

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

Training and development of manpower are crucial components for the success of any organization. Despite the advancements in technology and the internet enabling global collaboration and competition, employees remain the organization's competitive advantage. Manpower training and development empower employees to cultivate the skills and competencies necessary to enhance bottom-line results for their organizations. Every organization has a purpose, and the achievement of that purpose relies on the individuals who form its foundation. Manpower training and development endeavors to enhance the performance of work units, departments, and the entire organization. It assesses where an organization currently stands compared to its desired future state and equips individuals with the skills and resources needed to bridge that gap. The overarching objective of staff training and development is to fortify the organization's ability to fulfill its purpose and mission.

Organizations striving to enhance efficiency and effectiveness typically engage in human resource development, organizational development, and institutional and legal framework development (Abiodun, 1999). Recognizing human resources as valuable assets for improving productivity underscores the importance of investing in their development. Given the increasing complexity of the work environment, rapid organizational change, and technological advancements, among other factors, the significance of training and development cannot be overstated. Training and development initiatives ensure that organizational members possess the requisite knowledge and skills to perform their jobs proficiently, take on new responsibilities, and adapt to evolving conditions.

Training involves physically, socially, intellectually and mentally is very essential in facilitating not only the level of productivity but also the development of personnel in organizations. Therefore, training can be put in a context relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires in order to be able to function effectively and perform efficiently. Abiodun (1999) submitted that training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside the organization. Adeniyi (1995) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore provides a systematic approach to training which covers the main elements of training.

Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavours make staff development a necessity to keep track with current event and methods. Griffin (1978), Ajibade (1993), Adeniyi (1995) and Arikewuyo (1999) have drawn the attention of the entire sundry to the inestimable value of Training and Development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Pitfield (1982) is of the opinion that the objectives of training are to; provide the skills, knowledge and aptitude necessary to undertake required job efficiently and develop the workers so that if he has the potentials, he may progress, increase efficiently by reducing spoilt work, misuse of machine and lessening physical risks.

1.2 Statement of the Problem

In Nigeria, inefficiency is a very serious problem that needs to be addressed urgently. Most organizations find it difficult to identify the training needs, and even where the need is recognized, a lot of time and money is committed to staff training and development. The exercise is often either in-appropriate, haphazard or premised on a faulty diagnosis of organizational training needs. In other situations, where training happens to occur, deployment of staff so trained may be without regard to the skill the staff acquired, leading to frustration of personnel so trained and also general inefficiency in the system. Public enterprises in Nigeria are fond of this practise (Onah 2008).

The workforce is generally under-tapped, under-utilized and therefore falls short of its anticipated contributions to the realization of organizational goals. It is appalling to note that managers in Nigeria have paid little or no attention on staff training programmes often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. Numerous scholars have been writing on how efficiency, competence and effectiveness can be achieved through training.

1.3 Objectives of Study

The general objective is to examine how staff training and development enhance organizational effectiveness. The specific objectives are to:

- i. find out how training needs are determined in Peugeot Automobile Nigeria Limited.
- ii. examine if there is any significant relationship between training and development of employees and the productivity level of the employees of Peugeot Automobile Nigeria Limited Company.
- iii. investigate the impact of Staff Training and Development on the performance of employees in Peugeot Automobile Nigeria Limited.

1.4 Research Questions

- i. How are the training needs determined in Peugeot Automobile Nigeria Limited?
- ii. Is there any significant relationship between training and development of employees and the productivity level of the employees of Peugeot Automobile Nigeria Limited?
- iii. What are the impact of staff training and development on the performance of the employees of Peugeot Automobile Nigeria Limited?

1.5 Significance of the Study

The significance of this research work lies in its contribution to the literatures on human resource training and development. This research work would largely complement our broad based knowledge on the nature, functions, objectives and character of manpower resources training and development. It would serve as a primary source of data to readers and researchers. Theoretically, the research work would also stimulate future readers in the task of complementing the work already done. For this reason, the study will add to the body of knowledge and as well aid the organizations in understanding the abysmal conditions shrouding most human resources training and development policies.

It is hoped that, apart from the research work enriching existing literatures on human resources training and development, it will be of immense benefit to future researchers and scholars in the quest for additional knowledge. At the practical level, it will serve as a guide to practioners in the field of public administration especially in the formulation of policies on human resources training and development. The research work will in this manner, serve as a guide for policy instruments.

1.6 Scope and Limitation of the Study

The geographical scope for this study is Peugeot Automobile Nigeria Limited while the subject scope focuses on manpower training and development. The time line for this study is 2015-2022.

