

TRAINING CORRELATES OF JOB SATISFACTION AND PERFORMANCE AMONG COMMUNITY DEVELOPMENT OFFICERS IN IBADAN, OYO STATE, NIGERIA

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DOI: <https://doi.org/10.57233/gujos.v6i1.15>

Abstract

Job satisfaction is a critical dimension of the well-being of community development officers (CDOs) and of organizational effectiveness. Whilst prior research has examined various determinants of job satisfaction and performance in the public sector, there remains a paucity of empirical studies investigating the specific impact of training on CDOs in Ibadan, Oyo State, Nigeria. This study adopted a descriptive survey design and employed a purposive multi-stage sampling technique to select 100 CDOs from five local government areas: Ibadan North, Ibadan North East, Ibadan North West, Akinyele, and Ibadan South East. Data were collected using a self-designed instrument, the Questionnaire on Training as Correlate of Job Satisfaction among Community Development Officers (QTCJSCDO). Reliability was established using the Spearman-Brown split-half coefficient ($r = 0.79$). Descriptive statistics, frequency counts, percentages, means, and standard deviations were employed to analyse the data. Findings revealed a strong positive relationship between training, job satisfaction, and performance among CDOs, with an overall weighted mean of 3.26 on a four-point scale. Training was found to enhance decision-making, work efficiency, personal growth, and professional confidence. Conversely, most respondents did not perceive funding constraints, workload, or training irregularity as severe barriers to access. The study highlights that training is a critical correlate of job satisfaction and performance. Based on these findings, it was recommended that training programmes for CDOs be made more frequent, practically oriented, and tailored to the specific demands of community development work in Nigeria.

Keywords: Community development officers, job performance, job satisfaction, Nigeria, training

Introduction

Employee satisfaction is an important predictor of organizational effectiveness and individual well-being. The community development officer (CDO) plays a crucial role in stimulating community-based organization (CBOs) initiatives, acts as interface between the community and government agencies, local participation and resource generates from both public and private sectors (Anyanwu, 1999; Omofonmwan & Odia, 2009). As community development work is dynamic and multi-faceted, it is necessary to provide CDOs with current knowledge and practical learning through formal education and training (Lawal, 2018).

Training is considered a key element for human resource development which seeks to improve learning, abilities and competencies of employees (Armstrong, 2014). This sentiment is confirmed by recent findings: A recent review of the human capital literature by Islam and Amin (2022) reports structured training and development as one of the most robust predictors of employee well-being and performance across a variety of organizational contexts, and Kosteas (2023) relying on two decades of longitudinal survey evidence documented a consistent positive impact of employer-sponsored training on job satisfaction. When training is relevant, frequent, and practical, training serves as a motivator that increases Job Satisfaction and leads to better Job Performance (Herzberg, 1959; Noe, 2020). Growth-related investments send the message that an employer values and appreciates its employees, which increases their loyalty, engagement and output (Becker, 1993). In addition, CDOs play a unique intermediary role between communities, non-governmental organisations (NGOs) and government agencies in exchanging knowledge and technology and lobbying community issues to policy makers (Abiona & Osu, 2017, 2020).

The efficiency of CDOs in executing projects at the grassroots is therefore pivotal for Nigeria to achieve the Sustainable Development Goals (SDGs). Notwithstanding their importance, the majority of CDOs in Nigeria do not have access to periodic, organized training that caters to the changing needs of their positions (Ajayi & Adeniji, 2021; Ijewereme, 2023). Studies have shown that poor training does not provide officers with the skills needed to adjust to the changing nature of community work, thus impairing the officers' efficacy, resulting in poor morale, and undermining community confidence in its development efforts (Abiona & Osu, 2017; Ajayi & Adeniji, 2021). Besides, there is no enough statistics based

evidence on how training influence CDOs in Ibadan. This study was therefore aimed at filling this gap.

