

Chapter One

Introduction

1.1 Background to the Study

It is a proven fact that the productivity and success of every organization depends largely on the performance of the employees of the organization. No matter the high level of technological adoption in an organization, poor performance and failure of the employees will unavoidably lead to poor performance and failure of the organization. Thus, the need to efficiently and effectively manage the human resources in the organization becomes inevitable. This is done to ensure the organization fulfill the purpose of its existence, that is, achieve its organizational goals and objectives. The performance of human resources, in an organization is influenced by many factors; ranging from the company's overall policy, to working conditions, to promotion and incentives made available, to training and development of the employees, to employee's relationships with their employer. Most times, it is up to the employee on how well he decides to perform irrespective of other external factors that may directly or indirectly affect his decision.

Job Performance is mainly the outcomes gained and accomplishment by workers at the place of work that retains up organizational strategies through targeting for the projected results ¹. Employee job Performance also refers to how well an activity or job is done. Performance can be classified into two types: The first type is known as *tactical performance*. Tactical performance is how effectively an organization *sticks to* its strategy. It is the driver of focus and consistency. It allows organizations to increase strength by directing limited resources to the fewest targets. The second type is known as *adaptive performance*, it is how effectively an organization *diverges* from its strategy. Adaptive performance manifests as creativity, problem

solving, grit, innovation, and citizenship. Job performance of administrative staff at state-owned polytechnics is perceived not to meet up with the standard of job expected in state-owned polytechnics in Oyo State. The measures of job performance have been identified to be responsiveness (timeliness) and work quality. For the purpose of this study, the two measures will be adopted to measure job performance in State-owned polytechnic, Oyo State. The measures are timeliness and work quality². Responsiveness (timeliness): in this context will refer to how timely (i.e. response time) and accurately do administrative staff respond to their work, it has been perceived that administrative staff in state owned polytechnic do their work with hand levity, of their response to work is not timely; are administrative staff performing to the extent they are expected to perform. Work quality includes the quality-of-service render to the student when required. To keep up with this, organizations need to train their employees as a way to prepare them to adapt and improve their performance³.

Responsiveness was perceived as a problem in State-owned polytechnics because the administrative staff work with their own time not minding if the task at hand is urgent and need immediate attention; the work or service quality rendered is below standard. Maximum priority is not given to the request needed from the administrative staff and this leads to students in need of their service not getting it as at when due, the delay can be related to many reasons such as not having the necessary skills required, inadequate training and ability to use available automated machines to make their job easier and faster.

The study on job performance around the globe shows that there are certain factors that enhanced job performance such as motivation, job satisfaction, training etc. Job satisfaction significantly influences employee performance and had a positive or negative effect on employee performance, employees that are fulfilled and satisfied with their job tends to perform efficiently and effectively than employees that doesn't derived satisfaction from their

job; motivation in terms of reward and promotion can motivate employee to be more committed towards achieving the set goals of the organization; training is another part of factors that has been considered as an integral part of job performance around the world; training improves job performance. Some developed and developing countries across the world European countries like Italy, Belgium, United Kingdom, Germany and Sweden have been promoting training to for their public institutions and they are ranked as the leading longest existed institutions in the world. In less developed countries undergoing development, institutions are facing challenge of surviving with stability for long⁴. Study in Malaysia, affirmed that the relationship between training and job performance is positive which showed that when employee is engaged in training; their knowledge, skills, ability, competencies and behavior become more practical⁵.

For employee to perform effectively and efficiently they must have relevant organizational training and skills. Thus, Influence of organization training is positively and significantly associated with job performance. Training is the process of enhancing the skills, knowledge, and competence of employee for doing a particular job. Training is always done for a particular/specific purpose, among the various reason why training is done are: to orientate and provide job related knowledge to new employees, to impact skills among the workers systematically so that they may learn quickly, to make workers handle materials, machines and equipment efficiently, to prepare workers that are promoted to higher offices for their jobs and to consistently update the skills of the employees with the changing trends in their working pattern. Training improves performance through developing a sense of teamwork among employees as well as contributing positively towards their knowledge and information about their job. Trainings providing information about innovation aid more to the employees' knowledge and helps improving employees' performance aligning with the changing requirements of organization, industry and the market. Training influence job performance in a

positive manner, thus organizations are more focused about employees' training and development to improve their performance and gain the competitive advantage in the market. ⁶ Various types of organizational training can be given to the employees such as induction training: this can be referred to as orientation training conducted for the new recruits in order to familiarize them with the internal environment of an organization. It helps the newly recruited employees to understand the procedures, code of conduct, policies existing in that organization., refresher training: this training is offered in order to incorporate the latest development in a particular field in an organization. This training is imparted to upgrade the skills of employees and can also be used for promoting an employee., on the job training: this is the type of training that provides an overview about the job and experienced trainers demonstrates the entire job. The training is offered to employees after evaluating their performance if necessary., vestibule training: this a training given on actual work to be done by an employee but conducted outside the work place., and training for promotions.

Organizational Training includes training to support the organization's strategic business objectives and to meet the tactical training needs that are common across projects and support groups. The purpose of Organizational Training (OT) is to develop skills and knowledge of people so they can perform their roles effectively and efficiently. An organizational training program involves identifying the training needed by the organization; obtaining and providing training to address those needs; establishing and maintaining a training capability; establishing and maintaining training records; assessing training effectiveness. As an organizational process, the main components of training include a managed training development program, documented plans, personnel with appropriate mastery of disciplines and other areas of knowledge, and mechanisms for measuring the effectiveness of the training program⁷.

The needs for training arise for so many reasons. Some of the reasons are environmental changes: due to many changes in mechanization, computerization, and automation employees are required to be trained in order to possess enough skills. The organization should train the employees to enrich them with the latest technology and knowledge; organizational complexity: in order to cope with the complexities of modern inventions, technological upgradation, and diversification; organizational training has become mandatory to avoid problems of coordination; human relations: every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems; to match employee specifications with the job requirements and organizational needs: an employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required; change in the job assignment: training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies. As there are high expectations from the employers, colleagues, customers, and others in the haulage of the duties and roles of administrative staff, the need to train administrative staff in the needed skills that will enable them to perform up to these expectations cannot be over-emphasized⁸.

Organizational training has been measured in a multidimensional structure that, among other things, comprises of Information and Communications Technology (ICT) skills, administrative skills and automated office equipment handling skills. Information and Communication Technology (ICT) skills as a measure for organizational training was adapted from a study conducted⁹. ICT is a broad subject and the concepts are evolving¹⁰. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (e.g., personal computers including smartphones, digital television, email, or

robots). Information and communications technology (ICT) skills refer to one's ability to converse with people through various technologies. ICT skills could also include the ability to use older communication technologies such as telephones, radios, and televisions. The skills include email management and setup, online research, social media management, data management and queries, desktop publishing, smartphones and tablets, word processing and much more¹¹. Most of administrative staff are comfortable with their level of knowledge that they decided not to improve their skills to meet up with the necessary skills of using ICT effectively.

Administrative skills measure for organizational training was adapted from a study conducted¹². Administrative skills are qualities that help you complete tasks related to managing a business such as filing paper work, meeting with internal and external stakeholders, presenting important information, developing processes, answering employee questions and more. Administrative skills are important because they keep business processes running smoothly. Any successful, efficient organization should have both administrative professionals who have strong skills in this area, as well as individual contributors who have good administrative skills. Administrative skills are made up of soft and technical skills that contribute to effective ways of managing organization such as organization skills, communication skills, teamwork skills, customer service skills and many more¹³. Having administrative skills give more edge in performing more efficiently, administrative staff in State-owned polytechnics, Oyo State does not have training the expose them to these skills.

Automated office equipment handling skills was adapted from the study¹⁴. Office automation refers to the varied computer machinery and software used to digitally create, collect, store, manipulate, and relay office information needed for accomplishing basic tasks. Raw data storage, electronic transfer, and the management of electronic business information comprise the basic activities of an office automation system. Automated office equipment

handling skills are the skills required in handling office automation equipment which have become indispensable to run modern offices. The office automation equipment includes but not limited to photocopiers, fax machine, scanners, laminators and printers. Everyday technology in office equipment cannot be over emphasized, not getting training on this equipment affect the work and service render by administrative staff as they are unable to operate the automated office equipment available for them.

Administrative staff include secretaries, administrative assistants, office coordinators, executive assistants, and office managers, are using computers, the Internet, and other advanced office technologies to perform vital “information management” functions in the modern office. They performed administrative work such as meetings schedules, organize data using spreadsheet and database management software, interact with clients, vendors, and the general public, supervise the office and other staff, handle purchasing, and even train other workers¹⁶.

Knowledge is one of the most important factors needed for an organization to achieve high performance; it is relevant because it is a source through which organization gain new skills and idea to improve their employee performance and competitive advantage. Knowledge is important as it serves as a familiarity, awareness or how someone understands facts and skills to improve job performance¹⁵. The process of knowledge acquisition can help organization to get new trainings available and needed for job performance to be enhanced. Knowledge acquisition is an important and necessary process in which an individual in the organization obtained the skills, training and knowledge required that helps them to accomplish their job efficiently, easily and effectively¹⁷. Considering the relevance of knowledge acquisition to organisational performance, this study argues that perhaps the introduction of sources knowledge acquisition could enhance the interaction between organizational training (ICT

Skills, administrative skills and automated office equipment handling skills) and job performance (responsiveness and work quality) of administrative staff of State-owned polytechnics, Oyo State, Nigeria. It is in view of this discussion that this study intends to assess the interaction between organizational training, sources of knowledge acquisition, and job performance of administrative staff of State-owned polytechnics in Oyo State, Nigeria.

1.2 Statement of the Problem

Job Performance is one out of the most important factors affecting the organization sustainability, growth and expansion. Administrative staff are involved in day-to-day activities such as filing of documents, keeping of records, attending to students and other people when needed. When administrative staff are performing optimally, response time is faster and work quality are improved in State-owned polytechnic, Oyo State. However preliminary investigation revealed that job performance in State-owned polytechnic in Oyo State is on the declined. As a result, it may lead to more issues such as poor organizational performance such as students not receiving documents needed as when due, their work level has dropped drastically for not been able to use automation equipment to get work done; which also affect the service quality rendered to students. Organizational training has been identified as one of the factors that influence job performance through acquisition of new knowledge.

Administrative staff were perceived to be under-trained in State-owned polytechnics, Oyo State. Their task delivery and quality of work is not encouraging, not having access to certain trainings and skills such as ICT skills, administrative skills and automated office equipment handling skills are the main problems causing setback for them to get their work done efficiently and effectively. However, this study argues that with the introduction of sources of knowledge acquisition to administrative staff of State-owned in Oyo State may likely enhanced their job performance. All these must have affected the job performance of these set of staff.

Articles and journals reviewed shows that many studies have been carried out on how organizational training impacted job performance in polytechnics but not specifically on administrative staff of State-owned polytechnics in Oyo State, Nigeria^{2 18 9}. Hence, this study seeks to examine the influence of organizational training, sources of knowledge acquisition, on job performance of administrative staff of State-owned polytechnics in Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate influence of organizational training on job performance in State-owned Polytechnics in Oyo State, Nigeria. The specific objectives are:

1. identify the level of job performance in State-owned polytechnics, Oyo State, Nigeria;
2. ascertain the level of organizational training available to administrative staff of State-owned polytechnics in Oyo State, Nigeria;
3. determine sources of knowledge acquisition of administrative staff in State-owned polytechnics, Oyo State, Nigeria;
4. examine the influence of organizational training measures on responsiveness of job performance in State-owned polytechnics, Oyo State, Nigeria;
5. examine the influence of organizational training measures on work quality of job performance in State-owned polytechnics, Oyo State, Nigeria.;
6. investigate the combined influence of organizational training measures on job performance in State-owned polytechnics, Oyo State, Nigeria;
7. ascertain the moderating influence of sources of knowledge acquisition on organization training and job performance of State-owned Polytechnics, Oyo State, Nigeria.

1.4 Research Questions

The following research questions were formulated to guide the study:

1. What is the level of job performance in State-owned polytechnics in Oyo State, Nigeria?
2. What is the level of organizational training available to administrative staff in State-owned polytechnics in Oyo State, Nigeria?
3. What are the sources of knowledge acquisition in State-owned polytechnics, Oyo State, Nigeria?

1.5 Hypotheses

The result of the hypotheses were tested at a probability value of 0.05+ significance, the following hypotheses were formulated to guide the study:

- H₀₁: Organizational training measures has no significant influence on responsiveness of job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.
- H₀₂: Organizational training measures has no significant influence on work quality of job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.
- H₀₃: Organizational training measures has no significant combined influence on job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.
- H₀₄: Sources of knowledge acquisition has no significant moderating influence on the relationship between organization training and job performance of State-owned Polytechnics, Oyo State, Nigeria.

1.6 Significance of the Study

The study will be of benefit to the following stakeholders in State Polytechnics in Oyo State, such as the management of the polytechnics, staff, government, researchers, regulatory bodies, and employers.

The management of the polytechnics will be more exposed on various trainings required by administrative staff to enhance their job performance; administrative staff will be able to

understand the trainings needed in order for them to perform efficiently and effectively at their workplaces. Government will be able to channel funds towards necessary trainings and skills required by administrative staff to improve performance and serve as a means of more source of income for the government if their jobs are done effectively.

Future researchers who are interested in conducting more research in relation to organizational training and employee job performance will be able to use the findings and analyses arrived at for further study, replicate the work such that the research would build on the findings of the study to create their literature for the successful completion of their study.

The regulatory bodies will be benefited as it will serve as a guide to understand the type of training to focus on when empowering administrative staff. It will educate different institutions responsible for training and development of employees on how to tailor their training program to fit the changing faces of the industry. The concerned institutions for the training of the employees will know what and what (the modalities) are expected to be included in the training especially for administrative staff so as to make them up to standard and expectations in their field.

This research work will encourage and expose employers on how to create a conducive environment for the application of the skills learnt so as to bring improvement in the performance of the organization generally. It will also be of tremendous benefits to employers in all aspect of human resources management, as the objectives of this research work is centered on determining the influence of training to employee job performance, the employer will know to what extent does training boost the performance of the employees and this will help the employer when making decision on what training model and frequency to adopt in the organization.

All these put together, will effect a change in the general administrative practices, building them well on information and communication technology (ICT), administrative skills, automated office equipment handling skills and their interpersonal relationship with other factors that can boost their performance.

1.7 Scope of the Study

The study will be conducted with a focus on organizational training and job performance of administrative staff of State-owned Polytechnics in Oyo State, Nigeria. The measures for job performance include responsiveness (timeliness) and work quality; while the measures for organizational training are ICT skills, administrative skills and automated office equipment handling skills. The study will further investigate how knowledge acquisition capability moderate the measures of organization training (ICT skills, administrative skills and automated office equipment handling skills) as well as the measures of job performance (responsiveness (timeliness) and work quality) The respondents are administrative staff (executive officers, secretaries, personal assistant, office mangers etc) from State-owned polytechnics in Oyo State, Nigeria. Oyo State has three State-owned Polytechnics, which are: The Polytechnic, Ibadan located at Sango-Eleyele Road, Ibadan North local government area in the city of Ibadan. The Oke-ogun Polytechnic located at Saki West local government area in Saki and The Ibarapa Polytechnic, located at Ibarapa local government area in Eruwa.

1.8 Limitation of the Study

The promptness of respondents who filled the instruments used for accurate data analysis, retrieval of information and financial implications also served as a constraint. However, the researcher was able to scaled through by engaging the administrative staff in various sections

of the three polytechnics and was able to obtain the needed support in the questionnaire administration which enhanced the response rate obtained for data analysis of this study.

1.9 Operational Definition of Terms

Job Performance: job performance is how administrative staff in State-owned polytechnic, Oyo State fulfils the duties and work assigned to them, how they complete the required task in State-owned polytechnics.

Responsiveness (Timeliness): the quality of positive reaction given to job assigned to administrative staff in State-owned polytechnics, Oyo State.

Work Quality: is an achievement in customer service. The quality-of-service rendered by administrative staff in State-owned polytechnics, Oyo State.

Organizational Training: organizational training is the training given to administrative staff in State-owned polytechnics, Oyo State to enhance their performance to improve polytechnics productivity.

ICT Skills: ICT is an abbreviation for Information and Communications Technology. ICT skills are skills required by administrative staff in State-owned polytechnics, Oyo State to converse with people using various technology.

Administrative Skills: are skills required by administrative staff in State-owned polytechnics, Oyo State to perform administrative work such as filing of records, communicating effectively and many more.

Office Automated Equipment Handling Skills: these are skills needed by administrative staff in State-owned polytechnics, Oyo State to operate office automation equipment such as photocopier, fax machine, printer etc.

Knowledge: This is the entirety of proficiency and skills that administrative staff use for problem solving in state-owned Polytechnics, Oyo State, Nigeria.

Knowledge Acquisition: This is the process by which administrative staff of state-owned Polytechnics, Oyo state absorb and store new information in memory.

Administrative Staff: These are the admin staff that handled administrative job in State-owned polytechnics, Oyo State.

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Chapter Two

Literature Review

This chapter reviewed the literature relevant to this study. The theories relevant to the study area were reviewed. The chapter dwelled on the concept and empirical studies that discuss the link between organizational training, sources of knowledge acquisition and job performance with specific emphasis on State Polytechnics in Oyo States. The chapter is organized as follows;

2.1 Conceptual Review

2.1.1 Concept of Job Performance

2.1.2 Concept of Organizational Training

2.1.3 Concept of Sources of Knowledge Acquisition

2.2 Theoretical Review and Framework

2.2.1 Self Determination Theory

2.2.2 Human Capital Theory (HCT)

2.2.3 Dynamic Theory of Organizational Knowledge Creation

2.3 Review of Empirical Studies

2.3.1 Organizational Training and Job Performance

2.3.2 Sources of Knowledge Acquisition and Job Performance

2.4 Conceptual Framework

2.5 Summary of Literature Reviewed

Endnotes

2.1 Conceptual Review

The conceptual review was discussed in line with existing literatures for more understanding of the variables. In view of this, each variable was reviewed with their definitions, types and importance. The variables discussed are: Job Performance (Responsiveness and Service Quality) and Organizational Training (ICT Skills Training, Administrative Skills Training and Automated Office Equipment Handling Skills Training) and Sources of Knowledge Acquisition as a moderating variable.

2.1.1 Concept of Job Performance

Job performance is known to be the methods or ways employee carry out their job activities and perform the various tasks required from them in the capacity or position they occupy. It talks about how effective, efficient and qualitative their output¹. Job performance guarantees the existence as well as the progress of the organizations². How employees carry out their daily activities in the business will have an effect either positively or negatively on your business; therefore, it is highly important for the business manager to ensure he has highest control of these by setting in place what are the expectations you expect from them and keep close watch. When you have adequate knowledge on job performance metrics (how to measure performance), which are: performance review methods and ways to modify the performance

will help the management to ensure that the performance is met, business needs as well as customer's needs will be met as well. Job performance is broadly made up of task performance and contextual performance. On a general term, job performance describes the contribution of an individual to the overall success of an organization³.

Contextual performance is important as it represent a type of behavior that is to a large extent under the motivational control of individuals. Every employee creates a personal revenue for himself to be motivated and inspired towards the job. Contextual approach to job performance expands the domain of duty to include a variety of non- job specific behavior such as pro-social organizational role, extra-role behavior and organizational citizenship behavior which entails the use of one's personal description is seen as an important aspect of job performance that is not enclosed in the formal description of job performance⁴.

Contextual performance refers to activities which does not contribute to the technical or main process of production but which support the organization, social, psychological and environmental surroundings wherein the organizational goals are pursued⁵. There are two conceptual and factual advantages to tying the performance construct to an individual behavior and not to the outcome of that behavior. The persons who are changed by the individual behavior are also most times affected by other determinant not under the performance control. Situational factors of this kind make it either easier or more difficult for people to carry out actions that have the ability to contribute or to distract the organizational effectiveness by directly interfering with or encouraging behavioral responses. For example, availability of appropriate tools for raw materials will the probability that people will perform the behavior that involve using those tools to operate on the raw materials to in order to produce organizational goods and services. Thus, the value of a behavior is measured by its favorable or unfavorable organizational consequence it brings⁶.

Task performance is defined as the proficiency with which employees perform activities that are directly recognized as part of their jobs; these are activities that add up to the organization's technical or productive core either actively by doing a part of its technological process or passively by providing it with needed material or services. Activities related to task performance vary between jobs and behavior expected of them⁷. Task embodiment substantially contributes to the experience of work engagement. Of course, the task-specificity perspective and work engagement does not mean that there will be no interpersonal differences in between day fluctuation in work engagement as a person's general level of work engagement can increase or decrease over longer periods of time, contingent on job-level and personal resources.

When you think of how effective an employee is for an organization, a number of factors might come to mind which are intelligence, skill, training, competency and the rest. However, as important as these matters are, perhaps there is an even greater and more influential factor which all hang on the behavioral principles of the employer and the employee which will definitely determine how the job performance will be. One of the determinants of job performance begins with the employee himself which was clearly seen in the theory of self-determination (SDT) which was developed by Deci and Ryan, (This will be more reviewed under the theoretical aspect of this literature.)

The theory of engagement at work, self-determination theory and some other theories were formally promulgated in the early 1980s by Deci and Ryan and it is to critically analyze employee motivational factors towards their jobs' performance SDT really has to do with natural and inbuilt tendencies of an employee or an employer to behave in healthy and positive manners because employee performance and his human behavior have a link to the essence of work disengagement⁸. How well engaged and how badly engaged an employee is depend

largely on Self-determination, because his\her behavioral condition is a key pointer to exhibit behavior at both professional and personal levels⁹. The involvement level of an employee affects the productivity of an organization and the emotional state of an employee relates to their motivation either to be fully engaged or have feelings to become defensive, disengaged and which will adversely have a negative effect on his performance¹⁰. If employee engagement strategies (EES) are adequately implemented and followed by business managers, customers satisfaction, productivity and profit will be the organization experience¹¹.

Job performance can be evaluate using different methods: (i) Management by objectives: it focuses on goal setting between managers and employees. It has the advantage of giving employees clear expectations of how they should perform their jobs and uses deadlines to monitor progress toward these goals. (ii) 360-degree feedback: This method takes advantage of getting input on employee performance from several individuals with whom the person works. In addition to having a direct supervisor look at work-performance metrics like effectiveness and efficiency, co-workers, other managers and anybody else to whom the worker reports can provide perspective on the employee's skills and character. (iii) Scale and ranking methods: Employees may be ranked based on best to worst performance to easily identify those who may be desirable for higher roles as well as those who need more training. (iv) Employee self-evaluation: Often used in conjunction with another review method, self-evaluation gives employees a chance to think about their own work performance and identify their strengths and weaknesses. The disadvantage of this method, though, is that it can be hard for employees to be subjective about themselves.

Employee involvement is important to an organization. Empirical examination reveal participation in work by differentiating between intrinsic and extrinsic motivation. The employer should externally apart from the inner willingness of the employee, study their

psychological needs, forcing out of them essential psychological health and well-being which if well implemented leads to individual satisfaction which finally result in functional growth and dedication of an employee¹². Dedication and meaningful work make a worker realize how valuable they are to an organization giving them self-acceptance and that makes them more engaged. There is an advantage of employee autonomy and positive influence on others when good involvement and dedication is attained. Leaders that are competent always hold the key of control to the influence and engagement of their employees¹³. Leaders being able to strike a balance between their personal morals coupled with their interpersonal relationship can create a healthy leadership – employee relationship. Employee engagement, attitude and interest is a by-product of a leadership that is improved when the leader have direct relationship with the employee¹⁴. Effective leadership provide vision and direction for employee development and the ability of the two to effectively communicate this is a background for the job performance.

The most important achievement or objective of an organization leadership is to align the employee with the organization goals and to attain this, they must constructively build employee to the level of: Employee engagement has to do with how psychological experience of the employer shape employee in positive work process and behaviour¹⁵. The culture of an organization in relation to their workers welfare talk more about job performance of the workers. Organizations must provide a psychological safe workplace and environment to boost employee performance. The sense of commitment and belonging begin when leader create a healthy, safe and psychologically relief environment for workers operation¹⁶. The manner in which an individual gets satisfied and joyful in the work task when the environment is warm and conducive, the employer is at liberty to work and develop citizenship and emotional intellectual commitment to an organization. employee engagement is defined as when employee harness themselves physically, cognitively and emotionally while completing daily task which result into attention and absorption. How absorbed an employee is to his or her job

commitment; depends on the amount of time he spends thinking about his role in an organization.

Job performance can be improved after evaluating the performance. Job performance-improvement plan could be used in carrying out the findings. It assists to identify the reasons employees are not meeting up with their performance expectations, possibly they lack proper training, motivation, poor understanding of task assigned. After identifying their needs, proper action in the forms of offering additional training, implementing an effective reward system, improving the work environment, empowering your workers and using useful technologies should be taken to improve the job performance.

2.1.2 Concept of Organizational Training

Human resource management is a strategic, comprehensive and internally consistent approach to human management, the most valuable asset of the organization. It is defined as the management of activities in order to ensure the satisfaction, motivation and high performance of the labor force within the organization¹⁷. Development of human resources through education and training is an operational function in human resource management. Its use in an institution or organization is usually incorporated into training (education and training).¹⁸ Organizational training is a common word used in all walks of life, it denotes a systemic procedure for transferring technical know-how to the employees so as to increase their knowledge and skills for doing particular jobs. When employees join an organization, they are required to be trained because there is a difference in the skills the employees possess and the skill a job requires¹⁸. This difference is removed by education, training and development. Skills of employees are developed through training upon which the efficiency and effectiveness of an organization depends. The purpose of training is to bring about positive change in

knowledge, skills and attitudes of the employees, and it continues to be a strategic intervention for most organizations¹⁹.

