Direct Research Journal of Management and Strategic Studies
Vol. 5(2), Pp. 34-41, June 2024
ISSN: 2787-009X
DOI: https://doi.org/10.26765/DRJMSS2104863133
Article Number: DRJMSS2104863133

https://journals.directresearchpublisher.org/index.php/drjmss

Staff Training Programmes as Predictors of Lecturers' Productivity in Tertiary Institutions of Cross River State, Nigeria: Implication for nursing research

Bassey Immaculata Etim[1], and Bassey, Emmanuel Etim[2]

[1]Department of Nursing science, Faculty of Basic Medical Sciences, Igbinedion University, Okada, Edo State, Nigeria.
[2]Department of Emergency Medicine, Whiston Hospital, Merseysde, England, l35, 5DR.
*Corresponding Author Email: immaculata.bassey@iuokada.edu.ng

Received 13 April 2024; Accepted 27 April 2024; Published 3 June 2024

ABSTRACT: Staff training programmes at Nigeria's tertiary institutions in Cross River State were evaluated in this study as predictors of lecturers' productivity: implications for nursing research. A survey-based research design was adopted. The study's population consisted of teaching personnel from public tertiary institutions in Cross River State, Nigeria. The sample size consisted of 334 teaching professionals. The stratified random sampling approach was used to choose the respondents for the study from the public. Data was collected using a validated 45-item, four-point modified Likert scale questionnaire. Experts assessed the instrument's face and content validity. The Cronbach Alpha reliability method was used to produce reliability estimates of 0.84 for the devices. The statistical approach known as multiple linear regression was employed to test the study's hypotheses. The hypothesis was tested at a 0.05 threshold of significance. The data analysis results demonstrated that all of the predictor variables (conferences, workshops, weeklong training courses, job rotation and transfers, orientation, and monitoring) are joint predictors of lecturers' productivity. The study suggests that all of the predictor variables (conferences, workshops, weeklong training courses, job rotation and transfers, orientation, and monitoring) interact together to predict lecturers' productivity. Based on the study's findings, it was recommended that institutions conduct training needs assessments to ensure that workers receive the appropriate training and that their training programmes are ongoing.

Keywords: Lecturers, staff, training programmes,

Citation: Bassey, I. E., and Bassey, E.E. (2024). Staff Training Programmes as Predictors of Lecturers' Productivity in Tertiary Institutions of Cross River State, Nigeria: Implication for nursing research. Direct Res. J. Manage. Strat. Studies. Vol.5 (2); Pp. 34-41.

INTRODUCTION

Maintaining a happy and contented workforce is critical to the success of any organization. Furthermore, the quality of an organization's workers and its ability to develop them have a significant impact on its productivity. Academic staff productivity at universities is a severe issue. This is because a country's progress is mostly determined by the type and quality of its higher education system.

University education will be irrelevant unless professors or academic staff play critical roles in assuring success in an institution or faculty. Academic staff work effectiveness and productivity play critical roles in students' learning. They are engaged by universities and higher education institutions to teach, conduct research, and perform administrative activities in a specific academic area.

It is stated that good student achievement depends on competent teaching by academic personnel. As professionals, academic faculty must serve as role models and demonstrate a dedication to scholarly principles and lifelong learning. Academic staff productivity refers to the duties completed by personnel at a specific time in the institution to achieve organizational goals (Obilade, 2019). It could be assessed using job satisfaction and attitudes such as job dedication, sentiments of job challenge, job meaningfulness, and job responsibility (Cheng, 2022). There is an idea that when a person is content, their job output will increase. They tend to be more dedicated to their jobs. Work productivity is critical to ensuring the quality of instruction provided at school, and the results are typically visible in students' performance.

