

The Validity of Effectiveness of Training and Development in Organizations In Nigeria

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Abstract: *The primary focus of this study is to examine training and development in organizations in Nigeria with a view to making it more effective. The study is essentially library research. From the study, it is gathered that organizations largely trained their employees. In doing this, they adopt such training methods like On-the-job and Off-the-job training programmes. The employees' training is directed by the needs of the organizations. The study reveals that the training offered by organizations in Nigeria to employees has in great measures increased the performance, imparted knowledge, skills and capabilities of both new and old employees. The study however observed some barriers to training and development in organizations. These include inadequate provision of funds to training departments and lack of collection of data on training needs. It is therefore concluded that as a way of sharpening their employees' skills for efficient and effective performance, organizations in Nigeria should undertake a satisfactory training and development programmes that will ensure effectiveness and sustainability. Based on this, the study proposed that organizations should adopt a systematic approach to training and development because of the intensity of internal and external pressures for changes in the organization. The first step is to devise a policy statement to act as guide to the organization's intention concerning the weight and direction to be accorded to training and development. The second step is to define an initial set of roles for those responsible for implementing the policy. The third step is to set up sustainable structure of training procedure and to allocate sufficient funds to the training department. This is necessary if organizations need to develop a competitive advantage and create business-people who can turn bold objectives into realities in this era of globalization.*

Keywords: *Training and development, Effectiveness, Organizations, Nigeria*

I. Introduction

In the world of work today, organizations are faced with impediments to cope with the complexities and interconnectedness of global challenges. Thus, the obvious way for organizations to remain competitive in this era of globalization that is driven by innovations, knowledge and technology is by placing importance on acquiring new skills and creative knowledge through training and development of its employees (Scott, 2007). Wan (2007) argues that the only strategy for organizations to radically improve their workforce productivity is to seek to optimize their workforce through comprehensive training and career development. To achieve this purpose, organizations will have to invest on their employees to acquire the requisite skills and competencies that will enable them function effectively in a rapidly changing and complex work environment. This is premised on the fact that skills are increasingly seen as the key lever not only for organizations, but for the economy as a whole to compete internationally (Leitch, 2006).

Armstrong (2012) defined training as the systematic application of formal processes to impart knowledge and help workers to acquire requisite skills for them to perform their jobs satisfactorily. This definition corroborated with Olakunle and Ehi (2008), who see training as the systematic development of the knowledge, skill and attitude required by an individual employee to perform effectively on a given task or job. Landy and Conte (2007) in their contribution, posit that the basic of training programmes is learning, a relatively permanent change in behaviour and human capabilities that is produced by experience and practice.

Development on the other hand, is a systematic effort affecting individuals' knowledge or skills for the purpose of personal growth or future jobs and / or roles (Herman and Kurt, 2009). In the view of Armstrong (2012), development is considered as the growth or realization of person's ability and potential through the provision of learning and educational experiences. Harrison (2009) concludes that the primary aim of learning and development as an organizational process is to aid collective process through the collaborative, expert and ethical stimulation and facilitation of learning and knowledge that support corporate goals, develop individual potentials, and respect and build on diversity.

The above elucidates that training and development are very necessary for both the employee's morale and the organization's output. This is in realization of the fact that people are the greatest assets of any organization and their value could be enhanced by investing time and money in their improvement for optimal use in the organization.

It does not amount to mere gainsaying that several organizations in Nigeria have frantically evolved programmes for training and improving on work standard/skill of their employees. However, while there are growing concerns amongst organizations on ensuring the training and development of employees, most organizations' fund and associated resources have been wrongly applied, thus derailing the fundamental aim of training and development (Nwokocha, 2014). Chika, Chima and Hakeem (2014) echoed this assertion that there has been very low training and development effectiveness which is associated to poor training recognition, which, in turn, has affected adversely the operational standard in most organizations in Nigeria. This phenomenon has raised doubts on the efficacy of the device of human resource management in the area of training and development. It is therefore pertinent that with the height of competition for corporate relevance, organizations require knowledgeable and skilled employees that will manage the challenge of global efficiency and multinational flexibility, hence training and development of the employees can make the difference between maintaining organizational success and mitigating ultimate failure. It is against this backdrop that this paper examines the strategies employed by organizations to ensure effective training and development of employees to improve performance and enhance productivity. To achieve this objective, the paper intends:

