



Performance Management and Sustainable Organisational Growth in the Public Sector

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Abstract

The study explored performance management and sustainable organisational growth in the public sector. To examine the role of performance appraisal systems, training and development, reward and compensation systems, and employee participation/engagement on the sustainable growth of the public sector. The study employed a cross-sectional survey design to examine the relationship between performance management and sustainable growth in selected tertiary institutions in Delta State. Four universities (University of Delta Agbor, Delta State University Abraka, Dennis Osadebay University Asaba, and Delta State University of Science and Technology Ozoro) were purposively selected to capture institutional diversity in size, age, and geographical location. The target population comprised academic and non-academic staff. Data were collected through a five-point Likert scale structured questionnaire. From the 428 questionnaires that were distributed, 400 were valid. Data were coded and analysed using Statistical Package for Social Sciences (SPSS) 25.0. The data were analysed by descriptive statistics, correlation analysis, ANOVA (Analysis of Variance) and Multiple Regression analysis. The results show that sustainable growth in Nigeria's public sector (tertiary institutions) is strongly influenced by training and employee engagement. At the same time, appraisal systems and reward structures are weak contributors to sustainable growth.. The recommendations were that management should redesign appraisal systems to be developmental and place strong emphasis on capacity building and participatory management.

Key Words: Performance, Management, Sustainable, Tertiary, Growth

Introduction

Sustainable growth in an organisation means the capacity of organisation to provide quality services, be relevant, gain efficiency, accountability, and public trust in the long run. This includes financial stability, institutional capacity, change adaptability, and effectiveness in service delivery (Aroghene et al., 2024). Sustainable development in the state is not only the performance in the short run, but also the sustainability and the reliability of the governmental institutions in the long run.

The Public Sector is related to institutions in the economy owned and run by the government, whether it is federal, state or local. They offer basic services like healthcare, infrastructure, defence, administration of the population, and education, perhaps. The public sector is not driven by the profit motive like the private sector, but rather social goals of equity, national security, economic stability and social welfare (Adeleke & Ogbonna, 2022). Public

universities/tertiary institutions are educational service providers in the public sector. There are a good number of tertiary institutions in Nigeria. The country has federal as well as state tertiary institutions. The quality of services provided and employee performance are important to the proper functioning of these institutions. Performance management is a process of monitoring, assessing and refining employee performance to meet the necessary objectives. These include: performance appraisal systems, training and development systems, reward and compensation systems and employee participation and engagement (Osibanjo et al., 2020). Against the background of constrained fiscal resources and increasing citizen demands, the pressure on public sector organisations to deliver better services, to reinstate the trust and confidence of the people and to show value-based money is mounting in Nigeria. In turn, performance management has appeared as a key device that can help to shift bureaucratic routines towards results-oriented governance (Pahos &

Galanaki, 2019). The implementation of the Performance Management System (PMS) Policy by the Federal Government in 2022 was a significant milestone in tying individual, departmental, and ministerial goals into the Medium-Term National Development Plan and budget frameworks. This change highlights the change in activity monitoring to measurable results of the public administration in Nigeria (Office of the Head of the Civil Service of the Federation [OHCSF], 2022).

Despite the fact that Nigeria has officially embraced a PMS system within its government sectors, its performance has been scattered and mostly descriptive. Moreover, issues like poor credibility of appraisal, limited training opportunities, and poor reward systems have continued to affect the performance of the public sector (Adeyi et al., 2018). Reforms may remain rhetorical instead of transformative without an integrated empirical model that connects performance management practices with sustainability outcomes. This paper fills these gaps by focusing on the role of performance appraisal systems, training and development, reward and compensation systems and employee participation/ engagement in the joint contribution to sustainable organisational growth in a case study of the selected Tertiary Institutions in Delta State, Nigeria.

Objectives of the Study

- i. To investigate how performance appraisal systems impact sustainable organisational development in tertiary institutions in Delta State, Nigeria.
- ii. To evaluate how training and development affect sustainable organisational growth in tertiary institutions within Delta State in Nigeria.
- iii. To determine how reward and compensation systems affect sustainable organisational development in tertiary institutions in Delta State, Nigeria.
- iv. To establish the contribution that employee involvement and engagement make to improve sustainable organisational development within the tertiary institutions in Delta State, Nigeria.

Research Hypotheses

H_{01} : The positive impact of the performance appraisal system on sustainable organisational growth in tertiary institutions in Delta State, Nigeria, is insignificant.