Academic staff are undoubtedly the most crucial group of professionals for the future of any university, and particularly the faculty. The unproductive lifestyle of academic staff may jeopardize the administration of the faculty academic programme and the institution. The rising importance of academic staff productivity has made it critical to investigate the elements influencing academic staff productivity. Academic staff job performance or performance has an important impact in students' learning processes. They are engaged by universities and higher education institutions to teach, conduct research, and perform administrative activities in a specific academic area. It is stated that good student achievement depends on competent teaching by academic personnel. As professionals, academic faculty must serve as role models and demonstrate a dedication to scholarly principles and lifelong learning. Academic staff performance refers to the duties performed by personnel at a specific time in the institution to achieve organizational goals.

Teaching, research and publishing, innovation, and community service are some of the measures used to assess the success of academic staff in universities. The evaluation of these responsibilities to assess productivity is direct and has no significant impact on the other areas of productivity in the university. Aside from the specific effects of integrating these functions in the life, health, and growth of a specific institution, it is required for the long-term advancement and development of society. Academic staff performance on these responsibilities is indexed and monitored on a regular basis, revealing the rate at which lecturers meet their individual objectives, institutional goals, and support national development (Sanda, 2018; Oslow, 2017).

The researchers point out that no organization can exist unless its employees are very productive. McShane and Glinow (2015) define performance as goal-directed behaviour under individual control that supports organizational goals. According to Olorunsola (2022), an uncommitted attitude among employees indicates a lack of job satisfaction. It could be assessed using job satisfaction and attitudes such as job dedication, sentiments of job challenge, job meaningfulness, and job responsibility (Cheng, 2022). There is an idea that when a person is satisfied, their work performance will improve. They tend to be more dedicated to their jobs. Work performance is critical to ensuring the quality of instruction provided at school, and the results are typically evident in student performance.

The poor work performance of academic staff in Nigerian universities in the south has been a major source of concern for education stakeholders. Some academic personnel appear to be absent from class on a regular basis. It has been noticed that some lecturers appear to be skipping over course material, and that others do not maintain adequate classroom control.

Some academic personnel appear to lack subject matter knowledge, and others appear to fail to retain accurate academic achievement records. Some do not appear to be interested in conducting research, and others are uninterested in extracurricular activities and consulting services.

Low academic staff performance could be attributed to poor working relationships between deans, department heads, and lecturers. This bad work interaction could be attributed to the dean's lack of work or the lecturers' assignment requirements. Poor decision-making processes may also be contributing factors to poor performance among university lecturers. This poor performance could also be a protest against department chiefs' poor selections, which ultimately led to terrible decisions.

Every organization desire to improve and sustain productivity through the efficacy of its employees. Personnel or employees are the driving force behind the workforce, and their improvement in knowledge, skills, and exposure to new ways of doing things can lead to increased organizational productivity. More reasons why institutions want training and retraining for their employees. Personnel training in any organization is regarded as the driving force behind employee productivity. This is because training helps employees enhance their skills, knowledge, and talents.

These factors contributed to why, over the last two decades or so, the government at various levels in this country has initiated and established various training programmes such as the Nigeria Institutes of Management (NIM), the Centre for Management and Development (CMD), the Industrial Training Fund (ITF), and a slew of others to aid in the development and motivation of workers. However, any organization that fails to recognize training as an essential aspect in boosting employee efficiency and dedication on the job may struggle to increase productivity. This is because a lack of training, whether formal or informal, causes employees to produce at a greater cost per unit, resulting in low productivity (Usman, Agenyi, and Matthew, 2015).

Many employees fail in an organization because their training needs are not identified and addressed as an essential component of managerial function. This is because training is the only way to produce an organization's intellectual property, which can then be used to improve staff competencies. Personnel training in an organization is often recognized as the key to staff utilization, productivity, dedication, motivation, and growth. Many experts claim that organizations that regularly train their staff outperform those that do not (Naveen and Ramesh, 2015; Adiele and Jide, 2017).

