INTERNATIONAL JOURNAL OF BUSINESS AND MANAGEMENT RESEARCH
P-ISSN: 1118-4256, E-ISSN:3034-4327
Vol. 5| No.1 | June 2024
Page No.: 506-521

ORGANISATIONAL TRAINING AND EMPLOYEE JOB SATISFACTION IN SELECTED TERTIARY INSTITUTIONS OF SOUTH-SOUTH NIGERIA.

Chiekezie, O.M. PhD[1]
om.chiekezie@unizik.edu.ng
Department of Business Administration,
Nnamdi Azikiwe University, Awka

Thompson, Ikhide Akhigbe[2]
akhigbe.thompson@edouniversity.edu.ng
Department of Business Administration,
Edo State University, Uzairue

Abstract

Contemporary organisations depend on well-trained personnel who will accomplish their assigned tasks. Thus, the survival of many organisations in a competitive society lies in the ability to train human resources who are creative, innovative, and inventive to enhance performance and increase competitive advantage. Therefore, the broad objective of the study is to examine the effect of organisational training on job satisfaction of employees in selected Federal, State, and Private tertiary institutions in South-South Nigeria. While the specific objective examined the relationship between organisational flexibility and employee commitment in selected Federal, State, and Private tertiary institutions in South-South Nigeria. The study was anchored on Organisation Learning Theory developed by Argyris, Schon, and Muth (1986). A survey *research design was adopted for the study. A primary source of data was employed with a sample of three hundred and forty-eight (348) employees. Regression analysis was used to test the formulated hypothesis. The result obtained from the test of the formulated hypothesis revealed that a positively significant relationship exists between organisational flexibility and employee commitment since (*F-statistics = 78.1; R-Squared = 0.772, *P>0.05). Based on the findings, the study concluded that there exists a strong significant positive relationship between organisational training and employee job satisfaction in Selected Tertiary Institutions of South-South, Nigeria. Sequel to conclusion, the study recommended that the studied tertiary institutions need to strive towards the culture of organisational flexibility as this will lead to employee commitment and improved performance of tertiary institutions in South-South Nigeria.*

Keywords: Organisational Training, Organisational Flexibility, Job Satisfaction, Employee Commitment, South-South Nigeria

Introduction

Globally, employee job satisfaction is a major issue in the sustainability of both profit and non-profit organisations. It is a critical factor in organisational success, as it directly effects productivity, employee retention, and overall organisational performance (Nwoke & Ugwu, 2019). Employee job satisfaction is even more apt in the context of educational institutions where capacity building is the major goal, as it can influence the quality of teaching, research, and administrative support provided to students (Akinbobola & Zamani, 2021). Thus, job satisfaction may likely determine the degree of employees' commitment to the accomplishment of the organisational goals. Basically, employee satisfaction is the overall result of the degree of liking or disliking of employees towards various aspects of their work, such as compensation, management support, promotion opportunities, work environment, organisational culture, co-workers, and tasks performed (Barkhuizen & Gumede, 2021).

Majorly, one of the aspects of the organisation that leads to employee job satisfaction is the opportunity for regular training. Training opportunities demonstrate an organisation's flexibility in investing in its employees, fostering a sense of value and commitment, which can ultimately lead to higher job satisfaction (Omoankhanlen & Osemeke, 2020). Scholars like Imran and Tanveer (2015), adduce that organisational training is a principal factor in enhancing employee job satisfaction. Similarly, Vemic, (2017) holds that the survival of any organisation in a competitive society lies in its ability to train its human resource to be creative, innovative, and inventive toward enhanced performance and increased competitive advantage. Training therefore entails the acquisition of techniques, skills, knowledge, and experiences that enable the employees to make effective contributions to the combined efforts of a team in a productive process (Nwachukwu, 2018).

