

Effect of Motivation on Employee Performance in Oke-Ogun Polytechnic, Saki Oyo State, Nigeria

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Abstract

The Employee performance is a vital driver of institutional success, and motivation plays a critical role in enhancing employees' productivity and job satisfaction. This study aims to examine how various motivational factors affecting employee performance of non-academic staff at the polytechnic. This involves beginning with a quantitative method (e.g. questionnaire results) and followed by a qualitative method involving detailed exploration with a few individuals. The quantitative data was analyzed using Statistical Packages for Social Sciences (SPSS) to determine correlations between motivation variables and performance outcomes. The interview responses were thematically presented and analysed. The findings reveal that motivation has a substantial impact on employees' performance at Oke-Ogun Polytechnic such as staff training development and fringe benefits (such as salary increments, bonuses, and allowances were found to have a significant influence on employee productivity, particularly for non-academic staff. Despite these positive correlations, the study also identified challenges related to motivation at Oke-Ogun Polytechnic. Some employees expressed dissatisfaction with the existing motivational strategies, citing insufficient career advancement opportunities, delayed promotions, and the lack of regular feedback from management. The study recommends that management should consider implementing regular performance reviews and feedback mechanisms to align employee goals with organizational objectives.

Keywords: Motivation; Performance; Staff Fringe Benefits and Staff Training and Development

Introduction

Motivation is an intrinsic state that causes people to behave in a particular way to accomplish particular goals and purposes. Motivation is a well-studied field that has broad roots in a diverse collection of academic disciplines which include psychology, sociology, education, political science, and economics. Motivation is goal-directed and therefore cannot be outside the goals of any organization whether public, private, or non-profit (Olajide, 2000). Thus, it is the readiness to invest effort in order to accomplish a goal. The notion that motivation is concerned with the things that encourage individuals to perform better inside the business is implied in the explanation of the idea of motivation. Therefore, the key to understanding the process of motivation lies in the meaning of and relationship among needs, drives and incentives.

Employees performance can be described as the record of employees' behaviours and results in the organisation. It involves all aspects which directly or indirectly affect and relate to the work of the employees. Employee performance ultimately affect the organizational effectiveness, therefore, the improvement of employees' performance is a fundamental aspect of the continuous

process of training and development in the organisation. The aim of every organisation is to achieve high level of performance, which involves taking steps to deal with motivated and unmotivated employees (Armstrong, 2012). Employees performance equally involves everything about performance of employees in an organisation. It involves all aspects which directly or indirectly affect and relate to the work of the employees. Therefore, it is important for the organisation to make effort to help low performers to become high performers. This could be achieved through planning, mentoring, developing, rating and rewarding them in order to improve any poor performance that has been seen during the day-to-day activities. Research has shown that employees who are motivated to carry out their work are more likely to have higher job performance than unmotivated employees who are not happy with their jobs (Elnaga & Imran, 2013).

The study is interested in the relationship between training and development and employees' performance. Training and development is very crucial to the totality of the organisation as performance of employees. Organisations have long understood that their most valuable asset is their human capital and many are convinced for large investments in employee training and development. It is an undisputed fact, that, effective training is an investment in the human resources of an organisation, with both immediate and long range returns. However, mere investment is not enough; organisations need to manage training programmes more effectively so that they can get the highest returns from their investment.

Employee performance is a critical factor influencing the overall success of any organization, including academic institutions like The Oke-Ogun Polytechnic Saki. It is therefore imperative to explore the roles played by motivation in shaping the performance of employees, and how it affects their productivity, job satisfaction, and commitment to organizational goals. Understanding the specific dynamics of motivation and its impact on employees' performance is essential for the sustained growth and effectiveness of educational institutions, such as the Oke-Ogun Polytechnic Saki.