Training in any organization can be divided into two categories: informal and formal training. Informal training consists of on-the-job training, off-the-job training, job rotation and transfers, orientation, coaching and monitoring, conferences, and seminars. Employees are removed from their work environments to attend formal

training, which may or may not be in their workplaces.
In a formal training plan, training courses are designed, specified, and known, and both the organization and the persons to be trained are aware of all training contents, durations, and details. Formal training, unlike informal trainings and programmes, is organized ahead of time and evaluated. Employees can take these courses and programmes outside of the workplace for a set period of time or part-time while at work (Harvey, 2019).

Training seems to give staff high morale, reduce the organization's production costs, manage change, provide recognition and much more. Over time, organizations have engaged in training and capacity building for their employees to increase productivity and overall performance of the organizations. This is due to the recognition of the important role of training in achieving organizational goals. Despite the importance of training to the productivity of institutions, observations and opinions have shown that training programs are not adequately supported by public institutions in Nigeria.

These organizations view the money they spend on their training programs as a waste rather than an investment. They do not realize that continuous training of their staff is desirable to promote the efficiency and effectiveness of their organizations. Those that do attempt to provide training for their employees do so in an ad hoc and haphazard manner, and thus training in these organizations is more or less unplanned and unsystematic. It is against this background that this study examined staff training programs as predictors of lecturers' productivity in tertiary institutions in Cross River State, Nigeria: implications for nursing research.

Purpose of the study

The main purpose of the study was to examine staff training programmes as predictors of lecturers' productivity in tertiary institutions of Cross River State, Nigeria: Implication for nursing research. Specifically, the study sought to:

Identify the types of training opportunities available in public institutions.

Examine the challenges facing personnel training opportunities in public institutions.

Determine the composite contribution of staff training programmes on lecturers' productivity.

Research questions.

The following research questions are posed;

What are the types of training opportunities available in public institutions?
What are the challenges facing personnel training opportunities in public institutions?
What is the composite contribution of staff training programmes on Lecturers' productivity?

Statement of hypothesis

The hypothesis states thus;

$H0_1$: There is no composite contribution of staff training programmes on Lecturers' productivity.

Literature review

Usman et al.(2015) in their study discuss the types of employee training in Nigeria, the benefits of training, the causes of low productivity and the benefits of high productivity and found that on-the-job training, off-the-job training, job rotation and transfers, orientation, coaching and supervision, and conferences and workshops were the training available for employment in organizations to improve productivity.

Malaolu and Ogbuabor (2013) examined the impact of training and human resource development on employee productivity and organizational performance in Nigeria. The results of the study showed that majority of the respondents agreed that training and human resource development had increased their efficiency and labor productivity.

Fejoh and Faniran (2016) examined the impact of in-service training and staff development on work performance and optimal productivity of employees in public secondary schools in Osun State, Nigeria.
They showed that training and HRD had significant combined effects but significant relative effects on workers' optimal labour productivity. Adiele and Jide (2017) examined the impact of staff training on productivity in the Nigerian public sector. The results showed that inadequate funding, poor coordination of training activities, faulty assessment of training needs and inappropriate methodology for the implementation of training programmes severely affect public sector productivity.

A study by Peretomode and Chukwuma (2015) examined the relationship between staff development and lecturers' productivity in tertiary institutions in Delta State, Nigeria. An ex-post facto design was used for the study. A survey instrument titled "Manpower Development and Lecturers' Productivity Questionnaire (MPDLPQ)" with a test-retest reliability coefficient of .734 was used to collect data from 205 lecturers selected from a population of 1021 lecturers based on proportional, stratified random sampling method. Five research questions and one hypothesis guided the study. The Pearson product-moment correlation coefficient and multiple regression statistics were used to analyze the

Table 1: Population and sample distributions of the study

S/NO	INSTITUTION	Population of lecturers	5% sample of the spopulation
1	University of Calabar	3,832	192
2	University of Cross River	1,722	86
3	College of Health Technology	356	18
4	College of Education, Awi	447	22
5	Federal Polytechnic, Ugep	133	7
6	Federal College of Education, Obudu	105	7
7	Institute of Technology and Management, Ugep	42	2
	Total	6,637	334

data. The findings led to the conclusion that staff development enhances lecturers' productivity irrespective of gender, faculty and type of institution, although these predictor variables could only explain eight percent of lecturers' productivity in tertiary institutions in Delta State, Nigeria.

