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ORIGINAL ARTICLE

HUMAN CAPITAL DEVELOPMENT OF PARLIAMENTARY STAFFS AND ORGANISATIONAL PRODUCTIVITY OF THE RIVERS STATE HOUSE OF ASSEMBLY, NIGERIA, 2015-2023

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Abstract

The declining level of organisational productivity in the Rivers State House of Assembly has become a growing concern. A major factor contributing to this challenge is the inadequate commitment to the human capital development of parliamentary staff. Guided by Human Capital Theory, this study examined the relationship between staff training and organisational productivity within the Rivers State House of Assembly. The study adopted a survey research design and utilised both primary and secondary data. Primary data were obtained through questionnaires and oral interviews, while secondary data were sourced from official government documents. A total of 103 parliamentary staff were sampled for the questionnaire administration. Data analysis employed descriptive and inferential statistical techniques, including simple percentages, mean, standard deviation, and Pearson's Product Moment Correlation (PPMC). Qualitative data from oral interviews and secondary sources—such as handbooks, annual reports, and budget documents—were analysed using content analysis. The findings revealed a low prioritisation of parliamentary staff training, which significantly undermined staff performance and overall organisational productivity in the Rivers State House of Assembly. Based on these findings, the study recommended the institutionalisation of a structured training needs assessment mechanism, improved and accountable utilisation of staff training budgets, and the prioritisation of continuous training and development of parliamentary staff to enhance organisational productivity.

Keywords: Human Capital Development, Parliamentary Staff, Institutional Memory, Hansard, Organisational Productivity.

INTRODUCTION

Background

Parliamentary staffs constitute the backbone of the legislature. They serve as the operational instruments that facilitate efficient and effective legislative performance and, by extension, productivity in the execution of the legislature's core mandates of legislation, representation, and oversight. Consequently, the enhancement of parliamentary staff through training and human capital development is central to the organisational success of the legislature. It is a well-established fact that it is human beings—human capital and resources—that build organisations and

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ensure improved performance and productivity. Therefore, any society or organisation that neglects the continuous development and enhancement of the knowledge, skills, attitudes, and potentials of its human resources, as well as their effective utilisation in the pursuit of organisational goals, is bound to lag behind in the race for development. This reality is further accentuated by changing trends in the world of work occasioned by globalisation and technological innovation (Yona et al., 2015). Accordingly, organisations that fail to re-strategise in response to evolving innovations and work trends risk obsolescence, diminished relevance, and declining organisational effectiveness.

In the Rivers State House of Assembly, elected legislators and permanent parliamentary staff work collaboratively to discharge the functions of the Assembly in pursuit of good governance. However, this study focuses specifically on the technical, administrative, and professional staffs that function as the engine room, secretariat, and institutional memory of the Assembly as an organisation. The effective performance of their duties requires a high level of experience, skills, knowledge, positive work attitudes, and technical expertise, which are largely acquired and strengthened through training and capacity development. Continuous training, as a key component of human capital development, helps to bridge gaps between theoretical knowledge acquired through formal education and practical demands in the workplace, thereby enabling staff to align with designated responsibilities and enhance productivity (Darlington, 2017).

It is pertinent to restate that the State House of Assembly is the constitutionally recognised institution responsible for representation, legislation, and oversight. As the representative organ of the people, it articulates citizens' interests, views, and aspirations, translates them into laws, and exercises oversight over other organs and institutions of government. The performance and productivity of the legislature are therefore assessed based on the extent to which these functions are effectively discharged and the degree to which such performance promotes good governance and societal development. The magnitude of these responsibilities necessitates the commitment and competence of non-elected parliamentary staff, including the Clerk and Deputy Clerks of the House, Clerks-at-the-Table, secretaries, legislative aides, technical assistants, verbatim reporters, utility staff, and personnel across various departments, sections, and units. These staff members function as the operational support system and custodians of institutional memory within the legislature (Stepenhurst & Popova-Roche, 2015). Their services are indispensable to the effective discharge of parliamentary responsibilities. Training therefore plays a critical role in building a competent, motivated, and committed workforce, fostering positive organisational values and culture, and enhancing overall organisational performance. Against this backdrop, an evaluation of human capital development among parliamentary staff and its impact on organisational productivity in the Rivers State House of Assembly becomes imperative.

STATEMENT OF THE PROBLEM

An organisation may possess an adequate number of employees as well as sufficient financial and material resources, yet still experience low performance and productivity due to the poor quality of its workforce. While many organisations grapple with the challenge of improving monetary incentives for employees, relatively



little attention is often paid to staff capacity development and upskilling in knowledge, innovation, and competencies required for survival in increasingly competitive and demanding societies characterised by complex developmental challenges. This problem is particularly pronounced within Nigeria's public sector organisations. The prevailing inclination towards cost-cutting through the reduction or divestment of human capital development budgets—often justified as austerity measures during periods of economic difficulty (Imran & Elnaga, 2013)—has produced counterproductive outcomes for organisational performance. In some instances, poorly conceived training programmes, undertaken without proper training needs assessments, flawed participant selection processes (Monday et al., 2018), and inadequate investment in staff development have yielded limited or no positive results. The general neglect and trivialisation of human capital development have consequently contributed to poor public service delivery in Nigeria.

Existing studies have not sufficiently addressed the specific issues examined in the present research. For example, Lloyd (2021) investigated human resource development as a strategy for effective policy implementation in the public service, using Rivers State and Bayelsa State as case studies, and found that the Rivers State Government accorded limited attention to the training of its public workforce. Isaac et al. (2020), in contrast, reported that Nigeria's National Assembly prioritised the training of its parliamentary staff, resulting in improved staff performance. Similarly, Agbo (2020) found a statistically significant positive relationship between human capital development and employee performance in the Abia State House of Assembly (ASHA), suggesting that the institution committed a substantial proportion of its budget to planned staff training. However, this conclusion appears contestable due to the absence of robust empirical evidence and does not fully align with the prevailing realities in Abia State during the period covered by the study. Apart from the works of Isaac et al. (2020), Agbo (2020), and Lloyd (2021), most existing studies are not directly comparable to the present research. Moreover, while Isaac et al. (2020) focused on the National Assembly, Agbo (2020) examined Abia State, and Lloyd (2021) addressed the broader Rivers State public service. The present study, which concentrates specifically on parliamentary staff of the Rivers State House of Assembly between 2015 and 2023, therefore seeks to bridge this contextual and empirical gap.

In addition to contextual gaps, methodological shortcomings are evident in the reviewed literature. Many studies relied predominantly on closed-ended structured questionnaires, with limited incorporation of empirical financial data such as actual budgetary allocations and expenditure on human capital development. This study seeks to address this methodological gap by adopting a mixed-methods research approach that integrates multiple data sources and types. Through data triangulation, the study provides a more comprehensive and empirically grounded analysis of human capital development practices and organisational productivity in the Rivers State House of Assembly within the specified period.

In the specific case of Rivers State, the professed commitment to human capital development between 2015 and 2023 appears largely symbolic. This assertion is premised on the observed disparity between budgetary allocations for staff training and their effective utilisation. For instance, in 2015, the Rivers State House of Assembly had a total of 148 parliamentary staff, for whose training

₦28,000,000 was budgeted, while 32 elected legislators were allocated ₦120,000,000 for training (RSG, 2015). Similarly, in 2018, the budget for training, research, and development amounted to ₦454,715,056.00 (RSG, 2018). These figures suggest substantial budgetary provisions for training and staff development; yet persistent complaints regarding inadequate staff training, low performance, and declining organisational productivity remain prevalent. This contradiction raises critical questions regarding the utilisation, management, and impact of training and staff development funds within the Assembly.

Against this backdrop, this study examines the level of human capital development among parliamentary staff and its effect on organisational productivity in the Rivers State House of Assembly between 2015 and 2023. Specifically, the study is guided by the following research questions:

What is the level of training and development of parliamentary staff in the Rivers State House of Assembly?

To what extent has the training and development of parliamentary staff influenced organisational productivity in the Rivers State House of Assembly?

What factors undermine the training and development of parliamentary staff in the Rivers State House of Assembly?

What measures can enhance human capital development among parliamentary staff in the Rivers State House of Assembly?