Methodology

This study adopted sequential mixed research design. Sequential mixed method procedures are those in which the researcher seeks to expand on the findings of one method with another method. This involves beginning with a quantitative method (e.g. questionnaire results) and followed by a qualitative method involving detailed exploration with a few individuals (Cresswell, 2009, p. 31).

Population of the Study

Are therefore, non-academic staffs of The Oke-Ogun Polytechnic Saki (TOPS), Oyo State? The total number of staffs at the Polytechnic as at April, 2024 is 294. The breakdown of the population includes;

Table 1: Breakdown of the Population by Cluster

Cluster	Population	Cumulative
Registry	163	163
Bursary	33	196
Works and Services	22	218
Health Centre	15	233
Library	11	244
Security	50	294

Source: Staff Register, Oke-Ogun Polytechnic, Saki (TOPS), 2024.

Sampling Technique

The study adopted Yamane sampling technique for objective determination of sample size. According to Yamane (1967), for a 95% confidence level and $p = 0.5$, the size of the sample should be calculated via the following formula:

Where:
$$n = \frac{N}{1 + N(e)^2}$$

 n = sample size
 N = number of population
 e = allowable error or Level of Precision (%)

Let this formula be used for our population, in which $N = 294$, with $\pm 5\%$ precision. Assuming 95% confidence level and $p = 0.5$, we get the sample size as

$$N = \frac{294}{1 + 294(0.05)^2} = 169$$

As calculated above, the sample size is one-hundred and sixty-nine (169) arrived at through Taro Yamane sampling technique. Among this sample size, the key staff e.g. head of Registry, Bursary, Library and Security departments were purposively selected as interviewees for corroboration of information generated through questionnaire.

Instruments of Data Collection/ Data Analysis

The instruments of data collection are both primary and secondary data. While questionnaire and interview were the primary methods of data collection; reliable documents (e.g. Staff Register, Oke-Ogun Polytechnic, Saki (TOPS)) constituted the secondary sources of data for the study. However, while the primary (quantitative) data was analysed using multiple regression, the interview responses were thematically presented and analysed.

Literature Review

Training As a means of Human Resource Development

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden

& Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992, p. 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth noting that, as researchers continue with their quest for training in the research area, they also continue their arguments regarding its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell, 2004). Related to the above, Beardwell, (2004) adds that “technological developments and organizational change have gradually made some employers realized that the success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training.

Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

- i. High morale – employees who receive training have increased confidence and motivations;
- ii. Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- iii. Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- iv. Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- v. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- vi. Help to improve the availability and quality of staff.

Methods of Training Workers in an Organization

Workers can be trained and developed through two major means. They are as follow:

- a. **On- The-Job Training:** In this case, new employees without skills and knowledge of the jobs are attached to old employees from whom they learn the job. It is akin to apprenticeship programme or scheme. Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advices the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee’s output will not be much. The procedure is usually unsystematic and most times, it is by trial and error. Baum and Devine (2007) opine that it is better for the organizations to give their employees on-the-job training because it is cost-effective and time-saving. Besides, it helps their employees learn in a practical way. The techniques for on-the-job training include:

- i. **Coaching and/or Mentoring:** This is a situation whereby a superior provides guidance and counselling to subordinates in the course of their regular job performance (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, 256; Torrington et al. 2005, p. 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the workers' respective responsibilities and relationship-building (Torrington et al. 2005, p. 394 – 395). In government agencies, this is put into practice by attaching newly recruited employees to senior mentors who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.
- ii. **Job Rotation:** Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another, for example, taking on higher rank/position within the organization, and from one branch of the organization to another. For transfers, for example, it could involve movement of employees from one part of the country to another. These rotations and transfers enable employees to acquire knowledge of the different operations within the organization. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.
- b. **Off-The-Job Training:** Off-the job training is a process of acquiring skills and knowledge at a location different from the employee's office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. As stressed by Isichei (2011), off-the job training can take the staff away from their jobs for a specific period. They may undergo courses offered by tertiary institutions and professional bodies either on full or part-time basis. Its advantage includes improving the trainee's ability to concentrate, to analyse past behaviors and to reflect on what has been successful and what has not (Okanya, 2008). This kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere.

