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DEPARTMENT OF ECONOMICS, ENTREPRENEURSHIP  
AND BUSINESS ADMINISTRATION

**MASTER THESIS**

*Topic:* **Manpower Training as an Instrument to Business Effectiveness**

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*Specialty 073 “Management”*

*Study program 8.073.00.09 “Business Administration”*

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**DEPARTMENT OF ECONOMICS, ENTREPRENEURSHIP  
AND BUSINESS ADMINISTRATION**

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*Introduction, Statement of the Problem, Objectives of the Study, Conceptual  
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*Introduction*

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*Statement of The Problem,*

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*Concept of Training,*

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*Human Resource Training Needs,*

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**Notes:**

1. This Assignment is to be attached to the clarification summary of Master Thesis.
2. Apart from Assignment, student is expected to receive from the supervisor the time schedule on preparing Master Thesis during project period with indication of terms of accomplishment and workload for each stage.

## SUMMARY

The Master Thesis comprises 45 pages, 3 sections, references include 24 sources and 3 figures.

The main objective of this study will be to determine the impact of workforce training and development on employees' performance in a multinational company. The specific objectives of the study will be to:

- i. assess the impact of human resource training and development on employee productivity
- ii. explore the effects of human resource training and development on organizational productivity
- iii. investigate the link between human resource training and development and employee skills and knowledge.

Thorough employee training will enable organizations to keep the right workers with the necessary skills, knowledge, and attitude. It will also ensure that plans are put in place to meet the challenges of skill shortages in future industries. The impact of workforce training and development on employee performance in a multinational corporation is examined in this thesis. In this study, the survey research methodology with a questionnaire was used to allow the researcher to gain insight into the subject successfully. The study employed secondary means of gathering information.

The study's findings indicate that training programs must be developed for organizations to see improvements in employee performance. Employees, of course, the most critical assets of an organization, must be consistently trained. Human resources (people) are the most valuable asset in any firm for growth and development, so training and retraining is critical workforce development components. Training and personnel development are actions aimed at improving employee performance in businesses to generate long-term productivity gains. This study concludes that the selection procedure, training

design, and training delivery style all impact the outcomes of training programs and, ultimately, employee performance.

Keywords: Manpower Training, Development, Employees, Performance, Employee performance

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## SECTION ONE

### 1.1 Introduction

Employee efficiency and effectiveness are critical to organizational effectiveness. The richness of the workforce's knowledge, skills, and abilities, in turn, depends on the workforce's efficient and effective performance. Workforce training and development is a continuous act/exercise in most organizations. The inexorable march of time, combined with the never-ending glamour of social change, makes adaptability and ongoing workforce preparation as necessary as initial knowledge and skills acquisition. This cannot occur if an enterprise does not provide employee training and development. Every executive, manager, or supervisor in a public or private organization has the responsibility, and indeed the bounding duty, to ensure the development of their employees who have the necessary knowledge and expertise to maximize the organization's productivity and efficiency.

Workforce training and development should be based on a need analysis that compares "actual performance" and behavior to "required performance" and behavior. Human resources training and development is one of the most critical ways organizations invest in their workforce for a higher return today and in the future.

Training is similar to enhancing an existing skill to reflect technological trends and other social-cultural environmental changes in an organization. Productivity is the goal of today's competitive business world, and training can help you get there. The goal is to contribute fully to the organization's welfare, health, and development (Onah, 2015). The primary purpose of training and result in organizations is to increase employee efficiency, leading to increased corporate productivity. This explains why an organization expects a large number of funds and time at one time or to improve the skills of their employees at various levels.



According to Akpan (2019), the primary goal of training is to provide people with the knowledge needed to qualify them for a specific employment position or improve their skills and efficiency in the place they already hold.

On the other hand, workforce development entails growth and the acquisition of broad experience for the organization's future strategic advantages.

Workforce training and development, as a result, improve employee effectiveness and efficiency. It is also important to note that any organization with a staff training and development plan is less than dynamic because learning is a continuous process. Acquired skills become obsolete as the environment changes. In addition, a famous saying in the field of human resources is, "If you think training and development are expensive, try ignorance." While training and development benefit organizations, ignorance harms them. As a result, workers, like machines, must be constantly updated or risk becoming obsolete.

## **1.2 Statement of the Problem**

Human resources (workforce) are the most critical to any organization's survival, with an adequate supply of materials and financial resources that utilize these available resources to achieve the desired goals.

On the other hand, most organizations plan meticulously for their investment in physical and capital resources, and these plans are received with the utmost attention to detail. In contrast, such organizations rarely pay attention to human investment, which, without it, the capital and equipment will be useless. Many organizations do not recognize the importance of well-defined and ongoing training and development for employees to improve their performance, or they cannot fund training and development programs. The few organizations that consider this critical aspect of the staffing function do so without seriousness, all-around attention, and continuity. The programs are carried out sporadically, but they are also lopsided in content and staff participation. As a result of management's lax attitude toward workforce training

and development, there has been a progressive decline in the workforce's ability to deal with the challenges accompanying the organization's ever-changing dispensation.

It was also discovered that the employees lacked the proper attitude toward training because they perceived it to be hectic and stressful. Furthermore, this issue may jeopardize labor turnover.

