

Training and Development Strategies and Employees' Career Growth in Nigeria: A Case of Commercial Banks

¹OBOREH Christian Uyeri , ²ARUBAYI Damoro Olusoji PhD

Postgraduate student, Department of Business Administration, Faculty of Management Sciences, Delta State University, Abraka

Department of Business Administration, Faculty of Management Sciences, Delta State University, Abraka

Abstract: *This study investigated training and development strategies on career growth of employees in commercial banks in Nigeria via survey research design. Specifically, the units of analyses are employees of four (4) commercial banks in four cities in Delta State. The instrument of data collection was questionnaire which was administered to one hundred and nine (109) respondents, out of which one hundred and three (103) were fully retrieved. The study used the Cronbach Alpha reliability coefficient in validating the research instrument, yielding a Cronbach Alpha of 0.66 in part one and 0.62 in part two. Data obtained were analyzed using descriptive and inferential statistical tools. Findings showed insignificant negative links for training and development strategies (case study training, job rotation and action learning training) and career growth of employee of commercial banks. The negative signs attached to the training and development strategies variables may be connected with the fact that commercial banks are yet to commit funds needed to enhance employee career growth. Consequently, employees have suffered decreased levels in career growth due to the training and development strategies used by them. In view of the above, it was recommended among others that management of commercial banks need to increase investments in employee training and development in order to positively promote career growth.*

Keywords: *Social learning theory; Action learning theory; Training and development; Career Growth; Commercial banks*

JEL Classification: *M10; M12; M19*

I. Introduction

The banking sector is considered as an important tier of a country's economic system and Nigeria is no exception. To sustain and realize productivity in the banking sector, commercial banks have been compelled to ensure increased quality of service, thus making them to engage in strategies of training and development aimed at promoting career growth. Nawaz and Khan (2011); Abdullahi, Gwadabe and Ibrahim (2018) observed that ensuring increased quality of service, sustainability and productivity of commercial banks require highly-motivated and committed workforce. When the workforce is well motivated, they become happy and put in their best. Notably, employees are the manpower of an organization and there is need for them to be adequately trained for career development.

Ashish and Jain (2019) explained that training and development have been an ongoing process as they play a vital role in improving the productivity, efficiency, and effectiveness of employees. It is important that training and development programmes benefit both employees and employers in an organization. The end point of an employee is career advancement, and the organization becomes profitable. Additionally, training and development increased morale, and increased the organization's stability and flexibility for the future. The only way to keep up with competition in the marketplace is to develop a versatile workforce that will add value to your workforce and only with the help of talented people.

The most important contributing factor to organizational development is its human resources. How organizational manage the work force will determine the quality and quantity of contribution of the employees to success and failure of that organization. According to Adewoye, Abioro and Adele (2017), since employees

are important to an organization, there is need for organization to strategize measure to train and develop the workforce. When this is done, employees are sure for career growth in the organization. Al-Karim (2019) argued that career development and training are two related process that increase the capacity of employee performance as to contribute to organization's mission. Okoro and Ihenyen (2020); Okoro and Egbunike (2016) contended that performance is a vital tool for companies. Training involves skill acquisition, the process of teaching and learning of skill or job description. It covers the adoption of experts in human resources management to design and delivery lesson in a way of transfer of knowledge to employee in certain knowledge and skill to improve their current jobs, (Mohammed, 2016).

Training and development should not be a learning-planning experience that teaches employees how to perform current and future tasks. This can be directed to the fact that the training and development of employees is aimed at the profitability of the organization and the growth of the employee's career. Employee career growth is the continual professional growth of employees through prior training and development. The first career is a pattern of work experience that spans a person's entire life and is usually considered in relation to several stages. In a deeper understanding of careers, this is the concept of career growth. Al-Karim (2019); and Arubayi (2012) opined that career growth is a continuous development process which involves the acquisition of experience and skills by an employee in a specific work area.

A career in the general sense is the amount of work an employee performs during his or her lifetime (Al-sharafi, Hassan & Alam, 2018). Achieving organizational career growth for employees requires implementing specific strategies. Training and development strategies for an employee's career advancement depend on learning and development remuneration increases, post-learning and development promotions, post-training guidance and competency certification. Again, there is a perception that employees' growth in the banking industry is not always guaranteed as cases of retrenchment and sack are frequent in the industry. As such, whenever, the trainings are organized by human resource department for the employees, it is for them to gain personal experience and skills. It is essential that training and development are planned with strategy for impacting on the employees' career growths. It is on essence, that the study investigated the effect of training and development strategies on employee career growth of commercial banks in Nigeria.