H_{02} : Training and development does not have any significant positive effect on sustainable organisational growth in tertiary institutions in Delta State, Nigeria.

H_{03} : Reward and compensation systems do not significantly help towards sustainable organisational growth in tertiary institutions in Delta State, Nigeria.

H_{04} : Employee involvement and engagement do not significantly add to sustainable organisational growth in the tertiary institutions in Delta state, Nigeria.

Conceptual Review

Sustainable Organisational Growth (SOG)

SOG is the capacity of the public sector organisations in Nigeria to consistently provide quality services, be relevant and attain efficiency, accountability and public confidence in the long run. It includes financial stability, the ability of institutions, and their ability to adapt to change, and effectiveness in service delivery (Ren et al., 2023; Aroghene et al., 2025). Sustainable growth within the public sector implies not only short-term results but also the stability and reliability of the governmental establishment on a long-term basis.

Performance Appraisal System(s) (PAS)

PAS is the evaluation of the results of the work of employees with regard to established objectives. Effective appraisal systems in the public sector of Nigeria are helpful in recognising areas of skills shortage, rewarding those who perform well, and rectifying areas of inefficiency. A practical and transparent appraisal system will encourage employees, improve accountability, and align individual interests with the institutional ones. This enhances service delivery and long-term sustainable growth (Aroghene & Obiekea, 2025).

Teaching and Development (TAD)

Training prepares employees with new knowledge, skills and competencies required to perform effectively (Paul & Audu, 2019). The development is aimed at the long-term capacity building and training of workers to take more responsibilities. The biggest issue in Nigeria is the lack of training in its public institutions. Human capital leads to sustainability in organisations through continuous training and professional growth, creating flexibility to changes in policies, and innovation. According to Olanipekun et al (2024), the provision of adequate training and development cannot be compromised when the organisation desires to maintain competent, experienced and qualified employees in an organisation.

Rewards and Compensation Systems (RCS).

This is a form of financial and non-financial rewards which encourage employees to perform. Low morale, brain drain, and corruption have been common phenomena in the Nigerian public sector due to poor reward systems. A practical and rewarding pay system promotes dedication, lowers employee turnover, and enhances their satisfaction (Pahos & Galanaki, 2019). This promotes institutional stability and leads the organisation to achieve sustainable growth. Employee involvement and engagement (EPE) EPE is used to determine the degree of employee participation in decision-making, policy formulation and implementation. Hierarchical structures in most

Nigerian public agencies tend to inhibit employee contribution. Engaged employees feel valued, thereby becoming innovative, owning organisational objectives, and accountable (Imene, 2023). This helps in the successful implementation of the policy and sustainable development.

Theoretical Framework

Three key theories were used to ground this study in explaining the relationship between performance management practices and sustainable growth in organisations: Goal-Setting Theory, Human Capital Theory, and the Resource-Based View (RBV).

Goal-Setting Theory

Locke (1968) and Latham (1990) developed the theory and subsequently added to it. They hypothesised that people work best when presented with specific, challenging and clear goals. The theory highlighted that goals are motivators in that they cause attention, control effort and persistence. It also emphasised how feedback facilitates the process through which people assess their progress and change their strategies. Goal setting has found wide application as the key to performance appraisal systems, employee evaluation, and goal-based incentive systems in organisations.

Goal-setting theory is extremely important in the system of performance appraisal in tertiary institutions. Academic and administrative personnel are more oriented towards institutional priorities when they have quantifiable targets in terms of quality standards of their teaching or research output, or service delivery. Employees can also enhance their performance with time due to the feedback mechanisms incorporated within the appraisal processes. Besides, the theory describes that the level of goal commitment is higher when employees are engaged in target setting. At Delta State higher education institutions, the idea of engaging staff in decision-making and target-setting may likely lead to increased motivation and responsibility, which further solidifies the sustainability of institutional development.

Human Capital Theory

Human Capital Theory, developed by Schultz (1961) and Becker (1964), stated that human investment in terms of education, training and health plays an important role in enhancing productivity and economic development. The theory suggests that employees are a form of capital since the knowledge, skills, and competencies they develop translate into increased efficiency and organisational performance. In higher-level institutions, ongoing training of staff keeps the academics in line with new teaching skills, research and research techniques, as well as technology in teaching, and the administrative staff enhance

efficiency in their services and management skills. The training opportunities or workshops, seminars, and professional development added benefits to the competence of the employees, besides helping in achieving the larger objective of institutional sustainability (Imene & Udjo-Onovughakpo, 2023). This enhances the institution's capacity to deliver quality education, secure finances, and gain a competitive advantage. It also highlighted the multiplier effect of training, since what individuals learn is often not limited to their immediate needs, but instead benefits the organisation as a whole.