- (a) To x-ray the importance of training and development in organizations;
- (b) To identify the types of training in organizations, and evaluate their strengths and weaknesses;
- (c) To examine the strategies used in determining proper training and development needs of employees at work in Nigeria;
- (d) To examine the obstacles to training and development programmes of organizations; and
- (e) To proffer ways on how to make training and development effective in organizations.

This article is purely an explorative discourse, hence it copiously benefits from library research, informal discussion, as well as personal observation of the author.

II. Literature Review: Training And Development

Training and career development have been used as distinct concepts. According to Cole (1999: 211) "training is understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task". Training is the systematic acquisition of skills, concepts, or attitudes that result in improved performance in another environment (Goldstein and Ford, 2002). To Banjoko (1996), training is an organized procedure by which people acquire knowledge and or skills for a definite purpose. Shen (2005) sees training as a planned activity to improve the current employee situation of work skills and behaviour. In the views of Sader-Smith (2006) and Chika et al (2014), training is concerned with a tactical approach to deal on predefined acquisition of knowledge, skills, rules, concepts, or attitude that will result to improved performance in the organization. In support of these assertions, Herman and Kurt (2009) consider training as the systematic approach to affecting individuals' knowledge, skills, and attitude in order to improve individual, team, and organizational effectiveness.

Taking a critical x-ray from the above discourse, one theme that seems to emerge is that training provides the framework in which an employee acquires the requisite skills, knowledge and morale disposition to enhance performance and productivity in the organization. Though, there have been divergent views about training. Some schools of thought argue that training leads to an increase in turnover; others believe that training is a tool that can lead to higher levels of performance and employee retention in the organization (Becker, 1993; Colarelli and Montei, 1996 cited in Scott, 2007). In spite of the mixed perspectives concerning training, most industrial practitioners have eulogized the importance of employees' training to organizational growth and success. This is because, as noted by Adrian, Margaret and Nuala (2010), globalization, technological advancements and free market economy have meant that organizations have similar access to capital, customer and to employees. Consequently, the key differentiator between organizations is the skills and knowledge of the people they employ. Within this context, learning, training and development have become critical success factors for organizations to be able to compete effectively within competitive markets.

On the other hand, the concept of development as defined by Armstrong (2009) is the growth or realization of individual ability and potential through the process of learning and educational experience. He stated further that development takes a form of learning activities that prepares an employee to exercise wider responsibilities. Sader-Smith sees development as an increase of capacity that individual employees have to possess in order to build a more effective and fulfilling professional and personal life through the process of learning and knowledge acquisition, skills and attitude. Though, there is clear distinction between training and development; training is short-term, while development is long-term. This is because development is achieved after series of training, learning and education have taken place (Chika et. al, 2014). Armstrong (2009) posits that training aims at improving the current work skills, attitude and behaviour, while development effort is directed towards various forms of learning activities that nurture individual to exercise a broader or increased

future responsibility. This holds that training and development are geared towards maximizing the competence of employees and enhance their skills, experiences, potentials and capacities that will boost corporate prosperity. From the above review, it is deducible that there is a scholarly consensus that the concept of training and development is a continuous, deliberate, purposeful acquisition of knowledge, skills, and experience by an individual employee for the purpose of improving his performance, advancement of career prospect and overcoming organizational challenges as may be imposed by global market demands and technological innovations in order to remain competitive and achieve the goals and objectives of the organization.