However, there always exist many constraints militating against a good research work. Among these limitations/ constraints include the unwillingness attitude of some individuals and civil servants to come up with relevant information, for some reasons best known to them. Another constraint is that of reaching to the appropriate respondents. Most of our respondents do not reside where they can be easily reached and this posed a problem for the researcher. Besides, some of the respondents subjected the researcher to some rigorous bureaucratic process thereby making it hard for the researcher to get some relevant information needed for the study and this also posed a limitation to the researcher. However, despite these constraints, the research was successfully carried out through persistence and perseverance.

1.7 Organization of the Chapters

The study is divided in five chapters. Chapter one contains introduction, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, organization of the study, and definition of terms used in the study, and references.

Chapter two focuses on literature review and theoretical framework, summary of the chapter with references. Chapter three deals with research methodology, introduction, sample and population of the study, method of data analysis, research problem and references

Chapter four has to do with data presentation analysis and interpretation of findings introduction, brief history of the case study, presentation of data, analysis of data, testing of hypothesis, summary of data and references Chapter five contains summary, recommendations and conclusion with bibliography.

1.8 Definition of Terms

i. Development: This means the acquisition of a higher status production and distribution of skills that result in high efficiency and productivity. It also means activities undertaken to expose an employee to perform additional duties and assume position of importance in the organizational hierarchy.

ii. Staff: This refers to the human resources available in an organization that will deal with planning, decisions, and execution of the functions that will inform the significance of the existence of the organization.

iii. Training: Training can be seen as the formal procedure which an organization uses to facilitate employees learning so that their resultant behavior contributes to the attainment of the organizations as well as the individuals' goals and objectives.

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CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

In order to evaluate and clarify the related works of other scholars in our field of study, especially as relates to this work and also to establish a fundamental basis for this research work, the related literatures will be reviewed.

2.2 Conceptual Clarification

2.2.1 Manpower Training

Training is a process that develops and improves skills related to performance. Effective training programmes according to Blum and Naylor (1976) can result in increased productivity, reduced labor turnover, and greater employer satisfaction. According to Abiodun (1999), training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Employees who have not received adequate training before being assigned with responsibilities lack the necessary confidence with which to carry out the job. An employee should be helped to grow into more responsibility by systematic training and development. McGehee and Thayer (1961) see training as the formal procedures which an Organization use to facilitate employees' learning so that their resultant behavior contributes to the attainment of the Organizations as well as the individuals' goals and objectives.

Nwachukwu (1988) sees training as an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired or employed. On the other hand, he regards development as the activities undertaken to expose an employee to perform an additional duties and assume positions of importance in the organizational hierarchy. Training as it is observed exposes employees to skills necessary for effective job performance while development goes further to equip employees with the knowledge required for performing additional responsibility to a particular task faster and better than before, development may involve exposing an employee to more challenging task. Cole (2002) defines training as any learning activity which is directed towards the acquisition of specific knowledge and skill for the purposes of an occupation or task. He contends that the focus of training is the job or task.

However, he sees development as any learning activity which is directed towards future needs rather than present needs and which is concerned more with career growth than immediate performance. He further goes on to state that the focus of development tends to be primarily on an organization future manpower requirements and secondly, on the growth needs of individuals in the workplace. Michael Armstrong (2003) posits that training is the formal and systematic modification of behavior through learning which occurs as a result of education instruction, development and planned experience. This, Peter Drucker (1984:201) agreed in his definition of training as a systematic process of altering the behavior and/or attitudes of employees in a direction to increase organizational goals.

Rue and Byars (1983) approached the definition of training in a manner that hammers on time variations. They defined training as a process that involves acquisition of skills, concepts, rules or attitude in order to improve present and future performance. In another development, Koontz and O'Donnel (1980) identify training as a learning opportunity provided for employees to become acquainted with the principles, concepts, and techniques that would improve their efficiency and effectiveness. Sikula (1977) contend that training is a short term educational process utilizing a systematic and organized procedure by which non managerial personnel gain technical skills and knowledge for a particular purpose. Tannehill (1970) on the other hand defines training as the overall process whereby an individual's behavior is modified to conform to a predefined and specified pattern. Supporting this, Odiome (2003) maintained that training should lead to a change in behavior. If it does not, it then means that the trained does not have intelligent quotient (IQ) to understand, or that he has a boss who conflicts with the training behavior proposed, or that he has peers or subordinates who determine that such proposed behavior would not work or may be consultant for the environment.

According to Akpan (1982), training is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold. Training as cited by Onah (2008) is defined as an organized and coordinated development of knowledge, skills and attitudes needed by an individual to master a given situation or perform a certain task within an organizational setting. To Obiajulu, S.O. and Obi, A.E. (2004), after the selection process has been completed, the new employees need some form of training for them to adapt to the organizational methods and systems. Training to them is referred to as teaching operational or technical employees how to do the job for which they were hired. Jones, George and Hill (2000) believe that "training" primarily focuses on teaching Organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. "Development" on the other hand focuses on building the knowledge and skills of Organizational members so that they will be prepared to take on new responsibilities and challenges. As quoted by Onah (2008):

"Staff training and development come under the purview of personnel functions in most organizations, especially public organizations. The importance of staff training and development in any organization is clear, if we recognize the fact that the structure that sustains it depends on the individual that operate the structure. Staff training and development can occur simultaneously or complementarily but the two do not necessarily have direct relations to each other. They should in fact be separated in concept".

