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**INFLUENCE OF CONTINUING EDUCATION ON JOB PERFORMANCE AND STAFF  
MORALE OF NON-ACADEMIC STAFF OF THE UNIVERSITY OF LAGOS**

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**INFLUENCE OF CONTINUING EDUCATION ON JOB PERFORMANCE AND STAFF MORALE OF NON-ACADEMIC STAFF OF THE UNIVERSITY OF LAGOS**

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**Abstract**

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Education is a veritable tool that can be used for the development of all societies. Continuing Education is an instrument that can be an avenue to have a learning city and ultimately gain the benefits of having such which are directly related to performance and boosting of staff morale. The University of Lagos Non-academic staff are divided into three, and the study examined the level of Continuing Education of the staff and its influence on their job performance and staff morale. Three research questions and two hypotheses were answered and tested, respectively. The study adopted an analytical survey. A stratified random sampling technique was used to select 121 respondents from the University of Lagos. A validated self-developed questionnaire was used for data collection. The data were analysed using percentages and mean. The hypotheses were statistically tested at a 5% level of significance with the Chi-Square test of independence. The study's result showed a significant relationship between the Continuing Education training of non-academic staff of the University of Lagos and their job performance. Also, the Continuing Education training of non-academic staff of the University significantly influenced their morale, and that staff morale affected their job performance.

**Introduction**

The environment where the non-academic staff operate can be regarded as a citadel of learning, which should allow them to constantly engage in learning activities for individual improvement. The University is, therefore, expected to provide Continuing Education opportunities for this group of staff, whether to improve their work performance or prepare them for future post-retirement engagement.

The non-academic staff of the University of Lagos is usually divided into three categories, Administrative, Technical and Junior staff. The non-academic staff works in the University community, which is a knowledge-creation and dissemination community. The study examined the influence of the different skills and knowledge acquired by this set of workers and whether it helped to improve their confidence and performance on the job.

UNESCO's declaration of lifelong learning in the year 1970 implies that learning should be a continuous process and that, after the initial education, there should be opportunities for further education (Akther, 2020). The environment needs to be transformed into a learning society for lifelong learning to thrive. The University, as a learning centre, is supposed to transform people into a learning society. It, therefore, behoves the University as a citadel of learning to create learning opportunities for its staff. One way of verifying this is to investigate the level at which provision for Continuing Education participation is provided for the staff.

The overall performance of an organisation, whether private or public, is the summation of the performance of the individual employee, both senior and junior. The performance of individual employees can also be linked to the job satisfaction of such employees (Suwandi & Setiawan, 2022; Nwanzu & Uche-Okolo, 2017). The performance of individual employees is enhanced when the employer can utilise such employees optimally. According to some authors, Continuing Education enhances proficiency among employees, increases their chances of getting a promotion, leads to personal development, improves self-image, helps in career transition as well as gives them the opportunity for additional skills and knowledge benefits (Ganesh & Indradevi, 2015; Bhaskar, Joshi and Chopra, 202; Onoyase, 2017).

As enumerated above, the benefits that emanate from staff participation in Continuing Education can significantly improve employees' mental health because of the satisfaction derivable from the benefits. The mental health of individuals is essential to employee morale and performance. Many authors have confirmed the link between mental health, job performance and staff morale (Hamouche, 2020; Saleem, Malik & Qureshi, 2021; Posel, Oyenubi & Kollamparambil, 2021). Thus, the need to improve the rate at which University employees receive Continuing Education to boost morale and, consequently, their performance on the job.

### **Statement of the Problem**

The University is regarded as a citadel of learning where learning opportunities should abound, not only for outsiders but, more importantly, for the staff members. The University is, therefore, expected to provide Continuing Education opportunities for its staff members, especially the non-academics, whether to improve their work performance or prepare them for future post-retirement engagement. This study, therefore, sought to investigate the extent to which the University of Lagos provided Continuing Education Training for its non-academic staff and its influence on their job performance.

### **Purpose of Study**

The main purpose of this study was to determine the extent to which the University of Lagos provided its non-academic staff with Continuing Education Training to improve their morale and job performance. Specifically, the study intends to find out the following:

### **Research Questions**

1. To what extent has the University provided Continuing Education Training for the non-academic staff?
2. To what extent has the Continuing Education Training affected the job performance of the non-academic staff of the University of Lagos?
3. To what extent has the Continuing Education Training influenced the non-academic staff morale at the University of Lagos?