### **1.3` Objectives of the Study**

The main objective of this study will be to determine the impact of workforce training and development on employees' performance in a multinational company. The specific objectives of the study will be to:

- i. assess the impact of human resource training and development on employee productivity
- ii. explore the effects of human resource training and development on organizational productivity
- iii. investigate the link between human resource training and development and employee skills and knowledge.

## **SECTION TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The review of related literature on the study's issue is the subject of this chapter. Information from journals, magazines, textbooks, the internet, and other sources is included in the review. The following sub-headings are covered in detail in the study: Theoretical Framework, Empirical and Academic Review, Types of Training Schemes Available for Employees, Impact of Training on Employee Productivity

#### **2.1 Conceptual Discourse**

"Training is the systematic development of an individual's knowledge, abilities, and attitudes required to execute a given task or employment properly," says Michael Armstrong.

Development is a comprehensive, multi-faceted collection of actions (including training) intended at raising someone or an organization to a higher level of performance, usually in preparation for a new career or function in the future.

H.R.D. is a framework for assisting employees in developing their personal and organizational skills, knowledge, and capacities. Employee training, employee career development, performance management and development, coaching, mentoring, succession planning, critical employee identification, tuition aid, and organization development are all examples of human resource development opportunities.

#### **2.2 Empirical Review**

Until recently, there was widespread opposition to multinational corporations investing in training because of the belief that "employees hired under a minute system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not the case, it was evident that initial

personnel selection was at fault." As the necessity for training became apparent in both the private and public sectors, this premise was disproved.

Many businesses have realized that training is a practical approach to enhancing skills, improving productivity and work quality, and increasing employee loyalty. They've witnessed firsthand how training develops skills, shifts attitudes evolve ideas, and helps organizations reinvent themselves. Employees create a new corporate culture while learning skills that will help them grow sales, build successful teams, raise quality standards, and achieve various other goals (Babaita, 2020).

Training entails investing in people to help them perform better and empower them to make the best use of their natural abilities for overall productivity and efficiency. If there is an apparent gain in productivity, an organization is considered adequate and efficient (Goldstem and Gillian, 2019). With the impact of rapid technological developments on existing skills and employment, there is a need for ongoing training and retraining. Employees are seen as an indispensable group in the entire office in the labor markets, according to the literature review; thus, the training provided to them is such that it assists an individual in becoming occupationally competent by providing learning experiences that will help him develop skills and ability to make sound decisions.

Several issues (finance, lack of training facilities, staff, etc.) have continued to impede employee training and thus their ideal output (Iwuoha, 2019). Despite the necessity of training being recognized by management experts and the government in white papers on various reforms in Nigeria, the experience of the workforce (staff) training and development in multinational corporations (Okotoni and Erero, 2015) has been more of a farce and waste.

Okotoni and Erero (2015) conducted a study on the topic of "Manpower Training and Development in the Nigerian Public Service" to recognize the experiences of Nigerian public services in terms of workforce training and development to understand better the difficulties they confront. According to the

researchers, training and development ensure that organizational members have the information and skills they need to execute their jobs effectively, take on new responsibilities, and adapt to changing conditions. They also discovered that staff training and development in the Nigerian public sector had been a farce and wasted time. They suggested that the government refrain from using quack consultants to train public employees.

Another study, titled "Impact of Training and Development Programmes on Secretaries Productivity in Selected Business Organizations in Owerri," was conducted by Iwuoha (2009) to determine the adequacy of development programs provided to secretaries in Selected Business Organizations in Owerri. The researcher used a survey study design. The study used a basic random selection procedure to select 50 participants, with a questionnaire used for data collection and mean scores used for data analysis. The administration of these organizations provided suitable development programs for the secretaries in seminars, conferences, workshops, etc. The study suggested that secretaries be given paid leave regularly to acquaint them with the most up-to-date abilities thoroughly.

Igwegbe (2019) also conducted a study titled "The Function of Management (Employers) in Human Capital Development," which focused on management's role as labor employers in the development of human capital. If enterprises want to remain relevant in today's world, Igwegbe discovered that human capital development is unavoidable, as is the necessity for the entire workforce to be at home with current information and communication technology (I.C.T.) in line with global trends.

Babaita (2020) aimed to investigate whether productivity is a driving force for investment in training and management development in the banking business in Nigeria in a study titled "Productivity as a Driving Force for Investment in Training and Management Development in the Banking Industry." There were 320 old and new generation banks in the population. We employed simple random sampling techniques. The research included both qualitative and

quantitative data analysis. Babita discovered that one of the driving reasons for training and management growth is productivity. He emphasized the importance of managers, senior executives, and all staff receiving training.

The researcher noticed that none of the scholars (researchers) looked at the effects of training and development on employee programs. Instead, they focused on managing and developing human resources in a business. This is the crux of the research.

The responses in an Iwuoha (2019) study were limited in scope in terms of sample size, highlighting the necessity for more comprehensive research on the topic. For example, rather than using a total number of reasonable responders of 100, the researcher used a sample size of 50, which was less than 60% of the whole population.

Furthermore, according to Okotoni and Erero (2015), training and development help to guarantee that organizational members have the information and skills they need to do their jobs well, take on new responsibilities and adapt to business difficulties.

