

Original Research Article

Effects of Training and Development on Employees' Performance in Selected Local Government Areas of Oyo State, Nigeria

Afebioye Akeem Ayegboyin

Department of Business Administration, Ajayi Crowther University, Oyo, Nigeria

Correspondence should be addressed to Afebioye Akeem Ayegboyin: akeemafebioye@gmail.com

Article No: 020 | **Accepted:** 22 September 2026 | **Published:** 10 October 2026

Abstract: Training and development are important human-resource practices through which organisations seek to improve employee knowledge, skills, competencies and performance. However, the existence of training programmes does not necessarily guarantee improved employee performance, particularly where training is poorly aligned with employee needs or workplace requirements. This study examined the effects of training and development on employee performance in selected Local Government Areas in Oyo State, Nigeria. Specifically, the study assessed the individual effects of off-the-job training, on-the-job training, mentoring and coaching on employee performance and determined their joint effect. A quantitative descriptive survey design was adopted. The study covered five purposively selected Local Government Areas representing the five administrative zones of Oyo State. The population comprised senior staff on Grade Levels 12–17, while a sample of 260 respondents was selected through multi-stage sampling involving purposive, proportionate and simple random sampling techniques. Primary data were collected using a structured questionnaire measured predominantly on a five-point Likert scale. Descriptive statistics, simple linear regression and multiple linear regression were employed for data analysis, with hypotheses tested at the 5% significance level. The results showed generally favourable perceptions of the training and development dimensions, with mean scores of 3.865 for off-the-job training, 3.855 for on-the-job training, 3.927 for mentoring and 3.856 for coaching, while employee performance recorded a mean of 3.775. However, inferential results showed that off-the-job training had a positive but insignificant effect on employee performance ($\beta = 0.080$, $p = 0.176$). On-the-job training also had a positive but insignificant effect ($\beta = 0.091$, $p = 0.137$), while mentoring had an almost zero and insignificant effect ($\beta = -0.003$, $p = 0.966$). Coaching similarly had a positive but insignificant effect ($\beta = 0.045$, $p = 0.445$). The joint regression model was also insignificant ($R = 0.130$, $R^2 = 0.017$, $F = 1.125$, $p = 0.345$), indicating that the four dimensions jointly explained only 1.7% of the variation in employee performance.

The study concludes that although training and development activities were favourably perceived, they did not independently or jointly produce statistically significant effects on employee performance in the selected Local Government Areas. It recommends systematic training-needs assessment, improved relevance and quality of training programmes, stronger post-training follow-up, structured mentoring and coaching, effective training evaluation, and greater organisational support for applying acquired skills.

Keywords: Mentoring, Coaching, On-the-Job training, Off-the-Job training, Human Resources

1.0 Introduction and Background to the Study

Human resources constitute one of the most valuable assets available to modern organizations, as employees create, utilize, and coordinate other organizational resources to achieve strategic objectives. The effectiveness and competitiveness of an organization depend largely on the competence, knowledge, skills, and commitment of its workforce (Armstrong & Taylor, 2023). Among the various human resource management practices available to organizations, training and development have consistently been recognized as critical mechanisms for enhancing employees' knowledge, skills, and overall job performance, thereby contributing to organizational success (Aguinis & Kraiger, 2009; Noe, 2020).

Employees' performance remains a central concern for organizational managers because it directly influences productivity, efficiency, and institutional sustainability. Within the public sector, this concern is especially pronounced because government institutions exist primarily to deliver essential services to citizens (Judge & Robbins, 2023). Local government administration occupies a strategic position within Nigeria's governance structure as the tier of government closest to citizens, responsible for services such as primary healthcare, rural development, and community development programmes. Despite this importance, many local government areas in Nigeria continue to experience challenges relating to poor employee performance, weak administrative capacity, and ineffective implementation of government programmes (Adebisi & Akinwande, 2023; Ezeani, 2022).

