

## Effect of Training and Development on the Performance of Delta State Civil Service Employees

G.C Sokoh (Ph.D)

Department of Political Science,  
Delta State University, Abraka

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### Abstract

The study examines the effect of training and development on the performance of civil service employees in Nigeria, using Ministry of Information, Asaba, as a focal point. Two research hypotheses were formulated to guide the study. The study adopts the survey research design involving the administration of questionnaires to a sampled population. The result of the findings reveals amongst others that training and development programme have significant effect on employee's performance, and that there is a link between poor training and development programmes and organizational employee's turnover in the Delta State Ministry of Information, Asaba. Against this backdrop, some useful recommendations were made. These includes: training and manpower development relevant to organizational goals should be provided to employees and recipients provided with an enabling environment to perform tasks they have learnt, there is the need to conduct training needs assessment, to ensure that the right training is given and training programmes of the civil service employees should be on a continuous basis and not based on survival, that is, conducting training only when organization is confronted with particular problems.

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**Keywords:** performance management, performance appraisal: human capital development, training, job enrichment, employees efficiency

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### INTRODUCTION

Organizations all over the world are known to exist and function in multifaceted and dynamic environments. This circumstance forces organization to adopt innovative measure to meet the changing needs of the time and to bridge the gaps between goals and actual performance (Ozoya, 2009). Training is considered fundamentally important to human capital development. It could be described as the vehicle that takes organization to their destination within a stipulated time frame (Oforegbunam & Okorafor, 2017). They went further to state that for any organization to survive the competitive business world, it must train and retrain its human resources in consonance with its immediate and remote operational environment. Most important among the response options to environmental dynamics is the organization's focus on developing and improving the human resource base. Training is very essential because it is an organization's life wire that improves the human element that moves the organization in the direction of meeting its objectives (Ozoya, 2009).

Human capacity has become a decisive index of competition in the world of business to the extent that the development of such capacities through training has become top priority in designing the strategic plan of business organizations (Tim & Brinkerhoff, 2008). Many employees have failed in organizations because of lack of basic training which was not identified and provided for as an indispensable part of management function (Nwachukwu, 2008). In our

ever changing environment of business world, it is of great difficulty to sustain organizations positions as well as to recognize the skills of employees. Moreover, it is also difficult to motivate employees in improving their performance.

Prior to now there has been a general resistance to investment in training in the public service because of the belief that "employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evident that initial selection of personnel was at fault (Okotoni & Erero, 2005). It is against this background that this study seeks to examine the effect of training and development on the performance of civil service employees in Delta Nigeria.

### Statement of the Problem

Human resource is very vital to any organizational survival and achievement of the desired goals of any organization. However, it has been generally observed that there has been a progressive decline in the ability of the available manpower in Nigeria to cope with the challenges facing many organizations. This trend could be viewed to have resulted in the inadequate level of skill acquisition by the employees or their inability to keep abreast with the new modern technological development because of the absence of appropriate and sufficient staff training efforts by organizations.

The idea of training and development encompasses organizational subsisting staff training and re-training programmes in order to meet up with organizational goals and objectives, as well as the sustaining human resource needs for organizational growth and development. The availability of human capital and its regular development must be combined with effective utilization of all other resources if it were not to be a mirage. Thus, training and development in an organization is the main stay of an organization provided it is put to effective use. Informed by the above, this study therefore seeks to examine the effect of training and development on the performance of civil service employees in Nigeria using ministry of information Asaba as a focus point.

### **Objectives of the Study**

The broad objective of the study is to examine the effect of training and development on the performance civil service employees in Nigeria using ministry of information Asaba as a focus point. The specific objectives to:

- i. To evaluate the significance of training and development on employee's performance in the Delta state Ministry of Information, Asaba;
- ii. To evaluate the training and development programme of Delta State Ministry of Information, Asaba;

### **Research Hypotheses**

Consequently, this study was guided by the following research hypotheses:

Ho<sub>1</sub>: Training and development programme does not have significant effect on employee's performance in the Delta State Ministry of Information, Asaba.

Ho<sub>1</sub>: There is no link between poor training and development programmes and organizational employee's turnover in the Delta State Ministry of Information, Asaba.