Finally, all of the research examined was tainted in some way. As a result, no scholar known to the researcher has studied the effects of training and development on employee programs. As a result, this is the focus of our study.

### **2.2.1 Human Resource Training and Development**

The H.R.D. Function, which has been claimed to be a significant part of H.R.M., includes training and development (Weil & Woodall 2005).

Training has long been acknowledged as one of the most critical responsibilities within H.R.M., and academic writers have paid close attention to it (see, e.g., Gordon 2019, Beardwell, Holden&Claydon 2018). As a result, there are many different meanings of training. Gordon (2018, 235) describes the training as "the planned and systematic adjustment of behavior through learning events, activities, and programs that results in participants obtaining the levels of

knowledge, skills, competencies, and abilities necessary to carry out their work effectively."

It's worth noting that, as experts continue their hunt for answers in the field of training research, they're also arguing about how important it is. According to several of these scholars, the current awareness of the importance of training has been dramatically affected by the intensification of competition and the tremendous success of firms that prioritize staff development (Beardwell 2020). Beardwell (2019) adds that technology advancements and organizational change have progressively caused some businesses to realize that their success is dependent on their employees' skills and abilities, necessitating a significant and ongoing investment in training and development.

### **2.2.2 Benefits of training**

The primary goal of training is to learn and enhance knowledge, skills, and attitudes related to the job. It is one of the most potent potential motivators that can benefit individuals and organizations in both the short and long term. There are a plethora of advantages to training. These advantages are summarized by Cole (2020) as follows:

1. Improved morale - personnel who undergo training have more confidence and motivation.
2. Lower production costs — activity lowers risks by allowing trained workers to make more efficient and cost-effective materials and equipment, reducing and eliminating waste.
3. Reduced turnover - training creates a sense of security in the workplace, minimizing labor turnover and eliminating absenteeism.
4. Change management - training aids in the management of change by boosting employee understanding and participation in the process and providing the skills and talents required to adapt to new situations.

5. Assist in improving personnel availability and quality by giving appreciation, additional responsibility, and the opportunity of enhanced compensation and promotion.

### **2.2.3 Human Resource training needs**

Training and development needs can occur at three organizational levels, according to Wognum (2011, 408):

1. strategic level, where top management determines needs based on the organization's goals, mission, strategy, and problems that must be resolved or corrected.
2. Tactical level, where conditions are defined with middle management while considering changes in the organization's coordination and cooperation.
3. Operational level, where demands are defined in collaboration with lower executive management and other employees while considering operational issues such as individual worker and department performance.

It is worth considering providing proper coordination and incorporation of the needs within the three levels to enable an organization to formulate human resource training and development goals that will allow formal and informal human resource training and development methods and programs to create a workforce that will enable effectiveness and competitiveness. The first step is to determine which needs are related to the organization's goals. According to Wognum (2011) and Torrington (2015), there are three types of recognized training and development needs. These include resolving issues, which focuses on worker performance, enhancing specific working practices, focusing on improvement independent of performance issues, and changing or renewing the organization's circumstances; This may occur due to new ideas or a shift in strategy. It is important to remember that while determining training requirements, all processes that contribute to the



availability of people with the necessary skills must be created, developed, maintained, and improved. Furthermore, training programs should be tailored to meet a variety of demands. Moreover, the training program, content, and trainees recruited are all determined by the training program's objectives (Milkovic & Bordereau 2013).

#### **2.2.4 Types of Training**

There are a variety of training strategies that can be utilized to achieve training. The training method employed is determined by time, cost, effort, the instructor's preference, the number of students, the degree of knowledge required, the trainees' backgrounds, and other factors (Igwegbe, 2019). Although there are numerous techniques for training, the researcher will focus on the sorts of activities that are most widely employed in today's organizations. On-the-job, skills, retraining, cross-functional, team, creativity, literacy, diversity, crises, and customer service training are some of the topics covered. Orientation/induction courses, in-house training, workshops, seminars, conferences (off-the-job training), and off-the-job pupilage training are among the others, according to Okotoni (2017).

On the other hand, Halim and Ali (2018) divided training into two categories: preservation and in-service training. Pre-service training is more intellectual to them. It is provided by official institutions that follow specific curricula and syllabuses for a set period to award a formal degree or certification. On the other hand, in-service training is provided by the company from time to time to help incumbents improve their skills and knowledge. The researcher will focus on in-service training. Induction/orientation, foundation, maintenance or refresher, and career or development training are examples of in-service training.

1. Off-the-Pupilage Training Programs: Officers in the administration, accounts, cooperatives, and engineering departments who have completed

their education at accredited higher education institutions. These are long-term education programs.

