



Capacity Building and Lecturers Productivity in Some Selected Tertiary Institution in Kebbi State, Nigeria.

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ABSTRACT

The study investigated capacity building and lecturers' productivity in some selected tertiary institution in Kebbi state, Nigeria. Descriptive survey research design was adopted to probe the opinion of the participants regarding capacity building and lecturers' productivity. The population of the study comprises of 450 students from the three selected higher institutions in Kebbi state. The study used research advisor (2006) to determine 428 out of 450 participants. The study used deliberate, proportionate and simple random sampling techniques. The study used self-designed questionnaire titled. Capacity Building and Lecturers Productivity Questionnaire (CBLPQ) to collect data using four (4) modified Likert rating scales to measure participants' response. Construct and content validity of the research instruments were done by the researchers' supervisors who are experts in Business Administration as well as other experts in Human Resource Management. The study obtained 0.68 reliability index using Cronbach alpha. Descriptive statistics was used to answer research questions while independent t-test was used to test research hypotheses at 0.05 level of significance. The result of the analysis indicated among others that in-service training was found to be lecturers' know-how and further acquisition of working experience. The study concluded that in-service training has contributed to the enhancement and improvement of lecturers' quality of teaching and classroom management. The study recommended that the authority of tertiary institutions through the Tertiary Education Trust Fund (TETFUND) should increase frequency of lecturers' participation in in-service training programme to improve quality of teaching in Nigeria tertiary institutions.

Key words: capacity building, lecturers', productivity, tertiary institution, Nigeria.

Introduction

The central idea underlying manpower development in any sector, including the tertiary institutions, is how to keep employees current, vibrant and versatile so that they can continuously perform their roles effectively in this age of rapid socio-economic political, scientific and technological changes and globalization. Adeniyi (2015) rightly emphasized, in education, lecturers are the foundation of quality education in tertiary institutions; they hold trust for the implemented curriculum of formal educational system. No education can rise above the quality of its teacher's (NERDC, 2004).

The major objective of every organization, whether private or public, is to improve its productivity, and this achievement to a great extent depends on the quality and Competence of its manpower development. Responsible organizations recognize that manpower development is their main resource in achieving the desired objectives (Pertomode & Chukwuma, 2016). Consequently, workers must be equipped and trained adequately to ensure that their knowledge, skills, and abilities facilitate the attainment of organizational goals and objectives. To corroborate, Singh & Mohanty (2012), posit that training is a central and powerful instrument for the effective achievement of organizational goals and objectives, resulting in greater productivity. As such, the performance of an organization to a great extent relies on the capacity and expertise of the employees at the managerial and lower levels of the organization and such capacities and abilities derive from the knowledge and training they receive (Dialoke, Ukah & Ikoro, 2016). Also, training is fundamental, in view of the evolving technology; the automated work environment; the rapid transformation in administrative settings, accompanied by the demands of diversity management as hallmarks anti trappings of globalization.

The importance of training has no doubt been recognized in many organizations as the key factor for improved productivity. However, capacity building in the public sector is threatened with a number of problems like the absence of systematic training despite the various reforms that laid emphasis on training (Okotoni & Erero, 2005). This is because, the various reforms in the public sector have not considered it necessary to initiate definite and continue training programmes that will increase employees' productivity. This implies that when training need is recognized and resources and time are committed, the training exercise can still be inadequate in addressing the productivity deficit. Sometimes; the training exercise is haphazard in design, implementation and participation. At times, training is based on a faulty diagnosis of training needs.

Again, there are instances where public sector managers do not recognize employees who have participated in capacity building programmes to acquire additional skills and knowledge, (recognition may come in form of salary increase, promotion and other fringe benefits to appreciate their efforts). In

cases where training has taken place, management may not be willing to take such staff to other departments where they are relevant. Also, job enlargements are performed without adequate regard to the skills and capabilities of the staff, which may result in low and frustration on other employees who desire to undergo further training. The above attitudes of management to capacity building can result in progressive gene capabilities of employees to cope with challenges arising from the social, economic and technological changes. It is against this background that this study examines relationship between capacity building and lecturer's productivity in some selected tertiary institution in Kebbi state, Nigeria.