Objectives of the Study

The general objective of this study was to examine training as a correlate of job satisfaction and performance among community development officers in Ibadan, Oyo State, Nigeria. Specifically, the study sought to:

1. examine the relationship between training and job satisfaction and performance among CDOs in Ibadan;
2. determine the extent to which training influences job satisfaction among CDOs;
3. identify the challenges CDOs face in accessing training opportunities; and
4. ascertain the benefits of training programmes for the job performance and job satisfaction of CDOs.

Research Questions

The following research questions guided the inquiry:

1. What is the relationship between training and job satisfaction and performance among CDOs in Ibadan?
2. To what extent does training influence job satisfaction among CDOs?
3. What challenges do CDOs face in accessing training opportunities?
4. What are the benefits of training programmes for the job performance and job satisfaction of CDOs?

Literature Review

Concept of Training

Training is the systematic acquisition of skills, concepts, or attitudes that result in improved performance in an employee. According to Noe (2020), training is a systematic effort of an organisation to facilitate the learning of job related knowledge, skills, and abilities, which includes formal courses, workshops, seminars, and distance learning. Armstrong (2014) also maintains that training is required to develop behavioural competencies that align employees to the values and goals of an organisation and that training is not just about learning technical skills. More recently, Islam and Amin (2022) argued that training is the primary means through which firms transform human capital investments into tangible outcomes of employee welfare and performance, and Kosteas (2023) also established that attendance in

workplace training has a generally positive effect on job satisfaction among employees. Training is essential in public sector bodies like community development agencies if officers are to be given practical that they can use to help meet ever-changing, and often chaotic, community needs. Training for CDOs is task-specific, and focussed on redressing the gaps in performance between what is and what should be.” Goldstein and Ford (2002) note that training shapes employees' work-role perceptions, which actively enhances commitment and confidence. The literature is consistent in demonstrating that relevant, regular, and practice-based training results in employees achieving significantly better performance outcomes, a consensus which forms the foundation of the central argument of this study.

Concept of Job Satisfaction

Job satisfaction refers to the degree to which employees feel positively about their work and workplace conditions. Robbins and Judge (2019) describe it as a collection of feelings and beliefs that individuals hold about their current job, which may range from highly positive to highly negative. Herzberg's (1959) Two-Factor Theory remains a foundational framework for understanding job satisfaction, distinguishing between hygiene factors such as salary, working conditions, and supervision and motivators, which include recognition, responsibility, achievement, and growth opportunities. Importantly, Herzberg classified training and professional development as core motivators that directly elevate job satisfaction.

Abiona and Osu (2017) established that job satisfaction among CDOs in Oyo State is strongly predicted by access to training and career development opportunities. Their findings resonate with Rowden and Conine (2005), who demonstrated that employees who perceive training as relevant and career-enhancing report significantly higher levels of job satisfaction. In the public sector context, Ajayi and Adeniji (2021) found that inadequate training frequently results in employee frustration and reduced satisfaction, reinforcing the need for structured professional development programmes tailored to the specific challenges of community development work. Taken together, these findings suggest that training functions not merely as a technical intervention but as a psychological signal of organisational investment in employees, one that shapes how CDOs perceive and experience their work.

Concept of Job Performance

Job performance is a multidimensional concept encompassing the quality, efficiency, and effectiveness with which employees execute their assigned duties. Aguinis and Kraiger (2009) describe performance as the degree to which employees fulfil the requirements of their job roles, noting that it is significantly influenced by the level of training and development received. Bell et al. (2017), in their centennial review of training and development research, affirm that training interventions consistently produce measurable improvements in employee performance, particularly when training content is aligned with actual job demands. More recently, Ijewereme (2023), examining two bureaucracies within Nigeria's federal public service, found that structured training mechanisms and consistent performance feedback significantly predicted staff performance outcomes, underscoring the continued relevance of training as a performance driver within the Nigerian public sector.