Notably, training of tertiary institution teachers to enhance their flexibility and professional development is a lifelong process through which any of them at any stage of development, has room for improvement as it is the act of deepening knowledge and skills in any profession and teaching is no exception (Garet, Poster, Desimone, Birman & Yoon, 2016). Employees in tertiary institutions are satisfied with their jobs when they are exposed

to conferences, in-service training, and seminar regularly to be updated in their areas of specialisation (Oshagbemi (2020).

Tertiary institutions in South-South Nigeria are not different from other tertiary institutions in other regions and climes. Understanding the relationship between organisational training and employee job satisfaction is crucial in the tertiary institutions of South-South Nigeria. This is crucial particularly as the region has experienced significant sad challenges in the higher education sector, including inadequate funding, infrastructure deficiencies, and issues with staff motivation and retention (Nwafor et al., 2020). Again, the study observed that the management of tertiary institutions in South-South Nigeria has not fully embraced the concept of organisational flexibility as a major factor that determines employee commitment to their institutions. Lack of flexibility can make employees obsolete in knowledge, with its far-reaching negative impact on the performance of the institutions. Consequently, there is a compelling need for regular training in tertiary institutions in South-South Nigeria to enhance job satisfaction.

Therefore, the broad objective of this study is to examine the relationship between organisational training and employee job satisfaction in tertiary institutions of South-South Nigeria. Specifically, this study seeks to examine the relationship between organisational flexibility and employee commitment.

Conceptual Review

Organisational training

Organisational Training can be visualised as the acquisition of techniques, skills, knowledge, and experiences that enable the individual to make an effective contribution to the combined efforts of a team in a productive process (Nwachukwu, 2018). Well-designed training can contribute to building a more adaptable, innovative, competitive workforce and yield significant returns in terms of improved employee performance, productivity, and competitive advantage (Noe, 2020). It is an effort aimed at helping an employee acquire basic skills required for the sufficient execution of the functions for which he was hired. Similarly, organisational training is the impartation of knowledge, enlightenment, or wisdom to the employee for improved and greater performance in the workplace (Ofobruku

& Nwakoby, 2015). The need for training workers in any organisation is to develop them mentally and use their abilities for the achievement of organisational goals and the fulfillment of their job satisfaction. The Federal government recognised the importance of training and re-training of workers to the development of the nation, hence, the Federal Republic of Nigeria (2004) in the National Policy on Education as the demonstration of the government's commitment, Section 7, Sub-Section 4 of the Policy states that: "For all classes, different kinds of in-service training, courses and seminars related to their particular occupations will be arranged on a continuing basis so that all workers may attain proficiency in their work". As a result, the Nigerian government has made concerted effort in establishing training centers like the Industrial Training Fund and Administrative Staff College of Nigeria to train skilled manpower to man the various sectors of the economy.

Organisational Flexibility

Organisational flexibility is a combination of repertoire of organisation and managerial capabilities that allow organisations to adapt quickly to environmental shifts (Teece, Pisano, & Shuen, 2017). An organisation is said to be flexible if it can respond to unpredicted change and can operate in uncertain environments (Phillips & Wright, 2019). Hence, flexible organisations are capable of keeping pace with the changes and turning the changes into opportunities that will help the organisation to sustain a high competitive advantage and secure conditions for development (Quinn, Faerman, Thompson & McGrath, 2017). Likewise, organisation needs to be flexible to accommodate employees' tendencies to divide roles between work and personal matters to avoid employees' work-family conflicts, which happen due to a clash between employee's official roles as a wife for instance, and mother of children (Hidayati, Zarlis & Absah, 2019). This implies that organisational flexibility is key to organisational training since it relates to how organisations react to their internal and external environment for sustainable effectiveness.

Employee job satisfaction

Job satisfaction results from employees' perceptions of how well their jobs provide things that are seen as necessary to them (Lei, Basit & Hassan, 2018). It is the overall result of the degree of liking or disliking of workers towards various aspects of work.

