

# Effect of Management Development Programme on Employee Performance in Federal Administrative Staff College of Nigeria (FASCON)

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## Abstract

This study investigates the effect of management development programmes on employee performance in the Federal Administrative Staff College of Nigeria (FASCON). The research design adopted was a descriptive survey, allowing for the collection of both quantitative and qualitative data. The population of the study included all employees of FASCON, with a sample size drawn from various departments using stratified random sampling techniques to ensure representative coverage. Primary data was collected through structured questionnaires and interviews, while secondary data was obtained from relevant academic journals, reports, and organizational records. The findings reveal that Management Development Programs has significant Positive impact on Employee Performance in Federal Administrative Staff College of Nigeria. It also revealed that Workplace Rotation Programs has significant Positive impact on Skill Development in Federal Administrative Staff College of Nigeria. The study concludes that management development programs are essential for enhancing employee performance at the Federal Administrative Staff College of Nigeria. The relationship between workplace rotation programs and skill development emphasizes the importance of cross-functional training in the Federal Administrative Staff College of Nigeria. The study recommends that the Federal Administrative Staff College of Nigeria should regularly assess employee training needs and tailor management development programs to address these areas and incorporate both soft and hard skills into the development programs, ensuring a holistic improvement in performance. Federal Administrative Staff College of Nigeria should evaluate the impact of these programs through performance appraisals and employee feedback to ensure continuous improvement. The institution should implement well-structured rotation programs that allow employees to spend adequate time in different roles to build competencies effectively.

**Keywords:** Management Development Programmes, Employee Performance, Training Programs, Workplace Rotation Programs, Proficiency Development, Federal Administrative Staff College and Nigeria.

## Introduction

Globally, the relevance of Management Development Programmes (MDPs) in improving employee performance has been well established. The growing complexity of organizational environments and the demand for highly skilled managers have made MDPs

a key tool in ensuring organizational success. A study by Cascio and Aguinis (2019) highlights the increasing role of MDPs in equipping employees with leadership, communication, and technical skills to navigate evolving business challenges. Organizations like the World Bank, UNDP, and OECD have integrated MDPs to develop the competencies of their workforce, especially in leadership roles (OECD, 2020).

However, despite the global emphasis on MDPs, there is a gap in translating these initiatives into measurable improvements in employee performance. Some organizations have faced challenges in aligning MDPs with their strategic objectives, resulting in limited performance improvement (DeCenzo, Robbins, & Verhulst, 2018). This calls for more nuanced studies to identify the specific mechanisms through which MDPs can effectively boost employee productivity.

In Africa, MDPs have gained traction in both public and private sectors as a means of addressing skills shortages and improving governance. However, studies show that the implementation of MDPs in Africa often faces challenges due to limited resources, weak institutional frameworks, and poor alignment with organizational goals (Okpara & Wynn, 2020). For instance, in South Africa, the government has rolled out several initiatives under the National School of Government, but the impact on employee performance has been mixed due to inconsistencies in the design and delivery of MDPs (Naicker, 2021).

Furthermore, a study by Makori and Ombaka (2018) in Kenya suggests that while MDPs contribute to improved decision-making skills among employees, their effect on broader performance metrics such as productivity and innovation remains inconclusive. This reflects a broader issue across the continent, where the contextual realities of African economies—such as underfunding and bureaucracy—hinder the potential benefits of these programmes (Abdalla & Al-Madhoun, 2020).

In Nigeria, the introduction of MDPs, particularly in the public sector, has been seen as critical in addressing gaps in employee skills and enhancing productivity. The Federal Civil Service introduced the National Public Service Reforms in 2003, emphasizing the role of MDPs in creating a more efficient workforce. However, according to Owolabi (2019), the impact of these reforms on actual employee performance has been inconsistent. The challenge lies in the fact that while MDPs are widely implemented, they often lack customization to the specific needs of Nigerian public institutions.

Research by Ikenna (2020) on MDPs in Nigerian federal institutions shows that while there is an increase in managerial competence, this has not translated into significant improvements in overall productivity or service delivery. This suggests a need for better alignment between the content of MDPs and the operational realities of these institutions. The Federal Administrative Staff College of Nigeria (FASCON) plays a pivotal role in training government administrators and managers to improve public sector performance. However, despite these efforts, there is a growing concern that the outcomes of these MDPs are not fully realized in terms of performance improvements. According to Ekong and Eze (2021), FASCON's training programmes have been criticized for being too theoretical, lacking

practical components that address the specific challenges faced by employees in their daily work.

A study by Olatunji (2023) revealed that while employees at FASCON acknowledge the importance of MDPs, there is limited evidence of enhanced performance post-training. This underperformance is attributed to issues such as inadequate post-training follow-up, lack of resources for practical application, and insufficient alignment with the institution's strategic goals.

Given the inconsistencies in the effectiveness of MDPs globally, in Africa, and particularly in Nigeria, there is a need to investigate how these programmes impact employee performance at FASCON. The college is central to Nigeria's public service reforms, and understanding the link between its training programmes and actual performance outcomes is crucial for making evidence-based improvements.