2. Induction/Orientation Training: This is offered shortly after hiring new extension staff members to introduce them to their new position.
3. Foundation Training: Intended for newly hired employees, every staff member needs some professional knowledge of government rules and regulations, financial transactions, administrative competence, communication skills, report writing, leadership ability, and so on.
4. Maintenance/Refresher Training: This keeps specialists, administrators, accountants, supervisors, and frontline workers up to date and allows them to expand on their existing knowledge and skills.
5. Professional or personal growth Training is to improve employees' knowledge, skills, and abilities to take on more responsibility in higher positions. This is organized by department.
6. On-the-Job-Training: is ad hoc or regularly scheduled training, such as fortnightly training, for superior officers or subject-matter specialists to subordinate field staff under the training and visit (T&V) extension system.
7. Off-the-Job Training Programs: These are refresher courses for management cadre officers such as administrative officers, accountants, and professionals. The training is usually for a brief period, such as 3-5 days. Regardless of the sort of training provided, the overall goal is to help the company achieve its goals by enhancing the value of its most valuable resource: the people it employs.
8. Formalized training and development programs: A variety of approaches can be employed to build the abilities needed within a company. These courses and programs are typically a series of well-defined and well-understood programs, with the contents, durations, and other pertinent information available to both the business and the employees to be trained. Formal training and programs, unlike informal training and

programs, can be prepared ahead of time and evaluated. Employees can enroll in these courses and programs while off work for a set period or while working part-time. These programs can either be on-site (in-house) or off-site (off-site). Off-the-job training is more effective because employees are not at work and can devote their full attention to exercise. Trainers may come from within or outside the organization, depending on the knowledge required, structure, and policies.

### **2.2.5 Prerequisites for Training and Development: -**

The success of any training and management development program is determined not by modern facilities, large expenditures on equipment, a large number of administrators on the ground, or a large program budget, but rather by the program's outcome and the development of a team of competent, well-motivated employees capable of dealing with current and future organizational challenges and achieving their desired goal. Basic adult training principles and other prerequisites for achieving learning and transfer success should be familiar to the program's designers and implementers. The following requirements should be met in particular:

1. Create a conducive environment for managers to apply their new skills and approaches learned in the development program to their jobs. Progress will be ineffective if new ideas and procedures clash with current norms, values, beliefs, and customs (Fleishman, 2017).
2. Top management support: The program should have full management support and an acceptable budget.
3. Repetition: Employees who require critical abilities and procedures should be trained regularly and again.
4. Engagement trainees: Their active participation in the process may excite them. Long lectures that are likely to dull trainees should be avoided.
5. Emphasis on objectives and needs: The organization's developmental needs must be specified clearly in the dream. The program should reflect

those needs by pointing out the abilities required to perform job responsibilities.

6. **Organization:** Training should be organized so that the material presented in segments is presented in a logical order, building on one another. This eliminates the program's gaps, conflicts, and ambiguities.
7. **Prospective motivation:** Trainees may or may not wish to join in a training program offered to them. They might think it's a waste of time. They should be motivated by informing them of the personal and organizational benefits of the training, such as promotion and enhanced performance.
8. **Collaboration between the three primary stakeholders:** For the management development exercise to be successful, a partnership between the organization, the supervisor, and the manager is required. The organization provides the resources and environments, such as paid courses and seminars, and the supervisor raises awareness and encourages managers to participate in the development. On the other hand, the expected targets have enough motivation for the management.
9. **Management development should include all managers:** Management development should not be limited to supervisory employees but should include all managers in the organization to increase management and executive skills.

### **2.2.6 Employee performance**

Employee performance is usually measured in terms of results. It can, however, be viewed in terms of conduct (Armstrong 2019). Employee performance is judged against the organization's performance standards, according to Kenney (2020). When measuring performance, various factors can be considered, including productivity, efficiency, effectiveness, quality, and profitability (Ahuja 2018); this will be briefly discussed hereafter.

Profitability is defined as the ability to make consistent earnings over a

long period. It's calculated as a percentage of gross profit divided by sales or return on invested capital (Wood & Stangster 2019).

Efficiency and effectiveness - efficiency refers to the ability to achieve the required results with the least amount of resources possible, while effectiveness refers to the power of personnel to achieve the intended objectives or target (Stoner 2016). Productivity is defined as output to input (Stoner, 2017). It is a metric for determining how an individual, company, or industry converts input resources into goods and services. Quality is a feature of products or services that demonstrates their capacity to meet expressed or implicit needs (Kotler & Armstrong 2017). It is achieving increasingly better products and services at increasingly lower prices.

According to Draft (2018), it is the job of firm executives to guarantee that their organizations aim for and achieve high-performance levels. As a result, managers must determine the appropriate performance levels for any given period. For example, they can accomplish this by establishing goals and criteria against which individual performance can be judged. Through employee performance management, companies ensure that their employees are contributing to the production of high-quality products and/or services.

This management technique encourages employees to participate in corporate planning by giving them a role in the entire process, motivating them to achieve high-performance levels. It's worth noting that performance management encompasses operations that ensure that organizational objectives are routinely met in a timely and effective manner.

Employees, a department, processes to develop a service, and so on can all be the subject of performance management. According to previous studies on worker productivity, employees who are satisfied with their employees have higher job performance and, hence, superior job retention than those who are dissatisfied with their jobs.

Furthermore, according to Kinicki&Kreitner (2017), happy and pleased employees perform better, and management finds it easy to motivate high performers to meet company goals.

### **2.2.7 Effect of Training on performance**

A variety of elements influence organizational growth and development in the actual world. According to current research, employee training plays a critical role in boosting performance and increasing productivity during the development of firms. If there is an apparent gain in productivity, an organization is considered adequate and efficient. Because it shows how efficiently manufacturing inputs are utilized in an economy, productivity might be regarded as the *raison d'être* of management (Bartel, 2019). Successful personnel equipped for positions of higher responsibility must have analytical, human, conceptual, and specific abilities since development is focused more on the employee's personal growth. As a result, business management worldwide is concerned about productivity because it is viewed as a critical measure of efficiency when comparing labor market competitors.