Organizational training is often seen as a planned and systematic process of learning in the sense of acquiring, modifying, and/or developing knowledge, skills, and abilities (KSA) in order to achieve and/or improve the employees' performance in the current job and prepare them for an intended job²⁰. It may be defined as the planned and systematic process of changing behavior through learning events, activities and programs, which assist the participants to acquire knowledge, skills, competencies and abilities to carry out their work efficiently and effectively²¹. When employees with extensive skills and knowledge receive training, their resources will increase even further²². Organizational training is the act of improving the skills, abilities and technical competence of employees or personnel on a given job or duty²³. It is the process of increasing the knowledge and skills of an employee for doing a particular job. It involves the development of skills that are usually necessary to perform a specific job. Training and development are very essential in human resource management because it is the only means by which improvement can be produced in the performance of roles in individual, groups and the organization as a whole²¹. Many firms are now so awakened to this concept which has boost the morale of the workforce and invariably strengthen and foster organizational growth. Training brings about development and increases creative thinking which brings about right attitudes and behaviours, not only improving the company's image but also ensuring employee's competency, efficiency and effectiveness in performing their jobs in highly motivated manner which comes out in form of financial and economic advantage for the company²⁴. Training brings about development and increases creative thinking which brings about right attitudes and behaviours, not only improving the company's image but also ensuring employee's competency, efficiency and effectiveness in performing

their jobs in highly motivated manner which comes out in form of financial and economic advantage for the company¹⁸.

Modern day organizations are challenged with highly demanding competition, drastic change in technology and ever improving business environment makes it inevitable for companies not to seek more knowledge and competence in their area of specialization; organization engagement in training must be consciously taken as a business and should be necessitated as a link with growth of the modern age in the international platform. Organizational training helps to accommodate changes in technicality, environment, customer's taste and demand by raising the knowledge and involvement of the workers in relation to the change process and fill the discovered gaps in the employees by teaching them skills needed to adjust to the new state and also make employees prepared for unforeseen roles in the future. Organizational training requires conscious effort, time and money, therefore firms must take the pain to critically define training programs required in their aspect of specialization and assess its effect on the trainees, the company and the users of their goods or services²².

Organizational training is an important point in ascertaining the achievement of goals and objectives of any given firm. It is an important factor to eliminate decline in productivity of workforce and a good assurance giver to the continuity of the business which is the going concern concept as workers learn the right process to keep up with the pace of demand laid on the job. Implementation of training is directed to the improvement of skills, knowledge and attitude change or employee behavior, the learning process expected in training is expected to change the employees from the less know to know more and less skilled to be skilled and negative attitude and behavior to be positive and etc.¹⁹. Organizational training is the major means to be used by organizations to cultivate employee competence to reach the appropriate required levels. It is also an important business strategy for organizations to cope with a variety

of forces affecting the workplace. The main objective of training is for employees to learn new skills or to keep their current skills updated²⁶.

Organizational training can be considered from a number of different perspectives. It can focus on different types of content, primarily categorized as managerial, technical, and awareness, among other types. It can be delivered using an array of training approaches, methods, and media, depending on the situation²⁴. It is stated that training is organized and used by an organization as a business strategy to help employees develop and acquire competence, which includes knowledge, skills, behaviors, and attitudes that are critical for successful job performance²³. For effective employee training, there are four steps that generally occur. First, the new employee goes through an orientation, and then he or she will receive in-house training on job-specific areas. Next, the employee should be assigned a mentor, and then, as comfort with the job duties grows, he or she may engage in external training. Employee training and development is the process of helping employees develop their personal and organization skills, knowledge, and abilities²⁷.

Training of employees is a very important and significant point in reaching the goals and objectives of an organization. Training is an important ingredient to improve competence and employees' productivity and guarantee the continuity of a business organization²⁸. Training is reasonable so as to master the knowledge and skills that are required for their jobs and to be acquainted with the job requirements in the company an employee had been employed. The need for training will arise in every organization at one particular time or the other if there will be improvements, expertise approach to their product or services and increment in the general well-being of the organization in relation to the changes experienced daily in our society. Every organization should make moves of giving training to all their employees not minding their qualifications and skills. The need for training will arise when there are situations like:

The need of training must arise in a company or organization when there is a general change in the rise of technology equipment and machine needed in effective operations of such organization to meet the new standard expected by their clients. Changes in computation, dissemination of information, coordination and diversification that calls for complexity, the employees must be trained to be equipped with these modern modalities. The employees need to be urgently trained when a change arise in the duties expected of the employees either through promotion or transfer from one department to another department. For effectiveness to be ensued, the employees have to be trained in the skills that will facilitate him in his new department. The skills an employee had acquired may not measure up to the standard of specifications of the organization's required mode of operation. At this stage, the organization must embark on training as the bridge to the gap. Training is bound to take place when employees in an organization are down-graded in their relationship with the public and clients, the organization needs to build the human relation tract of her employees through training. The training methodology process refers to a systematic approach of developing training programs.

Different techniques are usually used in a training program. The identification of a need for training is the first thing to be established²⁹. The level of identifying the need is very important for the two parties involved i.e. the employer and the employee so as to gather up the important areas to be covered and to be able to measure at the end of the day if training or improvement in skills and abilities had taken place³⁰. There are seven steps in this approach³¹. Step 1 is to carry out a need test which is vital to identify whether and when training is needed. Step 2 is to be sure that the employees have the motivation and required mindset necessary to master the training content. Step 3 is to ensure or import a learning environment that has the conducive atmosphere for learning to take place. Step 4 is to ensure that the training is applicable to the job specified and see to it that the trainee apply the training content to their jobs, that is, knowing what to do and when to do it. Step 5 is to develop an evaluation plan i.e. ascertaining

the types of result expected after the training (changes in behaviour and skill), adopt a measuring means that will help to clearly determine how Training affect the "bottom line" that is looking at it from the cost benefit analysis to decide the financial gains resulting from training. Step 6 is to choose the training method considering the learning goals and the available learning environment which can be traditional method of face-to-face interaction with a trainer, e- learning using CD-ROM or web-based training. Step 7 is to revisit the program and make necessary changes to improve the program so that all learning objective are achieved³².

Employees that are effectively trained are happier and more productive, so it is important to take care when considering not only the material that needs to be taught but the method for teaching it. In this sense, how choosing a training method is important, as well explain inadeptly the best types of training methods for employees considering the materials being taught. To reduce some costs associated with not training or undertraining, development of training programs can help with some of the risk²⁴. Any company or organization that is going to succeed in her business endeavours must have training in place to make employees' performance sure. A research performed by the American Society for Training and Development (ASTD) discovered that 41 percent of employees at companies with poor training planned to leave within the year, but in companies with excellent training plans, only 12 percent planned to leave²⁵.

For effective employee training, there are four steps that generally takes place which are: First Step: Employee Orientation. Second Step: In House Training. Third Step: Mentoring. Fourth Step: External Training. Employee orientation is a way of welcoming a new employee into the organization. "Employee orientation is an essential aspect of training, where a new recruit is introduced to his/her new working environment, the coworkers and the policies and procedures, rules and regulations of the organization. This orientation process helps new employees

become familiar with the job, task and other aspects of the working environment, which enhances their performance on the job³³.” Employee orientation is done in order to make newly employed worker gain knowledge about the policies and business scope of the company and learn how their specific jobs fits into the whole picture plan of the organization²⁸.

Employee orientation has its own benefits to the organization and as well to the employee, some of which are. When an orientation process is carried out right, it usually makes the employee to get on the job straight with accurate speed as various procedures had been introduced during the orientation familiarization training. It reduces anxiety: One’s anxiety is always high when a new job is to be started, through orientation, the anxiety is calmed as the employee would have gotten the hint of what and what will be the demand of his newly gotten job thereby reducing the stress. It reduces employee turnover: Employee’s turnover or frequency of leaving the organization reduces when they felt a value placed on them during orientation training. It saves time for the supervisor and co-workers: An orientation properly done makes an employee better prepared for the job and lessen the labour of the supervisor monitoring so much. To set expectations and Attitudes: It makes the employees to know from the beginning, task expected from him and also knows the values of the company from inception which makes in a better and less problem prone worker²⁴.

Training and development have been classified under two broad heading: On the job training and off-the job-training. We should note that on-the-job training and off-the-job-training are classification terminology of training and development and not method per se. In-house/on-the-job-training is a kind of training that a worker is given from within the organization (internal training) ³⁴. Methods use for In-house/On-the-job training can be any of the following: Coaching: This is a model whereby an experienced member of staff helps trainees learn skills and procedures of carrying out their job roles by providing the learning employee and

instructions or visual instructions or both for his learning

Mentoring: This is a process whereby each of the trainee is allocated to an expertise member of staff who serves as a guide or helper to the trainee. Though the word ‘coach’ and ‘mentor’ are always near to each other, but a mentor intensify and makes impact in the trainee than a coach.

Job Rotation: This is when employees’ role or task is changed within an organization to make them have the knowledge, skill of another area of the organization. He/she have to learn about his new task and through that be adequately trained.

Mentoring: “Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee’s growth, learning, and career development.” Most times, the mentor and mentee are internal to an organization, and the purpose is always on achieving organizational goals, culture, career goals, advice on professional development, and work-life balance²⁴. Effective mentors often act as role models and sounding boards for their mentee and provide guidance to help them reach their goals.³⁵ How well a mentee will be trained and improved depends largely on the mentor’s approach and self-efficacy, how cordial the mentor-mentee relationship is and the quality of the mentor’s supervision on the trainee³⁴.

External training is a type of training that is not carried out with-in the organization. It is usually the last steps out of the four steps to training and it can be ongoing till any point of an employee’s career. It can come in form of sending an employee to a seminar to increase his knowledge either in a newly included method in operation of his task or to help further development in the organization²⁴. There are various types of skills/training around the world today, which are very vital in one way or the other on the improvement and productivity of the employee, some of these trainings are: Soft skills are identified to be very important in the employment circle which include but not limited to communication, team work, motivation,

problem solving, enthusiasm and trust³⁶. The term 'soft skills' refers to personal inbuilt abilities or traits and habits that are crucial in character relationships with other people²⁴. Soft skills are very vital to success in business³⁷. Any abnormality on any employee's soft skills can be costly to an organization and affects business outcome, workers behaviour, safety productivity, engagement and withdrawal²⁴. Those who may benefit from soft skills developments are individuals who have suffered incarceration for so long, school dropouts and any individual who is deficient in any soft skill ability.

Team training/Team Work refers to pulling together of interactive and interdependent behavioural process among people of the same targeted goal and outcome, Converting their interaction into output of members satisfaction and performance. The goal of Team training is to develop interrelationship among team members, which makes them to be intimate with each other and facilitates understanding and friendship which gives room for training in strong and corporate decision making, problem solving and non-permittance of ship wrecking attitudes in members of team³⁸. Almost all organizational fields benefit from team work and training, job field that optimally benefit from team work and training are fields like health, security, education and producing firms. These group of people have team work training very crucial to them. The Deloitte Millennial Survey, 2016 reported that among other finding, millennials linked job satisfaction with high level of cross team collaboration, to make this achievable, there are five elements that must be put in place³⁹. Communication: This is the most important part of team work and it must be done in effective manner among team workers to consistently update each other and must never make assumptions that they have been informed and also, they must be good listeners as well. Delegation: Teams that work together understand he strength and weakness of each team members. The job of effective team work will be magnified when team leaders and members know the ability of everyone and assign an aspect of the training job to the right person. Efficiency: A strong team should be together to develop

a system that allow them to join efficiently to perform and complete task in a timely manner. They will know their capability and the capability of the group as a whole and then organize the workload in accordance. Idea: When a teamwork collaborate well, team members are comfortable to bring ideas. A good team unit is always rich in idea which not only makes them innovative but also dynamic. Support: A workplaces that faces challenges, but have a strong team environment in place can act as a support mechanism for staff members. For a company that is into production business, training on quality is very important to their laboratory technicians so as to be perfect in the quality of products produced. They should be trained to know when items are under standard, standard and below standard which help them to eliminate substandard products coming out of the company⁴⁰.

The International Organization for Standard (ISO) is the largest publisher of standards and quality in the world. The body is majorly formed to oversee and regulate business practices, manufacturing policies and quality. Therefore, quality training must cover these eight concrete areas: ISO 9000 - Quality Management: To remain vibrant in a competitive industry, ISO 9000 manages the quality standard. Quality standards guide companies and fortify them with the necessary tools that ensures their continuous and increase in customer demands target being met. ISO/IEC 27000 - Information Security Management Systems: Information is a very strong and vital force that the world cannot do without and therefore it is being threatened by different crime activities. The 27000 Category of Standards ensures the safety of information assets. ISO 14000 - Environmental Management: This is a type of quality training or guide that makes available the tools needed to make manufacturing firms responsible to their environment. These environmental quality standard use tools such as life cycle, audits, communication, environmental challenges. ISO 31000:2018: Risk Management: Today's business world is riddled with uncertainty. There is a different effect on economic performance, good will as well as security and environmental outcomes. They must have quality risk training

so as to guide organization to be able to achieve objectives in an uncertain environment by being able to differentiate between opportunity and threats. ISO 50001:2018 – Energy Management: ISO 50002:2018 provides trainings to companies in carrying out an energy management system. ISO 26000:2010 – Social Responsibility: It gives the bedrock of how organizations can be involved in social responsibilities and to know how they can effectively take actions towards it. ISO 28000:2007 – Specification for Security Management System for the Supply Chain. ISO 450001 – Occupational Health and Safety: It provides a baseline for occupational operations so as to reduce injuries and diseases which have a negative impact on the economy and results into poor health, early retirement and paying of high insurance premium⁴¹.

To fit into some jobs and some positions well, a professional training is very vital. Professional training is a type of training that update an employee alongside with his profession. Many organizations have suffered a lot of damages because they fail to train their employees on the law, rules, etiquettes guiding their profession⁴².

2.1.3 Concept of Sources of Knowledge Acquisition

Knowledge has been known as an essential resource for an organization to hold sustainable competitive advantages⁴³. The growing importance of knowledge has encouraged managers to pay greater consideration to managing this knowledge effectively⁴⁴. The concept of knowledge has been viewed as the most strategic source of the businesses and knowledge management has been frequently studied within the management studies and applications. In order for the concept of knowledge management to be defined in the literature, concept of knowledge is being addressed first. Knowledge, on the other hand, expresses the assumption of how a phenomenon may react when exposed to change and the transformation of information to an idea. Knowledge is defined as data which have been processed in a certain way⁴⁵. And as the

process of learning, conceptualizing and applying information⁴⁶. Two kinds of knowledge might be said to exist: implicit and explicit knowledge. Explicit knowledge consists of words and numbers, which are easily accessible, while implicit knowledge is hard to share since it consists of insights and understandings, which are hard to access⁴⁷.

There are different types of knowledge. A simple way to distinguish these types is by using the basic categories namely declarative or descriptive, procedural, and causal or reasoning⁴⁸. Declarative or descriptive knowledge describes an object, a concept that has a past, present, future or a hypothetical situation. This kind of knowledge can exist in the form of data and information. However, it can be interpreted as exceeding the limits of data and information, becoming knowledge in the light of other descriptive forms e.g forecasting or setting goals. The second type, procedural knowledge, shows how something occurs or performs. It consists of a systematic method or technique or step-by-step explanation or instruction. Examples of these are strategic plans, training modules and methods and procedures. The final type is the causal or reasoning knowledge. This type of knowledge enables a higher level of cognitive functioning which involves giving an explanation or justification of why some event has occurred or when a particular situation exists. This is based on logic, correlation, analogy and causality. Some examples of causal knowledge are an organization's rules, policies, and forms of regulation.

In another word, knowledge can also be structural or private⁴⁹. Organizational knowledge is "the capacity members of an organization have developed to draw distinctions in the process of carrying out their work, in particular concrete contexts, by enacting sets of generalizations whose application depends on historically evolved collective understandings. Both components are fundamental, essential, and inseparable within the overall process of knowing. Tacit knowledge is defined as knowledge that is "personal, context-specific, and therefore hard to

formalize and communicate”, while explicit knowledge is defined as “knowledge that is transmittable in formal, systematic language^{50, 51}.

Tacit knowledge is an intangible concept related to an individual’s actions and experiences such as the ideas, values, expertise or emotions that he/she embraces. Therefore, tacit knowledge may best be transferred through interpersonal means and non-structured processes⁵². Explicit knowledge is a tangible concept which can be documented and distributed to others such as guidelines, reports, procedures, strategies and databases⁵³. Explicit knowledge is articulated and stored in certain media. This suggests that explicit knowledge can be transferred through more technology-driven, structured processes such as information systems⁵⁴. In brief, “Informal internal knowledge, often called tacit knowledge, resides in the minds of the individual employees but has not been documented in structured form”, but “structured internal knowledge is often called explicit knowledge, such as product manuals or research reports.

The importance of knowledge in human life has increased to the line that it has become an essential part of daily life and that the need to manage knowledge has become a critical component of activities in countless disciplines. This has led to the birth of the modern concept of "knowledge management" in the late 1980s⁵⁵. The birth of knowledge management came as a result of the way humans are dealing with knowledge has evolved in significant ways over the centuries. Although the term "knowledge management" was coined in the late 1980s, it exploded in prevalence starting from the mid-1990s⁵⁶.

Therefore, taking the organizational approach as the main focus, definitions of knowledge management provide a picture of a process concerned with generating, sharing, capturing, codifying and storing, disseminating and using knowledge. Knowledge management occurs on individual, team, organizational and inter-organizational levels and brings together people, processes, culture and technology to fulfil its purpose. Arguably the model that best embraces

the nature of KM is one that Nonaka and Takeuchi in 1995 proposed as the SECI model. This model of tacit and explicit knowledge conversion can be considered as the central model of organizational knowledge creation and also assumed to bring together a wide range of KM processes such as generating, codifying, transferring and utilizing knowledge. The conversion processes of the SECI model occur across all four levels: individual, group, organizational and inter-organizational by using people, processes and technology.

Four fundamental dimensions are emphasized in literature for an efficient and effective knowledge management. These dimensions consist of technology⁵⁷, organizational culture⁵⁸, leadership and lastly, measurement of the results of knowledge management applications⁵⁹. In line with the objectives and strategy of the organization, realization of the objectives aimed by knowledge management depends on the leader, since he/she is expected to provide facilitating conditions for knowledge management. Leader is needed for sharing knowledge and supporting the climate, applications and motives within the organization⁶⁰. Organizational culture is the combination of social norms, unwritten rules, expectations and a common past which effects the behaviors of all the employees. One of the most required conditions for the knowledge

production to take place in the organization is the presence of an organizational culture which does not prevent organizational learning but supports learning with the systems of values, beliefs and work systems and knowledge production and sharing.

Some researchers have divided Knowledge Management practices to: knowledge acquisition, knowledge innovation, knowledge protection, knowledge integration and knowledge dissemination⁶¹. While others combined knowledge acquisition, knowledge innovation and knowledge integration into knowledge “creation” process, and added knowledge “application”⁶². Another definition for Knowledge Management recognized five generic knowledge

management activities: knowledge generation, knowledge representation, knowledge storage, knowledge access and knowledge distribution. It can be also divided to Responsiveness to knowledge, Knowledge acquisition, Knowledge dissemination and Knowledge utilization. “Whatever the names of the processes are, they all include processes to identify, create, define, capture, store, organize, transfer, disseminate, use, review, share and apply knowledge in an organization⁵⁰. Knowledge generation/creation: refers to activities that increase the stock of organizational knowledge. Five modes of knowledge generation are discussed: acquisition; dedicating resources; fusion; adaptation; and building knowledge networks. Organizations may acquire knowledge by hiring individuals, buying another organization, or renting/leasing external knowledge. They may also dedicate resources to the generation of knowledge by establishing units that undertake research and development. Knowledge generation normally occurs when individuals and groups with different specializations and perspectives are fused to work on a problem or project. Knowledge generation is the result of organizations adapting to significant competitive, economic, or technological changes; the most important adaptive resources are employees who can acquire new knowledge quickly and who have the openness to learn new skills. Knowledge is also generated in informal networks of people in an organization who share common work interests, face common work problems, and who are motivated to exchange their knowledge⁶³.

Knowledge acquisition can be defined as the process of the development and creation of insight, skill and relationships. For knowledge to be acquired⁵⁷. There should be willingness and ability of a recipient to acquire and use knowledge are crucial elements. During the process of knowledge acquisition, it is important that both source and recipient should be willing to share. There are three motivational drivers that should be taken into consideration. Attitude towards knowledge sharing, cost and benefit, subjective norms and organizational climate and perceived value of knowledge. Knowledge acquisition envisages learning from others through

interaction between recipient and source. Knowledge acquisition is generating new knowledge; it consists of internal creation through accumulating and recombining existing knowledge from scatters sources and external acquisition from outside of the knowledge network. Where these two ways supplement each other; knowledge acquired from external sources creates an opportunity for knowledge integration, at the same time; with more knowledge accumulated internally, firms increase their absorptive capability⁶⁴. It is generating new knowledge through experimentation, lessons learned, creative thinking and innovation. In addition to that, knowledge acquisition is an ongoing and dynamic process that involves the capability to innovate novel ideas, insights and solutions and incorporate it within the organization⁶⁵. Knowledge can be gained through individual learning, scanning of the external and internal environment and hiring new employee.

Knowledge Application process is a process oriented towards the use of knowledge to adjust strategic direction, solve new problems and improve efficiency. It is the process of retrieving and using knowledge in decisions, actions, problem solving and routine work. Knowledge codification: The idea of knowledge codification is to put organizational knowledge into a form that makes it accessible to those who need it. An example of this is the legal system in which laws and decisions that act as precedents are codified in many texts”.

Knowledge storage is the process of identify, evaluating and capturing relevant and valuable knowledge and preserving it in the depository of the knowledge network, It involves three tasks: First harvesting knowledge from disparate locations, then presenting knowledge so that it will be available to all participants in knowledge network and finally coordinating data, storage location and storage mechanism. Certainly, stored knowledge becomes a valuable asset only when it is accessible and easily retrieves. Sharing of knowledge may be seen as the deliberate application and transfer of one or more person’s ideas, insights, solutions and

knowledge to another. This may be done either directly or via an intermediary, such as a computer-based system⁶⁶. Knowledge sharing is the distribution of knowledge that already exists within the organization. Knowledge sharing consists of collection and combination of ordinary expectation, share experience, tacit roles and social standard and norms that create attitude and behaviors. Sharing knowledge allows both parties to expand information through the exchange process. However, it provides an opportunity to discuss know-what and know-how practices, to direct the organization towards future development and growth. Knowledge can be shared through personal communication and training. It can be shared through broadcasting, searching, teaching and other social activities.

Retaining knowledge can be defined as all software and activities that capture and preserve knowledge as well as it remains in the organizational system once presented⁵⁶. Management needs to as much as possible to ensure strategies for retaining organizational knowledge is in place before it is lost. The knowledge and expertise of employees should be reserved before such employee leaves the organization. Lack of knowledge retention strategies, makes organizations lose tacit knowledge when employees leave for other organizations or due to other forms of attrition. It is a well-known fact that 80% of knowledge lies in the brains of people who possess know-how and personal skill that will never be shared if no one works on it. This is consistent with the view that one person may have much knowledge but may not be able to say much about that knowledge. Individuals who are rich in tacit knowledge (experienced employees, retirees and other talented experts) constitute a wealth of intangible assets for the organization⁶⁷. It has been established that knowledge retention could be achieved through documentation and integrating knowledge back into the organization with special emphasis on retaining best practices. To safeguard against a loss of knowledge, organizations need to devise ways of retaining employees' know-how and best practices so that

knowledge can be passed on to future workers, and replacements who should regain the on-the-job knowledge that ex-employees spent years accumulating⁶⁸.

Knowledge retention can be described as the capture of knowledge and expertise from employees before they leave an organization. In situations where any employee decided to leave the organization, knowledge retention ensures continuity of knowledge. Literatures have shown that employee knowledge could be lost during layoffs, restructuring, retirement, resignations, moving jobs and other situations. Knowledge retention is the capture of critical knowledge and expertise that is at risk of loss when employees leave an organization. Knowledge retention aims at retaining as much of the departing employees' expertise and knowledge as possible. Appropriate strategies and approaches must be developed to capture the employees' expertise and retaining it as organizational knowledge. It is therefore imperial to note that through knowledge retention, an expert's most valuable knowledge has to become an organizational asset. Experts and other specialists may not be willing to have their knowledge captured and as such employers may provide some incentives for members of staff to share their knowledge⁶⁹.

Accordingly, the retention of knowledge of knowledgeable employees is a critical economic resource and a core element to achieve significant competitive advantage. Arguments have been made by some researchers about the contexts of knowledge retention within an organization which include individuals, structures, organizational culture and the physical structure of the workplace. Organizations that fail to manage knowledge are likely to be at a disadvantage when employees with tacit knowledge move to another organization in response to incentives, or when such employees retire or die. Even if organizations were to recruit new employees, they could not replace the experiences or the knowledge of retirees⁷⁰. When an organization is considering knowledge retention, the primary concern is how to tap the brains

of employees who are retiring, moving on to new jobs or otherwise leaving the company⁷¹. Knowledge is lost through retirement and movement of people but this loss can be overcome by documenting previous processes and procedures. To retain important information and knowledge has remained the main challenge and strategic goal for organizations⁷².

Retirees take away with them the knowledge they have acquired when they walk out the door. Some researchers found that successful knowledge retention can be achieved through documenting, integrating knowledge back into the organization but special care being dedicated to retaining best practices⁷³. Furthermore, employees may retire leaving significant knowledge outside the organization, causing business loss, indicating that value of knowledge that is held by retirees is immense therefore organizations need to capture knowledge from retirees of such⁷⁴. Knowledge retention is used to develop appropriate approaches for capturing the extensive knowledge of experts who are ready to retire and retaining it as organizational knowledge. Organizations need to document and retain the knowledge of their key personnel and subject matter experts, manage this intellectual capital before it simply walks out of the door resulting in organizations losing valuable intellectual capital, namely knowledge, talent, experience and expertise. ⁷³Knowledge retention strategies can keep employees' workplace-acquired wisdom from walking out the door when they retire.⁷⁵ It is therefore imperative that organizations establish ways to retain employee's know-how and best practices so that the knowledge can be passed on to future workers and replacements who should regain the on-the-job knowledge the ex-employees spent years accumulating.

In a related study, some researchers suggest the following criteria for organizations considering to retain knowledge; what knowledge may be lost, what are the organizational consequences of losing that knowledge and what actions can be taken to retain that knowledge? This observation concurs with the step-by-step process to combat the problem of organizational

knowledge loss. The first step, is the need to be aware of the risks an organization faces if knowledgeable and valuable staff walk out of the door¹⁵⁵. This motivates the desire to retain knowledge by deploying knowledge retention strategies. Secondly a program to retain knowledge of staff must be put in place.

