



## **Pre-job qualification, training and job advancement in Universities Southwest Nigeria universities as a case study**

**Olupona Adeola Moromoke**

### **Abstract**

*Job advancement in the university system has recently been issue of discuss. This study investigates the personal training and in-service training of employees in the system. The study adopted multi-stage sampling procedure. Purposive sampling technique was used to select the federal and state universities; stratified sampling technique was used to select five faculties and five departments in each faculty in the selected universities and random sampling technique was used to select the respondents in the selected departments and faculties.*

*A questionnaire “Pre-Job Qualification, Training and Job Advancement Questionnaire” was raised to gather information for the study. The questionnaire was divided into five sections. Each questionnaire measures demographic characteristics, the availability of in-service training, the opportunity for personal training and job advancement aspiration of the respondents. The method of reliability used was Cronbach Alpha, which is internal consistency analysis. The instrument used in the collection of data for the study was analysed using the Pearson correlation and multiple regression analysis to test the three hypotheses formulated at 0.05 (5%) level of significance. It was observed that the in-service training, personal training and the aspiration of the respondents all have significant relationship with job advancement in the university. It is therefore recommended that employees should be given the opportunity to develop themselves.*

Keywords: personal training, in-sevice training, job advancement



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## **Introduction**

Job advancement is an issue of discourse in public and private organisations, to some; it is promotion, wage increase and development of an employee in the workplace. To others, it refers to a process that one undergoes toward changes in performance, job position, promotion, and a good relationship with management in any organisation. It is sometimes referred to as professional growth and financial benefits (Davis, 2001). According to Harlan (1989), it means any change that results in better pay, benefits, working conditions, security or even the perception that one is better off. Job advancement is a major concern of any employee and objective of any organisation. Advancement opportunities provided by an organisation is of primary importance to employees so that they can excel in their field.

Job advancement in the universities attracts increased salaries and benefits which hinge on academic research productivity and lead to quality, high level of output and also high productivity (Archibong, Bassey and Effiom, 2010). Job advancement of academic and non-academic staff of the universities result to expansion of knowledge, the leading shoots of intellectual culture and the institutionalisation of innovation in arts, sciences and technology (Ismail and Arokiasamy, 2007). In the university system, the academic and non-academic members of staff are seen as creators of current and new knowledge, disseminators of the knowledge and critics of conventional academic and epistemological wisdom. Lack of job advancement may mean poor performance, high job turnover and lack of economic growth in the university system and the nation as a whole (Adenike, 2011). Therefore, the issue of job advancement is very important within the university system for the development of quality education, high productivity of graduates (Kartz and Kahn, 2004) and economic growth of the nation.

For competence and good performance of academic and non-academic staff, there are some social, sociological and economic factors which are combined to influence individuals in the dutiful discharge of their assigned responsibilities that could hinder or motivate job advancement in the university system. Among the variables that affect job advancement as observed in this study are pre-job qualifications and training, be it personal training or in-



service training. Pre-job qualification is the primary prerequisite that influence individuals in their job advancement. The weightier the pre-job qualification, the more positive the job advancement is. Pre-job qualification is essential in job advancement because it influences the entry point of individuals. The consequence is that the entry point influences the possibilities of individuals moving between the rank and files to the next cadre or level. In the university setting, there are different pre-job qualifications such as Primary School Leaving Certificate, Senior School Leaving Certificate, National Diploma, Higher National Diploma, First Degree, Post Graduate Diploma, Master's Degree and Ph.D. These pre-job qualifications depend on the nature and status of the job intended to be performed.

It is the policy of National Universities Commission (NUC) that academic staff must possess Ph.D. degree as pre-job qualification (Bamiro, 2012) though among the academic staff members of universities, there are some other essential things to be considered before appointments are made. Before any appointment is made for academic staff members in a university, there should be marked evidence of ability to teach effectively, ability to carry out independent researches without prodding and with little or no supervision, there should also be ability to carry out administrative tasks with little or no difficulty. There is no gainsaying that before a lecturer is appointed in a university system from the cadre of lecturer II, there should be evidence of publications and research outputs. For a non-academic staff, pre-job qualification involves the certificate and the ability to perform effectively with little or no supervision.

