

## **Implications of Training and Manpower Development on Employee Productivity Alvan Ikoku Federal College of Education, Owerri.**

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### **Abstract**

*The success of any organization is not only determined by the quality of personnel available, but how adequate these human resources are harnessed and equipped towards achieving the goal of the organization. Over time, organizations have been embarking on training and capacity building for their employees so as to enhance productivity and overall performance of the organizations. This is due to the recognition of the important role of training and manpower development in attainment of organizational goals. Consequently, this study investigated the implications of training and manpower development on employee productivity, using Alvan Ikoku Federal College of Education, Owerri as a case study. The study applied structured questionnaires to a sample size of 450 drawn by proportional stratified random sampling. The data generated was analyzed using mean score, standard deviation and grand mean. The findings of the study show that majority of the respondents believe that training and manpower development enhances efficiency and productivity. Secondly, majority of the respondents overwhelmingly agreed that training and manpower development enhances organizational image and performance. The researcher made the following findings; orientation, in-house training, on-the-job training, workshops, seminars, etc are the most common development programs available to employees in AIFCE, Owerri. It was also observed that there are challenges to effective training and manpower development in the study area. The study recommends that organizations should conduct training needs assessment to ensure that the right training is given; ensure that their training programs should be on a continuous basis and accessible to all; and motivate staff who performed exceptionally well during training sessions so that other staff will in turn aspire to excel.*

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**Keywords:** Manpower, Training, Development, Employee, Productivity

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### **INTRODUCTION**

#### **Background of the Study**

Prior to the third republic in Nigeria, there has been a general resistance to investment in training in the public service because of the belief that an employee hired under a merit system must be presumed to be qualified. This assumption was later jettisoned as the need for training became obvious both in the private and public sector together with the expanding roles of the government and the civil services respectively. Training further became necessary in view of advancement in modern world given the growing complexity of the work environment, the rapid change in organizational and technological advancement which in turn necessitates the need for training and development. The role played by staff training can no longer be over-emphasized as many have come to recognize that training offers a way of developing skill, enhancing productivity, guaranteeing quality of work and building worker's loyalty to the firm.

In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all organizations for its effectiveness. It is hard for any organization to exist without adequate manpower. For employees to perform their functions effectively there must be well designed training and development programs to enable them enhance their productivity. These

training programs may range from on-the-job training, workshops, off-the-job training aimed at exposing employees to new techniques adopted in modern work environments.

An organization regardless of its size must provide for the need, interest and desire of its employee within the environment if it is to earn loyalty, dedication, involvement and commitment necessary to compete effectively. Though there are a number of factors, such as capital, equipment and manpower which contribute to the success of any organization. All these factors are important but the most significant factor is the human factor. With the provision of finance, material and even machine without experienced and trained manpower nothing can be done. Human resource therefore is the most valuable resource and ultimate basis of an organization. Since it is the people that will put the other resources to work, it should be viewed as such by management by giving it due attention in order to achieve its organizational goals and objectives. Achievement of objectives and goals of an organization could only be attained if human resources are properly equipped through training and manpower development.

Training according to Ohakwe (2007), is a continuous assistance or instruction given to an employee in order to make him have the current knowledge of the job content, scope and relationship within the organization. Abiodun (2008) asserts that training is a systematic development of knowledge skill and attitude required by an employee to perform adequately on a given task. Training ensures that organizational members possess the knowledge and skill they need to perform their jobs effectively, take new responsibilities and adapt to changing environment, (Iwuoha, 2009). Manpower development is a process of intellectual and emotional achievement; it provides the means by which people can grow on their jobs. It relates to series of activities, which an enterprise would embark upon to improve its managerial capacity. Manpower development is important in any discussion of strategic human resources management. The emphasis on manpower training and development is influenced by the belief that it is now desirable to focus more attention on areas which in the past has been relatively neglected.

In other words, the success of an organization depends on the ability and expertise of those who operate it both at the managerial and lower levels of operation, such abilities and expertise usually stem from the knowledge they possess and training received. The main objective of setting up an organization is to make profit and to achieve this organizational goal, adequate manpower training and development programs should be put in place to enhance performance.

### **Statement of the Problem**

Most employers have reported the inefficiency of some employees in their organizations, though this inefficiency could be attributed to their non-possession of the requisite skills and competencies. The adverse effect of nepotism, god fatherism and favoritism during recruitment exercise affects productivity, (Iwuoha, 2009). The resultant effect of this is that such employees recruited without due employment procedures find it extremely difficult to cope with the ever improving technologically work environment, the problem of the study therefore is, what is the relationship between training and manpower development and employee productivity?