The impact of attrition can be reduced by making use of appropriate knowledge retention approaches to capture knowledge and information in the organization. Knowledge retention strategies described in the most literatures follow three stages which includes making decision on whether and what level vertical knowledge should be transferred, planning the process and chosen the way the knowledge should be transferred and practical implementation of the plan. In view of this, the base for any knowledge retention strategy is knowledge –sharing practices. As there exists a wide range of such practices many authors have establish varying criteria for evaluating the impact of the knowledge, timing of its loss and sort of knowledge⁷⁶.

Mentoring and apprenticeship programmes can also be used as a strategy of transferring tacit knowledge, from an experienced employee (subject matter expert) to a more junior employee⁷⁷. Mentorship entails the pairing of an experienced member of staff with an inexperienced or new employee in order to assist the new employee in acquiring new knowledge⁷⁸. In the event that succession planning programmes are put in place, mentorship is adopted to ensure the inexperienced employee is prepared enough and ready to perform in a job role.

In other words, internship is another nomenclature for mentorship. Internship is defined as an opportunity offered by an employer to potential employees, called interns, to work at a firm for a fixed, limited period of time. Interns are usually undergraduates or students, and most internships last for any length of time between one week and 12 months.

Another powerful knowledge retention and transfer strategy is the story telling practice which has the possible to initial an issue by bringing it alive for listeners or readers. This strategy envisages people-to-people interactions, storytelling provides the required interaction set-up. Stories are effective in bridging generational gaps, communicate vital information about an organization's culture, and help employees develop a sense of organizational identity. Stories are instrumental for knowledge sharing and collaboration, because listeners are given an opportunity to ask questions which then puts the story into perspective. Storytelling may be used to capture successes, lessons learned. An organization that adopts this form of knowledge retention strategy is regarded as a learning organization or one that has recognized the importance of knowledge⁷⁹. Furthermore, the use of motivational speakers is becoming a globally accepted strategy for information sharing.

Retirees are used by organizations as consultants who provide critical skills and experience for special projects or assignments to mentor junior and less experienced employees, thus allowing them to share knowledge and experiences. Retirees should be allowed to return to work as consultants who are immediately productive as they know the organization. Organizations can adopt a phased retirement approach where employees reaching retirement continue to work with reduced workloads⁸⁰. Most organizations face skills shortage in specific fields thereby resorting to leveraging retirees as sources of knowledge and expertise to solve complex business problems.

Another obstacle could be the belief that it is impossible to capture many years of experience in few hours of exit interview. This is a valid case and is the reason for which the knowledge preservation effort should focus on. The last key obstacle is that the knowledge storage strategy could be uncommitted from the organizational strategy. Sometimes managing knowledge is a difficult process due to the fact that the knowledge management strategy is

poorly designed or it does not coordinate with the organizational strategic mission. The same thing is valid for knowledge retention strategies – they should not be regarded as isolated from the general business processes.

2.2 Theoretical Review and Framework

This section explored the various theories that can explain organizational training, sources of knowledge acquisition and job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria. The three theories reviewed were: Self Determination Theory, Human Capital Theory and Dynamic Theory of Organizational Knowledge Creation

2.2.1 Self Determination Theory (SDT):

The concept of self-determination has been applied to a wide variety of areas including education, work, parenting, exercise, and health. Research suggests that having high self-determination can foster success in many different domains of life. Self-determination theory suggests that people are motivated to grow and change by three innate and universal psychological needs. This theory suggests that people are able to become self-determined when their needs for competence, connection, and autonomy are fulfilled. Key studies that led to emergence of SDT included research on intrinsic motivation⁸¹. Intrinsic motivation refers to initiating an activity because it is interesting and satisfying in itself to do so, as opposed to doing an activity for the purpose of obtaining an external goal (extrinsic motivation). A taxonomy of motivations has been described based on the degree to which they are internalized. Internalization refers to the active attempt to transform an extrinsic motive into personally endorsed values and thus assimilate behavioral regulations that were originally external⁸².

Some researchers later expanded on the early work differentiating between intrinsic and extrinsic motivation and proposed three main intrinsic needs involved in self-determination⁸³.

Three basic psychological are needed to motivate the self to initiate behavior and specify essential nutrients for individual psychological health and well-being⁸⁴. These needs are said to be the universal and innate need for autonomy, competence, and relatedness. “Self-determination Theory explains the factors of intrinsic motivation (autonomy, competence, and relatedness) and of extrinsic motivation (internalization and integration) that support personality development and behavioral self-regulation to improve personal wellbeing and performance of people in organizations and society.” It is a theory that grew out of researchers’ work on motivation in the 1970s and 1980s⁸⁵. And it has grown and expanded since then, the basic tenets of the theory come from Deci and Ryan’s seminal 1985 book on the topic⁸⁶.

Self-determination theory (SDT) is a broad theory of human personality and motivation concerned with how the individual interacts with and depends on the social environment. SDT defines intrinsic and several types of extrinsic motivation and outlines how these motivations influence situational responses in different domains, as well as social and cognitive development and personality⁸⁷. It explains the process through which motivation develops and how it influences human behavior and wellbeing⁸⁸.

These three psychological needs of autonomy, competence, and relatedness are generally universal (i.e., apply across individuals and situations). However, some needs may be more salient than others at certain times and be expressed differently based on time, culture, or experience. SDT identifies three innate needs that, if satisfied, allow optimal function and growth.

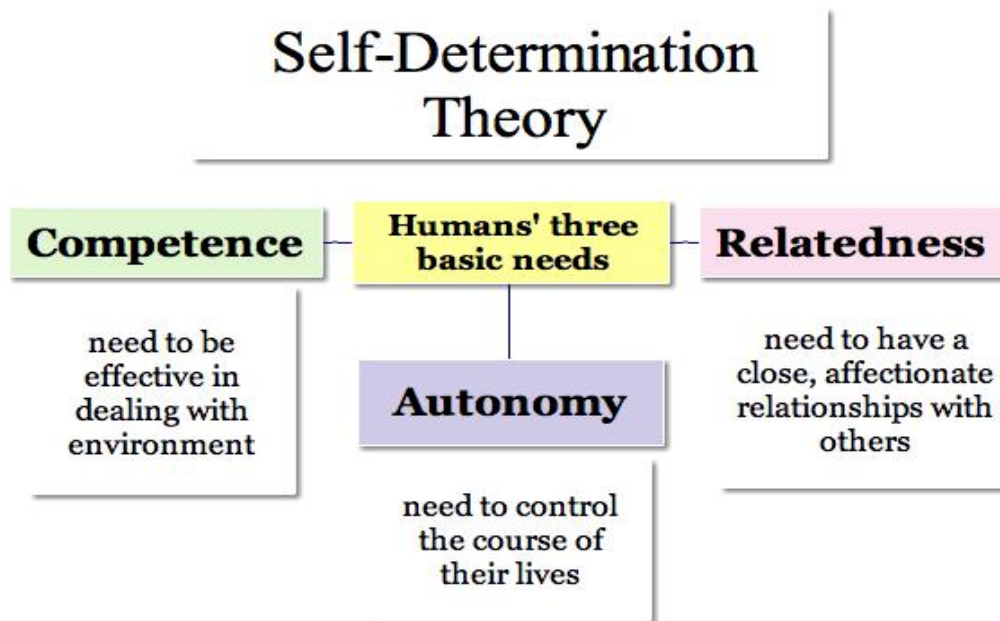


Figure 2.1 Self Determination Theory

Source: Edward Deci and Richard Ryan - 2008

Autonomy: Autonomy can be defined as one's need to experience a sense of willingness in one's actions⁸⁹. People have a need to feel that they are the masters of their own destiny and that they have at least some controls over their lives; most importantly, people have a need to feel that they are in control of their own behavior⁹⁰. The level of autonomy an employee has can also affect his/her performance in the workplace, the autonomy the employee has when applying the skills learnt during training. It is shown in a study that autonomy supportive communications yielded positive experiences of competence and autonomy during task engagement, which in turn predicted intrinsic motivation assessed both behaviorally and through self-report⁹¹. The need for autonomy that the performance of the chosen activity was self-initiated or self-determined⁹² is important for employee especially when applying training skills. By giving the employees autonomy, it means nurturing their inner motivational resources by respecting their attitudes and suggestions (e.g., adopting the Employees'

perspective to do an activity) and decision, providing rationales to attribute meaningfulness to taking decisions by themselves⁸.

Competence: Competence is another need that concerns employee achievements, knowledge, and skills. People have a need to build their competence and develop mastery over tasks that are important to them⁹³. Competence refers to one's need to experience effectiveness in one's interactions with the world⁹³. Competence underlies the seeking out of optimal challenge and the development of capacities⁴³. Competence support is seen in SDT as supported by structure—when trainers provide clear expectations of the trainees (e.g., sticking to the rules they have set in the class), demonstrate consistent contingencies for behavior (e.g., not acting differently regardless of trainees' performance on a task), offer efficacy-relevant feedback and help (e.g., showing different ways for the trainees to solve a problem), and monitor during the lesson (e.g., checking if trainees are ready before he or she goes on⁹⁴.

Relatedness: People need to have a sense of belonging and connectedness with others; each of us needs other people to some degree. ⁴³Relatedness concerns a sense of belonging and connection⁹³. Relatedness surfaces when trainers take time to express enjoyment in their interactions with their trainees, showing affection (e.g., demonstrating that he or she cares about the trainees), displaying attunement (e.g., trainer showing that he or she knows the trainee well), being dependable (e.g., being there for the trainee when needed), and dedicating resources (e.g., spending time and talking with the trainees)⁴³. This also applies in the case of employer to employee, in a situation where the employer has more knowledge on the task to be performed by the employee, the employee needs a sense of relatedness with the employer in order to get the work done well with the help/supervision of the employer.

Individual differences in their performance at workplace result from the varying degrees to which each need (autonomy, competence and relatedness needs) has been satisfied—or

thwarted. The two main aspects on which individuals differ include causality orientations and aspirations or life goals⁹³. SDT begins with an analysis of the determinants of intrinsic motivation and human tendency towards learning and creativity that support motivation, performance, and well-being of people in organizations, competition and society. As a matter of fact, intrinsic motivation exists in the job itself and gives personal satisfaction to individuals, such as autonomy, recognition, expense preference, trust, and empowerment. Especially, intrinsic motivation describes the natural inclination towards assimilation, mastery, spontaneous interest, and exploration that are essential factors to cognitive and social development for enjoyment and vitality throughout life of people⁸.

Extrinsic rewards should be considered with caution; too few can lead to a sense that employees are not appreciated or fairly compensated and recognized, but too many can inhibit intrinsic motivation. Managers should support their employees' need for satisfaction, especially autonomy; this can lead to happier and more competent employees as well as better organizational outcomes. When managers are themselves high in autonomy, their subordinates are likely to be high in autonomy as well, leading to better performance and higher organizational commitment. Good leadership encourages employees to set their own, autonomously conceived and regulated goals, which are more motivating and more likely to end in success than goals assigned to them by management⁴².

Self-determination theory is a theory about motivation and it is often invoked in the educational or learning area. The distinction between intrinsic motivation and extrinsic motivation is the core aspect of self-determination theory. For example, if a student studies because of his/her intellectual curiosity and desire to know the unknown, then he/she is intrinsically motivated. On the contrary, if a student studies because he/she wants to get, for example, an external reward, then he/she is considered an extrinsically-motivated student. Even

though self-determination theory is a prevalent motivational theory, namely in the field of education, it does not go without some problems and criticisms.

Self-determination model, scale and continuum: we are complex beings who are rarely driven by only one type of motivation. Different goals, desires, and ideas inform us what we want and need. Thus, it is useful to think of motivation on a continuum ranging from “non-self-determined to self-determined.”

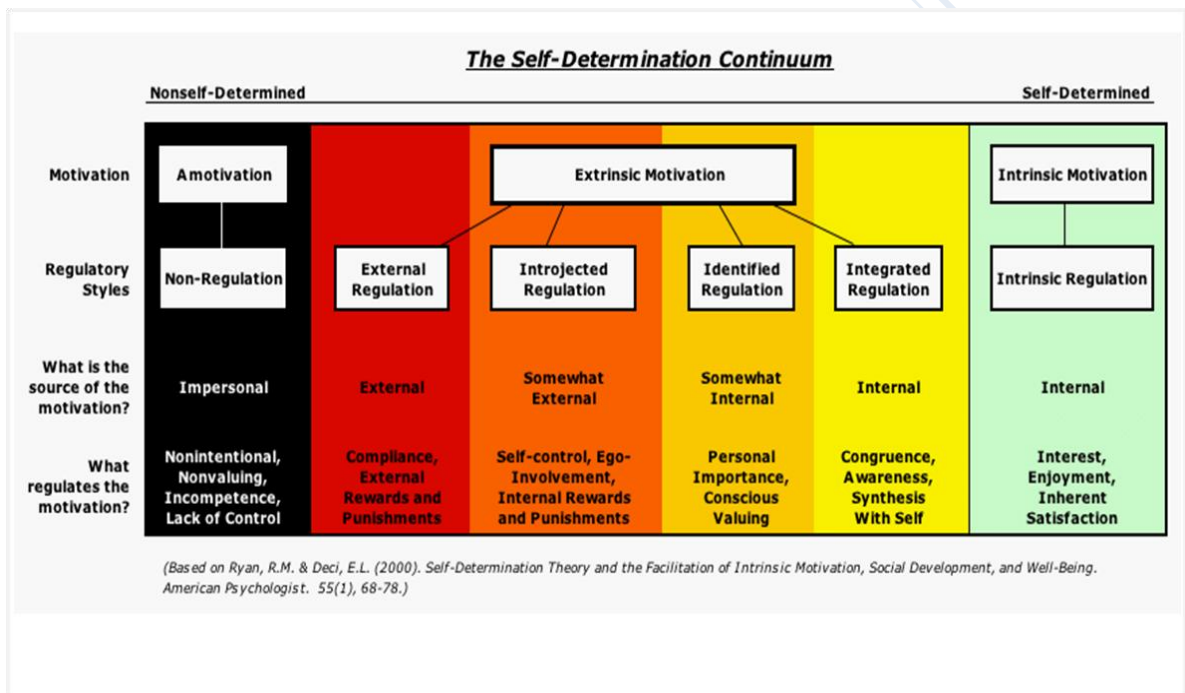


Figure 2.2 Self-Determination Continuum

Source: Ryan R.M and Deci E.L - 2000

There is a motivation on the left side of the spectrum in which an individual is completely non-autonomous, has no drive to speak of, and is struggling to have any of their needs met; in the middle there several levels of extrinsic motivation; one step to the right, there is a motivation with external regulation in which motivation is exclusively external and regulated by compliance, conformity and external rewards and punishments; introjected regulation is

another level of extrinsic motivation in which the motivation is somewhat external and is driven by self-control, efforts to protect the ego, and internal rewards and punishments; in identified regulation, the motivation is somewhat internal and based on conscious values and that which is personally important to the individual; the final step of extrinsic motivation is integrated regulation, in which intrinsic sources and the desire to be self-aware are guiding an individual's behavior. The right end of the continuum shows an individual entirely motivated by intrinsic sources. In intrinsic regulation, the individual is self-motivated and self-determined, and driven by interest, enjoyment, and the satisfaction inherent in the behavior or activity he or she is engaging in⁴³.

People who feel that they are able to have a positive effect at work tend to feel more engaged and motivated. How else can employers build self-determination in their workers? Management equipped employees with the relevant training needed, this will boost their confidence and enable them to perform effectively and efficiently. Managers and leaders can foster this sense of self-determination by allowing team members to take an active role. Offer employees responsibilities, provide meaningful feedback, and offer support and encouragement. Employers should be careful not to overuse extrinsic rewards. Too many rewards can undercut intrinsic motivation (a phenomenon known as the over justification effect), yet too few can cause employees to feel unappreciated. Accordingly, it seems that it makes more sense to speak about predominantly intrinsic or extrinsic motivated individuals than intrinsic vs. extrinsic motivated individuals. Another spontaneous critic of Self-determination theory is that SDT clearly lacks a developmental focus in that it does not look at the above-mentioned distinction in developmental terms. Those who are acquainted with the developmental literature know quite well that the more a child is young the more he/she is focused on external outcomes, not on internal motives. Thus, it is likely that intrinsic

motivation increases with increasing age. To think of an intrinsically motivated baby seems to deify our imagination⁹⁵.

It makes sense to distinguish between extrinsic and intrinsic motivation. This distinction, however, is not to be seen as an "either-or" distinction. Suffice it to say that an individual can be intrinsically motivated in a certain domain of knowledge, psychology, for example, and extrinsically motivated in another domain of knowledge, mathematics, for instance. Thus, the same individual can be at the same time intrinsically and extrinsically motivated⁸⁰. This is one of the critics to SDT, and this study support this particular critic. Extrinsic and intrinsic motivation should not be seen as a one-way-traffic, i.e. a student or trainee should not be seen as entirely extrinsic or entirely intrinsic in the area of motivation, rather, more extrinsic or more intrinsic as a student can be extrinsically and intrinsically motivated at the same time, depending on the factors that contribute to the employee's motivation. Self-determination can play an important role in how people function in many different areas of their lives. Feeling in control and intrinsically motivated can help people feel more committed, passionate, interested, and satisfied with the things that they do.

Self-determination theory has detailed the processes through which extrinsic motivation can become autonomous, and research suggests that intrinsic motivation (based in interest) and autonomous extrinsic motivation (based in importance) are both related to performance, satisfaction, trust, and well-being in the workplace. Self-determination theory with respect to extrinsic motivation, provides a fuller and more useful approach to understanding the motivational bases for effective organizational behavior that enhanced employee performance.

2.2.2 Human Capital Theory (HCT)

Human capital theory originated in the mid-20th century work of Mincer, Schultz, and Becker. These authors proposed a remarkably simple explanation of personal income. The idea is that individuals can gain skills (human capital) that will make them more productive. This enhanced productivity then leads to greater income. The main accomplishment of human capital theory was to make this vision consistent with the rest of neoclassical theory⁹³. Human capital theory is of the view that education is an investment in man and its consequences are in form of capital. Human capital is defined as “productive wealth embodied in labor, skills and knowledge” and it refers to any stock of knowledge or the innate/acquired characteristics a person has that contributes to his or her economic productivity. In essence, HCT suggests that education increases the productivity and earnings of individuals; therefore, education is an investment. In fact, this investment is not only crucial for individuals but it is also the key to the economic growth of a country. As Alfred Marshall put it, “The most valuable of all capital is that invested in human beings”

Schultz’s metaphor of human capital was quickly embraced by economists, and those outside the profession also perceived it as new way of thinking about education being advocated by a social science that had previously given little systematic attention to the phenomenon⁴³. Human capital was introduced in the 1950s and its analytical framework was developed mostly by academicians at Chicago School of Economics such as Theodore Schultz and Gary Becker. At that time, the term human capital was severely criticized by some liberal academicians due to its negative connotations with slavery. In fact, even before the 20th century, the liberal philosopher J. S Mill (1806–1873) criticized it and noted that “the human being himself. I do not class as wealth. He is the purpose for which wealth exists.” The human capital theorist Schultz referred to these liberals as sentimentalists: those who argued that treating human beings as if they were a commodity or machinery could lead to the justification for slavery.

Human capital theorists claim that education enhances a person's skills and it leads to a higher productivity level in the workplace, which in turn will bring a higher wage to the person. The signaling theory, coined by Spence in 1973, provided another explanation for this higher wage. The theory suggests that the education levels of individuals indicate their certain innate characters such as their propensity to be intelligent, their dedication, time management skills, and ability to follow instructions. Signaling theorists argue that what the school does is to classify students according to their intelligence and commitment through the processes of admission requirements and grading. By doing that, it establishes a supposed hierarchy of students based on their academic successes, by which the potential productivity level of an individual, more or less, can be predicted. In practice, it enables employers to sort out and reassess job applicants once more before their recruitments. In this assessment and selection process, the applicants signal their desirable, but unobservable skills via their academic credentials whereas the firms screen and identify them by the help of the same academic credentials. Therefore, the firms require a minimum level of schooling from the applicants to screen them out. In this connection, signaling theorists emphasize two points. The first is that schooling may reflect higher productivity without causing it, because education is not the source but the signal of higher productivity of educated people since schools identify the able and committed individuals and eliminates the less able ones in the process. The second is that due to imperfect information in the labor market, the education level of a person is simply taken as a proof of his or her higher ability to produce whereas in fact there is not necessarily a correlation between education and productivity. It follows the conclusion that education may increase a person's wage without increasing his or her productivity per se.

Another tenet of HCT is related to the impact of education on national economic growth. To the theory, education will not only increase the wages of educated employees but also it will generate higher productivity, lower unemployment, and greater social mobility, what are called

positive externalities: the impact of education on aggregate output is greater than the aggregation of the individual impacts. In other words, the average incomes of educated persons will rise, however, if there are positive externalities to education, national average incomes should rise even more than the sum of individual incomes. Human capital theory stresses the significance of education and training as the key to participation in the new global economy. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital.

However, contrary to this assumption, it is well documented that education can increase private returns but not social returns. Therefore, the impacts of education may differ at the individual level and the national level, what is called the micro–macro paradox. There is no shortage of examples for this paradox. In that regard, no strong evidence for the claim that investing in human capital necessarily produces economic growth. Based on the significance of education, the concept of human capital has been brought to the forefront of many discourses in the field of economic growth and development. Studies have shown that improvements in education accelerate productivity and contribute to the development of technology, thus improving human capital. There are several ways of modeling how the huge expansion of education accelerated economic growth and development. The first is to view education as an investment in human capital. A different view of the role of education in the economic success is that education has positive externalities; educate part of the community and the whole of it benefits. The idea that education generates positive externalities is by no means new. Many of the classical economists argued strongly for governments active support of education on the

grounds of the positive externalities that society would gain from a more educated labour force and populace. In order to enhance human development in the general society, it is necessary to apply the theory of human capital to educational systems. By such means, productivity is enhanced and sustained based on an increased and diversified labor force.

Direct economic returns to investment, in terms of the balance between the opportunity costs of resources and the expected future benefits; Indirect economic returns, in terms of external benefits affecting other members of society; The private demand for education and other factors determining individual demand for education; The geographical and social distribution of educational opportunities; The distribution of financial benefits and burdens of education. Education plays a great and significant role in the economy of a nation; thus, educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labor market, and allows them to reap pecuniary and non-pecuniary returns and gives them opportunities for job mobility. Education is a source of economic growth and development only if it is anti-traditional to the extent that it liberates, stimulates, and informs the individual and teaches him how and why to make demands⁹³.

One of the critics of this theory argues that "human capital theory lacks realism in at least four areas. First, human capital theory uses a closed analytical system and independent variables but neither external effects nor co-dependence can be eliminated from the problems it addresses. Second, a linear theory is applied to material that is non-homogeneous in space and time. Third, human capital theory unifies two heterogeneous domains, education and work, as if they are a single domain. Fourth, it eliminates other possible explanations of education/work relations, of which there are many." It has been proven that the human capital theory and educational

systems work beautifully for the development of individuals and nations, especially developing nations. However, there are implications involved, especially in relation to the differences in policies and expenditures in education. The human capital theory emphasizes the need for policy makers to allocate significant resources to the expansion of educational systems. While some governments may be reluctant to invest in education, the positive returns from this investment will significantly outweigh the costs. Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sums of money on education, not only as an attempt to impart knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest.

This study supports this theory (HCT), in that training are part of ways human development can be achieved. It goes against the position of the critics of this theory, Spence (Signaling theory) and the view of the liberal academicians that HCT has negative connotations with slavery. During training which is a learning process, constant practice in the operation of relevant machines and equipment will be of good use to competency and mastering of the whole process thereby increasing a sharp and faster skill which will in turn increase the employee performance in his/her workplace. Schultz's redefinition of education as investment in human capital, and his hypotheses about the relationship between human capital accumulation and aggregate growth, formed the basis for arguments that the training of employee in an organization will influence their work performance.

2.2.3 Dynamic Theory of Organizational Knowledge Creation

This study adopts the dynamic theory of organizational knowledge creation to validate the effect of sources of knowledge acquisition on job performance focusing on administrative staff state-owned Polytechnics, Oyo State, Nigeria. The dynamic theory of organizational knowledge creation offered precise implications for this study. Nonaka's theory of knowledge creation says little about the discovery of knowledge that is new to the world, rather its focus is on the processes through which knowledge develops and expands within organizations. Prior to 1994, a great deal had been written about knowledge creation by firms, however, for the most part it emphasized two processes: first, discovery through search, as in the case of scientific discovery, technological research and market research second, learning – especially learning by-doing. Nonaka's 'knowledge spiral' comprises a number of organizationally-embedded processes through which knowledge is shared, transformed, integrated, reinterpreted and activated⁹⁶. The central idea of the dynamic theory of organizational knowledge creation, discuss two fundamental elements of organizational knowledge creation theory: epistemology and knowledge conversion⁹⁷. Discussing the nature of information and knowledge and then draw a distinction between "tacit" and "explicit" knowledge. This distinction represents what could be described as the epistemological dimension to organizational knowledge creation.

A "spiral" model of knowledge creation is proposed which shows the relationship between the epistemological and ontological dimensions of knowledge creation. This spiral illustrates the creation of a new concept in terms of a continual dialogue between tacit and explicit knowledge. Knowledge is a multifaceted concept with multilayered meanings. Although the terms "information" and "knowledge" are often used interchangeably, there is a clear distinction between information and knowledge. Information is a flow of messages or meanings which might add to, restructure or change knowledge. In short, information is a flow of messages, while knowledge is created and organized by the very flow of information, anchored on the commitment and beliefs of its holder.

One dimension of this knowledge creation process can be drawn from a distinction between two types of knowledge-"tacit knowledge" and explicit knowledge. "Explicit" or codified knowledge refers to knowledge that is transmittable in formal, systematic language. On the other hand, "tacit" knowledge has a personal quality, which makes it hard to formalize and communicate. The Ontological Dimension: The Level of Social Interaction. At a fundamental level, knowledge is created by individuals. An organization cannot create knowledge without individuals. Organizational knowledge creation, therefore, should be understood in terms of a process that "organizationally" amplifies the knowledge created by individuals, and crystallizes it as a part of the knowledge network of organization.

The prime movers in the process of organizational knowledge creation are the individual members of an organization. Individuals are continuously committed to recreating the world in accordance with their own perspectives. Commitment underlies human knowledge creating activities. Thus, commitment is one of the most important components for promoting the formation of new knowledge within an organization. There are three basic factors that induce individual commitment in an organizational setting: "intention," and "autonomy," and a certain level of environmental "fluctuation." Intention is concerned with how individuals form their approach to the world and try to make sense of their environment⁹⁸. Evolutionary theory argued, that evolution involves the process of acquiring environmental information for better adaptation. The theory insisted that the degree of meaningfulness of information, or a value parameter, needs to be introduced to explain this system⁹⁹. Intention becomes apparent against this background. Without intention, it would be impossible to judge the value of the information or knowledge perceived or created. The intentionality of the mind not only creates the possibility of meaning, but also limits its form⁹⁸.