II. Review Of Related Literature

2.1 Training and Development

Training and development refers to a planned effort by an organization to facilitate the learning of job-related behaviour on the part of its employees'. Training and development is also a means to provide employees with relevant skills so as to improve the efficiency of their organization (Amushila & Bussin, 2021; Nadler, 2014). Training and Development is critical to any organization because it provides the skills, knowledge and attitudes needed now and in the future. There are two (2) forms for training: on-the-job and off-the-job.

On the job training is a method of engaging employees when they are on the job; the aim of which is to equip the workforce with the usual working situation. On the other hand, off the job training is a training method undertaken at a site, away from actual workplace. The rationale behind is to offer a stress-free environment to the workforce where they can concentrate on learning new ways of doing or carrying out tasks in the workplace (Nadler, 2014).

2.2 Career Growth

Career growth in an organization is a subject that covers employee future. Career growth is an individual development strategy that covers activities that improves consciousness, and uniqueness, development of talent and potential, build human capital and facilitate employability, improve the quality of life and contribute to the realization of dreams and aspirations. Alhmoud and Rjoub (2019) stated that career growth which is the lifelong process of managing employment work experience within or between organizations takes place over the course of a person's entire life. The concept involves formal and informal activities for developing others in roles such as teaching or guidance and counselling. When personal development takes place in the context of instructions, it refers to the methods, programmes, tools, techniques and assessment system that support human development at the individual level in organization.

The concept of career growth and development had been fragmented. The pace of change driven by technology and economic globalization means that organizations are constantly exposed to change. They are less willing to make long-term commitment to individual wthey they do; it is in exchange for flexibility about roles and tasks the individual will perform (Weng, McElroy, Morrow & Liu, 2010; Daud, 2014; and Spector, 2003). Weng and Hu (2009) proposed that employee career growth could be captured by four factors: career goal progress,

professional ability development, promotion speed, and remuneration growth. This multi-dimensional conceptualization according to Weng *et al*(2010) implies that career growth is both a function of the employees' own efforts in making progress toward their personal career goals and acquiring new skills and the organization's efforts in rewarding such efforts, through promotions and salary increases.

2.3 Theoretical Framework

The theoretical framework of this study was based on social learning and action learning theories; these theories are briefly discussed as follows:

- Social Learning Theory

Social Learning Theory has been developed in the last 15 years primarily to describe and predict how people learn from observation of models by Albert Bandura in 1963. Learning from models has been shown to be more efficient than trial and error learning under many conditions. According to Social Learning Theory, observational learning is controlled by the processes of attention, retention, and reproduction. It emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. Rewards operate to affect performance of behavior not learning. In addition to motivating behavior by directly rewarding it, a person may perform behavior that he observes another is rewarded for (extrinsic reward), and he may learn to reward himself for appropriate behavior.

From Social Learning Theory, a number of rules can be derived for optimal training conditions. Twenty statements about conditions for effective training are given to illustrate the application of Social Learning Theory to industrial training. For example: "When modeling a task, give the learner a verbal model to guide performance. The best verbal models will give rules for the responses of that task, but will be as simple as possible and easy to remember. The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to him and to the company and that he has significant control of the work outcomes. Social Learning Theory has been applied to industry in two ways: a training method based on Social Learning Theory has been used to teach managers to deal more effectively with human relations problems occurring on the job and social learning theory have been used to predict which subordinates will imitate the behavior of their supervisors in-order to grow. It is against this background that the current study seeks to adopt this theory as it relates to the study.

- Action Learning Theory

The theory of action learning is founded in a phenomenological paradigm, with the assumption that "knowledge is socially constructed and created from within, and for, a particular group and context". Within this paradigm, learning is assumed to be a social process, facilitated by questioning insight and reflection on action, with less emphasis placed on surfacing generalisable truths and more on surfacing the honest accounts of participants, relative to their current context and issues.

In this way, action learning seeks to make "meaning from experience" for the purpose of creating a different relational reality. All forms of action learning share the elements of real people resolving and taking action on real problems in real time and learning while doing. Aleem and Bowra (2020) pointed out that the most powerful forms of action learning balance the elements of learning with elements of action.

