



ABSTRACT

Employee performance has been said to be dependent on the quality of training and development facilitated by the organization. The importance of training and development cannot be overemphasized as contained in the National Board for Technical Education (NBTE) and Training and Development Guidelines of every Tertiary Institution in Nigeria. The organization or institution are expected to organize training and development

IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE IN FEDERAL POLYTECHNIC OFFA, KWARA STATE, NIGERIA

**SAMSON OLAKUNLE BABATUNDE; ADEBAYO
BILIAMIN YUSUF; & ADEOTI SEUN SAMSON**

Department of Public Administration, Federal Polytechnic,
Offa, Kwara State

Corresponding Author: olakunlebabatunde@gmail.com

DOI: <https://doi.org/10.70382/tijerls.v09i8.056>

INTRODUCTION

The world has witnessed phenomenal shift to proper training and development of employees to achieve optimum performance and organizational goals, this is more expedient in the face of technological advancement, expertise and competition. Employees' technical know-how and performance in the world invariably enhance the organizational performance. The organizational performance in other words contributes immensely to the development of the economy or the society at large through employment opportunities, improved standard of living, per capital income, savings, investments as well as industrialization. It is apparent that the enabling environment created through Training and Development in the society is responsible for the social and economic growth in the global societies (Ishola, 2014). Effective management of human resources has long been recognized by different schools of administration in Nigeria as



programmes for the employees from time to time to boost the performance as well as to increase the productivity of the organization. The research work sought to elicit information on the impact of training and development on employee performance in Federal Polytechnic, Offa between 2012 and 2022. The objective of the study identifies and examines the financial constraints. In achieving this objective, data were generated from both primary and secondary sources. A combination of two theories – Human Capital and Reinforcement theories were employed for its analysis. The population of the study is 635 and the sample size is 245 using Taro Yamane style. A mixed research design was adopted which involves quantitative and qualitative means of data collection. The research work is a descriptive research design. The analysis of the study was done using simple frequencies and percentages through Likert Scale format and coded thematic analysis. The findings in the study revealed that the fund available is usually grossly insufficient for training and development programme. The conclusion of the study revealed that training and development are pivotal to productivity and efficiency to the non-academic staff of Federal Polytechnic, Offa. The study therefore recommends more financial commitment to staff training and development programmes to pave way for goal oriented training for a good number of employees always in order to enhance their productivity.

Keywords: Impact, Performance, Institution, Training, Development, Efficiency, Effectiveness

being central and integral to the growth and survival of any establishment in Nigeria. The reason is that human beings are needed in organization for the accomplishment of goals and objectives. In recent years, organizations and Institutions now invest significantly on their resources to ensure the training and retraining of employees. Qualified and competent work force naturally becomes one of organizational strength. It is believed that if workers are well trained and their talents recognized, organization are likely to be dynamic and perform better. Manpower training has become a major focus in the growth of modern organization. To achieve the core objectives of growth and profitability, both management and employees must enhance their contribution to the organization. This is essential because an organization's overall performance is the outcome of the combined efforts of the employees (Cole 2002).

The positive outcome of an organization depends on the people who work to accomplish its objectives, particularly the presence of qualified Manpower. Training refers to efforts introduced by an organization to achieve skill development of its employees. While



development focuses on expanding on the skills of the employees for future responsibility (George & Scott, 2014). Training and development are ongoing processes aimed at enhancing employee's capability. Human Resource Management has contributed a crucial role in the economic development of many advance nations like Britain, America, and Japan. Economic success is achievable when proper role is played in manpower development of human resources. Every aspects of an establishment involve people and a manager cannot succeed with subordinates who lack the necessary skills, ability, Knowledge and competence. Running an organization requires staffing it with the right quantity and quality employee with, ability, competence essential for organization are usually not effectively taught through formal education, which is why many workers require more training to make meaningful contribution to the organization's growth (Salman, 2014).

However, financial constraints have limited the number of employee involved in human resource development programme (Khan, Khan, & Khan, 2011). Training costs time and money, so there is need to raise resources and create time as well as type of training to be systematically discovered and organized to achieve effectiveness in the organization. Most times, the available resources do not take care of the required number of employee for training and development programme.