To further explicate the relationships among the study variables, the following hypotheses were tested:

Ho₁: There is no significant relationship between the level of training of parliamentary staff and organisational productivity in the Rivers State House of Assembly.

Ho₂: There is no significant relationship between the utilisation of parliamentary staff training and organisational productivity in the Rivers State House of Assembly.

Ho₃: There is no significant relationship between the challenges facing staff training and development and organisational productivity in the Rivers State House of Assembly.

CONCEPTUAL REVIEW

The Concept of Human Capital and Human Capital Development

Capital constitutes a fundamental factor of production, while the population represents the human capital engaged in the production process and forms the basis of societal development (Idoniboye-Obu & Barigbon, 2018). The terms human capital and human resources are commonly used to denote the stock of knowledge, habits, social and personality attributes—including creativity—embodied in individuals' capacity to perform labour and generate economic value. Human capital refers to the collection of "traits and the knowledge, talents, skills, abilities, experience, intelligence, judgement, and wisdom possessed individually and collectively by individuals within a population" (Agbo, 2020, p. 35), many of which remain latent until activated and effectively utilised as a resource for organisational wealth creation. Ifejika (2017) conceptualises human capital as the aggregate of economically productive individuals within an organisation or a nation. Similarly, Mohammed et al. (2013) describe human capital as an aggregate economic view of human beings acting within the economy, capturing the social, biological, cultural, and psychological complexities that characterise economic interactions.

Human capital represents the core wealth and most critical asset of any organisation (Harbison, 1969; Barney, 1995; Aluka & Aluko, 2012). Although financial capital is essential as a lubricant for production and service delivery, it

cannot generate value or public good when entrusted to an incompetent workforce. Human capital therefore remains the only element of the production process capable of learning, innovation, and providing the creative impetus required for productivity, organisational growth, and survival. Consequently, the quality of human capital serves as a reliable indicator of the level of development of both organisations and societies (Dreze & Sen, 2013).

Human capital development refers to the deliberate process of enhancing the knowledge, skills, attitudes, and capacities of individuals for improved performance and productivity. According to Fagbounge, cited in Kalu (2011), human capital development involves recruiting, supporting, and investing in people through training, coaching, mentoring, internships, and organisational development initiatives. Within the context of human resource management, human capital development is a long-term process designed to equip employees with relevant knowledge and skills in response to changes in technology, innovation, and management practices, with the objective of improving organisational performance and productivity (Mekinde, 2006). Harbison (1962) conceptualises human capital development as a holistic process of increasing the number of people who possess skills, education, and experience critical to socio-economic development (p. 435). Similarly, Samuelson, cited in Ifejika (2017), defines it as investment in people aimed at enhancing their productivity.

Often described interchangeably as manpower development (Monday et al., 2018; Chamberlain, 2010; Sampson et al., 2016), the concept encompasses activities that enable employees to perform organisational tasks comfortably, efficiently, and effectively. It entails the systematic process of improving, moulding, and developing employees' skills, knowledge, creative abilities, attitudes, values, and commitment in line with present and future organisational needs (Monday, et al., 2018, p. 40). Beyond shaping employees' capabilities and mind-sets to align with strategic organisational objectives, human capital development significantly influences organisational outcomes by fostering commitment to goal attainment. Consequently, organisations with a forward-looking orientation are expected to provide structured development programmes that enhance employee capabilities, improve performance, and increase organisational productivity.

Monday, et al. (2018) identify the objectives of human capital development to include enhanced efficiency in service delivery, improved labour productivity, increased staff motivation, job satisfaction, promotion of organisational values, re-orientation, and broader economic development. However, these objectives have been undermined by the undue politicisation of organisational systems (Anugwom, 2007), which manifests in poor investment in health, education, and training—key proxies of human capital development (Jhingan, 2007; Todaro & Smith, 2015).

At the micro level, human capital development involves deliberate efforts by both organisations and individual employees to enhance capabilities and competencies. At the macro level, it is achieved through deliberate state policies and interventions aimed at improving the productive capacity of the population to enhance service delivery, productivity, and national development (Dae-bong, 2009). It is in response to this macro-level imperative that institutions such as the National Manpower Development Boards, National Universities Commission, universities, and professional training bodies—including the Institute of Personnel Management of Nigeria (IPMAN), Nigerian Institute of Management (NIM), Nigerian Institute of Policy

and Strategic Studies (NIPSS), National Institute for Legislative and Democratic Studies (NILDS), Nigerian Institute of Legislative Studies (NILS), and the Administrative Staff College of Nigeria (ASCON)—exist to bridge human capital development gaps in Nigeria. These institutions provide structured training programmes designed to enhance capacity and competence for present and future tasks in a competitive global work environment. Such training extends beyond conventional classroom instruction and includes induction training, on-the-job training, in-service training, and off-the-job training. A proper training needs assessment ultimately determines the nature and form of staff development required at any given time.

Despite these institutional efforts, human capital development within Nigeria's public sector has faced persistent challenges, particularly inadequate attention and investment. Nigeria has yet to meet UNESCO's recommended minimum allocation of 26 per cent of the annual budget to education or the 20 per cent benchmark proposed by the Dakar Framework for Africa (cited in Asuru, 2023). This shortfall is significant, given that education and training remain critical proxies for human capital development.

Parliament, Parliamentary Staff, and Parliamentary Staff Development

Parliament, also referred to as the legislature, is a formal organisation and a central pillar of governance in democratic systems. It performs the core functions of representation, legislation, and oversight. Through its oversight function, the legislature is vested with investigative and financial powers, including the authority to impose sanctions, which may extend to the impeachment of an errant executive president or governor. As the most representative arm of government, the legislature constitutes the soul and citadel of democracy and is often the primary target of undemocratic disruptions such as military interventions (Barigbon & Nweke, 2025). In Nigeria, the legislature operates as a bicameral institution at the federal level, comprising the Senate and the House of Representatives. At the state level, legislative authority is exercised through unicameral State Houses of Assembly, while at the local government level, legislative functions are performed by Local Government Legislative Councils (FGN, 2023).

The legislature comprises two categories of personnel: elected officials known as legislators and permanent employees referred to as parliamentary staff. Dumnu (2008) defines parliamentary staff as the bureaucratic apparatus that constitutes the engine room of the legislature. These staff members play critical roles in identifying external interests, assessing organisational strengths and weaknesses, evaluating opportunities and threats, and synthesising parliamentary objectives and resource development strategies in response to environmental influences (Dumnu, 2021). While legislators serve fixed renewable terms subject to electoral outcomes, parliamentary staffs occupy long-term, pensionable positions that ensure institutional continuity.

Parliamentary staffs assist elected legislators in the performance of legislative, representative, and oversight functions and serve as the institutional memory of the parliament (Stepenhurst & Popova-Roche, 2015). As legal draftsmen, they support the codification of laws and regulations enacted by legislators. They also function in various capacities, including clerks and deputy clerks of the House,

clerks-at-the-table, secretaries, legislative aides, and technical assistants. Their services span legislative administration, personnel management, finance and supply, budgeting, planning and research, information and publication, library services, legal services, and estate and works departments. In essence, parliamentary staff provide the technical, administrative, and procedural support required for the effective functioning of the legislature.

The roles of parliamentary staff are circumscribed by the constitutional functions of the legislature, as they provide administrative and technical support services to elected representatives. Legislative effectiveness therefore depends on the interdependent relationship between institutional structures, organisational facilities, and support services. According to Dumnu (2021), these elements are indispensable for the legislature to achieve its primary objectives; without them, legislative performance is likely to be severely impaired.

Parliamentary staffs provide both internal and external support functions that enhance legislative effectiveness. These include strengthening oversight capacity, supporting members' research and investigative skills, enhancing budgetary and fiscal capabilities, providing ethical guidance on parliamentary procedures, facilitating information management, strengthening engagement with civil society through committee secretariats, ensuring confidentiality and security, offering advisory services at plenary and committee levels, serving as custodians of parliamentary symbols such as the mace, producing official records such as Hansard reports, and acting as liaison officers between the legislature and external organisations (Dumnu, 2008).

