

MANPOWER DEVELOPMENT AND ORGANIZATIONAL PERFORMANCE IN NIGERIAN PUBLIC AND PRIVATE UNIVERSITIES; A CASE STUDY OF UNIVERSITY OF UYO AND RITMAN UNIVERSITY (2010 – 2024)

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ABSTRACT

Overtimes, training and development of university staff is always faced with the problem of funding, as a result of this, the study set out 2 research objectives which are; to examine the impact of conference training and organizational performance and to determine the impact of workshop training and organizational performance in University of Uyo and Ritman University, which were in line with the research questions and hypotheses. The study employed Human Capital Development theory and the Resource-Based View (RBV) approach. The survey research and descriptive design was used as the research design while the population of the study was 6,460 being the staff population in university of Uyo and Ritman University, the sample size of 400 was determined using Taro Yamani formula as Regression Analysis was used as a method of data analysis. From the findings, the study reveals that between 2010 and 2024, there have been a significant impact of conference training and workshop training leading to a high organizational performance as staff of university of Uyo have benefited more from conference training and workshops than staff of Ritman University. The study recommends that the management of University of Uyo and Ritman University should give much priority to the funding and organizing of conference training to both teaching and non-teaching staff for high organizational performance, That the management of University of Uyo and Ritman University should give much priority to the funding and organizing of workshop training to both academic and non-academic staff for high organizational performance, Also, that the federal government in collaborations with the National University Commission should commit to the supporting and funding of private universities in training of employees. Again, that the federal government through the National University Commission should extend the Tetfund training programmes to private universities so as to have more developed manpower.

KEYWORD: Manpower Development, Organizational Performance, Public Universities, Private Universities

INTRODUCTION

Educational institutions are purposefully established for the purpose of training and developing human resources for overall individual and national development. The belief in

the efficacy of education as a powerful instrument of development led many nations to pull much of their wealth to the establishment of educational institutions at various levels. In Nigeria, governments, organizations, communities and individuals have been involved in this initiative. It could be recalled that the need to engage human capital at a minimum cost led to the establishment of European Departmental Training Programmes (Akaakohol et al., 2018). Some of the training institutions established then have grown into schools, colleges and institutes for training people and awarding certificates and diplomas. Within all organizations, the utility of labour for the accomplishment of organizational goal is emphasized, thus, the enhancement of productivity is vital to organizational effectiveness and efficiency. There are a number of resources that contribute towards the success of any organization i.e. idea, materials etc. While these resources are important, the human element are the most significant because it is people who have to coordinate and use all other resources (Eigbiremolen et al., 2014).

Manpower development in Nigerian Universities refers to the process of investing in the skills, knowledge, and abilities of university personnel, including faculty, staff, and students. Manpower development refers to human beings who possess skills, knowledge and attitudes which are utilized in the production process, Olaniyan, et al., (2008). It is generally believed that human capital is the most important factor of production. It is the human capital that coordinates other factors of production to produce goods and services meant for human consumption. Human capital is the most active catalyst of economic growth and development. Since 1959 and at the eve of political independence, when the Federal Government set up the Ashby Commission to investigate the needs of Nigeria in the field of post-primary and higher education between 1960 and 1980, human capital development has been given high premium in national development process. The federal government has accorded priority to human capital development through its policies and programmes and has set up agencies which oversee the implementation of those policies and programmes.

Manpower development refers to the process of investing in the skills, knowledge, and abilities of individuals within an organization. In the context of universities, it encompasses the training, development, and retention of faculty, staff, and students. This involves activities such as faculty development programs, professional certifications, and career advancement opportunities. Investing in human capital development leads to more effective and motivated employees, which in turn can improve the organization. Conversely, providing opportunities for professional growth and development enhances employee satisfaction and commitment, leading to better performance and service delivery, Okeke, (2011).

STATEMENT OF THE PROBLEM

Staff development is very paramount and no organization can deliver or attain its goals and objectives if the training needs are not met. Thus, organizations that do not embark on staff development may not survive. As paramount as human development is to an organization (be it private or public), it is also faced with lots of challenges, as universities/institutions are faced with different challenges including inadequate funds for the training of their employees, salaries, and adequate facilities. Secondly, inadequate access to technology such as computers and internet connectivity, hinders the delivery of modern

and effective training methods on both sides of the lecturers and students, as students who are not sufficiently exposed to the needed and required technological equipment are found wanting. To this, the graduates of such institutions after getting employed either in private or public sectors, the originality of their certificates and their skills as the lack of industrial training development policy by the universities in Nigeria has continued to make people doubt the credibility of majorly, private university graduate as the human capital development index has been seen to be negative on the side of the Nigerian private Universities.

