INDUCTION TRAINING AND EMPLOYEE PERFORMANCE: A STUDY OF NIGERIA DEPOSIT INSURANCE CORPORATION

Ummul-Khairi Mohammed
Ahmadu Bello University Distance Learning Centre, Zaria, Kaduna State
Email:mohammedummi@yahoo.com +234803646736

Abstract
Despite the reported importance of induction training on the performance of employees, there are extremely very few studies that have examined the effect of induction training on the performance of employees. Therefore, to fill this knowledge gap, this research empirically investigated the influence of induction training on employees' performance of the Nigeria Deposit Insurance Corporation (NDIC). A total of 166 people were selected from a pool of 301 NDIC workers. Simple random sampling was used to choose the study's participants. Employees were chosen at random from a list of names in a basket to serve as research participants. Data acquired for the study were examined on SPPS utilising structural equation modelling using SmartPls2. Based on the empirical analysis of the investigation, all of the null hypotheses of the study were not refuted. As a result, the NDIC's induction training programme, on-the-job training, and delivery system all have a beneficial impact on employee performance. As a consequence, the study demonstrated that the systematic method in which employee training is constructed has an influence on how employees perform. Similarly, frequent on-the-job training ensures that employees perform effectively, and the method in which training is offered has a considerable impact on employee performance. As a result, the study's findings suggest that training should be systematic in order to improve employee performance.

Keywords: Induction, training, job, delivery system, employee and performance.

Wukari International Studies Journal, Vol.6, No.2, 2022

Introduction

National Deposit Insurance Corporation (NDIC) is a federal body of the Nigerian government. To stabilise the economy, this agency provides insurance for depositors and a guarantee for the settlement of insured money in the event that a financial institution is unable to return their deposits. Basically, if a Nigerian bank fails, the NDIC steps in to ensure that customers' money isn't lost. Because of the way banks operate, the National Deposit Insurance Corporation is critical. A mix of costs, such as account fees, ATM fees, commission charges (for the investing arm), and application fees, keeps banks in business and running smoothly. But banks also generate money through investments like interest on loans, which is why they charge fees in the first place. As a result, the National Deposit Insurance Corporation (NDIB) is necessary. Depositors' money is used to pay out the loans. Individuals who deposit N100,000 into their bank accounts are effectively "lending" that money to the bank, which may then use it to make an investment and earn income. Individuals have access to their funds at any moment, but they are "working" money, which means that they are putting it to use in other transactions that should go without a hitch. NDIC must consequently continue to execute at a high level.

As a result, the performance of an organization's workforce is a major determinant of its long-term success or failure. Businesses need employees because they can execute certain tasks inside an organisation. Employee performance, according to Sultana et al. (2012), is defined as the achievement of established goals in terms of expected accuracy, completeness, cost, and speed, as detailed in their study. It is critical that employees receive necessary training if they are to perform at their best. According to Newton (2016), training is essential to the development and

success of organisations. It benefits both the company and the employee. When an individual is given the proper training, he or she will improve in both efficiency and productivity. Businesses can either hire or train employees who have the necessary skills. Studies have established a substantial connection between several measures of worker performance and successful training techniques (Niazi, 2011).

There have been several studies looking at the link between employee training and performance, but more research is needed to fill in the blanks. As an illustration, consider this. Employee performance was studied by Elnaga and Imran (2013). A literature review was all that was done in this investigation. A study conducted in India by Bhat (2013) found that employee performance was positively impacted by training. Employee training is measured as a single variable in the study. Halawi and Haydar (2018), on the other hand, studied the impact of training on Lebanese employees' performance. It was found that Lebanese organisations have a wide variety of training programmes, as well as a wide range of benefits and barriers to implementing adequate training. Again, in Abuja, Nigeria, Nnanna (2020) looked into the impact of training on employee performance. Employee performance was examined in relation to the effectiveness of various training methods, including the creation of training materials and the manner in which they are delivered. A last study, by Angela (2014), found that employee performance in Somalia was positively influenced by staff training. Employee involvement, motivation, and work satisfaction were all factors considered by the study's authors.

From the research cited above, it's clear that the vast majority of them were conducted in environments vastly different from Nigeria's. It's also worth noting that no research has examined the impact of induction

Wukari International Studies Journal, Vol.6, No.2, 2022

training design, on the job training, and the induction training delivery mechanism on employee performance empirically. Consequently, this work has filled in the gaps in our understanding. On the basis of it, the study looked at the impact of induction training design, on the job-training, and the induction training delivery method on employee performance at the National Deposit Insurance Corporation (NDIC).