Statement of the Problem

The effectiveness of any institution is largely dependent on the quality and competence of its workforce. In developed economies, continuous training and development (T&D) of non-academic staff are institutionalized as a means of ensuring administrative efficiency, professional accountability, and employee motivation (CIPD, 2022). Financial constraints have further weakened the Polytechnic's capacity to prioritize professional development. While TETFund is expected to supplement government allocation for staff training, its impact is minimal at the non-academic level due to bureaucratic bottlenecks, selective application processes, and limited fund disbursement (Purcell et al., 2020). As a result, departments are compelled to operate with under-trained staff who may not be adequately equipped to manage evolving institutional demands, including digitalization, student administration, financial automation, and procurement reforms. This mismatch between job demands and skill availability reduces organizational efficiency and leads to costly administrative errors.

Research Question (RQ)

To what extent has a financial constraint affect the implementation of Training and Development programme in the Polytechnic?



Aims and Objective

The general objective of this study is to examine the impact of training and development on employee performance in the Nigerian Polytechnic system using the Federal Polytechnic, Offa as a case study.

Specifically, the study is designed to examine the extent budgetary constraints affect the execution of Training and Development Policies.

Hypothesis

H₀₂: Budgetary constraints do not significantly affect the implementation of training and development policies in the Federal Polytechnic, Offa.

H₁₂: Budgetary constraints significantly affect the implementation of training and development policies in the Federal Polytechnic, Offa.

Conceptual Review

Training

One of the numerous functions within Human Resource Management, skill acquisition has long been recognized and cannot be over emphasized by researchers (Gordon 2015, Beardwell, Holden & Claydon, 2017). This attention has resulted in various meanings of training. For instance, Gordon (2015) defines training as a calculated efforts to alter the behavior through acquiring knowledge based activities, events, and programmes which enable participant to acquired the knowledge, skills, competencies and abilities necessary for high performance and productivity. It is pertinent to know that as research in the area of skill acquisition continues, so does the debate on its significance. Some of these researchers argue that the growing recognition of training's importance in these modern days has helped to increased rivalry in activities within the organizations that prioritize workers growth and development.

Closely related to this, Beardwelland (2014) further noted that technological advancement and organizational changes have increasingly led employers to know that success is determined by employee's growth in skills and capability.

Training and Development Methods

Nadler (2015:1.6) emphasized that human capital development processes is aimed to achieved capability in individual current jobs, helps them to acquire new knowledge for future roles and foster overall growth of individual and the organization enabling them to meet current and future objectives. Training can be classified into two main types: on-the-job training, which occurs while employee perform their regular tasks at the office and off-the-job training, which takes worker outside of their standard organization to



focus entirely on the training. Examples of the on-the-job training are job rotations, transfers, coaching as well as mentoring. On the contrary, off-the-job technique can include conferences, role playing, and various other approaches, which are explained in details below. Armstrong (2010) posited that on-the-job training can involve tutoring from a superior employee or more knowledgeable trainers at the workbench or desk. Organizations may choose different training techniques for different reasons such as (i) alignment with the organization's strategy, goal, and available resources; (ii) the specific needs identified at the time; and (iii) the target group for acquisition of skills may involve individual employees, teams, department or the entire organization.

Job Rotation and Transfers

Job rotation and transfer, as describe by (McCourt & Eldridge 2013), are important techniques in building workers skills within organization. These approaches involve moving workers from one official duty to another, such as assuming a higher-ranking position or transferring between different branches of the establishment. Transfers may also entail relocating labour in a country or state to another. Such rotations and transfers enable employees to gain insight into various activities within the establishment to understand the differences that exist in the various nations where the establishments exist. The skills and experience acquired through these method can be highly beneficial for the organization, enhances its competitive advantage.

Coaching

This process involves senior workers coaching those with less experience employees. It is widely posited that coaching provides numerous advantages for developing responsibility and fostering social interaction (Torrington et al.2015). This method is usually implemented for new employees in the establishment who are paired with a mentor, typically the superior or experienced leader. Notwithstanding, it necessary to state that older workers are not exempted in this training and development methods; the emphasis is primarily placed on supporting newly hired individuals in their transition within the organization.