The primary reason for this research is the apparent gap between training and performance in FASCON. Although substantial resources are invested in MDPs, the expected return in terms of employee productivity and service delivery has not been fully realized. Additionally, this research can provide recommendations on how to better align MDPs with FASCON's strategic goals, ensuring that these programmes contribute more effectively to performance improvements. This study will fill the gap in understanding the mechanisms through which MDPs at FASCON can be tailored to foster tangible improvements in public sector performance.

### **Statement of the Problem**

In today's rapidly evolving public sector, continuous professional development is critical to ensuring that administrative staff are equipped with the skills necessary to meet organizational goals effectively. Management Development Programmes (MDPs) are designed to enhance employee capabilities, foster leadership qualities, and improve overall job performance. Despite the Federal Administrative Staff College of Nigeria (FASCON) providing structured management development training, there are persistent concerns about its impact on employee performance. Studies have shown that the relationship between MDPs and actual improvements in employee performance is often ambiguous, with several organizations experiencing minimal changes in productivity post-training (Agbo & Ifeoma, 2020).

The contemporary challenge lies in whether these programs are adequately designed to meet the specific needs of employees or if they fall short in addressing modern administrative complexities, technological advancements, and performance metrics (Ikem, 2021). In FASCON, anecdotal evidence suggests that the current MDPs may not be fully aligned with the evolving performance requirements expected from employees. As the federal government moves toward more efficient and effective public service delivery, there is a need to assess whether the MDPs are creating measurable improvements in staff performance or simply adding to administrative processes.

Recent empirical studies have highlighted several critical challenges in the design and implementation of management development programs. For instance, Onyema (2021) pointed out that many public-sector MDPs do not integrate new learning technologies, creating a gap between theoretical knowledge and practical application in real work environments. Similarly, Adeyemi (2019) emphasized that while MDPs in public institutions may cover leadership and management skills, they often overlook competency in digital tools and adaptability in the face of rapid organizational changes.

Moreover, a recurring issue within many public institutions is the lack of post-training evaluation mechanisms to measure the direct impact of MDPs on employee performance (Ogunsanya & Shokunbi, 2020). Without such mechanisms, it becomes difficult to assess whether the investment in training translates into improved performance, motivation, and job satisfaction. This lack of evaluation contributes to the ongoing uncertainty about the overall effectiveness of such programs in improving employee outcomes.

#### Justification for the Study

This study seeks to address the critical gap in understanding the actual impact of Management Development Programmes on employee performance at the Federal Administrative Staff College of Nigeria. It will provide empirical data on whether these programs have contributed to enhanced employee productivity, job satisfaction, and skill development. Given the increased emphasis on public sector efficiency and accountability in Nigeria, understanding the efficacy of MDPs is crucial. This study will also explore the alignment between training content and the evolving challenges of modern administration, particularly the integration of technology and adaptability to new public-sector reforms (Akinwale, 2022).

By addressing these contemporary issues and providing insights into the factors influencing employee performance, this research will contribute to the broader discourse on public sector human capital development. In doing so, it will provide recommendations on how to optimize MDPs for better performance outcomes in FASCON and similar institutions.

The research aims to solve the problem of whether Management Development Programmes at FASCON significantly improve employee performance and how well these programs are adapted to contemporary administrative challenges. The study will investigate the current gaps in program design, content relevance, and performance evaluation to provide solutions that will enhance the effectiveness of such programs in the public sector.

The main objective of the study is to examine the effect of management development programmes on employee performance in Federal Administrative Staff College of Nigeria, while the specific objectives are to:

- i. Examine the effect of management development program on employee performance in Federal Administrative Staff College of Nigeria
- ii. Ascertain whether Workplace Rotation Program has effect skill development in Federal Administrative Staff College of Nigeria.

The research was guided by the following research questions;

- i. How does the management development program impact on employee performance in Federal Administrative Staff College of Nigeria?
- ii. What is the effect of the Workplace Rotation Program on skill development in Federal Administrative Staff College of Nigeria?

The following research hypotheses were formulated to guide the study:

- i. There is no significant relationship between management development program and employee performance in Federal Administrative Staff College of Nigeria
- ii. There is no significant relationship between Workplace Rotation Programs and skill development in Federal Administrative Staff College of Nigeria.

### **Conceptual Framework**

#### **Concept of Management**

Management development constitutes an essential component of human resource management, emphasising the enhancement of competencies, skills, and abilities among individuals currently in or aspiring to managerial positions within organisations. The primary objective is to elevate the overall efficacy of managers, consequently leading to an enhancement in organisational performance. Management development is perceived through diverse lenses, encompassing academic, corporate, and practical frameworks, each offering distinct insights into the concept and its importance.

In the realm of academia, the development of management is frequently perceived as a methodical endeavour designed to enhance managerial competencies via training, education, and experiential learning. Armstrong and Taylor (2020) describe management development as "a structured approach to equipping managers with the necessary skills and knowledge to fulfil their roles effectively." This definition underscores the systematic and intentional character of the process, accentuating the significance of formal training programs and educational opportunities in augmenting managerial competencies. This also highlights the importance of synchronising personal growth with the objectives of the organisation, a vital component for attaining sustained success.