### **Objective of the Study**

The main objective of this study is to find out the implications of training and manpower development on employee productivity. Specifically, the study intends to:

1. Identify the type of training schemes available to employees in the study area.
2. Ascertain how often the development programs are mounted for workers in the study area.
- 3 Examine the challenges to effective training and manpower development.
4. Determine the impact of training and development programs on employee productivity.

### **Research Questions**

The following research questions guided the study

1. What type of training programs is available to employees of AIFCE, Owerri?
2. How often is development programs mounted for employees in the study area?
- 3 What are the challenges to effective training and manpower development in the study Area?
4. What are the implications of training and development programs on employee productivity?

## LITERATURE REVIEW

### Conceptual Clarification

An attempt is made here to define and analyze the main concepts in the paper: Manpower, training, development, employee and productivity

### Training

According to Abonyi (2007), training is perhaps one of the best known techniques of manpower development. It means orienting a worker towards the needs of an organization, for the purpose of maximum output and attainment of the organizational goal and objective. The main objectives of staff training and retraining, is to assist workers to acquire more skill in order to perform at the maximum level in current jobs and to develop and expose them to future jobs (Abonyi, 2007:130). Ikeanyibe, (2009) argues that training is the process of helping an employee to acquire basic skills required for the effective execution of the functions for which he is assigned. Here ability to perform a specific or present job is emphasized. Training may mean changing what employees know, how they work, their attitudes towards their work, or their interaction towards their co-workers or their supervisors.

### Development

Development generally means the process of causing somebody or something to grow or making something to become larger gradually. But in relation to manpower, development can be seen as a process of increasing the quality or value or skill of an employee (personnel). Development involves preparing employees for higher responsibilities in future. Development according to Ezeuwa (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure. To develop staff, (Daniels, 2003) simply refers to make them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal skills, (Iwuoha, 2009).

### Manpower Development

Manpower Development is a systematic process of training and growth by which individuals gain and apply knowledge, skill, insights and attitude, manage work and personnel effectively. It involves the estimation of the demand for the supply of management staff for the organization in future. It is the involvement of efforts aimed at improving the quality as well as the number of management staff. Studies showed that many workers fail in organizational expectations because the training needs were not identified and provided for. Development may help to build confidence in the workers and make him work more efficiently and effectively.

### Productivity

Productivity is the driving force behind an organization's growth and profitability. Productivity is the relationship between output of goods and services of workers of the organization and input of resources, human and non-human, used in the production process. In other words, productivity is the ratio of output to input. The higher the numerical value of this ratio, the greater the productivity, (Onah, 2010:171). When the employees are productive, they accomplish more in a given time; inturn efficiency saves their organizations money in time and labour.

Manpower training and development are two interrelated processes whose importance cannot be overemphasized in any discussion of strategic human resource management. This is related to the series of activities, which an enterprise would need to embark upon to improve the quality of its managerial capital. Training and development are complementary parts of the same process. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development is very crucial to employees, the organization and their effectiveness, (Devi & Shaik, 2012). Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other, (Comma, 2008). Training and development activities are important

elements of the human resource management function of an organization. Ngu (1994) sees training and development to be the process of behavioural modification or moulding of workers to integrate organizational needs with their characteristics. Oribabor (2000) as cited in Kulkarni (2013) adds that training and development aims at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization growth.

In interpreting the above postulation Onah (2003) maintains that at the time of technological change and innovation both new and old employees need to be trained to update their knowledge and skills and keep them abreast of the new development in the techniques and methods of doing their jobs in order to achieve individual and organizational objectives. Atiomo (2000), in supporting the foregoing, opines that training is the process of acquiring knowledge, skills and attitude for the sole purpose of executing a specific or present job more effectively and efficiently. Isyaku (2000) as cited in Kulkarni (2013) corroborates that the process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. According to Fajana (2002) the effectiveness and success of an organization lies on the people who form and work within the organization. The observation of Onuka (2006) implies that it is the developed human capital of a nation that constitutes its wealth. It follows, therefore, that employees' performance in respect of achieving organizational goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude they have been able to acquire from constant manpower development programs.