### **Research Hypotheses**

1. Continuing Education Training of the non-academic staff of the University of Lagos does not significantly affect their job performance.
2. Continuing Education Training of non-academic staff does not significantly influence their morale at the University of Lagos.
3. There is no significant relationship between Continuing Education Training and the non-academic staff morale and job performance at the University of Lagos.

### **Methodology**

The study adopted a survey research method. The study population comprised all the non-academic staff of the University of Lagos (Unilag), comprising the Administrative, Technical, and junior staff, totalling 2,550. A purposive sampling procedure was adopted to select 121 non-academic staff who completed the questionnaire. A structured questionnaire was used for data collection. The questionnaire was a self-developed 19-item Likert scale with a response scale of To a Large Extent (TLE), To Some Extent (TSE), To a Little Extent (ALE), To a Very Little Extent (VLE), Not at All (NAA) and No Entry (NE) as response options. Respondents were required to tick [√] the

appropriate column corresponding to the extent to which they agree or do not with statements made in the questionnaire. The questionnaire was administered to the non-academic staff through one-on-one interaction. The purpose of the study was stated, and the cooperation of participants was sought. The data collected were analysed using descriptive statistics. The research questions were analysed using simple percentages, frequency distribution and mean. The Chi-square test of independence was used to analyse the hypotheses, which were tested at a 5% significance level. Informed consent was obtained from all participants, and there was no risk of harm to any participants.

## Results

### Demographic Characteristics

**Table 1: Gender of Participants**

| Gender | Per cent |
|--------|----------|
| Male   | 46.9     |
| Female | 53.1     |
| Total  | 100.0    |

Table 1 above indicates that out of the 121 total respondents to the questionnaire, 46.9% were male, while 53.1% were female.

**Table 2: Age of Participants**

| Age group   | Per cent |
|-------------|----------|
| 18-27 years | 7.9      |
| 28-37 years | 16.7     |
| 38-47 years | 38.6     |
| 48-57 years | 29.8     |
| 58+ years   | 7.0      |
| Total       | 100.0    |

Table 2 above presents the age groups of the participants sampled in the study. It shows that 7.9% were 18-27 years age group, 16.7% were 28-37 years, 38.6% were 38-47 years, 29.8% were 48-57 years, and 7.0% were 58 years and above.

**Table 3: Participants' Educational Qualification**

| Educational Qualification | Per cent |
|---------------------------|----------|
| JSS3                      | 4.3      |
| WAEC/NECO/NABTECH         | 23.1     |
| OND/NCE                   | 18.8     |
| HND/Bachelor              | 35.0     |
| Master's                  | 17.1     |
| Others                    | 1.7      |
| Total                     | 100.0    |

Table 3 above indicates that 4.3% of respondents had JSS3 qualification, 23.1% had WAEC or equivalent, 18.8% had OND/NCE, 35% had Bachelors/HND, 17.1% had master's degree while 1.7% had other qualifications.

**Table 4: Number of Years Worked in Unilag**

| Years Worked | Per cent |
|--------------|----------|
| 1-10 years   | 32.8     |
| 11-20 years  | 44.0     |
| 21-30 years  | 19.0     |
| 31+ years    | 4.3      |
| Total        | 100.0    |

Table 4 above indicates that 32.8% of respondents have worked 1-10 years as non-academic staff in Unilag, 44.0% have worked 11-20 years, 19.0% have worked 21-30 years while 4.3% have worked 31 years and above in Unilag.

**Table 5: Training Attended**

| Training                            | Per cent Total | Self-Sponsored | Employer-Sponsored |
|-------------------------------------|----------------|----------------|--------------------|
| Workshop/Seminars                   | 68.6           | 7.4            | 61.2               |
| Other Training Not Workshop/Seminar | 31.4           | 28.1           | 3.3                |
| Total                               | 100.0          | 35.5           | 64.5               |

Table 5 above indicates that 68.6% attended workshop/seminar training, with 7.4% self-sponsored and 61.2% employer-sponsored. The remaining 31.4% attended other training that is not a workshop/seminar, with 28.1% self-sponsored and 3.3% employer sponsored.