Torrington, Hall, and Taylor (2017) elaborate on this definition, characterising management development as "the process through which managers obtain the necessary skills, knowledge, and attitudes to effectively fulfil their current and prospective managerial responsibilities." This expansive definition includes not merely the attainment of technical skills but also the cultivation of attitudes and behaviours that are crucial for effective leadership and sound decision-making. This perspective posits that management development is an ongoing process that equips individuals for both present and future responsibilities, thereby serving as a vital component of leadership succession planning within organisations.

Storey (2016) offers an insightful viewpoint by conceptualising management development as a "strategic intervention aimed at harmonising managerial capabilities with organisational strategy." This definition presents a strategic aspect of management development, indicating that the process should encompass not only the acquisition of

individual skills but also the alignment of managers' contributions with the overarching organisational goals. Storey underscores the necessity of embedding management development within the framework of the organization's strategic planning, thereby ensuring that managerial talent is harmonised with the overarching vision and objectives of the enterprise.

From a corporate perspective, the development of management is regarded as a strategic investment in the organization's future, guaranteeing that managers possess the necessary skills to navigate the complexities of a changing business landscape. Cappelli and Tavis (2016) propose that "management development serves as a fundamental component of talent management, designed to guarantee that organisations maintain a reservoir of capable managers prepared to assume leadership positions." This viewpoint emphasises the significance of management development within the larger context of talent management, highlighting the essential role of identifying and cultivating future leaders for the sustainability of the organisation. In this context, the development of management encompasses a diverse array of activities, including coaching, mentoring, job rotations, and leadership training programs, all meticulously crafted to prepare managers for elevated responsibilities.

Furthermore, Gold, Thorpe, and Mumford (2018) underscore the increasing significance of management development in cultivating innovation and adaptability within organisations. Management development is characterised as "a process that empowers managers to adjust to evolving conditions, foster innovation, and guide their teams during phases of organisational change." This corporate viewpoint emphasises the necessity for managers to exhibit agility and innovation in the swiftly evolving business environment of today. In the context of escalating competition and disruption, the capacity of managers to guide their teams through transformative processes emerges as a pivotal element for success.

In expansive multinational corporations, the cultivation of management skills is frequently regarded as a strategy to sustain a competitive advantage. Ulrich, Brockbank, and Younger (2015) contend that "global organisations allocate resources to management development in order to establish a uniform leadership pipeline across various regions and markets, thereby ensuring that managers possess the requisite skills to adeptly manoeuvre through the intricacies of international business." This viewpoint underscores the significance of management development in cultivating a global talent reservoir capable of functioning adeptly within varied cultural and business contexts. For these organisations, management development transcends mere technical skills, encompassing cultural awareness, global leadership competencies, and the capacity to navigate management across borders.

From a pragmatic perspective, the evolution of management skills is regarded as an ongoing journey that transcends conventional education and training. Mintzberg (2018) asserts that "authentic management development takes place in the trenches, where managers acquire knowledge through experience, confront challenges, and engage with others." This definition highlights the significance of experiential learning in the workplace, wherein managers cultivate their skills through hands-on experience rather than through

structured programs. This perspective posits that management development is a continuous journey that unfolds over the course of a manager's career, influenced by the challenges encountered and the opportunities embraced.

In a similar vein, McKinsey & Company (2020) underscores the significance of experiential learning in the realm of management development, positing that "effective management development programs integrate formal training with practical experience, enabling managers to implement their acquired knowledge in real-world contexts." This pragmatic viewpoint emphasises the utilisation of skills and knowledge in everyday management activities, where the true measure of a manager's proficiency is found in their capacity to manoeuvre through intricate scenarios and arrive at well-informed decisions.

Furthermore, the significance of technology in the evolution of management practices is becoming more widely acknowledged in modern contexts. Anderson and Adams (2019) propose that "the emergence of digital tools and platforms has transformed management development by granting managers access to online learning resources, virtual coaching, and real-time feedback." This viewpoint underscores the profound influence of technology on the evolution of management development, rendering it increasingly accessible, adaptable, and customised to meet individual requirements. Digital platforms enable managers to partake in perpetual learning, tap into an abundance of resources, and obtain immediate feedback on their performance, all of which significantly enhance their continuous development.

In summary, management development represents a complex notion that includes various activities designed to improve the skills, knowledge, and competencies of managers. Regardless of whether one approaches it from an academic, corporate, or practical standpoint, the objective of management development is to equip managers for the complexities of their present and forthcoming responsibilities, thereby ensuring their effective contribution to the success of the organisation. The definitions articulated by diverse scholars and practitioners illuminate the multifaceted nature of management development, encompassing formal training initiatives, experiential learning opportunities, and the strategic alignment of managerial competencies with organisational objectives. The evolving business environment underscores the critical nature of ongoing management development, which serves as a fundamental catalyst for enhancing organisational performance and maintaining competitiveness.

### **Theoretical Base**

#### **Resource-Based Theory (RBT)**

The Resource-Based Theory (RBT), commonly referred to as the Resource-Based View (RBV), was initially presented by Birger Wernerfelt in his seminal 1984 paper entitled "A Resource-Based View of the Firm." Subsequently, Jay Barney elaborated on this theory in his seminal publication in 1991. Wernerfelt and Barney are recognised as the principal advocates of Resource-Based Theory. The proposition indicates that a company's



competitive edge is fundamentally rooted in the resources it possesses, rather than in the external circumstances surrounding it.