The principle of autonomy can be applied at the individual, group, and organizational levels - either separately or all together. However, the individual is a convenient starting point for analysis. Individuals within the organization may have different intentions. Every individual has his or her own personality. In a system where the autonomy of individuals is assured, or where only "minimum critical specification" is intended, it is possible to establish a basis for self-organization. Autonomy gives individuals freedom to absorb knowledge. Even though intention is internal to the individual, knowledge creation at the individual level involves continuous interaction with the external world. Individuals recreate their own systems of knowledge to take account of ambiguity, redundancy, noise, or randomness generated from the organization and its environment. These fluctuations differ from complete disorder and are characterized by "order without recursiveness"-which represents an order where the pattern is hard to predict in the beginning. Breakdown refers to the interruption of an individual's habitual, comfortable 'state-of-being.' When breakdowns occur, individuals question the value of habits and routine tools, which might lead to a realignment of commitments. Environmental fluctuation often triggers this breakdown.

Epistemological and ontological dimensions of knowledge creation can form a "spiral" model for the processes involved. This involves identifying four different patterns of interaction between tacit and explicit knowledge. These patterns represent ways in which existing knowledge can be "converted" into new knowledge. Social interaction between individuals then provides an ontological dimension to the expansion of knowledge. Four modes of knowledge conversion. The assumption that knowledge is created through conversion between tacit and explicit knowledge allows postulate four different "modes" of knowledge conversion: (1) from tacit knowledge to tacit knowledge, (2) from explicit knowledge to explicit knowledge, (3) from tacit knowledge to explicit knowledge, and (4) from explicit knowledge to tacit knowledge. First, there is a mode of knowledge conversion that enables us to convert tacit

knowledge through interaction between individuals. One important point to note here is that an individual can acquire tacit knowledge without language. The key to acquiring tacit knowledge is experience. This process of creating tacit knowledge through shared experience will be called "socialization". The second mode of knowledge conversion involves the use of social processes to combine different bodies of explicit knowledge held by individuals. Individuals exchange and combine knowledge through such exchange mechanisms as meetings and telephone conversations. The reconfiguring of existing information through the sorting, adding, recategorizing, and recontextualizing of explicit knowledge can lead to new knowledge. This process of creating explicit knowledge from explicit knowledge is referred to as "combination". The third and fourth modes of knowledge conversion relate to patterns of conversion involving both tacit and explicit knowledge. These conversion modes capture the idea that tacit and explicit knowledge are complementary and can expand over time through a process of mutual interaction. This interaction involves two different operations. One is the conversion of tacit knowledge into explicit knowledge, which will be called "externalization". The other is the conversion of explicit knowledge into tacit knowledge, which bears some similarity to the traditional notion of "learning" and will be referred to here as "internalization". Three of the four types of knowledge conversion socialization, combination, and internalization, have partial analogs with aspects of organizational theory. Organizational knowledge creation, as distinct from individual knowledge creation, takes place when all four modes of knowledge creation are "organizationally" managed to form a continual cycle⁹⁸.

Figure 1 Modes of the Knowledge Creation

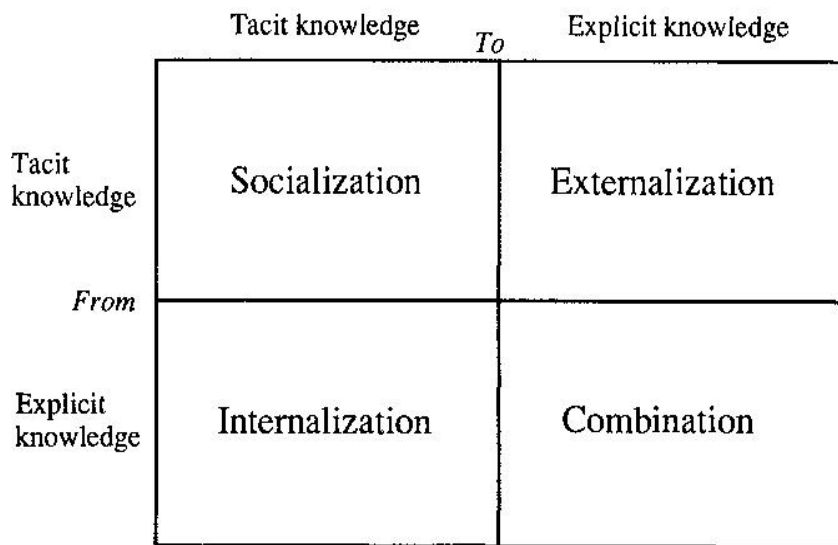


Figure 2.3 Modes of Knowledge Creation

Source: Ikujiro Nonaka 1994

While each of the four modes of knowledge conversion can create new knowledge independently, the central theme of the model of organizational knowledge creation proposed here hinges on a dynamic interaction between the different modes of knowledge conversion. Organizational knowledge creation, as distinct from individual knowledge creation, takes place when all four modes of knowledge creation are "organizationally" managed to form a continual cycle. First, the socialization mode usually starts with the building of a "team" or "field" of interaction. Second, the externalization mode is triggered by successive rounds of meaningful "dialogue"⁹⁸.

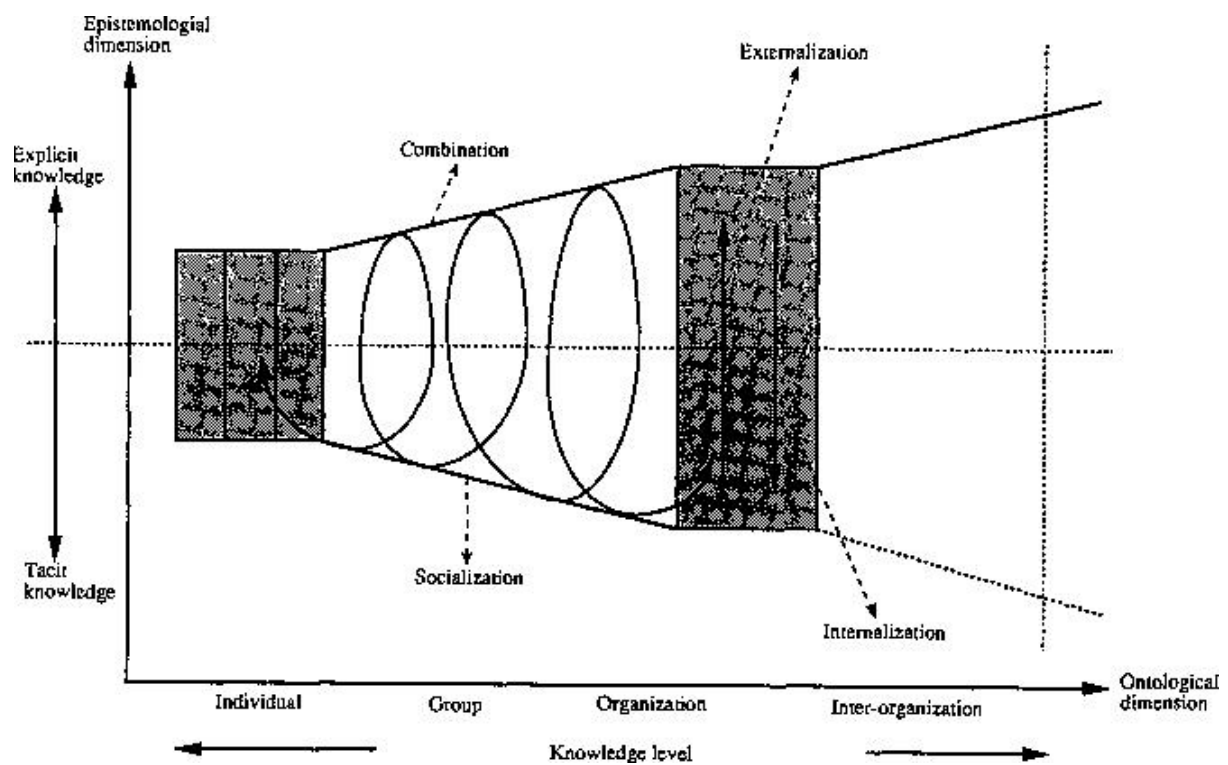


Figure 2.4: Spiral of Organizational Knowledge Creation

Source: Ikujiro Nonaka 1994

The quality of that tacit knowledge is influenced by two important factors. One factor is the "variety" of an individual's experience. If this experience is limited to routine operations, the amount of tacit knowledge obtained from monotonous and repetitive tasks will tend to decrease over time. What matters is "high quality" experience which might, on occasion, involve the complete redefinition of the nature of a "job". A second factor that determines the quality of tacit knowledge is "knowledge of experience." The essence of "knowledge of experience" is an embodiment of knowledge through a deep personal commitment into bodily experience. While the concepts of "high-quality experience" and "knowledge of experience" may be used to raise the quality of tacit knowledge, they have to be counterbalanced by a further approach to knowledge creation that raises the quality of explicit knowledge.

Sharing experience, in order for the self-organizing team to start the process of concept creation, it first needs to build mutual trust among members. Mutual trust is an indispensable base for facilitating this type of constructive "collaboration". A key way to build mutual trust is to share one's original experience-the fundamental source of tacit knowledge. Direct understanding of other individuals relies on shared experience that enables team members to "indwell" into others and to grasp their world from "inside". Shared experience also facilitates the creation of 'common perspectives" which can be shared by team members as a part of their respective bodies of tacit knowledge. The dominant mode of knowledge conversion involved here is socialization. Once mutual trust and a common implicit perspective have been formed through shared experience, the team needs to articulate the perspective through continuous dialogues. The dominant mode of knowledge conversion here is externalization. Dialogue, in the form of face-to-face communication between persons, is a process in which one builds concepts in cooperation with others. It also provides the opportunity for one's hypothesis or assumption to be tested. As points out, dialogue involves "perspective-setting, perspective-taking, and multiperspectivity of cognition.

The knowledge created in an interactive field by members of a self-organizing team has to be crystallized into some concrete "form" such as a product or a system. The central mode of knowledge conversion at this stage is internalization. Crystallization may then be seen as the process through which various departments within the organization test the reality and applicability of the concept created by the self-organizing team. The process of crystallization is a social process which occurs at a collective level. As knowledge is conventionally defined as "justified true belief," this convergence needs to be based on the "justification" or truthfulness of concepts. Justification is the process of final convergence and screening, which determines the extent to which the knowledge created within the organization is truly worthwhile for the organization and society. In this sense, justification determines the "quality"

of the created knowledge and involves criteria or "standards" for judging truthfulness. During this stage of organizational knowledge creation, the concept that has been created, crystallized and justified in the organization is integrated into the organizational knowledge-base which comprises a whole network of organizational knowledge. The organizational knowledge base is then reorganized through a mutually-inducing process of interaction between the established organizational vision and the newly-created concept. It should be noted that the process of organizational knowledge creation is a never-ending, circular process that is not confined to the organization but includes many interfaces with the environment.

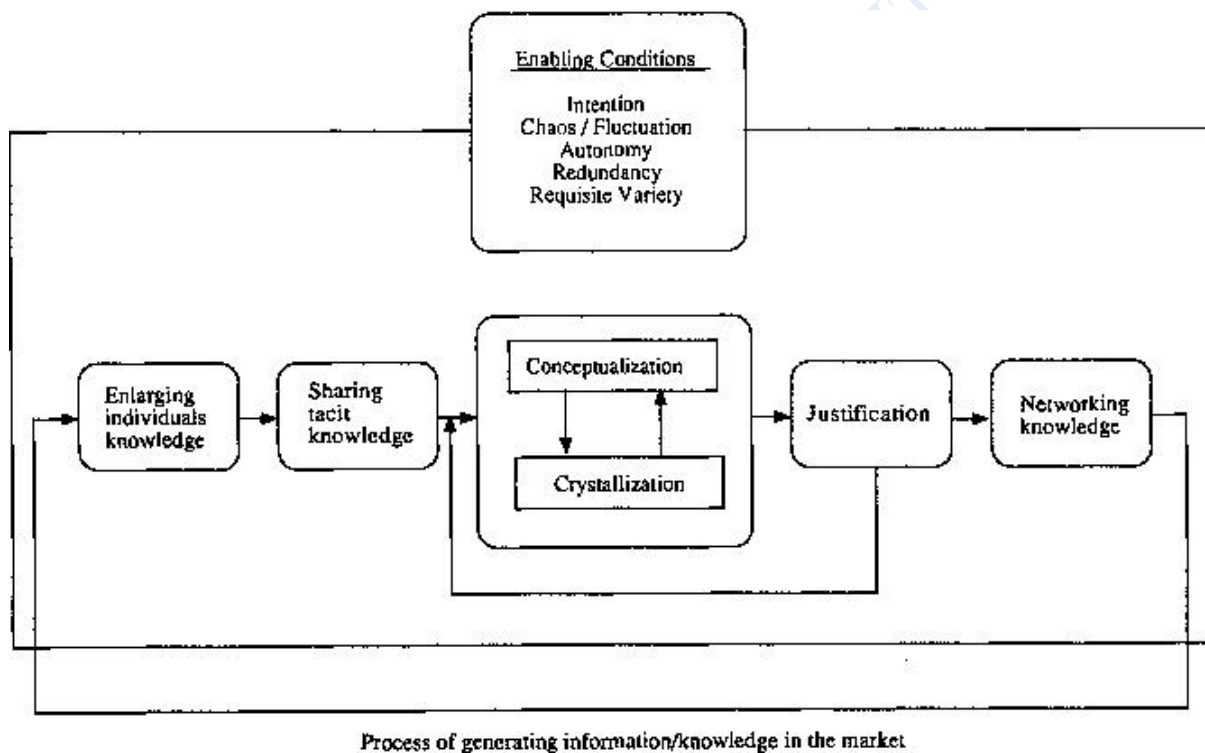


Figure 2.5: Organizational Knowledge Creation Process

Source: Ikujiro Nonaka 1994

Organizations play a critical role in mobilizing tacit knowledge held by individuals and provide the forum for a "spiral of knowledge" creation through socialization, combination, externalization and internalization. All of these conversion modes interact in a dynamic and continuous "entanglement" to drive the knowledge creation process. By concentrating on the

concept of organizational knowledge creation, it has been possible to develop a perspective which goes beyond straightforward notions of "organizational learning". Learning can be related to "internalization" which is but one of the four modes of conversion required to create new organizational knowledge. Learning has rather limited, static connotations whereas organizational knowledge creation is a more wide-ranging and dynamic concept.

In this regard, the dynamic theory of organizational knowledge creation was able to provide a theoretical explanation for the interaction between sources of knowledge acquisition, organisational training, and job performance and the hypotheses formulated. On the strength of the foregoing, the study argues that considering sources of knowledge acquisition is a capability that can be consistently reconfigured to meet environmental dynamics, a firm that displays this competency would achieve superior performance. More so, the interactionist perspective of fit-as-mediator suggests that when the indirect effect between two variables is explained by a third, then a mediation effect is achieved.

2.3 Review of Empirical Studies

2.3.1 Organizational Training and Job Performance

The review of empirical studies gives factual analysis of past related studies conducted by researchers.

A study conducted on the Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka with a sample size of 60 machine operators¹⁰¹. The method of data collection was survey, and the respective findings were discussed based on the data collected at that point of time. Statistical Package for the Social Sciences (SPSS) version 22 was used for the data analysis in arriving at the results and the interpretations. The results of empirical study discovered that training has a positive impact on performance of operational

level employees at the selected apparel organization. The result of regression analysis indicates that there is a significant positive impact of training content and operational factors on employee performance. Upgrading the training content and identifying the training requirements specifically with a proper training duration are some of the recommendations that the researchers are suggesting improving employee performance. This study is related to the present work as they both study training and employee performance. They differ in that as the present work studied administrative staff in State-owned polytechnic, while the study conducted above looked at machine operators apparel sector organization.

Impact of Training and Development on the Performance of Employees - A Comparative Study on Select Banks in Sultanate of Oman is another related study conducted using 75 respondent of bank employees at different managerial cadre from four commercial banks involving both public and private sector organizations. The public sector banks include National Bank of Oman (NBO) and Oman Arab Bank and the private sector banks include Bank Muscat and HSBC Bank. The primary data was collected through questionnaire method and statistical tools like Pearson Correlation, ANOVA and Regression Analysis were used to test the proposed alternate hypothesis. Findings in the research study indicate that there exists a strong correlation between Training and Development practices and Employee Performance in the select banking organizations. This infers that there exists a positive relationship in between Training and Development practices and Employee Performance. Organizations which invest in their employee skills by way of Training and Development activities will certainly reap the profits through employee productivity. The link between the study and the present work is that they both study training and performance of employees though using another area of scope¹⁰².

Furthermore, reviewing research on the Impact of Employee Training on Organizational Performance¹⁰³. A Study of Selected Insurance Firms in Abuja-Nigeria. Questionnaire was administered to population sample of one hundred and twenty (120) employees. Hypothesis formulated for the study were analyzed using test statistical technique to determine the relationship that exist between employee training and organizational performance are aware of and are involved in the training programmes, some employees think otherwise. It was clear that training programmes in the insurance industry focuses on employees' career and job. Most of the employees indicated that training programmes in the insurance industry are not frequent. Thus, for training programmes to strongly impact on organizational performance therefore training must be frequently and strategically organized. It was also observed that there is a considerable effect of employee training on organizational performance due to increase on productivities, job effectiveness and innovation. The direct correlation was reported between training and improvement in organizational performance indicators such as sales, market share, numbers of customers, customer services and new ideas on how to manage issues and claims. The study reveals that employee training leads to an increase in employee job effectiveness which means job accuracy, good work, safety practices and quality customer services. This finding is in agreement with the finding that training has a big influence on performance with attitude, job satisfaction and service delivery. This study is related to the present work, they studied training and performance and also agreed that training has a positive influence on employee performance in other to improve employee responsiveness, service quality and productivity.

In another similar study, the influence of training and development, employee performance on job satisfaction among the staff of School of Technology Management and Logistics (STML) was explored². The purpose of this research paper is to identify the influence of training & development program and employee performance on job satisfaction among university

academic and administrative staff in STML. The quantitative analysis method of a primary source was utilized to collect the data from eighty-one (81) staff respondents. Responses retrieved were 81. 73 responses were accepted and used for data analysis. The context of this study is in Universiti Utara Malaysia, Sintok, Kedah (UUM) in the northern region of Malaysia. Seven Likert scales were used to measure the degree of training & development and employee performance on job satisfaction. (SPSS) 20.0 was utilized to analyze the collected data. The result found that training & development and employee performance positively influence on job satisfaction, and there is a significant relationship between training and development, employee performance, and job satisfaction. It also established that training and development and employee performance is an efficient and supportive strategic to organization and employee success. This paper presents significant theoretical contribution for academic knowledge purpose and managerial contributions for practitioners.

In another similar study conducted to assess the computer skills needed by secretaries in colleges of education in north west Nigeria for effective work performance¹⁰⁴. The study adopted the descriptive survey design. Six research questions were raised to guide the study and two null hypotheses was tested at 0.05 level of significance. The entire population of 252 supervisors of secretaries in colleges of education in North west Nigeria was used for the study. The findings of the study revealed that secretaries in colleges of education in Nigeria required requisite computer skills for effective work performance. Conclusions were drawn and it was recommended amongst others, that secretaries in colleges of education should attend periodic training and retraining programmes on professional competencies in order to have current knowledge and competencies to utilize and manage new office technologies in their work places.

In a study conducted with the aim to find out the effect of motivation on employee performance of National Bank of Kenya¹⁰⁵. In respect to this, the key factor influencing motivation specifically training, reward systems; performance appraisals and work-life balance were analyzed. The target population comprised of the management officials and subordinate officials totaling to 124. Stratified random sampling was adopted to select a sample size of 95 respondents. Questionnaires were used as the main data collection instrument with which were personally administered by the researcher. Data analysis was done using descriptive and inferential statistics aided with SPSS Version 21. Descriptive statistics, involved mean, standard deviation, frequency distribution and percentages while for inferential statistics involved bivariate correlation and Multi regression analysis. The study findings would assist human resource managers, employees of NBK, scholars, policy makers and other relevant decision makers to establish mechanisms of how to deal with the motivation of employees to improve performance and its effects. The study adopted descriptive design. The study found out that motivation had a statistically significant influence on employee performance at the National Bank of Kenya.

In another study conducted with the aim to examine the effects of training and job promotion on work motivation and their implications on employee job performance¹⁰⁶. The study is accomplished in the Environment of the South Lampung Regency National Education Office on 215 respondents. The research design uses a quantitative survey method and data analysis is based on the structural equation model (SEM) with Amos 24. The results of the study show that (a) training and promotion had a positive and significant effect on work motivation, (b) training, promotion and work motivation had a positive and significant effect on job performance but (c) work motivation did not play any significant role in mediating the effect of training and job promotion for job performance. While job promotion had a more dominant direct effect than training in improving employee job performance, efforts to improve

employee job performance will be more productive by providing job promotions to employees. Another effort is to provide opportunities for employees to attend training regularly. With job promotion and training, work motivation will increase, and the impact is that employee job performance will increase.

Effects of Training on Employee Performance - A Study on Banking Sector, Tangail Bangladesh was researched in which Training (employee engagement, motivation and job satisfaction) considered as independent variable whereas dependent variable 'Employee Performance'¹⁰⁷. Data for the paper have been collected through primary source that are from questionnaires surveys. The statistical sample of this study at Banking Sector which covers 150 employees of 14 banks located on Tangail District. A survey of 150 employees via self-administrated questionnaire with the help of stratified sampling technique is conducted with the response rate of almost 75%. The data have been checked through statistical software SPSS 20 to perform Descriptive analysis, T-test, Correlation, and Regression analysis. Four Hypotheses are developed to see the effects of all the independent variables on the overall Employee Performance. The findings were presented using tables and figures. On the role of training the study showed that general training enhances employee engagement, employee motivation and job satisfaction. The Hypotheses showed that all these had significant effects on Employee Performance. That means, this research found that strong relationship exists between employee training and employees' performance. The results reveal that the more the employee gets training, the more efficient their level of performance would be.

The Impact of Training and Development on Employees Performance and Productivity "A case Study of Jordanian Private Sector transportation companies located in the Southern region of Jordan. A particular reference is made to the Govern ate of Maan". A quantitative approach is used Relevant data was collected through structured questionnaire. Subjects for the study

consisted of 254 employees which constituted 60% of the total target population of four hundred and twenty (420) people. 254 structured questionnaires were distributed to employees on job location, 212 questionnaires were returned and only 188 were suitable for statistical analysis. SPSS version 16 has been used to for data analysis. Both descriptive and inferential statistics were used for data analysis. For this purpose, frequency tables, percentages, means and standard deviations were computed and substantively interpreted. Inferential statistics like Pearson product moment correlation coefficient (r) and linear regression were used to determine if there is a significant positive relationship existed between the independent variables (training and development) and dependent variables (performance and productivity). The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employee performance and productivity. Analysis and interpretations were made at 0.05 level of significance. The study concluded that training and development have important impact on employee performance and productivity. The research was conducted by¹⁰⁸.

In the same vein, a study examined the effectiveness of the training programs on employee's performance: An empirical study at private sector companies in Saudi Arabia. The researcher designed and distributed 250 questionnaire forms where he retrieved 230 forms and excluded 30 forms due to the lack of information which means overall sample is 200. The result indicated that all the variables are positively correlated to each other also the total average value for domain reality of training was 3.47 which fall in the range of Likert scale between (3.41- 4.20), which also reflect the respondents agree with private sector companies provide effective training programs matching up with their expectations however there are some respondents disagreed about the comprehensiveness of training material and trainer motivate their trainees. The total average value for domain role of training programs for improving the employee's performance was 3.37 which fall in the range of Likert scale between (2.61- 3.40),

which also reflect the respondents were neutral about the role of training programs for improving the employee's performance at private sector companies in KSA however some respondents agreed about the training programs improve their skills and knowledge and assist them to solve their problems. The Chi square calculation for the reality of training was (167.2) at the level of significance (0.00) less than (0.05) which reflects a significant difference in the respondent's point of view about the reality of training at private sector at KSA also Chi-Square result for employee's performance was (9.88) at the level of significance (0.00) less than (0.05) which reflect a significant differences in the respondent's point of view about the reality of performance at Saudi Arabia's private sector. Pearson correlation coefficient value was (0.819), which indicate a positive significant relationship between the training programs and employee's performance in private sector companies at KSA. Training is very important for employee's performance in acquiring competencies and help organization to retain its employees through satisfaction and motivation. Globally day by day the world is modernizing and moving rapidly which is creating many challenges for the organizations. Training can overcome and make an employee's capabilities more efficient which also contributes in the efficiency of the company¹⁰⁹.

A study investigated the effect of training and development on employee performance in a private tertiary institution in Ghana" (Case Study: Pentecost University College (Puc) - Ghana). The study used the simple random sampling technique to select staff from all levels of management. A high response rate of ninety-six percent was obtained using the personal method of data collection, based on which the analysis was made using the frequency tables and charts. The study found out that employees are aware of the purpose of training in the organisation, the training objectives are clear to them before the training as well as the selection criteria. The study also found out that employees are motivated through training; and

training and development results into higher performance. The study recommended that training and development of all staff should be vigorously pursued and made compulsory¹¹⁰.

Another study highlighted the systematic approach to training and employee performance of Murang'a county government, Kenya¹¹¹. The County government of Murang'a is one such organization that has been practicing training since its beginning and particularly for the past five years. The study used a descriptive research design. The population of study was all county government employees Murang'a County's 7 Sub counties. The sample was developed using stratified random sampling technique, the sample size was 10% of the total population. The primary data was collected by use of self-administered semi-structured questionnaire. Validity of the questionnaires was ensured through face content and construct validity while reliability was confirmed using the Cronbach's alpha with a threshold of 0.7. Data analysis was done by use of both descriptive and inferential statistics. Descriptive analysis was done using mean scores and standard deviation and inferential statistics was measured using multiple regression with 0.5% level of significance using SPSS version 21 software. Data was presented using tables, charts and graphs. The study established that systematic approach training had a positive and significant effect on the performance of employees in the County Government of Murang'a. It was concluded that the county government to a moderate extent employed training needs analysis as a systematic approach training to improve the capacity of new and existing employees in their operations. The study concludes that the county government to a significant extent has enhanced training design development, customization, facilitation and policy reinforcement. The study concluded that the county had training policies in place but their implementation, monitoring and feedback were below expectations and evaluated its training programs however not continuously and was mainly reactionary instead of being a learning one to enable draw feedback and come up with areas of improvement.