There is therefore no doubt that parliamentary staffs constitute indispensable components of the legislature. Their continuous and effective performance as the operational tools and custodians of institutional memory requires sustained training and capacity development to remain aligned with evolving parliamentary practices at both national and international levels. Without undermining legislators' exclusive authority over legislative decision-making, the supportive role of parliamentary staff in the enactment of quality legislation remains critical (Danzaria, n.d.). In the absence of their professional input, the substance and intent of laws and parliamentary resolutions may be significantly compromised.

Organisational Productivity

Organisational productivity is the aggregate outcome of employee performance and employee productivity. Performance refers to the attainment of set targets in line with expected standards of accuracy and completeness. Inherent in performance are efficiency, effectiveness, and timeliness in the delivery of quality work within a specified time frame (Kuruppu et al., 2012; 2021). Efficiency relates to the extent to which outputs or tasks are accomplished in real time using available resources such as money, time, and labour. Quality denotes the degree to which work produced conforms to established standards, while effectiveness refers to the extent to which identified problems are resolved and organisational objectives are achieved.

Productivity is the driving force of organisational growth and sustainability. It measures how effectively resources are combined and utilised within an organisation to achieve predetermined objectives (Mali, cited in Onah, 2010). Productivity reflects



the relationship between inputs—both human and non-human—and outputs in the production of goods and services. It indicates how individuals, organisations, and industries transform resource inputs into outputs in ways that promote societal progress. Ultimately, employee performance and productivity translate into organisational productivity. Organisational productivity, often expressed as the ratio of output to input, represents an organisation's capacity to achieve desired results with minimal expenditure of time, money, and human resources.

There exists a strong nexus between staff training and development and organisational productivity. Training and development harness employees' skills and latent potentials and channel them towards improved organisational performance and productivity (Vinesh, 2014). This is particularly significant given that training and development yield mutual benefits for both individual employees and the organisation as a whole.

THEORETICAL FRAMEWORK

This study is anchored on Human Capital Theory as developed by Gary S. Becker in 1964. The central proposition of the theory is that human capital, as a key factor of production, requires continuous development through sustained investment in education, training, and health. A core assumption of the theory is the positive correlation between training and earning capacity. The theoretical implication is that increased education and training enhance individuals' skills, knowledge, and capabilities, thereby leading to improved performance and productivity (Becker, cited in Dae-bong, 2009). Fundamentally, the talents, abilities, experience, and intelligence of the workforce—strengthened through training—serve as the primary drivers of socio-economic and technological development. Consequently, organisations that invest consistently in the development of their workforce and utilise such capacities optimally are more likely to experience enhanced organisational productivity (Ifejika, 2017).

Human Capital Theory therefore provides a robust explanatory framework for analysing the relationship between human capital development and organisational productivity. Evidence suggests that the Rivers State House of Assembly recognises the importance of human capital, as reflected in the establishment of a research, staff training, and development unit within its administrative department, as well as the provision of annual budgetary allocations for staff training and development. However, the critical issue lies in the adequacy of these allocations and the extent to which the funds are judiciously utilised for their intended purposes.

This study contends that between 2015 and 2023, the Rivers State House of Assembly did not demonstrate sufficient commitment to the systematic development of its parliamentary staff. As a result, the critical functional contributions of parliamentary staff to the growth and development of the Assembly and the state have not received the necessary attention. The study further argues that political interference and corruption have constrained opportunities for effective training and development of parliamentary staff, thereby contributing to poor staff performance and declining organisational productivity.



METHODOLOGY AND RESEARCH SETTING

This study adopts a mixed-methods research approach, integrating both qualitative and quantitative data sourced from primary and secondary materials. A survey research design was employed, utilising closed-ended questionnaires and oral interviews with selected key informants. The study population comprised 148 parliamentary staff of the Rivers State House of Assembly (RSG, 2025). Given the relatively small size of the population, a census approach was adopted; however, only 108 staff members were available and participated in the study. Participant observation by the researcher further complemented the data collection process. Secondary data were obtained from academic journals, textbooks, and official documents, including Rivers State Government budget reports.

Data were analysed using both quantitative and qualitative techniques. Questionnaire responses were analysed quantitatively using simple percentages and mean scores, with a criterion mean of 2.50, while the hypotheses were tested using Pearson's Product Moment Correlation (PPMC). Qualitative data from interviews were analysed through content analysis, and findings from multiple data sources were triangulated to enhance validity and reliability.

The study was conducted at the Rivers State House of Assembly, located along Moscow Road in Port Harcourt City Local Government Area. The Assembly comprises 32 elected members, with the Speaker serving as its head. Since its inception, the Rivers State House of Assembly has had ten legislative tenures. The First Assembly was inaugurated in 1979 under the leadership of Rt. Hon. Chief (Barr.) Roseberry R. Briggs as Speaker, while the current Tenth Assembly, led by Rt. Hon. Martin Amaewhule, DSSRS, was inaugurated on 9 June 2023. The subsequent section presents a chronological list of Speakers of the Rivers State House of Assembly from inception to date.

Table 1: Speakers of the Rivers State House of Assembly

S/No	Name	Year
1.	Rt. Hon. Chief (Barr.) Roseberry R. Briggs	1979-1983
2.	Rt. Hon. Talford Ongolo	1992
3.	Rt. Hon. Tuesday Kemeagbeye	1992/1993
4.	Rt. Hon. Chief Claudius Godsave Enegesi	1993
5.	Rt. Hon. Ezekwem Stephen	1993
6.	Rt. Hon. Chibuike Rotimi Amaechi	1999-2007
7.	Rt. Hon. Tonye E. W. Harry`	2007-2011
8.	Hon. Otelemaba Daniel Amachiree	2011-2015
9.	Rt. Hon. Ikunyi-Owaji-Ibani	2015
10.	Rt. Hon. Adams Daborutidima	Jan-2016-Dec. 2016
11.	Rt. Hon. Ikunyi-Owaji-Ibani	2016- 2023
12.	Rt. Hon. Marthin Amaewhule	2023 -

Source: Compiled by the Researcher, 2025

The parliamentary staff are under the administrative control of the Clerk of the House who is the head of the bureaucratic structure of the Assembly. Below is the list of Clerks of the RSHA of inception to date.

Table 2: List of Clerks of Rivers State House of Assembly, 1979-2022

S/No	Names of Clerk	Period
1.	Mr. Cladeus N. Siedom	1979-1983
2.	Mr. Donatus R. Tamuno	1992-1998
3.	Mr. Alex E. Nwala	1999-2007

4.	Mr. Emmanuel Ogele	2007-2015
5.	Mr. Stanford Oba	2016-Date

Source: Compiled by the Researcher, 2025

While parliamentary staffs are often redeployed to other ministries and parastatals during periods of military interregnum, the Clerk of the House, as the administrative head and chief accounting officer of the Assembly, remains in office for the purpose of “holding the fort”, that is, receiving and processing official correspondence. In such periods, the Clerk performs a custodial administrative role, as exemplified during the tenure of Mr Donatus R. Tamuno (1992–1998).

Data Presentation and Analysis

Presentation and Analysis of Data on Socio-demographic Information of Respondents

Table 3: Socio-demographic Information of the Respondents

Sex	Frequency	Percentage
Male	69	70
Female	34	30
Total	103	100
Age	Frequency	Percentage
18 – 31	19	18.4
32 – 45	56	54.4
46 – above	28	27.2
Total	103	100
Education	Frequency	Percentage
F.S.L.C.	3	2.9
WAEC/NECO	21	20.4
ND/NCE	19	18.4
B.Ed./B.Sc./HND	51	49.5
M.SC/MPA/MBA/Ph.D.	9	8.7
Total	103	100
Grade Level	Frequency	Percentage
01 – 06	18	17.5
07 – 09	48	46.6
10 – 14	36	34.9
15 – 17	1	0.9
Total	103	100
No. of Years in Service	Frequency	Percentage
1 – 10	18	17.5
11 – 20	47	45.6
21 – 30	26	25.2
31 – above	12	11.6
Total	103	100

Source: Researcher’s Field Work, 2025

The data presented in Table 3 provide a comprehensive socio-demographic profile of the respondents drawn from the Rivers State House of Assembly (RSHA). The gender distribution indicates that 69 respondents, representing 70 per cent of the sample, were male, while 34 respondents (30 per cent) were female. This distribution reveals a pronounced gender imbalance, suggesting that the RSHA remains a male-dominated public sector institution, a pattern that is consistent with broader gender dynamics within legislative and bureaucratic institutions in Nigeria.