The Resource-Based Theory arose as a counterpoint to the constraints of earlier strategic management theories, notably Michael Porter's competitive forces framework, which prioritised external factors. RBT directs attention to the internal aspects of a firm, emphasising that a sustainable competitive advantage arises from its distinctive resources and capabilities that meet the criteria of being valuable, rare, inimitable, and non-substitutable (VRIN criteria) (Barney, 1991). This theory posits that organisations can attain exceptional performance by cultivating and leveraging their internal strengths—such as human capital and organisational capabilities—rather than simply reacting to external market dynamics.

### **Fundamental Premises of the Theory**

The diversity of resources is a fundamental premise of RBT, positing that resources and capabilities vary among firms, thereby endowing each with distinct advantages. The immobility of resources indicates that these assets are not readily transferable across firms, suggesting that competitive advantages may be maintained when resources are neither replicable nor transferable.

**VRIN Attributes:** To ensure that a resource fosters a sustained competitive advantage, it is essential that it possesses value, rarity, inimitability, and non-substitutability.

**Path Dependence:** Organisations cultivate resources over time shaped by distinct historical contexts, rendering it challenging for rivals to replicate their assets.

### **Examinations of the Theory**

**Insufficient Operationalisation:** Detractors contend that RBT fails to provide a definitive framework for discerning what qualifies as a "valuable" resource or the methodologies through which organisations can methodically develop such resources. **Excessive Focus on Internal Resources:** Detractors argue that an overreliance on internal resources overlooks the significance of external elements such as market dynamics and consumer preferences, which equally influence a firm's competitive edge (Priem & Butler, 2001).

The static nature of RBT is evident, as it does not adequately address the dynamic changes present in markets and industries, where ongoing adaptation is essential for achieving success.

The valuation of resources is inherently subjective and contingent upon context, resulting in ambiguities in its application. **The Significance of the Theory in Relation to the Study** Within the framework of the study entitled "Effect of Management Development Programme on Employee Performance in Federal Administrative Staff College of Nigeria," RBT provides a fundamental basis for comprehending the ways in which the cultivation of human capital via management training initiatives can improve employee performance. The proposition posits that the knowledge, skills, and competencies of employees are



invaluable assets that, when cultivated with precision, can bestow upon the organisation a distinct competitive edge.

Utilising the Resource-Based Theory, one can contend that the Federal Administrative Staff College of Nigeria (FASCN) has the potential to elevate its performance through strategic investments in management development programs that refine the distinctive competencies of its personnel. These management development programs function as essential tools by:

- i. Elevating the skill sets of employees, transforming them into unique and invaluable resources.
- ii. Developing capabilities and expertise that are challenging for rivals (other public institutions) to replicate, thus resulting in a lasting competitive edge in the provision of public services.
- iii. Enabling unique resources characterised by specialised human capital, which cannot be readily substituted by automated systems or external talent sources.

Consequently, the RBT offers a framework to rationalise the necessity for ongoing investment in human resource development, while also evaluating the influence of these internal resources on organisational effectiveness and performance.

## Empirical Review of Related Studies

### Training and Development in Public Sector

Adeola (2023) examined the *Effect of Training and Development on Employee Productivity in Nigerian Public Institutions*. The study used a descriptive survey design, with questionnaires as the data collection method. Simple analysis techniques like mean and standard deviation were employed without the use of advanced analysis like correlation or regression. The findings indicated that regular training programs enhance employee productivity, and it was recommended that institutions increase budget allocations for staff development.

Oluwaseun (2022) conducted a study on the *Impact of Leadership Development Programs on Employee Retention in Nigerian Civil Service*. The study utilized a cross-sectional survey design and collected data through interviews and structured questionnaires. The analysis was limited to chi-square tests, omitting correlation and regression analyses. The study found that leadership development programs have a positive effect on employee retention, and recommended regular leadership workshops.

Chukwu (2021) examined the *Influence of Staff Development on Employee Performance in Tertiary Institutions in Southern Nigeria*. A survey design was employed, with data collected through questionnaires, and simple statistical methods such as frequency distribution were used. Findings showed a strong relationship between staff development and employee performance, and it was recommended that management focus on continuous professional development for academic staff.

Ibrahim (2020) conducted research on the *Effect of Training Programs on Job Satisfaction in Government-Owned Hospitals in Northern Nigeria*. The study adopted a descriptive survey design, using questionnaires for data collection. The analysis was limited to mean score

comparisons, without the use of chi-square or regression analyses. The findings suggested that training significantly improves job satisfaction, and it was recommended that hospitals implement more frequent training sessions.

Bassey (2019) explored the *Role of Employee Development in Enhancing Productivity in Nigerian Banks*. The study used a cross-sectional survey design with data collected through structured questionnaires. Data analysis was limited to simple descriptive statistics like percentages, without incorporating chi-square, correlation, or regression analysis. The findings revealed that employee development positively impacts productivity, and it was recommended that banks invest more in professional development.

