

THE IMPACT OF MAN POWER TRAINING AND DEVELOPMENT ON PERFORMANCE TERTIARY INSTITUTIONS: A STUDY OF IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI, NIGER STATE 2015-2019

Aidelokhai, Dennis Idonije¹, Musa Usman², Abu Idris³ and Gana Sunday⁴

^{1,2,3}Department of Public Administration, Ibrahim Badamasi Babangida University, Lapai, Niger State, Nigeria

⁴Vice Chancellor's Office, Ibrahim Badamasi Babangida University, Lapai, Niger State, Nigeria

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ABSTRACT

The success or failure of any institution is a function of the quality of its human resources. It is on that premise that organizations invest heavily on its workforce through training, provision of working tools to attain their objectives This study examine the Impact of Manpower Training and Development on service delivery by employees of Ibrahim Badamasi Babangida, University, Lapai, In achieving this goal, data was obtained through primary and secondary sources vis-a-vis observation method. Data collected were analyzed through the Statistical Package for Social Science (SPSS). The two hypotheses were validated through the use of chi-square (X^2) statistical method. The finding of this study indicates that there is a positive relationship between training, development and organizational performance in Ibrahim Badamasi Babangida University, Lapai. The study concludes that training is an investment in the human resources of an organization, with both immediate and long term returns. In the light of above, the study recommend that Ibrahim Badamasi Babangida University, Lapai should make training and development of its staff a regular exercise to increase the skill, knowledge, abilities and competences of their staff. This will in turn increase the effectiveness and efficiency of service delivery of staff in achieving the core mandate of the university in teaching, research and community services.

Key words: Manpower, training, development, staff, university

Introduction

Man power training and development is the crucial area of human resources management and a growing segment of personnel activities. Training and development are crucial tools for job performance in an organization. Many organization have come to recognize that training offers a way of developing skills, enhancing productivity and quality of work and building workers loyalty in the organization (Jones, George and Hill, 2000; Okotoni and Erero 2005). Man power training and development is one of the most important organizational dynamics. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goal to personnel (Ekaterini, 2009).

Manpower certainly is the basis of all resources and it is the indispensable means of converting other resources to mankind's use and benefits. It is very central in every human institution. Even in the developed and industrial nations of the world, where the use of machines and technology is at an advanced stage, manpower is still very essential (Comma, 2008). Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. (Olusanye, 2012).

Management of an organization either large or small requires staffing with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite Skills, Knowledge, Abilities and Competencies (SKAC) needed to work. As a result, many employees require extensive training to acquire the needed SKAC to be able to make substantive contribution towards organizational growth. (Barron and Hagerty: 2001). Although, other resources such as financial, information, physical are also essential, but human resources are virtually boundless in the potential impact of the organization. In the advance age of development and technological breakthrough, manpower must be developed to meet the changes of modern technology. Trained and well developed manpower is the essential ingredient for efficiency and effectiveness in any human organization.

In modern times, the overwhelming and pervasive role of manpower resources in the organization seems to be compromised to the extent of misplacing its role in the achievement of organizational objectives. Many organizations pay little or no attention to issue of training and developing adequate manpower for achieving organizational goals or objectives. An eventual instrument for achieving organizational objective is the adequacy and effectiveness of available manpower. Any organization whether (formal or informal, private or government owned) can only boast of effective operation, if it is endowed with adequate well trained and developed manpower.

Today, some organizations in Nigeria (public or private) have been deficient in their operation and overall effectiveness due to the type or caliber of manpower they possess, Ibrahim Badamasi Babangida University might not an exception. Ibrahim Badamasi Babangida University, Lapai was established to train students to be worthy in character and learning so that they could stand at a vantage competitive position with their peers from similar institutions the world over. The university also has the mandate to engage in quality research activities and community services.

To achieve the above goal, the university collaborates with other reputable institutions worldwide to train its staff. In the light of above objectives, this study intends to find out the effects of training conducted by Ibrahim Badamasi Babangida University, Lapai on its workforce. It will also examine possible hurdles in the implementation of such programs and practical effects of training and development on employee's performances in meeting the core mandates of the university.

Problem Statement

The perception of employees on training and development has a greater impact on the success of any organization. If the employees are satisfied with the training policies of the organization it will have a positive impact on the organizations productivity. The perception or attitude of employees can be transformed with positive or negative behavior, which will certainly have positive or negative effect on the organization. Where human capital is not planned, organizations will be confronted with the inability to deliver quality service, inability to attract and retain the right caliber of employees and difficulty in the development and training of highly talented personnel. Training on the job and some form of in service training are examples of training being designed or intended to develop the knowledge or expertise, greater confidence and a higher degree of performance. The principal intention of training is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold. Staff development, on the other hand, implies growth and the acquisition of wide experience for future strategic advantage of the organization.