Training makes employees feel that they are part of the organization's family. Training creates the sense of belonging in all employees. It creates the professional development and enhances the employee's skills. It also makes knowledgeable workforce with fewer mistakes, (Adams, 2002). Increasing job satisfaction and employee morality, enhancing the employee motivation, improving the efficiencies in processes and financial gain, raising the ability to obtain new technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training, (McNamara, 2010).

### **Dimensions of Training & Development**

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below:

#### **Orientation/Induction Training**

This is given immediately after employment to introduce new staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment. This is given to newly appointed staff immediately they are employed. This type of course is highly essential for newly recruited staff so that the new staff is protected from making costly mistakes. It makes the new staff to understand the general objectives, scope, programs, problems, policy and structure of the organization. Induction courses are also very necessary for newly employed officers to enable them gain self-confidence and perform better to meet the desired expectation. The period may vary from few days to a few weeks depending on the situation.

#### **On-the-Job Training/Off-the-Job Training**

This is the method used to acquire specific skill while the individual is on the job. On the job training is required to improve the staff that had inadequate academic qualification for his job performance when he was employed specifically in a situation of acute manpower shortage. This is also regarded as training within industry or training within organizational policy. The definition also suggests that on -the- job method is a specific form of job instruction. It imparts only those skill needed by the worker to perform a particular job competently. However, it can be done outside the organization. This specific form of training can both be formal and informal. Formal in the sense that, what is to be instructed is organized, manned or structured sequentially.

According to Kulkarni (2013), on the job training may be seen as; job instruction, apprenticeship and coaching, job rotation, committee assignment, internship training, and training through step by step process. Ngu (1994), affirms that off- the- job training is a type that can be

conducted outside the work environment. It is usually conducted in classrooms; in this case the trainees are given theoretical knowledge on how to handle a particular operation. Kulkarni (2013) reaffirms and classifies off the job training as: program instructions, classroom lectures, workshop and seminars, conferences, vestibule training, behavioural modeling, experimental exercise, audio- visual method, case study method.

### **Career Development Training**

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

### **Maintenance/ Refresher Training**

This keeps specialists, administrators, engineers , supervisors and frontline workers updated and enables them add to the knowledge and skills they have already.

### **Developmental Training**

Training that helps an employee develop and grow in the organization. This type of training will make the employee take up more responsibilities and hold higher positions. This training will give employees the professional skills, technical skills and more knowledge that will help in their development, climbing the ladder of hierarchy in the organization and promote career development.

### **Theoretical Framework**

This paper derives its theoretical foundation from Taylor's Principles of Scientific Management and the Behaviourist Theory of Learning.

In 1911, Frederick Winslow Taylor published his work, *The Principles of Scientific Management*, in which he described how the application of the scientific method to the management of workers greatly could improve productivity. Scientific management methods called for optimizing the way that tasks were performed and simplifying the jobs enough so that workers could be trained to perform their specialized sequence of motions in the one "best" way. Taylor argued that even the most basic, mindless tasks could be planned in a way that dramatically would increase productivity, and that scientific management of the work was more effective than the "initiative and incentive" method of motivating workers. The initiative and incentive method offered an incentive to increase productivity but placed the responsibility on the worker to figure out how to do it. The scientific selection and placement of worker on a scientifically designed job based on training together with the operation of reward and higher productivity are the cardinal doctrine in Taylor's scientific management approach, (Ngu,1994). It involves the following:

1. Development of science of work and determine scientifically a standard of operation
2. Through job design and job specification.
3. Scientific selection and progressive development of the workman.
4. Combination of science of work with the scientifically selected trained man.
5. The continued cooperation between management and employees.

The human element cannot be self-creative, self-initiative, self-innovative, self-fulfilling, self-developed without being empowered physically, mentally and intellectually through training and development programs.

### **Behaviourist Theory of Learning**

The behaviourist theory of learning is one of the oldest theories of motivation by B.F.Skinner. The theory states that an individual's behavior is a function of its consequences. Behaviourist view learning as the product of stimulus condition(S) and the response(R) sometimes termed as the S-R Model of learning. In this paper the stimulus is the training while the response reflects (in the behavior of employees) productivity of the employees. 'Learning is relatively permanent change in behavior produced by experience', (Bass and Vaughn, 1968). Ivan Pavlov the famous Russian psychologist discovered the relationship between stimulus and response. Pavlov investigated the

tendency in response to stimulus called reflex action (McKenna, 2006). He further discovered that this response could be strengthened (Mullins, 2005) if the stimulus is constantly repeated, and would diminish to extinction level without repetition. This is to say that employees need to be trained constantly to ensure higher productivity. A behaviour that is totally ignored will eventually be extinguished.