Correspondingly, it is the result of the level of pleasure from compensation, management support, promotion opportunities, work environment, organisational culture, co-workers, and tasks performed (Barkhuizen & Gumede, 2021). Again, job satisfaction can be seen as the affective and emotional response to various aspects of one's job (Kreitner & Kinicki, 2019). It includes employees' positive feelings about the performance, policies, and general practices of human resources within the organisation itself. Employees who have a high level of satisfaction will have positive thoughts about their work, while employees who have low satisfaction levels will have negative thoughts about their work (Choon, & Thim, 2019). Similarly, Job satisfaction is a pleasant or positive emotional state resulting from assessing one's work or work experience (Luthans, 2017). It consist of an assessment of employees' feelings and attitudes related to the tasks assigned to them, workplace conditions, assigned tasks, appreciation for work results, teamwork, and conducive social relations (Biesok, Grzegorz & Wrobel, 2017). This study submits that employees' job satisfaction is a necessity for employee commitment and overall goal attainment. This implies that a high level of satisfaction will enhance employees' positive mindset about their work, while an employee's low level of satisfaction will mean a poor or negative mindset towards their work.

Employee commitment

Employee commitment is the psychological attachment and the resulting loyalty of an employee to an organisation (Anwar, 2016). A committed employee is someone optimistic, focused on the work, result-oriented, enthusiastic, willing to go the extra mile, takes pride in his or her work, and believes in the goals and values of the organisation (Dalkrani & Dimitriadis, 2018). Some employees are committed to their jobs because they love what they do or because their goals align with those of the organisation (Anwar & Balcioglu, 2016). Others might stay because they fear what they could lose if they leave (Abdullah & Abdul Rahman, 2015). Still, others might stay because they feel obligated to the company or their manager (Faraj, Faeq, Abdulla, Ali & Sadq, 2021). We have three types of employee commitment (Normative, affective & continuance commitments) each one of these shows a level of commitment of an employee to the organisation, which determines how much each employee is committed to the organisation.). Normative committed

employees remain with an organisation by their belief that it is the "right and moral" thing to do (Anwar & Balcioglu, 2016). If an organisation has a high level of affective commitment employees, they will enjoy their relationship with the organisation and are likely to stay (Abdullah & Othman, 2021).

Theoretical Framework

This study is anchored on organisational learning theory. Organisational learning theory was developed by Agris, Schon and Muth (1986). Muth remarks that organisational learning theory postulates that an organisation's experience affects its learning. As a result of that, it is imperative to study the background of organisational climate which affects an organisation's experience. This background refers to an organisation's characteristics. It specifically includes its structure, climate, technology, identity, memory, goals, incentives and strategy. It also includes its environment which consists of competitors, customers and regulators. This background also establishes how knowledge is acquired by the organisation. This knowledge modifies the context as the institution adapts to it (Argote & Miron-Spektor, 2011). Argote (2013) contends that organisational learning happens as a result of experience with an organisation and allows the organisation to stay competitive in an ever-changing environment. Organisational learning is a process of enhancement that can spur efficiency, exactness, and profits. Sole and Edmondson (2002) suggest that as an aspect of an organisation, organisational learning is the process of creating, retaining, and transferring knowledge in an organisation i.e. knowledge creation, knowledge retention, and knowledge transfer can be seen as adaptive procedures that are functions of experience. This theory is relevant to this study because when an employee through training knows the organisational structure, climate, technology, identity, memory, goals, incentives, strategy, organisational competitors, customers, and regulators that guide the operations of the organisation, they tend to work satisfactorily towards improved performance.

Empirical Review

Khaplwak, Mommand, and Abdulrahimzai, (2020) studied the relationship between job training and employee job satisfaction of Staff of the Logar University, Afghanistan. In this study, the required information was collected by two questionnaires of job satisfaction

and organisational commitment and was analysed using SPSS 24 and EXCEL software, and its descriptive and inferential results are described in the tables, which in the descriptive method describes the variables of satisfaction. Job (nature of work, co-workers, growth opportunities, and payments) and organsational commitment variables (emotional commitment, continuous commitment, and normative commitment) and inferential analysis by correlation test or Pearson correlation to test hypotheses and analyse the relationship between Job satisfaction and organisational commitment are addressed. The results of the research show that there is a positive significant relationship between organisational training and job satisfaction of employee in the studied firm.