Chukwu (2017) investigated the effects of conference attendance on the job performance of professional librarians in tertiary institutions in Imo State, Nigeria. Survey research method was used to study a population of 86 professional librarians from tertiary institutions in Imo State. Structured questionnaires were used to collect the information needed for the analysis. The information was made available to the librarians to ascertain their level of agreement. The result shows that participation in conferences has an impact on the professional performance of librarians as it helps them to focus more on their work.

It helps them to achieve their work goals. It helps them to keep up to date with new processes and procedures related to their work. It helps them to enjoy teamwork instead of achieving results alone. It gives them the opportunity to utilize a greater wealth of expertise and experience in performing their tasks. They can expand their knowledge. It familiarizes them with what is valid in the sister organization. It awakens in them the desire to achieve the goals of their tasks. The study concludes that conference attendance influences the job performance of librarians in tertiary institutions in Imo State.

METHODOLOGY

A survey research design was used. The population of this study comprised the teaching staff of public tertiary institutions in Cross River State, Nigeria. The sample size was a total of 334 teachers. The selection was done using stratified random sampling. The stratification was based on the denominations of the institutions (Table 1). An instrument developed by the researcher labelled: Staff Training Programmes and Lecturers' Productivity Questionnaire (STPLPQ) was used for data collection. The instrument requested responses on a four (4) – point scale format. The responses rating scales are as follows: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) The questionnaire has three sections of A, B and C. Section A focused on demographic characteristics of the respondents, while section B examined items on the types of training programmes available in public institutions, while section C dealt with the staff productivity.

The original draft of the questionnaire was reviewed for content validity by experts in the testing and measurement departments at the University of Calabar. A test-retest study was conducted with 25 staff of Arthur Jarvis University Akpabuyo, Cross River State, who were not part of the study sample. Multiple linear regression was used for data analysis. If the p-value was less than the alpha significance of 0.05, the null hypothesis was rejected, but if the p-value was greater than the alpha significance, the null hypothesis was accepted.

RESULTS

From the 334 respondents used in the study, 186 (55.69%) were males and 148 (44.31%) were females. This finding is displayed in (Table 2), and it shows that males outnumber females in the research area. In terms of age distribution, 98 (29.34%) of the 334 respondents were 30 years old or less, 165 (49.40%) were between 31 and 50 years old, and 71 (21.26%) were 51 years old or over. Furthermore, the results of respondents on working experience showed that out of the 334 respondents used in the research, 36 (10.78%) have 10 years' experience or less, 155 (46.41%) have working experience of 11-30 years, while 143 (42.81%) have working experience of 31 and above years. In terms of lecturers' marital status, the results showed that out of the 334 respondents used in the study, 22 (6.58%) agreed that they are single, 158 (47.31%) agreed that they are married, while 154(46.11%) agreed that they are divorced. When asked about the types of training opportunities available in their school, out of the 334 respondents used in the study, 143 (42.81%) agreed that they conferences are available, 56 (16.77%) agreed that workshops are available, 23(6.89) agreed that week-long training courses are available, 67(20.06) agreed that job rotation and transfers are available, while 45(13.47%)