Fringe Benefit

Fringe benefits in recent times had focused on maintaining (or improving) the quality of life for employees and providing a level of protection and financial security for workers and for their family members. This is because, the success and the survival of any organization are determined by the way the workers are compensated. Fringe benefits are forms of indirect compensation given to an employee or group of employees as a part of organizational membership. Bratton and Gold (2009) defined them as that part of the total reward package provided to employees in addition to base or performance pay. Fringe benefits focus on maintaining (or improving) the quality of life for employees and providing a level of protection and financial security for workers and for their family members. Like base pay plans, the major objective for most organizational fringe compensation programs is to attract, retain and motivate qualified, competent employees (Bernardin, 2017). Mathis and Jackson (2013) continue to state that an employer that provides a more attractive benefits package often enjoys an advantage over other employers in hiring and retaining qualified employees when the competing firms offered similar base pay. In fact, such benefits may create "golden handcuffs," making employees more reticent

to move to other employers. Some common examples are; retirement or pension plans, medical and dental insurance, education reimbursement, time off, paid vacation and use of company car.

Workers' Performance

Generally, performance could be regarded as one of the key determining factors that are widely used in measuring the success or failure of organizations. Although several research works had been carried out on performance-related issues as it affects organizations or firms but its definition has been challenging for researchers. According to Roger and Wright (1998), 'performance' is probably the most widely used dependent variable in organizational research today, yet it remains one of the vaguest and loosely defined constructs. They further confirmed that the struggle to establish a meaning for 'performance' has been ongoing for many years and it is not limited to the field of Strategic Human Resource Development (SHRD).

Gavrea, Ilies and Stegorean (2011), confirmed the fact that defining performance has been very challenging because of its many meanings. However, they traced the history of the attempted definitions of performance to 1950s. In the 1950s organizational performance was defined by Georgopolis and Tannebaman (1957) as the extent to which organizations fulfilled their objectives. In this era, performance evaluation focused on work, people and, invariably, staff performance.

However, there are a number of measures that can be taken into consideration when measuring performance, for example, using productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 2012) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002).

Effect of Training on Performance

In reality, organizational growth and development is affected by a number of factors. In the course of the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn places organizations in a better position to face competition and stay at the top. This, therefore, implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on staff performance.

Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart, 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In this regard, Wright & Geroy (2001) note that employee competencies change through effective training programs. Therefore, it not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies, for example one by Swart

(2005), elaborate on training as a means of dealing with skills-deficits and performance gaps as a way of improving employee performance. According to Swart (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborates the concept by stating that training enables an organization to recognize that its workers are not performing well and, thus, their knowledge, skills and attitudes needs to be moulded according to the firm's needs. An employee tends to possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees rather than wait for occurrences of skills and performance gaps. According to Wright & Geroy (2017), employee competencies are improved through effective training programs. The authors added thus:

Through training, the employee competencies are developed and enable them to implement the job efficiently and achieve firm's objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement.

Theoretical Framework: Frederick Herzberg's Motivation Theory (1966)

Frederick Herzberg, conducted studies on worker motivation in the 1950's. He developed the Motivation-Hygiene theory of worker satisfaction and dissatisfaction. Of the many theories of work motivation, Herzberg's (1966) motivator-hygiene theory has been one of the most influential in recent decades. Motivator factors include such things as responsible work, independence in doing the work, and satisfaction arising from the completion of training and challenging tasks. Hygiene factors include pay, security, and general working conditions. According to Frederick Herzberg, hygiene factor operates primarily as de-motivators if they are not sufficient. He suggests that workers are most satisfied and most productive when their jobs are rich in the motivator factors and well trained.