2.0 Literature Review

Theoretical Framework

Social Learning Theory

In the last 15 years, social learning theory has been produced mostly to describe and predict how humans learn by observation of models, according to Bandura (1963). Model-based learning has been shown to be more effective than trial-and-error learning in a variety of settings. According to social learning theory, observational learning is governed by mechanisms of attention, memory, and reproduction. Rewarding behaviour, not learning, has an effect on how well it is performed. In addition to motivating action by directly rewarding it, a person may conduct behaviours that he watches another gets rewarded for (extrinsic reward), and he may learn to reward himself for correct behaviour. There are a number of criteria that may be constructed for optimum training situations from social learning theory.

In order to demonstrate how the social learning theory may be used to industrial training, the following twenty propositions are put forth. For instance: "Provide the learner with a verbal model to help them complete the assignment. The best verbal models don't complicate things in order to offer guidance on how to respond to a certain activity. Students who begin to see their work as critically important and think they have a great deal of influence over its outcome are more likely to learn how to reward

themselves when they do a good job on the job." Using social learning theory as a training tool to assist managers cope with workplace human relations challenges, as well as forecasting which subordinates would emulate their bosses' behaviours, are two ways this theory has been put to use in the industrial sector. Both strategies leverage social learning theory. In light of this, the current study aims to apply this theory to the subject matter. The social learning theory posits that training may lead to managers and employees cope with work place demands and relations. This thus theoretically explains the relationship between training and the performance of employees.

Conceptual Framework

Employee Performance

Employee performance is described by Bello and Adebajo (2014) as how an employee carries out the duties that makes up a job. This is corroborated by the view of Mathis and Jackson (2009) who examined employee performance with reference to the amount, quality and timeliness of production, presence on the job and the efficiency and effectiveness of the task accomplished. Hence, employee performance is a job related activity, geared towards the attainment of certain goals.

Employee performance refers to the capacity of employees' to meet organisational goals in an effective and efficient manner. Employee performance demonstrates the efficacy of employees' particular activities that assist to reach corporate goals; it is described as the way to do the work responsibilities according to the stipulated job description. This is

why Mubbsher and Maryam (2013) argued that employee performance encompasses employees' production and efficiency as a result of their growth. Hence, the level of excellence and quantity that a business expects from each person is reflected in their performance as an employee (Samar, Kamran, Atif, Zohaib&Alyami 2015). Therefore, it can be said that this means that a successful performance emerges from efforts, ability and direction which is a step towards the attainment of organisational objectives.

Concept of Training

Training is the process through which new and current workers are taught the foundations of their jobs. To the contrary, training is the process of increasing an individual's expertise and knowledge in order for them to successfully perform a task (Dale, 2018). This is why employee training isn't continual; instead, it's offered on a periodic basis at preset periods. An expert in the subject topic or a professional with appropriate expertise will most likely conduct the training in the majority of circumstances.

Everyone in the job, regardless of rank or title, requires some type of education or training. To keep up with the ever-changing environment of technology, concepts, values, and surroundings, training is a need. Every firm must have training programmes in place in order to improve the overall quality of the work done by its staff at all levels. It's critical for someone to be able to adapt to a new sort of duty when they're promoted. Understanding the value of training and how to evaluate it, as well as retraining and organisational learning characteristics, is the purpose of this training (Dale, 2018).

This varies by company, the idiosyncrasies of top management, organisational policy, and organisational climate, to name just a few

factors that influence how and what firms use for employee training. Thus, it is a normal characteristic to find strategies for employee training spanning from one company to the other, just as a single organisation may be geared towards adopting different approaches at different times or a mix of tactics at the same time (Dale, 2018).

Training Design

Training programmes had to be developed by every company with serious considerations in mind (Michael, 2000). Therefore, the needs of employees should be taken into consideration while creating a training programme. To this end, organizations that create training programmes with a focus on employee needs and corporate objectives will always benefit greatly from this (Partlow, 1996). This is why effective training design not only wastes time and money, but is also a significant drain on a company's resources (Tsaur& Lin, 2004). Trainees need to have certain abilities and motivation in order to learn effectively and perform well in the workplace. In order to help students learn and practise at their own speed, it was important that a thorough grasp of how learning theories were utilised in training programmes was described and shown whenever feasible.

