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CAPACITY BUILDING AND EMPLOYEES' PERFORMANCE IN NIGERIAN MANAGEMENT TRAINING INSTITUTE

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Abstract

This study examined the effect of Capacity Building on Employees' Performance' with Agriculture and Rural Management Training Institute, Ilorin as case study with a study population of 150 and the sample size of 109 determined through Taro Yamane sample size model. Quantitative method was adopted and data were obtained through structured questionnaire. Regression analysis test revealed a significant positive relationship between capacity building variables (on the job and off the job training) and organizational performance variables (employees' productivity and employees' job satisfaction). The study concluded that capacity building has an improbable effect on the success of any organization. Hence, it was recommends that method be created for proper training needs appraisal and evaluation of employees' performance subsequent to training.

Keywords: Capacity Building, Employees' Job Satisfaction, Employees' Productivity, Off-the-Job Training, On-the-Job Training

JEL classification code: M53

1. Introduction

Without a doubt, businesses all over the world are putting a lot of effort into succeeding and are coming up with plans to beat their rivals in the industry. Organisations must effectively acquire and use their human resources in order to do this. To effectively sustain the progress of their human resources, they ought to pay more attention to what their employees want. This is the place where capacity building is most relevant and in need. A vital component of any business, manpower is becoming more and more important in contemporary organisations. The main explanation for this is that every organization's people resources are an extremely important asset. Given that the success of organisations depends on it, the critical function it plays in accomplishing organisational goals may help to explain its importance (Abomeh & Peace, 2015). In order to achieve organisational goals, capacity

development is a crucial component of strategic human resource management and could make the difference between an organization's success and failure (Abdullahi et al., 2018).

The most important edge that any organisation can have over its competitors is frequently the number and quality of people it hires to manage its operations. Employees must acquire the necessary information and skills to fulfil their responsibilities, which will help to increase corporate productivity to some extent. By putting in place extensive training and capacity building programmes, the organisation makes this possible (Okoye & Ezejiofor, 2013). According to Abdullahi et al. (2018), training and development ensure that individuals within an organisation have the knowledge and abilities necessary to carry out their tasks

effectively, assume more responsibility, and adjust to changing circumstances.

In addition, training enhances customer happiness, productivity, morale, corporate growth, and profitability of goods and services. Given the complexities of the contemporary business climate, one of the most important things any organisation can do to stay alive is to invest in capacity building and manpower development (Abomeh & Peace, 2015). Any organisation that wants to manage its training activities will create a capacity building and manpower development unit (training). Its function is to define the needs for training and development by deciding what, when, and for whom to provide training as well as where, how much it will cost, and who will do it. To ensure that the organisation gets the most out of its capacity building activities, all of these efforts are crucial. However, a lot of businesses neglect to provide building sufficient capacity within their staff the proper attention, which impedes the productivity, efficiency, effectiveness, and expansion of the company (Abdullahi et al., 2018).

Nigerian training institutions invest a significant sum of money in expanding their capabilities. The goal is to deal with the challenges presented by the dynamic of today's workplace. It is thought that staff knowledge and skills on how to achieve efficiency beyond what is now achievable in terms of the firm's performance should be enhanced through capacity building and development. However, the fact that those companies frequently stick to their traditional training model for years raises questions about whether training and development actually achieve the intended results (Harvey, 2012).

It is observed that certain training facilities continue to provide their clients with services that fall short of worldwide standards. This begs the question of whether the Institutes are up to date on the latest knowledge and abilities in the training industry. This could be caused by staff members' lack of exposure to capacity building and development programmes, the frequency of training sessions, and the appropriateness of any

training given to them in relation to the demands of their companies.

2. Literature Review

2.1 Conceptual Issues

Concept of Capacity Building

It is widely acknowledged that the concepts of human resource development, training, and education are intimately tied to capacity building (Ojokuku & Adegbite, 2014). Building capacity is a complicated idea that must take into account both organisational and individual development, be long-term in nature, and be demand-driven. If it is effective, it promotes long-term economic and social growth. Capacity development refers to the process of establishing and refining the procedures, resources, skills, and capabilities that communities and organizations need to thrive, adapt, and succeed in a rapidly changing world (Okoye & Ezejiofor, 2013). Examples of how capacity building can benefit an organization include enhanced corporate governance, leadership mission and strategy, administration (covering human resources, financial management, and legal affairs), program development and execution, evaluation, advocacy and policy reform, marketing, positioning, planning, income generation, and more. According to Sabir et al. (2014), capacity building for an individual can have an impact on their ability to speak, lead, acquire new skills, be technically proficient, be organized, and improve in other areas of their personal and professional development.