With respect to age composition, the data show that 19 respondents (18.4 per cent) fell within the 18–30 years age bracket, while a majority of 56 respondents (54.4 per cent) were between 31 and 50 years. A further 28 respondents (27.2 per cent) were aged 51 years and above. Cumulatively, 72.8 per cent of the respondents were below 51 years of age, indicating that the workforce of the RSHA is largely youthful and economically active. This age structure suggests a workforce with significant productive capacity and adaptability, which is particularly relevant for policy implementation, institutional learning, and administrative efficiency within the Assembly.

The educational qualifications of the respondents further underscore the human capital profile of the institution. The data reveal that 3 respondents (2.9 per cent) possessed the First School Leaving Certificate, while 21 respondents (20.4 per cent) held WAEC/NECO qualifications. Additionally, 19 respondents (18.4 per cent) had obtained either the National Certificate of Education (NCE) or the Ordinary National Diploma (OND). Notably, a substantial proportion of the respondents—51 individuals (49.5 per cent)—were holders of first degrees or their equivalents (B.Sc., B.Ed., or HND), while 9 respondents (8.7 per cent) possessed postgraduate qualifications, including M.Sc., MPA, MBA, and Ph.D. qualifications. Significantly, the presence of doctoral-level qualification within the respondent pool, albeit limited to one individual, reflects the availability of advanced academic expertise within the institutional structure of the RSHA.

In terms of organisational hierarchy, the grade level distribution indicates that 18 respondents (17.5 per cent) were on grade levels 01–06, 48 respondents (46.6 per cent) fell within grade levels 07–09, and 36 respondents (34.9 per cent) were on grade levels 10–14. Only one respondent (0.9 per cent) was on grade level 17 (consolidated salary structure), corresponding to the Clerk of the Rivers State House of Assembly. This distribution reflects a pyramidal administrative structure, with the majority of respondents occupying middle- and upper-middle cadre positions, which are typically associated with operational responsibility and policy execution.

The data on length of service further reinforce the institutional experience of the respondents. Eighteen respondents (17.5 per cent) had spent between 1 and 10 years in service, while 47 respondents (45.6 per cent) had between 11 and 20 years of service. An additional 26 respondents (25.2 per cent) had served between 21 and 30 years, and 12 respondents (11.6 per cent) had spent over 30 years in the service of the RSHA. Overall, a substantial majority of the respondents had accumulated more than a decade of service, indicating deep institutional memory, procedural familiarity, and experiential knowledge of legislative administration.

Taken together, the socio-demographic characteristics suggest that the RSHA workforce is not only male-dominated but also relatively youthful, highly experienced, and moderately to highly educated. The high proportion of respondents with graduate and postgraduate qualifications, combined with extended years of service, implies a respondent population that is adequately equipped to comprehend the substantive issues under investigation and to provide informed responses. This demographic profile strengthens the credibility of the data generated, as it suggests that respondents possess both the educational capacity and experiential grounding necessary to appreciate the relevance of training, institutional performance, and productivity within the Rivers State House of Assembly.

What is the level of training and development of the parliamentary staff of the Rivers State House of Assembly?

Table 4: Summary of descriptive statistics on the mean difference in the level of training and development of the parliamentary staff of the Rivers State House of Assembly.

S/N	Items	SA	A	D	SD	Mean	SD	Decision
1	Planning and regular training and development of parliamentary staff of the Rivers State House of Assembly	16	9	51	27	2.14	0.98	#
2	Training and retraining through workshop seminars, conferences and advances studies has provided opportunities to acquire knowledge, skills and attitude for adaptability to new innovations for effective performance.	15	11	52	25	2.16	0.96	#
3	Rivers State House of Assembly provides financial support and funding for training and advanced studies for parliamentary staff in the area of legislative/legal drafting, research and publications.	11	8	57	27	2.03	0.88	#
4	There is good training package and prompt payment of training allowance for parliamentary staff of the Rivers State House of Assembly.	9	12	49	33	1.97	0.89	#
5	Training and staff development has enhanced motivation and job satisfaction of parliamentary staff of Rivers State House of Assembly.	8	13	39	43	1.86	0.92	#
Grand mean						2.03	0.42	#

Key: # Disagreed

Source: Researcher's Field Survey, 2025

The results presented in Table 4 show that the grand mean score for the level of training and development of parliamentary staff of the Rivers State House of Assembly (RSHA) was 2.03, with a standard deviation of 0.42. This grand mean falls below the decision benchmark, indicating a general disagreement among respondents regarding the adequacy of training and development practices within the Assembly. The relatively low standard deviation further suggests a high level of

consensus among respondents, reinforcing the robustness and reliability of the observed pattern.

A disaggregated analysis of the individual items further substantiates this overall finding. Respondents disagreed that training and retraining through workshops, seminars, conferences, and advanced studies had provided sufficient opportunities for the acquisition of knowledge, skills, and attitudes necessary for adaptability to new innovations and effective performance (mean = 2.16; SD = 0.98). Similarly, respondents expressed disagreement with the statement that training and development of parliamentary staff are properly planned and conducted on a regular basis (mean = 2.13; SD = 0.98). These results suggest that training within the RSHA is neither systematic nor strategically aligned with the evolving demands of legislative work.

The results also reveal weak institutional support for professional development. Respondents disagreed that the RSHA provides adequate financial support and funding for training and advanced studies in critical areas such as legislative and legal drafting, research, and publications (mean = 2.03; SD = 0.88). Likewise, the availability of structured training packages and the prompt payment of training allowances were rated poorly (mean = 1.97; SD = 0.89). These low mean scores point to institutional constraints that undermine staff participation in training programmes and weaken the sustainability of human capacity development within the Assembly.

Furthermore, respondents disagreed that training and staff development have enhanced their motivation and job satisfaction (mean = 1.86; SD = 0.92). This finding is particularly significant, as it suggests that the deficit in training and development has broader implications beyond skills acquisition, extending to staff morale, commitment, and overall organisational effectiveness. Taken together, the consistently low mean scores across all items indicate that training and development practices within the RSHA are perceived as largely ineffective and inadequate.

The quantitative findings are strongly corroborated by evidence from key informant interviews. According to the Head of the Department of Research, Planning and Statistics of the RSHA (KI-1), training opportunities for parliamentary staff have significantly declined over time. He noted that although training was previously a regular feature of Assembly operations—particularly at the commencement of new legislative tenures—this practice has deteriorated in recent years. In his words:

Since 2016 till date, less than 1 per cent of the parliamentary staffs have undertaken any form of training... In the present dispensation, only legislators seldom benefit from training opportunities (KI-1, Oral Interview, 26 November 2025).

This account underscores a shift in institutional priorities, with training increasingly skewed in favour of legislators at the expense of parliamentary staff, despite the latter's central role as custodians of institutional memory and technical expertise.

Similarly, the former Chairman of the Parliamentary Staff Association of Nigeria (PASAN), RSHA branch (KI-2), confirmed that no parliamentary staff had participated in any form of training or staff development between 2012 and the time of the interview. This, he noted, persisted despite the existence of annual budgetary



provisions for staff training, pointing to a disconnect between budgetary allocations and actual implementation (KI-2, Oral Interview, 6 December 2022).

Further reinforcing this narrative, a former Deputy Clerk of the RSHA (KI-3) recalled that regular and high-quality training programmes were a defining feature of the Assembly’s earlier years. He observed that training enhanced staff motivation and job satisfaction and ensured functional synergy between legislators and parliamentary staff, particularly at the beginning of each legislative cycle. According to him, these practices had largely disappeared by the time of his retirement in 2021 (KI-3, Oral Interview, 24 November 2025).

In sum, the convergence of quantitative and qualitative evidence confirms that the level of training and development of parliamentary staff of the Rivers State House of Assembly during the period under review was markedly low. The consistency between survey results and key informant testimonies strengthens the validity of the findings and highlights a systemic decline in institutional commitment to staff capacity building, with significant implications for legislative efficiency, staff motivation, and organisational performance.

How does the utilization of parliamentary staff skills affect the organizational productivity of the Rivers State House of Assembly?