Statement of the Problem

Lecturers in every tertiary institution are expected to render a very high jobs performance and the ministry for higher education is always curious regarding the job performance of its lecturers. Also, the ministry for higher education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its lecturers [ubom and Joshua, 2004]. The governments, parents and all stakeholders in education are wondering if lecturers, whose responsibility it is to impart knowledge and inculcate discipline are really doing their work [okoni, 2004]. Factors which could come in different forms like job satisfaction, leadership style, government attitudes to issues concerning lecturers, poor remuneration, lack of basic amenities in schools. All these and more could be responsible for lecturer's low productivity.

Lecturers who are the trainers of the future leaders, who will in time become the builders of the society, are left uncared for, deprived of basic necessities of life and can only perform his duties grudgingly if not at all. In many counties of the world, lecturers have not been placed at the centre stage of educational decision making this has had the disastrous effect of all top-down approaches to development. Money has been wasted on conferences, new programs, and reform protects which have had no impact at the school and classroom levels.

In Nigeria, lecturers in tertiary institutions are incapacitated by funds to attend periodic seminars, in-service training, workshops, off-the-job training and conferences to improve their competence in instruction task performance. It is also not uncommon that capacity building programs organized by government's agencies on many occasions are unduly influenced by key government officials as few lecturers/trainees are sometimes selected on the basic of personal relationship while ignoring the majority of the lecturers. In most cases these who attended capacity building programmers do not replicate the knowledge and skills gained in their respective institutions. This is very inimical to efficiency because it often results in low level of performance in the institution.

Objectives of the Study

The broad objective of this study is to investigate capacity building and lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria. The specific objectives are to find out:

1. The extent to which workshop has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria.
2. The extent to which On-the-job training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria
3. The extent to which seminar has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria
4. The extent to which In-service training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria

Research Questions

The study is guided by the following research questions:

1. What is the extent to which workshop has improved lecturers' productivity in some selected tertiary institution in Kebbi state Nigeria?
2. What is the extent to which On-the-job training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria?
3. What is the extent to which seminar has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria?
4. What is the extent to which In-service training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria?

Research Hypotheses

The study formulated the following hypotheses that will be tested at 0.05 level of significance.

H₀₁: There is no significant difference between workshop and lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria.

H₀₂: There is no significant difference between On-the-job training and lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria?

H₀₃: There is no significant difference between seminar and lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria?

H₀₄: There is no significant difference between In-service training and lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria?

Methodology

The study adopted the survey research design of descriptive type. It is a descriptive survey this is because the study probed the opinion of the participants regarding capacity building and lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria. The study population consisted of 450 students in the selected institutions in Kebbi state Nigeria. The study used research advisor (2006) to determine 428 from the participants. The study used deliberate, proportionate and simple random sampling techniques. The study used self-designed questionnaire titled. Capacity Building and Lecturers Productivity Questionnaire (CBLPQ) to collect data from the participants. The questionnaire has two section A & B. section A consisted of demographic information of the participants and it contains four questions (sex, level of study, age bracket, specialization). Section B elicited information based on research question, the study adopted four (4) likert rating scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) to measure participants response which was coded 4,3,2,1 respectively. The questionnaire was validated by the experts in the field of Management as well as other experts in Human Resources Management. After the corrections and adjustments, the research instrument was adjusted to have content validity. The study conducted a pilot study for the reliability of the research instrument in which the questionnaires were administered to the participants that were not part of sampled participants. After an interval of two (2) weeks, the questionnaires were re-administered to the same participants using test retest method of reliability. The scores of tests retest was computed using Cronbach alpha to measure internal consistency of the items. After computation, it gives reliability co-efficient of 0.68 making the instrument very reliable for the study. The study used descriptive statistics to answer the research questions while independent t-test to analysed data

Answer to Research Questions

This section presented answer to research question using descriptive statistics such as (\bar{x}), tables and frequency counts

Research Question One

RQ1: What is the extent to which workshop has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria? The research question was answered and presented in Table 1

Table 1: Showing Descriptive Analysis of Workshop and Lecturers' Productivity in some selected tertiary institutions in Kebbi State, Nigeria.