Abomeh and Peace (2015) define capacity building as the process of helping individuals and groups of people acquire the knowledge, abilities, and attitudes necessary for the design, development, management, and upkeep of institutional and operational infrastructures and processes that have significance on a local level. The primary areas of emphasis in this definition are human resource development, education, and training. Thus, according to this definition, "capacity building" for employees may broadly mean "improving all employees' ability to perform appropriate tasks within the organization's broader set of performance standards."

Human capacity building and development, according to Sabir et al. (2014), is a deliberate process to change attitudes, knowledge, skills, or behaviour through learning experiences in order to attain effective performance in a range of activities.

Concept of Employee Capacity Development

According to Sabir et al., (2014), the aim of employee capacity development is to facilitate both individual and organizational learning, nurturing social capital and trust, knowledge, skills, and attitudes. Successful capacity development cultivates an organizational culture and a suite of capabilities that enable organizations to set objectives, achieve results, address challenges, and establish adaptable processes conducive to long-term sustainability. One organizational strategy to enhance overall productivity, inspire employees to deliver high-quality services, and instill a continuous commitment to innovation and system enhancement is through employee capacity development.

On-the-Job Capacity Building: According to Okoye and Ezejiofor (2013), the goal of this programme is to give employees task-specific knowledge and skills in their field of work. The skills and information acquired while working are directly tied to the demands of the position. A few techniques for developing capacity while working are:

- i. Coaching: Unless the coaching is especially skill-focused, the coach has firsthand knowledge of their client's official occupational job. The coaching technique itself is where the coach's competence lies. Employees participating in this kind of capacity building are directly supervised by a supervisor. This method makes use of pure imitation, an observational learning approach. One benefit is that the coach can provide learners with immediate feedback on their performance, regardless of how well they performed (Zayum et al., 2018).
- ii. Job rotation: This is the practice of forcing employees to switch between jobs inside the same workplace for a predetermined amount of time. As they transition between tasks, they acquire a great deal of expertise, understanding, and experience.

- iii. Internship: This entails assigning a person to work for a set amount of time within a group or organisation. Usually, it's a recent graduate or someone starting a new job. It provides a fantastic chance for the student or trainee to help understand the connection between theory and practice, i.e., the trainee attends class to learn about the theoretical aspects of the job and then moves on to the workplace to put what he has learned in the classroom into practice (Okoye & Ezejiofor, 2013).

- iv. Apprenticeship: This collaboration is essential for occupations demanding a diverse array of complex skills and knowledge. It relies on cooperation among labor unions, technical or vocational schools, educational institutions, governmental bodies, and the workforce.

- iv. Enlarge Responsibility: The manager assigns additional tasks and responsibilities to the staff members, granting them autonomy to make decisions by deliberately placing them in challenging positions and situations that demand problem-solving skills.

- v. Understudy Assignment: To enable him to learn or do as much of his supervisor's work as feasible, the trainee or even an experienced manager being prepared for higher responsibilities is frequently required to take over a portion of his master's duties. However, how much authority he is ready to give the subordinate to assume will determine how effective this strategy is (Zayum et al., 2018).

- vi. Instructional Guidance: This refers to a scenario where workers receive detailed instructions before being allowed to complete job-related tasks. By gauging the trainees' capacity for following directions, the trainer evaluates their capacity for learning.

- vii. Temporary Promotion: When a regular manager is absent, on vacation, unwell, or on a prolonged business trip, or when a job becomes empty, people are sometimes appointed as "acting" managers. This temporary promotion is advantageous to the company and acts as a tool for development (Okoye & Ezejiofor, 2013).

Off-The-Job (Cognitive) Training Methods

This occurs in a setting other than the workplace. Rather of catering to the needs of a single person, it is

made to fulfil the collective learning needs of a group. It gives the staff members the chance to engage with trainers who are not like the ones they are accustomed to working with in terms of perspective, background, and expertise. The several kinds of off-the-job methods for developing capacity include. Typically, on-the-job training and off-the-job training are complementary. Typically, off-the-job training takes place in a space set aside specifically for that purpose. Methods used outside of the workplace are:

i. **Case Study:** Case studies aim to replicate the kind of decision-making framework that trainees could encounter in the job. It depicts the circumstances and intricate issues that managers, employees, human resources, and CEOs deal with. The aim is to enable trainees to apply established concepts and philosophies while discovering new ones. This is a copy of the real thing (Abdullahi et al., 2018).