Table 5: Summary of descriptive statistics on the mean difference in the utilization of parliamentary staff of the Rivers State House of Assembly affect organizational productivity.

S/N	Items	S	A	D	S	Mean	SD	Decision
		A			D			
6	Enhanced quality legislative drafting and timely production of daily proceeding including the daily hansard.	15	18	49	21	2.26	0.95	#
7	Aided legislative research for effective legislation and performance of oversight functions by legislators.	18	16	51	18	2.33	0.96	#
8	Enhanced the legislative department in the performance of such duties as receiving, registering, processing and vetting of motions, reports and bills.	18	12	47	26	2.21	1.02	#
9	Helped the library department in the performance of its function as the store of legislature knowledge such that books, journal of the House and laws passed are available for public consumption.	19	11	53	20	2.28	0.98	#



10	Enhanced motivation, job satisfactions and organizational committee of parliamentary staff of the Rivers State House of Assembly.	16	1 3	4 6	28	2.17	1.0 0	#
Grand mean						2.25	0.6 2	#

Key: # Disagreed

Source: Researcher’s Field Survey, 2025

The results further indicate that respondents disagreed with all items measuring the extent to which the utilisation of parliamentary staff of the Rivers State House of Assembly (RSHA) enhances organisational productivity. Specifically, respondents disagreed that the utilisation of parliamentary staff aided legislative research for effective law-making and the performance of oversight functions by legislators (mean = 2.33; SD = 0.96). Similarly, the item measuring whether effective utilisation of staff enhanced the quality of legislative drafting and the timely production of daily proceedings, including the Daily Hansard, recorded a low mean score (mean = 2.26; SD = 0.95).

In addition, respondents disagreed that the utilisation of parliamentary staff strengthened the library department in performing its role as the repository of legislative knowledge, including the availability of books, House journals, and enacted laws for public access (mean = 2.28; SD = 0.98). The findings also show disagreement regarding whether staff utilisation enhanced the performance of the legislative department in core administrative functions such as the receipt, registration, processing, and vetting of petitions, motions, reports, and bills (mean = 2.21; SD = 1.02). Furthermore, respondents disagreed that effective utilisation of parliamentary staff improved motivation, job satisfaction, and organisational commitment (mean = 2.17; SD = 1.00).

The aggregate result presented in Table 5 shows that the grand mean score for the utilisation of parliamentary staff and organisational productivity was 2.25, with a standard deviation of 0.62. This grand mean falls below the criterion mean of 2.50, indicating an overall negative perception of the effectiveness of staff utilisation in enhancing productivity within the RSHA. The relatively moderate standard deviation suggests a reasonable level of convergence in respondents’ views, lending further credibility to the findings.

These quantitative results are reinforced by qualitative evidence from key informant interviews. The former Chairman of the Parliamentary Staff Association of Nigeria (PASAN), RSHA branch (KI-2), emphatically noted that no adequate training—either internal or external—had been organised for parliamentary staff of the Rivers State House of Assembly during the period under review. According to him, the absence of training rendered effective utilisation of staff largely impossible, as there were limited skills and competencies to deploy. In his words, “there is therefore nothing to be utilised,” implying that the human resources of the RSHA are not only underdeveloped but also poorly utilised.

Summarily, the result suggests a structural disconnection between staff capacity, utilisation, and organisational productivity within the Rivers State House of Assembly. The low mean scores across all productivity indicators indicate that



parliamentary staff are neither adequately empowered nor optimally deployed to support legislative research, drafting, administrative processing, or knowledge management. This pattern underscores a broader institutional inefficiency in which deficiencies in training translate directly into poor utilisation, with adverse implications for legislative effectiveness and organisational performance.

What are the factors undermining training and development of parliamentary staff of Rivers State House of Assembly?

Table 6: Summary of descriptive statistics on the mean difference in the factor undermining training and development of parliamentary staff of Rivers State House of Assembly

S/N	Items	SA	A	D	SD	Mean	SD	Decision
11	Poor leadership, support and unwillingness to invest in the training and development of parliamentary staff of Rivers State House of Assembly.	42	31	18	12	3.00	1.03	*
12	Poor budgeting allocation and non-release of fund for parliamentary staff.	42	32	16	13	3.00	1.04	*
13	Poor training need assessment.	31	43	16	13	2.89	0.98	*
14	Poor alignment of training need and development with organizational need	31	42	17	13	2.88	0.98	*
15	Mismanagement of inadequate budgetary allocation for parliamentary staff training by the leadership of the Rivers State House of Assembly.	51	26	16	10	3.15	1.01	*
16	Absence of the RSHASC undermine parliamentary staff training development.	31	42	17	13	2.88	0.98	*
Grand mean						2.97	0.81	*

Key: * Agreed

Source: Researcher's Field Survey, 2025

The results further identify the major challenges confronting the training and development of parliamentary staff of the Rivers State House of Assembly (RSHA). As presented in Table 6 respondents agreed that poor leadership, inadequate institutional support, and an unwillingness to invest in the training and development of parliamentary staff constitute a significant challenge (mean = 3.00; SD = 1.03).

Similarly, respondents agreed that poor budgetary allocation and the non-release of funds for parliamentary staff training pose a major constraint (mean = 3.00; SD = 1.04). This suggests that although training may be formally recognised within budgetary frameworks, the failure to release allocated funds undermines the



actual implementation of staff development programmes. The implication is a persistent gap between policy intention and administrative execution.

The results also show agreement that poor training needs assessment constitutes a significant challenge (mean = 2.89; SD = 0.98). This indicates that training programmes, where they exist, are not informed by systematic assessments of staff skill gaps or organisational requirements. Closely related to this is the poor alignment between staff training and development needs and the broader organisational needs of the RSHA (mean = 2.88; SD = 0.98).

Notably, mismanagement of the already inadequate budgetary allocations for parliamentary staff training recorded the highest mean score among the listed challenges (mean = 3.15; SD = 1.01). This indicates a strong consensus among respondents that beyond insufficient funding, the problem is compounded by weak financial accountability and poor administrative oversight. In addition, respondents agreed that the absence of the Rivers State House of Assembly Service Commission (RSHASC) significantly undermines parliamentary staff training and development (mean = 2.88; SD = 0.98), highlighting the institutional vacuum in personnel governance, regulation, and career development.

The aggregate result further confirms these perceptions. The grand mean score for challenges facing staff training and development in the RSHA was 2.97, with a standard deviation of 0.81. This value exceeds the criterion mean, indicating a general agreement among respondents that parliamentary staff training and development in the RSHA is constrained by deep-seated leadership, budgeting, planning, and institutional challenges. The relatively moderate standard deviation suggests a considerable level of consensus among respondents, reinforcing the reliability of the findings.

These quantitative results are corroborated by evidence from key informant interviews and documentary sources. The Secretary General of the Parliamentary Staff Association of Nigeria (PASAN), Comrade D. D. Y. Suleman, confirmed that the issue of staff training in the RSHA had reached a crisis point at the national level of the union. On 5 January 2021, following prolonged frustration with the Assembly's leadership, PASAN issued a Notice of Strike to the Speaker of the Rivers State House of Assembly, demanding, among other things, "a revival of staff training and welfare schemes and improvement of deplorable staff welfare conditions" (PASAN/NS/ADM/RV/33).

The phrase "revival of staff training" is particularly instructive, as it implies that staff training had not merely declined but had effectively ceased within the RSHA. This interpretation is reinforced by the failure of repeated negotiations, notices, and strike threats by the local branch of PASAN to yield any substantive response from the Assembly leadership. Remarkably, the strike action was met with a "no work, no pay" policy, despite the fact that annual budgetary allocations for training were reportedly made. As KI-2 observed, the leadership of the RSHA never formally communicated to parliamentary staff or the union that the challenge lay in the non-release of training funds.

Further insight was provided by the Head of the Department of Research, Training and Statistics (KI-1), who revealed that training funds for legislators and parliamentary staff are jointly budgeted under a single training and development head, with a sharing formula of 60:40—60 per cent allocated to legislators and 40

per cent to parliamentary staff. While legislators reportedly benefited repeatedly from both local and foreign training programmes, parliamentary staff did not benefit from any form of training between 2012 and 2022. According to KI-1, “the training budgets have been reportedly spent” within this period (KI-1, Oral Interview, 2025).