Employee performance is a function of organizational performance, and employee performance influences overall organizational performance. Therefore the two are linked in some way. Employee competencies evolve as a result of effective training programs, according to Wright &Geroy (2020). As a result, it improves employees' overall performance in their current employment and improves workers' knowledge, abilities, and attitudes in preparation for future jobs, contributing to more excellent organizational performance.

Employee skills are built through training, allowing them to carry out job-related tasks efficiently and competitively meet corporate objectives. Furthermore, discontent complaints, absenteeism, and turnover can be considerably decreased when employees are so taught adequately that they can experience the immediate gratification of a sense of accomplishment and the awareness that they are developing their innate abilities.

The value of productivity in any organization cannot be understated, so the company exposed its staff and event management to achieve optimum output. Total output/total input is a standard definition of productivity. That is the efficiency with which the factors of production are used to create goods and services. When an organization's resources, physical capabilities, and human will are combined, the result is a better product. Organizations should monitor their firm's performance using the following techniques, according to Babaita (2020): employment costs per unit of production and expenses as a ratio of sales value; add value per employee; labor expenses as a proportion of added value, sales value per employee, and so on.

When training is planned, most of the benefits received from it are easily attained. This signifies that the organization, trainers, and trainees have all been thoroughly prepared for the training. According to Kenney and Reid (2016), planned training is an intentional intervention targeted at obtaining the learning required for increased job performance.

According to Kenney and Reid, planned training consists of the following steps:

- i. Determine and establish training requirements
- ii. Define the required learning in terms of what skills and knowledge must be acquired and what attitudes must be altered.
- iii. Define the training objectives
- iv. Create training programs that suit the demands and objectives by combining the appropriate training approaches and places.
- v. Determine who will deliver the training.
- vi. Assess the training.
- vii. As needed, modify and extend training.

## **The other factors affecting employee performance**

### **1. Management – Subordinate relationship**

Planning with the people, rather than for the people, provides a favorable relationship to performance development as businesses seek flexibility, speed, and ongoing innovation. Employees who are given the freedom to engage in organizational decision-making, for example, are more likely to have mutual trust with management. Mutual trust and cooperation are beneficial in bridging the gap between the two parties. Employees will not resort to strikes or work stoppages unless all other options for settling the disagreement have been exhausted. Employees will be motivated because management views them as partners in the organization's success rather than simply subordinates. Thus, they will refrain from engaging in counterproductive activities, resulting in increased performance through timely fulfillment of organizational goals and objectives (Carrel, Kuzmits & Elbert 2009). Furthermore, (Ichniowski 2017) claims that innovative human resource management strategies such as the use of technology to boost worker engagement and flexibility in the design of work and the decentralization of managerial tasks and responsibilities improve performance.

## **2. Working conditions**

Although working conditions do not directly impact production or output, they do have an indirect effect. For example, suppose the manual or mental labor involved in specific factory jobs is exhausting. In that case, it will endanger not only company property but also lead to accidents, resulting in incidents such as loss of life. This could hurt the entire workforce's morale. As a result, firms should provide working conditions that do not negatively impact employees, such as giving noise-free workspaces, proper lighting, and appropriate temperatures (Hogber 2019).

Organizations can avoid accidents and maintain high safety records by fostering a positive safety culture that ensures good working conditions and, as a result, improved performance (Newstrom 2018).



### **3. Reward system**

The overall goal of incentive schemes is to attract and retain high-quality employees. When the employee perceives the compensation conditions to be fair and in proportion to their performance development, organizations can employ non-monetary incentives such as transportation fees and incentive systems to improve performance (Armstrong 2016). Furthermore, firms should implement incentive systems that are similar to the industry in which they operate or construct performance-based pay systems to compensate employees based on established performance criteria and profitability targets. Therefore, organizations must build and maintain a sense of justice, equity, and consistency in their pay structures to promote performance (Davar 2016). Employees anticipate that their employers will pay a specific price for their labor.

### **4. Health unionization**

Both management and labor unions should work together to create a healthy work environment and ensure organizational personnel's well-being. When management permits employees to freely join trade unions, unionization improves labor relations. The conditions of workers' employment will be negotiated through collective bargaining processes between management and trade unions. According to Nilsen (2019), industrial peace is a critical factor in a company's performance and growth. Performance is sure to suffer when labor conflicts and strikes beset a company.

To put it another way, to boost overall productivity, unionization should be explored, and industrial disputes should be avoided by negotiation and conciliation rather than confrontation.

### **5. Teamwork**

This is when two or more people work together to achieve a specific aim or target. Coordination of organizational aims and objectives becomes easier when individuals work together in teams. This will lead to the groups sharing

performance goals, which will boost employee morale, eventually leading to increased production. When people operate as a team, they are more likely to communicate openly and have complementary talents, allowing them to accomplish more in a shorter period than when they work alone, resulting in synergy (Daft 2017).