### Area of the Study

The study was carried out in Alvan Ikoku Federal College of Education, Owerri. It is a Federal College of Education located in Owerri Municipal LGA of Imo State. The College is bordered in the north by Federal Medical Centre (FMC) Owerri and Amakohia, in the east by works layout, in the south by shell camp mosque and in the west by Nworie River.

### METHODOLOGY

The design of the study is descriptive survey. According to Nworgu (1991:58) descriptive surveys are those studies which aim at collecting data on, and describing in a systematic manner the characteristics, features and facts about a given population. The population of study is made up of academic and non-academic staff of Alvan Ikoku Federal College of Education, Owerri in Imo State. As at the time of study there are 1,189 non-academic staff and 715 academic staff with a total of 1,904 staff in the College. (Source: Personnel Department of AIFCE, Owerri)

**Table 1: Population of Non-Academic Staff**

S/N	UNIT	POPULATION
1	Registry	378
2	Provost Office	339
3	Bursary	89
4	Health Services	45
5	Library	26
6	Student Affairs	240
7	Works	72
	<b>TOTAL</b>	1189

**Source:** Personnel Department, AIFCE, Owerri.

**Table 2: Population of Academic Staff**

S/N	School	Male	Female	Total
1	Agriculture and Vocational Studies	55	61	116
2	Arts	51	52	102
3	Education	68	128	196
4	Natural Sciences	80	54	135
5	Social science	75	30	105
6	General Studies	22	27	49
7	Library	6	6	12
	<b>TOTAL</b>	357	358	715

**Source:** Personnel Department AIFCE, Owerri.

A sample population of 450 was used for the study. Proportional stratified random sampling was used to compute the sample size.

**Table 3: Composition of Sample for the Study**

Type	Population	Proportion	Sample Size
Non-Academic Staff	1189	0.62	279
Academic Staff	715	0.38	171
Total	1904	1.00	450

**Source:** Authors' Work (2015)

The sources of data were both primary and secondary. The primary data were collected through questionnaire administration supported by personal interview while secondary data were obtained from journals, textbooks and internet. Four hundred and fifty (450) copies of the questionnaire were administered, duly completed and returned. The questionnaire items were responded on a 5 point scale quantified as Strongly Agree(5), Agree(4), Undecided(3), Disagree(2), Strongly Disagree(1). The data generated from the questionnaire responses were analyzed using mean scores, standard deviation, and grand mean. A mean score of 3.50 and above was considered accepted while any score below it was not accepted.

## DISCUSSION OF FINDINGS

### Research Question One

What type of training programs is available to employees in AIFCE? **Question item 1-8** were used to analyze the first research question. The analyses of data collected for this research question are presented in Table 4.

Employees of AIFCE are exposed to various types of training in their relevant fields, according to respondents the upliftment of the College to a federal status and the introduction of TETFund have provided staff members with opportunities of equipping themselves academically, professionally and with the necessary skills required for higher productivity. Such opportunities include sponsored conferences, study leave with pay, in service training on the 21<sup>st</sup> century teaching strategies.

**Table4: Training Programs available to Employees of AIFCE, Owerri.**

S/N	Available Training Program	Mean (x)	Standard Deviation	Decision
1	Induction/orientation training	4.16	1.16	Accepted
2	Foundation training	3.64	1.34	Accepted
3	Maintenance Training	2.42	1.46	Rejected
4	On –the job training	3.77	1.09	Accepted
5	In –service-training	3.81	1.33	Accepted
6	Workshops, Seminars/Conferences	4.56	0.86	Accepted
7	In –house training	4.36	0.89	Accepted
8	Off-the-job pupilage training.	2.33	1.39	Rejected
	Grand Mean	3.6		Accepted

**Source: Field Survey, 2015**

Since 3.6 is above the criterion mean, employees are given the opportunity to attend training of various kinds. A close look at the table reveals that there are available training programs for staff of the institution in the areas of induction or orientation, foundation, on-the job training, workshops, seminars, conferences, and in-service training. The table also shows that the following training programs are not available for employees of AIFCE, maintenance training and off-the-job pupilage training.

### Research Question Two

How often is development programs mounted for employees in AIFCE, Owerri?

