), provides the theoretical foundation for this study. The theory explains motivation in terms of the perceived relationship among effort, performance and valued outcomes. It proposes three related elements: expectancy, which is the belief that effort will lead to effective performance; instrumentality, which is the belief that effective performance will lead to a reward; and valence, which is the value an employee attaches to that reward. In the context of the civil service, employees are more likely to sustain effort when they believe that effective performance is recognised and that the resulting rewards are meaningful.

Expectancy theory is directly applicable to the two explanatory variables examined in this study: special promotion and staff training. For special promotion, expectancy is reflected in an employee's belief that greater effort and effective performance can lead to advancement; instrumentality concerns whether promotion is actually linked to performance; and valence concerns the importance the employee attaches to promotion and career advancement. Where these three conditions are perceived to exist, employees may be encouraged to exert greater effort toward their assigned responsibilities, with possible implications for service delivery.

For staff training, the theory operates through a related pathway. Employees may perceive training as a valued opportunity that improves their ability to perform their duties. Training can strengthen expectancy by increasing employees' confidence that effort can produce effective performance. Where employees also perceive that improved competence is recognised through career opportunities, professional responsibilities or other valued outcomes, instrumentality and valence are strengthened.

The theory therefore provides a common explanatory framework for understanding how both promotion and training may be associated with service delivery. This study's questionnaire was structured to capture the key relationships proposed by Expectancy Theory. Items on special promotion assessed respondents' perceptions of whether effective performance is recognised through promotion, whether promotion is administered in a timely and performance-related manner, and whether promotion encourages greater commitment to assigned duties. Items on staff training assessed whether training opportunities improve employees' knowledge and competence, whether trained employees are better able to perform their duties, and whether training contributes to improved work effectiveness. Items on service delivery assessed respondents' perceptions of quality, timeliness, efficiency, responsiveness and effectiveness in the discharge of public-service responsibilities.

The theory consequently links the questionnaire constructs in a logical sequence: employee effort and development opportunities (special promotion and training) are expected to influence perceived performance capacity and motivation, which are reflected in improved service-delivery outcomes. The Pearson Product Moment Correlation and regression analyses used in the study subsequently provide empirical tests of the relationships between special promotion, staff training and service delivery. Expectancy Theory is therefore not merely presented as a background explanation; it provides the conceptual logic for the construction and interpretation of the study variables and measurement items.

3. METHODS AND MATERIALS

A cross-sectional survey design was adopted. Stratified and simple random sampling techniques were used to ensure representation of junior, intermediate and senior staff categories across the 27 ministries and associated agencies in the Akwa Ibom State Civil Service. A sample size of 388 respondents was determined using Yamane's formula (1967). Primary data were collected with a structured questionnaire covering respondents' perceptions of special promotion, staff training and service delivery, while secondary information was obtained from books, government reports and peer-reviewed literature. The questionnaire was face-validated by relevant academic experts. Reliability was assessed using internal consistency, producing a Cronbach's alpha coefficient of 0.87. Descriptive statistics were presented using frequencies and percentages. Pearson Product Moment Correlation (PPMC) was used to test the two hypotheses, while multiple regression was employed to determine the joint and individual contributions of special promotion and staff training to service delivery. Data were analysed using SPSS Version 20.0.

4. DATA ANALYSIS, HYPOTHESES TESTING AND DISCUSSION OF FINDINGS

Analysis of Staff Training (2021–2024)

Table1: Staff Training by Category, 2021–2024

Year	ICT Training	In-Service	Study Leave	Number of Staff Trained
2021	365	83	187	635
2022	441	57	273	777
2023	241	92	337	672
2024	293	103	317	713

Source: Akwa Ibom State Civil Service Annual Report (2024).

According to the Akwa Ibom State Civil Service Annual Report (2024), the number of staff who participated in training varied during the study period. Total training participation increased from 635 in 2021 to 777 in 2022, declined to 672 in 2023 and increased again to 713 in 2024. In-service training rose from 83 participants in 2021 to 103 in 2024, while study leave increased from 187 in 2021 to 337 in 2023 before declining slightly to 317 in 2024. ICT training recorded its highest participation in 2022 (441) and subsequently declined to 241 in 2023 and 293 in 2024.

The training pattern indicates continued investment in staff development, although participation varied by training category and year. The fluctuations are important because the service-delivery effect of training depends not only on the number of staff trained but also on the continuity and relevance of the training provided.