Furthermore, in a related study that examined effect of training on the performance of university administrative staff in Nigeria using survey design and purposive sampling technique to collect data from 68 respondents with the help of a 17-item structured questionnaire. The respondents consisted of the administrative staff of FUTA. Data for this study were analyzed using descriptive statistics such as percentage, mean score, standard deviation, mean ranking, and chi-square was used to test the hypothesis posed for the research at 5% significant level. Reliability test was carried out with Cronbach Alpha, while the validation of the research instrument was carried out by a senior lecturer in the Department of Business Administration, FUTA. The study revealed that training (On the Job and Off the Job) had a significant effect on the respondents' performance; however, management did not release enough funds towards adequate training of the administrative staff. The paper, therefore, recommended more investment in training the staff in current skills and methods in order to cope with frequent changes in this contemporary world¹¹². These findings are in line with those of ¹¹³ who stated that training is mainly imparted in two ways: on the job training which is made available to employees within their daily working environment and off the job training method which is made available to employees outside their working environment, for example, conferences, seminars, workshops, among others. However, the findings do not agree with that of¹⁰⁵, who maintained that classroom-based training or off-the-job training is decreasing as technology and other methods of training including on-the-job instruction, problem-based learning, mentorship, action learning, fieldwork visits and job rotation have become more predominant.

In a study investigating assessment of the impact of systematic training and development on the performance of staff in Niger State polytechnic, Zungeru¹¹⁴. The study employed a survey research design method. The population included all the academic staff of the Polytechnic of both Zungeru and Bida Campuses, which stood at two hundred and ninety-three (293) Staff.

Krejcie and Morgan table was used to determine the sample size and arrived at (169). Multi stage sampling technique was used for the study and Stratified sampling technique was used in selecting the respondents of a questionnaire and an interview. The data were generated from both primary and secondary sources. The study used both descriptive and inferential statistics in describing and analyzing data, Regression analysis was also used as the tool of analysis. The study reveals that TETFUND intervention was not provided adequately and recommended that Government should provide adequate intervention fund to enable the academic staff to attend training programmes both locally and internationally.

2.3.2 Sources of Knowledge Acquisition and Job Performance

In an attempt to substantiate the interaction between external knowledge acquisition, internal knowledge transfer, and innovation performance, a scholar demonstrated that the alignment of internal knowledge transfer and external knowledge acquisition enhance organizational performance in innovation¹¹⁵. Besides, another scholar emphasized that the contribution of knowledge alignment to the innovation process depends to a large extent on a work environment that allows employees to share and assess knowledge through a formal coordination and communication system within the organization¹¹⁶. In a related study on the relevance of sources of knowledge acquisition to product innovation performance, it was suggested that organization with strong organizational awareness enables knowledge acquisition capability to interact with supply capability to significantly influence performance¹¹⁷. By this study, the researcher responded to the call for publication on “the exploration of mechanisms that facilitate the transformation of knowledge from outside a firm into internal-firm innovation performance”. Although similarities were shared with another scholar concerning knowledge acquisition and innovation performance, the moderating variables examined in both studies differ¹¹⁸. While internal knowledge transfer was considered,

organizational awareness was examined, supply chain network-oriented flexibility. Nevertheless, both studies upheld the underlining significance of knowledge acquisition to organizational performance. In a similar study, a scholar was interested in providing an empirical response to the question: “when does knowledge acquisition in R&D alliances increase new product development?”¹¹⁹. The study established that where a firm acquires higher technical knowledge via strategic alliance in research and development, such a firm is highly likely to achieve better new product development performance. Further analysis showed that knowledge acquisition had significant contributions to the firms’ new product development activities in the strategic alliance activities. Another study revealed that the combined interaction of internal knowledge creation capability and absorptive capability explained a positive and significant effect on incremental innovation performance¹²⁰. However, this positive significant contribution to innovation performance is preconditioned on organizations that can fit their internal knowledge base with their external knowledge sources.

Also, a study revealed that inter-organizational knowledge acquisition has a significant positive impact on firms' radical innovation performance; more so, that absorptive capacity possesses an indirect effect on the interaction between inter-firm knowledge acquisition and firms' radical innovation¹²¹. The scholars suggested that firms that exhibit ambidextrous search for knowledge from the external environment stand to achieve higher innovation performance. In addition, the innovation performance attributable to knowledge search is premised on the firm innovation activities and the features of the technological routine in operation in the industry where the firm functions. On what leads to business failures and on how firms can survive its attendant negative consequences, it was posited that financial crisis usually escalates the likelihood of business failure. Nevertheless, firms that deploy the capability to cooperate with vertical business partners (customers and suppliers) and acquire knowledge in the course of the interaction are highly likely to secure superior performance hence reducing the effect of

business failure in the context of the manufacturing industry¹¹⁷. By their implication and capability to acquire knowledge presents firms with a rare opportunity to survival a turbulent environment bedeviled by the financial crisis.

Assessment of a Nigerian Dental School Implant Training Programme Using Short-and Long-Term Knowledge Acquisition of Students¹²². The study used a cross-sectional study of undergraduate final year students with data collected using a self-administered questionnaire. The questionnaire elicited information on socio-demographic characteristics of the respondents, knowledge of dental implants, satisfaction and adequacy of implant education as well as interest in practicing implant dentistry. On the first day, the participants were given 20 minutes to complete the questionnaire to assess their baseline knowledge (L0). Then a series of lectures covering various aspects of implant dentistry was delivered to the participants. At the end of the lecture series, the participants were administered the same questionnaire (L1) to assess their knowledge acquisition. Three months later, the participants were administered the same questionnaire (L2), to assess their knowledge retention. The data so obtained was analysed using IBM SPSS version 21.0. Chi square test, ANOVA and Student's T- test were performed. There was statistically significant difference in mean between L0 (5.53 ± 2.816) and L1 (9.08 ± 2.614) (3.55 ; $p=0.001$). There was increased satisfaction with the level of implant education received, level of interest and preparedness to practice implant dentistry from L0 to L1 with a decrease at L2. The dental implant programme which consisted of only didactic lectures is an effective method of knowledge acquisition in implant dentistry but does not translate to equal knowledge retention. Therefore, more is needed to improve dental implant training at the undergraduate level.

Knowledge management and knowledge assets have gained much prominence in recent years and are said to improve organizational performance. Knowledge capture and acquisition

mechanisms enhance organizational memory and performance. In a study to investigate the knowledge capture and acquisition mechanisms at Rongo University¹²³ using purposive sampling to determine interview participants while questionnaire respondents were selected through stratified random sampling. Qualitative and quantitative data was analyzed using SPSS. This revealed the various knowledge capture and acquisition mechanisms at Rongo University. It was also established that the University encountered various challenges in knowledge capture and acquisition and lacked some essential knowledge capture and acquisition mechanisms. In this regard, this study proposed knowledge capture and acquisition guidelines that may be adopted by the University to enhance its organizational memory and performance.

Additionally, an especially critical step of KM is knowledge acquisition and sharing, which makes up for knowledge gaps to achieve a higher level of organisational performance. Organisational practice turns to solutions more and more, which acquire the necessary knowledge with the help of external sources. A possible solution is employing interim managers, who have gained extensive knowledge by solving the problems of different organisations. Knowledge Acquisition – Sharing Based on Interim Manager Experiences¹²⁴, the method of data collection was structured in-depth interview that was evaluated using the NVivo program. The result shows that, in most cases, managerial and professional knowledge is also transferred, and the interim managers are valuable to enterprises for their tacit knowledge. Knowledge transfer and development result from collaboration, knowledge generation through shared thinking, and knowledge development through that individual solve complex problems independently. In every case, a prerequisite of successful knowledge transfer (and its integration into organisational memory) is the trust developed between the sponsor and the interim manager.

Knowledge acquisition capability, strategic response capability, and organizational performance: a mediation analysis¹²⁵. The cross-sectional survey is designed with a sample of 343 employees from multiple industries; including banks, insurance, FMCGs, telecoms and small and medium enterprises in Oyo State, Nigeria. The study examined the effect of knowledge acquisition capability on organizational performance of firms in multiple industries in Oyo State, Nigeria, more so, it investigated the indirect effect of strategic response capability on the interaction between knowledge acquisition capability and organizational performance. The results show that knowledge acquisition capability has a positive and significant effect on organizational performance ($R^2 = 0.306$, $F(1,341) = 150.057$, $\beta = 0.489$, $t = 12.250$, $p = 0.000$). Further analysis shows that when strategic response capability was incorporated into the model as a multiple regression analysis, ($Adj. R^2 = 0.462$, $F(2,340) = 148.135$, $p = 0.000$) reveals that while the coefficient of strategic response capability had significant effect ($\beta = 0.732$, $t = 10.092$, $p = 0.000$) on organizational performance, the coefficient of knowledge acquisition capability became insignificant ($\beta = -0.084$, $t = -1.262$, $p = 0.208$) suggesting that a full mediation effect was established. The findings suggest that knowledge acquisition capability benefit organizational performance through the deployment of strategic response capability. Therefore, the study recommended that firms should strengthen their competency to develop innovative means of acquiring knowledge either from within or outside the organization, more so they should develop highly creative means to respond to both competitive rivalry and environmental challenges. This is because both capabilities can be adopted as competitive strategies in responding to changing environment and achieving significant superior performance.

Indicators system for assessing the organizational knowledge acquisition process was a study to develop a managerial instrument in order to measure each step of knowledge acquisition process, the main objective is to elaborate an indicators system with the purpose to assess the

environmental knowledge acquisition process using sample of 182 respondents¹²⁶. The main results of this approach are: development of a methodology in order to elaborate an indicators system associated to knowledge acquisition process; development of an indicators system in order to assess the steps which characterizes the environmental knowledge acquisition process. The results are based on research that addresses knowledge acquisition process within organization from NE area of Romania.

Furthermore, a conceptual paper knowledge acquisition and firm competitiveness: the role of complements and knowledge source aims to propose positive and negative firm competitiveness effects of knowledge acquisition of pertinent, irrelevant and erroneous knowledge based on its distinctiveness, the source of knowledge and the presence of firm complements. Aspects of knowledge acquisition from the innovation, knowledge and routines literatures are integrated to create propositions showing the effects of knowledge acquisition on firm competitiveness. The propositions emphasize the importance of increased managerial attention and understanding of potential problems of new knowledge acquisition. Moreover, managers should pay particular attention to their firm's existing complements when assessing knowledge acquisition benefits. The positive value of firm knowledge receives substantially more research attention than the potential negative effects. The paper identifies the competitiveness effects of acquiring pertinent, irrelevant or erroneous knowledge. Increased attention on the interaction of new knowledge and complements illustrates the positive and negative effects on firms¹²⁷.

2.4 Conceptual Framework

The need to critically explain the conceptual model adopted for this study cannot be over-emphasized, as this will ensure a clear and precise reading that will lead to a consequent understanding of the topic of research under study. Conceptual model is an explanation of the

interrelationships among the variables or concepts that are used in the study. It is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied. It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher. Conceptual model is a set of interrelated diagrams that help present a systematic view of phenomena by specifying relations among independent variables and dependent variable with the purpose of explaining and predicting the phenomena for decision making¹¹⁷. The conceptual model in a study ensures that the results of the study are not left hanging as it explain the variables under study. Conceptual model of a research area is always constructed by the researcher(s), by showing and linking the independent variables with the dependent variable. The model proposed links the interactions between the independent and dependent variables of the study.

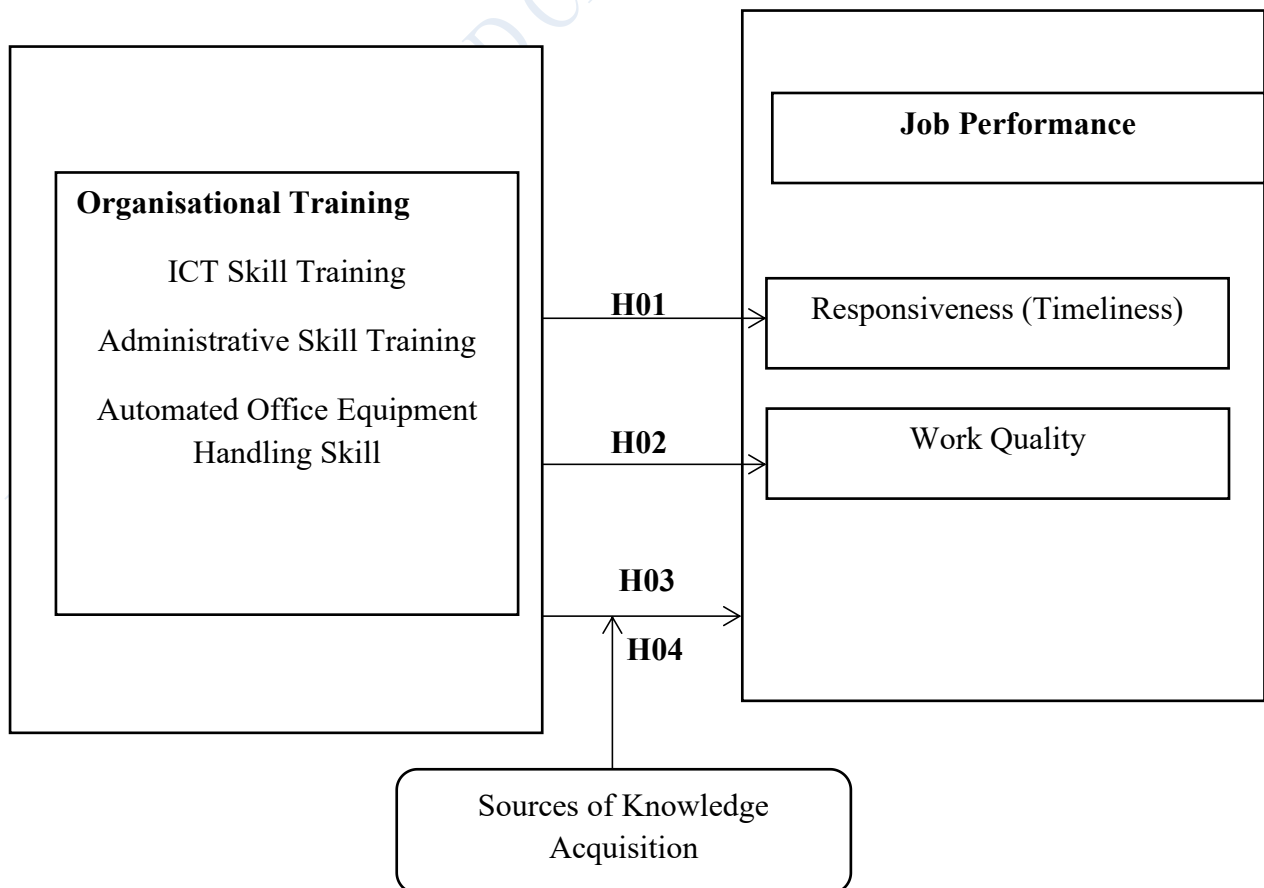


Figure 2.6: Researcher's Conceptual Framework Showing the Influence of Organizational Training on Job Performance.

Source: Researcher(s) Conceptual Model, 2021

The above conceptual framework in figure 1 shows the model has three variables: independent variable as organizational training and dependent variable as job performance and the moderating variable as sources of knowledge acquisition. The measures of job performance are responsiveness (timeliness) and work quality. Research identified two measures relevant to this study namely: timeliness and work quality in which all the two measures were adopted for this study¹²⁴ they are responsiveness (timeliness) and work quality. To measure organizational training, measures were adapted from previous studies^{128 129 130}. The measures are Information and Communications Technology (ICT) skills training; administrative skills training and automated office equipment handling skills training. The dependent variable of the study is job performance with measuring indicators as responsiveness (timeliness) and work quality are being adopted to test its significance on organizational training. The independent variable is organizational training with ICT skills, administrative skills and automated office equipment handling skills as a measuring indicator. Sources of knowledge acquisition is a moderating variable in this study to moderate the influence of organization training on job performance of administrative staff in State-owned Polytechnics, Oyo State, Nigeria.

2.5 Summary of Literature Reviewed

As projected in the study, performance was linked to perceived effectiveness, when all factors necessary for satisfaction are adequately put in place according to the Self Determination Theory (SDT), effectiveness can be at least 90% accurate and positive. The overall rating of

job performance is a predictor of the perceived effectiveness under the three subdivided independent variables - Information and communication technology skills training, administrative skills training and automated office equipment handling skills training. Following all this, others related studies conducted in this regard are being analyzed below:

Impact of Training on Employee Performance: A Case Study of Private Organization in Sri Lanka¹³¹ the study found that Skills and perception are highly significant factors which are having individual positive effect on performance. Training facilitation is also individually significant and has a positive effect on performance. Training opportunity is individually insignificant and performance is not influenced by training opportunities individually. Future studies could investigate follow-up study and look at other factors like motivate, job satisfaction that can impact employee performance. The Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka¹⁰¹ results of empirical study discovered that training has a positive impact on performance of operational level employees at the selected apparel organization. There is a scope for other researchers to study the other aspects of trainings and their influence on performance on the same or different sectors. Further research can also be carried out to identify other factors that may affect the employee performance which are not studied yet.

Furthermore, Impact of on-the-Job Training on Employee's Performance (The Case of Wollega University Main Campus) revealed that trained employees are more willing to continue working in the same organization after being trained than those who are not yet trained. One big result is that there is no feedback obtained after training session, training given at wollega university were not by professional trainers and hence, respondents shown their degree of reservation on knowledge and experience of trainers¹³². The impact of off-the-job training on employee's performance could be consider in future research. Information Application

Packages Skills Required by Office Management and Technology Graduates for Improved Job Performance in Rivers State findings revealed that Publishers and Graphics application skills are highly needed with positive improvement need index. Internet services application skills of OMT Graduates for improved job performance¹³³. The two skills needs were statistically significant at .05 alpha level. For comprehensive report research could be on other polytechnics in South West.

In addition, Assessment of Skills Possessed by Secretaries for Effective Electronic Records Management in Polytechnics in North Central, Nigeria¹³⁴. The findings revealed that proper electronic records management leads to good management of educational institutions because activities in polytechnics are based on access to the information contained in records. Hence, effective electronic records management plays a significant role in polytechnic education in North-Central, Nigeria. Future studies should consider investigating the same topic in universities or polytechnics in southwest part of Nigeria. Findings from Ergonomic Environment, Information and Communication Technology (ICT) and Secretarial Efficiencies in Tertiary Institutions in Ekiti State, Nigeria show that the physical environments of the institutions are conducive for work and some necessary facilities that could aid the efficiency of secretarial staff are provided but inadequate, this research can also be conducted in any other cities, provinces or any other country¹³⁵. Other sampling methods can also be used. Studies on Efficiency of Personal and Administrative Skills for Managerial Leadership on Administrative Creativity at Najran University shows that a high level of personal and administrative skills and medium level of administrative creativity to Najran University administrative leaders as well as a positive correlation between both personal and administrative variables and the level of administrative creativity. Researchers designed two questionnaires for measuring personal and administrative skills. First one aimed to measure personal skills& administrative skills consist of (30) statements divided into two Axis (personal skills 16 statements - administrative skills 14

statements). The second one to measure administrative creativity of leadership consists of 21 statements¹³⁶.

This study reviewed the impact of modern office Technology on the secretary's performance in some selected business organizations in the Takoradi Metropolis¹³⁷. Simple random technique was used to draw a sample of 60 respondents for the study, the study was carried out to examine modern office technology/equipment and its impact on the secretary's performance in some selected organizations. It was specifically to find out the availability of modern office technology/equipment, the secretary's knowledge and the usage of the technological equipment and its contributions to productivity and the secretary's performance. The study revealed that organizations had modern equipment which aided the performance of the secretary's tasks; the secretary's operational knowledge enhances the usage of the modern equipment which goes to improve their productivity and performance. Also, a study investigated the influence of ICT for effectiveness of staff job performance in two Universities in Oyo State, Nigeria. The descriptive survey research design was employed to collect the requisite data. The overall reliability coefficient was established at 0.76 using Cronbach Alpha. The study revealed that availability of ICT facilities, in-service training and constraints were significantly related to the use of ICT effectiveness and job performance of staff in the two institutions. Recommendation showed that there should be constant ICT training for the staff in order to provide them with necessary new skills in usage of ICT gadgets. Government should provide the necessary infrastructures like power supply, Wi-Fi for internet connectivity, conducive environment which are needed for effectiveness and efficiency in their job performance which will motivate staff to develop their skills in the usage of ICT¹²⁸.

The review focused on what organization training is globally, discussed to Africa, Nigeria and to administrative staff of State-owned Polytechnics, Oyo State, considering how they are

trained in ICT skills, administrative skills and handling automated equipment to improve job performance. The concept was also moderated with sources of knowledge acquisition by looking into its timeliness and work quality of administrative staff of State-owned Polytechnics to improve job performance. Studies established that most of the technological equipment that speed up work and improve productivity²³ are not well handled which has made it difficult to increase efficiency and effectiveness of work²⁹. Studies also show that administrative staff are faced with many challenges in handling technological skills, several scholars have also studied organization training and job performance of administrative staff⁵¹. From literature there are few studies that have moderated organization training and job performance with sources of knowledge acquisition globally but none in the study population. This is a gap that this study intends to fill.

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Chapter Three

Methodology

This chapter presents the research methodology used in this study. It discussed the research design strategies employed, population used for the study, sample size and sampling techniques, data collection, analysis techniques and description of the research instruments used.

3.1 Research Design

The research design was considered suitable because it accurately and systematically described the population, situation or phenomenon and also used to investigate one or more variables.

3.2 Population for the Study

The population of this study consists of one thousand, five hundred and nine (1,509) administrative staff (executive officers, secretaries, executive assistant etc) in State-owned polytechnics in Oyo State, Nigeria. Oyo State has three (3) State Polytechnics, namely: The Polytechnic, Ibadan, with seven hundred and ninety-one (791) administrative staff; The Oke-Ogun Polytechnic, Saki has total number of three hundred and ninety-four (394) administrative staff and The Ibarapa Polytechnic, Eruwa with three hundred and twenty-four (324) administrative staffs. The three State Polytechnics in Oyo state are situated in three different cities in Oyo State. The Polytechnic, Ibadan is located in Ibadan, the capital city of Oyo State. The Oke-ogun Polytechnic, Saki is located in Saki and The Ibarapa Polytechnic, Eruwa is located in Eruwa.

Table 3.1: List of Polytechnics and Population

S/No	Polytechnics	Population
1.	The Polytechnics, Ibadan	791
2.	The Oke-Ogun Polytechnic, Saki	394
3.	The Ibarapa Polytechnic, Eruwa	324
	Total	1509

Source: Researcher, 2021

3.3 Sample and Sampling Techniques

The sample size of this study was three hundred and seven (307) made up of administrative staff of the three state-owned polytechnics in Oyo State which represented the total population. This sample size was derived from Raosoft (2004) sample size. Raosoft (2004) sample size calculator 5% margin error is a common choice with 95% confidence level. The total population size of the study is 1,509 while the response distribution is on 50%. The recommended sample size given by the calculator was 307, which will enable researcher to get a correct answer than using a large sample where only a small percentage of the sample responds to the survey.

This study employed simple random sampling technique (a probability sampling approach) because of the nature of the study's population (executive officers, secretaries etc), this offers all the study population equal chance of been selected in this study. Given that the respondents share same characteristics, anyone sampled will not lead to sampling error that will invalidate the outcome of this study.

3.4 Description of Research Instrument

The instrument for data collection was structured questionnaire developed by the researcher from related literature based on the objectives of the study. The questionnaire used to obtain information on organizational training and job performance of administrative staff of State-owned polytechnics in Oyo State, Nigeria. The study adapted the Likert scale design and the instrument is made up of three sections.

Section A: this section was developed by researcher to collect demographic information of respondents and these contains bio-data of respondents measured through gender, years of working experience, educational qualification and department.

Section B: Job performance consist of thirteen (13) items covering two measures, that is, responsiveness (timeliness) and work quality adapted from¹. The instrument used four-point response format ranging from Very High (VH) – 4. High (H) – 3. Low (L) – 2. Very Low (VL) – 1. The first six (6) items are related to responsiveness and the last seven (7) items are related to work quality. Cronbach’s alpha values of 0.93 and 0.81 respectively.

Section C: Organizational Training consists of three measures adapted from existing literatures on training^{2 3 4}: ICT Skills training, administrative skills training and automated office equipment skills training. This was Nineteen (19) items adapted using the four-point response Very High (VH) – 4. High (H) – 3. Low (L) – 2. Very Low (VL) – 1. ICT skills training with seven (7) items, administrative skills training with six (6) and lastly, automated office equipment skills training with six (6) items. These factors have been used for measuring organizational training in the past with a reliability test for ICT skills training at 0.76, administrative skills training ranging between 0.80 and 0.89, while 0.83 for automated office equipment skills training.

Section D: This was a 4-point Likert-type items adapted from existing literature⁵. It was used to collect data on sources of knowledge acquisition of administrative staff in State-owned polytechnics, Oyo State, Nigeria. The Cronbach alpha values are found ranges from 0.60 and 0.883 respectively. The response options provided in this study’s questionnaire followed the 4-point Likert-type scale of 4=Very High(VH), 3=High(H), 2=Low(L) and 1=Very Low(VL). Example of question asked is “Devise ways of acquiring knowledge such as interviewing retiree”

The research instrument was divided into various sections in the selected Polytechnics which was designed to elicit responses on the topic under investigation.

3.5 Validity of Research Instrument

The study's instrument was subjected to content validity. The researcher's supervisor, the department's research committee, and other experts in the field of information management reviewed the instrument ensured it measures the intended variable and that it aligns with existing literature. The experts' critique, suggestions and recommendations on the items of the questionnaire were incorporated in making the final amendment of the instrument which were administered to the respondents for the main study.

3.6 Reliability of Research Instrument

The instrument was subjected to reliability test to check the internal consistency of all items measuring each variable in the study. The Cronbach's Alpha coefficient of 0.7 provides the threshold for certifying that an instrument is reliable for its intended use. Hence, reliability of the instrument was tested through a pilot study using twenty-five (25) copies of questionnaire administered to administrative staff of Osun State Polytechnic, Iree who are not part of the study population. The Cronbach's Alpha coefficient for the instruments adapted from the review studies range from 0.74 to 0.81 respectively for organisational training and job performance.