III. Research Methods

In this study, the survey research design (quantitative method via administration of questionnaire) was employed. The choice of this design is to enable the research obtain the relevant data needed in assessing the effects of training and development strategies on career growth of employees in selected banks from four cities in Delta State, Nigeria (Warri, Sapele, Ughelli, Abraka). The study population comprised of all the employees in Zenith Bank Plc., Fidelity Bank Plc., Guaranty Trust Bank Plc., and United Bank for Africa Plc in Warri, Sapele, Ughelli, and Abraka, Delta State of Nigeria. Thus, the study population comprised 109 employees of the above listed banks.

Given the study population, the entire 109 bank employees were used for the analysis; consequently, there is no need for sampling as the entire 109 employees formed the sample of the study, out of which one hundred and three (103) were fully retrieved. A structured questionnaire designed on a four points adjusted Likert scale was used (strongly agree, agree, disagree and strongly disagree). The study used Cronbach Alpha reliability coefficient technique in validating the research instrument. In order to achieve this, thirty (30) respondents which do not form part of the test group was administered the questionnaire.

Data collected were analyzed using Cronbach Alpha method to establish the internal consistency of the instrument. The instrument yielded Cronbach Alpha of 0.66 in part one and 0.62 in part two. Thus, the researcher considered the instrument to be appropriate for the study, since the Cronbach Alpha coefficients exceed 0.5 as recommended by Cronbach (Creswell, 2013, cited in Odiri, 2016; and Odiri, 2019).

The descriptive (mean, standard deviation, and correlation), post-estimation (variance inflation factor) and inferential (simple regression) statistical techniques were used in analyzing the data obtained in the field survey. To validate the responses of respondents, a mean benchmark was established; a mean benchmark of 2.00 was established such that a mean that falls below 2.00 cut-off, invalidates a particular response while a mean that is above 2.00 cut-off, validates a particular response. The model of the study is given as follows:

$$cargrow = \beta_0 + \beta_1 actlearn_i + u_i \quad - \quad eq. 1$$

$$cargrow = \beta_0 + \beta_2 jobrots_i + u_i \quad - \quad eq. 2$$

$$cargrow = \beta_0 + \beta_3 csttr + u_i \quad - \quad eq. 3$$

Where: $\beta_1, \beta_2, \beta_3 > 0$; *cargrow*= Career growth (dependent variable); *actlearn*= action learning; *jobrots*= Job rotation strategy; *csttr*= case study training strategy; *U_t* = Error term; B = Intercept; $\beta_1 - \beta_3$ = Coefficient of the independent variables. This analysis was done via STATA 13.0, statistical software version.

IV. RESULTS

Table 1: Demographic Characteristics of Respondents

S/N	Variables	Categories	Frequency(N=103)	Percentage(%)
1.	Gender	Male	68	66.02%
		Female	35	33.98%
		Total	103	100%
2.	Age	26-30years	43	41.75%
		31-35years	42	40.78%
		36-40years	13	12.62%
		41years & above	5	4.85%
		Total	103	100%
3.	Department	Marketing	66	64.08%
		Operations	37	35.92%
		Total	103	100%
4.	Length of Service	1-10years	33	32.04%
		11-20years	46	44.46%
		21years & above	24	23.30%
		Total	103	100%

Source: Field Survey, 2022

Table 1 reports the demographic data of respondents and it was shown that 68(66.02%) are males while 35(33.98%) are females. The age distribution of respondents revealed that 43(41.75%) fall within the age brackets of 26-30years, 42(40.78%) fall within age brackets 31-35years, while 13(12.62%) and 5(4.85%) are within age brackets 36-40years and 40years and above respectively.

Also, the department distribution of respondents showed that 66(64.08%) were in the marketing department while 37(35.92%) were in the operations department. The work status of respondents supports the fact that majority of the respondents had worked for their banks for 11-20years representing 46(44.46%) while the remaining respondents had worked for 1-10years, 33(32.04%) and 21years and above, 24(23.30%).