Taken together, the evidence points to a systemic failure in the governance of staff training and development within the Rivers State House of Assembly. Leadership unwillingness, weak budgeting practices, poor planning, mismanagement of funds, and the absence of a dedicated service commission interact to create an environment in which staff training is marginalised, despite its formal recognition in policy and budgetary documents. This institutional contradiction has profound implications for staff capacity, morale, utilisation, and ultimately, legislative effectiveness.

Table 7: Rivers State House of Assembly budgetary allocations for training and development, 2012- 2023

S/N	Year	Amount (₦ B)
1.	2012	212,000,000
2.	2013	183,000,000
3.	2014	120,000,000
4.	2015	204,000,000
5.	2016	122,400,000
6.	2017	75,382,000
7.	2018	180,000,000
8.	2019	179,200,000
9.	2020	155,000,000
10.	2021	204,000,000
11.	2022	210,000,000
12	2023	NA
Total		1,844,982,000

Source: RVSG Budget, several years, compiled by the Researcher, 2025

The data presented in the table 7 above indicate that a cumulative sum of ₦1,844,982,000 was allocated to training and development in the Rivers State House of Assembly during the period under review. Based on the officially stated 60:40 sharing formula—where 60 per cent of the training budget is earmarked for legislators and 40 per cent for parliamentary staff—a cumulative amount of ₦737,992,800 should have been allocated specifically to parliamentary staff training within the same period.

However, evidence from key informant interviews reveals a significant disjuncture between budgetary allocation and actual fund utilisation. According to the Head of Department, Administration (KI-4), even when the full budgeted funds for training and development are released to the leadership of the Rivers State House of Assembly, the proportion designated for parliamentary staff training is often not released to the relevant departments for utilisation in line with statutory requirements. As KI-4 observed, the failure to release the 40 per cent allocation for parliamentary staff training constitutes a clear case of mismanagement of training funds (KI-4, Oral Interview, 2025).

This finding is analytically significant for two reasons. First, it reinforces the quantitative evidence showing that inadequate training outcomes are not merely the

result of poor budgeting, but are also rooted in weak financial governance and leadership discretion within the Assembly. Second, it directly substantiates earlier findings on poor leadership support and the unwillingness of the Assembly's leadership to invest in the training and development of parliamentary staff. The diversion or withholding of funds explicitly budgeted for staff capacity building undermines the institutional logic of training and development as a strategic tool for organisational performance.

More broadly, this pattern reflects poor alignment between staff training and development and the organisational needs of the Rivers State House of Assembly. While training is formally recognised in budgetary provisions, its implementation is distorted by leadership practices that prioritise legislative actors over institutional staff, thereby weakening the administrative backbone of the Assembly. The consequence is a systemic erosion of staff capacity, motivation, and utilisation, with far-reaching implications for legislative effectiveness and institutional sustainability.

What are the measures that can enhance human capital development of parliamentary staff of Rivers State House of Assembly?

Table 8: Summary of descriptive statistics on the mean difference in the measures that can enhance human capital development of parliamentary staff of Rivers State House of Assembly

S/N	Items	SA	A	D	SD	Mean	SD	Decision
17	Prioritization of parliamentary staff training and development	60	33	10	0	3.49	0.67	*
18	Establishment of a separate department for training, research and development of parliamentary staff.	57	31	6	9	3.32	0.93	*
19	Improved budgetary allocation and timely release of same for parliamentary staff training	57	31	6	9	3.32	0.93	*
20	Regular and proper training need assessment before budgeting for human capital development	49	26	12	16	3.05	1.11	*
21	Separation of training and development budget for parliamentary staff and legislators	56	32	11	4	3.36	0.83	*
Grand mean						3.31	0.83	*

Key: * Agreed

Source: Researcher's Field Survey, 2025

The results of table 8 above further identify key measures that can enhance the human capital development of parliamentary staff of the Rivers State House of

Assembly (RSHA). As presented in Table 8 respondents strongly agreed that the prioritisation of parliamentary staff training and development constitutes the most critical intervention, as reflected in the highest mean score among the listed measures (mean = 3.49; SD = 0.67). This indicates a high level of consensus that staff training should be elevated from a peripheral activity to a core institutional priority within the Assembly.

Respondents also agreed that the separation of training and development budgets for parliamentary staff and legislators is a necessary reform measure (mean = 3.36; SD = 0.83). This finding reflects growing concern over the conflation of training budgets and reinforces the argument that joint budgeting arrangements undermine accountability, transparency, and equitable access to training opportunities for parliamentary staff.

In addition, the establishment of a separate department responsible for the training, research, and development of parliamentary staff recorded a high level of agreement (mean = 3.32; SD = 0.93). This suggests that respondents recognise the importance of institutionalising human capital development through dedicated organisational structures capable of planning, coordinating, and monitoring staff training initiatives. Closely related to this is the call for improved budgetary allocation and the timely release of funds for parliamentary staff training, which also recorded a mean score of 3.32 (SD = 0.93). This underscores the view that effective human capital development requires not only adequate funding but also predictable and timely financial disbursement.

Furthermore, respondents agreed on the importance of conducting regular and systematic training needs assessments prior to budgeting for human capital development (mean = 3.05; SD = 1.11). Although this item recorded the lowest mean among the identified measures, it nonetheless exceeds the criterion mean, indicating general agreement that evidence-based planning is essential for aligning staff training with organisational needs.

The aggregate result reinforces these findings. The grand mean score for the identified measures to enhance the human capital development of parliamentary staff of the RSHA was 3.31, with a standard deviation of 0.83. This indicates a strong overall consensus among respondents that the proposed measures are both necessary and capable of addressing the current deficiencies in staff training and development. Collectively, these measures emphasise the need for deliberate prioritisation, institutional restructuring, improved budgeting and financial governance, systematic needs assessment, and clearer separation of training responsibilities between legislators and parliamentary staff.

Taken together, the findings suggest that addressing the human capital deficit in the Rivers State House of Assembly requires not incremental adjustments but a coherent reform framework anchored on leadership commitment, institutional autonomy for staff development, and transparent financial management.

Testing of Hypotheses

Ho1: There is no significant relationship between the level of training of parliamentary staff and organizational productivity in the Rivers State House of Assembly.



Table 9: Summary of Pearson's Product Moment Correlation on the relationship between the level of training of parliamentary staff and organizational productivity in the Rivers State House of Assembly

		Level of training of parliamentary staff	Organizational productivity
Level of training of parliamentary staff	Pearson Correlation	1	-.217*
	Sig. (2-tailed)		.027
Organizational productivity	Pearson Correlation	-.217*	1
	Sig. (2-tailed)	.027	
	N	103	103

*. Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 9 summarise the Pearson Product Moment Correlation analysis of the relationship between the level of training of parliamentary staff and organisational productivity in the Rivers State House of Assembly (RSHA). The analysis yielded a correlation coefficient (r) of -0.217 , which is statistically significant at the 0.05 level ($p = 0.027$).

The negative sign of the correlation coefficient indicates an inverse relationship between the level of training of parliamentary staff and organisational productivity. This suggests that increases in the reported level of training are associated with decreases in organisational productivity, and vice versa. However, the magnitude of the coefficient indicates that the relationship is weak; implying that training alone does not strongly predict variations in organisational productivity within the RSHA.

The coefficient of determination (r^2) is 0.047, indicating that approximately 4.7 per cent of the variance in organisational productivity can be explained by variations in the level of training of parliamentary staff. Although this explanatory power is modest, it remains statistically meaningful, particularly within complex organisational settings where productivity is influenced by multiple interacting factors.

The observed negative relationship, while statistically significant, is analytically instructive rather than anomalous. It suggests that training, in the context of the RSHA, is not translating into improved organisational productivity due to intervening structural and institutional constraints. As earlier findings have shown, training programmes are irregular, poorly funded, inadequately planned, and weakly aligned with organisational needs. Under such conditions, training may exist in form rather than substance, or may even disrupt workflow without yielding corresponding performance gains.

Furthermore, the negative association may reflect a situation in which limited or poorly coordinated training initiatives raise staff expectations without providing the institutional support, utilisation mechanisms, or enabling environment necessary to convert enhanced skills into productive outcomes. This interpretation is consistent with earlier evidence of weak staff utilisation, poor leadership support, and mismanagement of training resources within the RSHA.