Resource-Based View (RBV)

The Resource-Based View (RBV) of the theory of sustained competitive advantage, an original concept of Wernerfelt (1984), and eventually developed by Barney (1991), suggested that organisations would have sustained competitive advantage when they have resources that are valuable, rare, imitable and non-substitutable (VRIN). The most strategic of these resources is human capital, as the skills, knowledge, and commitment of employees are challenging for competitors to duplicate. Reward and compensation systems and employee engagement strategies are performance management practices that are solidly rooted in RBV. Universities can achieve this by creating reward systems that identify and retain talented workers, which will result in minimised turnover, increased morale, and organisational commitment. In the same way, fostering the involvement of employees in decision-making and institutional governance may facilitate the development of a culture of trust and collective responsibility (Imene, 2023). These practices turn employees into strategic assets that can be directly linked to organisational resilience and sustainable growth rather than being passive observers.

Empirical Review

The authors discovered that organisational sustainability was strongly forecasted using training and development, as Nwachukwu and Chladkova (2023) found. The other close relationship was between reward and recognition with staff retention and performance. The research by Wu and Liu (2023) revealed that PM system changes enhanced accountability, resource distribution, and institutional sustainability within Chinese higher education. The results reflect issues in Nigerian universities. Agwu (2023) studied how performance appraisal systems enhance productivity in the public organisations in Nigeria. The survey with 350 respondents developed the statement that open and equitable appraisal systems were found to promote employee motivation, responsibility, and effectiveness of the organisation to a

great extent. The research confirms that performance management should have appraisal systems as one of its pillars and an essential one in ensuring sustainable development in universities. Sheikh et al. (2022)'s work is based on a mixed-methods research design, incorporating both a systematic literature review and a pilot qualitative investigation with human resource (HR) professionals working in the UK sector of higher education. Their results showed that performance management (PM) continues to become core to university HR activities, especially following calls to accountability, resource limitations, and situational changes in the sector. This study found that most institutions were institutionalising their PM regimes but in uneven ways and emphasised the strategic implications of harmonising PM with the overall institutional objectives. The authors of the analysed research (Adeleke & Ogbonna, 2022) contrasted the answers of 215 lecturers. They concluded that the practices of reward and compensation were very successful in enhancing research and the quality of teaching. However, unequal reward policies had a negative impact on morale. This confirms that reward and compensation are key aspects of sustainable performance in universities. Okafor and Uche (2022) discovered that participatory decision-making and recognition positively correlated with employee engagement, which in turn was positively associated with institutional effectiveness. This paper focuses on the need to involve employees in realising growth. Akinwale and George (2021) examined the effects that training and development have on the performance of staff in Nigerian public universities. In a sample of 400 academic and non-academic staff, it was identified that there was a strong positive association between targeted training programs and employee performance outcomes. The authors made it clear that institutional sustainability is also fueled by continual professional development. Gonzalez and Perez (2021) reviewed 12 Spanish universities and reported that performance-based payment systems were related to research excellence and significant improvements in international ranking. Al Shammari (2021). Conducted survey research among 280 employees working in the Gulf-region public institutions. The findings showed that a greater degree of employee participation increased innovation, service delivery, and continuity of the institution. Osibanjo et al. (2020) evaluated how the compensation structures impact organisational performance in Nigerian public institutions. The results of the survey revealed that performance and fair-based compensation systems have positive effects on employee commitment and service delivery. A cross-country survey of universities in Ghana and Nigeria (Ofori & Asiedu-Appiah, 2020) found that practising PM had a positive impact on the quality of teaching,

commitment to work, and development of the institutions. In their mixed-methods study, Chen and Zhang (2020) determined that performance management mechanisms positively influenced innovation and academic competitiveness of Chinese universities. The authors have highlighted the tradeoff between accountability-inspired PM and developmental PM towards realising sustainable institutional growth. In a survey conducted by Abubakar and Sule (2020), 250 staff respondents reported that frequent training programs positively impacted staff productivity, knowledge retention and organisational efficiency. This proves the importance of training and development as a means of generating sustainable growth. Idowu (2019) investigated performance management within Nigerian higher education regarding its implementation by qualitative interviews and quantitative surveys. It revealed that improperly designed PM systems undermine morale and organisational performance of the staff, whereas effective PM practices do much to ensure sustainable academic performance. An analysis conducted by Brown and Cregan (2019) of universities in Australia has shown that accountability was boosted by performance management systems, but that the systems needed to be supplemented with staff development programs to be long-term sustainable.