Training is therefore a key element for improved organizational effectiveness; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standard and actual levels of work performance. Several intellectuals hold differing opinion on the effect of manpower training on workers' productivity. While some acknowledge that training leads to competence and increased output, others believed that it has nothing to do with productivity. For example,

Raza (2014), contend that manpower training had positive relationship with employee productivity in Pakistan, Elnaga and Imran (2013) have contrary findings in a study on Saudi Arabia. In the light of the foregoing, the discrepancy in these empirical works makes it necessary to offer supplementary substantiation on the impact of manpower training on employee productivity in the Nigerian public sector. Thus, this paper focuses on the impact of manpower training and development on organizational performance using Ibrahim Badamasi Babangida University as a focal study. The study is undertaken to assess the effectiveness of manpower training and development towards improving general performances at Ibrahim Badamasi Babangida University, Lapai. This is done with a view to ascertaining the effect of manpower training and development on employees' skills, knowledge, performances and staff retention in the university.

Objectives of the study

The main objective of this work is to examine the manpower training and development in Ibrahim Badamasi Babangida, Lapai and its impact on staff performance in terms of service delivery, retention and organizational growth. Specific objectives of the work include:

- i. To examine the effect of the training programs on the staff as it affects their skills, experience, retention, effective service delivery.
- ii. To make suggestions with a view of ensuring a well trained skilled and developed manpower in the university.
- iii. To identify the hurdles in the implementation of such programs, and to find out the practical effects training and development has on performance.
- iv. To identify the work areas the employees require training to be given to overcome the problems.

Literature Review

Productivity is a motivating force for investment in training and management development in both public and private organizations across the globe. A highly skillful and knowledgeable staff is very necessary for the improvement of the organization. Training increases the productivity of employee, improves the services of the employee and brings the positive change in the organization. In spite of the significance of training and manpower development on employee productivity programs are not accorded desirable attention by some organizations in Nigeria (Obi-Anike & Ekwe, 2014). Organizations consider the resources they will expend on training

programs as waste rather than investment. They fall short to predict the desirability of periodic training and development of their employees with a view to promoting the efficiency and effectiveness of their organizations.

Concept of Training

According to Akpan (1982) the primary intention of training is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold. Staff development, on the other hand, implies growth and the acquisition of wide experience for future strategic advantage of the organization. Mitchell, (1979:119) also noted the popular convention to think of training as dealing primarily with operative personnel and development with managers and executives.

Training is a systematic process of changing the behavior, knowledge and/or motivation of present employees to improve the match between employee characteristics and employment requirement (Milkovich: etal, 1988). Training at one extreme consist of a few hour of induction by the supervisor, who gives the new employees skeletal outline of organizational policies and in the other extreme, it consists of several years of formal courses designed to develop qualified specialist (Streauss, 1980). Ngu (1990) defines training and development as ‘the process of behavioral modification or moulding of worker in order to integrate organizational needs with their characteristics.

Training and development is so important that it is not only imperative but a continuous exercise. The organization can dispense with it as a program and as a process (Ngu; 1992). Supporting their view, Pigor and Myers (1980) admit that no organization can choose whether or not to train employees. All employees, regardless of previous training, education and experience need to be introduced to their new employees work environment and to be taught how to perform specific task.

Staff development on the other hand, according to Akpan (1982), is the process whereby an employee is enabled to grow in the job, through the acquisition of work experience and increasing confidence resulting from the exercise of varied and stated responsibilities. The aim is to enable the employee reach the top or achieve his/her best in his/her profession or employment. Such a position will be attained through actions, observation, study, reflection, experiment and initiative (Onah; 2003). Cole (2002:2009) puts it that staff development should be seen as any learning activity which is directed towards further needs rather than immediate performance. The focus of staff development tends to be on the organizations future staff requirement and on the growth needs of individuals in the work place.