Off-the-job training, comprising workshops, seminars, and formal professional courses, has been associated with improved productivity among public sector employees in prior Nigerian research (Afolabi & Akinola, 2023), while on-the-job training (learning through direct workplace practice) has similarly been linked to higher competence and effectiveness (Chukwu & Nwankwo, 2023; Oladimeji & Olatunji, 2024). Mentoring, a developmental relationship through which experienced employees guide less experienced colleagues, has been found to enhance confidence and leadership capacity among civil servants (Adeniran & Adeyemi, 2023), and coaching has been shown to improve communication, decision-making, and service delivery in public sector settings (Adekunle & Bello, 2023; Onyemaechi & Okafor, 2024).

Although numerous studies have examined the training-performance relationship across sectors, findings remain inconsistent across organizational contexts, and few studies have comprehensively examined the combined effects of off-the-job training, on-the-job training, mentoring, and coaching on employees' performance within Nigerian local government administrations, particularly in Oyo State. This gap creates uncertainty for policymakers and human resource practitioners seeking effective strategies for improving public service delivery at the grassroots level. This study therefore examines the effects of training and development on employees performance in selected Local Government Areas in Oyo State, Nigeria, guided by the following objectives: (i) to determine the effects of off-the-job training on employees performance; (ii) to ascertain the effects of on-the-job training on employees performance; (iii) to examine the effects of mentoring on employees performance; (iv) to investigate the effects of employees coaching on employees performance; and (v) to assess the joint effects of training and development on employees performance.

Corresponding to these objectives, the study tests the following null hypotheses at the 5% significance level: H01, off-the-job training has no significant effects on employees performance; H02, on-the-job training has no significant effects on employees performance; H03, mentoring has no significant effects on employees performance; H04, employees coaching has no significant effects on employees performance; and H05, there is no significant joint effects of training and development on employees performance in the selected Local Government Areas.

2.0 Literature Review

2.1 Training and Development

Training refers to a systematic process through which employees acquire job-related knowledge, technical skills, and competencies necessary for effective performance, while development involves long-term learning activities aimed at improving employees' overall capabilities and preparing them for future responsibilities (Dessler, 2024). Off-the-job training takes place outside the normal work environment through workshops, seminars, and conferences, and is suited to building advanced knowledge and broader professional awareness (Armstrong & Taylor, 2023). On-the-job training, by contrast, involves learning while carrying out actual work tasks, typically under supervision, and is often considered cost-effective because employees learn while simultaneously contributing to organizational operations (Dessler, 2005; Sims, 2006).

Coaching is a structured, goal-driven process in which a coach works closely with employees to improve performance in specific areas through identifying challenges, setting goals, and building relevant skills (Armstrong & Taylor, 2023; Parsloe & Leedham, 2016). Mentoring, in contrast, is a sustained developmental relationship emphasizing career progression, professional growth, and psychosocial adjustment over a longer time horizon (Hussey & Campbell-Meier, 2021; Megginson & Clutterbuck, 2006). Empirical studies across sectors, including the UK hotel industry and public logistics organizations, report positive associations between coaching, mentoring, and performance outcomes, particularly

when interventions are well structured and supported by management (Ganesh, 2015; Neupane et al., 2015).

2.2 Theoretical Framework

This study is anchored on Human Capital Theory, which explains that investing in employees' knowledge and skills increases their productive value in much the same way that maintaining or upgrading physical capital increases its output (Becker, 1993; Schultz, 1961). The Resource-Based View complements this by emphasizing that organizations perform better when they possess valuable, rare, and difficult-to-replace capabilities, which in local government settings are embedded primarily in trained personnel rather than physical assets (Armstrong & Taylor, 2023). Social Learning Theory further explains the mechanisms through which on-the-job training, mentoring, and coaching operate, as individuals learn by observing experienced colleagues, practising modelled behaviours, and receiving feedback (Bandura, as cited in Armstrong & Taylor, 2023). Adult Learning Theory (andragogy) supports the expectation that training dimensions produce stronger results when grounded in proper needs assessment and closely tied to employees' daily duties (Knowles, Holton, & Swanson, 2015). Together, these theories underpin the study's framework, in which training and development are treated as a four-part construct (off-the-job training, on-the-job training, mentoring, and coaching), each hypothesized to have a positive direct effect on employees' performance.