Table 2: Summary of Descriptive Results

	CARGROW	CSTTR	JOBROTS	ACTLEARN
Mean	3.26	3.3	3.3	4.04
Median	3.25	3.3	3.3	4.00
Std. Dev.	0.22	0.25	0.21	0.23
Skewness	0.47	0.38	0.38	0.29
Kurtosis	2.43	2.52	3.03	2.39
Variance	0.05	0.06	0.05	0.06
Observations	103	103	103	103

Source: Field Survey, 2022

The summary of descriptive statistics in Table 2 showed that career growth (*CARGROW*) had a mean value of 3.26 with a standard deviation of 0.22, indicating the value by which deposit money banks career growth deviates from mean among the research subjects. The skewness revealed that career growth is positively skewed with a coefficient of 0.47. Moreover, case study training strategy (*CSTTR*) depicts a mean value of 3.3 with a standard deviation of 0.25, suggesting the value by which *CSTTR* deviates from mean among the research subjects; the skewness implies that *CSTTR* is positively skewed with coefficient of 0.38. Similarly, job rotations (*JOBROTS*) had a mean value of 3.3 with a standard deviation of 0.21; implying the value by which *JOBROTS* deviates from mean among the research subjects and skewness showed that *JOBROTS* is positively skewed with a coefficient of 0.38.

Additionally, action learning training and development strategy (*ACTLEARN*) had a mean value of 4.04 with a standard deviation of 0.23; implying the value by which *ACTLEARN* deviates from mean among the research subjects and skewness showed that *ACTLEARN* is positively skewed with a coefficient of 0.29. The kurtosis values for *CARGROW* (2.43), *CSTTR* (2.52), *JOBROTS* (3.03) and *ACTLEARN*(2.39) are clear indication that the variables are normally distributed since the kurtosis values are closer to 3. Remarkably, all variables (*CARGROW*, *CSTTR*, *JOBROTS*, *ACTLEARN*) beat the mean benchmark of 2.5; this validates the respondents' viewpoints that the questionnaire items are good metrics for assessing the impact of training and development on employee career growth of the selected banks in Delta State of Nigeria.

Table 3: Pearson Correlation

	CARGROW	CSTTR	JOBROTS	ACTLEARN
CARGROW	1.0000			
CSTTR	-0.1319	1.0000		
JOBROTS	-0.0192	0.0082	1.0000	
ACTLEARN	-0.0760	0.0554	0.1699	1.0000

Source: Field Survey, 2022

In Table 3, the result showed that *CSTTR*, *JOBROTS* and *ACTLEARN* are negatively correlated to *CARGROW*. However, the correlation matrix also revealed that no two explanatory variables of the study were perfectly correlated, since none of the correlation coefficients did not exceeded 0.8 as recommended by Gujarati (2003); the above position is further confirmed by the result of Variance Inflation Factor (VIF) for multicollinearity test as shown below:

Table 4: Variance Inflation Factor (VIF) Results

Variable	VIF	1/VIF
ACTLEARN	1.03	0.968230
JOBROTS	1.03	0.971141
CSTTR	1.00	0.996934
Mean VIF	1.02	

Source: Field Survey, 2022

Table 4 showed the multicollinearity tests, according to Gujarati (2003), multicollinearity problem is between explanatory variables that may result to wrong signs or magnitudes in the model coefficients, and bias of standard errors of the coefficients. The result of VIF = 1.02, which is less than the accepted VIF value of 10.0, suggesting that there is absence of multicollinearity problem in the empirical models of the study.

Table 5: Regression Results for Case Study Strategy and Employee Career Growth

Source	SS	df	MS			
Model 1	0.08575	1	0.08578	Number of obs.	=	103
Residual	4.84628	101	0.04798	F(1, 101)	=	1.79
Total	4.93204	102	0.04835	Prob. > F	=	0.1843
				R-Squared	=	0.0174
				Adj. R-Squared	=	0.0077
Cargrow	Coef.	Std. Err.	T	P>/t/		
CSSTR	-0.1144	0.08559	-1.34	0.184		
_cons	3.6386	0.28607	12.72	0.000		

Source: Field Survey, 2022

In Table 5, the regression results was presented for case study training and employee career growth and it was found that R-squared and adjusted R-squared were (0.0174%) and (0.0077%) respectively. This implies that the independent variable explained about 0.77% of the systematic variations in the model for case study training and employee career growth. The F-statistics (df=1, 101, f-ratio=1.79) with a p-value of 0.1843 showed that the relationship is insignificant at 5 percent level. Hence, there is no significant relationship between case study training and development and employee career growth. This finding disagrees with the results of Amos and Amos (2020); and Dissanayake and Fernando (2019) who found that training and development positively and significantly affects employee careers growth.