However, employees training and development complement each other in an organization's quest to evolve qualified manpower. This is the reason why most authors use the terms "training and development" as synonyms. It is common for people to use training and development interchangeably as if both are the same whereas; there is a distinction between the two. Though differ in concept but can be studied together because of their relatedness and mutual effect on the staff.

2.2.2 Manpower Development

Chanokan (1987) posits that manpower development refers broadly to the nature and direction of change induced in the employees as a result of educating and training programmes. He says that development is managerial in nature and career focused. To distinguish training and development, Chanokan has this today, "that unlike the training, the workers which improves technical and mechanical skills, development techniques are designed for work behaviour modification". According to him, development is an educational process, utilizing a systematic organizational procedure by which a worker learns the conceptual and theoretical knowledge for effective pursuance of their responsibilities.

Development focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale; and ensuring adequate human resources for

expansion into new programs. The purpose of manpower development is to improve knowledge and skills and to change attitude (Mullins, 1999). Mullins argues further that manpower development is capable of producing increase the confidence, motivation and commitment of staff; provide

recognition, enhanced responsibility, and the possibility of increased pay and promotion; give feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and help to improve the availability and quality of staff.

Training facilitates manpower development and consequently his performance. Manpower training and manpower development are two interrelated processes whose importance cannot be overemphasized in any decision of strategic human resource management. They are related through series of activities, which an enterprise would embark upon to improve the quality of its managerial capacity.

2.3 Stages/Steps in Organizing Manpower Training and Development Programme.

The steps, stages, tools and methods for manpower development in organizations differs, and it is largely determined by the objectives of organizations, the idiosyncrasy of management staff or the chief executive, the organizational policy, as well as the organizational environment to mention a few. Thus, it is a common feature to see methods for manpower development varying from one organization to the other, just as a given organization can be tailored at adopting different methods at different times or a combination of techniques at the same time. However, some methods for manpower development are stated below:

i. Orientation

This method of manpower development could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is expected that such an employee need to be positively oriented in line with the vision and aspiration of the organization for effective discharge of function. And since employee function in an organization is basically affected by his perception of the organization vis-à-vis the rules and principles that exist in the organization. It therefore follow that an employee undergoes formal and informal orientation in a place of work. While the formal orientation focuses on job specification and occupational demands placed on the employee, the informal orientation involve the social interaction that take place in the place of work which could either boost productivity or be detrimental to it (Koontz et al. 1980). Orientation therefore, as a method of manpower development is quite indispensable because it helps in boosting the productivity of workers which is needed for competing in the global market of the 21st century.

ii. On the Job Method of Manpower Development

This method is basically different from the orientation method in that while orientation is at the point of entry into the organization or a new assignment; on the job method is a process through which knowledge and experience are acquired over a period of time either formally or informally. This process involve the following:

(a) Coaching: This is a method of on the job training and development in which a young employee is attached to a senior employee with the purpose of acquiring knowledge and experience needed for the performance of tasks (Yalokwu 2000).

(b) Job Rotation: This method either involve the movement of an employee from one official assignment or department to the other, in order for the employee to be acquainted with the different aspects of the work process or through job enlargement. That is given additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge (Yalokwu 2000; Lawal 2006).

(c) In House Training: This involve a formal method of on the job training in which skills and knowledge are acquired by employees through internally organized seminars and workshops geared toward updating the workers with new techniques or skills associated with the performance of their jobs. (Lawal, 2006).

(d) In Service Training: This method involves training outside the organization or workplace in higher institution of learning or vocational centres under the sponsorship of the organization or on terms that may be agreed upon between the organization and the worker (Lawal 2006).

iii. Committee/Work Group Method: This method entails manpower development through the involvement of employees in meetings, committees and work group discussion geared towards injecting inputs in form of decision making as regard solving organizational problem. This method is quite indispensable, especially in the aspect of training employees for managerial functions or heading organizational units.

4. Vestibule Training Method: This is a method of manpower development through the acquisition of skills in a related working environment (Nongo 2005). Under this method the trainee practices his skill with identical equipment that he uses or he is expected to use in his actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected. The purpose is therefore to enable perfection at work place.

5. Apprenticeship Method: This method of manpower development involve the acquisition of skill through extensive practice for over a period of time by the trainee. This type of manpower development device could either be formal or informal. In the informal environments the trainee is attached to the trainer, and he/she is expected to pay for an agreed period of apprenticeship (Nongo 2005). In the formal environment on the other hand, an employee of an organization could be placed under apprenticeship in the organization with pay.