Nuhu, Salisu, Abubakar and Abdullahi (2018) examined the effects of Training on Job Satisfaction among Academic Staff of Bayero University, Kano Nigeria. Three hundred and ten (310) respondents was the sample size used. Questionnaire was the data collection instrument used which was designed in a 5-point Likert scale. Multiple regression analysis was employed to test the hypothesized model of the study. The finding of the tested hypothesis revealed that there is a positive relationship between regular training and employee job satisfaction.

Jehanzeb, Rasheed, and Rasheed (2018) assessed the effects of training and development on job satisfaction and retention in fast-food franchises in Saudi Arabia. Questionnaires were the data collection instrument used. The sample size was 278. Confirmatory factor analysis was used to evaluate the reliability of the data. The findings of the research revealed that there is a positive relationship between regular training and employee job satisfaction.

Adu-Gyamfi, Adu-Oppong, and Boahen (2017) examined Job training and employee satisfaction among Non-Teaching Staff of Universities in Ghana. The case study strategy was used to help explain the dynamics of job satisfaction and commitment at the University College. The data utilised for the study were from primary and secondary sources which data collection instruments mainly used for primary data were questionnaires and observation whereas books, journals, newspapers, and the Internet were sources of secondary data. The response rate for the questionnaires was 93%. The mean and standard deviation tests were also used as the basis for the data analysis. The

study revealed that in-service training is positively and significantly related to employee job satisfaction.

Adesol, Oyeniyi, and Adeyemi (2015) examined the relationship between staff training and job satisfaction among Nigerian bank employees in Osogbo metropolis. A structured questionnaire was used to collect data from eighty (80) respondents through a simple random sampling method. Pearson product-moment correlation coefficient was employed to determine the relationship between staff training and job satisfaction, while multiple regression was used to determine the effect. The result showed that staff training has a positive significant relationship with job satisfaction.

Vasudeva (2014) examined the relationship between training on the job and employee effectiveness in Malaysia. One hundred and eighty employees in Malaysia were surveyed for the psychoanalysis. Data from the questionnaires were analysed using SPSS version 20.0 software. The techniques employed in examining the data included descriptive statistics, reliability analysis, correlation analysis, and regression analysis. The outcomes demonstrated an alpha value of all variables are well above 0.80, which is considered a dependable indicator of national consistency. The correlation coefficients indicate the hard point of the connector between the variables, where a coefficient is considered significant if the p-value is less than 0.05. Overall, the results from this work revealed that regular training positively and significantly influences the employee's work commitment, job satisfaction, and job performance.

Methodology

Research Design

The research design that was adopted for this study is a survey research design. Survey research design enables the researcher to observe what happens to the sample subjects without manipulating them.

Population of Study

Three (3) Federal Universities, three (3) state universities, and one (1) private university in South-South Nigeria were used for this study. They are the University of Benin (724), University of Port-Harcourt (662), University of Uyo (548), Ambrose Alli University, Ekpoma (437), Cross River State University of Science &Technology, Calabar (493), Delta

State University, Abraka (482) and Igbinedion University, Okada (321). This gives a total population of 3,667.

Sample Size and Sampling Technique

The Krejcie and Morgan (1970) sampling technique was used for this study. The formula is:

$$S = \frac{x^2NP(1-P)}{d^2(N-1) + x^2P(1-P)}$$

Where S = Sample Size
X^2= Table value of chi-square for 1 degree of freedom 0.05 confidence level (3.84)
N = population Size (3,667)
P = Population proportion (0.5)
d^2 = Degree of accuracy (0.05)

$$S = \frac{3.84 \quad (3,667) \quad (0.5) \quad (1-0.5)}{(0.05)^2\,(3,667-1) + (3.84)\,(0.5)\,(1-0.5)}$$

S = 347.7 = 348

Based on the foregoing, 348 copies of the questionnaire were designed on a five-point Likert Scale of Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD), and Disagree (D) and were randomly administered to respondents of the focused tertiary institutions. Bowley's (1926) allocation formula was used to ascertain the copies to be randomly administered to each organisation. Thus:

Nh = n(nh)/N
Where Nh = Number of units to be distributed to each group.
nh = Number of respondents in each group.
N = Total Sample Size.
N = Total Population Size.