Table 6: Regression Results for Job Rotation Strategy and Employee Career Growth

Source	SS	df	MS			
Model 2	0.00183	1	0.00183	Number of obs.	=	103
Residual	4.93021	101	0.04881	F(1, 101)	=	0.04
Total	4.93204	102	0.04835	Prob. > F	=	0.8470
				R-Squared	=	0.0004
				Adj. R-Squared	=	-0.0095
Cargrow	Coef.	Std. Err.	T	P>/t/		
JOBROTS	-0.0199	0.10307	-0.19	0.847		
_cons	3.2287	0.33969	9.78	0.000		

Source: Field Survey, 2022

In Table 6, the regression results was presented for on the job rotation training and development strategy and employee career growth and it was found that R-squared and adjusted R-squared were (0.0004%) and (-0.0095%) respectively. This implies that the independent variable explained about 0.04% of the systematic variations in the model for on the job rotation training and development strategy and employee career growth.

The F-statistics (df=1, 101, f-ratio=0.04) with a p-value of 0.8470 showed that the relationship is insignificant at 5 percent level. Hence, there is no significant relationship between job rotation training and development strategy and employee career growth. This finding disagree with the results of Paul, Lauko Shadrach (2019); Oduma and Were (2014) who found that training and development positively and significantly affects employee careers growth.

Table 7: Regression Results for Action Learning Strategy and Employee Career Growth

Source	SS	df	MS			
Model 3	0.02848	1	0.02848	Number of obs.	=	103
Residual	4.90356	101	0.04855	F(1, 101)	=	0.59
Total	4.93204	102	0.04835	Prob. > F	=	0.4455
				R-Squared	=	0.0058
				Adj. R-Squared	=	-0.0041
Cargrow	Coef.	Std. Err.	T	P>/t/		
ACTLEARN	-0.0711	0.9285	-0.77	0.445		
_cons	3.5444	0.3752	9.45	0.000		

Source: Field Survey, 2022

In Table 7, the regression results was presented for action learning strategy and employee career growth and it was found that R-squared and adjusted R-squared were (0.0058%) and (-0.0041%) respectively. This implies that the independent variable explained about 0.041% of the systematic variations in the model for on action

learning strategy and employee career growth. F-statistics(df=1, 101, f-ratio=0.59) with a p-value of 0.4455 showed that the relationship is insignificant at 5 percent level. Hence, there is no significant relationship between action learning strategy on career growth. This finding disagree with the results of Amos and Amos (2020); Dissanayake and Fernando (2019); and Oduma and Were (2014) who found that training and development positively and significantly affects employee careers growth.

V. Conclusion And Recommendations

Prior studies have shown that training and development are the driving forces of career growth for employees, particularly in developed countries; this situation may be true or not for developing countries such as Nigeria. Over the years, training and development has been seen as huge costs to the organization, thereby making most organizations not to invest in the training and development of their workforce. For the few organizations that have used training and development as strategies such as case study training and development, job rotation training and development and action learning strategies to promote employee career growth, have witnessed unprecedented growth in their productivity.

In this study, the impact of training and development strategies and employee career growth was assessed and the study concludes that the training and development strategies (case study training and development, job rotation training and development and action learning training and development strategies) insignificantly and negatively affects employees career growth of banks in Warri, Sapele, Ughelli, and Abraka, Delta State of Nigeria. Notably, the negative signs attached to the variables (job rotation training, case study training and development and action learning training and development strategies) may be connected with the fact that banks are yet to committed the funds or investments needed to enhance employee career growth.

Consequently, employees have suffered decreased levels in career growth due to the training and development strategies (case study training and development, action learning training and development and job rotation training and development strategies) that were use by them. In view of the findings of the study, the following recommendations were given:

- i. There is need for management of banks to increase the costs or investments in employee training and development in order to positively promote career growth of employees.
- ii. While few organizations still consider investments in training and development, the practice has not been constantly carried out. Thus, management of banks should constantly engage employees in training and development programmes in order to enable them fit into the new business world.
- iii. As a matter of urgency, management of banks should consider using other training and development strategies in order to further strengthen employee career growth and their ability to remain with the bank.