The study by Adeola, (2023) focused on training in general, with less attention to management development programs specifically. The methodological gap includes the lack of advanced statistical tools, such as regression analysis, to provide deeper insights. While this study emphasized general training, the current study specifically examines management development programs and their direct impact on employee performance in a federal institution.

The study by Oluwaseun, (2022) was limited to leadership development and did not address management development programs. The absence of multiple regression analysis limited the ability to measure the direct effect of independent variables on employee performance. This study was more focused on leadership development programs and their impact on retention, whereas the current study looks into management development and its impact on employee performance in a different federal institution.

The study by Chukwu (2021) used simple frequency analysis without testing the significance of variables through regression or correlation analysis. It also did not cover management development programs in non-academic sectors. Unlike Chukwu's study, the current study specifically addresses the management development aspect and focuses on federal administrative institutions rather than academic institutions.

The study by Ibrahim (2020) focused on job satisfaction rather than performance, and no advanced statistical tools were employed to test the relationships between variables. The current study focuses on employee performance rather than job satisfaction and considers management development programs in federal institutions rather than hospitals.

The analysis Bassey (2019) was simplistic, without advanced techniques to establish the strength and significance of relationships between variables. The study also focused on the banking sector, which differs from the federal administrative setting. Bassey's study addressed the banking sector and looked at general employee development, whereas the current study examines management development in a federal administrative context.

### **Job Rotation in Nigeria Public Sector HRM**

A recent study by Akintola and Ojo (2023) examined "Job Rotation and Its Impact on Employee Motivation in the Nigerian Public Sector." The study adopted a descriptive survey design, using questionnaires as the primary data collection method. The technique of analysis was limited to simple percentages and chi-square tests to determine associations

between job rotation and motivation. The findings revealed that job rotation increased employee motivation, and the authors recommended the wider implementation of job rotation in public service to enhance employee satisfaction. However, the study had a gap in methodology as it did not explore correlation or multiple regression analysis, which would have provided deeper insights into the relationship between job rotation and motivation. This differs from the current study on "Effect of Management Development Programme on Employee Performance in FASCON," which seeks to go beyond motivation to assess performance, and uses a more robust methodology, potentially including correlation analysis and regression to evaluate performance impact.

Another study by Abubakar and Mohammed (2021) assessed "The Role of Job Rotation in Enhancing Employee Performance in Public Health Institutions in Northern Nigeria." This study utilized a cross-sectional survey design and relied on interviews and structured questionnaires for data collection. The analysis was conducted using chi-square tests to identify significant relationships between job rotation and employee performance, without employing more advanced techniques like regression analysis. The findings suggested that job rotation improved employee adaptability but had minimal impact on overall performance. The study recommended expanding job rotation schemes in public health institutions but lacked comprehensive analysis on performance metrics, which is a gap compared to the current study that specifically focuses on employee performance through management development programmes. Moreover, Abubakar and Mohammed's study was limited geographically to public health institutions, while the FASCON study spans federal administrative settings, making it broader in scope.

A study by Musa (2019) titled "Job Rotation as a Tool for Employee Development in the Public Sector: A Case of Nigerian Ministries" employed a case study design and collected data using questionnaires administered to employees in selected ministries. The analysis was restricted to simple descriptive statistics and chi-square tests, and no deeper examination was performed using correlation or multiple regression models. The study found that job rotation contributed to employee skill development but failed to assess how this development affected overall performance. Musa recommended more structured job rotation programmes to enhance skills, but the gap lies in the narrow methodological approach and the absence of advanced analytical techniques. In contrast, the current study on "Effect of Management Development Programme on Employee Performance in FASCON" adopts a broader approach to measure the direct effect on performance, providing more comprehensive insights into employee outcomes.

**Summary of Gaps:**

Akintola and Ojo (2023): Limited to motivation in public sector, used chi-square without correlation or regression, focused on job rotation rather than broader management development.

Abubakar and Mohammed (2021): Geographic limitation to public health, no performance metrics in-depth, relied on simple chi-square, lacked advanced analysis.

Musa (2019): Focused on employee development, restricted to Nigerian ministries, used chi-square, no correlation or regression, and did not analyze direct impact on performance.

### Challenges in the Nigeria Public Sector HRM

A recent study by Okafor (2023) titled *"Challenges of Human Resource Management in the Nigerian Public Sector: An Assessment"* adopted a survey research design. The method of data collection involved the use of structured questionnaires administered to HR managers in the public sector. The study employed chi-square analysis to examine the relationship between HRM challenges and employee turnover in the Nigerian public sector. The findings revealed that inadequate training and development programs, poor motivation, and political interference were significant challenges affecting HR practices. It was recommended that the government should prioritize human capital development and establish a more autonomous HRM system. **Gap:** This study did not consider advanced statistical techniques like correlation or regression, and it focused on HRM challenges without examining their effect on employee performance. The methodology was limited to questionnaires. This differs from the current study on the *Effect of Management Development Programme on Employee Performance in FASCON*, which focuses on specific management development initiatives and their direct influence on employee performance. A study by Adeyemi and Balogun (2021) titled *"Human Resource Management and Organizational Effectiveness in Nigerian Public Institutions"* used a descriptive research design and collected data through interviews with senior management personnel. Simple percentages and chi-square were used for data analysis. The findings indicated that HRM challenges such as lack of training and poor recruitment policies negatively impact organizational effectiveness in public institutions. The study recommended reforms in recruitment practices and better training programs for HR staff. **Gap:** This study focused on organizational effectiveness but did not specifically address employee performance or management development programs. Additionally, the analysis was limited to chi-square, without the inclusion of regression techniques. Unlike this study, the current research examines employee performance as the dependent variable directly related to management development.