University of Benin - 348(724)/3,667 = 69
University of Port-Harcourt: - 348(662)/3,667 = 63
University of Uyo - 348(548)/3,667 = 52

Ambrose Alli University, Ekpoma - 348(437/3,667 = 41
Delta State University, Abraka: - 348(482)/3,667 = 46
Cross River State University of Science &Technology, Calabar: - 348(493)/3,667 = 47
Igbinedion University, Okada: - 348(321)/3,667 = 30

Test of Hypothesis

Regression analysis was used to test the hypothesis with the aid of SPSS version 20.

H_1: There is a significant positive relationship between organisational flexibility and employee commitment.

H_0: There is no significant positive relationship between Organisational flexibility and employee commitment.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.879[a]	.772	.763	1.89063	.772	78.095	1	23	.000	1.644

a. Predictors: (Constant), Organisational Flexibility

b. Dependent Variable: Employee Commitment

The results revealed that organisational flexibility has significant effect on employee commitment of the studied tertiary institutions (β =1.89, $p<0.05$). Organisational flexibility is a predictor of employee commitment (F-statistics = 78.1; R-squared = 0.772; $p<0.05$). The predictor variable single-handedly explained 77.2% of the variance in job satisfaction, while the remaining 22.8% could be due to the effect of the extraneous variables. The Durbin Watson value of 1.6 reveals that there is no first-order serial correlation.

Discussion of Finding

The extant literature on organisational training submits that effective training programs can have a significant positive effect on employee job satisfaction, particularly in the context of a rising region like South-South Nigeria. From the findings, organisation flexibility that

enhances commitment, and competencies of employee can increased job performance, and overall job satisfaction.

Findings obtained from the test of the hypothesis reveal that there is a strong positive relationship between organisational flexibility and employee commitment. This corroborates the study of Adu-Gyamfi, Adu-Oppong, and Boahen (2017), Khaplwak, Mommand and Abdulrahimzai, (2020), Jehanzeb, Rasheed and Rasheed (2018), Vasudeva (2014) and Nuhu, Salisu, Abubakar and Abdullahi (2018).

The study further reveals that in the South-South region of Nigeria, where tertiary institutions often face challenges related to skill gaps, investing in employee training and development can yield considerable positive returns. This implies that organisational flexibility that focuses on the unique needs faced by the workforce in this region has the potential to improve job-related commitments, which will foster a more engaged and productive employee base. This also corroborates the study by Choon and Thim (2019).

Conclusion

Based on the finding, the study concludes that a strong positive relationship exists between organisational flexibility and employee commitment in selected tertiary institutions of South-South Nigeria. When organisations are flexible, employees are committed to their responsibilities. Thus, employee job satisfaction largely depends on organisational training. This means that employees in tertiary institutions are satisfied with their jobs when they are exposed to conferences, in-service training, and seminar regularly to be updated in their areas of specialisation (Oshagbemi, 2020).

Recommendation

The study recommends that tertiary institutions in South-South Nigeria need to be flexible in encouraging regular in-service and external training to enhance employee commitments. Employee commitment will increase the effectiveness and efficiency of tertiary institutions particularly those in South-South Nigeria. Hence, tertiary institutions need to strive towards the culture of organisational flexibility as this will lead to employee commitment and improved performance of tertiary institutions in South-South Nigeria

References

Abdullah, N. H., & Othman, M. (2021). The Influence of Entrepreneurial Orientation on Firm Performance of SMEs in Malaysia. *International Journal of Entrepreneurship and Small Business*, 42(1/2), 228-249.