S/N	Item Statements	Mean (\bar{x})	SD	Remarks
1.	Workshop training has helped lecturers to explore classroom issues that impede students' success and learn how to deal with them.	3.66	0.31	Significant
2.	Workshop training enable lecturers to gain access to what colleagues from across the nation are doing to ensure students' success.	3.64	0.30	Significant
3	Workshops training enable lecturers to understand why many students act they do when face with difficult college courses.	3.69	0.26	Significant
4.	Workshops training help lecturers practice practical classroom strategies you can used in your classroom	3.72	0.24	Significant
5.	Workshop training helps lecturers to collaborate with colleagues on best practices in teaching profession.	3.68	0.30	Significant
Total Mean ($\bar{\bar{x}}$)		3.68	0.29	Significant

Mean scale=2.50

Table 1 indicated the descriptive statistics (mean and standard deviation) about how workshop has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria. It is evident from the table that the general opinions of the participants presented by the grand mean scores of 3.68 are greater than the scale mean scores of 2.50. This implies that workshop training has greatly contributed to the improvement of lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria

Research Question Two

RQ2: What is the extent to which On-the-job training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria? The research question was answered and presented in Table 2

Table 2: Showing Descriptive Analysis of On-The-Job Training and Lecturers' Productivity in some selected tertiary institutions in Kebbi State, Nigeria.

S/N	Item Statements	Mean (\bar{x})	SD	Remarks
1.	On-the-job training faster adaptation to a new job and it allows lecturers to learn process in an organization more efficiently.	3.69	0.31	Significant
2.	On-the-job training is easy to set-up because you have already lecturers that know the job; you have a knowledge base to draw from.	3.68	0.29	Significant
3	On-the-job training helps to retain good lecturers in an organization.	3.64	0.34	Significant
4.	On-the-job training allows organizations to find the right people for the job because they show capability during training process.	3.71	0.26	Significant
5.	On-the-job training enables new employees meet their co-workers right away and start becoming part of the team.	3.68	0.23	Significant
Total Mean (\bar{x})		3.68	0.28	Significant

Mean scale=2.50

Table 2 indicated the descriptive statistics (mean and standard deviation) about how On-the-job training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria. It is evident from the table that the general opinions of the participants presented by the grand mean scores of 3.68 are greater than the scale mean scores of 2.50. This implies that On-The-Job training has effectively and efficiently contributed to the improvement of lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria

Research Question Three

RQ3: What is the extent to which seminar has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria? The research question was answered and presented in Table 3

Table 3: Showing Descriptive Analysis of Seminar Training and Lecturers' Productivity in some selected tertiary institutions in Kebbi State Nigeria.

S/N	Item Statements	Mean (\bar{x})	SD	Remarks
1.	Sharing of knowledge on topical and related issues during seminar is necessary for quality of instructional delivery	3.62	0.33	Significant
2.	Periodic attendance of seminar by the lecturers in their areas of specialization leads to quality instructional delivery and productivity	3.69	0.28	Significant
3	Frequent seminar sponsorship by government is necessary to quality of teaching and productivity.	3.68	0.23	Significant
4.	Regular attendance of seminar by lecturers helps to improve teaching and learning mechanism in tertiary institutions.	3.69	0.36	Significant
5.	Seminar attendance is regarded as a measure for lecturers' professional growth and development.	3.68	0.27	Significant
Total Mean (\bar{x})		3.67	0.29	Significant

Mean scale=2.50

Table 3 indicated the descriptive statistics (mean and standard deviation) about how seminar has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria. It is evident from the table that the general opinions of the participants presented by the grand mean scores of 3.67 are greater than the scale mean scores of 2.50. This implies that frequent attending seminar training has efficiently contributed to the improvement of lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria

Research Question Four

RQ4: What is the extent to which In-service training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria? The research question was answered and presented in Table 4

Table 4: Showing Descriptive Analysis of In-Service Training and Lecturers' Productivity in some selected tertiary institutions in Kebbi State Nigeria.