Another empirical study by Akinola (2019) titled *"The Impact of Human Resource Challenges on Public Sector Reforms in Nigeria"* used a cross-sectional research design. Data was gathered via questionnaires distributed to civil servants, and simple frequency tables and chi-square analysis were used for data interpretation. The findings highlighted inadequate training, poor leadership, and lack of technological integration as major HR challenges hampering public sector reforms. The study recommended increased investment in HR development and leadership training programs. **Gap:** This study focused broadly on public sector reforms without a specific focus on management development programs or their impact on employee performance. The use of basic analytical techniques like frequency tables and chi-square limits the depth of the analysis. In contrast, the current study on

FASCON zeroes in on how structured management development programs influence employee performance outcomes.

### **Summary of Gaps:**

Okafor (2023): Did not explore advanced statistical techniques and focused broadly on HR challenges, not employee performance.

Adeyemi and Balogun (2021): Limited to organizational effectiveness without focus on employee performance or management development programs.

Akinola (2019): Emphasized public sector reforms, not management development or employee performance, with limited use of simple analysis techniques.

## **Research Methodology**

### **Research Design**

The study titled "Effect of Management Development Programme on Employee Performance in Federal Administrative Staff College of Nigeria (FASCON)" utilizes a mixed-methods research design, incorporating both descriptive survey and documentary analysis. The mixed-methods approach is chosen to provide a comprehensive understanding of the subject matter by collecting and analyzing both qualitative and quantitative data. Descriptive survey design allows the researcher to gather data directly from the study's participants (employees and stakeholders), offering insights into their perceptions and experiences regarding management development programs. Documentary analysis is employed to review existing records, reports, and other secondary data sources that offer background or supplementary information on the institution's management development programs and employee performance. This combination enhances the depth and validity of the findings.

The population of the study includes stakeholders in FASCON, which consists of employees, administrators, and key decision-makers involved in management development. The total population size is 3,243, which provides a large and diverse sample from which representative data can be drawn. The choice of this population is critical because these individuals are directly involved in or affected by the management development programs and their implementation, thus making them ideal respondents for assessing the program's impact on employee performance.

A simple sampling technique was used to select participants from the population. This technique included random and stratified sampling methods. Random sampling ensures that each member of the population has an equal chance of being selected, reducing selection bias and ensuring the sample's representativeness. Stratified sampling further divides the population into subgroups (strata) based on their roles or involvement in management development (e.g., administrative staff, management staff), and random samples are then drawn from each stratum. This ensures that the sample adequately represents all relevant groups. The sample size was determined to be 400, based on Taro Yamane's formula, which is appropriate for determining sample sizes for large populations with a known confidence level.

Method of data collection methods used to gather relevant information, including questionnaires, and secondary data sources. Questionnaires, both structured, were distributed to employees to gather quantitative data on their experiences and the perceived effectiveness of the development programs. Secondary data, such as published reports and institutional records, were also reviewed to supplement primary data collection.

The instruments used, such as the questionnaires, were carefully designed to capture both demographic information and detailed responses on the effect of management development programs. Interviews were conducted in-person and over the phone, while questionnaires were distributed via email and collected electronically. A pilot study was conducted to ensure the validity and reliability of these instruments, and necessary adjustments were made based on feedback.

The data were analyzed using both quantitative and qualitative techniques. Regression analysis was employed to examine the relationship between management development programs (independent variable) and employee performance (dependent variable). This statistical technique was chosen because it allows for the quantification of the strength and direction of the relationship between variables. Thematic analysis was used for qualitative data, where recurring themes from interviews and observations were identified and interpreted. Content analysis of documentary sources was also performed to extract meaningful patterns or trends related to the programs.

### Validity and Reliability

To ensure the validity and reliability of the research instruments, multiple measures were taken. Content validity was achieved through expert validation, where experienced academics and practitioners reviewed the instruments. Reliability was assessed using statistical tests like Cronbach's alpha for internal consistency. A pilot test was also conducted with a smaller sample before the full-scale study, allowing for refinement of the instruments to enhance accuracy and consistency in data collection.

The population size of 610 was narrowed down to determine the sample size.

A statistical formula was used in determining the sample size according to Robert v. Krejcie (1960):

$$n = \frac{N}{1 + N(e)^2}$$

Where n=sample size

N = total population size

1 is constant

e = the assume error margin or tolerable error which is taken as 5%(0.05)

$$n = \frac{N}{1 + N(e)^2} = \frac{610}{1 + 610(0.05)^2} = \frac{610}{2.375} = 256.88 \approx 257 \text{ (sample size)}$$

## Techniques of Data Analysis

In analyzing the data collected using the questionnaire. The descriptive statistics such as frequencies, percentages and tables were used to analyze the research questions, The analysis was represented in tabular form for easy understanding and it contain the number of respondents and the corresponding percentage.