ii. **In Basket Training:** A problem scenario can be simulated using this technique. Using this approach, separate files outlining various problem scenarios are given to each training team. These issues could be with business documents, such as memos, reports, and other general documents that typically go via managers' tables and need prompt resolution. It is requested of the trainees to review them and provide feedback on the papers (Hanif, 2013).

iii. **Role-playing:** This entails taking on the attitudes and behaviours of a person and acting in the capacity of that person, typically a subordinate and a supervisor who are engaged in a personnel issue. Role-playing can enhance one's capacity to comprehend and manage another person's difficulty.

iv. **Management Games:** Training experiences have been brought to life and made more existing through the introduction of management games. This improves the trainee's capacity to imitate the tasks of a manager in similar issues (Hanif, 2013). With this approach, trainees are split up into groups and placed in a virtual marketplace where they must compete with one another. Each decides how to best advance their sales through decision-making. Since each team is autonomous, none of the other teams' decisions can be known to them. People learn more when they are

actively involved in management games, which make them highly effective. This approach helps participants become more adept at solving problems and to pay more attention to planning than just solving problems. This can promote cooperation and teamwork as well as the development of leadership qualities (Ogbu & Osanaiye, 2017).

i. **University Management Programmes:** A lot of universities now provide official manager training programmes, workshops, conferences, and undergraduate and graduate degrees in business management. This could be specifically created to meet the needs of certain jobs or businesses (Ogbu & Osanaiye, 2017).

ii. **Laboratory Training:** The main objective of this programme is to help participants become more sensitive, particularly by helping them gain self-awareness and an understanding of how groups function. This is accomplished by giving trainees the opportunity to talk about their experiences, sentiments, emotions, and opinions regarding other trainees or coworkers (Abdullahi et al., 2018).

iii. **Readings:** A methodically organized reading of pertinent and up-to-date management literatures adds another layer to development. One could consider this approach to be self-development. Establishing a practice of discussing concepts read from books, journals, and articles with other managers and supervisors can help managers grow.

iv. **Conference Programmes:** Managers and supervisors are exposed to the viewpoints of resource persons who are authorities in their respective fields during conference programmes. This is a useful way to improve the employees' knowledge and abilities. If they are well thought out and meet training requirements as this can be quite helpful.

Staff development programmes can be evaluated using a variety of techniques. Some of these techniques have been referenced by Emmanuel and Philip (2013) as follows:

i. **Questionnaires,** often known as feedback forms: this is a popular method of getting student input on courses and programmes.

ii. **Tests or examinations:** these are common on formal courses, especially those that result in certification for

instance a diploma in word processing skills. After non-certificate short courses, end-of-course exams can also be used to assess staff or trainees' development.

iii. Projects: Although projects are first thought of as teaching tools, they can also give instructors important insight into how well their students understand the material.

iv. Structured activities and case studies: these offer additional chances to put newly acquired abilities and methods to use while being observed by tutors and assessors.

v. Interviews: Conducting interviews with trainees following a course or teaching period is an additional method of getting information straight from the students. These can be conducted in person or over the phone, informally or formally, individually or in groups.

2.2 Theoretical Review

Human Capital Theory

Human capital, according to Goldin and Katz (2013), is the pool of talents that the work force possesses. When the return on investment (both direct and indirect) outweighs the costs, these skills will flow. The private benefit of these skills is that having more of them boosts one's ability to produce. However, as human capital is increased, there are frequently externalities that boost other people's productive potential. Human capital theory holds that education and training are investments in people, according to Goldin and Katz (2020) and therefore, the fundamental assumption is that training produces assets in the form of knowledge and skills, which raise employee productivity. According to Falola et al., (2014), competent human resources have been able to acquire these abilities as a result of investment in their education through seminars, workshops, and conferences held both inside and outside the company, or training and development programmes.

Human capital theory, according to Franklin et al. (2014), suggests that people's knowledge, skills, and experience are forms of capital and that returns come from investments made by the employer or employee to cultivate these qualities. According to the human capital

hypothesis, in order to improve their chances of advancing in their careers, workers should invest in specialized training and additional opportunities for advancement. Because it places more of a focus on performance and capabilities, the organisational human capital approach thus seems to provide more support for broad expenditures in human resources. Employees that are better knowledgeable and skilled are more productive and effective for the company, which is a return on investment.