Overall, the training data show that staff development remained an identifiable component of the civil service reward and development structure throughout 2021–2024. The

subsequent inferential analysis examines whether this observed training activity was significantly related to service delivery among the 388 surveyed civil servants.

Table2: Analysis of Special Promotion (2021–2024)

Year	Special Promotion	Total Staff	Percentage of Staff
2021	37	12,504	0.30%
2022	6	12,504	0.05%
2023	71	12,504	0.57%
2024	63	12,504	0.50%

Source: Akwa Ibom State Civil Service Annual Report (2024).

The special-promotion data also show considerable year-to-year variation. The number of staff receiving special promotion was 37 in 2021, fell sharply to 6 in 2022, increased to 71 in 2023 and declined slightly to 63 in 2024. Relative to the reported staff population of 12,504, these figures represent approximately 0.30%, 0.05%, 0.57% and 0.50%, respectively. The data therefore indicate that special promotion was received by a relatively small proportion of the total workforce during the period.

The variation in special promotion is relevant to the study because promotion is expected to serve as a motivational and career-related reward. The relatively small number of beneficiaries also makes transparency, merit and consistency important considerations in assessing its relationship with service delivery. The inferential analysis that follows tests this relationship using responses from the 388 respondents.

Test of Hypotheses

Hypothesis One

$H_0$1: There is no significant relationship between special promotion and service delivery in the Akwa Ibom State Civil Service.

To test this hypothesis, the Pearson Product Moment Correlation technique was employed.

Table 3: Pearson Correlation between Special Promotion and Service Delivery

Variables	Special Promotion	Service Delivery
Special Promotion	1.000	0.752
Sig. (2-tailed)	—	0.018
N	388	388
Service Delivery	0.752	1.000
Sig. (2-tailed)	0.018	—
N	388	388

Source: SPSS Output (Version 20.0, 2025)

Significance Level: 0.05

Decision Rule

Reject H_0 if $p < 0.05$.

Decision

Since $p = 0.018 < 0.05$, the null hypothesis is rejected.

Interpretation

There is a strong positive and statistically significant relationship ($r = 0.752$) between special promotion and service delivery.

Implication

The finding indicates that special promotion is positively associated with service delivery. Within the study context, this suggests that credible and appropriately administered promotion practices may strengthen employee motivation and contribute to better service outcomes.

Hypothesis Two

$H_0$2: There is no significant relationship between staff training and service delivery in the Akwa Ibom State Civil Service.

Table 4: Pearson Correlation between Staff Training and Service Delivery

Variables	Staff Training	Service Delivery
Staff Training	1.000	0.797
Sig. (2-tailed)	—	0.011
N	388	388
Service Delivery	0.797	1.000
Sig. (2-tailed)	0.011	—
N	388	388

Source: SPSS Output (Version 20.0, 2025)

Significance Level: 0.05

Decision Rule

Reject H_0 if $p < 0.05$.

Decision

Since $p = 0.011 < 0.05$, the null hypothesis is rejected.

Implication

The finding indicates that staff training is positively associated with service delivery. Within the study context, this suggests that sustained and relevant training may strengthen employee competence and contribute to more efficient and responsive service delivery.

Multiple Regression Analysis

To provide deeper insight beyond correlation, a multiple regression analysis was conducted to examine the combined and individual effects of special promotion and staff training on service delivery in the Akwa Ibom State Civil Service.

Model Specification

$SD = \beta_0 + \beta_1(SP) + \beta_2(ST) + \varepsilon$

Where:

SD = Service Delivery
SP = Special Promotion
ST = Staff Training and Development
β_0 = Constant
β_1, β_2 = Regression coefficients
ε = Error term

Table 5: Model Summary

Model	R	R^2	Adjusted R^2	Std. Error
1	0.823	0.677	0.674	0.412

Interpretation

The model produced a multiple correlation coefficient of R = 0.823**,** indicating a strong relationship between the independent variables and service delivery. The R^2 value of 0.677 shows that approximately 67.7% of the variation in service delivery is explained jointly by special promotion and staff training.

Table 6: ANOVA (Model Significance)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	128.54	2	64.27	378.12	0.000
Residual	61.29	385	0.159		
Total	189.83	387			

Interpretation

The model is statistically significant (F = 378.12, p < 0.05**),** indicating that the independent variables jointly have a significant effect on service delivery.