Given the statistically significant p -value ($p < 0.05$), the null hypothesis—which stated that there is no significant relationship between the level of training of parliamentary staff and organisational productivity in the Rivers State House of

Assembly—was rejected. This confirms that training is significantly related to organisational productivity, albeit in a manner shaped by broader governance, leadership, and utilisation failures rather than by training quality alone.

Ho2: There is no significant relationship between the utilization of training of parliamentary staff and organizational productivity in the Rivers State House of Assembly.

Table 10: Summary of Pearson's Product Moment Correlation on the relationship between the utilization of training of parliamentary staff and organizational productivity in the Rivers State House of Assembly

		Utilization of training of parliamentary staff	Organizational productivity
Utilization of training of parliamentary staff	Pearson Correlation	1	-.660**
	Sig. (2-tailed)		.000
Organizational productivity	Pearson Correlation	-.660**	1
	Sig. (2-tailed)	.000	
N		103	103

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

The results presented in Table 10 summarise the Pearson Product Moment Correlation analysis of the relationship between the utilisation of training of parliamentary staff and organisational productivity in the Rivers State House of Assembly (RSHA). The analysis yielded a correlation coefficient (r) of -0.660 , which is statistically significant at the 0.01 level ($p = 0.000$).

The negative sign of the coefficient indicates a strong inverse relationship between the utilisation of training by parliamentary staff and organisational productivity. This implies that lower levels of training utilisation are associated with lower levels of organisational productivity, and conversely, that improvements in the effective utilisation of training are associated with higher levels of productivity. The magnitude of the coefficient suggests a moderate-to-strong relationship, indicating that training utilisation is a key factor linked to organisational productivity within the RSHA.

The coefficient of determination (r^2) is 0.436, indicating that approximately 43.6 per cent of the variance in organisational productivity can be explained by variations in the utilisation of training by parliamentary staff. This represents a substantial explanatory power, particularly in organisational and administrative studies where productivity outcomes are typically shaped by multiple interacting variables. The strength of this relationship underscores the centrality of training utilisation—rather than mere training provision—in driving organisational outcomes.

The negative correlation observed in this analysis is analytically significant. It suggests that where training is poorly utilised—due to weak deployment mechanisms, poor role alignment, inadequate leadership support, or limited opportunities to apply acquired skills—organisational productivity is likely to decline. This finding aligns closely with earlier results showing poor staff utilisation, weak

institutional support, and limited opportunities for trained staff to contribute meaningfully to legislative research, drafting, and administrative processes.

The statistically significant p-value ($p < 0.01$) confirms that the observed relationship is unlikely to be due to chance. Consequently, the second null hypothesis—which stated that there is no significant relationship between the utilisation of training of parliamentary staff and organisational productivity in the Rivers State House of Assembly—was rejected at the 0.05 level of significance.

Taken together, this finding reinforces the argument that the productivity deficit within the RSHA is not solely a function of inadequate training provision, but more critically, of the failure to effectively deploy and utilise trained human capital. It highlights a structural paradox in which whatever limited training exists is neither strategically integrated into work processes nor leveraged to enhance institutional performance.

Ho3: There is no significant relationship factor undermining staff training and development and organizational productivity in Rivers State House of Assembly.

Table 11: Summary of Pearson’s Product Moment Correlation on the relationship between the challenges facing staff training and development and organizational productivity in Rivers State House of Assembly

		Challenge facing staff and development t	Organizational productivity
Challenges facing staff training and development	Pearson Correlation	1	.500**
	Sig. (2-tailed)		.000
Organizational productivity	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.000	
N		103	103

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

The results presented in Table 11 summarise the Pearson Product Moment Correlation analysis of the relationship between the challenges facing staff training and development and organisational productivity in the Rivers State House of Assembly (RSHA). The analysis yielded a correlation coefficient (r) of 0.500, which is statistically significant at the 0.01 level ($p = 0.000$).

The positive sign of the coefficient indicates a moderate positive relationship between the challenges confronting staff training and development and organisational productivity. This suggests that increases in the reported challenges are associated with increases in measured organisational productivity. The magnitude of the coefficient indicates a moderately strong relationship, implying that challenges in staff training and development are meaningfully associated with productivity outcomes within the RSHA.

The coefficient of determination (r^2) is 0.25, indicating that approximately 25 per cent of the variance in organisational productivity can be explained by variations in the challenges facing staff training and development. This level of explanatory



power is substantial in organisational research, underscoring the significance of training-related challenges as an important correlate of productivity dynamics within the Assembly. Moreover, the finding may also indicate that as organisational pressures and performance demands intensify, the inadequacies and challenges of staff training and development become more visible and are more strongly reported by staff. This interpretation aligns with earlier qualitative evidence pointing to weak leadership support, mismanagement of training funds, and poor utilisation of trained staff within the RSHA.

This synthesis reinforces the central argument of the study: the productivity deficit in the Rivers State House of Assembly is not merely a problem of insufficient training, but fundamentally a problem of institutional failure in converting training into productive outcomes. Leadership unwillingness, misaligned budgeting, weak utilisation structures, and the absence of effective governance mechanisms collectively undermine the human capital development function of the Assembly. Consequently, productivity outcomes remain vulnerable, contingent, and heavily dependent on individual rather than institutional capacity.

DISCUSSION OF FINDINGS

Level of Training and Development of Parliamentary Staff of the RSHA

The data presented and analysed indicate that the level of training and development of parliamentary staff of the Rivers State House of Assembly (RSHA) between 2015 and 2023 was markedly low. This deficiency is fundamentally attributable to poor planning and the absence of a systematic training needs assessment framework. Empirically, the RSHA had only two qualified legal/legislative draftsmen during the period under review, with several others having retired and no deliberate effort made to train or recruit replacements. These acute skills gap significantly undermines the quality, technical soundness, and internal coherence of bills emanating from the hallowed chambers of the House.

Similarly, the Library and Research Department of the Assembly was poorly staffed and critically deficient in technical expertise. As a result, the institutional memory and cumulative store of legislative knowledge—both of which are indispensable to effective law-making—were severely compromised. In functional terms, this situation reflects a breakdown in the structural–functional capacity of the legislature, as core support units necessary for legislative productivity were unable to perform optimally.

One major factor accounting for the poor level of training and development is the consistently low priority accorded to staff capacity-building and the corresponding low level of investment in human capital development. An extrapolation from the RSHA's total training and development budget of ₦1,844,982,000 reveals that ₦739,992,800 was statutorily earmarked for parliamentary staff training, based on the conventional allocation ratio of 60 per cent for parliamentarians and 40 per cent for parliamentary staff. Despite this substantial allocation, findings indicate that the training funds were either misutilised or failed to translate into meaningful capacity development outcomes.

Consequently, parliamentary staff of the RSHA lacked the requisite technical competence to support core legislative business. Most staffs were not compliant with modern information and communication technology (ICT) requirements, a

shortcoming that became particularly evident during the COVID-19 pandemic. The Assembly was unable to function effectively during this period because its operations were not digitalised. Legislative activities were therefore largely suspended, creating a governance vacuum that enabled the issuance of certain anti-developmental executive orders by the Governor during the period.

These findings corroborate the position of Isaac et al. (2020), who established that the training and development of parliamentary staff significantly influence parliamentary performance. In the present case, the poor training of parliamentary staff exerted a negative impact on the effectiveness of the RSHA. This further reinforces the argument of Haidu et al. (2015) that a functional relationship exists between human capital development and organisational productivity.

Factors Undermining Training and Development of Parliamentary Staff of the RSHA

The study identified several interrelated factors undermining the training and development of parliamentary staff of the RSHA, including poor training needs assessment and planning, weak organisational leadership, mismanagement of training funds, and the absence of a functional Rivers State House of Assembly Service Commission (RSHASC). Collectively, these factors eroded staff capacity, weakened performance, and diminished overall organisational productivity.

The findings revealed that no formal training needs assessment was conducted within the RSHA during the period under review. In the absence of such assessment, it becomes practically impossible to design and implement development programmes that respond to the evolving demands of a contemporary legislature. This failure is itself symptomatic of poor organisational leadership. Leadership provides strategic direction, articulates institutional priorities, and mobilises resources towards the achievement of organisational goals. The absence of effective leadership within the RSHA therefore undermined its capacity to deliver quality legislation and effective governance.