III. Determinants Of Training Needs In Organizations

Amittharaj (2011) cited in Chika et.al (2014) argued that it is pertinent that organizations effectively identify their training needs and device the appropriate approaches to apply in training and developing their employees. This is because the objective of training is to bridge the gap between existing performance ability and desired performance, hence the success of training and development programmes must be dependent on the accuracy with which the organizational needs have been identified and the training objectives specified (Davar, 2003). In a nutshell, training needs or gap analysis entails defining the gap between what people know and can do and what they should know and be able to do. It is also concerned with identifying and satisfying learning development needs (Armstrong, 2012; Olakunle and Ehi, 2008).

The above assertions imply a critical review of corporate, collective and individual needs required in the organization. Armstrong (2012) explained that these three needs are interconnected. The analysis of corporate needs will lead to the identification of collective learning needs in various departments, functions or occupations, while these in turn will expose employees' needs. He further stated that the sum of group and individual needs will help to define organizational needs that will enable them achieve its corporate goals. This suggests that as soon as the training needs are identified, the objectives express the gap to be bridged between the present and the expected performance level; a suitable training programme can then be developed for the employee(s) concerned.

McGehee and Thayer (1961:305) recommend the following three – step approach to determining training needs:

- (1) Organizational Analysis, to determine where training emphasis should be placed within the organization;
- (2) Operations Analysis, to decide what the training should consist of, requiring a study of what a person should be taught if he is to perform his task with maximum effectiveness; and
- (3) Man Analysis, to determine who needs to be trained and what skills, knowledge or attributes should be augmented or improved.

Udeze (2000:95) stated that the need for training should be considered when:

- New methods or work procedures are started.
- Production goals are not being met.
- Employees lack a sense of purpose.
- Costs of production are increasing without apparent reasons.
- Quality of the product or service is declining.
- Pride in the job is missing.
- Complaints and grievances are excessive.
- High turnover and absenteeism are prevalent.
- Workers are asking numerous questions about the job.

Henry (2009:20) listed the following as examples of training and development needs in organizations:

- When a new machine has been acquired by the organization and a staff has to be trained to get the machine to a safe, qualitative and quantitative output level, and
- When an employee's job function is enlarged to include "Report Writing". The performance appraisal or day-to-day assessment by the immediate boss reveals that report writing is one of the employee's weaknesses. A report writing course would address this performance deficiency.

IV. Types Of Training In Organizations In Nigeria

There are two major areas of training in organizations: These are On-the-job training and Off-the-job training (Sulu, 2011). On-the- job training describes a variety of methods that are applied while employees are actually performing their jobs. In on-the-job location, the emphasis is more on the acquisition of specific, local knowledge in real situation (Cole, 1997). These methods might include induction/orientations, coaching, apprenticeships/internships, job instruction training, job rotation/enlargement/ enrichment and understudy (Bankole, 2000; Nwokocha, 2014). Olakunle and Ehi (2008:227) listed the following as the main advantages of on-the- job techniques; it facilitates the transfer of learning in organizations, the training approach familiarizes

the individual with the procedures and tools trainees are going with, the acceptance of trainees is enhanced since they would be pre-exposed to those they would work with, it is likely to be less expensive at least in terms of capital out-lay, and it has the benefit of strongly motivating the trainees to learn since they are not located in the artificial situation of a class room.

Off-the-job training, on the other hand, is a kind of training programme that takes place outside the actual job environment such as training institutes, training centers, etc, where adequate facilities are provided for the trainees to engage in maximum performance. These techniques might include lectures, conferences/workshop/seminar/symposium, case study, role playing, simulation programmed instruction, vestibule/simulation (Bankole, 2000; Landy and Conte, 2007). Olakunle and Ehi (2008:230) pointed out the benefits of the off-the-job techniques to include; it is simple to control and guide the trainees, it offers the opportunity to expose the trainees to information, ideas and experience beyond the confines of their work situation, and when separated from the rigours and pressures of work activities, trainees can devote their attention to learning.