2.3 Empirical Review

Research on training, development, and employee performance spans many countries and sectors, generally pointing to a positive link between developmental activities and performance while highlighting design and implementation challenges that can weaken this link. Seliti et al. (2025), reviewing 32 studies on staff training in African public bodies, found that formal courses, workplace-based learning, and capacity-building initiatives were generally associated with higher task efficiency and service quality, particularly when training was based on proper needs assessment and linked to performance management. Adiele and Ibietan (2017) linked low public sector productivity in Nigeria to weak training systems, while Rotimi and Folorunso (2019) found that employees receiving regular, structured training were rated more positively by supervisors than colleagues with limited training exposure.

Quantitative studies in other Nigerian sectors provide further context. Abdullahi (2018) found that training method ($\beta = .312, p < .05$), training design ($\beta = .287, p < .05$), and delivery style ($\beta = .251, p < .05$) each significantly predicted employees' productivity among polytechnic staff. Quadri (2020) reported a positive relationship between training and employee performance, while Igudia (2022) found that systematic training approaches showed a strong positive relationship with organizational performance among several training design features examined. Outside Nigeria, Afrian et al. (2026) found that coaching, mentoring, and work experience each had significant positive effects on civil servant performance in an Indonesian tax office, with the combination of all three producing the strongest gains.

Despite this body of evidence, few studies examine on-the-job training, off-the-job training, mentoring, and coaching jointly within a single model, and research at the local government level in Nigeria remains limited despite the sector's importance for grassroots service delivery (Seliti et al., 2025). This study addresses that gap by examining these four training and development dimensions jointly among senior staff in selected Local Government Areas of Oyo State.

3.0 Methodology

3.1 Study Area and Design

The study was conducted in five purposively selected Local Government Areas in Oyo State, Nigeria (Ibadan North-West, Atiba, Ogbomoso North, Itesiwaju, and Ibarapa East), chosen to represent the state's five administrative zones and to capture urban, semi-urban, and rural administrative environments. A quantitative descriptive survey design was adopted, allowing for the systematic collection of primary data on employees' perceptions and experiences of training and development without manipulating any variables.

3.2 Population and Sampling

The population comprised all senior staff on Grade Levels 12–17 across the five selected councils, totalling 730 employees. A multi-stage sampling technique was employed: the five Local Government Areas were purposively selected, a proportionate sampling technique allocated sample sizes according to each council's population of senior staff, and simple random sampling was then used to select individual respondents. Using Taro Yamane's (1967) formula for finite populations with a 5% margin of error, a minimum sample size of 258 was calculated, and 260 respondents were ultimately selected to ensure adequate statistical power.

3.3 Instrumentation and Data Collection

Primary data were collected using a structured questionnaire covering respondents' socio-demographic characteristics, the four training and development dimensions (off-the-job training, on-the-job training, mentoring, and coaching), and employees' performance indicators. Most items were measured on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. Face and content validity were established through review by the research supervisor and subject-matter experts, while reliability was assessed through a test–retest pilot study among 25 staff members in a non-sampled council, with consistency evaluated using the Pearson Product-Moment Correlation.

3.4 Method of Data Analysis

Data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (frequencies, percentages, means, and standard deviations) summarized respondent characteristics and study variables. Simple linear regression was used to test Hypotheses One through Four, examining the individual effects of each training and development dimension on employees' performance, while multiple linear regression

tested Hypothesis Five, examining the joint effects of all four dimensions. All hypotheses were tested at the 5% level of significance

4.0 Results and Discussions

4.1 Results

Of the 260 respondents, 136 (52.31%) were male, and 124 (47.69%) were female. The sample was predominantly composed of older, experienced employees: 75.38% were aged 45 years and above, 94.62% were married, and 97.69% had between 13 and 31 years of working experience. All respondents (100.00%) reported having participated in at least one training programme within the previous two years.