Orientation

This is another effective training and development method that is use to help the new workers to settle down in their roles within the organization. In the course of this, the workers are made to know the various aspects of their job, including their job description and ways to perform their assigned tasks and responsibilities, as well as expectations set by the establishment. Additionally, new employees receive a comprehensive knowledge



of the organizations environments, which includes information of computer and other gadgets, office layout, organizational norms, good living and security considerations, working conditions, and relevant processes and procedures.

Conferences

A conference is a training and development method, which are characterized by lectures delivered by multiple speakers to a large audience. This approach is cost-effective, as it allows a number of workers to receive training on a specific topic simultaneously. This method has its disadvantageous. It is challenging for all workers been trained to fully understand the materials been presented, as participant may not comprehend at the same time during the sessions. Additionally the focus may unintentionally shift to certain trainees who appear to grasp the content more quickly, potentially leading to the under-training of others.

Concept of Role Playing

The method involves manpower development strategies which simulate decision-making situation for employees. Essentially, it allows trainees, to play out real-world work scenarios. Problems and potential solution are presented in an organizational context, with trainees receiving clues that help their activities in the organization and more. Following this, the job analysis is better understood and problems faced are provided. Trainees are then asked to take a role in the scenario. This style is perceived to be effective when conducted in a stress-free or minimal stress environment, which facilitate easier learning. It is very particularly beneficial for a diverse range of employees, including those in sales, customer service, management and support roles.

Training Courses and Development Programmes

Numerous techniques can be employed to build the required skills in the organization. The courses and programmes typically consist of specific and structured offerings with clear content, duration, and details understood by the organization and the employees being tutored. As against informal training, formal training programmes are aimed in advance, allowing for effective evaluation afterward. Employees may participate in these courses outside the organization for a designated period or maintain a part-time presence at work. The training can be done in the organization or off-site. Off the-job training is often considered more effective, as employees can focus entirely on the teachings without workplace distractions. Considering the required knowledge, organizational structure, and policies, trainers may be sourced from inside the establishment or from external providers (Armstrong 2010).



Human Capital Theory

Human Capital Theory (HCT) is an economic framework that treats individuals' knowledge, skills, abilities, and health as valuable assets that contribute to productivity and economic growth. Developed by economists such as Gary Becker (1964) and Theodore Schultz (1961), the theory posits that investments in education, training, and health enhance workforce efficiency, leading to higher earnings for individuals and greater profitability for organizations. At its core, HCT suggests that people can increase their economic value through deliberate investments in their own capabilities, much like businesses invest in physical capital to improve output.

A fundamental principle of Human Capital Theory is the idea of investment in people. Individuals may pursue higher education or vocational training, expecting future financial returns in the form of better job opportunities and higher salaries. Similarly, organizations invest in employee development to boost productivity, innovation, and long-term competitiveness. The theory also emphasizes cost-benefit analysis, where individuals and firms weigh the expenses of training (such as tuition or time away from work) against the anticipated benefits (such as career advancement or increased organizational performance). Additionally, HCT supports the concept of lifelong learning, recognizing that continuous skill development is essential in a rapidly changing labor market.

However, Human Capital Theory has faced criticism. Some argue that it overemphasizes economic returns, neglecting social and cultural dimensions of education and training. Others point out that not everyone has equal access to skill development opportunities, making the assumption of rational decision-making unrealistic for disadvantaged groups. Furthermore, measuring the return on investment (ROI) in training can be challenging, as the direct link between skill development and productivity is not always clear.

Empirical Review

Training and development continue to feature prominently in the discourse on institutional capacity and performance, particularly within Nigeria's tertiary education system. These mechanisms are not just about improving individual competence but are embedded in the broader architecture of organizational survival and adaptability. Yusuf (2010) makes a compelling case for structured training as a response to performance shortfalls especially when skill gaps begin to interfere with expected outputs. In academic and non-academic settings alike, this becomes essential when institutions are striving to align their internal operations with policy reforms, accreditation standards, and changing job demands.