Olakunle and Ehi (2008: 230) stated the following as the drawback of the off-the-job method; there is usually a re-entry problem and resistance from colleagues when trainees return to the job situation; and there is lack of specific attention to overcome learning transfer problem or the effective application of the ideas learnt.

We shall consider the various techniques of On-the-job and Off-the-job training below:

A. On-the-job training

(a) Induction/orientation This training method, as the name implies, is used to induct new employees to the organization. This is the most common type of training provided by organizations, irrespective of the size, and it forms part of socialization for new employees (Holton, 1996 cited in Leone, 2008).

The purpose of induction training is to welcome new employees and provide them with the information and skills that they need to carry out their role and to contribute to the organization's objectives (Robson, 2009). A well designed orientation programme, no matter the duration of the induction will enhance employees' performance, as well as productivity in the organization (Brown, 2005). Leone (2008) posits that organizations with effective orientation programmes steer their people up to speed faster and contain improved alliances, which connect staff outcomes to organizational needs. This in turn will enhance performance and productivity.

Bacal (2007) states pointedly that there are two types of orientation that are required for the employee to quickly adapt to the organization. The first is the overview orientation. This orientation focuses at the macro environment-government in general, the department and the branches, important policies and general procedures (non-job specific); information about compensation and benefits, safety and accident prevention issues, employee and union issues (rights, responsibilities), and physical facilities. The second type of orientation concern is job orientation or what is referred to as the orientation to the micro environment-function of the organization, and how the employee fits in, job responsibilities, expectations, and duties, policies, procedures, rules and regulations, layout of workplace, introduction to co-workers and other people in the broader organization.

(b) Coaching This is a kind of daily training and feedback given to employees by immediate supervisors. It involves a continuous process of learning by doing. It is defined as an informal, unplanned training and development activity provided by supervisors and peers (Rao, 2010). In this training method, the trainer and learner develop a learning partnership and share control of the learning process. Although, coaching is often considered as an individual partnership, it can be used for groups and teams (Adrian et al., 2010).

(c) Apprenticeship/Internship This term refers to a trainee following a long term programme for learning a skilled trade under the guidance of experienced guide, coach or trainer in that particular occupation (Olakunle and Ehi, 2008; Rao, 2010). Assistantship and internships are similar to apprenticeship because they also demand high levels of participation from the trainee. An internship is a kind of on-the-job training that usually combines job training with classroom instruction in trade schools, colleges or universities (Rao, 2010).

(d) Job instruction training (JIT) The job instruction training (JIT) method (developed during the World War II) is a four-step instructional process involving preparation, presentation, performance try out and follow up. It is used to teach workers how to do their current jobs (Rao, 2010). In job instruction, close monitoring is essential and supervising schedules will only decrease as the trainees cope with the rigours of their job (Olakunle and Ehi, 2008). Rao (2010:200) listed the four steps to be required in the job instruction training as follows:

- (1) The trainee receives an overview of the job, its purpose and its desired outcomes, with clear focus on the relevance of training;

- (2) The training demonstrates the job in order to give the employee a model to copy. The trainer shows a right way to handle the job;
- (3) The employees are permitted to copy the trainer's way. Demonstrations by the trainer and practice by the trainee are repeated until the trainee masters the right way to handle the job; and
- (4) Finally, the employee does the job independently without supervision.

(e) Job rotation/enlargement or enrichment These are training techniques which are often used in organizations to give the individual employee more variety and experience in a range of jobs than their normal work would allow. Job rotation is similar to a secondment in that the learner tries out new job, but it is usually for a shorter period and within the same department (Adrian et al., 2010). The job rotation method may be voluntary, implying some degree of personal choice. Its merits lie in the fact that work processes remain undisturbed and flexibility on the job increases, thereby resulting into multi-skilling on the job (Olakunle and Ehi, 2008). With job enlargement, the learners would be given more tasks to do so that they can experience a wider range of work whereas in the case of job enrichment, they may be given more responsibility (Adrian et al., 2010).