Adu-Gyamfi, M. Adu-Oppong, A.A., & Boahen, S. (2017). Job Training and Employee Satisfaction among Non-Teaching Staff of Universities in Ghana. *International Journal of Innovative Researchand Development.* 6(5). DOI: 10.24940/ijird/2017/v6/i5/MAY17025

Abdullah, N. N., & Abdul Rahman, M. (2015).The Degree of Openness in Turkey's Public Expenditure. *International Journal of Administration and Governance*, 12(1), 8-12.

Akinbobola, O. I., & Zamani, A. R. (2021). Factors Influencing Job Satisfaction among Academic Staff in Nigerian universities. *International Journal of Educational Management*, 35(2), 373-386.

Adesol D, Oyeniyi O.K., & Adeyemi MA. (2015): Empirical Study of the Relationship between Staff Training and Job Satisfaction among Nigerian Banks Employees. *International Journal of Academic Research in Economics and Management Sciences*, 2(6), 108-116. http://dx.doi.org/10.6007/IJAREMS/v2-i6/446

Anwar, K. (2016). Comparison between Cost Leadership and Differentiation Strategy in Agricultural Businesses. Custos E Agronegocio on-Line, 12(2), 212-231.

Anwar, K., & Balcioglu, H. (2016). The Relationship between Transformational Leadership Characteristics and Effectiveness: A Case Study of Construction Companies in Erbil. *International Journal of Science Technology and Management*, 5(2), 250-256.

Argote, L. (2013). Organisational learning: Creating, Retaining and Transferring Knowledge. Springer Science & Business Media.

Argote, L., & Miron-Spektor, E. (2011). Organisational learning: From Experience to Knowledge. Organisation Science, 22(5), 1123-1137.

Argyris, C., Schön, D. A. & Muth D. (1986). Organisational Learning II: Theory, Method and Practice, Reading, Mass: Addison-Wesley.

Barkhuizen, N. E., & Gumede, B. (2021).The Relationship between Talent Management, Job Satisfaction, and Voluntary Turnover Intentions of Employees in a Selected Government Institution. S.A. *Journal of Human Resource Management*, 19, 1–12. https://doi.org/10.4102/sajhrm.v19i0.1396

Biesok, Grzegorz., & Wrobel, J. C. (2017). Job Satisfaction and Its Related Factors.*European Journal of Business Science and Technology,* 3(1), 44–53. DOI: 10.11118/ejobsat.v3i1.81

Bowley, A. L. (1926). Measurements of the Inequality of Incomes. *The Economic Journal*, 36(121), 24-36.

Dalkrani, M., & Dimitriadis, E. (2018). The Effect of Job Satisfaction on Employee Commitment. *International Journal of Business and Economic Sciences Applied Research*, 11(3), 16-23. https://doi.org/10.25103/ijbesar.113.02

Faraj, K. M., Faeq, D. K., Abdulla, D. F., Ali, B. J., & Sadq, Z. M. (2021). Total Quality Management and Hotel Employee Creative Performance: The Mediation Role Of Job Embeddedment. *Journal of Contemporary Issues in Business and Government*, 27(1). http://dx.doi.org/10.47750/cibg.2021.27.

Federal Republic of Nigeria. (2004). National Policy on Education (4th Ed.). Lagos, Nigeria: NERDC Press.

Choon, M. C. H., & Thim, C. K. (2019). The Impact of Entrepreneurial Orientation on the Business Performance of SMEs in Malaysia. Asia Pacific Journal of Innovation and Entrepreneurship, 13(3), 339-353.

Garet, M. S., Porter, A. C., Desimorie, L., Birman, B. F., & Yoon, K. S., (2016). What Make Professional Development Effect? Results from a National Sample of Teachers. *Hindrican Educational Research Journal,* 58(4), 915 - 945.https://doi.org/10.3102/00028312038004915

Hidayati, N., Zarlis, M., & Absah, Y. (2019). Effect of Work-Family Conflict on Commitment Organisation Through Work Stress with Religiosityas A Moderating Variable in Health Workers of Latersia Binjai Hospital. *International Journal of Research and Review,* 6(5), 167–186. DOI: https://doi.org/10.33258/birci.v5i1.4296

Imran, A., & Tanveer, A. (2015). Entrepreneurial Motivation: A Case Study of Pakistan. *The Journal of Global Entrepreneurship Research,* 5(1), 1-15.