2.3 Empirical Review

In the study on the effect of training and development on employees' performance and effectiveness, a case study of district five administration office, Bole Sub city, Addis Ababa, Ethiopia by Asfaw et al. (2015), it was found that training and development activities in which employees have participated bring new potentials of employees in performing assigned tasks and result in employee effectiveness. In addition, this test indicates that there is a positive relationship between training and development with employee performance and overall effectiveness. Moreover, training and development are positively related to the outputs connected with performance and productivity at work.

Ndibe (2014) studied the influence of training on the performance of an organization and found that the impact made by the procedure of selecting employees to be trained, designing the training, delivering the training, and whether or not employees perceived training as being important in relation to employees' productivity was high. The conclusion of the study is that if firms send the right people on training through the systematic training procedure of identification and selection procedures for employees to be trained, there would be a great boost in organizational performance.

A survey of the impact of training and development of employees on employees' performance through job satisfaction: a Study of the Telecom Sector in Pakistan by Afaq et al. (2016). The research methodology used was the survey method. It is evidently clear from this research work that performance increases with skills through considerable improvement in training and

development programs; also, the level of satisfaction is high amongst employees if they are given proper training. Besides, it is the gap of what they know and can do against what they must know and be capable of doing in order to deliver their jobs effectively and efficiently for which the raised awareness in employees and managers regarding the merits associated with it holds the solution.

Ugbomhe et al., (2016) examined the effect of training and development on employees' performance in selected banks in the Edo North Senatorial District that "training and development for staff in the banking sector has a significant relationship with effective performance in carrying out their job functions". They held the opinion that through training and development, organizational goals in Nigeria can be realized, some of which are productivity and profitability among others. However, they recommend that banks should institute training and development policies because they are the strategic link between the vision of banks and organizations' day-to-day activities.

In the survey regarding training and development on employee performance within various banking sectors of North Punjab, Pakistan, Sohail et al., (2014) found that there is a significant positive association existing between training and development, on-the-job training, delivery style, and employee performance. They

conclude that learning can be accomplished in terms of the training of employees and that there is a positive relationship between training and development and employee performance.

3. Methodology

This study adopts quantitative method to assess the effect of Capacity Building and Employees' Productivity in Nigerian Management Training Institute with special reference to Agricultural and Rural Management Training Institute (ARMTI), Ilorin in Kwara State, Nigeria.

The research work specifically focused on the employees of Agricultural and Rural Management Training Institute (ARMTI), Ilorin in Kwara state amounting to 150 while the sample size of the study was determined using Taro Yamane sample size determination model and estimated to be 109. Simple random sampling technique was also used and instruments used for the Regression analysis was SPSS version.

4. Results and Discussion

4.1 Test of Hypotheses

Ho1: There is no significant relationship between on-the-job training and knowledge transfer by employees of ARMTI, Ilorin

Table 1: Model Summary^b

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.967 ^a	.934	.934	.22555
a. Predictors: (Constant), Capacity Building (On-the- Job Training)				
b. Dependent Variable: Employees' Productivity				

Sources: *Researcher's Survey, 2024*

The model summary provided in Table 1 above reveals an R-Square value of 0.93, indicating that 93% of the variance in the dependent variable (Employees' Productivity) is accounted for by the constant variables

(On-the-Job Training). The remaining 7% of the variance is attributed to other variables not included in the model. This suggests that the regression model is highly effective for making prediction.

Table 2: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.073	1	25.073	1279.091	.000 ^b
	Residual	4.579	99	.051		
	Total	69.652	101			

a. Dependent Variable: Employees' Productivity

Sources: *Researcher's Survey, 2024*

The table 2 above summarized the results of the analysis of variation in the Revisit Intention with large value of regression sum of squares (65.073) in comparison to the residual sum of squares with value of 4.579. This value indicated that the model explains a lot of the variation in the Revisit Intention. Yet, the estimated F-value (1279.091) as given in the table above with significance value of 0.000; which is less than p-value of 0.05 ($p < 0.05$) means that the On-the- Job-Training as a whole can jointly influence change in Employees' Productivity.

Table 3: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.789	.099		7.990	.000
	On-the- Job Training	.830	.023	.967	35.764	.000

a. Dependent Variable Employees' Productivity

Sources: *Researcher's Survey, 2024*

The dependent variable as shown in the table 3 explains the influence of on-the- Job Training on the Employees' Productivity. This was used as a yardstick to examine the influence between the independent variable (On-the- Job Training). Regarding the relationship between on-the- Job Training and the Employees' Productivity, the result indicated that on-the- Job Training had significant relationship with Employees' Productivity ($\beta = .830$, $t = 35.764$, $p < .000$). Therefore, Hypothesis H_1 was supported.