3.7 Administration of Instrument and Method of Data Collection

A letter of introduction and project attestation obtained from the Department of Information Management, Lead City University which was used to gain permission to conduct the survey from the administrative staff of the state-owned polytechnics in Oyo State, Nigeria. Given to

number of respondents from three (3) polytechnics, a two (2) days training were conducted for three (3) research assistants in order to enhanced the administration and the return rate of the questionnaire from the respondents. In all, 307 copies of questionnaire were administered to administrative staff of the three state-owned polytechnics in Oyo State.

Table 3.2: Sample Size Distribution of Population

S/No	Polytechnics	Population	Sample Size
4.	The Polytechnics, Ibadan	791	161
5.	The Oke-Ogun Polytechnic, Saki	394	80
6.	The Ibarapa Polytechnic, Eruwa	324	66
	Total	1509	307

Source: Researcher, 2021

3.8 Method of Data Analysis

The researcher analyzed the primary data collected using the descriptive and inferential statistics. The use of descriptive statistics was appropriate because it helped to described and summarized data in terms of frequency distribution, percentage, and mean of response about variables under study, thereby answering the research questions. The inferential statistics was used to test the hypotheses formulated in the introductory chapter of this study. Hypotheses one and two were examined using linear regression analysis to establish the influence of measures of organisational training on each measure of job performance. Hypothesis three was examined using multiple regression analysis to establish the combined influence of organisational training on job performance of administrative staff of the state-owned polytechnics in Oyo State, Nigeria, while hierarchical regression was used to test the moderating influence of sources of knowledge acquisition on organisational training and job performance for

hypothesis four. The result of the hypotheses tested were significant at a probability value of 0.05. The data collected for the study were analysed using Statistical Package for the Social Sciences (SPSS 24 version).

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Endnotes

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<http://www.netjournals.org>.
3. P. J. Lavrakas, *Proportional Allocation to Strata*, **Encyclopedia of Survey Research Methods**.<https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n411.xml> 2008.
4. O. Mugenda, & A. Mugenda, *Research methods: Quantitative and Qualitative Approaches*, **Nairobi**: Act Press.2016.
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Chapter Four

Results and Discussion of Findings

This chapter dealt with data presentation, analysis and the interpretation of the results. The analysis was guided by the specific objectives and the hypotheses that were formulated in the study. The first section shows the presentation of the descriptive analysis using tables showing percentages and interpretation below the tables. Section two presents inferential statistics (ANOVA: showing model summary and multiple regression tables) and discussion of findings comes at the later end of the chapter. The results presented were based on the research questions and hypotheses, which the study set out to answer and examine. Data was analyzed using SPSS version 24. A total of three hundred and seven (307) copies of questionnaire were administered, and two hundred and eighty-one (283) copies were returned. After sorting the questionnaires two hundred and sixty-one (261) copies were certified as duly filled and considered usable. The useable questionnaire represented 85.01% response rate. The high response rate was recorded as the researcher administered the instruments with the help of research assistants who put concerted efforts in reaching out to the secretaries to request them to participate in the study. The response results are presented in Table 4.

Table 4.1: Response Rate

Response Rate:	Frequency	Per cent (%)
Returned and used	261	85.01%
Not Returned/Returned but not used	46	14.98%
No of distributed Questionnaire	307	100%

Source: Field Survey Data (2022)

4.1.1 Presentation of Demographic Data Analysis

Table 4.1.1: Demographic Characteristics of Respondents

Variables	Category	Frequency	Percentage
Gender	Male	160	61.3%
	Female	101	38.7%
Age	25-35 years	110	62.9%
	36-45years	47	26.9%
	46-55years	15	8.6%
	56 years and above	2	1.1%
Years of experience	0-5 years	133	51.0%
	6-10 years	68	26.1%
	11-15 years	44	16.9%
	15 years and above	16	6.1%
Educational qualifications	SSCE	4	1.5%
	OND/NCE	121	46.4%
	HND/BSc.	128	49.0%
	M.SC	8	3.1%
	Ph.D	-	-

Source: Field Survey Results (2022)

This section consists of background and respondent's information that describes basic characteristics such as gender of the respondent, age of the respondent and faculty. The table 4.1.1 presents the demographic and personal profile of respondents used for this study. Demographic and personal profile of respondents as shown in table 4.1.1 profile of gender indicated that 160 respondents representing 61.3% were male while 101 respondents representing 38.7% were females, indicating that most of the respondents were male. Demographic and personal profile of respondents as shown in table 4.1.1 by age revealed that 110 respondents representing 62.9% were between ages 25-35years, 47 respondents representing 26.9% were between 36-45 years, 15 respondents representing 8.6% were between 46-55 years, 2 respondents representing 1.1% were between 56 years and above,

indicating that there were more respondents within the age 25-35 years. Furthermore, 133 respondents representing 51.0% indicated to have worked between 0-5years, 68 respondents representing 26.1% have worked between 6-10years, 44 respondents representing 16.9% have worked between 11-15years, and 16 respondents representing 6.1% have worked for 15 years and above. Also, 4 respondents representing 1.5% indicated that they had SSCE, 121 respondents representing 46.4% had OND/NCE, 128 respondents representing 49.0% had HND/BSc., and 128 respondents representing 3.1% had M.Sc.

4.1.2 Analysis of Research Questions

Research Question One: What is the level of job performance of administrative staff in State-owned polytechnics, Oyo State?

Table 4.1.2.1: Descriptive Analysis of Responses on the Level of Job Performance of Administrative Staff in State-Owned Polytechnics, Oyo State.

Responsiveness	VH	H	L	VL	Mean
Timely delivery of task assigned to me weekly.	94 (36.0%)	153 (58.6%)	10 (3.8%)	4 (1.5%)	3.29
Students needs are promptly responded to without delay.	105 (40.2%)	126 (48.3%)	26 (10.0%)	4 (1.5%)	3.27
Effective completion of task	94 (36.0%)	146 (55.9%)	20 (7.7%)	1 (0.4%)	3.28
Ability to perform swiftly in all roles assigned to me	96 (36.8%)	143 (54.8%)	20 (7.7%)	2 (0.8%)	3.28
Quick response to students' complaint	80 (30.7%)	103 (39.5%)	68 (26.1%)	10 (3.8%)	2.97
Giving explanation to reasons task cannot be achieved at a specific time.	65 (24.9%)	100 (38.3%)	80 (30.7%)	16 (6.1%)	2.82
Decision Rule: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High).					
Work Quality	VH	H	L	VL	Mean
Departmental resources are available to deliver credible service	78 (29.9%)	139 (53.3%)	40 (15.3%)	4 (1.5%)	3.11

Overall administrative service delivery of my school is outstanding	70 (26.8%)	140 (53.6%)	48 (18.4%)	3 (1.1%)	3.06
There is proper monitoring of administrative activities to ensure superior service delivery to students	64 (24.5%)	151 (57.9%)	41 (15.7%)	5 (1.9%)	3.05
There is proper monitoring of administrative activities to ensure superior service delivery to management	76 (29.1%)	143 (54.8%)	39 (14.9%)	3 (1.1%)	3.12
We have quality control unit to guaranty effective service delivery	78 (29.9%)	149 (57.1%)	29 (11.1%)	5 (1.9%)	3.15
Provide support for the academic unit in the school in delivery value to the student	94 (36.0%)	127 (48.7%)	32 (12.3%)	8 (3.1%)	3.18
Adopt best practices on delivery administrative work	76 (29.1%)	113 (43.3%)	66 (25.3%)	6 (2.3%)	2.99
Weighted Mean for Job Performance					3.12

Source: Field Survey Data (2022)

Decision Rule: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High).

According to results in Table 4.1.2.1 36.0% of respondents rated very high that there are timely delivery of tasks assigned to them, 58.6% high, 3.8% low, and 1.5% very low. On average, the respondents indicated that there is timely delivery of tasks assigned to them has a mean of 3.29. Results also indicated that 40.2% of respondents rated very high that students needs are promptly responded to without delay, 48.3% high, 10.0% low, and 1.5% very low. On average, the respondents indicated that student's needs are promptly responded to without delay has a mean of 3.27. Results also indicated that 36.0% of the respondents rated very high that there is effective completion of tasks, 55.9% high, 7.7% low, and 0.4% very low. On average, the respondents indicated that there is effective completion of tasks has mean of 3.28. Results also indicated that 36.8% of the respondents rated very high that the ability to perform in all role is assigned to them, 54.8% high, 7.7% low, and 0.8% very low. On average, the respondents indicated the ability to perform in all role is assigned to them has a mean of 3.28.

Results also indicated that 30.7% of the respondents rated very high that they respond quickly to student's complaints, 39.5% high, 26.1% low, and 3.8% very low. On average, the

respondents indicated that they respond quickly to students complaints has a mean of 2.97. Results also indicated that 24.9% of respondents rated very high that they give explanation to reasons tasks cannot be achieved at a specific time, 38.3% high, 30.7% low, and 6.1% very low. On average, the respondents indicated that they give explanation to reasons tasks cannot be achieved at a specific time has a mean of 2.82.

Results also indicated that 29.9% of the respondents rated very high that they have quality control unit to guaranty effective service delivery, 57.1% high, 11.1% low, and 1.9% very low. On average, the respondents indicated that they have quality control unit to guaranty effective service delivery has a mean of 3.15. Results also indicated that 36.0% of the respondents rated very high that they provide support for the academic unit in the school in delivery value to the student, 48.7% high, 12.3% low, and 3.1% very low. On average, the respondents indicated that they provide support for the academic unit in the school in delivery value to the student has mean of 3.18. Results also indicated that 29.1% of the respondents rated very high that they adopt best practices on delivery administrative work, 43.3% high, 25.3% low, and 2.3%. On average, the respondents indicated that they adopt best practices on delivery administrative work has a mean of 2.99.

Overall, the weighted mean for job performance is 3.12 and this suggest that the respondents fairly agree with many of the statement representing performance of administrative staff of State-owned polytechnics in Oyo State Specifically, of the issues such as ‘Quick response to students’ complaint with a mean of 2.97, and ‘Giving explanation to reasons task cannot be achieved at a specific time’ with a mean of 2.82 shows that despite an overall mean of 3.12 which shows that level of performance of administrative staff of State-owned polytechnics in Oyo State is moderately high, the underlining issues discovered as presented above suggest a lot of effort is needed to ensure that within State-owned polytechnics in Oyo State, they

consistently acquire and train on facilities that would positively enhance their work, like present the workers with an enabling environment that allow for performing increased number of tasks and be responsive to the institutional need. This should improve the performance of administrative staff in State-owned polytechnics in Oyo State.

Research Question Two: What is the level of organisational training available to administrative staff in State-owned polytechnics, Oyo State?

Table 4.1.2.2: Descriptive Analysis of Responses on the Level of Organisational Training Available to Administrative Staff in State-Owned Polytechnics, Oyo State

ICT Skills	VH	H	L	VL	Mean
Conducting periodic assessment of ICT skill needs to achieve better performance	88 (33.7%)	148 (56.7%)	22 (8.4%)	3 (1.1%)	2.23
Providing a schedule of ICT skill training to be conducted at regular interval	118 (45.2%)	115 (44.1%)	25 (9.6%)	3 (1.1%)	3.33
Providing adequate ICT facilities which enhance training	130 (49.8%)	103 (39.5%)	26 (10.0%)	2 (0.8%)	2.38
Ensuring that members of staff are all present to participate in the ICT skill training session	138 (52.9%)	92 (35.2%)	31 (11.9%)	-	3.41
Ensuring training covers the running of relevant software that aid work effectiveness	125 (47.9%)	102 (39.1%)	34 (13.0%)	-	3.35
Providing in-house support team to resolve challenges that comes up after the ICT skill training session	117 (44.8%)	117 (44.8%)	23 (8.8%)	4 (1.5%)	2.33
Ensuring ICT training is a continuous exercise	129 (49.4%)	108 (41.4%)	20 (7.7%)	4 (1.5%)	3.39
Decision Rule: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High).					
Administrative Skills Training	VH	H	L	VL	Mean

I am able to organize weekly task to achieve maximum productivity	75 (28.7%)	165 (63.2%)	20 (7.7%)	1 (0.4%)	3.20
I am able to follow due process in discharge of task assigned	116 (44.4%)	116 (44.4%)	26 (10.0%)	3 (1.1%)	3.32
I attend to duties effectively without undue delay	109 (41.8%)	137 (52.5%)	13 (5.0%)	2 (0.8%)	3.35
I am able to achieve cooperation among staff to enhance overall school performance	138 (52.9%)	108 (41.4%)	11 (4.2%)	4 (1.5%)	3.46
I ensure staff follow up with commitment to ensure efficient work done	99 (37.9%)	141 (54.0%)	21 (8.0%)	-	3.30
Managerial skills needed to handle unexpected work-related challenges are addressed to enhance staff performance	114 (43.7%)	119 (45.6%)	27 (10.3%)	1 (0.4%)	3.33

Decision Rule: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High).

Automated Office Equipment Handling Skills	VH	H	L	VL	Mean
There is proper documentation of all the office equipment in each office	137 (52.5%)	94 (36.0%)	24 (9.2%)	6 (2.3%)	3.39
There is prompt report of damages/fault identified with such equipment	109 (41.8%)	105 (40.2%)	39 (14.9%)	8 (3.1%)	3.21
I am able to operate the equipment that are automated in nature	83 (31.8%)	121 (46.4%)	49 (18.8%)	8 (3.1%)	3.07
I provide support staff to aid equipment handling before/after use	79 (30.3%)	150 (57.5%)	31 (11.9%)	1 (0.4%)	3.18
I provide up to date information required for the usage of an automated office equipment	75 (28.7%)	140 (53.6%)	37 (14.2%)	9 (3.4%)	3.08
I ensure that the automated equipment is not used for personal gains	119 (45.6%)	115 (44.1%)	20 (7.7%)	7 (2.7%)	3.33
Overall Weighted Mean of Organisational Training					3.26

Source: Field Survey Data (2022)

Decision Rule: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High).

According to results in Table 4.1.2.2 33.7% of respondents rated very high that conducting periodic assessment of ICT skill needs to achieve better performance, 56.7% high, 8.4% low, and 1.1% very low. On average, the respondents indicated that conducting periodic assessment of ICT skill needs to achieve better performance has a mean of 3.23. Results also indicated that 45.2% of respondents rated very high that providing a schedule of ICT skill training should be conducted at regular interval, 44.1% high, 9.6% low, and 1.1% very low. On average, the respondents indicated providing a schedule of ICT skill training should be conducted at regular interval has a mean of 3.33. Results also indicated that 49.8% of the respondents rated very high that they provide adequate ICT facilities which enhances training, 39.5% high, 10.0% low, and 0.8% very low. On average, the respondents indicated that they provide an adequate ICT facility which enhances training has a mean of 3.38.

Results also indicated that 52.9% of the respondents rated very high that they ensure that members of staff are all present to participate in the ICT skill training, 35.2% high, and 11.9% low. On average, the respondents indicated that they ensure that members of staff are all present to participate in the ICT skill training has a mean of 3.41. Results also indicated that 47.9% of respondents rated very high that they ensure training covers the running of relevant software that aid work effectiveness, 39.1% high and 13.0% low. On average, the respondents indicated that they ensure training covers the running of relevant software that aid work effectiveness has a mean of 3.35. Results also indicated that 44.8% of respondents rated very high that they should provide in-house support team to resolve challenges that come up after the ICT skill training session, 44.8% high, 8.8% low, and 1.5% very low. On average, the respondents indicated that they provide in-house support team to resolve challenges that come

up after the ICT skill training session has a mean of 3.33. Results also indicated that 49.4% of respondents rated very high that they ensure ICT training is a continuous exercise, 41.4% high, 7.7% low, and 1.5% very low. On average, the respondents indicated that providing in-house support team to resolve challenges that come up after the ICT skill training session has a mean of 3.39.

According to results in Table 4.1.2.2 28.7% of the respondents rated very high that they are able to organize weekly task to achieve maximum productivity, 63.2% high, 7.7% low, and 0.4% very low. On average, the respondents indicated that they are able to organize weekly task to achieve maximum productivity has a mean of 3.20. Results also indicated that 44.4% of the respondents rated very high that they are able to follow due process in discharge of task assigned, 44.4% high, 10.0% low, and 1.1% very low. On average, the respondents indicated that they are able to follow due process in discharge of task assigned has a mean of 3.32. Results also indicated that 41.8% of the respondents rated very high that they attend to duties effectively without undue delay, 52.5% high, 5.0% low, and 0.8% very low. On average, the respondents indicated that they attend to duties effectively without undue delay has a mean of 3.35. Results also indicated that 52.9% of the respondents rated very high that they are able to achieve cooperation among staff to enhance overall school performance, 41.4% high, 4.2% low, and 1.5% very low. On average, the respondents indicated they are able to achieve cooperation among staff to enhance overall school performance has a mean of 3.46.

Results also indicated that 37.9% of respondents rated very high that they ensure staff follow-up with commitment to ensure efficient work done, 54.0% high, and 8.0% low. On average, the respondents indicated that they ensure staff follow-up with commitment to ensure efficient work done has a mean of 3.30. Results also indicated that 43.7% of respondents rated very high that managerial skills needed to handle unexpected work-related challenges are addressed to

enhance staff performance, 45.6% high, 10.3% low and 0.4% very low. On average, the respondents indicated that managerial skills needed to handle unexpected work-related challenges are addressed to enhance staff performance has mean of 3.33

According to results in Table 4.1.2.2 52.5% of the respondents rated very high that there is proper documentation of all the office equipment in each office, 36.0% high, 9.2% low and 2.3% very low. On average, the respondents indicated that there is proper documentation of all the office equipment in each office has a mean of 3.39. Results also indicated that 41.8% of the respondents rated very high that there is prompt report of damages/fault identified with such equipment, 40.2% high, 14.9% low, and 3.1% very low. On average, the respondents indicated that there is prompt report of damages/fault identified with such equipment has a mean of 3.21. Results also indicated that 31.8% of respondents rated very high that they are able to operate the equipment that are automated in nature, 46.4% high, 18.8% low and 3.1% very low. On average, the respondents indicated that they are able to operate the equipment that are automated in nature has a mean of 3.07. Results also indicated that 30.3% of respondents rated very high that they provide support to staff to aid equipment handling before/after use, 57.5% high, 11.9% low, and 0.4% very low. On average, the respondents indicated that they provide support to staff to aid equipment handling before/after use has a mean of 3.18.

Results also indicated that 28.7% of respondents rated very high that they provide up to date information required for the usage of automated office equipment, 53.6% high, 14.2% low, and 3.4% very low. On average, the respondents indicated that they provide up to date information required for the usage of automated office equipment has a mean of 3.08. Results also indicated that 45.6% of respondents rated very high that they ensure that automated equipment is not used for personal gains, 44.1% high, 7.7% low, and 2.7% very low. On average, the

respondents indicated they automated equipment is not used for personal gains has a mean of 3.33.

Overall, the weighted mean for organizational training is 3.26 and this suggest that the respondents fairly agree with many of the statement representing training of administrative staff in State-owned polytechnics in Oyo State. Specifically, of the issues such as ‘Conducting periodic assessment of ICT skill gap needs to achieve better performance’ with a mean of 2.23, ‘Providing adequate ICT facilities which enhance training’ with a mean of 2.38, and Providing in-house support team to resolve challenges that comes up after the ICT skill training session with a mean of 2.33 shows that despite an overall mean of 3.13 which shows that level of organisational training in State-owned polytechnics in Oyo State is moderately high, the underlining issues discovered as presented above suggest a lot of effort is needed to ensure that within State-owned polytechnics in Oyo State, they consistently provide facilities that guarantee ICT training. Specifically, management of State-owned polytechnics in Oyo State need to acquire and train administrative staff on ICT facilities that would positively enhance their work, like Conducting periodic assessment of ICT skill gap needs, providing adequate ICT facilities which enhance training and providing in-house support team to assist administrative staff on ICT related challenges. This should improve the performance of administrative staff in State-owned polytechnics in Oyo State.

Research Question Three: What are the sources of knowledge acquisition of administrative staff in State-owned polytechnics, Oyo State?

Table 4.1.2.3: Descriptive Analysis of Responses on the Sources of Knowledge Acquisition of Administrative Staff in State-Owned Polytechnics in Oyo State

Sources of Knowledge Acquisition	VH	H	L	VL	Mean
Frequently visiting educational stakeholders to acquire new knowledge	7 (2.7%)	78 (29.9%)	102 (39.1%)	74 (28.4%)	2.03
Acquire new knowledge sourced from institutional developmental needs	109 (41.8%)	105 (40.2%)	39 (14.9%)	8 (3.1%)	2.41
Acquire knowledge from educational regulatory authorities	83 (31.8%)	121 (46.4%)	49 (18.8%)	8 (3.1%)	3.07
Periodically attend educational seminars to acquire new knowledge to improve service quality	80 (30.7%)	103 (39.5%)	68 (26.1%)	10 (3.8%)	2.97
Attend local administrative submit to acquire new knowledge	65 (24.9%)	100 (38.3%)	80 (30.7%)	16 (6.1%)	2.82
Attend international administrative submit to acquire new knowledge	3 (1.1%)	22 (8.4%)	148 (56.7%)	88 (33.7%)	2.23
Grand mean of knowledge acquisition capability					2.58

Source: Field Survey Data (2022)

Decision Rule: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High).

Result in Table 4.1.2.3 shows that 2.7% of the respondents rated very high that they visit educational stakeholders frequently to acquire new knowledge, 29.9% high, 39.1% low, and 28.4% very low. On average, the respondents indicated that they visit educational stakeholders frequently in order to acquire new knowledge has a mean of 2.03. Results also indicated that 41.8% of the respondents rated very high that they acquire new knowledge to fit the institution development needs, 40.2% high, 14.9% low, and 3.1% very low. On average, the respondents indicated that they acquire new knowledge to fit the institution development needs has a mean of 2.41. Results also indicated that 31.8% of the respondents rated very high that they build relationship with educational regulatory authority, 46.4% high, 18.8% low, and 3.1% very low. On average, the respondents indicated that they build relationship with educational regulatory authority has a mean of 3.07.

Results also indicated that 30.7% of the respondents rated very high that they periodically attend educational seminars to acquire new knowledge to improve service quality, 39.5% high, 26.1% low, and 3.8% very low. On average the respondents indicated that they periodically

attend educational seminars to acquire new knowledge to improve service quality has a mean of 2.97. Results also indicated that 24.9% of the respondents attend local administrative summit to acquire new knowledge, 38.3% high, 30.7% low, and 6.1% very low. On average, the respondents indicated that they attend local administrative summits to acquire new knowledge has a mean of 2.82. Results also indicated that 1.1% of the respondents rated very high that they attend international administrative summit to acquire new knowledge, 8.4% high, 56.7% low, and 33.7% very low. On average, the respondents indicated that they attend international administrative summit to acquire new knowledge has a mean of 2.23.

Overall, the weighted mean for knowledge acquisition capability is 2.58 and this suggest that the respondents fairly agree with many of the statement representing knowledge acquisition capability of administrative staff in State-owned polytechnics in Oyo State. Specifically, of the issues such as 'Frequently visiting educational stakeholders to acquire new knowledge ' with a mean of 2.03, 'Acquire new knowledge to fit the institution development needs' with a mean of 2.41, 'Periodically attend educational seminars to acquire new knowledge to improve service quality' with a mean of 2.97, 'Attend local administrative summit to acquire new knowledge' with a mean of 2.82, and 'Attend international administrative summit to acquire new knowledge with a mean of 2.23 reinforce the low level of knowledge acquisition capability of administrative staff of State-owned polytechnics in Oyo State. Management of State-owned polytechnics in Oyo State should endeavour to provide opportunity for their administrative staff to engage in activities that develop and enhance the capacity to acquire new knowledge as it is critical to the success of organisational training.

4.1.3 Presentation of Test of Hypotheses

The null hypothesis one which states that organizational training measures has no significant influence on responsiveness of job performance of administrative staff in State-owned

polytechnics in Oyo State, Nigeria was tested using multiple linear regression analysis. In the analysis, the values of responsiveness were regressed on the values of organisational training sub-measure. The data for organisational training (independent variable) was generated by summing responses of all variable items respectively while that of responsiveness of administrative staff (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 4.5a-c.

Hypothesis One: Organizational training measures has no significant influence on responsiveness of job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.

Table 4.5a-c: Summary of Regression Analysis for the Influence of Organisational Training on Responsiveness of Administrative Staff in State-Owned Polytechnics in Oyo State

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 ^a	.109	.099	.45627

a. Predictors: (Constant), EHTRAIN, ICTRAIN, ASTRAIN

b. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.569	3	2.190	10.518	.000 ^b
	Residual	53.504	257	.208		
	Total	60.073	260			

a. Dependent Variable: Responsiveness

b. Predictors: (Constant), ICT skill, Administrative skill, Automated office equipment handling skill

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.937	.243		7.958	.000
	ICT Skills	-.016	.075	-.016	-.211	.833
	Administrative skills	.176	.099	.151	1.785	.075
	Equipment handling skills	.212	.076	.222	2.794	.006

a. Dependent Variable: Responsiveness

b. Predictors: (Constant), ICT skill, Administrative skill, Automated office equipment

handling skill

Source: Researcher's Field Survey Data (2022)

From the results in Table 4.5a, organisational training has weak positive relationship with the responsiveness of administrative staff of State-owned polytechnics in Oyo State ($R = 0.331$). The coefficient of determination (Adj. R^2) of 0.099 shows that organisational training explains 9.9% of the variation in responsiveness of administrative staff of State-owned polytechnics in Oyo State, while the remaining 99.1% variation in responsiveness of administrative staff is explained by other extraneous factors other than those examined in this study. Table 4.5b presents the results of ANOVA (overall model significance) of regression test which revealed that organisational training has a significant influence on responsiveness of administrative staff of State-owned polytechnics in Oyo State. This can be explained by the F-value (10.518) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that organisational training taking place in State-owned polytechnics in Oyo State significantly influenced the responsiveness of administrative staff in the institution.