As soon as an individual is employed into a tertiary institution he or she strives to move up the ladder. Other variables that are essential to this are the personal and in-service training. Training is essential in job advancement, with innovations in the modern day setting, there is also the need for update of knowledge, non-teaching members of a university are expected to go for training and additional qualification. Expected personal training of individual non-teaching staff members in a university includes course programmes, capacity building workshops, seminars and conferences by other approved establishments and organisations. The university may also organise in-house capacity building workshops. All these trainings are meant to make



individual staff members update their knowledge for the benefit of the individual as well as the establishment.

Training seems to be a process of increasing human efficiency through which members of staff are offered various opportunities to acquire new skills and current knowledge required in performing specialised tasks. Training works as a catalyst which provokes a significant change in a teacher, redefines role, broadens vision and enhances the attributes of a teacher. Antai (2002) views training as the systematic development of employees' knowledge, skills, and attitudes that are required for an organisation to meet its goals. In-service training is organised by an organisation to imbibe the mission and vision of achieving the organisational goals.

The in-service teacher training enables teachers to be systematic and logical in their teaching style (Kazmi, Pervez and Mumtaz, 2011). Newly recruited staff need training before beginning work, while experienced staff requires retraining to keep up with the demands and challenges of their present job (Peretomode and Peretomode, 2001). In-service training within the educational sector can be in form of workshops, seminars and conferences which improve competence and performance of members of staff (Oloruntoba, 2001).

Personal training is the kind of training an individual undergoes personally to improve his or her knowledge and promote his or her opportunity for job advancement. Within the educational institutions, personal training can include developing oneself on information technology, financing conferences, workshops and seminars and attending lectures in relation to one's field of study. In the modern era, members of staff do not wait for their employer to sponsor them for training but aspire to move ahead.

In recent time, there have been series of complaints by the academic and non-academic staff members of the countries universities about low productivity, high job turnover, poor quality of the graduates and lack of job advancement from our universities. They link all these identified problems with poor human resources management in the numerous universities in the country. The overall effect of the aforementioned situation is that it retards the growth and development of the national economy. Inadequate promotional opportunities within the university system for



academic and non-academic staff cripple innovation in teaching and research. It forces academic and research staff to be redundant and unaccountable. Above all, it likely makes Nigerian universities less competitive than their overseas counterparts.

The primary problem confronting tertiary education in the country is mismanagement of resources (human and capital), which has impacted negatively on the quality of output of the university graduates. There is, thus, a need to improve on the management of the country's university education to ensure job and career advancement for high productivity and quality output.

It is in-view of the aforementioned that this study investigates the relationship between pre-job qualification, training (personal and in-service) and job advancement in Universities, using Southwest Nigeria universities as a case study. In order to achieve the set objectives, the following hypotheses were formulated and tested in the study:

H<sub>01</sub>: There is no significant relationship between pre-job qualification and job advancement.

H<sub>0 2</sub>: There is no significant relationship between in-service training and job advancement.

H<sub>03</sub>: There is no significant relationship between personal training and job advancement.

The study made use of academic and non-academic staff members of three federal (University of Lagos, University of Ibadan and ObafemiAwolowo University) and three state (OlabisiOnabanjo University, AdekunleAjasin University and University of Ado-Ekiti) universities in the southwest of Nigeria.