**Research Question One:** To what extent has the University provided Continuing Education for the non-academic staff?

**Table 6: Meeting Training Needs of Non-academic Staff**

| S/N               | Questionnaire Items   | TLE (%) | TSE (%) | ALE (%) | VLE (%) | NAA (%) | NE (%) | Wted. Mean |
|-------------------|---|---------|---------|---------|---------|---------|--------|------------|
| 1                 | I have been regularly attending seminars/workshops/training.  | 10.7    | 28.1    | 19.8    | 16.5    | 20.7    | 4.1    | 2.8        |
| 2                 | The training received from the University has been adequate for the role I perform at the University. | 15.7    | 39.7    | 9.1     | 10.7    | 17.4    | 7.4    | 3.0        |
| <b>Grand Mean</b> |   | 13.2    | 33.9    | 14.5    | 13.6    | 19.0    | 5.8    | 2.9        |

Table 6 above is data from the questionnaire on whether the University meets training needs for the various roles performed. It showed a mean of 13.2% of respondents indicate that training needs are met to a large extent, 33.9% to some extent, 14.5% to a little extent, 13.6% to a very little extent, 19.0% not at all and 5.8% no entry. In other words, 61.6% of respondents indicated that training needs are met to a little extent, irrespective of job status level. With a weighted mean of 2.9, it is concluded that the University meets the training needs for the various roles performed to a little extent. It shows that the University must do more to improve meeting the training needs of the non-academic staff. From the table, it is noticed that 20.7% of respondents do not attend workshops/seminars by the University, while 16.5% attend to a very little extent. Therefore, appropriately scheduling training, encouraging the staff to attend and tracking attendance will improve the University's metric of meeting the staff training needs.

**Research Question Two:** To what extent has Continuing Education Training improved the job performance of the non-academic staff of the University of Lagos?

**Table 7: Effect of Continuing Education Training on Job Performance**

| S/N               | Questionnaire Items  | TLE (%) | TSE (%) | ALE (%) | VLE (%) | NAA (%) | NE (%) | Wted. Mean |
|-------------------|--|---------|---------|---------|---------|---------|--------|------------|
| 1                 | The training has positively affected my job performance.   | 25.6    | 30.6    | 12.4    | 7.4     | 17.4    | 6.6    | 3.2        |
| 2                 | The skills acquired from the Seminars / Workshops etc., have helped me carry out my day-to-day duties at the University. | 32.2    | 28.9    | 9.9     | 8.3     | 14.0    | 6.6    | 3.4        |
| 3                 | The pieces of training attended are relevant to improving my performance on the job.                                     | 34.7    | 28.1    | 9.9     | 5.0     | 14.0    | 8.3    | 3.4        |
| 4                 | Training has made me able to perform well at my job.   | 31.4    | 14.0    | 9.9     | 20.7    | 5.8     | 18.2   | 2.9        |
| <b>Grand Mean</b> |  | 31.0    | 25.4    | 10.5    | 10.3    | 12.8    | 9.9    | 3.2        |

Table 7 above is data from the questionnaire on the effect of Continuing Education training on job performance. It shows that a mean of 31.0% of respondents indicates improved job performance with Continuing Education training to a large extent, 25.4% to some extent, 10.5% to a little extent, 10.3% to a very little extent, 12.8% not at all and 9.9% had no entry. In other words, 56.4% of respondents indicate improved job performance to some extent with Continuing Education training.

Therefore, with a weighted mean of 3.2, Continuing Education training improves the job performance of the non-academic staff of the University to some extent.

**Research Question Three:** To what extent has Continuing Education Training influenced the non-academic staff morale at the University of Lagos?