The distinction between training and development, though often glossed over in everyday use, is critical in organizational studies. Training tends to address immediate gaps in task execution—what Hill and Lent (2006) would refer to as performance enhancement in current roles. Development, on the other hand, is concerned with longer-term growth, often targeted at equipping staff for more strategic responsibilities. In the context of polytechnics, where technical expertise is paramount but management practices often lag behind, both dimensions are indispensable.

What remains troubling, however, is the unevenness in how Nigerian institutions approach this dual mandate. Many polytechnics, particularly public ones, still operate within rigid bureaucracies where training is either reactionary or selectively applied. There's a tendency to view staff development as a privilege rather than a structural necessity. Ishola (2014) draws attention to the need for training to be seen as a continuous process—integrated into institutional culture rather than treated as a remedial intervention. This resonates with the broader concern that institutions fail to anticipate future skills requirements, focusing instead on patching current inefficiencies.

The motivational aspect of training is equally important. When well executed, training enhances not just competence but morale. Employees feel seen, valued, and better equipped to contribute meaningfully. Herbert (1983), however, cautions against a top-down, mechanical approach to staff development—where individuals are shipped off to training programs without adequate consultation or alignment with personal and professional needs. In such cases, training can alienate.

In view of this, KSA (Knowledge, Skills and attitude must be known of a personal in executing a given job and current (KSA) he possesses which can be bridged by systematic training. Training must be seen as “CHANGE AGENT” that is to effect a change in knowledge, skills and attitude. It is oriented towards job requirement. Jahns (1981) said training encompasses those acts, events and episode in which people engage to improve their performance in a specific job related tasks. Boydel (1975 explain the word “NEED” as something lacking, while ‘Training’ implies that this lack needs exists when the application of systematic training will serve to overcome a particular weakness. We can then say, training need is a gap between the kind of performance an employee has and the kind of performance or competence which he is expected to have, which we subtract the knowledge, skills and attitudes (KSA) which an employee has from those he is required to perform a job that gives us the gap. Thus, KSA (needed) KSA (possessed) – training needs.

Whenever it is noticed that an employee is making satisfactory effort, but there are evidences of inadequate job performance, attention should be given to raising the skill level of the employee. A rise in the number and rate of accidents may suggest some form



of training and retraining. Also, when changes occur or are imposed upon a worker as a result of a job re-design or technological break-through, training is needed to remedy the problem created. Other problems that may call for training include low levels of productivity, high rejects, increased stoppage and a change in the organization strategy. The organization may arrive at the conclusion in a number of ways. The conclusion can be drawn from a systematic analysis of the organization's needs, the task being performed and individual performance level. Although, training costs time, and money, yet many organizations have come to realize this cost to be a sound investment in human resources.

The need for time and type of training must be systematically discovered and organized in order to avoid wastage and equally to derive maximum benefits, for example, if pay is low, supervision is poor, benefits are inadequate non existence or deficient physical plant, what amount an organization commits to training may have little or no effect since poor performance is due to conditions that training cannot remedy. A haphazard approach must be avoided because it will not result in bridging the gap between where the employer is now and where he should be in terms of skill, Knowledge and ability (Salman 2014)

Other indicators of training need include low productivity levels, high rejection rates, increased downtime, and shifts in the organization's strategic direction. Organizations may identify the need for training through systematic analysis of their needs, tasks being performed, and individual performance levels. Although training incurs costs in terms of time and money, many organizations view these expenses as a worthwhile investment in their human resources (Kraiger 2002).

METHODOLOGY

The goal of this stage is to discuss and justify the research methods that can be adopted to respond to the research questions raised in this study. It explains the research design, the population, sample size, the sampling procedure, the types and the various sources of data. The information gathering instruments designed to accomplish the various research objectives are also analyzed at this stage. And finally, the chapter discusses the information gathering procedures, methods of data analysis, validity of the instruments used, and ethical considerations.