(f) NDER study This is like a modeling. The trainee learns through a designated supervisor to whom the trainee is attached. The on- the -job training is acquired in a situation where the training is not responsible for the operating result. This approach reduces serious mistakes which are likely to occur during the understudy attachment and the trainee is relieved (Olakunle and Ehi, 2008).

B. Off-the- Job Training

(a) Lecture Method The technique could be a one-way communication affair, lecturing, questions session and free questioning. This method offers the facility of handling large group of training participants at the same time. It provides an opportunity to transfer new knowledge, innovative ideas and in-depth information to the participants for the purpose of attitudinal transformation, change, value re-orientation and other psychological characteristics present in the workplace (Olakunle and Ehi, 2008).

(b) Conference/Workshop/Seminar/Symposium This method of training provides an interactive session and elicits the active participation of all the participants. The different views of the participants usually yield multi-various approaches to solving organizational and work-related problems (Olakunle and Ehi, 2008).

(c) Case Study This method is often used in managerial training. It involves the listing of organizational problems or the problems the organization is currently going through and proffers solutions to them. It usually involves a history of some events or set of circumstances, with relevant details, which are examined by the trainees (Olakunle and Ehi, 2008).

(d) Role Playing This is defined as a method of human interaction that involves realistic behaviour in imaginary situations. This method of training involves action, doing and practice (Rao, 2010). The technique is employed mainly in changing attitudes and developing interpersonal skills in practice of dealing with face to face situation, i.e., where people come together in the work situation (Olakunle and Ehi, 2008).

(e) Programme Instruction In this method, the subject matter to be learned is presented in a series of carefully planned sequential units. These units are arranged from simple to complex levels of instruction. The trainee goes through these units by answering questions or filling the blanks (Rao, 2010).

(f) Vestibule/Simulation training In this method, the actual work conditions are simulated in class room. This type of training is commonly used for training personnel for clerical and semi-skilled jobs (Rao, 2010).

V. Importance Of Training And Development In Organizations

When an organization creates an environment where it supports the long term development of its employees, it can produce many benefits both for the individual and the organization. The aim is to gain competitive advantage for the organization through improving individual effectiveness. This is because training holds the key to unlock the potential growth and development windows to achieve a competitive edge (Ramadem and Nagurvali, 2012).

Bankole (2000:72-73), outlined the following as the importance of training and development:

A. To the Organization

- Training is needed to develop skills, knowledge and abilities in the workforce;
- Training improves the performances of employees in their present positions;
- It reduces labour turnover particularly among new and established staff;

- If gives customers better satisfaction through improved quality of products and services;
- Incorporating safety training can help to reduce high rate of industrial accidents;
- Training reduces cost of production and minimizes wastage;
- It maintains a sufficient and suitable range of skills among employees; and
- It could also be used to respond to changes in the work place, such as new technology and systems, internalization, global competitions and the need for greater service orientation.

B. To the Individual Worker

- Training prepares the workers for higher positions to which they can be promoted in the nearest future;
- Training has a motivational value such that it enables workers to achieve better result and have high self-fulfillment;
- It helps to maintain safety and health of workers;
- It enhances the value of the employee in the labour market;
- It improves earning, productivity and profitability; and
- Training improves the future employability of the hardcore unemployed, underemployed minority groups and workers whose present skills are becoming outdated.

VI. Problems Of Training And Development In Organizations In Nigeria

As important as training is in the achievement of organizational goals, it is bedeviled with many problems. Some of these problems are outlined by Bankole (2000:90) as follows:

- Foreign oriented training programmes are predominant;
- There are utter neglect of local problems, realities, and issues when designing training programmes;
- The quantity of qualified training experts available is grossly inadequate;
- Available training facilities are not sufficient;
- Evaluation of training is mostly neglected by organizers;
- Transfer of newly learned skills from the training environment of the equal job situation is totally absent; and
- The training materials being used are very irrelevant because they have no bearing with national objectives, national policy and organizational needs.