Five major training objectives have been identified which include: the achievement of capable men and women prepared through training to perform the task that an organization requires, mobilizing for solving organizational problems: thirdly a tool for enlarging human resources and productivity, fourthly, the designing for constructive channeling of human resources. The objective of manpower training and development can be summarized thus:

- (i) Improve efficiency and morals;
- (ii) Introduce new techniques;
- (iii) Provide for succession, enables qualified replacement to be available.
- (iv) Raise the standard of unskilled personnel, thus helping overcome labour shortage.
- (v) Develop supervisors and decrease the amount of supervision needed (Cole: Ibid)

Manpower Development

Manpower development entails increasing the knowledge and skills of an employee for executing a particular job. According to Odion (2003), the need for improve productivity has become universally accepted and that it depends on efficient and effective training given to workers. Therefore, it has become necessary in view of advancement in the modern world to invest in training. As a result, the role played by staff training and development can no longer be over-emphasized. Staff development is based on the premise that staff skills need to be improved for organizations to grow. According to Okotoni and Erero (2005), training entails a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. New entrants into organizations have various skills, though not all are relevant to organizational needs. Training and development are required for staff to enable them work towards taking the organization to its expected destination. However, for any organization to succeed, training and re-training of all staff in the form of workshops, conferences and seminars should be vigorously pursued and made compulsory.

Consequently, analyzing the above definitions, one can say that both training and development result in creating a change in an individual. Thus, there is a kind of similarity between training and development because both concepts are aimed at creating a favorable change in the individual. However, the frontiers of development extend further to measure how effective the favorable change in behavior has improved job performance. Training, as it is observed, exposes employees to skills necessary for effective job performance while development goes further to equip employees with the knowledge required for performing additional responsibility to a particular task, faster and better than before. More so, development may involve exposing an employee to more challenging tasks.

Manpower Training and Development

Staff training and development come under the preview of personnel function in most organizations, whether public or private. The importance of staff training and development in any organization is clear if we recognize the fact that the structure that sustains it depends on the individual that operates the structure. Training on the job and some form of in-service training are examples of training being designed or intended to develop the knowledge and expertise, create greater confidence and a higher degree of performance.

Armstrong (2003), perceived manpower training, as the formal and orderly transformation of behavior through knowledge which occurs as a result of educational instruction, development and planned experience. By implication manpower training is a systematic process of altering the behavior and/or attitudes of employees in a direction to increase organizational goals. According to Abiodun (1999), training is a orderly development of the knowledge, skills and attitudes required by employees to execute satisfactorily on a given task. Employees who have not received adequate training before being assigned with responsibilities lack the necessary confidence with which to carry out the job. An employee, however, should be helped to grow into more responsibilities by systematic training and development.

Corroborating the above, Nwachukwu (2009) sees manpower training as an organizational effort that intend to assist employee to obtain basic skills required for the efficient execution of the functions for which he/she was employed. The author regards development as the activities carried out to expose an employee to perform additional tasks and assume positions of importance in the organizational hierarchy. In the same vein, Akpan (1982), acknowledged that training is about equipping people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold. On the other hand, Onah (2008) defined manpower training as an organized and coordinated development of knowledge, skills and attitudes needed by an individual to master a given situation or perform.

In line with extant literature, the following hypotheses were formulated.

Hypotheses

To achieve the above stated objectives of this work, the following two hypotheses were formulated and tested.

H₀: (1) Staff performance and retention has no significant relationship with effective manpower training and development.

H₀: (2) staff service delivery has no significant relationship with effective manpower training and development program in the university.

Methodology

The study adopted quantitative method using questionnaire administration to collect data. Also, personal interview was conducted with some principal offices of the university. The participant observation method of data collection was also utilized for gathering data for this study. This is because the researchers are staff of the institution. For the purpose of this study, a total of one thousand, one hundred and eighty four staff of the university was the target population (1184). Of this population, two hundred and ninety (290) are academic staff, three hundred and thirty four (334) are non-academic senior staff, four hundred and fourteen (414) as non-academic junior staff and one hundred and forty-six (146) are students. These students were selected from students' union leadership and leader of departmental associations. This selection was based on the expected positive probability of representing students' opinion on objective assessment of the university. For the purpose of this study, 20% of the Students Union Government, National Association of Niger State Students (NANISS) and all Departmental Associations were selected. To make for the case of this work, 20%, twenty percent of the target population was made resulting to fifty-eight (58) academic staff, sixty-seven (67) senior non teaching staff, eighty three (83) non-teaching staff, Junior and thirty (30) students were selected by purposive sampling bringing the total number of respondent to two hundred and thirty-eight (238) See table 1.3 below:

Table 1.3 Sample size

CATEGORY	TARGET POPULATION	SAMPLE SIZE
Academic Staff	290	58
Non-Teaching Staff (Senior)	334	67
Non-Teaching staff (Junior)	414	83
Students	146	30
Total	1,184	238

Source: Survey Research, 2021.