Research Design

This research work adopts the mixed research method design, a qualitative method of Key Informant Interview, KII and Survey Research Design (Questionnaire). This research



work is a descriptive research design. As a result of this type of research, the research objectives are expected to be achieved through application a blend of Key Informant Interview and survey research technique. This technique is particularly suitable for the research work because it allows the researcher to gather relevant data by engaging the senior members of non-academic staff of Federal Polytechnic, Offa on a one on one interview sessions of critical stakeholders within the non-academic community of the institution.

Population of the Study

The population for this research work comprises of the senior non-Academic staff FEDPOFFA, generated from the various units, departments and directorates within the institution. Below is a table that shows all the various departments and units and the corresponding number of employee. The total number of the target group (population) is 635. The table below indicates the distributions.

Table 1: Showing Departments/ Units and Number of Employee

S/N	Units/ Departments	No. of Employee
1.	Senior and Junior ESTAB	80
2.	Admission Office, Students Affairs, Certificate Office	58
3.	Research & Devt., ICT, Exams & Records, Internal Quality Control	46
4.	Bursary	98
5.	Public Relations, Pension Office, Legal Unit,	42
6.	Staff Training & Devt., Polytechnic Consult, Entrepreneurship	64
7.	Academic Planning Office	50
8.	Works & Security	99
9.	Health Workers	51
10.	Rectory, Council Affairs	47
Total Population		635

Source – ESTAB, FEDERAL POLYTECHNIC, OFFA 2025

From the above table, the total population generated is 635.



Sample Size and Sampling Techniques

From the above population for the study “N” which is 635, as calculated in the table above, Taro Yamane formula was used to obtain the sample size ‘n’.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{635}{1 + 635(0.05)^2}$$

$$n = \frac{635}{1 + 635(0.025)}$$

$$n = \frac{635}{1 + 1.59}$$

$$n = \frac{635}{2.59} = 245.117$$

n=245

A multistage sampling technique was used in selecting an appropriate sample size for each Department. The Institution was divided into ten (10) Units and Departments for accuracy and easy representation, this covers the entire school. The 245 questionnaires were distributed across the 10 Units and Departments in proportion of their Population (Probability Proportionate to Population) (PPP).

Table2: Distribution of Questionnaire to each of the Units and Departments, their Populations & Corresponding Number of Respondents.

S/N	Units and Departments	Employee	Allotted No. of respondents
1.	Senior and Junior ESTAB	80	31
2.	Admission Office, Students Affairs, Certificate Office	58	22
3.	Research & Devt., ICT, Exams & Records, IQC	46	18
4.	Bursary	98	38
5.	Public Relations, Pension Office, Legal Unit,	42	16
6.	Staff Training & Devt., Polytechnic Consult, Entrep.	64	25
7.	Academic Planning Office	50	19
8.	Works & Security	99	38
9.	Health Workers	51	20
10.	Rectory, Council Affairs	47	18
	Total Population	635	245

Source – ESTAB, FEDERAL POLYTECHNIC, OFFA 2025



The determination of the number of questionnaires allotted to each of the Unit is based on the population of each of the Units and Departments by the total population (635) and multiplied by 245 copies of questionnaires. The formula used to arrive at the number of allotted questionnaires to each department is equal to $(=) \text{Population of each department} \div (\div) \text{by the total Population, multiply (x) by the sample size (245)}$.

To determine the sample size for the Key Informant Interview, the study adapts the Kumar (1989) and the Ibeh (2018) which suggested that the range of key informant interview KII should be between 15 and 35, while Ibeh (2018) suggests 15-25. Hence, this study settles for 15, which is the minimum as suggested by Kumar (1989). A sample size of 15 interviewees was selected across the clusters, using Probability Proportionate to Population (PPP).

Hypotheses Testing

Effective training and development programs lead to improved job performance of non-academic staff at The Federal Polytechnic, Offa, from 2012 to 2022

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.872	0.760	0.756	2.18492

- a. Predictors: (Constant), Training and development programs
b. Dependent Variable: Job performance of non-academic staff

The model summary reveals a strong positive correlation ($R = 0.872$) between training and development programs and job performance. The R^2 value of 0.760 suggests that 76% of the variance in job performance can be explained by training and development. The adjusted R^2 (0.756) confirms the model's robustness, indicating that training and development are significant predictors of job performance among academic staff.