REFERENCES

- [1]. Abdullahi, M.S. Gwadabe, Z.L. & Ibrahim, M.B. (2018).Effect of training and development on employee' s productivity among academic staff of Kano state polytechnic, Nigeria. *Asian People Journal*, 1(2), 264-286
- [2]. Adewoye J O, Abioro, & Adele H A (2017) .Functionality of career advancement and organizational effectiveness: Nigeria deposit money bank perspective. *Saudi Journal of Business and Management Studies*, 12(4)121-130
- [3]. Aleem, M. & Bowra, Z.A. (2020). Role of training & development on employee retention and organizational commitment in the banking sector of Pakistan. *Review of Economics and Development Studies*, 6(3), 639-650.
- [4]. Alhmoud, A., & Rjoub, H. (2019). Total rewards and employee retention in a Middle Eastern context. *SAGE Open*, 9(2), 1-18
- [5]. Al-Karim, R. (2019). Impact of different training and development programs on employee performance in Bangladesh perspective. *International Journal of Entrepreneurial Research*, 2(1), 8-14.
- [6]. Al-sharafi, H., Hassan, M.E.M. & Alam, S.S. (2018). The effect of training and career development on employees retention: A study on the telecommunication organizations in Yemen. *The Journal of Social Sciences Research*, 1(1) 420-430.
- [7]. Amos, W. & Amos, E. (2020). Influence of training and development on employee retention in Nigeria. *Journal of Economics and Management Studies*, 5(3), 1-10

- [8]. Amushila, J. & Bussin, M.H.R. (2021). The effect of talent management practices on employee retention at the Namibia University of Science and Technology: Middle-level administration staff. *SA Journal of Human Resource Management*, 19, 1-11
- [9]. Arubayi, D.O. (2012). The benefits and dangers of out-sourcing on employees in an emerging economy. *Acta Universitatis Danubius, Administratio* 4(2), 65-78
- [10]. Ashish, D & Jain, T. K (2019). Performance enhancement, training and development in banking sector, *SSRN Electronic Journal*, 6(1) 1-12
- [11]. Daud, K. A. K. (2014). The impact of slow career growth on organizational commitment and job satisfaction: A study of a "closed" government agency in Malaysia (PhD thesis). RMIT University, Melbourne, Australia
- [12]. Dissanayake. M. & Fernando, A. (2019). The effect of job rotation practices on employee job performance: Mediating role of intrinsic motivation (with special reference to the private commercial banks in Sri Lanka. *International Journal of Engineering and Management Research*, 9(5), 2394-6962
- [13]. Fernando, AG.N.K., & Dissanayake, D.M.R.S. (2019). The effect of job rotation practices on employee job performance; mediating role of intrinsic motivation with special reference to the private commercial banks in Sri Lanka. *International Journal of Engineering and Management Research*, 9(5) 27-31
- [14]. Mohammed R A (2016). The impact of training and development on employees performance and productivity. *International Journal of Management Session and Business Research*, 5(7) 305-314
- [15]. Nadler, L. (2014). *The handbook of Human Resource development (Glossary)*. New York: John Wiley & Sons.
- [16]. Nassazi, A. (2013). Effect of Training on Employee performance. Retrieved 5th January, 2022
- [17]. Odiri, V.I.O. (2016). Participative leadership and organizational performance: An empirical analysis of quoted oil firms on the Nigerian Stock Exchange *Journal of Academic Research in Economics*, 8(2), 287-293
- [18]. Odiri, V.I.O. (2019). Human capital development as correlate of employee performance in Nigeria. *Nigerian Journal of Management Sciences*, 10(1), 9-19
- [19]. Oduma, M. & Were, E. (2014). Influence of training and development on employee performance in Kenya. *Journal of Academic Research in Management*, 7(2), 1-13
- [20]. Okoro, G.E. & Egbunike, P.A. (2016). Cost of peace accounting and national security in Nigeria: Does it really matter? *Trends Economics and Management*, Faculty of Business and Management, Brno University of Technology 10(27), 49-56
- [21]. Okoro, G.E. & Ihenyen, C.J. (2020). Does earnings management exert pressure on firms' return on assets and equity? The case of sub-Saharan Africa *Economic Horizons*, Faculty of Economics, University of Kragujevac, Serbia, 22(3), 207-218
- [22]. Paul, D., Lauko, S. & Shadrach, C. (2019). Effect of employee training and development on employees' performance productivity, work quality and timeliness. *Journal of Management*, 2(1), 1-19
- [23]. Spector, P. E. (1997). *Job satisfaction: Application, assessment, cause, and consequences*. Thousand Oaks, CA: Sage Publications.
- [24]. Weng, Q. X., & Hu, B. (2009). The structure of career growth and its impact on employees' turnover intention." *Journal of Industrial Engineering and Management*, 14(1), 14-21.
- [25]. Weng, Q. X., McElroy, J. C., Morrow, P. C., & Liu, R., (2010). The relationship between career growth and organizational commitment." *Journal of Vocational Behavior*, 77(3), 391-400