Table 7: Regression Coefficients

Variables	B	Std. Error	Beta	t	Sig.
Constant	1.214	0.183	—	6.63	0.000
Special Promotion	0.318	0.072	0.341	4.42	0.000
Staff Training	0.472	0.065	0.498	7.26	0.000

Interpretation of Coefficients

i. **Special Promotion (β = 0.341, p < 0.05)** has a significant positive effect on service delivery.
ii. **Staff Training (β = 0.498, p < 0.05)** has a stronger positive effect, indicating it is the most influential predictor.

Regression Equation

SD = 1.214 + 0.318(SP) + 0.472(ST)

Implication of Regression Findings

The regression results indicate that both special promotion and staff training make statistically significant contributions to service delivery. The standardised coefficient for staff training (β = 0.498) is larger than that for special promotion (β = 0.341), indicating a stronger statistical contribution within this model. This comparison describes the observed model coefficients; it does not imply that promotion and training are interchangeable interventions.

Discussion of Findings

The correlation analysis showed a strong positive and statistically significant relationship between special promotion and service delivery (r = 0.752, p = 0.018). This suggests that the manner in which career-related rewards are administered is relevant to service outcomes. The finding is consistent with Expectancy Theory, which proposes that employees are more likely to exert effort when they perceive a credible connection between performance and valued outcomes (Vroom, 1964). It also agrees with

evidence that promotion can strengthen employee commitment and performance (Mustapha, 2020; Pfeffer, 1998) and with Armstrong's (2012) view of promotion as an important non-financial reward.

Staff training recorded a strong positive and statistically significant relationship with service delivery ($r = 0.797$, $p = 0.011$). This finding can be explained within Expectancy Theory because training may strengthen employees' belief that they possess the knowledge and skills required to perform their duties effectively. It also agrees with empirical evidence linking training with competence, adaptability and service outcomes (Ademolekun, 2011; Noe, 2017; Edeh & Nwali, 2019). The result suggests that training is particularly relevant to service delivery where employees must continually respond to administrative, technological and institutional demands.

The descriptive evidence shows that training participation and special promotion did not move in the same pattern across 2021–2024. Higher participation in training was therefore not automatically accompanied by higher numbers of special promotions. This distinction is important: training and promotion are related components of employee development and reward administration, but they represent different organisational mechanisms and should be managed and assessed separately. The finding is consistent with concerns that training outcomes may not always translate into career progression (Guest, 1997; Eyo, 2019).

The findings support the view that an effective reward system should combine career-related and developmental mechanisms. Recognition and advancement can strengthen motivation, while training develops the competencies required for performance (Herzberg, 1966). The study therefore supports a more integrated human-resource approach in which promotion procedures and training programmes are separately administered but strategically aligned with employee performance and service-delivery objectives.

The multiple regression results reinforce this interpretation. Special promotion and staff training jointly explained 67.7% of the variation in service delivery ($R^2 = 0.677$). Although staff training recorded the larger standardised coefficient, both variables made statistically significant contributions. The evidence therefore supports attention to both components rather than relying on either promotion or training alone.

5. CONCLUDING REMARKS

Conclusion

This study examined the relationship between two selected reward-system components (special promotion and staff training) and service delivery in the Akwa Ibom State Civil Service. The correlation results established significant positive relationships for both variables, while the regression model showed that they jointly explained 67.7% of the variation in service delivery. Special promotion was significantly related to service delivery ($r = 0.752$, $p = 0.018$), while staff training had a stronger positive relationship ($r = 0.797$, $p = 0.011$) and a larger standardised regression coefficient ($\beta = 0.498$).

The findings indicate that credible promotion practices and sustained staff development are both relevant to service delivery. However, the descriptive evidence also shows that training participation and special promotion did not follow the same pattern over the study period. This reinforces the need to treat the two variables as distinct components of reward and human-resource management while ensuring that both are aligned with organisational performance objectives.

Recommendations

The following recommendations are made in line with the findings of the study:

1. The Akwa Ibom State Government should continue to strengthen criteria for special promotion. Promotion decisions should be communicated clearly and applied consistently to reduce perceptions of favouritism and strengthen the motivational value of promotion.
2. Expand relevant and continuous staff training through additional funding. Government should provide regular, needs-based training opportunities, including in-service, study-leave

and ICT programmes, with priority given to competencies required for effective and responsive public service delivery.

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