Theoretical Framework

This study adopts Social exchange theory to examine the impact of manpower training and development on organization performance. The theory was developed by Sociologist George Homans (1910-1989). The theory highlights that social behavior is the outcome of an exchange process. The theory recommended that the reason of this exchange is to take advantage of benefits and minimize costs. It further stated that a relationship between two people is created through a process of cost-benefit analysis. Essentially, the theory presumed that a person or an organization begins an interaction to gain utmost profit with minimal cost. This implies that a person or an organization is motivated by what he/she will benefit from it. Consequently, there is projection of the profit and cost before joining. The theory may for that reason be used to suggest that on the part of the organization, it provides training and development programs in line with its objectives. In as much as the employee will serve the organization in achieving its objective, therefore, it would continue providing the training and development for the employees. The theory is relevant to this study as it is used to elaborate that positive result should be anticipated from employees because there are quite a few advantages connected with the training and development such as salary increments; promotion; bonuses and certificate awarding.

Data Analysis

The study utilized tables, frequency counts, percentages, in representing and analyzing data used for this study. The chi-square X^2 Statistical method was utilized for analyzing the data collected, while the inferential statistics was used in drawing conclusion from the data analyzed.

Test for Research Hypothesis

HO1: Staff performance and retention has no significant relationship, with effective training and development of the staff.

HO2: Staff Service delivery has no significant relationship with effective manpower training and development programs in Ibrahim Badamasi Babangida University, Lapai.

Test of Hypothesis 1

Staff performance and retention has no significant relation with effective manpower training and development of staff.

Table 1.4 Cross Tabulation of the responses on whether manpower training program affect staff retention and whether effective manpower training and development program improve service delivery.

Table 1.2 Training programs and development affect staff retention

	Agreed	Undecided	Disagreed	Total X² value
Manpower	Agreed 212 (98.8%)	1 (0.4%)	12 (5.3%)	225 (99.6%)
Training program	Undecided 0 (0.0%)	1 (0.4%)	1 (0.4%)	1(0.4%)
Improve service delivery	Total 212 (93.8%)	2 (0.8%)	12 (5.3%)	226 (100%)

Source: Survey Research, 2021

Table 1.2 above shows that (212) two hundred and twelve respondents, representing 93.8% agreed that staff training and development leads to improvement on service delivery by staff. One (1) of the respondents agreed that manpower programs improve service delivery but indifferent whether the training programs adversely affect staff retention in Ibrahim Badamasi Babangida University, Lapai. Twelve (12) respondents representing 5.3% agreed that manpower training program adversely affect staff retention in Ibrahim Badamasi Babangida University, Lapai, but does not improve service delivery. One (1) respondent which represents 0.4% of respondents was indifferent.

From the chi-square χ^2 Value=10.064 > χ^2 0.05.2 = 5.991, Ho is rejected and it can be concluded that staff performance and retention as well as effective service delivery in Ibrahim Badamasi Babangida University, Lapai has significant relationship with effective manpower training and development programs in the universe.

Hypothesis 2:

Staff service delivery has no significant relationship with effective manpower training and development program in Ibrahim Badamasi Babangida University, Lapai.

Cross tabulation of the responses on whether manpower training and development improve service delivery in Ibrahim Badamasi Babangida University, Lapai.

Table 1.3 Manpower Training impacted Effectively on employees Job Performance

	Agreed	Undecided	Disagreed	Total
Manpower training and development program	Agreed	225 (99.6%)	0 (0.0%)	225 (99.6%)
	Undecided	0 (0.0%)	1 (0.4%)	1(0.4%)
Improve staff service delivery	Total	225 (99.6%)	1 (0.4%)	226 (100%)

Source: Survey Research, 2021.

Table 1.3 above shows that two hundred and twenty five (225) respondents representing about ninety three point eight respondents agreed that staff training and development have impact on employees job performance. One (1) respondent which represents zero point four percent (0.4%) of the respondents was indifferent. From the fishers exact test used as an approximation of chi-square, it was statistically significant with significant value of 0.04 indicating rejection of HO. From this statistical analysis, we can conclude that employee’s performance has significant relationship with effective manpower training and development programs.

Discussions of Findings

Hypothesis 1: Staff performance and retention has no significant relationship with effective manpower training and development of the staff.

The analysis from the above table 1.4 shows that two hundred and twelve (212) respondents representing 93.8% agreed that staff training and development leads to improvement in service delivery by staff. One (1) of the respondent agreed that manpower programs improve service delivery but indifferent or whether the training program adversely affect retention. Twelve (12) respondents representing 5.3% agreed that manpower training programs adversely affect staff retention in Ibrahim Badamasi Babangida University, Lapai but does not improve service delivery. One (1) respondent representing 0.4% was indifferent.