On the-job Training

Organizational development is influenced by a variety of elements in the actual world. According to current research, staff training has a critical role to play in boosting performance and increasing productivity in the growth of firms. To put it another way, this puts firms in a better position to compete and stay on top of their industry. These findings suggest that companies who invest in staff training have an advantage over their non-training counterparts. Involvement in training

Wukari International Studies Journal, Vol.6, No.2, 2022

and development of employees and management is essential (Briscoe 1995). In order to reduce the performance gap between present and predicted future performance, training and development are frequently utilised. In the HRD function, training and development is claimed to be a significant part of HRM (Weil & Woodall 2005). Training and development requirements are identified, and appropriate training and development techniques and programmes are selected. Then, a plan for

School s	Number of student s	Number of teacher s
1.	5 0	5
2.	5 0	5
3.	5 0	5
4.	5 0	4
5.	5 0	6
6.	5 0	5
7.	5 0	5
8.	5 0	5
9.	5 0	5
10.	5 0	5
Tota l	50 0	5 0

trainer should use the most effective way possible to draw the attention of his or her audience. It is the responsibility of the human resources department to see to it that the training session is engaging for the learners. The general consensus was that training should be trialled to determine the needs in terms of design and implementation (Gowri, 2011).

Empirical Review

When Rutaihwa (2013) examined Tanzanian public institution employee orientation programmes and their impact on performance, he found that successful training boosts employee loyalty, royalties, and motivation while decreasing their likelihood of quitting the company. On the basis of this research, Alberta (2012) found that induction training has positive effects on employee commitment and satisfaction, overall

capacity at work, transfer of knowledge and skills acquired through induction into employee practise as well as helping to address the organization's vision and mission.

New staff perceptions on an academic staff induction programme at South African University were examined by Ndebele (2013), who found the programme to be of great value to the university and its teaching staff because it helps staff learn about UHL's expectations for good teaching practise and connects new staff with resources they will need to navigate administrative, financial, A staff handbook, management's commitment, the hiring of mentors and new employees' reflection forums are all critical to a successful induction programme.

The impact of induction training on new hires: a perception analysis by age and gender was examined in a study by Karade et al. They discovered that new employees are always happy with the induction training programme and that they are certain that the induction training enables them to perform their duties more efficiently... They concluded that induction as training offered by the company to the new workers helps them adapt to their new job tasks and familiarises them with their new work environment and the people working there. According to the trainers, this form of training provides a fundamental overview of the business and its services, and it also describes the role of new workers in their workplace and their responsibilities.

From the review of literature and the theoretical framework of the study, the study hypothesise the following:

$H_{01:}$ Induction training design has no significant effect on the performance of employees of the NDIC.

$H_{02:}$ On-the-job training has no significant effect on the performance of employees of the NDIC.

$H_{03:}$ Induction training delivery system has no significant effect on the performance of employees of the NDIC.

3.0 Methodology

This study utilised a cross-sectional design. Rather than rely on the time and resources required by longitudinal studies, this investigation will make use of cross-sectional research design. Cross-sectional studies may be completed in a fraction of the time it takes longitudinal investigations (Kothari & Garg, 2014). The participants in this study were NDIC employees. The NDIC has 301 verified workers, according to SignalHire (2021). As a result, this study's sample included all 301 participants. Dillman's sample size formula was used to establish the sample size for the investigation (2007). The formula is given in the equation below.

$$\frac{(Np)\,(p)\,(1-p)}{(Np-1)\,(B/C)^2+(p)\,(1-p)}$$

Where:

Np = Size of population

p = the population proportion expected to choose among the two response categories

B = sample error

C = confidence level

p is set at 0.5, B will be 0.05 and finally C is set at 1.96, which represent 5% level of significance (Dillman, 2007).After using the formula, a sample size of 166 was obtained. For the study, the researcher utilised a random sampling method to identify participants.

Primary data was gathered through the use of questionnaires for this study. To facilitate the distribution and collection of questionnaires from respondents, three research assistants aided in the distribution and collection of questionnaires. According to Sections A and B, the

questionnaire was arranged. Section A was used to gather demographic information about the respondents. – Statements were made in Section B about some of the variables in this research. For the purpose of collecting the necessary data from respondents, the survey employed a pre-designed questionnaire. It was the original creators of the products that adapted the survey used in this investigation.

Pilot testing was conducted with a group of thirty NDIC workers to establish construct reliability and convergent validity. The reliability of the questionnaire's questions was evaluated using a method known as composite reliability. In contrast, convergent validity was examined using the average variation extracted (AVE). The instrument employed in the study has a composite reliability coefficient of 0.7 and an AVE of 0.5, which indicates that it is valid and trustworthy (Hair, Black, Babin& Anderson, 2014).