2.3.1 Importance of Manpower Training and Development in Organizations

i. Economic Development: The relevance of manpower development in Nigeria could be situated vis-à-vis economic development. This is because manpower development captures the actual meaning of development in that it is people centred (World Bank 1991; Grawboski and Shields 1996). In addition, it involves the building of capacity and harnessing the State's human resource which constitute a sine-qua-non for development. Harbison (1973) stated that: Human resources constitute the ultimate basis for wealth of nations, capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development. Clearly a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

ii. Political Stability: There is no doubt that a country which fails to adequately develop her manpower would be doing so at the expense of her socio-economic and political stability. In the aspect of political stability, Omodia (2004) stressed the dysfunctional use of the nation's human resource among the youths in propelling political instability when he stated that: *"...there has been situations in which the Nigerian youth especially, those of poor family background were used as tools for disrupting the political democratic system through rigging, thuggery and ethnic conflicts. These factors of rigging, thuggery in addition to economic mismanagement, personal ambition or selfishness among others, were the factors that terminated the First and Second Republic."*

Thus, manpower development could help the youths in the development of self and in improving the quality of their political participation.

iii. Poverty Alleviation: It has been argued that effective poverty alleviation scheme must involve the development and utilization of local resource including human for solving local problems (Robb 2000; Omodia 2005). Thus, manpower development is central to solving the present problem of poverty in Nigeria.

2.3.2 Challenges of Manpower Development in Nigeria

i. Poor Political Leadership: Closely related to the problem of colonial experience as a problem of manpower development in Nigeria is poor political leadership which is further deepening the problem of manpower development in Nigeria. This factor has manifested itself in poor funding of education over the years (Baikie 2002), disparity or class in manpower development between children of the rich and the poor (Omodia 2006).

ii. Poor Manpower Planning: This problem is associated with the poor data base that is needed for manpower planning in Nigeria both in the rural and urban centers. These problems no doubt constitute a major hindrance on effective manpower development in Nigeria (Baikie 2002; Oku 2003).

iii. Colonial Experience: There have been several arguments regarding the distortions in manpower development of national growth in Nigeria as a result of colonialism which was fashioned towards economic exploitation (Ekpo 1989; Ake 2001; Dauda 2003). It could be recalled that the advent of colonialism led to the integration of the Nigerian economy into the World Capitalist System thereby placing minimum premium on labour when compared to other factors of production. This poor performance of indigenous labour by the colonial government no doubt has persisted in the post-colonial Nigerian State. As a result, this problem account for the lack of adequate attention given to labour as a critical part of the production process in Nigeria.

2.3.3 Ways of Enhancing the Effectiveness of Manpower Training and Development

Programme in Organizations.

i. The option of an enhanced regulatory capability on the part of government for effective enforcement of manpower policies. This is quite indispensable based on the need to ensure quality manpower development irrespective of sex, class, ethnic affiliation to mention a few. This point could best be appreciated considering the liberal nature of most government policies which tend to snowball into elitist benefit in terms of policy outcome.

ii. The need for government to be persuasive in making organizations embraces well designed policies at improving the development of manpower in Nigeria. This could be done both internally and externally. Internally, organizations should be made to see reasons why a careful manpower development plan should form part of their plans and objectives for the financial year. As a matter of fact, the success of organizations should not only be measured in terms of the magnitude of profit through the adoption of outdated personnel administration technique, but, basically on the contribution of the organization in enlarging the confidence of its workers through manpower development. The external factor involves the contribution of organizations to the development of manpower through financial support meant to boost adult education, vocational education, and specialized research institutes to mention a few.

2.4 Theoretical Framework

The study adopts Systems theory which was originally proposed by Hungarian Biologist Ludwig von Bertalanffy in 1928. The system approach was first developed in the biological and social engineering sciences before it was adopted by social scientist in explaining social and organizational phenomena. David Easton (1965) utilized the approach in his *System Analysis of Political Life*. Daniel Katz and Robert Khan (1966:9) also used the open system approach in studying *The Social Psychology of Organizations*. G.O. Nwankwo (1988) also adopted the systems approach in his book *“Education and Training for Public Management in Nigeria”* (Quoted in Onah F.O. 2008).

Organizations draw inputs in the form of people, raw materials, money and information. These are transformed into outputs which are exported back to the environment. This interaction with the environment is therefore necessary for organizational survival. The researcher adopted this approach because problems such as training are considered not only in terms of training objectives per say, but also in terms of the objectives and goals of the total organization or “system” in which the individual will be performing his task. This implies that the researcher is also concerned with the objectives of the total system, rather than objective of any component within the system.