S/N	Item Statements	Mean (\bar{x})	SD	Remarks
1.	In-service training enables lecturers to be more systematic in their teaching style and delivery of lectures.	3.62	0.33	Significant
2.	lecturers who attend in-service training perform effectively in their work concerning knowledge of the subject, class room management, teaching method and evaluation of the students.	3.69	0.28	Significant
3	In-service training also provides lecturers with ample opportunities to learn new concepts, method and approaches through professional development.	3.68	0.23	Significant
4.	In-service training can also change the attitude and skills of lecturers and further increase the performance of students in tertiary institutions.	3.69	0.36	Significant
5.	In-service training can also help to change the procedures, approaches and practice of teaching, the way students learns would also help to create an excellent school culture in tertiary institutions.	3.68	0.27	Significant
Total Mean (\bar{x})		3.67	0.29	Significant

Mean scale=2.50

Table 4 indicated the descriptive statistics (mean and standard deviation) about how In-service training has improved lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria. It is evident from the table that the general opinions of the participants presented by the grand mean scores of 3.67 are greater than the scale mean scores of 2.50. This implies that in-service training has effectively and efficiently contributed to the improvement of lecturers' productivity in some selected tertiary institutions in Kebbi state Nigeria

Results and Analysis of Data

Table 5: Showing Descriptive Statistics and t-test Analyses of Lecturers' Productivity and Workshop in some selected tertiary institutions in Kebbi State Nigeria.

Variables	N	Mean	Std. Error	T	P-value	Decision
Lecturers Productivity	150	19.98	0.20	4.406	0.000	Significant
Workshop	150	21.29	0.22			

Table 5 indicated the descriptive statistics and t-test analyses of lecturers' productivity and workshop. The results indicated that lecturers' productivity has mean of 19.98 with standard error of 0.20 while workshop has mean of 21.29 with standard error of 0.22. The results of the t-test ($t=4.406$, $P\text{-value}=0.000<0.05$) revealed that there is significant difference in the scores of lecturers' productivity and workshop. These results imply that workshop scores are statistically significant on average higher than that of lecturers' productivity. This means that workshop has improved lecturers' performance significantly.

Table 6: Showing Descriptive Statistics and t-test Analyses of Lecturers' Productivity and On-the-job Training in some selected tertiary institutions in Kebbi State Nigeria.

Variables	N	Mean	Std. Error	T	P-value	Decision
Teacher Productivity	150	19.98	0.20	7.644	0.000	Significant
On-the-job training	150	22.31	0.23			

Table 6 shows the descriptive statistics and t-test analyses of lecturers' productivity and on-the-job training. The results indicated that lecturers' productivity has mean of 19.98 with standard error of 0.20 while on-the-job training has mean of 22.31 with standard error of 0.23. The results of the t-test ($t = 7.644$, $P\text{-value} = 0.000 < 0.05$) revealed that there is significant difference in the scores of lecturers' productivity and on-the-job training. These results imply that on-the-job training scores is statistically significant on average higher than that of lecturers' productivity. This means that on-the-job training has improved lecturers' productivity significantly.

Table 7: Showing Descriptive Statistics and t-test Analyses of Lecturers Productivity and Seminar in some selected tertiary institutions in Kebbi State Nigeria

Variables	N	Mean	Std. Error	T	P-value	Decision
Lecturers Productivity	150	19.98	0.20	12.305	0.000	Significant
Seminar	150	22.85	0.12			

Table 7 shows the descriptive statistics and t-test analyses of lecturers' productivity and seminar. The results indicated that lecturers' productivity has mean of 19.98 with standard error of 0.20 while seminar has mean of 22.85 with standard error of 0.12. The results of the t-test ($t = 12.305$, $P\text{-value} = 0.000 < 0.05$) revealed that there is significant difference in the scores of lecturers' productivity and seminar. These results imply that seminar scores are statistically significant on average higher than that of lecturers' productivity. This means that seminar has improved lecturers' productivity significantly.

Table 8: Showing Descriptive Statistics and t-test Analyses of Lecturers' Productivity and In-service Training in some selected tertiary institutions in Kebbi State Nigeria.