This information will be analysed using Structural Equation Modelling (SEM) (PLS-SEM). Bootstrap analysis was used to test the study's assumptions. Bootstrapped 5,000 times to arrive at the final case count. A 5% threshold of significance was used to test the hypotheses using the direct path coefficient.

4.0 Data Analysis and Presentation

Measurement Model

Table 1

Construct Reliability and Validity

Construct	Items	Loadings	AVE	CR
Employee Performance	EP1	0.88	0.62	0.87
	EP2	0.83		
	EP3	0.73		
	EP4	0.68		
Training Design	TD1	0.74	0.53	0.81
	TD2	0.84		
	TD3	0.61		
	TD4	0.68		
On-the-job Training	O-T-JT1	0.86	0.58	0.80
	O-T-JT2	0.71		
	O-T-JT3	0.69		
Training Delivery System	TDS1	0.84	0.69	0.87
	TDS2	0.85		
	TDS3	0.79		

Note: O-T-JT4 and TDS4 were deleted due to insufficient loadings. AVE stands for Average Variance Extracted while CR represents Composite Reliability.

Hair et al. (2014) indicate that loadings should not be less than 0.5. Table 1 shows that all items have a loading time greater than 0.5. This shows that all of the data in Table 1 has been preserved. However, certain products (i.e., O-T-JT4 and TDS4) were eliminated owing to insufficient loadings. A composite reliability coefficient more than 0.7 was found on Table 4.9, and all constructs met the AVE-minimum requirement of 0.5 (Tabachnick&Fidell, 2013). Another way of saying this is that the data we've acquired is reliable and trustworthy. Discriminant validity was then tested on the data. Table 2 summarises the findings.

Table 2

Discriminant Validity using Fornell-larcker criterion

		1	2	3	4
1	Training Design	**0.73**			
2	Employee Performance	0.53	**0.79**		
3	On-the-job Training	0.45	0.31	**0.76**	
4	Training Delivery System	0.34	0.28	0.25	**0.83**

Note: The bolded diagonal numbers represents the square root of the AVE of each latent construct.

As may be seen in Table 2, the results of the discriminant validity test were positive. The number that are bolded indicate the square root of AVE of each latent variable. The square root of the AVE for training design is 0.73. Everything below the training design has a correlation coefficient of less than or equal to 0.79. The square root of the AVE of employee performance is 0.79, all other correlations with employee performance are below 0.79. Since the AVE of work training is 0.76, all other connections to work training are less than 0.76. Finally, the square of the AVE of training delivery system is 0.83, all other correlations with training delivery system are below 0.83. Based on the result in Table 2, it may be inferred that the data indicate discriminant validity using the Fornell-larcker discriminant validity criterion. It is necessary to conduct out a bootstrapping analysis to determine the direct effect of the exogenous factors on the endogenous variable of the research. A total of 5000 subsamples from 154 instances were used for bootstrapping.

4.5 Test of Hypotheses

The study tested for the effects of training design, on-the-job training and training delivery system on the performance of employees of the NDIC. Table 3 presents the result of the test of hypotheses.

Table 3
Path Coefficient

Wukari International Studies Journal, Vol.6, No.2, 2022

Hypotheses	Beta Value	Standard Error	T Stat	Decision
H_{01}: TD->EP	0.32	0.083	3.921***	Rejected
H_{02}: O-T-JT ->EP	0.38	0.095	4.008***	Rejected
H_{03}: TDS->EP	0.59	0.10	5.71***	Rejected
Adjusted R^2	0.53			

*** p< 0.01; **p< 0.05; *p <0.1

Induction Training Design (TD) has positive relationship with the performance of employees of the NDIC. Induction training design is significant at less than 1 percent (β=0.32, p<0.01). Therefore, a unit increase in training design will lead to 32 percent increase in the performance of employees. Thus, H_{01} that states that training design has no significant effect on the performance of employees of the NDIC is hereby rejected. Similarly, On-the-Job Training (O-T-JT) has positive and significant relationship with performance employees of the NDIC(β=0.38, p<0.01). Thus the researcher rejected H_{02} that states that on-the-job training has no significant effect on the performance of employees of the NDIC. Finally, Induction Training Delivery System (TDS) has positive and significant effect on the performance employees of the NDIC at less than 1 percent (β=0.59, p<0.01). Consequently, H_{03} that states that induction training delivery system has no significant effect on the performance of employees of the NDIC is rejected.

Adjusted R square for the present study is 53 percent. This means 53 percent variance in the performance of employees of the NDIC is explained by the combination of induction training design, on-the-job trainingandinduction training delivery system. Table 4 was used to determine the effect size of the independent variables of the study on the dependent variable, assessed through f^2.