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## **Literature Review**

Pre-job qualification is the necessary requirement needed for a specific position. Pre-job qualification is the heart of what a prospective employer wants to know about an employee. Your qualifications are a mini-summary of the skills, education and experience you bring to the table for a job or position. The degrees an employee obtained should be mentioned in his or her qualifications. Depending on the job, the qualifications section may also be the place to mention other educational or professional attainment, such as regional occupation training classes and even non-certification courses if they are germane. Samuel (2013) is of the view that employers look for three factors to recruit employees which is education, skills and experience and that after some time the qualification will no longer matter but skill and experience will to move up the ladder.

According to Graham (1987) and Glueck (1992), the reasons and advantages for embarking on training and manpower development include efficiency in performance. Similarly, Aina (2000) argues that training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his or her self-respect and increases his or her feeling of security and economic independence among others. Also, Rose (1981) cited in Chukwunye and Igboke (2011) maintains that the individual employee gains from training and manpower development by being able to perform his or her task well and gains satisfaction for efficient work. Consistently, Woolcut and Rose (1979) had argued that with training and manpower development, the organisation would recognise the benefits in efficiency, safety, high quality, enhanced job satisfaction and performance. They observed that there is direct relationship between investment in training and manpower development of staff and their attitude to work.

Mullins (1999) argues further that training is capable of producing increase in 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 can be carried out in many ways. Beardwell and Holden (1997) group training into two primary areas: on-the-job and off-job. The former is the training in which the supervisor or another co-worker teaches the individual to do a job, while the latter is the case in which the individual is sent to a vocational school or institute where training is provided. Ndulue (2012) says on-the-job training gives trainees ample opportunity for learning on the actual equipment and in the environment of the job. Even David, Nicholas and Fred (2006) opined that on-the-job training may be by way of induction training, apprenticeship training and supervisory training. Off-the-job training are training organised to take place within an institution or school where lectures, conferences, panel discussions, and computer-assisted instructions that are imparted to the skilled trainees (Adeniji, 2010). Holt (1993) groups training into four areas: on-the-job training, off-job training, vestibule training, and institutional training. A situation whereby an employee cannot fulfill the need of modern technology in his field the organisation gives him or her training on the various problematic area (Swanson, 1999). On-the-job training adds directly to human resource development and performance of the organisation.

Graham (1987), Glueck (1982), Woolcut and Rose and other studies believe training to enable an employee to gain satisfaction for efficient work. Armstrong (2001) is of the opinion that training helps employees to grow on the job and some organisations instead of training buy competent employees. Olaniyan and Ojo (2008) after explaining training speculate some of its functions to the employees and the employer. Inyang and Esu (2010) went further that organisations should embark on career planning and development to help the employee grow. Many of the studies examined treated self-directed learning as personal training. Basically studies view self-directed learning as an increase in knowledge, skill, accomplishment or personal development that an individual selects and brings about by his or her efforts using any method in any circumstances at any time.

Training is a necessity that keep track with current issues and methods of staff development. This made Isyaku (2000) to postulate that the process of training and development is a continuous one. Oribabor (2000) also found that training and development aim at developing



competence such as technical, human, conceptual and managerial for the furtherance of individual and organisation growth. In-service training allows employees to develop and enhance their skills, which include socialisation in different forms. Newly recruited staff need training before beginning work, while experienced staff require retraining to keep up with the demands and challenges of their present job. The success of any organisation depends on its workforce, and to get the best from the workforce, it must be continuously trained and developed. Ozoya (2009) opined that training is very essential because it is an organisation's life wire that improves the human element that moves the organisation in the direction of meeting its objectives. Training is a fundamental aspect in any organisation to meet the complex changing work frame.

Some literatures define in-service training relating it with its effect on a job. Armstrong (2004); Antai (2002); Street and Street (2006); Oyibo (1995) state that training helps meet technological changes, contributes to organisational development and leads to greater satisfaction while motivating employees. While Nwagwu (1992) went further to state that training acquired without utilisation is a waste because without the application of acquired skills to the task that is to be performed, there cannot be progress or advancement. Smith (2002) asserts that there is considerable commercial value in encouraging employees to become effective self-directed learners such that they can develop and pursue their learning goals and outcomes that contribute to competitiveness without the need for all learning to occur when there is direct training by an instructor. Ultimately, commitment to self-learning and development benefits learners and the organisations that employ them (Long and Morris, 1995).