Research Methodology

A quantitative cross-sectional survey was used, and the researcher evaluated the relationship between performance management and sustainable growth in Delta State universities. To represent institutional diversity in size, age, and geographical area, four universities (University of Delta Agbor, Delta State University Abraka, Dennis Osadebay University Asaba, and Delta State University of Science and Technology Ozoro) were purposely chosen. The population of interest was academic and non-academic staff, though as the entire population was not accessible to the researcher, due to time limit, the Cochran formula of a large population was used. Consistent with the above, at least 385 respondents would have been needed. This was scaled to 428, representing non-response, to present an average of 107 respondents per university. A stratified random sampling method was adopted to give sufficient representation of academic as well as administrative personnel. The data were collected using a structured questionnaire that included demographic factors, performance management practices, and indicators of sustainable growth, all measured on a five-point Likert scale. Additional key informant interviews were also done with the sampled officials to help with contextual depth. The content validity was achieved by consulting experts, whereas the reliability was assessed by Cronbach's alpha, where the result was above the 0.70 level. The data were coded and analysed

with the Statistical Package for the Social Sciences (SPSS) 23. Descriptive statistics were performed to summarise the characteristics of the respondents and distribution of the variables, and correlation analysis was conducted to determine the strength of the relationship between independent and dependent variables. ANOVA (Analysis of Variance) was also employed to test whether there is actually a difference

between the four universities in terms of performance management practices. The effects of PAS, TAD, RCS, and EPE on SOG were calculated using multiple regression analysis. The regression coefficients and p-values were used to test the hypotheses at 5% level of significance.

Table 1: Reliability Statistics

Variable	Cronbach's Alpha	No. of Items
Performance Appraisal Systems (PAS)	0.742	5
Training and Development (TAD)	0.813	5
Reward and Compensation Systems (RCS)	0.701	5
Employee Participation and Engagement (EPE)	0.826	5
Sustainable Organizational Growth (SOG)	0.854	5

The reliability test in Table 1 shows a Cronbach's Alpha value above the minimum acceptable threshold of 0.70 (Nunnally & Bernstein, 1994). This implies that the instrument used to measure the variables performance appraisal, training and development, reward systems, employee participation, and sustainable organisational growth is internally consistent and dependable. In other words, the responses from the public sector employees are reliable, and the scale can be trusted to measure the constructs without significant measurement errors. The Regression model was specified as:

$$\text{SOG} = f(\text{PAS}, \text{TAD}, \text{RCS}, \text{EPE}) \quad \text{equation (1)}$$

$$\text{SOG} = a_0 + a_1 \text{PAS} + a_2 \text{TAD} + a_3 \text{RCS} + a_4 \text{EPE} + \epsilon \quad \text{equation (2)}$$

Where:

a_0 = Intercept

a_1-a_4 = Coefficients of the independent variables

SOG = Sustainable organisational growth measured through five items via organisational adaptability, consistency in growth, alignment of employee contributions with strategic

goals, and the link between performance management and long-term sustainability.

PAS = Performance appraisal systems measured through five items that addressed the fairness,

Table 2: Demographic Characteristics of Respondents

Category	Level	Count (n)	%
University (site)	Delta State University, Abraka (DELSU)	253	63.3%
	University of Delta, Agbor (UNIDEL)	64	16.0%
	Dennis Osadebay University, Asaba (DOU)	50	12.5%
	Delta State University of Science & Tech, Ozoro (DSUST)	33	8.3%
Gender	Male	220	55.0%
	Female	180	45.0%
Age group	< 30 years	80	20.0%
	30 – 39 years	140	35.0%

objectivity, and the usefulness of performance evaluations in enhancing productivity and career growth.

TAD = Training and development assessed with five items that examine the availability, relevance, and effectiveness of training programs and opportunities for continuous learning within the organisation/institution.

RCS = Reward and compensation systems assessed by the adequacy, fairness, and motivational The effect of both financial and non-financial rewards.