### **Significance of the Study**

In Nigeria today, the desire for rapid economic development and technological advancement make this study significant. To this end, various debates, researches, conferences and Seminars have been conducted by workers. This study will be of invaluable assistance to Management Development Institutes, employers of labour, the government, policy makers, politician, administrators, human resources personnel, researchers, students and future administrative leaders on the issue of manpower training and development. Finally, the study will aid management to introduce modern schemes for training and development; to be able to meet the challenges of change in the future.

### **Scope of the Study**

The study focuses on examining the effect of training and development on the performance of civil service

employees in Nigeria using ministry of information Asaba Delta as a focus point.

### **Limitation and Delimitation of the Study**

The study examined effect of training and development on the performance of civil service employees in Nigeria using ministry of information Asaba as a focus point. The study concentrated mainly on the middle and senior level personnel of the organizations' studied.

## **REVIEW OF RELATED LITERATURE**

### **Concept of Training and Development**

Cole (2002), asserted that training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. An organization may have employees with the ability and determination, with the appropriate equipment and managerial support yet productivity falls below expected standards (Adeniji, 2010).

In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs.

### **Effects of Training and Development on Workers Performance**

Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth, also Isyaku (2000) postulated that the process of training and development is a continuous one. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make staff development a necessity, to keep track with current event and methods. Adeniyi, (2010) and Arikewuyo (2009) have drawn the attention of the entire sundry to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientist and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. Training is not coercing or persuading people to do what is wanted but rather a process of creating organizational

conditions that will cause personnel to strive for better performance.

### **Modern Methods of Training**

The means by which one intends to communicate information, ideas, skills, attitudes, and feelings to learners is what is referred to as the training techniques (Gary, 2001). These training techniques are very crucial elements for the success of training. These techniques are often categorized according to whether they are employed for on-the-job or off-the-job training. On-the-job training is ideal for training unskilled and semi-skilled employees. It gives the trainees ample opportunity for learning on the actual equipment and in the environment of the job.

This training technique gained acceptance during the Second World War, where millions of unskilled men from Africa were trained to do thousand of different jobs in various war plants. On the other hand, training that is mostly done in the training school, where information, lectures, conferences, panel discussions, and computer-assisted instructions that are imparted to the skilled trainees, are usually the styled off-the-job training techniques. Generally, on-the-job training programs for employees, as reported by David, Nicholas, & Fred, (2006) may be by way of induction training, apprenticeship training, and supervisory training.

According to Adeniji (2010), there are two major types of training: curative and preventive. Curative training is used to address problems that workers demonstrate at the present. This is more emphasized in Nigeria. Preventive training is a programme aimed at solving future problems that may occur. Other methods of training according to him are:

i. Apprenticeship; ii. In-Service Training; iii. On-the-Job Training iv. Vestibule Training v.Training Programmes by International Organizations; vi. Role Playing vii. Civic and Leisure Training /Education; viii. University Training Programme.

The Nigerian government has encouraged the establishment of many institutions and organizations for training and development. Such institutions include:

a. National Manpower Board, which is responsible for the periodic appraisal of requirements for manpower in all occupations and the development of measures for in-service training of, employed manpower both in the public and private sectors.; b. The Administrative Staff College of Nigeria (ASCON) was established to provide diverse training facilities for senior managers of the economy; c. The Nigerian Institute of Management (NIM) is a non-profit institution that defines the required skills and standards for professional managers, and offers courses leading to diplomas in Management; d. The Centre for Management Development (CMD) was established by the Federal Government of Nigeria as

the operational arm of the Nigerian Council for Management Development (NCMD).; e. The Industrial Training Fund (ITF) was established to promote and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy.

### **The Training Process**

Scores of Literature available on training (Cuming 1968, Italsey 1949, Dole 1985) indicate that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

#### **i. Training Policies and Resources**

Kenny (2002) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons:

a. To provide guidelines for those responsible for planning and implementing training;  
b. To ensure that a company's training resources are allocated to pre-determined requirements; c. To provide for equality of opportunity for training throughout the company; and d. To inform employees of training and development opportunities.