## **Methodology**

The research design that was adopted for this study is descriptive research design of ex-post facto type. The independent variables of the study are pre-job qualification, in-service training and personal training while the dependent variable is job advancement.



The study population consists of academic and non-academic staff of all universities in the south western geographical zone of Nigeria. The federal and state universities in the zone are involved in the study. There are 4950 academic staff and 8924 non-academic staff in these universities. While the sample for the study consists of 2,391 academic and non-academic members of staff of three federal and three state universities. A questionnaire “Pre-Job Qualification, Training and Job Advancement Questionnaire” was raised to gather information for the study, using the Pearson correlation and multiple regression analysis to test the three hypotheses formulated at 0.05 (5%) level of significance..

### Result and Discussion

To start with, the relative contribution of the selected independent variables on job advancement of members of staff of universities

**Table 1: Relative effect of selected independent variables to the prediction of Job Advancement**

Variables	Coefficients	t-value	Std. Error
Pre-job qualification	0.101	2.586	0.010
In-service training	0.241	4.207	0.004
Personal training	0.318	4.360	0.018

Source: Author’s computation

Table 1 revealed the significant effect of each of the career variables. It is observed that frequency of personal training ( $\beta = 0.318$ ,  $t = 4.360$ ,  $p < .05$ ) has the highest contribution to the perceived job advancement among the workers. In-service training ( $\beta = 0.241$ ,  $t = 4.207$ ,  $p < .05$ ) is the next while pre-job qualification of the workers is the least ( $\beta = 0.101$ ,  $t = 2.586$ ,  $p < .05$ ).

The study found that all the variables are significant. That is, personal training, in-service training, and pre-job qualification have significant relationship with job advancement. It was observed that personal training had a high relationship with job advancement. Members of staff



who cannot enjoy the financial sponsorship of the university system try as much as possible to finance themselves for conferences and seminars which will give them more knowledge in their field and be able to meet the requirement for promotion. It was also revealed from the result that in-service training has influence on job advancement of university employees. Naturally, training is the systematic development of employees' knowledge, skills and attitudes that are required for an organization to meet its goals. Training of university's employee will assist employees to advance in their work. This result is in line with Mullins (1995) study that revealed that providing training opportunities is vital for personal development and career success of employees.

Secondly, the relative effects of selected independent variables on job advancement among academic staff

**Table 2: Relative effect of selected independent variables to the prediction of Job**

**Advancement of academic staff**

Variables	Coefficients	t-value	Std. Error
Pre-job qualification	0.201	3.222	0.000
In-service training	0.973	67.524	0.000
Personal training	0.301	5.000	0.000

**Source:** Author's computation

Table 2 revealed the significant effect of each of the career variables. It is observed that in-service training has the highest contribution to the perceived job advancement among academic staff ( $\beta = 0.973$ ,  $t = 67.524$ ,  $p < .05$ ). This relative contribution to job advancement among the workers is followed by personal training ( $\beta = 0.301$ ,  $t = 5.000$ ,  $p < .05$ ) and pre-job qualification ( $\beta = .201$ ,  $t = 3.222$ ,  $p < .05$ ).

The result revealed that there is significant relationship between the career ecological variables and job advancement among academic staff in the universities with in-service training having the highest level of significance followed by personal training and pre-job qualification. This result revealed that if the universities train newly employed academic staff and the existing staff about the new methods of impacting knowledge, new technology, the usefulness of the



computer in the sector, there will be less stress on the academic staff and they will be able to perform their duty efficiently and improve on the quality of output. If there is in-service training (Mullins, 1995) combined with personal training (Holton, Swanson and Naquin, 2001), there will be efficiency in the performance of their duties which will bring about job advancement.