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1653.421	1	1653.421	274.632	.000b
Residual	519.892	70	7.427		
Total	2173.313	71			

- a. Dependent Variable: Job performance of academic staff
b. Predictors: Training and development programs

The ANOVA test confirms the statistical significance of the regression model ($p < 0.001$). The high F-statistic (274.632) suggests that training and development significantly impact job performance.



Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
1	(Constant)	1.241	0.382	
	Training and Development	0.892	0.054	0.872

The results show that training and development have a statistically significant impact on job performance. The coefficient ($B = 0.892$) suggests that an increase in training and development leads to improved job performance. The low p-value (0.000) further confirms the significance of this relationship.

Discussion of findings

The survey and qualitative findings underscore the profound impact of budgetary constraints on non-academic staff training at Federal Polytechnic Offa, revealing a systemic failure to prioritize and sustain professional development. These constraints manifest in insufficient and inconsistently released funds, compromised training quality and access, over-reliance on sporadic external interventions, and a disconnect between budgeting and implementation. By weaving together quantitative data, staff perspectives, and comparative examples, this discussion narrates each issue, explores its underlying causes, and situates them within the broader challenges facing Nigerian polytechnics, drawing on institutional theory to frame the analysis. The most pervasive issue is the severe limitation imposed by inadequate and erratic funding for training programs. Survey data reveals that 80% of respondents agreed that budget constraints significantly reduced training opportunities, while 90% noted that allocated funds were insufficient and inconsistently disbursed. This frustration is vividly captured by a Bursary Unit officer (R1): “We plan for training every year, and it enters the budget, but releases rarely come through. It just remains on paper.” FEDPOffA’s 2023 financial records confirm this, showing that less than 5% of overhead expenditure was allocated to capacity building, a stark indicator of misplaced priorities. The National Board for Technical Education (NBTE, 2021) further contextualizes this issue, reporting that over 60% of Nigerian polytechnics recorded zero training expenditure for two consecutive years, highlighting a sector-wide crisis. Several factors likely contribute to this problem. First, chronic underfunding of tertiary institutions, driven by declining federal budgets and competing priorities like infrastructure, forces polytechnics to deprioritize training (Ogunode *et al.*, 2021). Second, bureaucratic delays in fund disbursement, often tied to inefficiencies in the Tertiary Education Trust Fund (TETFund) or government approval processes, disrupt timely execution (Vanguard, 2023). Third, the absence of a dedicated



training budget line, as opposed to lumping training under general overheads, may allow funds to be redirected to other needs. Institutional theory suggests that organizations must align resources with strategic goals (Scott, 2014); FEDPOFFA's failure to secure consistent funding for training reflects a misalignment that undermines its capacity-building objectives.

Conclusion

Based upon the findings of this study, it shows that truly training and development has impacts on employee's performance as conducted by earlier researchers, and it was not just a mere impact of training and development but rather a positive impact of training and development on organizational performance if all the challenges are addressed. This study corroborates established scholarly research on the impacts of weak Institutional framework, lack of fund, inadequate training of employee and inaction on the part of the regulating agencies. The strong correlation between these factors and negative outcomes of low performance and motivation underscores the importance of addressing these issues to enhance non-academic staff performance and institutional effectiveness.

Recommendation

The issue of funding cuts across all the interviews and survey responses. Staff is well aware that the polytechnic often proposes training programs that never get implemented because funds are either delayed, misallocated, or deemed non-essential. Non-academic staff feel this exclusion more sharply, as most of the available training resources are tilted toward academic units. A more sustainable approach would be to adopt a ring-fenced funding strategy, where a portion of the polytechnic's annual internally generated revenue (IGR) or government subvention is locked for staff training and cannot be redirected. This is not just a budgeting fix; it is a way to send a clear message that capacity development is not a luxury but a core component of institutional life. Federal Polytechnic Ado-Ekiti offers a telling case here. After repeated strikes and internal grievances over staff neglect, the institution's Governing Council mandated that 10% of all departmental IGR must be committed to staff development. This change, introduced in 2018, has since allowed even departments like Security, Registry, and ICT Support to send staff for both local and regional trainings. The effect was evident: staff morale rose, and service delivery became more responsive. In contrast to institutions where training funds remain abstract lines in a budget, Ado-Ekiti's model makes funding visible, traceable, and protected.