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Armstrong (1996), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny (2002), but even further stated that training policy shows the proportion of turnover that should be allocated to training. He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task for Directors especially if they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

#### **ii Determination of Training Needs**

The first step in managing training is to determine training needs and set objectives for these needs. According to Cole (2002) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their

need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee.

Organizational need – the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what program to be implemented.

Functional need – at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit. The need can also be determined by observing the job performance of work groups and survey job- holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need.

Individual need – Kaufman continues that employees training needs could be measured by the individual performances of the employees. He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance.

The researcher thinks that these three levels – organizational, functional and individual gaps between expected results and actual results can suggest training needs, for the researcher, active solicitation of suggestions from employees, supervisors, managers and training committees can also provide training needs ideas. The particular perspective chosen will depend on the circumstances.

### **iii. Determining Training Objectives and Training Plan**

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved.

Zaccarelli (2007) outlines the process of planning training as;

#### **i) Develop a Training Plan**

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task.

#### **ii) Design a Training Lesson**

Once a training plan outlining general program requirements has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed. A training lesson serves the following purpose;

- a) It provides a content outline for the lesson
- b) It suggests activities/specific instructions which will help to make training easier
- c) It defines suggested time to be spent on each segment within the segment

#### **(iii) Select the Trainer(s)**

Who is going to train? Who is a good communicator and has the necessary knowledge/skill to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer.

#### **(iv) Prepare the Trainer (s)**

Trainer development is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics. Remotely linked to this, trainees must also be concerned and prepared for the learning experience

### **Problems and Prospects of Training and Development on Workers Performance in an Organization**

The importance and significance of training and development to organizational development has no doubt been recognized in the Nigerian public services. However, it is confronted with a number of problems. Some of the problems include the following:

- i. There is the absence of systematic training despite the various reforms that emphasizes this since late 1960s.
- ii. Poor funding: This is reflected in the difference between budgetary provisions and actual funds released for various years both at the federal and state levels.
- iii. Most of the training schools and centers established by government are poorly funded, which make them grossly unutilized.

### **THEORETICAL FRAMEWORK**

This study is based on human capital theory proposed by Schultz in 1961 and developed by Becker in 1994. According to the theory, Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994).

The human capital model suggests that an individual's decision to invest in training is based upon an examination of the net present value of the costs and benefits of such an investment. Individuals are assumed to invest in training during an initial period and receive returns to the investment in subsequent periods. In his view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labour, or fixed capital.

Olaniyan & Ojo (2008) in their studies titled 'Human Capital Theory: Implications for Educational Development' focused on the benefits of human capital to the nation as a whole. They pointed out the relationship between education and economic growth. According to Olaniyan & Ojo (2008) 'Many of the classical economists argued strongly for government's active support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace'. While formal education has expanded rapidly in many countries, a large portion of human capital accumulation in the forms of on-the-job training and other modes for working adults actually take place both inside and outside the workplace (Jin, 2001).

Some human capital advocates suggest that these great increases in learning efforts have not led to commensurate economic gains because of the declining quality of education. For example over the years, most research have been showing drastic fall in standard of education in Nigeria.

The biggest challenge to human capital theory as pointed out by Livingstone (1997) is underemployment of credentialed knowledge i.e a large number of people who have invested many years of their lives in acquiring advanced formal educational qualifications, are unable to obtain commensurate jobs. Such situation is prevalent in most of the underdeveloped countries like Nigeria. Another short coming of human capital theory is that

in countries like Nigeria, more emphasis is given to paper qualification rather than employee's personal skills and talents.

### **METHODOLOGY**

Research method is the approach used by the researcher to source for information in the course of study. This research work adopted the primary and the secondary sources data gathering which include the use of questionnaire as the primary source and the review of other relevant books, Journals as the secondary source of data.

#### **Research Methods**

This section includes a description of the research design, data and data source, population, sample size, data collection procedure and instrument validity and reliability. The research is a survey type which collected the opinions of respondents through questionnaire constructed by the researcher.

#### **Research Design**

The study is a survey design in the form of cross sectional study in which data were collected once across a population through sampling.