Table 4

Effect Size

Construct	f^2	Effect Size
Induction Training Design	0.07	Small
On-the-job training	0.09	Small
Induction Training Delivery System	0.19	Medium

Table 4 shows the effect size of training design, on-the-job training and induction training delivery systemonemployee performance of the NDIC. Induction training design and on-the-job training have small effect sizes on employee performance of the NDIC.The study utilised the Stone-Geisser's Q^2 value to assess the predictive relevance of the exogenous variables. The result is presented in Table 5.

Table 5
Predictive Relevance of Exogenous Variables

Construct	SSO	SSE	Q^2 = 1-SSE/SSO
Employee Performance	1476.000000	1189.088791	0.39

Note: SSO represents Sum of squared of observed omitted values; SSE represents Sum of Squared Error

Table 5 presents the result of cross-validated redundancy of the model. Q^2 is greater than zero which shows the predictive relevance of the path model. The model has large degree of predictive relevance on the performance of employees of the NDIC (Cohen, 1988).

Discussion of Findings

According to the findings, the NDIC's induction training is a major predictor of employee success. The process of creating new educational and training materials for current personnel is known as training design. It identifies training gaps and introduces fresh content to close them. It also enables teams to develop their abilities rather than remain stale in their responsibilities. As a result, when training is well

Wukari International Studies Journal, Vol.6, No.2, 2022

designed, it is reasonable to predict that employee performance will increase as well. According to Alias, Ong, Rahim and Hassan, this study is in agreement with their findings (2019), that states that induction training does exerts significant influence on the performance of employees, but negates the work of Bintu and Yinda (2018), that concluded that induction training does not have any significant influence on the performance of employees.

Similarly, the study found that NDIC personnel who received on-the-job training performed better. The term "on-the-job training" refers to training in the public or private sector that is offered to a paid employee while he or she is engaged in productive work and provides information and skills necessary for the complete and adequate performance on the job. It aids in the development of the individual's career and the growth of the firm. The term "on the job training" refers to training that is provided on the job. Employees are given a taste of the work environment they will soon be a part of during training. Employees also learn how to use machinery, equipment, tools, and materials in a hands-on manner. On-the-job training by the NDIC has had a positive and dramatic impact on the performance of its personnel. The findings of Bafaneli and Setibi(2015) is in line with this conclusion that stated and concluded that on-the-job training is a significant predictor of employee performance. On the other hand, the finding of this study does not agree with that of Whyte (2017) that concluded otherwise.

Finally, the empirical analysis of the study indicated that the NDIC's induction training delivery method is a strong predictor of employee success. These are the approaches and tools used by trainers to structure learning experiences. In order to meet different learning objectives, certain training approaches are more effective or less

effective. There is evidence that NDIC's training delivery techniques have had a major impact on their workers' performance as a result of this research. To this end, this study is in consonance with the findings of Paul (2018) and that of Thiery (2015). However, the study is in disagreement with the findings and conclusions of Wright (2019).

5.0 Conclusion and Recommendations

NDIC workers' performance is predicted by their induction training design, on the job training, and induction training delivery method, according to a new study. Seminars for the NDIC's Human Resources department should be held to address the need of a systematic approach to training and the right method to follow when identifying skill shortages in different areas. According to the research, the eight main types of training should be given the most attention to. All department heads should be told that sending their personnel to educational programmes is essential. For the organization's loyalists, a training opportunity is not an opportunity to be paid back. An accurate evaluation of the requirements of the person is also critical to management's suggestions for training. Finally, a mechanism for accurately evaluating and assessing employee performance should be in place after training has been completed.

Wukari International Studies Journal, Vol.6, No.2, 2022

References

Abbas, Q. &Yaqoob, S. (2009). Effect of Leadership Development on Employee Performance in Pakistan. Pakistan Economic and Social Review, 47(2), 269-29.

Abdulkarim, A. S., Musaed, F. S. & Abdulla A. M. (2009). An Empirical Examination of the Effects of Self-Efficacy, Supervisor Support and Motivation to Learn On Transfer Intention. *Management Decision*, 47(8), 1221-1244.

Abdullah, D. N. M. A. & Suring J. C. (2011). The Relationship Between Motivation To Transfer, Training Design, Transfer Climate and Transfer of Training, 2010 International Conference on E-business, Management and Economics IPEDR, 3, 335-339.

Abdullah, Z. (2012). Improving Educational and Professional Standards of Public Relations Professionalism: Toward a Mixed Methods Research Approach. *International Journal of Multiple Research Approaches*, 6(2), 109–124.