This means that the university authority needs to organise or sponsor academic employees for workshops, conferences and seminars, so that they move up the ladder. Academic members of staff need to be conversant with new methods of writing papers or publishing articles and impacting knowledge so that they can produce a quality graduate which is the main goal of the institutions. The various criteria for promotion should be revealing to the employees so that they know when to apply for the next step on the career ladder. Academic members of staff should endeavour to fund their personal training so as to out-smart other colleagues who are waiting for the university to help sponsor their training.

Thirdly, the relative effects of selected independent variables on job advancement among non-academic staff

**Table 3:Relative effect of selected independent variables to the prediction of Job Advancement of non-academic staff**

Variables	Coefficients	t-value	Std. Error
Pre-job qualification	0.227	3.455	0.000
In-service training	0.283	4.369	0.000
Personal training	0.272	3.928	0.000

**Source:** Author's computation

Table 3 revealed the significant effect of each of the career variables. It is observed that in-service training has the highest contribution to the perceived job advancement among non-academic staff ( $\beta = 0.283$ ,  $t = 4.369$ ,  $p < .05$ ) followed by personal training ( $\beta = 0.272$ ,  $t = 3.928$ ,  $p < .05$ ) and pre-job qualification ( $\beta = 0.227$ ,  $t = 3.455$ ,  $p < .05$ ).



This means that if the university systems make provision for in-service training, it will assist the non-academic staff’s job advancement and the staff can help themselves where the provision for training is not readily available. This supports Cseh, Watkins and Marsick (2000, 1999) who opine that employees have opportunities in life he will controls his or her own learning. Employee pre-job qualification will define the upward movement in his or her career.

**Testing the Hypothesis**

Hypothesis one: There is no significant relationship between the pre-job qualification of the workers and job advancement.

**Table 4: Relationship between pre-job qualification and job advancement**

Variables	Mean	Std. Dev.	r	df	Sig.	P
Pre-job qualification	5.21	1.73	.320	2196	.000	Sig
Job Advancement	54.21	7.42				

**Source:** Author’s computation

It is observed from table 4 that there is significant relationship between the pre-job qualification of the workers and perceived job advancement ( $r = .320$ ,  $df 2196$ ,  $p < .05$ ). This implies there is demarcation as regards the pre-job qualification of the workers when it comes to job advancement because variation occurred between the pre-job qualification of workers and perceived job advancement. In other words, pre-job qualification of the workers is related to job advancement; therefore, the hypothesis is rejected.

The study found that there is significant relationship between pre-job qualification of workers and perceived job advancement. This means pre-job qualification of the workers will pave way for their job advancement. The result supports the study of Seymour and Tormod (1991) who are of the view that several features from an employee’s educational biography will influence his or her rate of advancement. This result is against that of Samuel (2013) who says that as an



employee progresses in his or her career, the education of the employee will matter less but the skills and experience will be more important.

Hypothesis Two: There is no significant relationship between in-service training and job advancement.

**Table 5: Relationship between in-service training and job advancement**

Variables	Mean	Std. Dev.	r	Df	Sig.	P
In-service training	32.65	6.71	.221	2196	.000	Sig
Job Advancement	54.21	7.42				

**Source:** Author's computation

It is observed from the table 5 that there is significant relationship between in-service training and perceived job advancement among the workers ( $r = .221$ ,  $df 2196$ ,  $p < .05$ ). This implies that in-service training is a significant factor in the discussion of perceived job advancement among workers therefore, the hypothesis is rejected.