Lawal (2018) contends that the evolving nature of community development requires officers to continuously update their skills through professional development programmes. Without regular training, officers risk becoming ill-equipped to address emerging community challenges, leading to performance deficits and declining community trust in development initiatives. Osu (2021) reinforces this view, arguing that the adoption of digital technologies in community development practice is feasible only when officers are adequately trained to deploy such tools effectively.

Training and Community Development Officers

The literature specifically addressing training among CDOs highlights a persistent gap between training provision and actual field requirements. Anyanwu (1999) identified training as essential for sustaining an effective community development workforce in Nigeria, arguing that without a structured executive development framework, community programmes are unlikely to achieve their intended outcomes. Omofonmwan and Odia (2009) emphasised the critical liaison role that CDOs play between communities, NGOs, and government bodies, a role that demands continuous capacity building.

Abiona (2020) found that CDOs in Oyo State who received regular, targeted training demonstrated significantly better project implementation outcomes and higher levels of job satisfaction. The literature, therefore, converges on the conclusion that investment in training

for CDOs is not merely beneficial but essential for the attainment of sustainable development goals at the grassroots level.

Theoretical Framework

Human Capital Theory

This study is anchored on two complementary theories: Human Capital Theory, pioneered by Schultz (1961) and extensively developed by Becker (1962, 1993), and Herzberg's (1959) Two-Factor Theory. Human Capital Theory posits that individuals' knowledge, skills, and abilities constitute a form of capital that can be invested in and accumulated over time through education and training. From this perspective, training is not merely an organisational cost but a strategic investment that yields returns in the form of enhanced productivity, improved performance, and greater job satisfaction, a view corroborated by Islam and Amin's (2022) systematic review, which found that human capital investment consistently predicts employee well-being outcomes across organisational contexts. Applied to this study, Human Capital Theory provides the economic rationale for why government agencies overseeing community development, such as state ministries of community development, local government councils, and partnering non-governmental organisations, should prioritise the training of their officers. When CDOs receive targeted training, they accumulate specialised human capital that enables them to execute their roles more effectively, contributing to measurable improvements in community outcomes. The theory also explains why officers with higher levels of training report greater job satisfaction: the skills and knowledge gained increase their sense of competence and professional efficacy, enhancing intrinsic motivation and fulfilment at work.

Herzberg's Two-Factor Theory

Herzberg's (1959) Two-Factor Theory, also referred to in the literature as the Motivation-Hygiene Theory (Jaffar et al., 2024), distinguishes between hygiene factors (salary, supervision, and working conditions) and motivators (achievement, recognition, professional growth, and opportunities for advancement). Training and capacity development fall squarely within the motivator category, representing tangible investments by an organisation in the professional growth and advancement of its employees. When CDOs receive training that enhances competence and opens pathways to career advancement, it fulfils a higher order motivational need that translates into increased job satisfaction and improved performance.

Conversely, the absence of training opportunities functions as a demotivating factor, contributing to disengagement, poor performance, and eventual turnover.

The integration of Human Capital Theory and Herzberg's Two-Factor Theory offers a robust framework for this study. Human Capital Theory explains the structural and economic dimensions of training, that is, why organisations should invest in it and how it builds the competency base of CDOs, whereas Herzberg's Two-Factor Theory addresses the psychological and motivational dimensions, illustrating how training, experienced as a growth opportunity, translates into genuine job satisfaction and sustained performance motivation. Together, the two theories explain not only the economic logic underpinning human capital accumulation but also the motivational processes through which training shapes CDOs' affective and behavioural responses at work.

Methodology

This study employed a descriptive survey research design. A purposive multi-stage sampling technique was used to select 20 CDOs from each of five local government areas in Ibadan: Ibadan North, Ibadan North East, Ibadan North West, Akinyele, and Ibadan South East, yielding a total of 100 respondents. Quantitative data were collected using the QTCJSCDO, a self-designed questionnaire comprising four subscales: Training ($r = 0.79$), Job Satisfaction ($r = 0.86$), Job Performance ($r = 0.76$), and Benefits of Training Programmes ($r = 0.80$). The instrument was divided into sections addressing respondents' demographic data and items pertaining to each research question. Responses were recorded on a four-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1).