Table 1: Descriptive Statistics of Training and Development Variables and Employees' Performance

Variable	N	Mean	SD
Off-the-job training	260	3.865	0.628
On-the-job training	260	3.855	0.741
Mentoring	260	3.927	0.672
Coaching	260	3.856	0.496
Employees performance	260	3.775	0.623

All study variables recorded mean values above the neutral midpoint of 3.00, indicating generally favourable perceptions among respondents. Mentoring recorded the highest mean ($M = 3.927$), while employees' performance recorded the lowest mean ($M = 3.775$) among the five variables.

Table 2: Simple Linear Regression Results for Individual Training and Development Dimensions on Employee Performance

Predictor	R	R ²	B	β	T	p	F	N
Off-the-job training	0.084	0.007	0.084	0.08	1.298	0.176	1.844	260
On-the-job training	0.091	0.009	0.078	0.091	1.455	0.137	2.23	260
Mentoring	0.004	0.0	0.004	0.003	0.061	0.951	0.004	260
Coaching	0.045	0.002	0.06	0.045	0.767	0.445	0.586	260

As shown in Table 2, off-the-job training had a positive but statistically insignificant effects on employees performance ($\beta = 0.080$, $p = .176$), explaining approximately 0.7% of the variance. On-the-job training similarly showed a positive but insignificant effects ($\beta = 0.091$, $p = .137$), explaining 0.9% of variance. Mentoring produced an almost zero coefficient ($\beta = -0.003$, $p = .966$), the weakest relationship among the four dimensions despite recording the highest descriptive mean. Coaching had a positive but insignificant

effects ($\beta = 0.045$, $p = .445$), explaining only 0.2% of variance. Consequently, the null hypotheses for all four individual dimensions (H01–H04) were not rejected.

Table 3: Multiple Regression Model for the Joint Effects of Training and Development on Employees Performance

Model	R	R ²	Adj. R ²	F	df (Reg)	df (Res)	p	N
Training and development vs. employee performance	0.13	0.017	0.002	1.125	4	255	0.345	260

Table 3 shows that the joint model produced $R = 0.130$ and $R^2 = 0.017$, indicating that the four training and development dimensions collectively explained only 1.7% of the variance in employees' performance. The adjusted R^2 of 0.002 indicates very limited explanatory power once the number of predictors is taken into account. The overall model was not statistically significant ($F = 1.125$, $p = .345$), and the null hypothesis for the joint effects (H05) was therefore not rejected.

4.2 Discussion of Findings

The findings reveal an important divergence between descriptive perceptions and inferential results. All four training and development dimensions recorded favourable mean scores above the neutral midpoint, yet none produced a statistically significant effects on employees performance, individually or jointly. This distinction matters because descriptive statistics capture the general level of agreement among respondents, whereas regression analysis tests whether systematic variation in the independent variables is associated with variation in the dependent variable. The high mean scores should therefore not be interpreted as evidence that training and development significantly improve employees performance in this setting; rather, employees generally viewed the activities positively even though measurable differences in those activities did not correspond to measurable differences in performance.

This pattern is not necessarily inconsistent with the wider literature on training effectiveness . Aguinis and Kraiger (2009) concluded that organizational training can generate important benefits, but the magnitude of those benefits depends on factors such as needs assessment, training design, delivery, and transfer of learning to the workplace. Salas et al. (2012) similarly argued that effective training requires more than exposing employees to learning activities; the conditions surrounding implementation and evaluation are equally important determinants of outcomes. The non-significant results obtained here may therefore indicate that participation in training is insufficient, on its own, to guarantee improved performance, particularly where relevance, implementation quality, and post-training support vary across programmes.