The intrinsic motivators, known as the job content factors, define things that the people actually do in their work; their responsibility and achievements. These factors are the ones that can contribute a great deal to the level of job satisfaction an employee feels at work. The job context factors, on the other hand, are the extrinsic factors that someone as an employee does not have much control over. They relate more to the environment in which people work than to the nature of the work itself (Schermerhorn, 2003). Herzberg identifies these factors as the sources of job dissatisfaction.

Therefore, the basic premise of the Two-Factor Theory is that if an employer or manager is trying to increase job satisfaction and ultimately job performance for an employee or co-worker, they need to address those factors that affect one's job satisfaction. The most direct approach is to work on the intrinsic, job content factors. Giving the employee encouragement and recognition helps them to feel more valued within the company, as well as giving a sense of achievement and responsibility. Herzberg says, that "the only way to motivate the employee is to train him [her] to handle challenging work in which he [she] can assume responsibility" (Leach, 2000).

Data Presentation and Analysis

This section deals with the data presentation and analysis. It presented, analysed and discussed the data collected through the questionnaire and interview with regards to the objectives and hypotheses postulated earlier using multiple regression analysis through SPSS computer package (Version 27.0) in order to draw inferences and establish relationship between the independent or predictor variables and dependent or criterion variable. Out of the one-hundred and sixty-nine (169) questionnaires distributed, 160, representing 94.67% approximately 95% of the total questionnaire, were duly filled and returned; while 5.4 approximately 5% of the questionnaire distributed were not returned. Therefore, 160 questionnaires formed the basis for analysis and interpretation here.

Table 1.3 Regression Output 1

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1802.639	3	600.880	3476.407	.000 ^b
	Residual	67.237	389	.173		
	Total	1869.876	392			

a. Dependent Variable: WORKERS' PERFORMANCE

b. Predictors: (Constant), STAFF_TRAINING_AND_DEVELOPMENT AND STAFF'S_FRINGE_BENEFITS

Source: SPSS Output, 2025.

Table 1.3 above depicts the result from the multiple regression analysis which tests the effects of the independent variables (staff training & development and staff's fringe benefits) on workers' performance in Oke Ogun Polytechnic, Saki. The F-statistic which measures the adequacy and goodness of fit of the model used in the study stood at 3476.407 with a p-value of 0.000^b which is significant at 5%. This shows that the model is absolutely fit for the data.

Table 1.4 Regression Output 2

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.982 ^a	.964	.964	.41575	1.65

a. Predictors: (Constant), STAFF_TRAINING_AND_DEVELOPMENT AND STAFF'S_FRINGE_BENEFITS

b. Dependent Variable: WORKERS' PERFORMANCE

Source: SPSS Output, 2025

Table 1.4 above depicts the summary of the multiple regression analysis. The empirical findings show that R, the multiple correlation coefficient, stood at 0.982^a which indicates a correlation. R², the multiple coefficient of determination of the variables stood at 0.964, indicating that about 96.4% of the total variation in workers' performance in Oke Ogun Polytechnic, Saki is explained by variations in the 'independent variables' – (i.e. staff training & development and staff's fringe benefits) captured in the study. Thus, the remaining 47.2% of the variation in the dependent variable can be explained by other variables not captured in the study. The adjusted R² being

0.964 also indicates that the independent variables will still explain 96.4% of the variations in workers' performance even if other variables were added to the study.

Table 1.5 Regression Output 3

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.036	.104		-.348	.728
1 STAFF_TRAINING_AND_DEVELOPMENT	.606	.022	.837	27.385	.000
STAFF'S_FRINGE_BENEFITS	.149	.018	.199	8.248	.000

a. Dependent Variable: WORKERS' PERFORMANCE

Source: SPSS Output, 2025

Table 1.5 depicts the outcome of the respective variables on workers' performance. Upon the fulfilment of the assumptions of regression analysis, multiple regression analysis was considered suitable in testing the research hypotheses. The respective hypotheses as tested in Table 1.5 are discussed as follows:

Ho₁ Staff's training and development as motivational strategy have no significant influence on performance in Oke Ogun Polytechnic, Saki.