The interconnectedness of these problems is evident as lack of funding for manpower development leads to a decline in the quality of employee service delivery. Similarly, inadequate infrastructure can hinder the learning and teaching process, leading to dissatisfaction among students.

OBJECTIVES OF THE STUDY

The main objective of the study is to examine the impact of manpower development and organizational performance in the University of Uyo and Ritman University. While the subsidiary objectives were to:

- To examine the impact of conference training on organizational performance at the University of Uyo and Ritman University.
- To determine the impact of workshop training and organizational performance on University of Uyo and Ritman University

RESEARCH QUESTIONS

The following research questions help guide the study which included:

- What is the impact of conference training on organizational performance at University of Uyo and Ritman University?
- What is the impact of workshop training on organizational performance at the University of Uyo and Ritman University?

RESEARCH HYPOTHESES

The following research gave a guideline to the study which were set in both Null and alternate form

- **Ho:** Conference training has no impact on organizational performance at the University of Uyo and Ritman University.
Hi: Conference training enhances organizational performance at the University of Uyo and Ritman University.
- **Ho:** Workshop training has no impact on organizational performance in University of Uyo and Ritman University
Hi: Workshop training enhances organizational performance in University of Uyo and Ritman University.

CONCEPT OF MANPOWER DEVELOPMENT

Manpower development refers to the process of investing in the skills, knowledge, and abilities of individuals or workers within an organization. In the aspect of universities, it considers the training, development, and retention of faculty, staff, and students as it involves activities such as faculty development programs, professional certifications, and career advancement opportunities, (Bandiera, 2005).

Noe (2010) considers manpower development as staff training being a planned effort by a company or an organization to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviours that are critical for successful job performance. Okoli et al. (2023) submits that training and development aim at developing competences such as technical, human, conceptual and managerial, for the furtherance of individual and organization growth. They view training as the systematic process of altering the behaviour and attitude of employees in a direction to increase organizational goals and development as program generally aimed at educating supervisory employees above and beyond the immediate technical requirement of the job and have a main objective of the improvement of the effective performance of all employees. Training programs not only develops employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training program for its employees to enhance their abilities and competencies that are needed at the workplace. Training not only develops the capabilities of the employee but sharpens their thinking ability and creativity in order to take better decision in time and in more productive manner. Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Okoli et al., 2023). Training develops self-efficacy and results in superior performance on the job. Training refers to a planned intervention aimed at enhancing the elements of individual job performance It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration, originated by the work on the job (Chen, 2014). Those workers who feel themselves to be unable to perform a task with the desired level of performance often decide to leave the firm (Chen, 2014), otherwise their stay at the firm will not add to productivity (Kanelopoulos et al., 2006). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers.

Rowden (2012) suggests that training may also be an efficient tool for improving one's job satisfaction, as employee's better performance leads to appreciation by the top management, hence the employee feel more adjusted with his job. He was also of the opinion that trained employees are more able to satisfy the customers and employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance (Tsai, 2007). The concept of service delivery, according to Hawthorne studies and many other research works on productivity of worker, highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs Saniewski, (2011).

Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence not motivated to show good performance. Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets. The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs. Recognizing the role of training practices enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. According to Leonard-Barton (2012), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. According to Kayode (2011), the objectives of training involve, firstly, improve quality of workforce as the training programs aids in improving the quality of work produced by the workforce of organization. Mostly, training is given in a specific area like finance, marketing or HR, which helps in improving the quality of work in that particular area. Secondly, it enhances employee's growth as a result of attending these training and development programmss, employees are also equipped with the art of their jobs and that's how they develop and grow themselves towards the achievement of organizational goals and objectives. thirdly, it Prevents obsolescence as the training programmes help employees to keep themselves up to date with the current trends in technology, which reduces the chances of termination of the job. Fourthly, it assists new comers as the training programmes help new employees to adjust themselves in a new working environment, culture and technology. Fifty, it Bridge the gap between planning and implementation as it helps organizations to easily achieve their targets and goals. Employees know their job better and they deliver the quality performance according to needs of top management.