#### **Research Population/ Sample Size**

The target population for this study consisted of the entire staff of Ministry of Information Asaba. The staff population of Ministry of Information Asaba is two hundred and forty three (243), one hundred and forty (143) senior staff and one hundred (100) junior staff (Delta State Civil Service Nominal Roll, Office of the Head of Service, Asaba, 2018).

#### **Data and Source of Data**

The study used both primary and secondary data. The bulk of secondary data was obtained from Textbooks, Internet, and the researcher's library. The primary data was generated through the use of oral interviews and questionnaire designed specifically for this study. The questionnaire was carefully worded and was based on the variables and sub-variables highlighted in the literature. Data analysis was conducted with the simple percentage and the chi-square statistical tool of analysis.

### **PRESENTATION, ANALYSIS, INTERPRETATION OF DATA AND DISCUSSION OF FINDINGS**

In this chapter, the researcher presents analysis and interprets the data collected for the study and discusses the findings. For the data presentation, it is presented in the table using frequencies, percentages and chi-square.

Table 1.1 Questionnaire Analysis

ITEM	Yes	No	Total
Does your organization gives cognizance to training and development programme?	96	24	120
Are members of staff are usually sent for training and development programme in your organization?	67	53	120
Is the training method adopted in your organization comprising on-the-job and off-the-job training?	103	17	120
Are the training programmes usually relevant to your job performance?	101	19	120
Are the training conditions adequate for trainees in their training programme?	94	26	120
Are training programme usually conducted for all cadres of staff?	98	22	120
Does training and development programme of employees of Delta State Ministry of Information result to improved job performance?	77	43	120
Does staff training have a direct relationship with output maximization of your Ministry	105	15	120
Does poor funding of government owned training institutions hinder training and development programmes?	101	19	120
Have training programme strongly influenced the effectiveness and efficiency of Staff in your organization?	108	12	120
Does training and development have an impact on the overall performance in your organization?	94	26	120
Training and development of Staff has improved civil servants performance to a large extent?	111	9	120
Investment in Training and Development of Staff in your organization is one of the key to the success of your organization?	107	13	120
Does poor training and development programme lead to employee turnover in Delta State Ministry of Information?	71	49	120
Through Training and Development, your organization staff has improved in terms of improved productivity?	113	7	120

Source: Fieldwork, 2018

**Testing of Hypotheses**

In testing the hypotheses ( $\chi^2$ ) distribution was used to test for independent or association of two variables. The chi-square categories were used since there were more than one variable involved.

The expected frequency (EF) was gotten from the observed frequency (OF) using the formula:

$$EF = \frac{RT \cdot CT}{GT}$$

Where, EF = Expected frequency  
 RT = Row Total  
 GT = Grand Total

The critical value of the chi-square depends on the degree of freedom (df). The degree of freedom refers to the number of scores that are free to vary in each

of the situation. The significance of the observed chi-square used for this study is 0.05 level of significance.

**Hypothesis I**

**Ho<sub>1</sub>:** Training and development programme does not have significant effect on employee’s performance in the Delta State Ministry of Information, Asaba.

To test this hypotheses, responses to question 7 in the questionnaire is presented below and analyzed with chi-square ( $\chi^2$ ) statistical technique and interpreted.

Table 1.2: Percentage of analysis of the relationship between training and development, and employee performance

Response	Female	Male	Total
Yes	38 (a)	39 (c)	77
No	13 (b)	30 (d)	43
Total	51	69	120

Table 1.2.1: Computation of chi-square

Cal	F <sub>0</sub>	Fe	(F <sub>0</sub> -F <sub>e</sub> )	(F <sub>0</sub> -F <sub>e</sub> ) <sup>2</sup>	(F <sub>0</sub> -F <sub>e</sub> ) <sup>2</sup> /Fe
A	38	32.73	5.28	27.8	0.73
B	13	18.28	5.28	27.8	2.14
C	39	44.28	5.28	27.8	0.71
D	30	24.73	5.27	27.8	0.93
					4.51

Degree of Freedom (Df) = (r-1) (c-1) = (No of Rows - 2) x (No of columns - 2) = (2-1)(2-1) = (1) Df = 1x1=1

Research decision at 0.05% level of significance

Calculated  $\chi^2$  value 3.84

Critical  $\chi^2$  value= 4.51

Df = 1

Level of significance = 0.05

**RESEARCH RESULT/INTERPRETATION**

The calculated  $\chi^2$  of 4.51 is greater than that of the critical  $\chi^2$  value of 3.84 at significant level of 0.05%. The null hypothesis which states that training and development programme does not have significant effect on employee’s performance in the Delta State Ministry of Information, Asaba, is thereby rejected, we therefore conclude that training and development programme have significant effect on employee’s performance in the Delta State Ministry of Information, Asaba.