Variables	N	Mean	Std. Error	T	P-value	Decision
Teacher Productivity	150	19.98	0.20	5.447	0.000	Significant
In-Service training	150	21.71	0.25			

Table 8 shows the descriptive statistics and t-test analyses of lecturers' productivity and In-service training. The results indicated that lecturers' productivity has mean of 19.98 with standard error of 0.20 while In-service training has mean of 21.71 with standard error of 0.25. The results of the t-test ($t = 5.447$, $P\text{-value} = 0.000 < 0.05$) revealed that there is significant difference in the scores of lecturers' productivity and In-service training. These results imply that In-service training scores is statistically significant on average higher than that of lecturers' productivity. This means that In-service training has improved lecturers' productivity significantly.

Summary of the Major Findings

1. Workshop was found to be the key determinant for improvement in lecturers' productivity, self-confidence and gain new methods of imparting knowledge to students in the selected tertiary institutions in Kebbi state Nigeria
2. On-the-job training was found to be as catalysts and boosters for the acquisition of self-mastery of lecturers' instructional delivery in the classroom in the selected tertiary institutions in Kebbi state Nigeria.
3. Seminar was found to be lecturers' gate-way to enhance instructional efficiency and quality of teaching in the classroom to students in the selected tertiary institutions in Kebbi state Nigeria.
4. In-service training was found to be lecturers' know-how and further acquisition of working experience to be productive and effective in the classroom to students in the selected tertiary institutions in Kebbi state Nigeria.

Discussion of the Major Findings

First finding indicated that Workshop was found to be the key determinant for improvement in lecturers' productivity, self-confidence and gain new methods of imparting knowledge to students in the selected tertiary institutions in Kebbi state Nigeria. This finding was in agreement with Olaniyan and Ojo (2008) who found that regular lecturers' participation in workshop has significantly improved quality of teaching and instructional delivery in the classroom. The study was in consonance with Nana, Okpaci and Abubakar (2013) who found workshop as a component of lecturers' development

programme that contributed positively to lecturers' productivity. Okereke and Igboke (2011) found workshop as a strategy to improve lecturers' efficiency and effectiveness in the classroom.

Second finding indicate that On-the-job training was found to be as catalysts and boosters for the acquisition of self-mastery of lecturers' instructional delivery in the classroom in the selected tertiary institutions in Kebbi state Nigeria. The finding corroborated with Serin (2017) who found that on-the-job training significantly influence lecturers' job performance and quality of teaching in the classroom. The finding also agreed with Imaowaji (2014) who found that on-the-job training has positive significant effect on lecturers' productivity. The finding was in tandem with Alimi, Bukar and Ahmad (2012) who found that on-the-job training enhances and facilitate lecturers' instructional delivery in the classroom and thereby make them to be effective and productive.

Third finding indicated that seminar was found to be lecturers' gate-way to enhance instructional efficiency and quality of teaching in the classroom to students in the selected tertiary institutions in Kebbi state Nigeria. The finding was in tandem with Mozeal (2015) who found that lecturers' regular attendance in seminar resulted in improvement of skills and quality output. Ramya (2016) found that regular seminar attendance enhances lecturers' teaching skills and change the methods of classroom management control. Onuka (2016) found that lecturers' regular seminar attendance exposes them to modern teachings

Fourth finding indicated that In-service training was found to be lecturers' know-how and further acquisition of working experience to be productive and effective in the classroom to students of the selected tertiary institutions in Kebbi state Nigeria. The finding was in consonance with Ohia, Adanma, Ngozi, Odenefe, and Sam-Odumo, (2018) who found that in-service training has made lecturers' continue to be effective and productive in the business of knowledge transfer. Johnson and Veronica (2016) found that in-service training is necessary and paramount for the lecturers' to be able to function effectively in the classroom. The finding also agreed with Adeniyi, (2015), who found that in-service training improved lecturers' capacity building to function effectively and efficiently in the classroom.

Conclusions

Based on findings of the study, the study concluded that adequate funds should be provided for regular training and development of lecturer's to enable them to enhance their skills, experience and knowledge to make them more efficient and effective on their job.

Recommendation

The study recommends that there is need for the government through the Tertiary Education Trust Fund (TETFUND) to provide adequate fund for capacity building of lecturer's to enable them to be efficient and effective towards service delivery.

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