The system approach to the study of organizations focuses on the system as a whole, the environment of the system, the interdependent relationships between parts of the system, and the dependency for the system to strive for survival by negotiating with environment. In this approach, the development of training programmes is linked to the development of a weapon system. The behavior which men must exhibit on the job becomes the objectives which must be achieved by the training system. The job of the training designer then is to select the sequence of a series of learning experiences which will produce the desired behavior, for the effectiveness of the entire system. A testing (evaluation) phase required to assure that the training programmes designed succeeds in producing men capable of performing as specified.

The system theory emphasizes that an organization which functions as a whole and thereby comprising other sub-systems which function jointly to achieve the raison desire of the organization. It conceives an organization to be functional when all the sub-systems are also effective and efficient. Its justification is in the functional interrelatedness of parts that enthrone the criterion of efficiency which is seen as an imperative for organizational survival and goals achievement.

The major components of Eastern model are environment, input, conversion, output and feedback. Peugeot Automobile Nigeria Limited (PAN) can be regarded as a political system which converts inputs from the environment into authoritative decision. The demand input will mean the demand by the staff for adequate training and improved working condition from the organization. The input of support is also taken to mean the dedication, devotion, commitment by the staff. The feedback mechanism will be taken to mean the method through which the staff or employees express their satisfaction or disenchantment with output produced. All these interactions culminate in the system maintaining itself in equilibrium.

Basically, organization is a system because it is an organized body hierarchically structured to achieve her objectives. A living and dynamic organization comprises of junior and senior staff personnel and both professional and administrative strata. The two bodies, junior and senior exchange services among themselves in a like manner to that produced by locomotive engine. Each of them performing a distinct job designated for him. Therefore, none of the staff is unimportant if efficiency will be attained and for proper maximization of efforts towards efficiency and productivity in Peugeot Automobile Nigeria Limited (PAN). The trends in new technologies demand that employees should be well trained and developed.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on methodology to be used to this research work successfully. It explains the research design. It also gives details about the population and sample used for the research.

3.2 Research Design

This section mainly dealt with the type of research design used for this study. The researcher used the experimental design in order to be able to effectively test the hypothesis using the responses from the questionnaire.

3.3 Population and Sample of study

The population of study comprised of four (4) formidable categories of workers in the company. Their total population is 120. The simple random sampling that is, sampling with replacement was used to sample 92 staff out of the total that formed the study population.

3.4 Sources of Data Collection

Two methods of data collection were employed in this research work. These are: primary data collection method and secondary data collection method.

i. Primary Data Collection Method-The primary data for this research was generated through the use of interview method. It was designed to generate important information from the respondents.

ii Secondary Data Collection Method

This research also made use of secondary materials and data to support the primary data generated from our respondents. The secondary data for this study were generated from documented materials which include the official documents, text books, journals, seminar papers and unpublished works of scholars. Other sources also include the internet, where some materials relevant to our research were also collected.

3.5 Method of Data Analysis

The data collected in the course of this study were presented both descriptively and statistically. The descriptive method deals with the presentation of the variables of the study (in relation to the subject) such as the profiles of respondents. The descriptive method was employed to enable explain answers obtained from interview process and questionnaires presented to respondents. Statistically, data was presented with the use of tables to show the frequency of respondents and their responses to research questions presented in the questionnaire. The Simple Percentage (%) method for the presentation and analysis of numerical data was used.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter focused mainly on data presentation and analysis generated from the responses from the respondents. The questionnaires were administered personally on 120 workers in the target groups as the respondents. The respondents were required to tick (✓) against an option that best suited their opinions. 92 were well retrieved and used for the analysis.

4.2 Brief History of the Case Study

Peugeot Automobile Nigeria Limited ("PAN" or "the Company") was incorporated on 15th of December 1972 as a Private Limited Liability Company under the Companies Act of 1968 with RC No. 10,961. It was established pursuant to a Joint Venture Agreement made on 11th of August 1972, between the Federal Government of Nigeria (FGN) and Automobiles Peugeot of Paris, France. The agreement was for the establishment of a passenger car assembly plant in Nigeria for the production and marketing of Peugeot brands of passenger cars of varying models and capacities. The Joint venture agreement granted protection to the company through import restriction and duty concession.

The company on its part was to pursue a programme of gradual deletion of imported parts of at least 30% of the ex – factory value of a completely knocked down (CKD) pack by the end of the third year of operations and the agreement of an annual deletion target agreed with a standing committee to be established. The Company is located on a site of approximately 200,000 square metre at Kakuri Industrial Estate, Kaduna. Although the plant was commissioned in 1973, actual production commenced only in March 1975. At inception, the company was designed to engage in the assembly of passenger cars of Peugeot 203, 304, 404 and 504 models of car, as well as another car of an engine capacity of about 800cc yet to be introduced to the market. The Company started operations on March 14, 1975 and by 1981 the company had an installed capacity of about 240 cars daily in two shifts. Presently, the capacity utilization of the plant is very low at about 10%. The challenges faced by the company are similar to problems facing other industrial sectors/ manufacturing concerns in the country. The used car imports remain the single most significant barrier to any expansion since these are priced at only about 35% of new PAN cars.