Abozed, M., Melaine, Y. &Saci, K. (2010). The Influence of Work Environmental Factors on Motivation to Transfer Management Training: Case Study of the Libyan Oil Industry. (Online) Available from: www.ljmu.ac.uk/BLT/BUE_Docs/Abozed_A_GH.pdf

Abozed, M.; Melaine, Y. &Saci, K. (2010). Motivation to Transfer Training in the Libyan Oil Industry: Role of Work Environmental Factors and Organizational Culture. Online) Available From: Http://Www.Ljmu.Ac.Uk/Blt/Bue_Docs/Amended_Proceedings_Bean_2010_Web_V ersion_01.Pdf

Abubakar, A. A. (2004). More Passengers Patronise Express Trains. Railnews. *Quarterly Journal of the Nigeria Railway Corporation*, 3(5), 5-6.

Adamu, S. (2018). Manpower Planning and Administration, Lagos: National Open University of Nigeria.

Aguinis, H. &Kraiger, K. (2009). Benefits of Training and Development for Individuals and Teams, Organizations, and

Society. *Annu. Rev. Psychol*. 60, 451–74.
Amadi, E.J. (2017). The effect of training and development on employees' performance; At Safaricom Limited Call Centre. Master's Thesis. University of Nairobi.
Aragón-Sánchez, A., Barba-Aragón, I. &Sanz-Valle, R. (2003). Effects of Training on Business Results. *International Journal of Human Resource Management*, 14(6), 956-980.
Arhuidese, J.E (2014). Target Setting and Performance Measurement for Public and Private Sector, in Global Forum for Manpower Development. Developing Human Resources Skills Held for CBN Directors in Jos, 1-11.
Ayarkwa, J., Adinyira, E. &Osei-Asibey, D. (2012). Industrial training of construction students: perceptions of training organizations in Ghana. *Education + Training*, 4(2), 234–249.
Babaita, S. I. (2010). Productivity as a Driving Force for Investment in Training and Management Development in the Banking Industry. *European Journal of Social Sciences*, 13(2), 278-290.
Bachman, (2008). Qualitative Methods and Data Analysis. *Fundamentals of Research in Criminology and Criminal Justice*, 7(49), 177-218.
Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and Directions for Future Research. *Personnel Psychology*, 41, 63-105.
Balogun, A. (2011). Evaluation: The First Step in Training Cycle. *Journal of Economics and Behavioural Studies*, 2(2), 50-56.
Bartel, P. A. (July, 1989). Formal Employee Training Programs and their Impact on Labor Productivity: Evidence from a Human Resources Survey. Graduate School of Business Columbia University.
Bartel, P. A. (July, 1995). Training, Wage Growth, and Job Performance Evidence from a Company Database, Columbia University and National Bureau of Economic Research. *Journal of Labor Economics*, 13(3), 401-425.
Bates, R. &Khasawneh, S. (2005). Organizational Learning Culture, Learning Transfer Climate and Perceived Innovation in Jordanian Organizations. *International Journal of Training and Development*, 9(2), 96-106.

Wukari International Studies Journal, Vol.6, No.2, 2022

Beardwell, D. (2004). Human Resource Management: A Contemporary Approach. Fourth Edition. Prentice Hall. England.
Bennett, S. M. (2005). Exploring the Relationship between Continuing Professional Education and Job Satisfaction for Information Technology Professionals in Higher Education. A Dissertation Prepared for the Degree of Doctor of Philosophy, University of North Texas.
Bhat, Z.H. (2013). Impact of Training on Employee Performance: A Study of Retail Banking Sector in India. *Indian Journal of Applied Research*, 3(6), 21-30.
Blanche, M. T.; Durrheim, K. & Painter, D. (2007). Research in Practice: Applied Methods for the Social Sciences, Second edition, University of Cape Town Press, Cape Town.
Blau, G.; Gibsib, G. Bentley, M. & Chapman, S. (2011). Testing the Impact of Job-related Variables on a Utility Judgement Training Criterion beyond Background and Affective Reaction Variables. *International Journal of Training and Development*, 16(1), 54-66.
Bourga, J., Stoltzfusa, W., McManusb, S. & Fry, P. J. (2010). Proactive Coaching for Employee Development and Improved Business Results. *Total Quality Management*, 21(10), 1005–1016.
Branham, L. (2005). The 7 Hidden Reasons Employees Leave: How to Recognise the Subtle Signs and Act before it's too late. AMACOM, New York.
Chen, W. &Hirschheim, R. (2004). A paradigmatic and methodological examination of information systems research from 1991 to 2001. *Information Systems Journal*, 14, 197-237.
Chi, N, Wu, C. & Lin, Y. C. (October 2008). Does Training Facilitate SME's Performance? *The International Journal of Human Resource Management*, 19(10), 1962–1975.
Cromwell, S. E. & Kolb, J. A. (2004). An Examination of Work-Environment Support Factors Affecting Transfer of Supervisory Skills Training to the Workplace. *Human Resource Development Quarterly*, 15(4), 449-468.
D'Netto, B. Bakas, F. & Bordia, P. (2008). Predictors of Management Development Effectiveness: An Australian Perspective.