Of the 100 questionnaires administered, 77 were retrieved and found valid for analysis, yielding a response rate of 77%. Reliability of the instrument was established using the split-half method (Spearman-Brown coefficient) on a pilot group of 15 CDOs in Egbeda Local Government Area, producing a reliability coefficient of 0.79. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to analyse the data.

Results

Demographic Profile of Respondents

Table 1 presents the demographic characteristics of the respondents.

Category	Variable	Frequency	Percentage (%)
Gender	Male	40	51.9%
	Female	37	48.1%
	Total	77	100.0%
Age Range	20–30 years	15	19.5%
	31–40 years	36	46.8%
	41–50 years	18	23.4%
	Above 50 years	8	10.4%
	Total	77	100.0%
Educational Qualification	Secondary School Certificate	10	13.0%
	Diploma	26	33.8%
	Bachelor's Degree	38	49.4%
	Master's Degree or Higher	3	3.9%
	Total	77	100.0%
Years of Experience	Less than 1 year	9	11.7%
	1–5 years	34	44.2%
	6–10 years	27	35.1%
	Above 10 years	7	9.1%
	Total	77	100.0%
Local Government Area	Ibadan North	16	20.8%
	Ibadan North East	14	18.2%
	Ibadan North West	15	19.5%
	Akinyele	14	18.2%
	Ibadan South East	18	23.4%
	Total	77	100.0%

Source: Field Survey (2025).

The gender distribution was nearly balanced, with 51.9% male and 48.1% female. The majority of respondents (46.8%) were aged 31–40 years. Almost half (49.4%) held a

Bachelor's degree, whilst 33.8% held a diploma. In terms of experience, the largest group (44.2%) had between one and five years of service. Representation across the five local government areas was broadly proportional, ranging from 18.2% (Ibadan North East and Akinyele) to 23.4% (Ibadan South East).

Research Question 1: Relationship between Training, Job Satisfaction, and Performance

Item	SD	D	A	SA	Mean	Std. Dev.
Training enhances my ability to perform my job effectively.	3 (3.9%)	13 (16.9%)	23 (29.9%)	38 (49.4%)	3.25	0.88
My job satisfaction has improved since receiving training.	3 (3.9%)	10 (13.0%)	26 (33.8%)	38 (49.4%)	3.29	0.84
I believe there is a strong relationship between training and job performance.	2 (2.6%)	11 (14.3%)	23 (29.9%)	41 (53.2%)	3.34	0.82
Training has helped me develop better decision-making skills.	4 (5.2%)	20 (26.0%)	17 (22.1%)	36 (46.8%)	3.10	0.97
My overall work efficiency has increased due to training programmes.	2 (2.6%)	10 (13.0%)	26 (33.8%)	39 (50.6%)	3.32	0.80

Weighted Mean = 3.26. Source: Field Survey (2025).

The findings reveal a strong and positive association between training, job satisfaction, and performance. The majority of respondents agreed that training enhances job effectiveness (49.4% strongly agreed; mean = 3.25), improves job satisfaction (49.4% strongly agreed; mean = 3.29), and has a strong relationship with performance (53.2% strongly agreed; mean = 3.34). The lowest mean (3.10) was recorded for decision-making skills, reflecting slightly greater variability in responses (SD = 0.97). The overall weighted mean of 3.26 confirms that training positively and substantially influences job satisfaction, performance, and decision-making abilities among CDOs.

Research Question 2: Extent of Training Influence on Job Satisfaction

Table 3 presents data on the extent to which training influences job satisfaction among CDOs.