THE ROLE OF CONFERENCES IN THE UNIVERSITY SETTINGS

Conferences provide a platform for university staff to learn about new research findings, teaching methodologies, and administrative practices of which it breeds in knowledge acquisition and dissemination within the academic environment. Again, attending conferences enables individuals to connect with peers, create collaborations, and provides potential partnerships. Attending conferences contribute to the professional growth of university staff by providing opportunities for skills development, mentorship, and career advancement (Udeani, et al., 2018).

BENEFITS OF CONFERENCE TRAINING ON ORGANIZATION

According to Ayonmike, (2015), some of the benefits of Conference Training on Organization includes firstly, Improved Teaching and Learning considering the fact that University staff who attend conferences are better equipped and provided with the needed knowledge to deliver paramount and effective courses, leading to academic improvement on the part of the students. Secondly, it enhances research productivity as the conferences has a greater degree of stimulating research ideas, enhances collaborations, and provide access to valuable resources, at the same time enhancing research output. Thirdly, he authors also opined that Conference training benefits organization, as it strengthened external

relationships of which networking at conferences help Universities build partnerships with other institutions, industries, and funding agencies.

Finally, conference training enhanced institutional reputation considering the facts that university staff who are actively engaged in conference participation automatically enhance his/her reputation as a leader in its field.

MANPOWER DEVELOPMENT AND ORGANIZATIONAL PERFORMANCE

From the postulations of Brown, et al., (2010), Organizational Performance is defined or considered as how well a person completes tasks and also the attitude with which he/she completes the tasks. Organizational performance is an index that can be used to measure how healthy the organization is, he also explained that organizational performance as the ability of an organization to achieve its set goals and objectives. Organization performance can be measured in terms of sales growth, financial performance, market share, customer satisfaction and retention and in this paper, the organizational performance is measure through the universities ranking.

Manpower development provides employees with the needed skills to perform certain tasks effectively which transform to organizational effectiveness in the long run. Human resource development and organization performance are highly important and paramount to the achieving of organizational performance. Ogbu et al., (2017), in their study revealed that manpower development has a strong impact on organizational performance, to this, Manpower development helps in the actualization of organizational goals and a focus on manpower training to secure improvement in organizational performance.

THEORETICAL FRAMEWORKS

The study adopted three theoretical frameworks which are; the Human Capital Development theory propounded by Gary Becker in 1960, **The Resource-Based View (RBV) approach propounded by Jay Barney in 1990** and the liberalization theory propounded by Adam Smith in 1790 in explaining the place of manpower development and human capital development between public and private universities in AKwa Ibom State, Nigeria.

Human Capital Development theory propounded by Gary Becker in 1960

Gary Becker, A prominent economist, Becker, in the 1960s (Nadal, 2023), propounded the theory in adding a significant contribution by applying economic principles to human capital. He viewed education and training as investments that could increase an individual's productivity and lifetime earnings.

It's important to acknowledge that earlier thinkers like Adam Smith and Irving Fisher also laid the groundwork for the concept of human capital.

Human capital development (HCD) is a strategic process centered on generating and enhancing and developing the knowledge, skills, and abilities of individuals or workers. The proponent considers it as an investment in people, aiming to equip them with the tools they need to reach their full potential and contribute meaningfully to society and the economy. In today's rapidly changing world, organizations and nations require a skilled and adaptable workforce to thrive.

Boosting Productivity and Performance By equipping individuals with relevant skills and knowledge, manpower development helps perform their jobs more effectively and efficiently, leading to increased productivity and improved organizational performance.

The Resource-Based View (RBV) approach was propounded by Jay Barney in 1990

The Resource-Based View (RBV) approach was primarily developed by Jay Barney in 1990 (Barney, et al., 2005). The proponent introduced the concept, highlighting the importance of a firm's internal resources and capabilities as a source of competitive advantage. Resource-Based View (RBV) theory is a strategic management perspective that suggests that a firm's competitive advantage is derived from its unique and valuable resources and capabilities. These resources and capabilities should contribute to the firm's ability to neutralize threats or exploit opportunities in the market, they should be possessed by few, if any, competitors, they should be difficult or costly for competitors to imitate, and there should be no strategic equivalents available to competitors.