The above exposition is an indication that training and development is enmeshed with obstacles that could erode its essence of adding value to the organization by way of improving the productivity and profitability levels, and equipping employees with the required know-how to adapt to the changing external demands occasioned by the competitive business environment; hence, the need to explore the conditions/measures that will strengthen the effectiveness of training and development in organizations. This is necessary because it is only a well tailored training programmes that can yield the efficiency needed to enhance employees' performance and promote business goals in this globalized economy that requires highly skilled and technically capable workforce to drive the forces of economic progress and work processes.

VII. Strategies For Making Training And Development Effective In Organizations In Nigeria

Armstrong (2012:297) stressed that training is the use of systematic and planned instruction activities to promote learning. He stated that training should be systematic in that it is specifically designed, planned and implemented to meet defined needs; as such effective training uses the systematic approach that consists of four stages; identify training needs, decide what sort of training is required to satisfy these needs; use experience and trained trainers to implement training, and follow up and evaluate training to ensure that it is effective. Consequently, Olakunle and Ehi (2008:222) drew reference from learning theory and advanced the following as the conditions required for making training effective in organizations:

- Employee must be motivated to learn. This means informing the employees of the need to improve their present levels of knowledge, skill or competence, or their existing attitude or behaviour if they are to perform their work to their own and to others' satisfaction. In essence, it entails making them to have a clear picture of the behaviour they should adopt on the job;
- Standards of performance should be set for employees. This entails the employees having a clarity of defined targets and standards which they must accept and form basis to adjudge their progress;
- Learners should have guidance. This is necessary because they need a sense of direction on how they are doing the job. Self motivated employees may provide much of this for themselves, but the trainer should be on hand to encourage and offer assistance when the need be;

- Trainees must gain satisfaction from learning. They will be motivated to learn under any circumstance if the learning is satisfying to one or more of their needs. Conversely, the best training schemes can fail if they are not seen as useful by the trainees;
- Learning is an active, not a passive process. Trainees need to be actively engaged with their trainer, their fellow trainees and the contents of the training programme;
- Appropriate techniques should be used. Training officers have a large repertory of training equipment and materials, but they must use these with discrimination in accordance with the needs of the job, the individual and the group;
- Learning methods should be varied. The use of a variety of techniques, as long as they are equally appropriate, helps learning by maintaining the interest of trainees;
- Time must be allowed to absorb the learning. Learning requires time to assimilate, test and accept. This time should be incorporated into the training programme;
- Trainees must receive reinforcement of correct behaviour. Trainees usually need to know quickly that they are doing well. In an elongated training programme, intermediate steps are required in which learning can be reinforced; and
- It must be recognized that there are different levels of learning that require different methods and time to conduct.

Training and development is fundamental in this era of corporate reengineering. This is because it is a springboard to employee performance and productivity, hence taking the aforementioned measures will create an effective employee training and development programme which will help to develop individuals that will fill the key roles for the organization in the future as well as help the organization to develop competitive advantage.

VIII. Conclusion

The paper focused on the effectiveness of training and development in organizations in Nigeria. It examines its impact as occasioned by globalization. The study reveals that scientific researches and technological advancement are constantly introducing changes to the business environment. It demands that organizations that must remain in competition must embrace change. Consequently, if organizations are to imbibe change, their employees must be trained and developed to effect those unavoidable changes. The need for staff training and development cannot be overstressed. All the same, as important as it is, several organizations in Nigeria seem not to have given it the desired attention. The major strategies for such training are On-the-job and Off-the-job trainings. It is therefore, noted that though some organizations may not have done well in this light, but some have shown good concern for employees' skills, especially for optimal operational purposes. The study further observed some hindrances to the effectiveness of training and development in organizations in Nigeria to include; lack of sufficient fund and inadequacy of training experts. As a panacea to making training and development more effective in organizations, the study proposes the adoption of a systematic approach to training and development and also the need to motivate the employees to learn and set performance standard for the employees. This is needed if organizations in Nigeria desire to reap the great opportunities presented by globalization.

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