**Questions 9 – 13** were used to analyze the second research question. This research question was answered using the mean rating given by the employees in the institution. The analysis of data for research question 2 was presented in Table 2.

**Table 5: Regularity of development programs mounted to employees in AIFCE.**

S/N	Regularity of program	Mean (x)	Standard Deviation	Decision
9	Bi –Annually	4.16	1.16	Accepted
10	Annually	4.56	0.86	Accepted

11	Half Yearly	4.50	1.20	Accepted
12	Quarterly	2.44	1.58	Rejected
13	None of the above	2.97	1.56	Rejected
	Grand Mean	3.7		Accepted

**Source: Field Survey 2015**

Table 5 shows that the grand mean is 3.7 and is above the decision rule of 3.50, it follows that the employees accepted that they usually receive training on bi-annually, annually and half yearly basis.

**Research Question Three**

What are the challenges to effective training and manpower development in the study area?

**Questions 14-18** were used to analyze the third research question. The analysis of data collected for this research question was presented in table 6.

**Table 6: Challenges to Effective Training and Manpower Development**

S/N	Challenges	Mean (x)	Standard Deviation	Decision
14	Bottle necks(such as signing of bond, confirmation of employment)	4.56	0.86	Accepted
15	Cost Involvement	4.12	1.26	Accepted
16	Lack of supervision from training institutions	4.54	0.64	Accepted
17	Inadequate Resource Persons	3.95	1.24	Accepted
18	Lack of interest	2.97	1.56	Rejected
	Grand Mean	4.02		Accepted

**Source: Field Survey 2015**

The result summarized as table 6 shows that bottlenecks (signing of 5 year bond with the institution, or confirmation as a criterion), insufficient fund, lack of supervision from training institutions and inadequate resource persons are the major challenges to effective training and manpower development in the study area while lack of interest is not a challenge to training and manpower development. The grand mean of 4.02 is an indication that the level of training and manpower development do not correlate with the number of employees in the College because of the identified challenges.

**Research Question Four**

What are the impacts of training and manpower development on the productivity of employees in the study area? **Questions 19-23** were used to analyze the third research question. The analysis of data collected for this research question was presented in table 7.

**Table 7: Impact of Training and Manpower Development on Employee Productivity**

S/N	Impact	Mean(x)	Standard Deviation	Decision
19	Increases job satisfaction	4.44	0.80	Accepted
20	Reduces Employee turnover	4.24	0.89	Accepted
21	Enhances Organizational image/performance	3.97	1.14	Accepted
22	Updates employees knowledge	4.51	0.61	Accepted
23	Enhances employees personal skills	4.26	0.82	Accepted
	Grand Mean	4.28		Accepted

**Source: Field Survey 2015**

The grand mean of 4.28 as shown in table 7 is an indication that training and manpower development have a positive effect on employee productivity, it enhances employee performance. The result shows that there is a strong relationship between manpower training and development and productivity. This result is in agreement with the opinion of Jerling (1996) where he opines that training and development of employees is an important management tool used to maximize the potential capabilities of employees to yield maximum output.



## CONCLUSION

The effective management of human resources is very important to any organization which can only be achieved by effecting good manpower training and development programs. The essence of this is to make a very significant contribution to the overall effectiveness and profitability of an organization. The findings of this study have clearly shown that training and manpower development is a work activity that enhances the effectiveness and success of an organization. Thus, for any organization to succeed, training and re-training of staff in form of workshop, conference, seminars, in-service training, induction/orientation etc, should be vigorously pursued and made compulsory. The major goal of an organization is productivity, this can only be achieved when managers emphasize quality over quantity, break down barriers and empower their employees. Training, retraining and staff development are important motivating factors that lead to higher productivity in an organization. The study concludes by emphasizing the relevance of manpower training and development.

## RECOMMENDATION

In the course of this study the following recommendations were proffered:

Training and development programs should be allowed to flourish through adequate funding and every employee should be given equal opportunity to benefit.

Periodic review of the program should be carried out to ascertain the extent to which the program have been successful with a view to reviewing it where and when necessary.

Organizations should devise a comprehensive training policy backed by appropriate law.

There should be orientation course/program for new staff members

Sponsorship of training and development program should be made accessible to all irrespective of the year of service.

Managers should motivate staff who performed exceptionally well during training sessions so that other staff will in turn aspire to excel.

Finally, on-the-job and in-house methods of training should be used extensively by organizations, especially in the training of junior staff as they tend to be cheaper and more effective.

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