International Journal of Training and Development, 12(1), 31-40.

Dearden, L., Reed, H. &Reenen, J. V. (2006). The Impact of Training on Productivity and Wages: Evidence from British Panel Data. *Oxford Bulletin of Economics and Statistics*, 68(4), 398-421.

Dearden, L., Reenen, J. V. &Reend, H. (2000). Who Gains when Workers Train? Training and Corporate Productivity in Panel of British Industries. (Online) Available from: http:ideas.repec.org/p/ifsewp/00-04.html

Dejene, Y., Mochache, J.; Kunene, B. &Boahene, F. (2005). Federal Republic of Nigeria: Skills Training and Vocational Education Project Appraisal Report.

Ekpo, A. H. (2009). Manpower development in Nigeria. In S.C. Ogbuogu (Ed.), Strategy for National Development in Nigeria. Calabar: University of Calabar Press.

Elnaga, A. & Imran, A. (2013).The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4), 21-39.

Emerald (2012). Castalum forges a more flexible, motivated and productive workforce: Bespoke training transforms the fortunes of component manufacture. *Human Resource Management International Digest*, 20(2), 6-9.

Epstein, H. M., Mooney, P., Ryser, G. & Pierce, D. C. (2004). Validity and Reliability of the Behavioral and Emotional Rating Scale (2nd Edition): Youth Rating Scale. *Research on Social Work Practice*, 14(5), 358-367.

Erasmus (1999). Training Management in South Africa. Second Edition. Oxford University Press Oxford.

Forsyth, P. (2001). Developing Your Staff. Kogan Page, London.

Fowler, J. (2009). People Pulse Training Needs Analysis Online Survey Tool. (Online) Available from: http://www.peoplepulse.com.au/tna_info.htm

Franklin de la Rosa, Munoz, M., Perdomo, S., Lane, S. (2009). Customer Service and Employee Training, Proceedings of the Academy of Organizational Culture, Communications and Conflict, 14(2), 1-22.

Fuller, S. J. (1993). Selection of a Stratified Random Sample.

InforMedix Marketing Research, Inc. Market Information for the Medical Products Industries.

Govindarajulu, N. (2009). Transfer Climate in End-User Computing: The Influence of Trainee Characteristics and Supervisory Support. *Journal of Advances in Management Research*, 6(1), 87-98.

Greenhalgh, C. &Mavrotas, G. (1996). Job Training, New Technology and Labour Turnover. *British Journal of Industrial Relations*, 34(1), 131-150. (

Grohmann, A. &Kauffeld, S. (2013). Evaluating Training Programme: Development and Correlates of the Questionnaire for Professional Training Evaluation. *International Journal of Training and Development*, 17(2), 135-155.

Grossman, R. & Salas, E. (2011). The Transfer of Training: What Really Matters, International Journal of Training and Development, 15(2), 1-11.

Huquea, S. A. &Vyasb, L. (2008). Expectations and Performance: Assessment of Public Service Training in Hong Kong. *The International Journal of Human Resource Management*, 19(1), 188–204.

Husain, A. (2011). Steps for Conducting a Needs Assessment. (Online) Available from: http://www.articlesbase.com/career-management-articles/steps-for-conducting-aneeds-assessment-3994693.html

Idialu, J. U. &Idialu, E. E. (2012). Entity, Ownership, Educational Subsidies and Funding of Nigerian Tertiary Institutions. *Current Research Journal of Social Sciences*, 4(1), 56-61.

Ifedili, C. J. & Marcie, N. (2011). Managing Students' Mentoring Services in Nigerian Universities. *European Journal of Educational Studies*, 3(2), 399-405.

Ji, L., Huang, J., Liu, Z., Zhu, H. &Cai, Z. (2012). The Effects of Employee Training on the Relationship between Environmental Attitude and Firms' Performance in Sustainable Development. *The International Journal of Human Resource Management*, 23(14), 2995-3008.