Table 2: Demographic variables of respondents

Variable		Frequency	Percentage
Sex	Male	186	55.69
	Females	148	44.31
	Total	**334**	**100**
Age	≤30 years	98	29.34
	31-50 years	165	49.40
	≥51 years	71	21.26
	Total	**334**	**100**
Working experience	10 years and less	36	10.78
	11-30 years	155	46.41
	31-above years	143	42.81
	Total	**334**	**100**
Marital status	Single	22	6.58
	Married	158	47.31
	Divorced	154	46.11
	Total	**334**	**100**
Respondents' opinion of the types of training opportunities available in their school?			
What type of training opportunities available in your school?	Conferences	143	42.81
	Workshops	56	16.77
	Week-long training course	23	6.89
	Job rotation and transfers	67	20.06
	Orientation and monitoring	45	13.47
	Total	**334**	**100**
Respondents' opinion on the challenges facing personnel training opportunities in public institutions			
What are the challenges facing personnel training opportunities in public institutions?	Favouristism	101	30.24
	Delay in applying new skills	41	12.28
	Poor funding	26	7.78
	Inadequate institutional capacities	166	49.70
	Total	**334**	**100**

Source: Field work (2024)

agreed that job orientation and monitoring are available. In terms of the challenges facing personnel training opportunities in public institutions, 101 (30.24%) of the 334 respondents used in the study agreed that favouritism is a major challenge, 41 (12.28%) agreed that another challenge was the delay in applying new skills, 26 (7.78%) agreed that poor funding was one of the challenges, and 166 respondents (49.70%) agreed that inadequate institutional capacities were one of the problems.

Test of hypothesis

Staff training programmes (conferences, seminars, weeklong training courses, job rotation and transfers, orientation and monitoring) had little overall impact on Lecturer productivity. Multiple linear regression was used to explain the linear association between predictor variables with p-values < 0.05. The results are shown in (Tables 3 and 4).

The regression equation is given thus:

$$Yi = B_o + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + e_i \quad ...Eqn\ 1$$

Where:

Y is the predicted value of the DV (Lecturers' productivity)
X_1 = conferences
X_2 = workshops
X_3 = weeklong training courses
X_4 = job rotation and transfers
X_5 = orientation and monitoring
Bo is the Y-intercept and
e_i is the error of prediction known as residuals.

Table 3 shows that multicollinearity does not exist among the five (5) predictor variables (conferences, workshops, weeklong training courses, job rotation and transfers, orientation and monitoring), because the zero-order correlation are less than 0.85. More importantly, none of the correlations among the independent variables is greater than 0.68. Table 4 shows that the combination of all predictor variables (conferences, workshops, weeklong training courses, job rotation and transfers, orientation, and monitoring) predicts lecturers' productivity. The predictor variables accounted for 63.9% of the variance in lecturers' productivity, indicating a significant fit to the data.

The regression ANOVA showed that the predictor factors had a moderate combined contribution to lecturers' productivity, F (5,333) = 172.061; p < 0.01. The modified R2 (.639) has shrunk from the unadjusted value (.644), indicating that the model can be generalised to the population. Based on the findings, it was discovered that when all of the contributing variables (conferences, workshops, weeklong training courses, job rotation and

Table 3: Inter-correlation Matrix of all the Variables.

	DV	CON	WOR	WLTC	JRT	OM
DV	1.00					
CON	.563	1.00				
WOR.	-.046	.147**	1.00			
WLTC	.322	.456**	.432**	1.00		
JRT	.026	.481**	.186**	.778**	1.00	
OM	.679	.677**	.154**	.551**	.312**	1.00
Mean	21.55	11.28	14.82	13.43	12.43	12.32
SD	6.78	4.59	2.22	4.81	4.36	4.11

KEY: DV = Lecturers' productivity
CON = Conferences
WOR = Workshops
WLTC = Weeklong training courses
JRT = Job rotation and transfers
OM= Orientation and monitoring

Table 4: Regression Model Summary of all the predictor variables (conferences, workshops, weeklong training courses, job rotation and transfers, orientation and monitoring) on Lecturers' productivity.