The unstandardized coefficient of "staff's training and development" stood at 0.149 which is positive. This implies that productivity is positively affected by staff's training and development. However, the significance of this can be judged from the P value represented as "sig". The t statistics of "staff's training and development" stood at 8.248 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho₂, which states that "Staff's training and development as motivational strategy have no significant influence on performance in Oke Ogun Polytechnic, Saki".

Ho₂ Staff's fringe benefits as motivational strategy have no significant influence on performance in Oke Ogun Polytechnic, Saki.

The unstandardized coefficient of "Staff's fringe benefits" stood at 0.606 which is positive. This implies that productivity is highly affected by staff's fringe benefits. However, the significance of this can be judged from the P value represented as "sig". The t statistics of "Staff's fringe benefits" stood at 27.385 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho₁, which states that "Staff's fringe benefits as motivational strategy have no significant influence on performance in Oke Ogun Polytechnic, Saki".

Presentation of Interview Responses

Theme I: Staff's training and development and Productivity in Oke Ogun Polytechnic, Saki

Sub-theme I (a): Staff's training and development and Productivity in Oke Ogun Polytechnic, Saki

According to the respondents, staff's training and development in terms of High number of employees complete training programmes; staff and employees apply what they learnt from training in workplace and there is improvement in key performance indicators e.g. quality and customer satisfaction etc. has enhanced their productivity, effectiveness in saddled responsivity and experience over their jobs (R₁, 2, 3, 4, 5, and 6 2025).

Theme II: Staff's fringe benefits and staff performance in Oke Ogun Polytechnic, Saki

Sub-theme II (a): Staff's fringe benefits and enhanced staff performance in Oke Ogun Polytechnic, Saki

According to the respondents, staff's fringe benefits in terms of extra benefits supplementing staff salary private healthcare allowance and accommodation allowance etc. has enhanced their productivity, effectiveness in saddled responsivity and experience over their jobs (R₁, 2, 3, 4, 5, and 6 2025).

Discussion of Findings

The study assessed the effects of motivation (Staff's training and development and Staff's fringe benefits) on staff performance in Oke Ogun Polytechnic, Saki. From the analyses of data, a number of findings were arrived at which are:

- i. The study found that staff's training and development with positive unstandardized coefficient of 0.606 has affected staff performance in Oke Ogun Polytechnic, Saki. However, the significance of this can be judged from the P value represented as "sig". This is in line with the submissions from interview responses in the respective theme and sub-theme.
- ii. The study discovered that staff's fringe benefits with positive unstandardized coefficient of 0.135 have affected staff performance in Oke Ogun Polytechnic, Saki. However, the significance of this can be judged from the P value represented as "sig".

Conclusion

The findings of the study revealed positive and significant effects of training and development and staff's and staff's fringe benefits on staff performance. This implies that effective staff training and development in terms of employees' enhancement, knowledge, skills, competence, morale, etc. and staff's fringe benefits has ensured improved staff performance in terms of productivity, efficient utilization of resources and effectiveness of staff saddled with responsibilities in Oke Ogun Polytechnic, Saki. Thus, the study concludes that staff training and development and staff's fringe benefits in Oke Ogun Polytechnic, Saki has a significant effect in influencing the workers' performance.

Recommendations

The research findings discovered in this study necessitate the following recommendations:

- i. In respect to staff's training and development, the study recommended that government should provide conducive atmosphere for staff to train and develop their staff and to always provide chances for promotions programmes. These will certainly improve staff performance in Oke Ogun Polytechnic, Saki.
- ii. In accordance with the second objective and second hypothesis, government should ensure that allowances like accommodation allowance, transportation allowance or if possible giving out official cars to staff. That will boost their morale and in essence, effective and efficient productivity.

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