**Hypotheses II**

**Ho<sub>1</sub>:** There is no link between poor training and development programmes and organizational employee’s turnover in the Delta State Ministry of Information, Asaba.

To test this hypotheses, responses to question 14 in the questionnaire is presented below and analyzed

with chi-square ( $X^2$ ) statistical technique and interpreted.

Table 1.3 Percentage analysis of the relationship between poor training and development programmes and organizational employee’s turnover

Response	Female	Male	Total
Yes	19 (a)	52 (c)	71
No	32 (b)	17 (d)	49
Total	51	69	120

Table 1.3 1: Computation of chi-square

Cal	F <sub>0</sub>	F <sub>e</sub>	(F <sub>0</sub> -F <sub>e</sub> )	(F <sub>0</sub> -F <sub>e</sub> ) <sup>2</sup>	(F <sub>0</sub> -F <sub>e</sub> ) <sup>2</sup> /F <sub>e</sub>
a	19	30.18	-11.18	124.9	4.14
B	32	20.83	11.17	124.8	5.99
C	52	40.83	11.17	124.8	3.06
D	17	28.18	-11.18	124.9	4.44
					17.63

Degree of Freedom

$$(Df) = (r-1) (c-1) = (\text{No of Rows} - 2) \times (\text{No of columns} - 2) = (2-1)(2-1) = (1) (1)$$

Research decision at 0.05% level of significance

Calculated  $x^2$  value 3.84

Critical  $x^2$  value= 17.63

Df = 1

Level of significance = 0.05

### RESEARCH RESULT/INTERPRETATION

The calculated  $x^2$  of 17.63 is greater than that of the critical  $x^2$  value of 3.84 at significant level of 0.05%. The null hypothesis which states that there is no link between poor training and development programmes and organizational employee’s turnover in the Delta State Ministry of Information, Asaba, we therefore conclude that there is a link between poor training and development programmes and organizational employee’s turnover in the Delta State Ministry of Information, Asaba.

### SUMMARY

The study was aimed at examining the effect of training and development on the performance of civil service employees in Nigeria using Ministry of Information Delta State Asaba as a focal point. Two research hypotheses were formulated to guide the study. The research design survey was used for the study, while percentage and chi-square statistical tools were used for analyzes of the study.

The findings reveal among other things that training and development programme have significant effect on employee’s performance in the Delta State Ministry of Information, Asaba. Training and development is fundamentally important to human capital development. This study also revealed that that there is a link between poor training and development programmes and organizational employee’s turnover in the Delta State Ministry of Information, Asaba.

### CONCLUSION

It can be concluded from the study that training and manpower development plays a significant role in the general performance of civil service employees in Nigeria. This is so because trained employees will be able to translate their improved human capital into improved organizational performance. Our respondents have overwhelmingly stated that increasing the knowledge and skills of an employee will put that employee in a better position to deliver on his or her basic duties. Also training has direct influence on the employee’s performance and it tends to increase the overall actual performance of employee. Training improves working efficiency of employees as advance level performance due to the training of the programs.

### RECOMMENDATIONS

As a result of the various findings emanating from the study, the following recommendations are hereby suggested. i. Training and manpower development relevant to organizational goals should be provided to employees and recipients provided with an enabling environment to perform tasks they have learnt. ii. There is the need to conduct training needs assessment, to ensure that the right training is given. iii. Training programmes of the civil service employees should be on a continuous basis and not based on survival, that is, conducting training only when organization is confronted with particular problems. iv. Organizations should encourage it employees to attending seminars, and conference. v. Human resources training and development should be adopted in the civil service, because these employees even when they are the right people at the job need to be updated and modifies considering our dynamic environment.

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