References

Adepoju, A. (2003). *Management concepts and application*. Lagos: Concept Publications.



**AUGUST, 2025 EDITIONS. INTERNATIONAL JOURNAL OF:
EDUCATIONAL RESEARCH & LIBRARY SCI. VOL. 9**

- Geoge & Scott (2014). *The good manager's guide*. Synene Publishers.
- Armstrong, M. (2010). *Human resource management: The inside out*. Prentice Hall.
- Asogwa, M. (2000). *Personnel: The management of people at work*. New York, NY: Macmillan Publishing.
- Beardwell, I., Holden, L., & Claydon, T. (2017). *Human resource management: A contemporary approach* (3rd ed.). New Jersey: Pearson Prentice Hall.
- Beardwell, I., Holden, L., & Claydon, T. (2014). *Foundations in management: Concepts and theory*. Ilorin: Olad Publisher.
- Cole, G. A. (2012). *Personnel and human resource management* (5th ed.). London: Edward Publishing.
- Davanna, F., Fomlorun, T., & Tiday, T. (2000). *Management made easy*. South Carolina: Omron.
- Davide, E. (2010). *Management challenges for the 21st century*. Oxford: Butterworth Heinemann.
- Ejiofor, P. (2000). *Management in Nigeria: Theories and issues*. Onitsha: African Publishers.
- Hill, A., & Hent, B. (2006). *The theory and practice of personnel management* (1st ed.).
- Ibrahim, Z. (2010). *Education and learning: Different or the same? Training and development*. *Journal of European Industrial Training*, 21(2), 39–50.
- Ibrahim, Y. (2010). *Writings on organizations: Structure and behaviour*. Ilorin: Olad.
- Ishola, J. A. (2014). *Essentials of management*. Ilorin: Olad Publishers.
- Scott, (2014). *Personnel and human resources management*. London: York Publishers.
- Kenney, J., & Reid, M. (2006). *Performance management: The new realities*. London: Institute of Personnel and Development.
- Ketter, P., & Armstrong, M. (2010). *Employee training and development*. Boston: McGraw-Hill Irwin.
- Kinicki, A., Kreitner, R., & Cole, N. (2017). *Helping people learn*. London: CIPD.
- Koontz, H., O'Donnell, C., & Weihrich, H. (2000). *Principles of personnel management*. New York: McGraw-Hill.
- Kraiger, K. (2002). *Handbook on human resources management practice* (11th ed.). London: Kogan Page.
- McCourt, W., & Eldridge, D. (2013). *Organizational commitment* (p. 356). USA: Atonic Dog.
- McGeluc, B., & Major, M. (2001). *Principles of management*. New Delhi: McGraw-Hill.
- Nadler, L. (2015). *The handbook of manpower planning*. Dagenham: Blackwell Publishers.
- Nwankwo, G. O. (2018). Human capital investment and productivity. *The American Economic Review*, 86(2), 28–35.
- Purcell, J., Kinnie, N., & Hutchinson, S. (2020). *Planning and managing human resources* (2nd ed.).
- Salman, A. K. (2014). *An introduction to personnel management*. Ilorin: Olad Publishers.
- Stoner, J. A. F., Freeman, R. E., & Gilbert, D. R. (2016). *Nature of learning*. Boston: McGraw-Hill.
- Torrington, D., Hall, L., & Taylor, S. (2015). Corporate university: Lessons in building a world-class workforce. *Personnel Psychology*, 52, 530–533.
- Torrington, D., Hall, L., & Taylor, S. (2005). *The handbook of manpower planning*. Dagenham: Blackwell Publishers.
- French, W. L. (2000). Workplace environment and its impact on organizational performance in public sector organizations. *International Journal of Enterprise Computing and Business Systems*, 1, 1–20.
- Wognum, A. A. M. (2011). *Training in organizations* (4th ed.). Belmont, CA: Wadsworth.