Furthermore, the results of regression coefficients in table 4.5c, revealed that at 95% confidence level, a unit change in Equipment handling skills training will lead to a 0.212 increase in the responsiveness of administrative staff of State-owned polytechnics in Oyo State, given that all other factors are held constant. Of all the organisational training sub-variables examined, ICT skill and administrative skill training have an insignificant relative influence while Equipment handling skills training has a significant relative. On the strength of this result (Adj. $R^2 = 0.099$, $F(3,257) = 10.518$, $p = 0.000$), this study rejects the null hypothesis one (H_01) which states that organizational training measures has no significant influence on responsiveness of job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.

The null hypothesis two which states that organizational training measures has no significant influence on work quality of job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria was tested using multiple linear regression analysis. In the analysis, the values of work quality were regressed on the values of organisational training sub-measures. The data for organisational training (independent variable) was generated by summing responses of all variable items respectively while that of work quality (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 4.6a-c.

Hypothesis Two: Organizational training measures has no significant influence on work quality of job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.

Table 4.6a-c: Summary of Regression Analysis for the Influence of Organisational Training on Work Quality of Administrative Staff in State-Owned Polytechnics in Oyo State

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603 ^a	.364	.356	.38077

a. Predictors: (Constant), ICT skill, Administrative skill, Automated office equipment handling skill

b. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.317	3	7.106	49.008	.000 ^b
	Residual	37.262	257	.145		
	Total	58.579	260			

a. Dependent Variable: Work Quality

b. Predictors: (Constant), EHTRAIN, ICTRAIN, ASTRAIN

c. Coefficients^a

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.032	.203		5.079	.000
	ICT Skills	-.008	.062	-.008	-.129	.897
	Administrative skills	.176	.082	.153	2.139	.033
	Equipment handling skills	.469	.063	.498	7.401	.000

a. Dependent Variable: Work Quality

b. (Constant) ICT skill, Administrative skill, Automated office equipment handling skill

Source: Researcher's Field Survey Data (2022)

From the results in Table 4.6a, organisational training has moderately-high positive relationship with the Work Quality of administrative staff of State-owned polytechnics in Oyo State ($R = 0.603$). The coefficient of determination (Adj. R^2) of 0.356 shows that organisational training explains 35.6% of the changes in Work Quality of administrative staff of State-owned polytechnics in Oyo State, while the remaining 64.4% changes in Work Quality of administrative staff is explained by other extraneous factors other than those examined in this study. Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that organisational training has a significant influence on Work Quality of administrative staff of State-owned polytechnics in Oyo State. This can be explained by the F-value (49.008) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that organisational training taking place in State-owned polytechnics in Oyo State significantly influenced the Work Quality of administrative staff in the institution.

Furthermore, the results of regression coefficients in table 4.6c, revealed that at 95% confidence level, a unit change in administrative skill training will lead to a 0.176 increase in the Work Quality of administrative staff of State-owned polytechnics in Oyo State, given that

all other factors are held constant. Also, a unit change in equipment handling skills training will lead to a 0.469 increase in the Work Quality of administrative staff of State-owned polytechnics in Oyo State, given that all other factors are held constant. Of all the organisational training sub-variables examined, ICT skill have an insignificant relative influence while Equipment handling skills training has the highest significant relative influence followed by administrative skill training. On the strength of this result (Adj. $R^2 = 0.356$, $F(3,257) = 49.008$, $p = 0.000$), this study rejects the null hypothesis two (H_{02}) which states that organizational training measures has no significant influence on work quality of job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.

The null hypothesis three which states that organizational training measures has no significant combined influence on job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria was tested using simple linear regression analysis. In the analysis, the values of job performance was regressed on the values of organisational training. The data for organisational training (independent variable) was generated by summing responses of all variable items respectively while that of job performance of administrative staff (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 4.7a-c.

Hypothesis Three: Organizational training measures has no significant combined influence on job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.

Table 4.7a-c: Summary of Regression Analysis for the Influence of Organizational Training on Job Performance of Administrative Staff in State-owned Polytechnics in Oyo State, Nigeria

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the
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				Estimate
1	.508 ^a	.258	.256	.36338

a. Predictors: (Constant), Organisational Training

b. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.920	1	11.920	90.273	.000 ^b
	Residual	34.200	259	.132		
	Total	46.120	260			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Organisational Training

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.361	.188		7.237	.000
	ORG Training	.539	.057	.508	9.501	.000

a. Dependent Variable: Job performance

b. (Constant) Organisational Training

Source: Researcher's Field Survey Data (2022)

From the results in Table 4.7a, organisational training has positive relationship with Job performance of administrative staff of State-owned polytechnics in Oyo State ($R = 0.508$). The coefficient of determination (R^2) of 0.258 shows that organisational training explains 25.8% of the changes in Job performance of administrative staff of State-owned polytechnics in Oyo State, while the remaining 74.2% changes in Job performance of administrative staff is explained by other extraneous factors other than those examined in this study. Table 4.7b presents the results of ANOVA (overall model significance) of regression test which revealed that organisational training has a significant influence on Job performance of administrative staff of State-owned polytechnics in Oyo State. This can be explained by the F-value (90.273)

and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that organisational training taking place in State-owned polytechnics in Oyo State significantly influenced the Job performance of administrative staff in the institution.

Furthermore, the results of regression coefficients in table 4.7c, revealed that at 95% confidence level, a unit change in organisational training will lead to a 0.539 increase in the job performance of administrative staff of State-owned polytechnics in Oyo State, given that all other factors are held constant. On the strength of this result ($R^2 = 0.258$, $F(1,259) = 90.273$, $p = 0.000$), this study rejects the null hypothesis three (H_03) which states organizational training measures has no significant combined influence on job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.

To evaluate the null hypothesis four, hierarchical regression was applied whereby the analysis was carried out in the order of hierarchy. A composite score was obtained for organisational training as adopted by the State-owned polytechnics in Oyo State, Nigeria and were used in the regression analysis. Also, data for job performance (Y) was created by adding responses of all items for the variable, while that of sources of knowledge acquisition was obtained from adding responses of all items for the variable. In addition, an interaction term for organisational training and sources of knowledge acquisition was obtained by multiplying the composite score for organisational training and sources of knowledge acquisition. The hypothesis would be supported if the influence of the interaction of organisational training and sources of knowledge acquisition on job performance of administrative staff in State-owned polytechnics in Oyo State is statistically significant. The results of the analysis step by step are presented in Table 4.8a-c.

Hypothesis Four: Sources of knowledge acquisition has no significant moderating influence on the relationship between organization training and job performance of State-owned Polytechnics, Oyo State, Nigeria.

Table 4.8a-C: Summary of Hierarchical Regression Analysis for the Intervening Moderating Influence of Sources of Knowledge Acquisition on the Interaction between Organisation Training and Performance of Administrative Staff in State-Owned Polytechnics in Oyo State, Nigeria

c. Model Summary

Mode	R		Std. Error		Change Statistics			Sig. F Change	
	R	Square	Adjusted R Square	of the Estimate	R Square Change	F Change	df1		df2
1	.508 ^a	.258	.256	.36338	.258	90.273	1	259	.000
2	.551 ^b	.304	.299	.35273	.046	16.878	1	258	.000
3	.556 ^c	.309	.301	.35208	.005	1.952	1	257	.044

a. Predictors: (Constant), OrgTrain, b. Predictors: (Constant), OrgTrain, SKA, c. Predictors: (Constant), OrgTrain, SKA, OrgSKA

d. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.920	1	11.920	90.273	.000 ^b
	Residual	34.200	259	.132		
	Total	46.120	260			
2	Regression	14.020	2	7.010	56.343	.000 ^c
	Residual	32.100	258	.124		
	Total	46.120	260			
3	Regression	14.262	3	4.754	38.351	.000 ^d
	Residual	31.858	257	.124		
	Total	46.120	260			

a. Dependent Variable: Job Performance b. Predictors: (Constant), OrgTrain, c. Predictors: (Constant), OrgTrain, SKA, d. Predictors: (Constant), OrgTrain, SKA, OrgSKA

e. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.361	.188		7.237	.000
	ORG Training	.539	.057	.508	9.501	.000
2	(Constant)	1.260	.184		6.838	.000

	ORG	1.109	.149	1.046	7.428	.000
	Training					
	SKA	.536	.130	.579	4.108	.000
3	(Constant)	.233	.757		.308	.758
	ORG	1.414	.264	1.334	5.351	.000
	Training					
	SKA	.171	.292	-.185	-.587	.558
	OrgSKA	.107	.077	.674	3.397	.044

a. Dependent Variable: Job Performance Note: SKA= sources of knowledge acquisition
Source: Field Survey Data (2022)

Tables 4.8a-c present hierarchical regression results for the moderating effect of sources of knowledge acquisition on the interactions between organisational training and job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria. Results in Table 4.8a-c model one, summarize the output for the analysis if moderation effect is not considered. Therefore, in this model, the independent variable was organisational training. From table 4.20, Model 1 reveals that $R = 0.508$, $R^2 = 0.258$, and $F(1, 259) = 90.273$, $p = 0.000$. The value of coefficient of determination, R^2 indicates that 25.8% of the variance in the job performance of administrative staff in State-owned polytechnics in Oyo State was explained by organisational training. The remaining 74.2% of the total variation in job performance is explained by factors not included in the model. The explained variation in the influence of organisational training on job performance was found to be significant at p-value of 0.000 which is below the accepted threshold of 0.05.

In the second step (model 2, Table 4.8a-c), a multiple regression involving organisational training and sources of knowledge acquisition was introduced in the model as predictor variables and the results indicates that a change was experienced as R^2 change is 0.046 implying that the regression model explains 30.4% of variations in job performance while the rest (69.6%) are attributed to variables not included in the model. The F-statistics is 56.343 with a corresponding p-value of 0.000 ($p < 0.05$) indicating that the influence is statistically significant. In addition, organisational training has a coefficient of 1.109; t-statistic of 7.428,

and a p-value of 0.000. This implies that organisational training has positive and significant influence on job performance of administrative staff in State-owned polytechnics in Oyo State. More so, a unit change in organisational training will have a concomitant 1.109 change in job performance. The beta coefficient for knowledge acquisition capability is 0.536; t-statistic of 4.108 and a corresponding p-value of 0.000. The result posits that a unit change in sources of knowledge acquisition would result in a significant 0.536 change in job performance.

The third step involved the introduction of interaction term of organisational training and sources of knowledge acquisition, using regression model. Result in Table 4.8a-c indicates that the R square change is 0.005, and F-change of 1.952 with a corresponding p-value of 0.044, implying that the interaction term of organisational training and sources of knowledge acquisition have a positive and significant moderating influence on job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria ($p < 0.05$). Furthermore, the interaction term of organisational training and sources of knowledge acquisition has a beta coefficient of 0.107 and a corresponding p-value of 0.044. Hence, this imply that sources of knowledge acquisition moderate the influence of organisational training on job performance of administrative staff of State-owned polytechnics in Oyo State, Nigeria. Based on this result, this study rejects the null hypothesis four (H_{04}) which states that sources of knowledge acquisition has no significant moderating influence on the relationship between organisational training and job performance of administrative staff of State-owned polytechnics in Oyo State, Nigeria.

4.2 Discussion of Findings

The finding of the first research question shows that the weighted mean for job performance is 3.12 and this suggests that the respondents fairly agree with many of the statement representing performance of administrative staff of State-owned polytechnics in Oyo State. However, the

issue such as 'Quick response to students' complaint with a mean of 2.97, and 'Giving explanation to reasons task cannot be achieved at a specific time' with a mean of 2.82 shows that despite an overall mean of 3.12 which shows that level of performance of administrative staff in State-owned polytechnics in Oyo State is moderately high, the underlining issues discovered as presented above suggest a lot of effort is needed to ensure that within State-owned polytechnics in Oyo State, they consistently acquire and train on facilities that would positively enhance their work, like present the workers with an enabling environment that allow for performing increased number of tasks and be responsive to the institutional need. This should improve the performance of administrative staff in State-owned polytechnics in Oyo State.

The finding of the second research question shows that the weighted mean for job performance is 3.12 and this suggest that the respondents fairly agree with many of the statement representing performance of administrative staff of State-owned polytechnics in Oyo State. However, the issues such as 'Conducting periodic assessment of ICT skill gap needs to achieve better performance' with a mean of 2.23, 'Providing adequate ICT facilities which enhance training' with a mean of 2.38, and Providing in-house support team to resolve challenges that comes up after the ICT skill training session with a mean of 2.33 shows that despite an overall mean of 3.13 which shows that level of organisational training in State-owned polytechnics in Oyo State is moderately high, the underlining issues discovered as presented above suggest a lot of effort is needed to ensure that within State-owned polytechnics in Oyo State, they consistently provide facilities that guarantee ICT training. Specifically, management of State-owned polytechnics in Oyo State need to acquire and train administrative staff on ICT facilities that would positively enhance their work, like Conducting periodic assessment of ICT skill gap needs, providing adequate ICT facilities which enhance training and providing in-house

support team to assist administrative staff on ICT related challenges. This should improve the performance of administrative staff in State-owned polytechnics in Oyo State.

The finding of third research question reveals that, the weighted mean for sources of knowledge acquisition is 2.58 and this suggest that the respondents fairly agree with many of the statement representing sources of knowledge acquisition of administrative staff in State-owned polytechnics in Oyo State However, the issues such as ‘Frequently visiting educational stakeholders to acquire new knowledge ’ with a mean of 2.03, ‘Acquire new knowledge to fit the institution development needs’ with a mean of 2.41, ‘Periodically attend educational seminars to acquire new knowledge to improve service quality’ with a mean of 2.97, ‘Attend local administrative summit to acquire new knowledge’ with a mean of 2.82, and ‘Attend international administrative summit to acquire new knowledge with a mean of 2.23 reinforce the low level of sources of knowledge acquisition of administrative staff of State-owned polytechnics in Oyo State. Management of State-owned polytechnics in Oyo State should endeavour to provide opportunity for their administrative staff to engage in activities that develop and enhance the capacity to acquire new knowledge as it is critical to the success of organisational training.

The findings of hypothesis one to three reveal that there is significant influence of combined measure of organisational training on job performance of administrative staff of State-owned polytechnics in Oyo State, Nigeria. Hence, the findings of hypothesis one found support in prior empirical studies. For instance, A study conducted on the Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka with a sample size of 60 machine operators¹. The method of data collection was survey, and the respective findings were discussed based on the data collected at that point of time. SPSS version 22 was used for the data analysis in arriving at the results and the interpretations. The results of

empirical study discovered that training has a positive impact on performance of operational level employees at the selected apparel organization. The result of regression analysis indicates that there is a significant positive impact of training content and operational factors on employee performance. Upgrading the training content and identifying the training requirements specifically with a proper training duration are some of the recommendations that the researchers are suggesting improving employee performance. This study is related to the present work as they both study training and employee performance. They differ in that as the present work studied administrative staff in State-owned polytechnic, while the study conducted above looked at machine operators apparel sector organization.

Impact of Training and Development on the Performance of Employees - A Comparative Study on Select Banks in Sultanate of Oman is another related study conducted using 75 respondent of bank employees at different managerial cadre from four commercial banks involving both public and private sector organizations. The public sector banks include National Bank of Oman (NBO) and Oman Arab Bank and the private sector banks include Bank Muscat and HSBC Bank. The primary data was collected through questionnaire method and statistical tools like Pearson Correlation, ANOVA and Regression Analysis were used to test the proposed alternate hypothesis. Findings in the research study indicate that there exists a strong correlation between Training and Development practices and Employee Performance in the select banking organizations. This infers that there exists a positive relationship in between Training and Development practices and Employee Performance. Organizations which invest in their employee skills by way of Training and Development activities will certainly reap the profits through employee productivity. The link between the study and the present work is that they both study training and performance of employees though using another area of scope².

Furthermore, reviewing research on the Impact of Employee Training on Organizational Performance³. A Study of Selected Insurance Firms in Abuja-Nigeria. Questionnaire was administered to population sample of one hundred and twenty (120) employees. Hypothesis formulated for the study were analyzed using test statistical technique to determine the relationship that exist between employee training and organizational performance are aware of and are involved in the training programmes, some employees think otherwise. It was clear that training programmes in the insurance industry focuses on employees' career and job. Most of the employees indicated that training programmes in the insurance industry are not frequent. Thus, for training programmes to strongly impact on organizational performance therefore training must be frequently and strategically organized. It was also observed that there is a considerable effect of employee training on organizational performance due to increase on productivities, job effectiveness and innovation. The direct correlation was reported between training and improvement in organizational performance indicators such as sales, market share, numbers of customers, customer services and new ideas on how to manage issues and claims. The study reveals that employee training leads to an increase in employee job effectiveness which means job accuracy, good work, safety practices and quality customer services. This finding is in agreement with the finding of another scholar that training has a big influence on performance with attitude, job satisfaction and service delivery. This study is related to the present work, they studied training and performance and also agreed that training has a positive influence on job performance in other to improve employee responsiveness and service quality⁴. In another similar study, the influence of training and development, employee performance on job satisfaction among the staff of School of Technology Management and Logistics (STML) was explored. The purpose of this research paper is to identify the influence of training & development program and employee performance on job satisfaction among university academic and administrative staff in STML. The quantitative analysis method of a primary

source was utilized to collect the data from 81 staff respondents. Responses retrieved were 81. 73 responses were accepted and used for data analysis. The context of this study is in Universiti Utara Malaysia, Sintok, Kedah (UUM) in the northern region of Malaysia. Seven Likert scales were used to measure the degree of training & development and employee performance on job satisfaction. (SPSS) 20.0 was utilized to analyze the collected data. The result found that training & development and employee performance positively influence on job satisfaction, and there is a significant relationship between training & development, employee performance, and job satisfaction. It also established that training & development and employee performance is an efficient and supportive strategic to organization and employee success. This paper presents significant theoretical contribution for academic knowledge purpose and managerial contributions for practitioners.

In another similar study conducted to assess the computer skills needed by secretaries in colleges of education in north west Nigeria for effective work performance⁵. The study adopted the descriptive survey design. Six research questions were raised to guide the study and two null hypotheses was tested at 0.05 level of significance. The entire population of 252 supervisors of secretaries in colleges of education in North west Nigeria was used for the study. The findings of the study revealed that secretaries in colleges of education in Nigeria required requisite computer skills for effective work performance. Conclusions were drawn and it was recommended amongst others, that secretaries in colleges of education should attend periodic training and retraining programmes on professional competencies in order to have current knowledge and competencies to utilize and manage new office technologies in their work places.

In a study conducted with the aim to find out the effect of motivation on employee performance of National Bank of Kenya⁶. In respect to this, the key factor influencing

motivation specifically training, reward systems; performance appraisals and work-life balance were analyzed. The target population comprised of the management officials and subordinate officials totaling to 124. Stratified random sampling was adopted to select a sample size of 95 respondents. Questionnaires were used as the main data collection instrument with which were personally administered by the researcher. Data analysis was done using descriptive and inferential statistics aided with SPSS Version 21. Descriptive statistics, involved mean, standard deviation, frequency distribution and percentages while for inferential statistics involved bivariate correlation and Multi regression analysis. The study findings would assist human resource managers, employees of NBK, scholars, policy makers and other relevant decision makers to establish mechanisms of how to deal with the motivation of employees to improve performance and its effects. The study adopted descriptive design. The study found out that motivation had a statistically significant influence on employee performance at the National Bank of Kenya.

In another study conducted with the aim to examine the effects of training and job promotion on work motivation and their implications on employee job performance⁷. The study is accomplished in the Environment of the South Lampung Regency National Education Office on 215 respondents. The research design uses a quantitative survey method and data analysis is based on the structural equation model (SEM) with Amos 24. The results of the study show that (a) training and promotion had a positive and significant effect on work motivation, (b) training, promotion and work motivation had a positive and significant effect on job performance but (c) work motivation did not play any significant role in mediating the effect of training and job promotion for job performance. While job promotion had a more dominant direct effect than training in improving employee job performance, efforts to improve employee job performance will be more productive by providing job promotions to employees. Another effort is to provide opportunities for employees to attend training regularly. With job

promotion and training, work motivation will increase, and the impact is that employee job performance will increase.

Effects of Training on Employee Performance - A Study on Banking Sector, Tangail Bangladesh was researched in which Training (employee engagement, motivation and job satisfaction) considered as independent variable whereas dependent variable 'Employee Performance'⁸. Data for the paper have been collected through primary source that are from questionnaires surveys. The statistical sample of this study at Banking Sector which covers 150 employees of 14 banks located on Tangail District. A survey of 150 employees via self-administrated questionnaire with the help of stratified sampling technique is conducted with the response rate of almost 75%. The data have been checked through statistical software SPSS 20 to perform Descriptive analysis, T-test, Correlation, and Regression analysis. Four Hypotheses are developed to see the effects of all the independent variables on the overall Employee Performance. The findings were presented using tables and figures. On the role of training the study showed that general training enhances employee engagement, employee motivation and job satisfaction. The Hypotheses showed that all these had significant effects on Employee Performance. That means, this research found that strong relationship exists between employee training and employees' performance. The results reveal that the more the employee gets training, the more efficient their level of performance would be.

The Impact of Training and Development on Employees Performance and Productivity "A case Study of Jordanian Private Sector transportation companies located in the Southern region of Jordan. A particular reference is made to the Govern ate of Maan". A quantitative approach is used Relevant data was collected through structured questionnaire. Subjects for the study consisted of 254 employees which constituted 60% of the total target population of 420 people. 254 structured questionnaires were distributed to employees on job location, 212

questionnaires were returned and only 188 were suitable for statistical analysis. SPSS version 16 has been used to for data analysis. Both descriptive and inferential statistics were used for data analysis. For this purpose, frequency tables, percentages, means and standard deviations were computed and substantively interpreted. Inferential statistics like Pearson product moment correlation coefficient (r) and linear regression were used to determine if there is a significant positive relationship existed between the independent variables (training and development) and dependent variables (performance and productivity). The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employee performance and productivity. Analysis and interpretations were made at 0.05 level of significance. The study concluded that training and development have important impact on employee performance and productivity⁹.

In the same vein, a study examined the effectiveness of the training programs on employee's performance: An empirical study at private sector companies in Saudi Arabia. The researcher designed and distributed 250 questionnaire forms where he retrieved 230 forms and excluded 30 forms due to the lack of information which means overall sample is 200. The result indicated that all the variables are positively correlated to each other also the total average value for domain reality of training was 3.47 which fall in the range of Likert scale between (3.41- 4.20), which also reflect the respondents agree with private sector companies provide effective training programs matching up with their expectations however there are some respondents disagreed about the comprehensiveness of training material and trainer motivate their trainees. The total average value for domain role of training programs for improving the employee's performance was 3.37 which fall in the range of Likert scale between (2.61- 3.40), which also reflect the respondents were neutral about the role of training programs for improving the employee's performance at private sector companies in KSA however some respondents agreed about the training programs improve their skills and knowledge and assist

them to solve their problems. The Chi square calculation for the reality of training was (167.2) at the level of significance (0.00) less than (0.05) which reflects a significant difference in the respondent's point of view about the reality of training at private sector at KSA also Chi-Square result for employee's performance was (9.88) at the level of significance (0.00) less than (0.05) which reflect a significant differences in the respondent's point of view about the reality of performance at Saudi Arabia's private sector. Pearson correlation coefficient value was (0.819), which indicate a positive significant relationship between the training programs and employee's performance in private sector companies at KSA. Training is very important for employee's performance in acquiring competencies and help organization to retain its employees through satisfaction and motivation. Globally day by day the world is modernizing and moving rapidly which is creating many challenges for the organizations. Training can overcome and make an employee's capabilities more efficient which also contributes in the efficiency of the company¹⁰.

A study investigated the effect of training and development on employee performance in a private tertiary institution in Ghana” (Case Study: Pentecost University College (Puc) - Ghana). The study used the simple random sampling technique to select staff from all levels of management. A high response rate of ninety-six percent was obtained using the personal method of data collection, based on which the analysis was made using the frequency tables and charts. The study found out that employees are aware of the purpose of training in the organisation, the training objectives are clear to them before the training as well as the selection criteria. The study also found out that employees are motivated through training; and training and development results into higher performance. The study recommended that training and development of all staff should be vigorously pursued and made compulsory¹¹.

Another study highlighted the systematic approach to training and employee performance of Murang'a county government, Kenya¹². The County government of Murang'a is one such organization that has been practicing training since its beginning and particularly for the past five years. The study used a descriptive research design. The population of study was all county government employees Murang'a County's 7 Sub counties. The sample was developed using stratified random sampling technique, the sample size was 10% of the total population. The primary data was collected by use of self-administered semi-structured questionnaire. Validity of the questionnaires was ensured through face content and construct validity while reliability was confirmed using the Cronbach's alpha with a threshold of 0.7. Data analysis was done by use of both descriptive and inferential statistics. Descriptive analysis was done using mean scores and standard deviation and inferential statistics was measured using multiple regression with 0.5% level of significance using SPSS version 21 software. Data was presented using tables, charts and graphs. The study established that systematic approach training had a positive and significant effect on the performance of employees in the County Government of Murang'a. It was concluded that the county government to a moderate extent employed training needs analysis as a systematic approach training to improve the capacity of new and existing employees in their operations. The study concludes that the county government to a significant extent has enhanced training design development, customization, facilitation and policy reinforcement. The study concluded that the county had training policies in place but their implementation, monitoring and feedback were below expectations and evaluated its training programs however not continuously and was mainly reactionary instead of being a learning one to enable draw feedback and come up with areas of improvement.

Furthermore, in a related study that examined effect of training on the performance of university administrative staff in Nigeria using survey design and purposive sampling technique to collect data from 68 respondents with the help of a 17-item structured

questionnaire. The respondents consisted of the administrative staff of FUTA. Data for this study were analyzed using descriptive statistics such as percentage, mean score, standard deviation, mean ranking, and chi-square was used to test the hypothesis posed for the research at 5% significant level. Reliability test was carried out with Cronbach Alpha, while the validation of the research instrument was carried out by a senior lecturer in the Department of Business Administration, FUTA. The study revealed that training (On the Job and Off the Job) had a significant effect on the respondents' performance; however, management did not release enough funds towards adequate training of the administrative staff. The paper, therefore, recommended more investment in training the staff in current skills and methods in order to cope with frequent changes in this contemporary world. These findings are in line with those of another researcher who stated that training is mainly imparted in two ways: on the job training which is made available to employees within their daily working environment and off the job training method which is made available to employees outside their working environment, for example, conferences, seminars, workshops, among others¹³.