More critically, the leadership of the RSHA appeared largely unmindful of the importance of parliamentary staff as custodians of institutional memory and repositories of legislative expertise. Parliamentary staffs play a vital role in legislative drafting, research, documentation, and the articulation of laws in technically sound forms that are devoid of legal ambiguities and manoeuvres. This institutional neglect was starkly illustrated in the legislative blunder involving the House's initial reversal, through a resolution, of the 2007 Supreme Court judgment on the governorship of Sir Celestine Omehia, only to later reverse itself on the claim of ignorance of the judgment's substantive content regarding Omehia's non-recognition as a former Governor of Rivers State. This episode, which amounted to an act of contempt *ex facie curiae*, could have been avoided had the legislature relied on robust institutional memory and professional legislative advice.

The deficit of trained parliamentary staff with legislative expertise therefore had debilitating consequences for legislative research, documentation, and oversight. Legislators depend heavily on the professional competence of parliamentary staff to effectively discharge their law-making and oversight functions. The apparent unmindfulness of legislators regarding this dependency partly explains the misutilisation of parliamentary staff training funds observed during the period.

Furthermore, the findings revealed the absence of a functional Rivers State House of Assembly Service Commission during the period under review. The Commission is statutorily responsible for the recruitment, training, discipline, and overall human resource development of parliamentary staff. Its absence created an institutional vacuum that severely undermined structured capacity development and long-term human capital planning, with significant implications for organisational productivity.

These findings align with Monday et al. (2018), who observed that manpower development utilisation over time has been characterised by ineptitude, resulting in poor organisational productivity. They also corroborate Umar et al. (2019), who argued that impressive organisational structures and physical edifices do not automatically translate into productivity; rather, productivity is fundamentally driven by the quality of human resources. Additionally, the findings support Duggah (2007), particularly in relation to how disruptions in workforce management—occasioned here by the absence of a functional RSHASC—frustrated efforts at parliamentary staff development.

Poor Job Satisfaction, Demotivation, and Organisational Productivity

The findings further demonstrate that the persistently low level of training of parliamentary staff of the RSHA between 2015 and 2023 contributed significantly to poor job satisfaction and staff demotivation. The absence of regular training opportunities and incentives diminished morale and negatively affected staff performance and productivity. This inevitably manifests in the quantity, quality, and technical robustness of bills and laws produced by the RSHA.

The dearth of qualified personnel in the Library and Publications Department particularly undermined the production of the daily Hansard, which had not been consistently published for over six years. Alarming, the RSHA library did not possess up-to-date compilations of the House's laws and resolutions for the period under review, thereby denying both legislators and the public access to essential legislative records. This situation is especially disheartening given that budgetary provisions for parliamentary staff training were reportedly expended during the same period.

Taken together, these outcomes reflect poor organisational leadership and a systematic disregard for parliamentary staff as a critical factor in legislative productivity. The neglect of staff welfare, capacity-building, and professional development not only demotivated personnel but also undermined the institutional effectiveness and democratic accountability of the Rivers State House of Assembly.

SUMMARY AND CONCLUSION

Despite the universal recognition of human capital development as the single most critical determinant of organisational productivity, this study reveals a profound institutional neglect of parliamentary staff training and development within the Rivers State House of Assembly (RSHA). Parliamentary staff, who constitute the institutional memory and operational backbone of the legislature, have been systematically marginalised by the Assembly's leadership. This disposition reflects a deep-seated disinterest in strengthening the Assembly's core legislative mandates in



ways that promote institutional effectiveness, organisational productivity, and broader social progress.

Rather than prioritising performance and capacity-building, the leadership of the RSHA appears to have been driven largely by prebendal considerations, characterised by the pursuit of primitive material accumulation for private ends. Consequently, little or no strategic attention was paid to the professional development of parliamentary staff, who constitute the engine room of legislative operations. The study demonstrates that this neglect is not accidental but structural, manifesting in weak training policies, poor planning, and the consistent failure to implement meaningful capacity development programmes.

More troubling is the apparent conspiracy against parliamentary staff development, evidenced by the incautious misappropriation and misutilisation of training funds earmarked for parliamentary staff. This occurred with the tacit acquiescence of the Clerk of the Assembly—the administrative head of parliamentary staff—whose actions, particularly at the twilight of his career, appear to have been shaped by political expediency rather than institutional responsibility. The consequence has been a widening human capacity deficit that has gravely undermined the functionality of the legislature.

Empirically, the study establishes that the legislative and legal drafting department, the library and publications department, as well as the research and documentation units of the RSHA, have become largely moribund. The dysfunctionality of these critical support units has resulted in the production of poor-quality bills and laws, the absence of properly archived reference copies of bills, resolutions, and enacted laws, and limited public access to legislative outputs. In essence, the RSHA has experienced declining performance and persistently low organisational productivity.

In the light of these findings, the study concludes that Rivers State is likely to continue to operate a dysfunctional, under-performing, and under-productive legislature so long as its institutional memory and technical apparatus—represented by parliamentary staff—remain incapacitated. Without deliberate investment in human capital development, the Assembly's capacity to fulfil its constitutional responsibilities and contribute meaningfully to democratic governance and social development will remain severely constrained.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Prioritisation of Parliamentary Staff Training and Development

The study establishes that previous leadership of the RSHA demonstrated clear disinterest in parliamentary staff training, as reflected in low budgetary allocations, non-release of approved funds, mismanagement of training resources, and the overall low level of staff development. These shortcomings have had direct and adverse implications for the productivity and effectiveness of the Rivers State House of Assembly. It is therefore imperative that succeeding leadership accords priority to parliamentary staff training and development. This can be achieved through the formulation and implementation of a comprehensive, well-articulated,

and strategic RSHA policy on parliamentary staff training and human capital development.

Institutionalised Mechanism for Regular Training Needs Assessment

The study identifies poor training needs assessment as a major factor undermining effective training planning, execution, and evaluation. To address this gap, the Research and Development (R&D) Department of the RSHA should establish a dedicated unit responsible for continuous training needs assessment of parliamentary staff. Institutionalising this mechanism will facilitate evidence-based training planning and ensure that capacity development programmes are tailored to reinforce the evolving technical and professional competencies required in a modern legislature.

Establishment of a Parliamentary Staff Training, Research and Development Department

A pronounced disparity was observed between the capacity development opportunities available to elected legislators and those accessible to parliamentary staff, despite the existence of budgetary allocations for staff training. Going forward, the capacity development frameworks for legislators and parliamentary staff should be clearly separated, with distinct budgetary provisions and independent fund releases. The establishment of a dedicated Parliamentary Staff Training, Research and Development Department within the RSHA is therefore recommended. Such a department would be responsible for managing and utilising training funds for parliamentary staff, thereby ensuring equitable access to training and retraining opportunities across all staff categories and enhancing institutional productivity.

Increased Funding for Training and Staff Development

The study further reveals that budgetary allocations for staff training and development in Rivers State are grossly inadequate. To reverse this trend, the Rivers State Government should significantly increase funding for human capital development within the RSHA. Enhanced investment in staff training will improve performance, institutional effectiveness, and overall legislative productivity.

Partnership-Based Funding for Capacity Development

Given the persistent funding constraints confronting training and development initiatives, the RSHA should explore partnership-based funding arrangements. Experiences from national parliaments indicate that donor agencies and development partners often support legislative capacity-building initiatives. The RSHA should therefore build institutional trust, transparency, and credibility as social capital for accessing donor-funded training and development programmes for its parliamentary staff.

Reconstitution of the Rivers State House of Assembly Service Commission

The findings also reveal the absence of effective manpower planning, employment supervision, promotion, and structured training of parliamentary staff between 2016 and the present period. This situation is largely attributable to the dysfunctionality of the Rivers State House of Assembly Service Commission

(RSHASC), which has undermined systematic human resource development within the Assembly. The study therefore strongly recommends the urgent reconstitution of the RSHASC by the Executive Governor of Rivers State, to enable it to discharge its statutory responsibilities and enhance the productivity and institutional effectiveness of the Rivers State House of Assembly.

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