Model	**R**	**R square**	**Adjusted R square**	**Std error of the estimate**	
1	812	0.644	0.639	4.58178	
Source of Variables	Sum of Squares	Df	Mean square	F	Sig.
Regression	19319.726	5	3863.945	172.061	.001
Residual	10370.392	328	20.993		
Total	29690.118	333			
Variables	Regression weight				
	B	Std error	Standard. Coef.	t.value	Sig.
(constant)	17.997	1.622		11.762	.000
PU	.734	.098	.037	10.232	.000
PEU	-.911	.121	-.272	-7.454	.000
ATU	1.323	.098	.582	9.673	.000
FC	-1.011	.079	-.629	-12.222	.000
INNO	.578	.075	.322	6.232	.000

Key:
KEY: KEY: DV = Lecturers' productivity
CON = Conferences
WOR = Workshops
WLTC = Weeklong training courses
JRT = Job rotation and transfers
OM = Orientation and monitoring

transfers, orientation and monitoring) are combined, they considerably add to lecturers' productivity. Individual predictors include conferences, seminars, week-long training courses, employment rotations and transfers, orientation, and monitoring. Table 4 shows that conferences, seminars, weeklong training courses, employment rotation and transfers, orientation, and monitoring all have a considerable impact on lecturers' output. A higher β value indicates a bigger contribution of the predictor variable.

Therefore, the regression equation is expressed thus:

Lecturers' productivity = B_o + B_1 conferences $_i$ + B_2 workshops $_i$ +B_3 weeklong training courses$_i$ + B_4 job rotation and transfers$_i$ + B_5 orientation and monitoring $_i$ …. …....Eqn 2.

= 17.997+ (.734 conferences $_{i)}$ – (-.911 workshop's) – (1.323 weeklong training courses) – (-1.011 job rotation and transfers) – (.578 orientation and monitoring$_i$).

Therefore, we can conclude that, there was statistically significant joint relationship of all the predictor variables (conferences, workshops, weeklong training courses, job rotation and transfers, orientation, and monitoring) on lecturers' productivity.

DISCUSSION

These findings are consistent with Adiele and Jide (2017), who discovered that financing deficiencies, favouritism, and insufficient funding are important barriers to professors' productivity. The findings also revealed a significant composite contribution of the independent variables (conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training orientation and monitoring, weeklong trainings) to the dependent variable (lecturers' productivity). The linear combination of the independent factors explained

approximately 63.9% of the variance in lecturers' output. These findings are consistent with those of Usman, Agenyi, and Matthew (2015), who discovered that on-the-job training, off-the-job training, job rotation and transfers, orientation, coaching and monitoring, and conferences and workshops were among the training options available for organizational employment in order to improve productivity. Malaolu and Ogbuabor (2013) discovered that the majority of respondents agreed that training and workforce development improved their efficiency and job productivity.

Fejoh and Faniran (2016) found that when it came to employees' ideal job productivity, staff development and in-service training had substantial relative effects as well as significant combined effects. Training, according to Peretomode and Chukwuma (2015), increases lecturers' output regardless of faculty type, gender, or institution type.

Conclusion

The attainment of the institution's aims and objectives would not be possible without resourceful human capital. All organizations desire growth and long-term development, which is why management must prioritize training for its employees. Based on these findings, the following conclusions were drawn: conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training, and weeklong trainings were among the types of training opportunities available in public institutions. Poor finance, favouritism, delays in implementing new skills, and ineffective coordination for providing training programmes were among the issues confronting staff training possibilities in public organizations. The independent variables (conferences and workshops, job rotation and transfers, orientation and monitoring, off-the-job training and on-the-job training) made a significant composite contribution to the dependent variable (lecturers' productivity), accounting for approximately 63.9% of the variance in lecturers' productivity.

Implications for nursing research

Studying the relationship between staff training programmes and lecturer productivity in tertiary institutions is critical for understanding how to improve educational outcomes, particularly in specialized disciplines such as nursing. In Cross River State, Nigeria, where nursing education is vital to healthcare delivery, such research has important implications for nursing practice and research.

Effective training programmes can provide lecturers with up-to-date teaching approaches, technology integration, and subject matter expertise, resulting in increased productivity in the classroom and in research.