Hypothesis H_1 predicted that on-the- Job Training is positively related to Employees' Productivity. Result indicated that on-the- Job Training had a positive and significant relationship with Employees' Productivity ($\beta = 0.830$, $t = 35.764$, $p = .000$). Thus, the Hypothesis

H_1 is supported at 5% level of significant. The overall summary of this regression analysis result in relations to the coefficient of On-the- Job Training have significant influence on Employees' Productivity of ARMTI, Ilorin in Kwara State in the area of On-the- Job Training. This implies that the null hypothesis was rejected, hence, the alternate hypotheses was accepted. Thus, on-the- Job Training has significant influence on Employees' Productivity of ARMTI, Ilorin in Kwara State. Therefore, on-the- Job Training is seen as a determinant of Employees' Productivity.

Hypothesis Two

Ho2: The relationship between off-the-job training and knowledge transfer by employees of ARMTI, Ilorin is insignificant.

Table 4: **Model Summary^b**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.791 ^a	.625	.621	.47798

a. Predictors: (Constant), Off-the-Job training

b. Dependent Variable: Employees' Job Satisfaction

Sources: *Researcher's Survey, 2024*

The model summary as indicated in table 4 above shows that R-Square is 0.625; this implies that 62.5% of variation in the dependent variable (Employees' Job Satisfaction) was explained by the constant variables

(Off-the-Job training) while the remaining 37.5% is due to other variables that are not included in the model. This means that the regression (model formulated) is useful for making prediction.

Table 5: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.340	1	34.340	150.309	.000 ^b
	Residual	20.562	99	.228		
	Total	54.902	101			

a. Dependent Variable: Employees' Job Satisfaction

Sources: *Researcher's Survey, 2024*

Table 5 provides a summary of the analysis regarding the variation in Revisit Intention, showing a substantial regression sum of squares (34.340) compared to the residual sum of squares (20.562). This indicates that the model significantly accounts for the variation in Revisit

Intention. Furthermore, the estimated F-value (150.309) in the table, with a significance value of 0.000 ($p < 0.05$), implies that Entrepreneurial Proactiveness, as a whole, can collectively influence change in Employees' Job Satisfaction.

Table 6: **Coefficients^a**

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
		B		Beta		
1	(Constant)	1.083	.286		3.792	.000
	Off-the-Job training	.820	.067	.791	12.260	.000

a. Dependent Variable: Employees' Job Satisfaction

Sources: *Researcher's Survey, 2024*

The dependent variable as shown in the table 6 explains the influence of Off-the-Job training on the Employees' Job Satisfaction. This was used as a yardstick to examine the influence between the independent variable (Off-the-Job training). Regarding the relationship between Off-the-Job training and the Employees' Job Satisfaction, the result indicated that Off-the-Job training had significant relationship with Employees'

Job Satisfaction ($\beta = .820$, $t = 12.260$, $p < .000$). Therefore, Hypothesis H₂ was supported.

Hypothesis H₂ predicted that Off-the-Job training is positively related to Employees' Job Satisfaction. Result indicated that Off-the-Job training had a positive and significant relationship with Employees' Job Satisfaction ($\beta = 0.820$, $t = 12.260$, $p = .000$). Thus, the

Hypothesis H₂ is supported at 5% level of significant. The overall summary of this regression analysis result in relations to the coefficient of Off-the-Job training have significant influence on Employees' Job Satisfaction of ARMTI, Ilorin in Kwara State in the area of Off-the-Job training. This implies that the null hypothesis was rejected, hence, the alternate hypotheses was accepted. Thus, Off-the-Job training has significant influence on Employees' Job Satisfaction of ARMTI, Ilorin in Kwara State. Therefore, Off-the-Job training is seen as a determinant of Employees' Job Satisfaction.

5. Conclusion and Recommendations

This study uncovered a clear connection between capacity building and employee performance. It suggests that investing in capacity building enhances employees' effectiveness, leading to overall

improvements in organizational performance. Capacity building emerges as a critical management concern in every organization because its initiatives and efforts not only yield tangible outcomes such as new knowledge, skills, and managerial abilities but also play a vital role in achieving other organizational goals.

Given the notable positive correlation between capacity building and employee performance, the study suggests that organizations should enhance their capacity building initiatives to foster improved employee performance. Moreover, individual and collective capacity building efforts should be integrated within the broader framework of reinforcing organizational structures and systems, thereby ensuring the sustainability of activities, outputs, and outcomes.

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