Furthermore, according to Stoner (2016), people in teams often unleash great energy and creativity, which minimizes boredom since groups foster a sense of belonging and connection, increasing employee dignity and self-work. On the other hand, teams have the potential to be productive, but how effective they are is determined by the interaction between management and the working group. As a result of managerial assistance, team performance improves, and overall performance improves.

## **2.3 Theoretical Framework**

Manpower development can be thought of as an input, throughput, and output circle system. It involves the man, the job, and the environment all at the same time. These three parts have a connection and are interdependent. Training and development requirements are the inputs, and the outcomes of training and development are the outputs.

### **2.3.1 The system theory**

Easton was the one who proposed the system theory (1961). A system, according to the systems approach, is made up of interconnected and independent elements that are structured in a way that results in a cohesive whole. Individuals (managers, employees, supervisors, and so on), groups, attitudes, motives, formal structure, relationships, goals, status, and authority are all considered as interconnected components in a systematic approach. Asaolu and Owojor (2010).

The system approach assumes that a system is made up of pieces that are distinct in some aspects but are linked to form the whole through interactions

between the parts and with the outside world. As an open system, the organization cannot live in isolation. It must share energy, knowledge, and skills with its surroundings. Every system has a number of sub-systems or sub-units that are loosely connected. Raw materials, equipment, administrative personnel, working tools, managers, employees, supervisors, and other employees, for example, are loosely tied by the organizational system.

The organization is a set of habitats inside a wider setting. It is critical that the organization's functions be expanded in order to bring it closer to the surrounding environment. Managers, staff, and supervisors, for example, are hired from outside the company, while money is raised either internally or externally. The system theory provides managers with a framework for viewing an organization as a whole and as a component of larger external surroundings. As a result, systems theory holds that the activity of any portion of the organization has an impact on the movement of every other section. A manager's role is to make sure that all components of the company are working together to achieve the organization's goals.

As a result, the management must guarantee that human resource and material activities are well-coordinated and represented in terms of staff motivation and training, including employees, so that they can fit into the workplace environment.

Training and development is a collection of activities targeted at increasing the performance of employees in order to achieve continual productivity gains. Because an organization does not exist in a vacuum, it is reliant on its surroundings. People are invested in organizations to help them perform better and to empower them to make the best use of their natural strengths for the organization's overall effectiveness and efficiency.

If there is an apparent gain in productivity, an organization is considered adequate and efficient. Employees are required to perform their tasks to the organization in order to meet the organization's needs and expectations. The job of an organization manager, supervisor, or other leader is to assume that all

aspects of the organization are integrated internally so that it is not self-contained. For life-sustaining inputs, they rely on their surroundings.

One explanation for system theory is that it is based on interconnected and interdependent pieces structured in a way that results in a unified whole. Individuals (Managers, supervisors, employees, etc.), groups, attitudes, motives, status, and authority (Ibeaja, 2019) are interconnected to form the whole through the interplay of its component parts and the external environment.

As an open system, the organization cannot exist in isolation; it must share energy, information, and training with its surroundings. According to Okotoni and Erero (2015), who applied system theory to the impact of training and development on employee productivity programs, individuals in any organization remain the most invariable asset for growth and development. Manpower development is incomplete without training and retraining. Manpower development and exercise play a significant, if not decisive, role in supporting equitable economic growth. They help individuals, businesses, the economy, and society as a whole, and they can improve labor market functioning.

The consequences of this theory are that organizations and trainers should keep an eye on labor market changes and needs so that they can rethink, reposition, repackage, and re-engineer their missions, messages, and methodologies to align with changing labor market requirements.

System theory's relevance to this subject is based on ideal manpower training and development, which will undoubtedly result in economic, social, and political growth. Unfortunately, most training programs implemented at all levels of government in Nigeria have failed to generate the desired results, owing to attitudinal issues on the side of the government, organizations, and trainees.

### **2.3.2 Human Capital Theory**

Becker's (1993) model provided the foundation for the belief that training and development is a good investment. The human capital theory focuses on how training and development affect worker efficiency and production by increasing the cognitive inventory of economically productive human capabilities (Olaniyan and Okemakinde, 2008). The human capital theory demonstrates that investing in people benefits both individuals and society as a whole (Sweetland, 2007). Investing in human capital, like investing in physical capital, is critical for increasing individual labor productivity. This improves the labor force's quality and quantity, owing to the fact that a skilled workforce boosts productivity and attracts investment to entrepreneurship. Becker (1993) noted that the essential components of human capital investment are education and training and that the income of a highly educated and trained worker is generally higher than the average wage rate.

## **SECTION THREE**

### **3.1 Research Methodology**

The methodology is described as the activities involved in the collection and analysis of all necessary data and information for the research task, whereas research methodology is defined as the systematic and conscious inquiry carried out to offer information for the solution of a problem. The systematic and scientific process of acquiring, recording, and analyzing data about problems and difficulties connected to the distribution of elements or items that occur on the earth's surface, as well as the administration and management of commodities and services, is known as a research methodology. This chapter focuses on the numerous sorts of approaches used to get necessary data. It covers the steps involved in achieving a research's aims and objectives.