4.3 Data Presentation and Analysis

Table 1: Bio-Demographic

Sex	Frequency	Percent
Male	93	66.9
Female	46	31.1
Total	139	100
Marital Status	Frequency	Percent
Single	73	52.5
Married	66	47.5
Total	139	100

Qualification	Frequency	Percent
Primary/S.S.C.E/Equivalent	68	48.9
NCE/ND/DIPLOMA	47	33.8
BA/BSC/HND	24	17.3
Total	92	100
Staff Category	Frequency	Percent
Senior	24	17.3
Junior	59	42.4
Contract	56	40.3
Total	92	100

Researcher's Field Survey 2025

Table 2: When you were appointed, did you undergo any orientation programme?

Opinion	Frequency	Percentage (%)
Yes	60	65.2
No	32	34.8
Total	92	100

Researcher's Field Survey 2025

The table shows that out of 92 respondents, 60 of them with 65.2% were positive in response, while 34.8 of them were negative in response with 34.8%. This clearly shows that majority of the respondents agreed that the employees underwent an orientation programme when they were appointed.

Table 3: Was the orientation relevant to your job?

Opinion	Frequency	Percentage (%)
Yes	64	69.6
No	28	30.4
Total	92	100

Researcher's Field Survey 2025

The table shows the response of the employees on the question; was the orientation relevant to your job? 64 respondents with 69.6% strongly agreed while 28 of them disagreed with 30.4%. The table however depicts that majority of our respondents agreed that the orientation was relevant to their job.

Table 4: Since your appointment, have you undergone any form of training apart from the orientation?

Opinion	Frequency	Percentage (%)
Yes	67	72.8
No	25	27.2
Total	92	100

Researcher's Field Survey 2025

The table shows the response of the employees on the question since your appointment, have you undergone any form of training apart from the orientation? 67 respondents with 72.8% agreed while 25 of them disagreed with 27.2%. The table however depicts that majority of our respondents agreed that since their appointment, that they have undergone some forms of training apart from the orientation.

Table 5: If yes, what can you say is the effect of such training on your job performance in the organization?

Opinion	Frequency	Percentage (%)
Better understanding of the job	66	71.7
Improvement in experience	24	26.1
No effect at all	2	2.2
Total	92	100

Researcher's Field Survey 2025

The table shows the letter responses of the employees on the effects of the training on their job performance. 66 respondents with 71.7 % agreed that it increased their better understanding of the job, 24 of them with 26.1% agreed that it improved their experience while 2 respondents with 2.2% stated that it had no effect at all on their performance. The table however depicts that majority of our respondents agreed that the training increased their better understanding of the job.

Table 6: Do you agree to the fact that good training is responsible for efficiency and effectiveness in work places?

Opinion	Frequency	Percentage (%)
Yes	70	76.1
No	22	23.9
Total	92	100

Researcher's Field Survey 2025

The above table shows the response of the employees on whether good training is responsible for efficiency and effectiveness in their work place. 70 respondents with 76.1 % agreed while 22 respondents with 23.9% disagreed. The table however signifies that majority of our respondents agreed that good training is responsible for their efficiency and effectiveness in their work place.

Table 7: What criteria does the company use in selecting employees for training?

Opinion	Frequency	Percentage (%)
Position of staff	23	25
Employee's qualification	58	63
Years of service	8	8.7
Don't know	3	3.3
Total	92	100

Researcher's Field Survey 2025

The table shows that out of 92 respondents, 23 of them with 25% agreed that the company uses position of staff to select employees for training. 58 respondents with 63% agreed that they use employees qualification, 8 respondents were of the opinion that the company uses employee's years of service with 8.7% while 3 respondents with 3.3% do not have any idea. This clearly shows that majority of the respondents agreed that the company uses position of staff to select employees for training.

Table 8: Does the selection criterion give equal opportunity to all categories of workers?

Opinion	Frequency	Percentage (%)
Agreed	56	60.9
Disagreed	36	39.1
Total	92	100

Researcher's Field Survey 2025

The table shows that out of 92 respondents, 56 of them with 60.9% agreed that the the selection criterion give equal opportunity to all categories of workers while 36 respondents with 39.1 % disagreed. This clearly shows that majority of the respondents agreed that the selection criterion give equal opportunity to all categories of workers.

Table 9: What is the attitude of top management towards training?