**Table 8: Influence of Continuing Education Training on Staff Morale**

| S/N               | Questionnaire Items  | TLE (%) | TSE (%) | ALE (%) | VLE (%) | NAA (%) | NE (%) | Wted. Mean |
|-------------------|--|---------|---------|---------|---------|---------|--------|------------|
| 1                 | The training received from the University has boosted my morale on the job.                | 32.2    | 31.4    | 7.4     | 10.7    | 13.2    | 5.0    | 3.4        |
| 2                 | The skills acquired from the Seminars/Workshops have helped motivate me to perform better. | 30.6    | 35.5    | 9.9     | 5.0     | 13.2    | 5.8    | 3.5        |
| 3                 | Attendance at Seminars/Workshops/Training did influence my morale.                         | 38.8    | 11.6    | 9.1     | 14.9    | 14.9    | 10.7   | 3.1        |
| 4                 | Having more Seminars/Workshops/Training would improve my morale to do more.                | 59.5    | 24.8    | 1.7     | 4.1     | 4.1     | 5.8    | 4.1        |
| <b>Grand Mean</b> |  | 40.3    | 25.8    | 7.0     | 8.7     | 11.4    | 6.8    | 3.5        |

Table 8 above is data from the questionnaire on the influence of Continuing Education training on staff morale. It shows that a mean of 40.3% of respondents indicates improved or boosted morale with Continuing Education training to a large extent, 25.8% to some extent, 7.0% to a little extent, 8.7% to a very little extent, 11.4% not at all and 6.8% had no entry. In other words, 66.1% of respondents indicate improved or boosted morale to some extent with Continuing Education training. Therefore, with a weighted mean of 3.5, it is concluded that Continuing Education training positively influenced the morale of the non-academic staff of the University to some extent.

**Research Hypothesis One:** Continuing Education Training of the non-academic staff of the University of Lagos does not significantly affect their job performance.

This was analysed with the Chi-square test of independence, and the contingency table is shown in Table 9 below.

**Table 9: Chi-Square Contingency Table of Continuing Education training and job performance**

| Continuing Education Training | The extent of Effect on Job Performance Improvement |                  |               |             |              | Total |
|-------------------------------|---|------------------|---------------|-------------|--------------|-------|
|                               | No Extent   | V. Little Extent | Little Extent | Some Extent | Large Extent |       |
| Not Workshop / Seminar        | 6   | 13               | 3             | 8           | 8            | 38    |
| Workshop / Seminar            | 3   | 3                | 13            | 37          | 27           | 83    |
| Total                         | 9   | 16               | 16            | 45          | 35           | 121   |
| <b>Expected Frequency</b>     |   |                  |               |             |              |       |
| Not Workshop / Seminar        | 3   | 5                | 5             | 14          | 11           | 38    |
| Workshop / Seminar            | 6   | 11               | 11            | 31          | 24           | 83    |
| Total                         | 9   | 16               | 16            | 45          | 35           | 121   |
| <i>p-value</i>                | 0.00  | X2 statistic     | 29.90         |             |              |       |
| <i>DF</i>                     | 4   | X2crit           | 9.49          |             |              |       |

Result:  $X^2(4, N = 121) = 29.9, p < 0.05$

Conclusion: Reject the null hypothesis since  $X^2$  is greater than the critical value.

Based on the result shown in Table 9 above:  $X^2(4, N=121) = 29.9, p < 0.05$ , we reject the null hypothesis, indicating that there is a significant relationship between the Continuing Education training of non-academic staff of Unilag and their job performance. In other words, the Continuing Education training of non-academic staff of the University does significantly affect their job performance.

**Research Hypothesis Two:** Continuing Education Training of the non-academic staff of the University of Lagos does not significantly influence their morale.

This was also analysed with the Chi-square test of independence, and the contingency table is shown in Table 10 below.

**Table 10: Chi-Square Contingency Table of Continuing Education training and staff morale**

| Observed Frequency     | The extent of Influence on Staff Morale |               |             |              |       |
|------------------------|---|---------------|-------------|--------------|-------|
| Gender                 | V.Little-No Extent                      | Little Extent | Some Extent | Large Extent | Total |
| Not Workshop / Seminar | 4                                       | 17            | 12          | 5            | 38    |
| Workshop / Seminar     | 6                                       | 7             | 39          | 31           | 83    |
| Total                  | 10                                      | 24            | 51          | 36           | 121   |
| Expected Frequency     |   |               |             |              |       |
| Not Workshop / Seminar | 3                                       | 8             | 16          | 11           | 38    |
| Workshop / Seminar     | 7                                       | 16            | 35          | 25           | 83    |
| Total                  | 10                                      | 24            | 51          | 36           | 121   |
| <i>p-value</i>         | 0.00                                    | X2 statistic  | 24.26       |              |       |
| <i>DF</i>              | 3                                       | X2crit        | 7.81        |              |       |

Result:  $X^2(3, N = 121) = 24.26, p < 0.05$

Conclusion: Reject the null hypothesis since  $X^2$  is greater than the critical value.