Jick, T. D. &Peiperl, M. A. (2003). Managing Change: Cases and Concepts. Second Edition. McGraw Hill. New York.

Jodlbauer, S., Selenko, E., Batinic, B. &Stiglbauer, B. (2011). The Relationship between Job Dissatisfaction and Training Transfer. *International Journal of Training and Development*, 16(1), 39-53.

Johnson, B. & Christensen, L. (2012). Educational Research: Quantitative, Qualitative, and Mixed Approaches; Fourth Edition, SAGE, USA.

Karthikeyan, K., Karthi, R. K. & Graf, D. S. (July 2010). Impact of Training in Indian Banking Sector – An Empirical Investigation. *International Journal of Business and Management*, 5(7), 77-83.

Kasim, R. S. R. &Sharriffah, A. (October 2011). The Influence of Training Design on Training Transfer Performance among Support Staff of Higher Education Institution in Malaysia. *International Journal of Innovation Management and Technology*, 2(5), 10-21.

Kauanui, S. K., Su Dang, & Ashley-Cotleur, C. (2004). Impact of Training on Firm Performance: A Look at Manufacturing SMEs in Viet Nam. (Online) From: www.sbaer.uca.edu/Research/usasbe/2004/pdf/40.pdf

Kaufman, R. (1985). Linking Training to Organizational Impact. *Journal of Instructional Development*, 8(2), 23-29.

Kemp, L. (2009). Competency-Based Employee Development: A Gold Standard for Talent Management. (Online) Available from: http://www.careertrainer.com/Requestjsp?nView=PrintArticle&Article=OID:112416

Kessler, F. C. (January 2011). Understanding Descriptive Statistics. (Online) Available from: http://www.nationalatlas.gov/articles/mapping/a_statistics.html

Liao, T., Rice, J. & Martin, N. (January 2011). The Role of the Market in Transforming Training and Knowledge to Superior Performance: Evidence from the Australian Manufacturing Sector. *The International Journal of Human Resource Management*, 22(2), 376-394.

Liebermann, S. & Hoffmann, S. (2008). The Impact of Practical Relevance on Training Transfer: Evidence from a Service Quality Training Program for German Bank Clerks.

International Journal of Training and Development, 12(2), 74-82.

Mamman, A. Eldridge, D. &Branine, M. (2007). Skill Needs of SMEs and the Informal Sector in Africa: Problems and Prospects for Employment Creation in Nigeria. *Scientific Journal of Administrative Development*, 5(1), 145-177.

Molina, J. A., & Ortega, R. (2003). Effects of employee training on the performance of North-American firms. *Applied Economics Letters, 10*(9),549–552.

Nguyen, T.N., Truong, Q. &Buyens, D. (2011). Training and firm performance in economies in transition: A comparison between Vietnam and China. *Asia Pacific Business Review*, 17(1), 103-119.

Niazi, A. S. (2011). Training and Development Strategy and Its Role in, Organizational Performance. *Journal of Public Administration and Governance*, 1(2), 22-34.

Obisi, C. (2011). Employee Training and Development in Nigerian Organisations: Some Observations and Agenda for Research. *Australian Journal of Business and Management Research*, 1(9), 82-91.

Okurame, D. E. (2009). Mentoring and Organisational Constraints as Predictors of Attitude to work in the Nigerian Public Health Sector. *Journal of Public Health and Human Services Administration*, 32(3), 342-371.

Olalere, T.O. &Adesoji, A.A. (2013). Human Capital Development in First Bank of Nigeria Plc, Mediterranean. *Journal of Social Science*, 4(2), 1-11.

Patrick, M. & Kumar, D. (2012). Career Management, Employee Development and Performance in Indian Information Technology Organizations. *Business Management Dynamics*, 1(5), 24-31.

Patton, W. D. & Pratt, C. (2002). Assessing the Training Needs of High-Potential Managers. *Public Personnel Management*, 31(4), 34-41.

Santos, A. & Stuart, M. (2003). Employee Perceptions and their Influence on Training Effectiveness. *Human Resource Management Journal*. 13(1), 27-45.

Sarboland, K. &Aghayi, E. (2012). Investigating the Influence of In-service Training among Employees of Universities of Bilesaver and Parsabad. *Journal of Applied and Basic Sciences*, 3, 2695-2699.

Taiwo, A. S. (2007). The Impact of Nigerian Training Programmes on Employees Performance. *Research Journal of Business Management*, 1(1), 11-19.

Tamkin, P. (2015). The contribution of skills to Business Performance, UK: Institute for Employment Studies.

Wukari International Studies Journal, Vol.6, No.2, 2022