From the chi-square X^2 value = 10.064 > x^2 0.052 = 5.991, HO is rejected and it can be concluded that staff performance and retention as well as effective service delivery in Ibrahim Badamasi Babangida University, Lapai has significant relationship with effective manpower training and development program in the university.

Hypothesis 2

Staff service delivery has no significant relationship with effective manpower training and development programs in the Ibrahim Badamasi Babangida University, Lapai.

From the analysis in table 1.5 above, two hundred and twenty five (225) of the respondents corresponding to 93.8% agreed that staff training and development have impact on the employees job performance and service delivery. One (1) respondent, which represents 0.4% was indifferent. Therefore, from the fishers exact test used as an approximation of chi-square utilized was statistically significant with significant value of 0.4 indicating rejection Ho. we therefore concluded that employees performance has significant relationship with effective manpower training and development programs and service delivery in Ibrahim Badamasi Babangida University, Lapai.

Findings

From the analysis thus made, the following findings were revealed from our study:

1. That training programs are available in Ibrahim Badamasi Babangida University, Lapai and they include study fellowship, work/training leave with pay, study leave without pay, sabbatical leave and conferences/seminar/workshop.
2. Findings from our study also shows that these training programs have been on in the university since its establishment but became fully operational in 2009.
3. The training programs are to meet the various needs of the staff of the university and the university needs as well.
4. Staff of the university are aware of these training programs and all have access to them. That is, all staff enjoy the privilege. Although, enjoying or benefitting from any of those programs is not right but a privilege.
5. More so, our findings revealed that opportunities to benefit from any of these training programs is open to all, particularly the academic staff. Also many staff have benefited and others have the opportunity to benefit from these training programs.
6. The findings of the study, further revealed that as a result of the training and development programs in the university, the quality of lectures/teaching has considerably improved.

Conclusion

The findings of this study indicated that there is positive relationship between training and development and organizational performance. The increase in job satisfaction and reduced

employee turnover in Ibrahim Badamasi Babangida University, Lapai are due to the opportunities offered through training and development of employees of the university. The study concluded that effective training is an investment in the human resources of an organization with both immediate and long term returns. However, mere investment is not enough; organizations need it to manage training programs more effectively so that they can get higher returns from that investment. The study further reveals that training program are available in the university. Such training programs from our study includes study fellowships, work and training leave with pay or without pay, sabbatical leave and conferences/seminar/workshop training. Findings also shows that these training programs have been in the university since its inception but became fully operational in 2009. The study also shows that staff of the university is aware of these training programs and have access to them. Enjoying or benefitting from any of the programs by employees of the university from our study is not a right but a privilege of staff.

Our study also revealed that as a result of the training and development programs in the university, the quality of lectures and teaching has approved considerably. There was the general agreement among staff and students of the university on the need for a formal, more articulated and documented manpower training and development policies and programs in the university.

Recommendations

Based on the conclusions reached, the study suggests the following recommendations to improve the quality of services of employees of Ibrahim Badamasi Babangida University, Lapai.

- a. The university should review its training policy to make for a more comprehensive and documented manpower training and development policy. Also all staff of the university should be provided a copy of the document on staff training and development .
- b. The study recommends that Ibrahim Badamasi Babangida should make training and development of their employees a regular and statutory exercise.
- c. More of the off-the-job training program should be initiated in the university. This could help in meeting up with some training needs that may arise due to technological change, university expansion, educational reforms and national manpower needs.
- d. Staff training and development should not be a privilege of staff. Management of the university should extend it to all bonafide staff of the university who desire it.
- e. The university should as much as possible identify areas of training needs of staff various. Training and development only be relevant if it addresses the deficiencies of staff. This is a vital aspect of staff training policy and if it is not due, any training program undertaken will be an exercise in futility.

Limitations and guides for future study

There are rare studies that completely assured or considered as flawless. Ours is not an exceptional, despite its insightful findings. Assessment of government activities is considered in Nigeria and indeed the world over as a sensitive issue, especially if such government or policy fails to perform its constitutional responsibilities. This made some respondents very apprehensive, hostile and skeptical in providing relevant information as a result of prevailing political situation in the country, in spite of our reassurances of confidentiality. This explains why the questionnaire recorded some instances of neutral responses and our inability to provide the budget that clearly spelt out the revenue and expenditure on training of personnel. In the light of above, future researchers should seriously sensitize the respondents on the significance of the study. This study is confined to IBB University, Niger state, Hence, we cannot rule out contrary views from the residual tertiary institutions because case studies involves behavior of different persons and groups that may not necessarily reflect the behavior of other persons or considered for generalization of the study. Therefore, conducting similar study in other tertiary institutions would support better generalization of the findings.

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