Item	SD	D	A	SA	Mean	Std. Dev.
Training has helped me improve my role and responsibility as a CDO.	8 (10.4%)	10 (13.0%)	23 (29.9%)	36 (46.8%)	3.13	1.00
Training helps guide my decision-making on the job.	3 (3.9%)	14 (18.2%)	20 (26.0%)	40 (51.9%)	3.26	0.89
Training has provided me with practical skills to improve my job.	4 (5.2%)	16 (20.8%)	19 (24.7%)	38 (49.4%)	3.18	0.94
Training has allowed me to stay updated on best practices in community development.	2 (2.6%)	13 (16.9%)	27 (35.1%)	35 (45.5%)	3.23	0.83
Frequent training has helped me identify areas for improvement and enhance job satisfaction.	6 (7.8%)	17 (22.1%)	21 (27.3%)	33 (42.9%)	3.05	0.99

Weighted Mean = 3.17. Source: Field Survey (2025).

The results confirm that training substantially influences job satisfaction. Respondents reported that training improved their understanding of their roles (mean = 3.13), guided decision-making on the job (mean = 3.26), enhanced practical skills (mean = 3.18), facilitated staying current with best practices in community development (mean = 3.23), and aided identification of areas for improvement (mean = 3.05). The overall weighted mean of 3.17 indicates that training plays a crucial role in enhancing productivity, decision-making, confidence, skill development, and job relevance.

Research Question 3: Challenges to Accessing Training Opportunities

Table 4 presents data on the challenges faced by CDOs in accessing training opportunities.

Item	SD	D	A	SA	Mean	Std. Dev.
Lack of funds is a major barrier to accessing training.	23 (29.9%)	27 (35.1%)	15 (19.5%)	12 (15.6%)	2.21	1.04
There are limited training opportunities available for CDOs.	27 (35.1%)	30 (39.0%)	13 (16.9%)	7 (9.1%)	2.00	0.95
Training sessions are not always relevant to my specific job needs.	27 (35.1%)	25 (32.5%)	20 (26.0%)	5 (6.5%)	2.04	0.94
I face difficulties attending training due to the workload.	31 (40.3%)	25 (32.5%)	14 (18.2%)	7 (9.1%)	1.96	0.98
Training programmes are not conducted regularly.	23 (29.9%)	33 (42.9%)	12 (15.6%)	9 (11.7%)	2.09	0.96

Weighted Mean = 2.06. Source: Field Survey (2025).

The weighted mean of 2.06, falling below the scale midpoint, indicates that most respondents do not regard the identified barriers as severe impediments to training access. The majority disagreed that funding constraints (mean = 2.21), limited training availability (mean = 2.00), irrelevance of training content (mean = 2.04), workload pressures (mean = 1.96), or irregular scheduling (mean = 2.09) constituted major challenges. Nonetheless, minority proportions of respondents did identify each of these factors as barriers, suggesting that pockets of disadvantage persist within the CDO workforce and that systemic interventions remain warranted.

Research Question 4: Benefits of Training Programmes

Table 5 presents data on the benefits of training programmes for the job performance and job satisfaction of CDOs.

Item	SD	D	A	SA	Mean	Std. Dev.
Training enhances personal growth for CDOs.	5 (6.5%)	10 (13.0%)	29 (37.7%)	33 (42.9%)	3.17	0.89
Training enhances innovation and creativity.	4 (5.2%)	18 (23.4%)	33 (42.9%)	22 (28.6%)	2.95	0.86
Training reduces turnover and improves job satisfaction.	4 (5.2%)	15 (19.5%)	33 (42.9%)	25 (32.5%)	3.03	0.86
Training improves confidence among CDOs.	5 (6.5%)	12 (15.6%)	34 (44.2%)	26 (33.8%)	3.05	0.87
Training improves decision-making.	7 (9.1%)	15 (19.5%)	28 (36.4%)	27 (35.1%)	2.97	0.96

Weighted Mean = 3.03. Source: Field Survey (2025).

The findings confirm that training yields tangible benefits for CDOs. Respondents agreed that training enhances personal growth (mean = 3.17), reduces turnover and improves job satisfaction (mean = 3.03), builds professional confidence (mean = 3.05), and improves decision-making (mean = 2.97). The lowest mean score was recorded for innovation and creativity (2.95), suggesting scope for more creatively oriented training content. The overall weighted mean of 3.03 affirms that training programmes meaningfully improve both performance and job satisfaction among CDOs.