### **3.2 Research Design**

The research design refers to the overall strategy used to carry out the investigation. The surveying method will be used to conduct this investigation. A survey is a method of studying a group of people or goods by collecting and evaluating data from them. Only a small number of people are thought to be representative of the entire group. The critical characteristic of surveying is that it focuses on samples rather than the entire population. There are two types of survey research designs:

- i. Procedure-driven
- ii. Purpose-driven

More specifically, the research design is a type of framework that directs the search for research in the process of doing this study with the specific goal of determining the impact of marketing strategy on printing companies.

### **3.3 Method of Data Collection**

Basically, there are two methods of data collection used in this research project. These methods are:

- i. Primary data
- ii. Secondary data

### **3.3.1 Primary Data**

These are considered firsthand knowledge obtained on a particular object, event, or natural state described as "primary sources data as data provided by witnesses to the study's problem." These are the accounts of those who were present during and witnessed the previous occurrence." The instrument that could be used to collect data for a research work is described below.

- ❖ **Questionnaire:** A questionnaire is a type of research instrument that has a series of questions that the sample size must answer. It was built to allow people to enter for the reason for which it was created, and it is a combination of structured and unstructured questions. It was made in a way that allows for simplicity, plain language, clarity, and a lack of calculation.

### **3.3.2 Secondary Data**

These are frequently obtained through middlemen, who act as a link between the original witness and the current data users. They are statistics provided by people who were not present at the previous event. Questionnaires, Textbooks, periodicals, related kinds of literature, and the internet were employed in this study.

## **3.4 Statistical Tools Applied in Data Analysis**

The statistical tools to be implored for this study are both the primary and secondary sources of data collection which involves the administration of questionnaires and secondary data through the use of textbooks, journals and the use of internet.

The use of this tool involves the analysis of the primary data collected. In this same view, the chi-square is used in testing hypotheses as the major statistical tool, and it is the expected frequencies and observed frequencies.

$$X_{n2} = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:

$X^2$  = chi square

$f_o$  = frequency observed

$f_e$  = frequency expected

$df$  = degree of freedom [ $df = (r-1)(c-1)$ ]

$r$  = number of rows

$c$  = number of columns

$\sum$  = summation

Note: tolerance level is 5% or 0.005

**Decision rule:**

Reject null hypothesis ( $H_0$ ) and accept alternate hypothesis ( $H_A$ ) if  $x^2$  calculated is greater than  $x^2$  tabulated.

### **3.5 Research Instrument**

The instrument used for data collection for in this study is the questionnaire. A questionnaire is a structured or semi structured instrument, an array of questions to be answered by persons in order to provide information for a specific purpose.

The questionnaire is structured about the research objectives, the research questions and the research hypotheses.

For the purpose of this research, the questionnaire was based on close-ended questions aimed at generating brief and specific answers from the participants. The questionnaire was adopted and modified based on the study.



The questionnaire used for this study consists of two sections. Section A, and section B.

### 3.6 Data Analysis and Presentation

#### Presentation of Data

Section A: PERSONAL DATA

**Table 1:** Gender of the respondents

<b>SEX</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Male	24	48
Female	26	52
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source:** Field work 2021

The above table depicts the gender distribution of respondents. Males make up 24 (48%) of the respondents, while females make up 52 percent. This implies that there were more females available than males at the time the research questionnaire were administered.

**Table 2:** The Age Category

<b>Age Category(Years)</b>	<b>No of Respondents</b>	<b>Percentage (%)</b>
Below 30	21	42
31-40	20	40
41-50	8	16
Above 50	1	2
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source:** Field work 2021

According to the above table, 21 respondents (42 percent) are under the age of 30, 20 respondents (40 percent) are between the ages of 31 and 40, 8 respondents (16 percent) are between the ages of 41 and 50, and 1 respondent (2 percent) is over 50.

**TABLE 3: Educational Qualification**

<b>EDUCATIONAL STATUS</b>	<b>NO OF RESPONDENT</b>	<b>PERCENTAGE (%)</b>
“O” Level	8	16
NCE/OND	20	40
HND/BSc.	22	44
Post Graduate Degree	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field work**

According to the data above, 8 (16%) of respondents have a secondary school diploma, 20 (40%) have an NCE/HND, 22 (44%) have an HND/BSc, and 0 (0%) have a postgraduate degree.

**Table 4: Marital status of respondents**

<b>MARITAL STATUS</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Single	24	48
Married	22	44
Divorced	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the above table, 24 respondents (48 percent) are single, 22 (44 percent) are married, and 4 (8 percent) are divorced.

**Table 5:** Do the methods used during training have any impact on your skill?

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	41	82
No	9	18
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the table above, 41 (82 percent) of respondents agreed that training methods have an impact on their skills, while 9 (18 percent) disagreed.

**Table 6:** In your opinion, do you think training has helped improve your job performance?

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	39	78
No	11	22
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the table above, 39 (78 percent) of respondents believe that training has improved their job performance, while 11 (22 percent) disagree.

**Table 7:** Would you require further training for motivation towards performance improvement to enable you contribute to increased productivity

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	37	74
No	13	26
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the table above, 37 (74 percent) of respondents believe that additional training for motivation toward performance improvement will enable them to contribute to increased productivity, while 13 (26 percent) disagree.