EKWEKWEKWEA THEORY PROPOUNDED BY EYO, U. E (2023)

The theory was propounded by Eyo, Uforo Etim in 2022, but published in 2024, while conducting research to find out the socio-economic development variables of tricycle operation policy in Akwa Ibom State. The proponent observed and linked development of nations, states, local governments, organizations, ministries, agencies, department and individual to input oriented factors such as funding, monitoring/ assessment and evaluation. He opined that an organization, individuals and countries are and will be developed as a result of advance idiosyncratic components emanating from human capital development. To him he was of the opinion that more funding and training of workers in an organization and citizens of a country will bring and offer more opportunities to individuals who would have remained unemployed, Eyo (2023). he, observed that Urban development was possible through the policy formulation and implementation strategy embark upon by the Akwa Ibom State Government in 2012 in finding solution to the problem of employment opportunities and frequent Accident within Uyo metropolis.

As note noted by Una, & Eyo, (2024), while carry out research on ethnic politics and governance in Akwa Ibom State, applying the Ekwekwekwea theory opined that the there is need for much input factors in terms of Road Infrastructure, political appointments and empowerment programmes as it will bring much developments.

The application of this theory is given much consideration as emphasis is placed upon the much input-oriented factor-training and retraining of staff of University of Uyo and Ritman University from time to time for them acquire and be equipped with the current and new method of task fulfilment for both institutions be it teaching and non-teaching staff of the institutions towards the attainment of organizational goals.

Again, the theory stresses the need and factors of development and underdevelopment. to this, the more the universities trained their staff, the more they acquire and apply new method of task fulfilment leading to a high level of performance and the more the absence of training and retraining the lesser the knowledge for task fulfilment, affecting both employees and organizational performance.

METHODOLOGY

The study adopted the survey and descriptive design because it is suitable for gathering data from the target population as the study population for the research was 6,460, being the total No. of staff between university of Uyo and Ritman University. The sample size for this study was 400 as Taro Yamani formulae was used as the sampling techniques in determining the sample size. The sampling procedure applied in this research was simple random sampling while the study adopted both primary and secondary source of data collection of which the study adopted the Regression Analysis as a method of data analysis being analyzed using descriptive analysis on a simple percentage for data presentation.

PRESENTATION OF DATA AND ANALYSIS

The study involved teaching and non-teaching staff of the university of Uyo and Ritman University in Akwa Ibom State of Nigeria. In line with the sample size of the study, 400 copies of the questionnaire were issued. This indicates a 100% response rate which was as a result of the fact that the administration of the questionnaire was done through the help of human resource department/ directorate of information from the selected universities.

Table 4.1: Bio-Data of Respondents

Questionnaire	Frequency	University of Uyo	Ritman University	Percentage
Returned	250	190	60	62.5%
Not returned	150	100	50	37.5%
Total	400	290	110	100%

Source: field Survey 2025.

The table above shows that out of 400 copies of questionnaire issued to both private and public universities, 250 copies of questionnaire representing 62.5% was duly filled and returned while 150 copies of questionnaire representing 37.5% was not returned.

Table 4.2 Gender of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	100	41.6	41.6	41.6
FEMALE	150	58.4	58.4	100.0
Total	250	100.0	100.0	

Source: Field survey, 2025

Table 4.2 shows that 41.6% of the respondents were male while 58.4% were female

Table 4.3 Age of the Respondents

Valid	Ages	Frequency	Percent	Valid Percent	Cumulative Percent
	25-30	50	37.4	37.4	37.4
	31-35	50	32.5	32.5	69.9
	36-40	110	17.1	17.1	87.0
	40 and above	40	13.0	13.0	100.0
	Total	250	100.0	100.0	

Source: Field survey, 2025

The results in table 4.3 shows the age bracket of the respondents, those aged between 25-30 years were 50 (37.4%), followed by those 31-35 years who were 50 (32.5%), those between the age of 36-40 years were 110 (17.1%) and those 40 years and above were 40 (13%).

4.2 Test of Hypotheses

The following research hypotheses were set in Null form and were tested.

- a. **Ho:** Conference training has no impact on organizational performance in University of Uyo and Ritman University.

Ho: Workshop training has no impact on organizational performance in University of Uyo and Ritman University.