Opinion	Frequency	Percentage (%)
Very serious	61	66.3
Not serious	27	29.4
No idea	4	4.3
Total	92	100

Researcher's Field Survey 2025

The table shows the response of the employees on the attitude of top management towards training. 61 respondents with 66.3 % agreed that their attitude is towards training is very serious. 27 of them with 29.4% stated that the attitude of top management towards training is not serious. 4 of them with 4.3 % do not have any idea on the matter. The table however showed that majority of our respondents agreed that the attitude of top management towards training is very serious.

Table 10: The progress of PAN is directly related to the quality of its training policy.

Opinion	Frequency	Percentage (%)
True	72	78.3
False	20	21.7
Total	92	100

Researcher's Field Survey 2025

The table shows that out of 92 respondents, 72 of them with 78.3 % agreed that The progress of PAN is directly related to the quality of its training policy, while 20 respondents with 21.7% disagreed. This clearly shows that majority of the respondents agreed that the The progress of PAN is directly related to the quality of its training policy

Table 11: Does the company ensure the upgrading or promotion of the trainees after undergoing training programmes?

Opinion	Frequency	Percentage (%)
Agreed	57	61.9
Disagreed	32	34.8
No response	3	3.3
Total	92	100

Researcher's Field Survey 2025

The above table shows the response of the employees on whether the company ensure the upgrading or promotion of the trainees after undergoing training programmes. 57 respondents with 61.9 % agreed, 32 of them with 34.8% disagreed while 3 of them with 3.3 % do not have any idea. The table however showed that majority of our respondents agreed that the company ensure the upgrading or promotion of the trainees after undergoing training programmes

Table 12: Does technological innovation affect the content, nature and training needs of the organization?

Opinion	Frequency	Percentage (%)
Yes	59	64.1
No	10	10.9
Not always	21	22.8
No idea	2	2.2
Total	92	100

Researcher's Field Survey 2025

The table shows the response of the employees on whether the technological innovations affect the content, nature and training needs of the organization. 59 respondents with 64.1 % agreed, 10 of them with 10.9% disagreed, 21 respondents with 22.8% said it doesn't always

affect training needs while 2 of them with 2.2% do not have any idea. The table however showed that majority of our respondents agreed that the technological innovation affect the content, nature and training needs of the organization.

Table 13: From your encounter with other organizations, what can you say about their training policy?

Opinion	Frequency	Percentage (%)
Encouraging	56	60.9
Not encouraging	30	32.6
No idea	6	6.5
Total	92	100

Researcher's Field Survey 2025

The above table shows the response of the employees on the opinion of employees concerning the company's training policy. 56 respondents with 60.9 % agreed that it is encouraging, 30 of them with 32.6 % disagreed, while 6 of them with 6.5% do not have any idea. The table however showed that majority of our respondents agreed that the company's training policy is encouraging.

Table 14: How would you assess staff training and development programme in PAN?

Opinion	Frequency	Percentage (%)
Very adequate	32	34.8
Adequate	44	47.8
Not adequate	11	12
No idea	5	5.4
Total	92	100

Researcher's Field Survey 2025

The above table shows the response of the employees on the adequacy of staff training and development programme in PAN. 32 respondents with 34.8 % agreed that the training programme is very adequate. 44 of them with 47.8% stated agreed, 11 of them with 12% stated that it is not adequate while 5 respondents with 5.4% do not have any idea on the matter. The table however showed that majority of our respondents agreed that the staff training and development programme in PAN is adequate.

4.4 Discussion of Findings

Findings from the study showed that employees underwent an orientation programme when they were appointed. Orientation given to employees was relevant to their job. Since the employees appointment, that they have undergone some forms of training apart from the orientation. Training of the employees increased their better understanding of the job. Good training is responsible for employee's efficiency and effectiveness in their work place. The company uses position of staff to select employees for training. The selection criterion gives equal opportunity to all categories of workers. The attitude of top management towards training is very serious and encouraging.

The progress of PAN is directly related to the quality of its training policy. The company ensures the upgrading or promotion of the trainees after undergoing training programmes. The technological innovation affects the content, nature and training needs of the organization. The company's training policy is encouraging. The staff training and development programme in PAN is adequate.

4.5 Implications of Findings for Administrative Efficiency and Effectiveness

The employees underwent an orientation programme when they were appointed, it then means that it will increase their knowledge and understanding of the job. Orientation programme is one of the training methods implored by the company to ensure efficiency in the performance of the employees. This they try to achieve by organizing orientation programme for the employees immediately they are employed. Findings showed that this orientation programme contributed immensely in increasing the employees performance by exposing them to some important activities and work ethics of the company.