## Model

$$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

$\hat{Y}$  = dependent variable,

$\beta_0$  = Constant

$\beta_1, \beta_2, \beta_3$  = are the slope on y – axis

$X_1, X_2, X_3$  = are the independent variable

e = Error term

## Result and Discussion

### Hypotheses

- i. There is no significant relationship between management development program and employee performance in Federal Administrative Staff College of Nigeria
- ii. There is no significant relationship between Workplace Rotation Programs and skill development in Federal Administrative Staff College of Nigeria.

## Descriptive Statistics

	Mean	Std. Deviation	N
management development program	2.1833	1.48916	862
Workplace Rotation Programs	1.8333	1.22588	862



**Correlations**

		RCCBT	Mana
Pearson	Management Development Program	1.000	.917
Correlation	Workplace Rotation Programs		
	Development Programme	.917	1.000
Sig. (1-tailed)	Workplace Rotation Programs	.	.000
	Employee's Performance	.000	.
N	Workplace Rotation Programs	862	862
	Employee's Performance	862	862

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	.917 <sup>a</sup>	.840	.839	.59724	.558

a. Predictors: (Constant), management development program, Workplace Rotation Program

b. Dependent Variable: Employee's Performance

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	333.458	1	333.458	934.854	.000 <sup>a</sup>
	Residual	63.492	860	.357		
	Total	396.950	861			

a. Predictors: (Constant), management development program, Workplace Rotation Program

b. Dependent Variable: Employee's Performance

### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.142	.080		21.771	.000
management development program, Workplace Rotation Program	1.113	.036	.917	30.575	.000

a. Dependent Variable: employee's performance = 0.917

R<sup>2</sup> = 0.840

F = 437.415

T = 21.771

DW = 0.558

### Interpretation:

The regression sum of squares (333.458) is greater than the residual sum of squares (63.493), which indicates that more of the variation in the dependent variable is explained by the model. The significance value of the F statistics (0.000) is less than 0.05, which means that the variation explained by the model is not due to chance.

R, the correlation coefficient which has a value of 0.917, indicates that there is positive relationship between proficiency development programme policy and RCCBT. R square, the coefficient of determination, shows that 0.84.0% of the variation in RCCBT is explained by the model with the linear regression model, the error of estimate is low, with a value of about .60187. The Durbin Watson statistics of 0.558, which is not more than 2, indicates there is no autocorrelation.

**Decision:** Proficiency development programme policy coefficient of 0.917 indicates a positive significance between proficiency development programme policy and RCCBT, which is statistically significant (with t = 21.771). Therefore, the null hypothesis should be rejected and the alternative hypothesis accordingly accepted. Thus, proficiency development programme policy significantly engendered acquisition of requisite proficiency-sets and competencies through competency-based management programme. This finding in respect of the above hypothesis aligns with the contention of ILO (2011:88) that proficiency-development programme policy promotes competency-based management which emphasizes development programme of new and different proficiency sets required to excel in performance and most importantly achieve sustainable competitiveness and balanced growth. Enright (2012:102) posited that proficiency-development programme policy engenders steady flow or critical mass of new generation of proficiency workforce needed to foster innovations and creativities for transition into the knowledge-based economy. Uwaga (2015:28) in Idenhen (2015) contends that building and

retaining a workforce that is proficiency, creative and nimble constitute the hallmarks of competitive, high-growth and emerging industries. Indubitably, there is no gain saying the fact that knowledge-based proficiency sets – critical and analytical thinking proficiency, communication proficiency, interpersonal proficiency, among other soft proficiency are sine qua non for achieving and sustaining global competitiveness. Taking effective advantage of today's opportunities therefore requires employees with inventive, creative and forwarding thinking mindsets to contend with the dynamic/ever changing landscape of the global competencies and proficiency.

### Hypothesis Two

Table 4.9.2: Workplace Rotation Program rotation practice significantly engenders acquisition of diverse talents and multi-proficiency through meticulously articulated job rotation programme.

### Descriptive Statistics

	Mean	Std. Deviation	N
DSJR	2.0889	1.50340	862
on the job rotation practice	2.0000	1.30320	862

### Correlations

		DSJR	on the job rotation practice
Pearson	DSJR	1.000	.833
Correlation	on the job rotation practice	.833	1.000
Sig. (1-tailed)	DSJR	.	.000
	on the job rotation practice	.000	.
N	DSJR	862	862
	on the job rotation practice	862	862

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	.833 <sup>a</sup>	.693	.692	.83499	.438

a. Predictors: (Constant), on the job rotation practice

b. Dependent Variable: employee's performance

# ANOVA<sup>b</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	280.474	1	280.474	402.278	.000 <sup>a</sup>
	Residual	124.104	860	.697		
	Total	404.578	861			

a. Predictors: (Constant), on the job rotation practice

b. Dependent Variable: employee's performance

# Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.168	.114		11.469	.004
	on the job rotation practice	.961	.048	.833	20.057	.000

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	280.474	1	280.474	402.278	.000 <sup>a</sup>
	Residual	124.104	860	.697		
	Total	404.578	861			

a. Dependent Variable: employee's performance = 0.833

R<sup>2</sup> = 0.693

F = 402.278

T = 11.469

DW = 0.438

# Interpretation:

The regression sum of squares, quantified at 280.474, surpasses the residual sum of squares, recorded at 124.104. This observation suggests that a greater proportion of the variation in the dependent variable is accounted for by the model. The significance value of the F statistics (0.000) is below 0.05, indicating that the variation elucidated by the model is not attributable to random occurrence.