The study found that there is significant relationship between in-service training and job advancement among the worker. This is because when employees are trained, there will be improvement in the way they carry out their responsibility, add to their skill and as well improve productivity and the achievement of goal of the organisation. This is line with Mullin's (1995) who states that; providing employees training opportunities is vital for personal development and career success. The result also supports the view of Aina (2000) that training enables an employee to produce efficiently, prepares him for higher position (advancement), enhances his or her self-respect and increases his or her feeling of security and economic independence among others. The finding is also in line with that of Nwagwu (1992) who is of the view that training without utilisation of trained staff is a waste because without the application of acquired skills to the task that is to be performed there cannot be progress or advancement. The result aligns with Craig (1976) that training increases productivity,



improvement in the quality of work and morale, development of new skills, knowledge and understanding of the employee.

The result is also in line with Oribabor (2000) who found that training and development aim at developing competence such as technical, human, conceptual and managerial for the furtherance of individual and organisation growth. Adeniyi (1995) was also of the opinion that training and development is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. It is therefore realised that training is indispensable not only in the development of the individuals but also to facilitate the productive capacity of the workers.

This result is against the study of Kraimer, Seibert, Wayne, Liden and Bravo (2011) who discovered that employees who have been trained by their company will leave if they do not see any chance to advance. Organisation trains employees to improve the activities and responsibilities of the employees to the organisation so that goals of the organisation can also be achieved. The need to train will not arise if there is no opportunity to advance in ones career. It is the opportunity to advance that brings about training.

Hypothesis three: There is no significant relationship between personal training and job advancement.

**Table 6: Relationship between personal training and job advancement**

Variables	Mean	Std. Dev.	r	df	Sig.	P
Personal training	39.14	6.373	.301	2196	.000	Sig
Job Advancement	54.21	7.42				

Source: Author's computation



It is observed from the table 6 that there is significant relationship between personal training and perceived job advancement among the workers ( $r = .301$ ,  $df 2196$ ,  $p < .05$ ). This implies that personal training of workers is an important and significant factor in the discussion of perceived job advancement among workers, therefore, the hypothesis is rejected.

The study revealed that personal training of workers has significant relationship with job advancement in the universities in Nigeria. This supports Guglielmino and Murdick (1997); London and Smither (1999) who posit that promoting self-directed learning in the workplace is a necessity because skills and knowledge have become perishable commodities and employees must embrace continuous learning as a career-long process (Zemke, 1998). It is important for workers to improve their knowledge so that they can aspire for higher positions. There is need to acquire more skills and not wait till the organisation you are working with will be buoyant enough to support you for training. In the academic world, members of staff spend money on publication, attending conferences and carrying out research. There is a belief that “if you do not publish, you will perish”. There is always room for acquisition of more knowledge and also carry out research which is the brain behind the establishment of tertiary institutions. Employees today must have access to continual training of all types just to keep up so as not to lose ground. Employees must endeavour to use their personal resources to train themselves so that they can acquire the required number of criteria for promotion or job advancement.

Looking at the functions of training, if an employee can endeavour to invest in personal training, this employee will be better off compared to his colleagues. This align with the functions of training given by Oguntimehin (2001) and Akintayo (1996) that the functions of training are increase in productivity; improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs; eliminated obsolescence in skills, technologies, methods, products, capital management etc



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## **Conclusion**

The study investigated the impact of pre-job qualification and training on job advancement in Universities using Southwest Nigeria universities as case study. It was found out that all the independent variables have combined effect on job advancement of employees in the universities. It was also realised that there is relative effect of frequency of personal training on job advancement. In-service training and pre-job qualification contribute significantly to job advancement of staff of the universities. Pre-job qualification has significant relationship with on job advancement of the academic and non-academic staff of the universities, while in-service training has significant relationship with job advancement of the academic and non-academic staff of the universities. Personal training has significant relationship with job advancement of academic and non-academic staff of the universities.

The university authorities and the government should give the right motivation from the point of entry so that attitude to work of employees can be positive and they can be committed to their work. When these factors are taken care of, the rate of job turnover will reduce and job advancement will be at a maximum. The implication of this is that the quality of education will improve, the productivity level will increase and retention efforts of the universities authorities will be maximised.



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