The insignificant effects of off-the-job training ($\beta = 0.080$, $p = .176$) can be understood through the concept of training transfer. Off-the-job activities such as

workshops and seminars expose employees to new knowledge, but the acquisition of knowledge does not automatically translate into applied performance. Baldwin and Ford (1988) identified transfer of training as a central problem in organizational training, emphasizing that training design, trainee characteristics, and the work environment jointly determine whether learning is transferred to the job. This is consistent with Audu et al.'s (2017) finding that the absence of a systematic approach to training was a key obstacle in Lokoja Local Government Council, suggesting that training may occur without being sufficiently linked to identified needs or evaluated for workplace impact. The result contrasts, however, with more recent Nigerian evidence: Audu, Garba, and Oyidi (2025) reported an overall positive influence of training and development in Jalingo Local Government Council, while Manu et al. (2025) found significant effects for training-needs assessment specifically. These divergences likely reflect differences in institutional conditions, measurement instruments, and the specific dimensions modelled across studies.

On-the-job training likewise showed a positive but insignificant effects ($\beta = 0.091$, $p = .137$). Although practical workplace learning is theoretically well suited to building job-related competence, its effectiveness depends on instructional quality, opportunities for practice, and feedback rather than mere availability (Salas et al., 2012). Employees in the sampled councils may receive orientation, job rotation, or supervisory demonstration without these activities being sufficiently structured or evaluated to produce measurable performance differences, which would explain the gap between this finding and more positive results reported by Vincent (2020) and in Jalingo Local Government Council.

The near-zero effects of mentoring ($\beta = -0.003$, $p = .966$) is particularly noteworthy given that mentoring recorded the highest descriptive mean ($M = 3.927$) among all four dimensions. This suggests that favourable perceptions of mentoring do not necessarily translate into a measurable relationship with the performance construct used in this study. Eby et al.'s (2008) meta-analysis found that mentoring is associated with favourable behavioural, attitudinal, and career outcomes, but that overall effects sizes tend to be small, and that workplace mentoring outcomes vary depending on relationship type. Mentoring may operate through intermediate outcomes, such as career confidence or professional identity, that are not fully captured by an aggregate performance measure, and the four items used to measure mentoring in this study may not represent the full breadth of mentoring functions identified in the broader literature.

Coaching also produced a positive but insignificant effects ($\beta = 0.045$, $p = .445$), diverging from meta-analytic evidence reported by Jones, Woods, and Guillaume (2016), who found that workplace coaching generally benefits learning and performance, subject to moderating factors related to implementation. Woods (2026), reflecting on a decade of coaching research since that meta-analysis, emphasized the continued need for theoretically informed research and appropriate outcome specification since the employees-performance construct was measured through self-reported perceptions rather than objective indicators that might better detect coaching's effects over time.

The joint model explained only 1.7% of variance in employees performance ($R^2 = 0.017$, $F = 1.125$, $p = .345$), leaving approximately 98.3% of variance unexplained by the four predictors. This finding does not imply that training and development are unimportant; rather, it indicates that employees performance in this context is a multidimensional outcome likely shaped by factors beyond the scope of this model, including leadership, motivation, organizational culture, remuneration, and access to work resources (Aguinis & Kraiger, 2009; Salas et al., 2012). The result diverges from Manu et al. (2025), Audu et al. (2025), and Maryam and Musa (2026), all of which reported significant positive relationships in other Nigerian local government contexts, underscoring that training effectiveness is likely context-dependent, varying with institutional resources, training frequency, and monitoring and evaluation systems across councils.

Several limitations should be acknowledged. The cross-sectional design captures perceptions at a single point in time and cannot establish causal or lagged effects of training on performance. Employees performance was measured through self-reported perceptions rather than objective productivity or service-delivery indicators, which may understate the influence of coaching and mentoring in particular, given that their effects often accrue over longer periods. The relatively low reliability threshold applied during pilot testing and the concentration of the sample among older, long-serving employees may also limit generalizability to more diverse Local Government Areas outside the five zones examined.