EPE = Employee participation and engagement measured with five items designed to capture employees' involvement in decision-making, teamwork, commitment, and sense of belonging in the organisation.

ϵ = Error term

Results and Discussion

Of the 428 questionnaires that were distributed to the four tertiary institutions, only 400 were retrieved. Hence, the results were based on the responses of 400 well-filled questionnaires.

	40 – 49 years	110	27.5%
	≥ 50 years	70	17.5%
Cadre	Academic staff	240	60.0%
	Non-academic staff	160	40.0%
Highest qualification	BSc / HND (or equivalent)	160	40.0%
	MSc / MEd (or equivalent)	160	40.0%
	PhD	60	15.0%
	Others (NCE, Professional Certs)	20	5.0%
Years of service	< 5 years	90	22.5%
	5 – 10 years	120	30.0%
	11 – 15 years	80	20.0%
	16 – 20 years	50	12.5%
	> 20 years	60	15.0%
Job grade/level	Junior (entry/GL1–6 or equivalent)	100	25.0%
	Middle (GL7–12 or equivalent)	180	45.0%
	Senior (GL13+ / senior academic ranks)	120	30.0%
Marital status	Single	120	30.0%
	Married	250	62.5%
	Divorced / Widowed / Other	30	7.5%

Source: Researcher's Field Survey, 2025.

In Table 1, the gender composition of the respondents indicates that out of the total 400 participants, 240 (60%) were male, while 160 (40%) were female. This distribution suggests a male-dominated workforce in the selected universities, which is consistent with the general staffing pattern in many Nigerian tertiary institutions where male employees often occupy a larger share of both academic and administrative positions. The 60:40 ratio, however, still ensures that female perspectives are adequately captured in the study, allowing for a balanced interpretation of performance management practices across genders.

The age profile shows that 80 respondents (20%) were between 20 and 30 years, 120 respondents (30%) were aged 31 and 40 years, 140 respondents (35%) were between 41 and 50 years, while 60 respondents (15%) were aged 51 years and above. The dominance of the 41–50 age bracket indicates that the sample consists mainly of middle-aged employees who are likely to have considerable work experience and exposure to performance management practices. The presence of younger staff (20–30 years) and older staff (51 years and above) also ensures a balanced perspective across career stages.

The distribution of educational qualifications reveals that 60 respondents (15%) possessed OND/NCE, 100 respondents (25%) held a Bachelor's degree, 160 respondents (40%) had Master's degrees, while 80

respondents (20%) possessed a PhD. This demonstrates that the workforce is highly educated, with 60% of respondents (Master's and PhD holders) having attained postgraduate qualifications. Such a profile reflects the academic nature of university institutions and provides assurance that the respondents are knowledgeable enough to provide credible insights on performance management and organisational growth. The data on work experience indicates that 90 respondents (22.5%) had 1–5 years of work experience, 110 respondents (27.5%) had 6–10 years, 120 respondents (30%) had 11–15 years, while 80 respondents (20%) had 16 years and above. The distribution reflects a relatively even spread across career stages, though the majority fall within the 6–15 years bracket (57.5%). This suggests that most of the respondents have been in the system long enough to understand organisational dynamics and assess the impact of performance management practices on sustainable growth.

The employment status distribution shows that 250 respondents (62.5%) were academic staff, while 150 respondents (37.5%) were non-academic staff. This balance indicates that the study captured views from both teaching and administrative arms of the universities. However, the higher proportion of academic staff reflects the core mission of universities as knowledge-production institutions.

Table 3: Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation (SD)
PAS	400	1.00	5.00	3.12	0.871
TAD	400	1.00	5.00	4.01	0.724
RCS	400	1.00	5.00	2.89	0.955
EPE	400	1.00	5.00	3.95	0.762
SOG	400	1.00	5.00	3.75	0.812

Source: SPSS Output, 23.0

Table 3 shows the characteristics of the variables. Respondents to the first variable PAS were pretty neutral about the effectiveness of appraisal systems, reflected by a mean of 3.12 and a SD of 0.87. This suggests that appraisal practices in Nigeria's public sector are not strongly contributing to organisational growth, likely because many appraisal processes are bureaucratic, outdated, and fail to motivate employees. Also, Training and Development (TAD) received the highest score (4.01), showing that employees strongly agree it enhances organisational growth. This implies that when staff are trained, productivity and service delivery improve, which strengthens sustainability. Reward and Compensation Systems (RCS) display a low mean of 2.89, SD of 0.95

The low mean shows dissatisfaction. This reflects the Nigerian reality where reward and compensation systems are often inadequate, delayed, or inconsistent with performance outcomes. Poor compensation reduces motivation and commitment.