Table 4.4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.842 ^a	.708	.697	2.00994	2.349

a. Predictors: (Constant), conference training, workshop training

b. Dependent Variable: Organizational performance

Source: Researcher’s Computation (2024)

Table 4.5 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	745.721	3	248.574	61.530	.000 ^b

Residual	307.029	76	4.040		
Total	1052.750	79			

a. Dependent Variable: Organizational performance

b. Predictors: (Constant), conference training, workshop training

Source: Researcher' Computation (2025)

Table 4.6 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.586	1.309		1.212	.229		
conference training,	.598	.139	.581	4.288	.000	.209	4.792
workshop training	.200	.141	.172	1.413	.162	.259	3.854
	.159	.116	.133	1.366	.176	.403	2.484

a. Dependent Variable: Organizational performance

The null hypothesis one states that; conference training has no impact on Organizational performance between University of Uyo and Ritman University while hypotheses two states that; workshop training has no effect on organizational performance between University of Uyo and Ritman University. The results in table 4.6 which carries the regression coefficients indicates that conference training has a beta coefficient of 0.1333 at 0.176 significance level with a calculated t-value of 1.366 and critical value of t of 1.990. In line with the decision rule of the study which says accept H_0 if $T_{tab} > T_{cal}$ and $p > 0.05$ otherwise reject H_0 and accept H_1 . It can be seen from the above analysis that $T_{tab} > T_{cal}$ and $p > 0.05$, thus the null hypothesis one is accepted and the alternate rejected. This implies that conference training and workshop training has a significant impact on Organizational performance of which the two universities are being considered in the national university Ranking order of University of Uyo and Ritman University.

Table 4.5. Universities ranking showing Organizational Performance between University of Uyo and Ritman University

Institutions	University Rankings											
	2013-2014		2015-2016		2017-2018		2019-2020		2021-2022		2023-2024	
	S/R	N/R	S/R	N/R	S/R	N/R	S/R	N/R	S/R	N/R	S/R	N/R
University of Uyo	1	40	1	37	1	39	1	35	1	48	1	24
Ritman University	2	87	3	134	3	123	102	101	4	121	3	97

Source: <https://www.4icu.org/ng/> and researcher’s computations

Note: SR= State Ranking, NR= National Ranking

DISCUSSION OF FINDINGS

CONFERENCE TRAINING AND ORGANIZATIONAL PERFORMANCE

from the findings of the study, it was revealed that as a result of regular conference training for staff of university of Uyo, the university has been ranked high between 2013-2014 as it remain top high No. 1 in the state, which is in line with the result of Regression Analysis as beta coefficient of staff training was 0.1333 giving acceptance to the works of Okoli et al., (2023) which explains and shows how training develops self-efficacy and results in superior performance on the job. This implies that 13.3% of the variation in organizational performance is accounted for by consistent consistence training by University of Uyo and Ritman University due to the fact that Ritman University may be financially handicapped in time-to-time conference training of staff of the university, as a result, Ritman University is rank very low in the state and national university level indicating that university ranking is influenced by the level of conference training in the selected Universities.

WORKSHOP TRAINING AND ORGANIZATIONAL PERFORMANCE

From the findings, it was also revealed that workshop training has an effect on the organizational performance of the selected universities having been humanly developed as staff of university of Uyo gives more attention to workshop training than that of Ritman university although the findings reveals that the expenses incurred is always on the parts of the staff as university of Uyo has more qualified and high-ranking staff in the Nigerian university system than Ritman University.

CONCLUSION

In Nigeria, the demand for higher education represents a significant attribute of a society in transition to development, as the dynamics of this transformation have given more considerations by different universities in Nigeria be it private or public of which the training of university staff is a top priority for universities that wants to remain on top as a result of

flowing with the current trends in the university education system. From the findings of the study, it was concluded that, conference training which is given a more consideration in the University of Uyo has enhance the organizational performance leading to a high-ranking position in the national university ranking system and that low ranking of Ritman university is as a result of low level of conference training for the staff. It was also concluded that workshop training has contributed immensely to a greater organizational performance in the selected universities as the staff are equipped with the new and modern way of work within the university system

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

- That the management of University of Uyo and Ritman University should give much priority to the funding and organizing of conference training to both academic and non-academic staff for high organizational performance.
- The management of University of Uyo and Ritman University should give much priority to the funding and organizing of workshop training to both academic and non-academic staff for high organizational performance.
- The federal government in collaborations with the National University Commission should commit to the supporting and funding of private universities in training of employees.
- The federal government through the National University Commission should extend the Tetfund training programmes to the private universities so as to have more developed manpower.

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