Quality training programmes frequently include research approaches and encourage professors to participate in intellectual pursuits. This can result in higher publication production, funding acquisition, and overall research productivity for nursing professors. Training programmes may also emphasize curriculum development and innovation, allowing lecturers to adapt to changing educational demands and industry standards in nursing education. This adaptability can boost productivity by ensuring that teaching and research activities are relevant and of high quality.

Training programmes can support professional and personal growth in addition to academic abilities. These include teamwork, leadership, and communication, all of which are critical for successful mentoring, teaching, and collaboration in nursing research. Researchers can improve nursing education and healthcare delivery in the region by optimizing training initiatives, supporting lecturer productivity, and offering insightful advice to policymakers, educational administrators, and nursing faculty by examining these implications in the context of Cross River State, Nigeria.

Recommendations

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

1. Institutions should conduct training needs assessment to ensure that the right training is given to personnel and ensure that their training programmes should be on a continuous basis.
2. There is also the need to motivate staff who performed exceptionally well during training sessions because a staff that is rewarded for his or her outstanding performance will spur other staff into action and may certainly nurture an inbuilt desire to excel, which will ultimately impact positively on the general performance of the personnel of the institution.
3. There is need for further research in this field. In fact, the lack of secondary data on the manner of trainings conducted and their impact on the general productivity of the institutions increases the demand for further research studies in this area.

REFERENCES

Adiele, G. N. Jide, I. (2017). Manpower training and productivity in the Nigerian public sector: An appraisal and human capital discourse. *International Journal of Innovative Development & Policy Studies, 5*(3), 1-15.

Cheng, M. C. (2022). Searching for the inverted U-shaped relationship between time and performance: Meta-analyses of the experience/ performance, tenure/performance, and age/performance relationships. *Journal of Management*, 29, 609–640.

Chukwu, A. J. (2017). Impact of Conference Attendance on Job Performance of Professional Librarians of Tertiary Institutions in Imo State, Nigeria. *International journal of innovative research & development, 6*(11), 175-177.

Fejoh, J., & Faniran, V. L. (2016). Impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. *Journal of Education and Practice, 33*(7), 183-189.

Harvey, M. (2019). Human resource management in Africa: Alice's Adventures in Wonderland. *International Journal of Human Resource Management, 13*(7), 1119 –1145.

Malaolu, V. A., & Ogbuabor, J. E. (2013). Training and manpower development, employee productivity and organizational performance in Nigeria: an empirical investigation. *International Journal of Advances in Management and Economics, 5*(2), 163-177.

McShane, D., & Glinow, E. (2015). The use of bibliometric data as tools for university research. In M. Kogan (Ed.), *Evaluating higher education.* London: Jessica Kingsley Publishers.

Naveen, B., Ramesh, T. B. (2015). Productivity improvement in manufacturing industry using industrial engineering tools. *Journal of Mechanical and Civil Engineering, 6*(1), 11-18.

Obilade, J. O. (2019). The impact of personal characteristics on the job satisfaction of public sector managers in a developing economy: implications for personnel development. *African Journal of Economics and Business Research, 1*(1), 10-29.

Olorunsola, R. (2022). Research manager's post training job performance in Nigerian Agricultural Research Institutes. *J. Advanced Studies Educ. Manage, 1*(1-2), 239 – 244.

Oslow, E. (2017). Training and manpower development, employee productivity and organizational performance in Nigeria: an empirical investigation. *International Journal of Advances in Management and Economics, 5*(2), 163-177.

Peretomode, V. F., & Chukwuma, R. A. (2015). Manpower development and lecturers' productivity in tertiary institutions in Nigeria. *European Scientific Journal, 13*(8), 16-28.

Sanda, T. W. (2018) Investment in human capital. *The American Economic Review, 51*(1), 1-17

Usman, I. C., Agenyi, E. & Matthew, D. A. (2015). Employee training and productivity in Nigeria implication for national transformation. *International Journal of Economics, Commerce and Management, III*(1), 1-10.