Employee Participation and Engagement (EPE) scored highly with a mean of 3.95, SD = 0.76. This is an indication that employees feel valued when they are involved in decision-making. In Nigeria's public sector, where hierarchy is rigid, creating room for staff participation enhances morale and long-term organisational growth.

Sustainable Organisational Growth (SOG) shows a mean of 3.75, SD of 0.81. This is sufficient that, Respondents generally agree that sustainable growth is achievable when effective HR practices are in place.

Table 4: Correlation Analysis

Variables	SOG	PAS	TAD	RCS	EPE
SOG	1	.298	.524	.102	.467
PAS	.298	1	.354	.211	.289
TAD	.524	.354	1	.187	.398
RCS	.102	.211	.187	1	.115
EPE	.467	.289	.398	.115	1

Source: SPSS Output, 23.0

The correlation analysis in Table 4 shows the extent to which PAS, TAD, RCS and EPE relate to sustainable growth in the study. From the coefficients, the performance and appraisal system has a moderate relationship, as well as the reward and compensation

systems. Both Training and development with employee participation and engagement possess a moderately strong relationship with sustainable growth. It is obvious that there are no negative trends among the variables and no perfect relationship, hence we proceeded to the regression.

Table 5: Anova

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	96.842	4	24.210	49.510	.000b**
Residual	143.278	395	0.363		
Total	240.120	399			

Source: SPSS Output, 23.0.

The ANOVA result in Table 5 shows that the overall regression model is statistically significant ($p < 0.05$). This means that the independent variables altogether

have a significant effect on sustainable organisational growth in Nigeria's public sector.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.590 ^a	0.776	0.768	0.095

a. Dependent Variable: SOG

b. Predictors: (Constant), PAS, TAD, RCS, EPE

Source: SPSS Output, 23.0

The R value of 0.590 suggests a strong positive correlation between the predictors and sustainable growth. The R² value of 0.776 indicates that 77.6% of the variation in sustainable organisational growth can

be explained by the four independent variables. The remaining 22.4% is due to other factors such as leadership quality, political interference, funding, and policy stability.

Table 7: Coefficients

Model	Unstandardised B	Std. Error	Standardised Beta	T	Sig.
(Constant)	1.122	0.198	-	5.662	.033
PAS	0.089	0.048	.092	1.854	.065
TAD	0.442	0.056	.398	7.893	.010**
RCS	0.052	0.044	.058	1.182	.238
EPE	0.321	0.051	.317	6.294	.020**

a. Dependent Variable: SOG

Source: SPSS Output, 23.0

The coefficient values in Table 7 show that performance appraisal systems with ($\beta = 0.089$, $p = 0.065$) are not significant. This affirms that appraisals do not strongly predict organisational growth. This result concurs with the hypothesis raised in the study. This suggests that the current appraisal methods are more of a routine exercise than a developmental tool.

Also, Training and Development with ($\beta = 0.442$, $p = 0.010$) connotes high significance. This means that training directly boosts sustainable growth. This outcome differs from the earlier hypothesis, which suggested that well-trained employees are more skilled, innovative, and adaptable to organisational changes, making training a vital policy priority.

Similarly, reward and compensation systems have ($\beta = 0.052$, $p = 0.238$), which indicates non-significance, confirming the null hypothesis. This shows that compensation does not strongly influence growth, likely because in Nigeria's public sector, pay is standardised and not directly tied to performance. Hence, financial rewards alone are insufficient to drive growth.

Likewise, Employee Participation and Engagement has ($\beta = 0.321$, $p = 0.020$), which was highly significant. This outcome deviates from the hypothesis earlier stated; meaning employee participation and engagement are the strongest predictors. Implying that when employees are involved in decision-making and policy execution, they feel valued and work towards organisational goals, which fosters sustainable growth.

Conclusion/Recommendation

The study reveals that sustainable growth in Nigeria's public sector is strongly influenced by training/development and employee engagement, while appraisal systems and reward structures are weak contributors. The study recommends that for effective public sector reform, management should redesign appraisal systems to be developmental, refit compensation to reward merit, and place strong emphasis on capacity building and participatory management.

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