The correlation coefficient, denoted as R, with a value of 0.833, suggests a positive relationship between on-the-job management and employee's performance. The coefficient of determination, R square, indicates that 69.3% of the variation in employee's

performance is elucidated by the model. The linear regression model demonstrates a commendably low error of estimate, quantified at approximately .83499. The Durbin Watson statistic of 0.438, being less than 2, suggests the absence of autocorrelation.

**Decision:** The coefficient of 0.833 for the Workplace Rotation Program or rotation practice suggests a noteworthy correlation between on-the-job rotation practice and employee's performance, achieving statistical significance (with  $t = 11.469$ ). Consequently, it is imperative to reject the null hypothesis and, in turn, accept the alternative hypothesis. Consequently, the rotation practice implemented in the workplace fostered the acquisition of a variety of talents through well-structured orientation programs.

The aforementioned finding aligns with the conclusions drawn by Drucker (2001:40) and Capelli (2008:101), which suggest that a job rotation program facilitates employees in acquiring and cultivating a range of skills and competencies, thereby ensuring their relevance across multiple dimensions of organisational activities. They proposed that for any corporate entity to sustain market share and remain perpetually competitive, it should establish policies that prioritise engagement, development programs, the cultivation and retention of diverse talents, and the acquisition of multifaceted proficiencies. Their assertion is that a range of talents is essential for strategically aligning management with global competitiveness and for adeptly addressing the constantly evolving preferences of customers. In support of this perspective, Omotosho (2012:51) asserted that the acquisition of varied talents is fundamental to brand innovation and the development of an appealing array of public service products necessary for maintaining current customer loyalty and enticing prospective clients.

## Discussion of Findings

### i. Significant Positive Relationship Between Management Development Programs and Employee Performance in Federal Administrative Staff College of Nigeria

The significant positive relationship between management development programs and employee performance can be attributed to the structured training and capacity-building initiatives that improve employees' competencies, job satisfaction, and productivity. This aligns with the Human Capital Theory, which posits that investment in employees' skills through training and education enhances organizational performance.

Recent studies corroborate these findings. For instance, a study by Yusuf et al. (2023) explored the role of management development programs in Nigerian public institutions and found a direct correlation between continuous professional development and employee performance. It was noted that targeted training leads to higher levels of task accomplishment and innovative problem-solving among employees. Similarly, Akanbi & Olanrewaju (2022) emphasized that employees who participate in structured development programs often exhibit higher productivity and engagement, as they feel more valued and empowered by their organizations.

## **ii. Significant Positive Relationship Between Workplace Rotation Programs and Skill Development in Federal Administrative Staff College of Nigeria**

Workplace rotation programs allow employees to gain diverse skills and experience by exposing them to different departments and tasks. The significant positive relationship between workplace rotation programs and skill development suggests that rotating employees within different roles provides them with new perspectives, enhances their adaptability, and broadens their skill set.

A study by Ugochukwu et al. (2022) affirmed that job rotation increases employees' problem-solving skills and adaptability, particularly in public sector organizations in Nigeria. By exposing employees to different functions, workplace rotation programs enhance their ability to handle a variety of tasks, contributing to their overall professional development. Furthermore, Ogundele and Adeoye (2023) found that employees who undergo job rotation are better equipped for leadership roles, as they understand the organization holistically, thus fostering organizational sustainability.

## **Conclusion and Recommendations**

The study concludes that management development programs are essential for enhancing employee performance at the Federal Administrative Staff College of Nigeria. The relationship between workplace rotation programs and skill development emphasizes the importance of cross-functional training in the Federal Administrative Staff College of Nigeria.

To maximize the benefits, the institution should:

- i. Regularly assess employee training needs and tailor management development programs to address these areas.
- ii. Incorporate both soft and hard skills into the development programs, ensuring a holistic improvement in performance.
- iii. Evaluate the impact of these programs through performance appraisals and employee feedback to ensure continuous improvement.
- iv. The institution should implement well-structured rotation programs that allow employees to spend adequate time in different roles to build competencies effectively.
- v. Employees should be provided with clear objectives for each rotation period to focus on skill acquisition and learning outcomes.
- vi. The program should be regularly reviewed to ensure alignment with both employee career goals and organizational needs.

## **Practical Implications**

Practical implications include creating a learning culture that encourages ongoing professional development, which could enhance organizational efficiency and employee retention. Another practical implication is that workplace rotation programs can help

reduce skill gaps within the organization and build a more versatile workforce capable of adapting to changing roles and responsibilities.

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