Jehanzeb, K., Rasheed, A. & Rasheed, M. F. (2015). Organisational Commitment and Turnover Intentions: Impact of Employee's Training in Private Sector of Saudi Arabia. *International Journal of Business and Management,* 8(8) 79-90.

Khaplwak, M. T., & Mommand, A.A., & Abdulrahimzai, W. (2020). Investigating of the Relationship between Job Satisfaction and Organisational Commitment Case Study; Professors and Administrative Staff of the Logar University. *International Journal of Scientific Research and Management (IJSRM).* 8(12), 2036-2048. DOI: 10.18535/ijsrm/v8i12.em04

Kreitner, R., & Kinicki, A. (2019).Organisational Behavior (5th Ed.). London: McGraw-Hill

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607-610.

Luthans, F. (2017). Organisational Behavior : An Evidence-Based Approach (Twelfth Ed). McGrawHill Irwin.

Noe, R. A. (2020). Employee Training and Development (8th Ed.). McGraw-Hill Education.

Nwachukwu, C. (2018). The Role of Demographic Factors in the Relationship between Entrepreneurial Orientation and Business Performance in SMEs. *Academy of Entrepreneurship Journal*, 24(1), 1-14.

Nwafor, C. E., Umoh, G. I., & Jaja, S. A. (2020). Organisational Culture and Employee Performance in Selected Universities in South-South Nigeria. *International Journal of Productivity and Performance Management*, 69(6), 1137-1154.

Nwoke, B. I., & Ugwu, D. I. (2019). Organisational Climate and Employee Job Satisfaction in Universities in South-East Nigeria. *International Journal of Economics, Commerce and Management*, 7(7), 378-389

Nuhu, M.S., Salisu, F.S., Abubakar, S.L., & Abdullahi, M.S., (2018). "Effects of Training on Job Satisfaction among Academic Staff of Bayero University, Kano Nigeria," *Noble International Journal of Social Sciences Research*, Noble Academic Publsiher, 3(11), 90-96.

Ofobruku, S. A., & Nwakoby, N. P. (2015). Effects of Mentoring on Employees' Performance in Selected Family Business in Lagos State, Nigeria. Singaporean Journal of Business Economics, and Management Studies, 4(9), 28-49.

Oshagbemi T. (2020): Gender Differences in the Job Satisfaction of University Teachers. *Women in Management Review*, 15(3), 331-343.

Omoankhanlen, J., & Osemeke, M. (2020). Training and Development and Employees' Commitment in Selected Deposit Money Banks in Lagos State, Nigeria. Acta Universitatis Danubius. Œconomica, 16(1), 142-157.

Phillips, P. A., & Wright, C. (2019). E-business's Impact on Organisational Flexibility. *Journal of Business Research.*62 (11). 1071-1080. https://doi.org/10.1016/j.jbusres.2008.

Quinn R E, Faerman S R, Thompson M. P., & McGrath (2017). Becoming a Master Manager: A Competency Framework. US: John Wiley Sons, Inc.

Sole, D., & Edmondson, A. (2002). Situated knowledge and learning in dispersed teams. British Journal of Management, 13(S2), S17-S34.

Teece, D.J., Pisano, G., & Shuen, A. (2017). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509-533. http://dx.doi.org/10.1002/(SICI)1097-0266

Vasudeva, H. (2014): Examining the Relationship of Training on Job Satisfaction and Organisational Effectiveness. *International Journal of Management and Business Research*, 4(3), 185-202

Vemic J. (2017): Employee Training and Development and the Learning Organisation. FACTA *UNIVERSITATIS Series: Economics and Organisation*, 4(2), 209-216.