Based on the result shown in Table 10 above:  $X^2(3, N=121) = 24.26, p < 0.05$ , we reject the null hypothesis, indicating that there is a significant relationship between the Continuing Education training of non-academic staff of Unilag and their morale. In other words, the Continuing Education training of non-academic staff of the University does significantly influence their morale.

**Research Hypothesis Three:** There is no significant relationship between Continuing Education Training and the non-academic staff morale and job performance at the University of Lagos.

This was analysed with the Chi-square test of independence as well. The contingency table of the Chi-square analysis of the influence on staff morale through Continuing Education and job performance and the result are shown in Table 11 below.

Based on the result shown in Table 11:  $X^2(4, N=121) = 70.14, p < 0.05$ , we reject the null hypothesis, indicating that there is a significant relationship between the morale of non-academic staff of the University of Lagos through Continuing Education training and their job performance. In other words, staff morale affects job performance.

**Table 11: Chi-Square Contingency Table of Staff Morale and Job Performance**

| Observed Frequency         | The extent of Job Performance |               |       |       |
|----------------------------|-------------------------------|---------------|-------|-------|
| The extent of Staff Morale | Little - None                 | Some/Moderate | High  | Total |
| Little - No Morale         | 30                            | 4             | 0     | 34    |
| Some/Moderate Morale       | 9                             | 27            | 15    | 51    |
| High Morale                | 2                             | 14            | 20    | 36    |
| Total                      | 41                            | 45            | 35    | 121   |
| Expected Frequency         |                               |               |       |       |
| Little - No Morale         | 12                            | 13            | 10    | 34    |
| Some/Moderate Morale       | 17                            | 19            | 15    | 51    |
| High Morale                | 12                            | 13            | 10    | 36    |
| Total                      | 41                            | 45            | 35    | 121   |
| <i>p-value</i>             | 0.00                          | X2 statistic  | 70.14 |       |
| <i>DF</i>                  | 4                             | X2crit        | 9.49  |       |

Result:  $X^2(4, N = 121) = 70.14, p < 0.05$



Conclusion: Reject the null hypothesis since  $X_2$  is greater than the critical value.

## Discussion of findings

The findings from the study showed that the training requirements of the non-academic staff of the University of Lagos had been met to a little extent. The result showed that the employees were trained, but the University has to do more to improve the satisfaction of the training needs of the non-academic staff. For improved employee performance, there is a need to give appropriate and relevant training to the employees to enhance their performance. The findings in this study are corroborated by several studies that have reported a correlation between employee training and performance (Majeed & Shakeel, 2017; Sandamali, Padmasiri, Mahalekamge & Mendis; Karim, Choudhury & Latif, 2019). Employees are motivated when trained, which will eventually translate to higher performance. Employers should make training obligatory to improve their performance. The University should be the highest place where knowledge and education are disseminated to society; hence, much is expected from the system. Having the resources and exposure of staff to training should be a thing that flows freely in the University system, most especially when they are regarded as a citadel of learning (Boulton & Lucas, 2011).

The study revealed that the lack of adequate Continuing Education training had influenced the morale of the non-academic staff of the University of Lagos. As corroborated by several authors (Hamouche, 2020; Saleem, Malik & Qureshi, 2021; Posel, Oyenubi & Kollamparambil, 2021), the mental health of employees needs to be given adequate attention in the period the world is in now and hence having good morale that will translate to better job performance is critical to the mental health of employees. The University has met to some extent the training needs and requirements of the roles occupied by the non-academic staff. This means that the University can improve upon this to boost mental health and have employees motivated to work and not have a mental breakdown when they are not satisfied with their job performance.

## Conclusion

To meet the challenges of mental health aggravated during the COVID-19 pandemic, there is a need to boost employee morale, which will translate to better job performance. Improving the Continuing Education programme of employees at the University of Lagos can help with the staff's job satisfaction.

## Recommendation

Based on the study's findings, there is a need for the University management to improve the Continuing Education training of the staff, which is vital for boosting morale and improving the staff's job performance.

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