**Table 8:** Are the trainings received relevant to your work?

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	43	86
No	7	14
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the table above, 43 (78 percent) of respondents believe the training they received is relevant to their work, while 7 (14 percent) believe otherwise.

**Table 9:** Were you selected for training based on supervisor's recommendation?

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	33	66
No	17	34
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the table above, 33 (66 percent) of respondents believe they were chosen based on the recommendation of their supervisors, while 17 (34) believe otherwise.

**Table 10:** Does the training received enhance productivity?

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	48	96
No	2	4
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the table above, 48 (96 percent) of respondents believe that the training they received increased productivity, while 2 (4 percent) disagree.

**Table 11:** Does job orientation guarantees improved performance?

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	40	80
No	10	20
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

According to the table above, 40 (80 percent) of respondents believe that job orientation guarantees improved performance, while 10 (20 percent) believe otherwise.

### **Testing of Hypothesis**

The hypotheses stated in the previous chapter of this study will be tested at a 5% (0.05) level of significance, and the degree of freedom is calculated as  $(r-1)(c-1)$ . Where  $r$  denotes the number of rows and  $c$  denotes the number of columns. This frequency observed ( $f_o$ ) and frequency expected ( $f_e$ ) will be used as well.

**Decision rule:**

If  $x^2$  calculated is greater than  $x^2$  tabulated, reject the null hypothesis (H0) and accept the alternate hypothesis (H1).

If  $x^2$  calculated is less than  $x^2$  tabulated, accept the null hypothesis (H0) and reject the alternate hypothesis (H1).

**Hypothesis One**

H0: There is no significant relationship between training and performance appraisal

H1: There is significant relationship between training and performance appraisal

Were you selected for training based on performance appraisal?

<b>VARIABLES</b>	<b>NO OF RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Yes	29	58
No	21	42
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Source: Field work 2021**

<b>Response</b>	<b>Fo</b>	<b>Fe</b>	<b>Fo-Fe</b>	<b>(Fo-Fe)<sup>2</sup></b>	<b>(Fo-Fe)<sup>2</sup>÷Fe</b>
Yes	29	25	4	16	0.64
No	21	25	-4	16	0.64
<b>TOTAL</b>	<b>50</b>	<b>50</b>			<b>1.28</b>

$X^2$  calculated is 1.28

Degree of freedom =  $(r-1)(c-1)$

Df=  $(2-1)(2-1)$

Df =  $1 \times 1$

Df = 1

Hence, at 0.05 level of significance

$$X^2_{t= (1, 0.05)}$$

$$X^2_{t= 3.841}$$

### DECISION

From the above analysis,  $X^2_c < X^2_t$  (i.e.  $1.28 < 3.841$ ). Therefore, reject H1 (i.e. alternate hypothesis).

Hence, there is no significant relationship between training and performance appraisal

### Hypothesis Two

H0: There is no correlation between training and productivity

H1: There is correlation between training and productivity

Does the training received enhance productivity?

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
Yes	48	96
No	2	4
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Source: Field work 2021

Response	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> ÷Fe
Yes	48	25	23	529	21.16
No	2	25	-23	529	21.6
<b>TOTAL</b>	<b>50</b>	<b>50</b>			<b>42.32</b>

$X^2$  calculated is 42.32

Degree of freedom = (r-1) (c-1)

$$Df= (2-1) (2-1)$$

$$Df = 1 \times 1$$

$$Df = 1$$

Hence, at 0.05 level of significance

$$X^2_t = (1, 0.05)$$

$$X^2_t = 3.841$$

### DECISION

From the above analysis,  $X^2_c > X^2_t$  (i.e.  $13.94 > 3.841$ ). Therefore, reject  $H_0$  (i.e. null hypothesis)

Hence, there is correlation between training and productivity.

### Hypothesis Three

$H_0$ : There is no significant relationship between job orientation and performance

$H_1$ : There is significant relationship between job orientation and performance

Does job orientation guarantees improved performance?

VARIABLES	NO OF RESPONDENTS	PERCENTAGE (%)
Yes	40	80
No	10	20
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Source: Field work 2021

Response	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> ÷Fe
Yes	40	25	15	225	9
No	10	25	-15	225	9
<b>TOTAL</b>	<b>50</b>	<b>50</b>			<b>18</b>

$X^2$  calculated is 18

Degree of freedom =  $(r-1)(c-1)$

$$Df = (2-1)(2-1)$$

$$Df = 1 \times 1$$

$$Df = 1$$

Hence, at 0.05 level of significance



$\chi^2_{t=1, 0.05}$

$\chi^2_{t=3.841}$

**DECISION**

From the above analysis,  $\chi^2_c > \chi^2_t$  (i.e.  $18 > 3.841$ ). Therefore, reject  $H_0$  (i.e. null hypothesis)

Hence, there is significant relationship between job orientation and performance.

## **CONCLUSION**

Training and retraining are critical components of manpower development since human resources (people) are the most valuable asset in any firm for growth and development. Training and personnel development are a set of actions targeted at increasing employee performance in firms in order to generate continual productivity gains. Employees learn how to use resources appropriately through training and human development, allowing the organization to accomplish its output goals. In order to be marketable in the labor market, employees are expected to perform a number of competencies in their trade. They will be able to contribute most effectively to organizations and national development if they have these labor-market-required skills.

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