5.0 Conclusion and Recommendations

5.1 Conclusion

Training and development activities exist and are generally positively perceived by employees in the selected Local Government Areas of Oyo State, yet these favourable perceptions do not translate into statistically significant effects on employees' performance, whether examined individually or jointly. The existence of training and development alone is therefore insufficient to explain variation in employees' performance in this context; effectiveness appears to depend on how programmes are designed, delivered, followed up, and translated into workplace practice, alongside other organizational factors such as leadership, motivation, and resource availability.

5.2 Recommendations

Based on these findings, it is recommended that:

- i. Local Government authorities should institutionalize systematic training-needs assessment prior to programme design, ensure off-the-job content is directly relevant to employees' responsibilities and introduce formal post-training follow-up procedures to strengthen the transfer of learning.
- ii. On-the-job training should be organized around clearly defined learning objectives with structured supervisory guidance, while mentoring and coaching should be transformed from informal or occasional practices into structured developmental relationships with defined objectives and measurable milestones.

- iii. Training and performance appraisal systems should be integrated into a continuous cycle of assessment, training, application, and follow-up evaluation, and management should examine determinants of performance beyond training and development, including leadership style, motivation, and organizational climate.
- iv. Future research should adopt longitudinal designs and combine perception-based data with objective performance indicators to more rigorously assess whether training produces performance improvements over time.

References

1. Abdullahi, M. S. (2018). Effects of training and development on employees' productivity among academic staff of Kano State Polytechnic, Nigeria. *Asian People Journal (APJ)*, 1(2), 264-286.
2. Adebisi, A. A., & Akinwande, O. O. (2023). Local government administration and service delivery in Nigeria. *Journal of Public Governance and Administration*, 12(2), 45-63.
3. Adekunle, T. O., & Bello, M. A. (2023). Coaching and employees productivity in Nigeria's public sector. *African Journal of Human Resource Development*, 9(1), 77-93.
4. Adeniran, R. A., & Adeyemi, S. O. (2023). Mentoring practices and employees performance among civil servants in Nigeria. *International Journal of Public Administration and Management Research*, 8(2), 56-72.
5. Adiele, G. N., & Ibietan, J. (2017). Manpower training and productivity in the Nigerian public sector: An appraisal and human capital discourse. *International Journal of Development and Public Policy Studies*, 3(1), 1-15.
6. Afolabi, K. O., & Akinola, O. A. (2023). Professional development programmes and employees productivity in public institutions in Southwestern Nigeria. *Nigerian Journal of Management Sciences*, 24(1), 112-128.
7. Afrian, N., Purwanto, P., Rahayu, S., & Fitrianty, R. (2026). Examining the role of coaching, mentoring, and work experience in employees performance at the Madya Dua Tax Service Office, Surabaya. *Journal of Artificial Intelligence and Digital Business (RIGGS)*, 4(4), 7027-7035.
8. Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451-474. <https://doi.org/10.1146/annurev.psych.60.110707.163505>
9. Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice* (16th ed.). Kogan Page.
10. Atterton, J., Thompson, N., & Carroll, T. (2009). Mentoring as a mechanism for improvement in local government. *Public Money & Management*, 29(1), 51-57. <https://doi.org/10.1080/09540960802617368>
11. Audu, E., Paul, S. O., & Williams, J. A. (2017). Training and development in Lokoja Local Government Council, Kogi State, Nigeria 2003-2009. *European Journal of Training and Development Studies*, 3(5).
12. Audu, R. M., Garba, Y. S., & Oyidi, C. M. (2025). The impact of training and development on employees job performance in Jalingo Local Government Council, Taraba State, Nigeria. *Journal of Political Science and Administration and Social Work Research*, 10(7), 46-61. <https://doi.org/10.56201/jpaswr.v10.no7.2025.pg46.61>
13. Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
14. Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press.
15. Chukwu, E. C., & Nwankwo, P. C. (2023). Workplace training and employees effectiveness in selected public organizations in Southeast Nigeria. *Journal of Management and Social Sciences*, 11(3), 88-105.
16. Dessler, G. (2005). *Human resource management* (10th ed.). Prentice Hall.