The Orientation given to employees was relevant to their job, thereby increasing the training effectiveness. Orientation is one of the important aspect of training programmes organized for employees effectiveness. The company organises orientation programme for both old new employees at intervals and this helps to increase their knowledge of their responsibilities and duties. Since the employees have undergone some forms of training apart from their orientation, it then means that it will further enhance their knowledge of the job. Our findings showed that the company organizes other training programmes for their employees. These training programmes include on the job training, workshops and conferences.

Findings revealed that these programmes helps to improve the employees productivity in the work places. Training of the employees increased their better understanding of the job. The main objective of any training programme is to influence the performance of the workers. Similarly, in order to increase employees performance, training programmes organised for the employees helps the employees to get a better knowledge and understanding of their jobs. Findings also showed that there better understanding of their jobs goes a long way to close any chances of the employees making mistakes in their duties. Good training is responsible for the employee's efficiency and effectiveness in their work place. One of the objectives of training is to increase employees effectiveness and efficiency.

Findings deduced that training of the employees encouraged the employees to be effective in carrying out their duties by exposing them to some important aspects of their jobs which need not be toiled with, such as coming to work early, dedication to their duties, etc. The company uses position of staff to select employees for training, in other words, paving way for the principle of merit. The study showed that the company uses the position of staff to select the employees for training. This however, helped the training programme not to be influenced by ethnicity and favouritism. Since the selection criterion gives equal opportunity to all categories of workers, it then means that every employee has equal chance of being selected. Our findings also discovered that the employees have equal chance of being selected during the selection for training programme like conferences and workshops.

Since the attitude of top management towards training is very serious and encouraging, it signifies that the employees will be adequately trained as and when due. Training in the company might not achieve its main objective if the attitude of the management towards training is not encouraging. Since the progress of PAN is directly related to the quality of its training policy, it will be very adequate and effective if the company enhances its training policy to further strengthen its quality. Since the company ensures the upgrading or promotion of the trainees after undergoing training programmes, it then means that the employees will be well motivated to embark on training activities.

Since the technological innovation affects the content, nature and training needs of the organization, it will be adequate if the company equips the employees with knowledge of technology. Since the company's training policy is encouraging, it will further enhance the employees' efficiency. Our findings showed that the training policy used the company is encouraging hence it contributed in increasing the employees productivity. The staff training and development programme in PAN is adequate. Findings showed that the training programmes implored by the company. It is very adequate to enhance the employee's performance. Some of these training programmes include seminars, workshops, orientation, on the job training, etc.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was aimed at discovering how staff training and development enhance organizational effectiveness. The study also aimed at finding out how training needs are determined in Peugeot Automobile Nigeria Limited. It also tried to examine the various training programmes provided in PAN and tried to investigate the impact of Staff Training and Development on productivity rate in PAN. The study started with an introduction, which occupied the first chapter. It explored the background of the study, statement of the problem, objectives, significance, scope and limitations of the study.

Chapter two embodied the literature review which had its sub themes as; concept of Manpower Training, Manpower Development as a concept, Stages/steps in organizing Manpower training and development programme, Importance of Manpower Training and Development in Organizations, Impact of Manpower training and development in employees performance, Ways of enhancing the effectiveness of Manpower training and development programme in organizations. Chapter three focused on background information on PAN. Data presentation and analysis was presented in chapter four using statistical tables to show the percentage and number of responses from the study population while chapter five dealt with summary, conclusion and recommendation.

5.2 Conclusion

This study was carried out with the motive of ascertaining the impact of staff training and development on organizational effectiveness. After the analysis carried out in chapter four, we observed that training of the employees increased their better understanding of the job. It also discovered that good training is responsible for employee's efficiency and effectiveness in their work place and the company uses position of staff to select employees for training. It observed that the selection criterion gives equal opportunity to all categories of workers and the attitude of top management towards training is very serious and encouraging. We also discovered that the progress of PAN is directly related to the quality of its training policy. It strongly believes that if these observations are further strengthened, the productivity of the employees and the company will be greatly improved.

5.3 Recommendations

The company needs to develop the employee training within the framework of a comprehensive, ongoing, and consistent employee training program. This quality employee training program is essential to keep the staff motivated about learning new concepts and their departments profitable. The company should encourage good and quality training programme since it is responsible for employee's efficiency and effectiveness in their work place. Good and quality training programme such as on the job training, organizing of seminars and orientations periodically, etc., can help to improve the employees performance. The company should also enhance the selection criterion, so that it gives equal opportunity to all categories of workers to be selected for training

Well-trained staff with refined skills and depth of knowledge can bring any organization to life, staff training is the obvious investment a business must make in its most important asset: the staff. Since the technological innovation affects the content, nature and training needs of the organization, the company should develop the employees with technology knowledge. The training policy of the company should be enhanced so as to be able to help increase the employee's performance. Training is also a motivational technique; the workers are motivated when they discover the resources the company brings out for their training. The company should ensure that the training programme is done regularly.

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