A study was conducted when investigating assessment of the impact of systematic training and development on the performance of staff in Niger State polytechnic, Zungeru¹⁴. The study employed a survey research design method. The population included all the academic staff of the Polytechnic of both Zungeru and Bida Campuses, which stood at two hundred and ninety-three (293) Staff. Krejcie and Morgan table was used to determine the sample size and arrived at (169). Multi stage sampling technique was used for the study and Stratified sampling technique was used in selecting the respondents of a questionnaire and an interview. The data were generated from both primary and secondary sources. The study used both descriptive and inferential statistics in describing and analyzing data, Regression analysis was also used as the tool of analysis. The study reveals that TETFUND intervention was not provided adequately

and recommended that Government should provide adequate intervention fund to enable the academic staff to attend training programmes both locally and internationally.

The findings of hypothesis four reveal that there is significant influence of sources of knowledge acquisition on the relationship between organisational training and job performance of administrative staff of State-owned polytechnics in Oyo State, Nigeria. Hence, the findings of hypothesis four found support in prior empirical studies. For instance, In an attempt to substantiate the interaction between external knowledge acquisition, internal knowledge transfer, and innovation performance, a scholar demonstrated that the alignment of internal knowledge transfer and external knowledge acquisition enhance organizational performance in innovation¹⁴. Besides, another scholar emphasized that the contribution of knowledge alignment to the innovation process depends to a large extent on a work environment that allows employees to share and assess knowledge through a formal coordination and communication system within the organization¹⁵. In a related study on the relevance of knowledge acquisition capability to product innovation performance, it was suggested that organization with strong organizational awareness enables knowledge acquisition capability to interact with supply capability to significantly influence performance¹⁶. By this study, the researcher responded to the call for publication on “the exploration of mechanisms that facilitate the transformation of knowledge from outside a firm into internal-firm innovation performance”. Although similarities were shared with another scholar concerning knowledge acquisition and innovation performance, the moderating variables examined in both studies differ¹⁷. While internal knowledge transfer was considered, organizational awareness was examined, supply chain network-oriented flexibility¹⁴⁸. Nevertheless, both studies upheld the underlining significance of knowledge acquisition to organizational performance. In a similar study, a scholar was interested in providing an empirical response to the question: “when does knowledge acquisition in R&D alliances increase new product development?”¹⁸. The study

established that where a firm acquires higher technical knowledge via strategic alliance in research and development, such a firm is highly likely to achieve better new product development performance. Further analysis showed that knowledge acquisition had significant contributions to the firms' new product development activities in the strategic alliance activities. Another study revealed that the combined interaction of internal knowledge creation capability and absorptive capability explained a positive and significant effect on incremental innovation performance¹¹⁵. However, this positive significant contribution to innovation performance is preconditioned on organizations that can fit their internal knowledge base with their external knowledge sources.

Also, a study revealed that inter-organizational knowledge acquisition has a significant positive impact on firms' radical innovation performance; more so, that absorptive capacity possesses an indirect effect on the interaction between inter-firm knowledge acquisition and firms' radical innovation¹⁹. A study about how best to achieve significant performance effects of knowledge acquisition capability were carried out²⁰. The scholars suggested that firms that exhibit ambidextrous search for knowledge from the external environment stand to achieve higher innovation performance. In addition, the innovation performance attributable to knowledge search is premised on the firm innovation activities and the features of the technological routine in operation in the industry where the firm functions. On what leads to business failures and on how firms can survive its attendant negative consequences, it was posited that financial crisis usually escalates the likelihood of business failure. Nevertheless, firms that deploy the capability to cooperate with vertical business partners (customers and suppliers) and acquire knowledge in the course of the interaction are highly likely to secure superior performance hence reducing the effect of business failure in the context of the manufacturing industry²¹. By their implication and capability to acquire knowledge presents firms with a rare opportunity to survival a turbulent environment bedeviled by the financial crisis.

In another study conducted for the assessment of a Nigerian Dental School Implant Training Programme Using Short-and Long-Term Knowledge Acquisition of Students²². The study used a cross-sectional study of undergraduate final year students with data collected using a self-administered questionnaire. The questionnaire elicited information on socio-demographic characteristics of the respondents, knowledge of dental implants, satisfaction and adequacy of implant education as well as interest in practicing implant dentistry. On the first day, the participants were given 20 minutes to complete the questionnaire to assess their baseline knowledge (L0). Then a series of lectures covering various aspects of implant dentistry was delivered to the participants. At the end of the lecture series, the participants were administered the same questionnaire (L1) to assess their knowledge acquisition. Three months later, the participants were administered the same questionnaire (L2), to assess their knowledge retention. The data so obtained was analysed using IBM SPSS version 21.0. Chi square test, ANOVA and Student's T- test were performed. There was statistically significant difference in mean between L0 (5.53 ± 2.816) and L1 (9.08 ± 2.614) (3.55 ; $p=0.001$). There was increased satisfaction with the level of implant education received, level of interest and preparedness to practice implant dentistry from L0 to L1 with a decrease at L2. The dental implant programme which consisted of only didactic lectures is an effective method of knowledge acquisition in implant dentistry but does not translate to equal knowledge retention. Therefore, more is needed to improve dental implant training at the undergraduate level.

Knowledge management and knowledge assets have gained much prominence in recent years and are said to improve organizational performance²³. Knowledge capture and acquisition mechanisms enhance organizational memory and performance. In a study to investigate the knowledge capture and acquisition mechanisms at Rongo University using purposive sampling to determine interview participants while questionnaire respondents were selected through stratified random sampling. Qualitative and quantitative data was analyzed using SPSS. This

revealed the various knowledge capture and acquisition mechanisms at Rongo University. It was also established that the University encountered various challenges in knowledge capture and acquisition and lacked some essential knowledge capture and acquisition mechanisms. In this regard, this study proposed knowledge capture and acquisition guidelines that may be adopted by the University to enhance its organizational memory and performance.

Additionally, an especially critical step of KM is knowledge acquisition and sharing, which makes up for knowledge gaps to achieve a higher level of organisational performance. Organisational practice turns to solutions more and more, which acquire the necessary knowledge with the help of external sources. A possible solution is employing interim managers, who have gained extensive knowledge by solving the problems of different organisations. Knowledge Acquisition – Sharing Based on Interim Manager Experiences conducted by²⁴, the method of data collection was structured in-depth interview that was evaluated using the NVivo program. The result shows that, in most cases, managerial and professional knowledge is also transferred, and the interim managers are valuable to enterprises for their tacit knowledge. Knowledge transfer and development result from collaboration, knowledge generation through shared thinking, and knowledge development through that individual solve complex problems independently. In every case, a prerequisite of successful knowledge transfer (and its integration into organisational memory) is the trust developed between the sponsor and the interim manager. In a study on knowledge acquisition capability, strategic response capability, and organizational performance: a mediation analysis²⁵. The cross-sectional survey is designed with a sample of 343 employees from multiple industries; including banks, insurance, FMCGs, telecoms and small and medium enterprises in Oyo State, Nigeria. The study examined the effect of knowledge acquisition capability on organizational performance of firms in multiple industries in Oyo State, Nigeria, more so, it investigated the indirect effect of strategic response capability on the interaction between knowledge

acquisition capability and organizational performance. The results show that knowledge acquisition capability has a positive and significant effect on organizational performance ($R^2 = 0.306$, $F(1,341) = 150.057$, $\beta = 0.489$, $t = 12.250$, $p = 0.000$). Further analysis shows that when strategic response capability was incorporated into the model as a multiple regression analysis, (Adj. $R^2 = 0.462$, $F(2,340) = 148.135$, $p = 0.000$) reveals that while the coefficient of strategic response capability had significant effect ($\beta = 0.732$, $t = 10.092$, $p = 0.000$) on organizational performance, the coefficient of knowledge acquisition capability became insignificant ($\beta = -0.084$, $t = -1.262$, $p = 0.208$) suggesting that a full mediation effect was established. The findings suggest that knowledge acquisition benefit organizational performance through the deployment of strategic response capability. Therefore, the study recommended that firms should strengthen their competency to develop innovative means of acquiring knowledge either from within or outside the organization, more so they should develop highly creative means to respond to both competitive rivalry and environmental challenges. This is because both capabilities can be adopted as competitive strategies in responding to changing environment and achieving significant superior performance.

Indicators system for assessing the organizational knowledge acquisition process was a study conducted to develop a managerial instrument in order to measure each step of knowledge acquisition process, the main objective is to elaborate an indicators system with the purpose to assess the environmental knowledge acquisition process using sample of 182 respondents²⁶. The main results of this approach are: development of a methodology in order to elaborate an indicators system associated to knowledge acquisition process; development of an indicators system in order to assess the steps which characterizes the environmental knowledge acquisition process. The results are based on research that addresses knowledge acquisition process within organization from NE area of Romania.

Furthermore, a conceptual paper knowledge acquisition and firm competitiveness: the role of complements and knowledge source aims to propose positive and negative firm competitiveness effects of knowledge acquisition of pertinent, irrelevant and erroneous knowledge based on its distinctiveness, the source of knowledge and the presence of firm complements²⁷. Aspects of knowledge acquisition from the innovation, knowledge and routines literatures are integrated to create propositions showing the effects of knowledge acquisition on firm competitiveness. The propositions emphasize the importance of increased managerial attention and understanding of potential problems of new knowledge acquisition. Moreover, managers should pay particular attention to their firm's existing complements when assessing knowledge acquisition benefits. The positive value of firm knowledge receives substantially more research attention than the potential negative effects. The paper identifies the competitiveness effects of acquiring pertinent, irrelevant or erroneous knowledge. Increased attention on the interaction of new knowledge and complements illustrates the positive and negative effects on firms.

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Chapter Five

Conclusion

This chapter presents and discusses the summary of findings, conclusions and provides useful recommendations, contributions to knowledge and suggestions for further studies.

5.1 Summary of Findings

The data generated were sorted, coded, and analyzed to establish the statistical significance of the influence of organizational training on job performance moderated by sources of knowledge acquisition, Nigeria, and final acceptance of the hypotheses were made. From the interpretation of analyses of data collected and findings of the study, the following can be summed up as the main empirical findings of this study:

1. The level of job performance of administrative staff in State-owned Polytechnics in Oyo State is moderately high.
2. The level of organizational training opportunities given to administrative staff in State-owned Polytechnics in Oyo State is moderately high.

3. There are many sources of knowledge acquisition programmes available for administrative staff in State-owned Polytechnics in Oyo State.
4. Organizational training measures influence responsiveness of administrative staff in State-owned Polytechnics in Oyo State, Nigeria.
5. Organizational training measures influence work quality of administrative in State-owned polytechnics in Oyo State, Nigeria.
6. Combined organizational training measures influence job performance of administrative staff in State-owned polytechnics in Oyo State, Nigeria.
7. Sources of knowledge acquisition influence the relationship between organization training and job performance of administrative staff in State-owned Polytechnics, Oyo State, Nigeria.

5.2 Conclusion

Based on the results, institutions regardless of their size have in principle that job performance is important for success. The essence of performance is significant when it comes to defining success of an institution, the need to enhance training among employees and improve knowledge acquisition among administrative employees of the Oyo States polytechnics is critical because it is key to better job performance. On the other hand, organizational training influence job performance by helping to enhance employee skills, knowledge and abilities in order to achieve the institutions set out objectives. Also, regular training, and exposure to proper training programmes like seminars, team training and staff mentoring will remind them on the appropriate knowledge to be acquired and will also create opportunity for the staff on how to make use of the method in executing their job to improve performance.

5.3 Recommendations

Based on the findings in this study, the following recommendations were made:

1. Management of State-owned Polytechnics in Oyo State need to ensure that all factors (ICT skills, administrative skills, and automated office equipment handling skill) that aid quality of job and timely completion of job by administrative staff should be made available so as for the administrative staff to improve their performance.
2. Organisational training programmes (seminars, conferences, workshop etc) should be regular for administrative to improve their performance.
3. Administrative staff of the State-owned Polytechnics should empower and encourage to acquire up-to-date knowledge in other to improve job performance.
4. Since ICT skills positively and significantly influence job performance of administrative staff, the management of State-owned Polytechnics in Oyo State should create encouraging environment for staff to have regular ICT training in other to improve performance.
5. Since administrative training positively and significantly influence job performance of administrative staff in State-owned Polytechnics in Oyo State, management of these polytechnics should focus on organizing and sponsoring the staff for specialized administrative training to enhance administrative performance of the staff.
6. Since automated handling equipment skill enhance job performance of administrative staff of State-owned Polytechnics in Oyo State, staff should be provided with office equipment to improve performance.
7. Since there is significant combined influence of organizational training measures on job performance in State-owned Polytechnics in Oyo State, staff should be provided with regular training with provision of necessary equipment as motivation so as to improve job performance.
8. Since sources of knowledge acquisition strongly influence organization training and job performance of State-owned Polytechnics, Oyo State, administrative staff should always

should frequently visit educational stakeholders to acquire new knowledge in order to improve performance.

5.4 Contribution to knowledge

This study offers significant contribution to literature conceptually, theoretically, and empirically.

Conceptually, the study focused on identifying gaps in literature pertaining to knowledge acquisition, organizational training and job performance. The conceptual framework of this study equally offers conceptual contribution as it was constructed by the researcher to analyze the gaps identified in literature. The model combined independent variable (organizational training) and dependent variable (job performance) moderated with sources of knowledge acquisition. The model also can be adapted to suite future studies.

From the theoretical stand point the Self Determination Theory was strengthened. The theory suggests that people are motivated to grow and change by three innate and universal psychological needs. This theory suggests that people are able to become self-determined when their needs for competence, connection, and autonomy are fulfilled. Three basic psychological are needed to motivate the self to initiate behavior and specify essential nutrients for individual psychological health and well-being. These needs are said to be the universal and innate need for autonomy, competence, and relatedness. "Self-determination Theory explains the factors of intrinsic motivation (autonomy, competence, and relatedness) and of extrinsic motivation (internalization and integration) that support personality development and behavioral self-regulation to improve personal wellbeing and performance of people in organizations and society." This study's results are in accordance with these theoretical perspectives.

Empirically, the study is able to add to recent literature on the interaction among organisational training and job performance being moderated with knowledge acquisition capability. Though, studies on organisational training and job performance moderated with sources of knowledge

acquisition abound in developed economy context, however empirical study from developing countries like Nigeria seems to be few in this regard. This means not much is known about using organizational training and sources of knowledge acquisition to reinforce job performance of administrative staff in State-owned Polytechnics in Oyo State, Nigeria. Hence by the findings of the four null hypotheses examined, the study become a basis for reference for future study on sources of knowledge acquisition, organizational training and job performance. Moreover, the study provides findings which later scholars can use to buttress the empirical submissions in their study.

Overall, these above-mentioned points lay emphasis on the fact that this study offers significant contribution to knowledge and has practical implication for the management of State-owned Polytechnics in Oyo State, Nigeria.

5.5 Area of Further Research

This study focused on influence of organizational training on job performance of administrative staff of State-owned Polytechnics in Oyo State, Nigeria which was moderated with administrative staff sources of knowledge acquisition. Nevertheless, to further broaden the frontiers of knowledge, the following areas of studies are suggested for further research.

1. The present study was carried out in the three Oyo State-owned Polytechnics, further studies in the area of sources of knowledge acquisition; organizational training and job performance can as well be carried out in other tertiary institutions so as to be able to extend the knowledge gained from this work to all tertiary institutions in the State.
2. This study investigated sources of knowledge acquisition, organizational training on job performance of administrative staff of Oyo State-owned Polytechnics, a comparative study with tertiary institutions in Oyo State and other tertiary

institutions in the country such as Osun, Lagos etc may be considered in the nearest future.

3. A cross-sectional survey design was used in the course of the study, and this means evidence of causality cannot be established hence, future study may consider the longitudinal survey design to explain causality on a long period of time.
4. The present study was carried out among administrative staff, further research work may look into the academic staff of these Polytechnics to establish a good job performance in all sector of the Polytechnics which will create no room for failure of staff.

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Appendix 1
Research Questionnaire

Dear Respondent,

I am a Master's student of department of Information Resource Management in Lead City University collecting data for the purpose of academic. The questionnaire is strictly meant for academic purpose. For this purpose, I humbly request your optimum cooperation. Kindly respond honestly to the questions as this will assist this study. The information you provide shall be treated with utmost confidentiality and to enhance the achievement of this study's objective. Thank you for your anticipated support.

Thank you.

Rukayat Oyeyemi Akinpelu

Section A: Demographic Data of Respondents

Please tick using (X) for the appropriate response:

1. Gender: Male [], Female []
2. Age: 25–35 years [], 36–45 years [], 46-55 years [], 56 years and above []
3. Years of working experience: 0 - 5 [], 6 – 10 [], 11 – 15 [], 15 & above []

4. Educational qualification: SSCE [], OND/NCE [], HND/BSc [], M.sc [], Ph.D []

Section B: Job Performance of Administrative Staff of State-Owned Polytechnics in Oyo State, Nigeria.

The statement in this section concerns level of job performance as perceived by the State-owned polytechnics in Oyo State, Nigeria. Using the four Likert-type scale below.

Please tick using (X) for the appropriate response that indicates your opinion on level of employee performance in your institution.

Very High (VH) – 4. High (H) – 3. Low (L) – 2. Very Low (VL) – 1.

S/N	In what way have you engaged in the following:	VH 4	H 3	L 2	VL 1
Responsiveness					
1	Timely delivery of task assigned to me weekly				
2	Students need are promptly responded to without delay				
3	Effective completion of task				
4	Ability to perform swiftly in all roles assigned to me				
5	Quick response to students compliant				
6	Giving explanation on reasons task cannot be achieve at a specified time				
Work Quality					
7	Departmental resources are available to deliver credible service.				
8	Overall administrative service delivery of my school is outstanding				
9	There is proper monitoring of administrative activities to ensure superior service delivery to students.				
10	There is proper monitoring of administrative activities to ensure superior service delivery to management				
11	We have quality control unit to guaranty effective service delivery.				

12	Provide support for the academic unit in the school in delivery value to the student				
13	Adopt best practices on delivery administrative work				

Section C: Organizational Training of Administrative Staff of State-Owned Polytechnics in Oyo State, Nigeria.

The statement in this section concerns organizational training as perceived by the State-owned polytechnics in Oyo State, Nigeria. Using the four Likert-type scale below.

Please tick using (X) for the appropriate response that indicates your opinion of organizational training as observed by your institution.

Very High (VH) – 4. High (H) – 3. Low (L) – 2. Very Low (VL) – 1.

S/N		VH	H	L	VL
		4	3	2	1
ICT Skills Training					
1	Conducting periodic assessment of ICT skill gap needs to achieve better performance				
2	Providing a schedule of ICT skill training to be conducted at regular interval				

3	Providing adequate ICT facilities which enhance training				
4	Ensuring that members of staff are all presence to participate in the ICT skill training session				
5	Ensuring training covers the running of relevant software that aid work effectiveness				
6	Providing in-house support team to resolve challenges that comes up after the ICT skill training session				
7	Ensuring ICT training is a continuous exercise				
Administrative Skills Training:					
8	I am able to organize weekly task to achieve maximum productivity				
9	I am able to follow due process in discharge of task assigned				
10	I attend to duties effectively without undue delay				
11	I am able to achieve cooperation among staff to enhance overall school performance				
12	I ensure staff follow up with commitment to ensure efficient work done				
13	Managerial skills needed to handle unexpected work-related challenges are addressed to enhance staff performance				
Automated Office Equipment Handling Skills					
14	There is proper documentation of all the office equipment in each office				
15	There is prompt report of damages/fault identified with such equipment				

16	I am able to operate the equipment that are automated in nature				
17	I provide support staff to aid equipment handling before/after use				
18	I provide up to date information required for the usage of an automated office equipment				
19	I ensure that the automated equipment is not used for personal gains				

Section D: Sources of Knowledge Acquisition of Administrative Staff of State-owned Polytechnics, Oyo State, Nigeria.

The statement in this section concerns knowledge acquisition capability as observed by the selected Polytechnics. Using the four-point likert scale provided below.

Please tick using (X) for the appropriate choice that indicates your opinion.

Very High (VH) – 4. High (H) – 3. Low (L) – 2. Very Low (VL) – 1.

S/N	In what way have you engaged in the following:	VH 4	H 3	L 2	VH 4
	Sources of Knowledge Acquisition:				
1	Frequently visiting educational stakeholders to acquire new knowledge				
2	Acquired new knowledge sourced from institutional developmental needs.				

3	Acquire knowledge from educational regulatory authorities				
4	Periodically attend educational seminars to acquire new knowledge to improve service quality				
5	Attending local administrative submit to acquire new knowledge				
6	Attending international administrative submit to acquire new knowledge				

Thank you for your time in responding to this instrument.

Bio-Data

Personal Details

Name: AKINPELU Rukayat Oyeyemi

Date of Birth: January 31, 1986

Sex: Female

State of Origin: Oyo

Place of Birth: Iseyin

Address: No 2, Lane G, Agunrege Street, Akowo Area, Apete, Ibadan, Oyo State.

E-mail: rukayatadegbite@gmail.com

Phone No:

08064870453, 08052964080.

Educational Background

- Lead City University – Bachelor of Science in Office and Information Management 2019
- The Polytechnic, Ibadan – Higher National Diploma in Office Technology and Management 2012
- The Polytechnic, Ibadan – Ordinary National Diploma in Secretarial Studies 2009

Work Experience:

Moniepoint Customer Support: (January 2021 – till date): Customer Support Officer

- Handling agents' complaint.
- Logging of request on Jira
- Proactively attending to customer complaints following laydown procedures

Stanbic IBTC Bank PLC: (September 2016 – October 2019): Account Support Officer

- Review of customers account opening documents for completeness
- Responsible for EDD/KYC documentation for all branch customers
- Render Customers' Account statements, Verified references and Processed Debit cards
- Book and monitor customers' Investments - Fixed deposit, Treasury Bills, FGN Bonds, Contract Save
- Data Administration including filing and archiving documents in line with policy
- Requesting for Legal Searches on new corporate accounts as well as track same with Legal Department and recover relative charges
- Completing information relevant to mandates, investments etc. on audit certificates (Circularization).
- Ensuring mandates are forwarded to OPC/KYC Centre as per laid down procedure
- Verifying signatures for OPC and other Units as may be required
- Attending to the posting of all value transactions within own level of authority.

Stanbic IBTC Bank PLC: (October 2014 – August 2016): Client Service Officer.

- Identify cross-selling of bank's products to new and existing customers
- Ensuring that ATM cards and cheque books are configured and delivered to clients
- Engaging in inter and intra bank funds transfer
- Attending to pension customers and directing their requests to the appropriate channels.
- Western Union Money transfer requests are being dealt
- Recorded employee information, such as exemptions, transfers. And resignations in order to maintain and update payroll records.
- Attend trainings when called upon.
- Ensure all customers request are treated on time.
- Proactively resolve customer's issue.
- Assist in resolving issues within the branch space.

- Prompt and accurate delivery of reports.
- Delivering excellent services to work-in customers.
- Resolving customer's issues within a short period of time.

Pneusite Nig Ltd (December 2009 – October 2010): Secretary

- Taking minutes of the meeting
- Scheduling meeting
- Typing and attending to office correspondence
- Handling and attending to telephone enquiry.

Key Accomplishments

- Managed a high-volume workload within a deadline-driven environment
- Helped to attain the higher customer service ratings (as determined by external auditors)
- Officially commend for initiative, enthusiasm tenacity, team spirit, pro-activeness, persuasiveness, intense customer focus and dependability in performance evaluation

Skills

- Innovative and strong flair for acquisition of skills and knowledge.
- Diligence and Vigor when it comes to pursuit of a desired course.
- I do more than my employers and clients expect which results to great solutions.
- Great Communication Skills
- Ability to analyze problems and offer quick and excellent solutions to them.
- Innovative with a strong flair for acquisition of skills and knowledge.
- Diligent and pursue my desired course with all vigor required.
- Aspire to be the best and constantly seeking ways to improve in the development of my professional career.
- Good communication skills with effective ability to grasp new ideas and adapt to change.
- Good interpersonal skills and computer literate.

Leadership Experiences:

- Junior Chamber International, Olubadan (January 2019 – December 2018): Chapter President
- Junior Chamber International, Olubadan (January 2018 – December 2018): Executive Vice President
- Junior Chamber International, Rockcity (January 2016 – December 2016): Vice President
- Junior Chamber International, Rockcity (January 2015 – December 2015): Director of Finance
- Junior Chamber International, Nigeria Area "A" Team Member (January 2013 – December 2013): Director of Sponsorship A2

- Junior Chamber International, Nigeria The Polytechnic, Ibadan Chapter (August 2011 – August 2012): Chapter President.
- Junior Chamber International, Nigeria The Polytechnic, Ibadan Chapter (2011): Assistant General Secretary.
- The Polytechnic, Ibadan Secretarial Studies Department (2009): Public Relation Officer 2.
- St Leo's College, Abeokuta (2013): Class Marshal
- Ebedi Nursery & Primary School Iseyin, Oyo State (1996 – 1997): Senior Prefect Girl.

Certified Courses:

- Junior Chamber International (Achieve Course)
- Junior Chamber International (Admin Course)
- Junior Chamber International (Presenter Course)
- Junior Chamber International (Topgun Course)
- Junior Chamber International Nigeria Leadership Academy

Awards:

- Junior Chamber International Rockcity (2015): Most Outstanding Director
- Junior Chamber International, Nigeria The Polytechnic, Ibadan Chapter (2015): Most Passionate Alumnus
- Junior Chamber International, Nigeria The Polytechnic, Ibadan Chapter (2015): Award of Excellence
- Junior Chamber International Nigeria Area "A" Collegiate (2012): Most Supportive Chapter President
- Junior Chamber International, Nigeria The Polytechnic, Ibadan Chapter (2009): Most Outstanding Intending member

Interest:

- Making positive impact
- Meeting new people
- Travelling

Referees:

- Engr. Olona Niyi Ademola,
Director of Works,
Olorunsogo Local Government Council,
Igbeti, Oyo State.
08034989518, 08054468510
olonaademola@gmail.com

- JCI Sen. Henry Olasupo Adedokun,
Henshol Consult,
Onikolobo, Abeokuta,
Ogun State.
08051115858, 08091115858
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Signature

Date

University Compliance Certificate

This is to certify that this Thesis was written by Rukayat Oyeyemi AKINPELU with Matriculation number LCU/PG/001350 in the Department of Information Management of the Faculty of Communication and Information Sciences, Lead City University, Ibadan is in full compliance with the approved University format and style.

Signature

Date

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