17. Dessler, G. (2024). *Human resource management* (17th ed.). Pearson Education.
18. Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2), 254–267. <https://doi.org/10.1016/j.jvb.2007.04.005>
19. Ezeani, E. O. (2022). *Fundamentals of public administration in Nigeria*. Zik-Chuks Publishers.
20. Ganesh, A., Bozas, A., Subban, M., & Munapo, E. (2015). The benefits of mentoring and coaching in the public sector. *Journal of Governance and Regulation*, 4(3), 16–29. https://doi.org/10.22495/jgr_v4_i3_p2
21. Hussey, L., & Campbell-Meier, J. (2021). Are you mentoring or coaching? Definitions matter. *Journal of Librarianship and Information Science*, 53(3), 510–521. <https://doi.org/10.1177/0961000620966651>
22. Igudia, P. O. (2022). Employees training and development, and organisational performance: A study of small-scale manufacturing firms in Nigeria. *American Journal of Economics and Business Management*, 5(5), 38–54.
23. Jones, R. J., Woods, S. A., & Guillaume, Y. R. F. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89(2), 249–277. <https://doi.org/10.1111/joop.12119>
24. Knowles, M. S., Holton, E. F. III, & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
25. Manu, K., Yusuf, H. A., Idris, M., & Abdullahi, A. H. (2025). Effects of training and development on employees performance in Gaya Local Government, Kano State. *International Journal of Intellectual Discourse*, 8(2).
26. Maryam, A., & Musa, U. (2026). Effects of training and development (T&D) on employees performance of select Local Government Areas of Niger State, Nigeria. *International Journal of Sub-Saharan African Research*, 4(1), 828–838.
27. Neupane, R. (2015). Effects of coaching and mentoring on employees performance in the UK hotel industry. *International Journal of Social Sciences and Management*, 2(2), 123–138. <https://doi.org/10.3126/ijssm.v2i2.12323>
28. Noe, R. A. (2020). *Employees training and development* (8th ed.). McGraw-Hill Education.
29. Oladimeji, T. A., & Olatunji, A. O. (2024). On-the-job training and employees performance in public organizations in Nigeria. *International Journal of Human Resource Studies*, 14(1), 55–74.
30. Onyemaechi, U. C., & Okafor, C. N. (2024). Coaching practices and workforce productivity in public organizations in Nigeria. *African Journal of Organizational Studies*, 12(1), 55–73.
31. Parsloe, E., & Leedham, M. (2016). *Coaching and mentoring: Practical techniques for developing learning and performance*. Kogan Page Publishers.
32. Quadri, S. A. (2020). Impact of training and development on employees performance in a small medium sized enterprise in Nigeria: A case study of Migliore Construction & Techniche Limited [Master's thesis, Griffith College]. <https://dspace.griffith.ie/handle/123456789/276>
33. Robbins, S. P., & Judge, T. A. (2023). *Organizational behavior* (19th ed.). Pearson.
34. Rotimi, A., & Folorunso, F. (2019). Training and manpower productivity in Nigeria public sector. *Interdisciplinary Journal of Education*, 2(1), 27–39.
35. Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>
36. Schultz, T. W. (1961). Investment in human capital. *American Economic Review*, 51(1), 1–17.
37. Seliti, O., Mpabanga, D., Dick-Sagoe, C., Ehiane, S., Odoom, D., & Mpuangna, K. N. (2025). Influence of training on employees performance in African public sector organizations: A systematic review. *Journal of Management World*, 2025(3), 96–111.
38. Vincent, M. (2020). Impact of training and development on employees job performance in Nigeria. *Saudi Journal of Humanities and Social Sciences*, 5(5), 265–268. <https://doi.org/10.36348/sjhss.2020.v05i05.004>

39. Woods, S. A. (2026). Coaching and its effectiveness in organizations: Reflecting on a decade of research, looking forward to future challenges. *Journal of Occupational and Organizational Psychology*.
<https://doi.org/10.1111/joop.70115>
40. Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.
-



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by-nc-sa/4.0/>).