Discussion

The study demonstrates a strong and positive relationship between training, job satisfaction, and performance among CDOs in Ibadan, which is consistent with findings in the broader human resource development literature. The positive impact of training on job performance is corroborated by Ijewereme (2023), who found that structured training mechanisms and consistent performance feedback significantly predicted staff performance within Nigeria's federal public service. This finding also aligns with Kosteas (2023), who established a

consistent, positive effect of employer-sponsored training on employees' job-related outcomes using two decades of longitudinal survey data. Similarly, Noe (2020) argued that training enhances employees' competencies, leading to increased job satisfaction and improved decision-making. Becker (1993), consistent with Human Capital Theory, posited that investing in employee training yields better performance outcomes, a perspective reinforced by the present study's finding that CDOs who reported higher training access also demonstrated greater professional efficacy.

The finding that training significantly influences job satisfaction corroborates Herzberg's (1959) Two-Factor Theory, which classifies professional development as a core motivator that directly elevates satisfaction, a relationship also confirmed in more recent applications of the theory (Jaffar et al., 2024). Robbins and Judge (2019) also emphasised that employees who receive adequate training experience greater job fulfilment and engagement. Moreover, Goldstein and Ford (2002) asserted that well-structured training programmes positively impact employees' perceptions of their job roles, fostering satisfaction and commitment. Rowden and Conine (2005) further demonstrated that employees who perceive training as relevant and beneficial to their career growth exhibit higher job satisfaction, a finding directly mirrored by the present study's results, wherein practical skills training and best-practice updates received among the highest mean scores.

With respect to barriers to training access, the majority of respondents in this study did not perceive funding constraints, workload, or irregular scheduling as severe impediments. This finding diverges somewhat from the broader literature, in which Becker (1993) and Garavan, McCarthy, and Morley (2016) have argued that inadequate financial resources limit investment in employee training. However, Noe (2020) noted that training difficulties are frequently attributable to poorly designed programmes rather than funding alone, while Aguinis and Kraiger (2009) identified workload and time management concerns as more significant access barriers than financial limitations. Bell et al. (2017) also emphasised that perceived training relevance and employee motivation are important determinants of participation. The relatively low perception of barriers in this study may reflect the structured support afforded to CDOs within the sampled local government areas or the comparatively recent work experience of the majority of respondents, for whom organized training may have been more readily available. Notwithstanding, the minority who did identify barriers

underscores the need for targeted policy interventions to ensure equitable access to training across the CDO workforce.

The benefits of training reported in this study, encompassing personal growth, improved confidence, reduced turnover, and enhanced decision-making, are well corroborated in the literature. Baldwin and Ford (1988) emphasised that training transfer to the workplace is maximised when trainees perceive training as directly relevant to their job roles, a condition largely met in the present study. Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) similarly affirm that training science consistently demonstrates positive outcomes across individual, team, and organisational levels when training is designed, delivered, and evaluated rigorously. The comparatively lower mean score for innovation and creativity (2.95) suggests that the training received by CDOs may be primarily technical and procedural in nature, with less emphasis on fostering creative problem-solving approaches, an area that merits attention in future programme design.

Conclusion

This study has demonstrated that training is a significant correlate of job satisfaction and performance among community development officers in Ibadan, Oyo State. Training enhances CDOs' decision-making abilities, professional confidence, work efficiency, personal growth, and innovation, whilst also reducing staff turnover. These findings are consistent with Human Capital Theory and Herzberg's Two-Factor Theory and align with the extant literature on training and human resource development. The study underscores the need for more frequent, practically oriented, and context-specific training programmes that are aligned with the evolving demands of community development work and sensitive to the diverse backgrounds and experience levels of CDOs.

Whilst most respondents did not regard access barriers as severe, pockets of disadvantage identified in the data point to the continued importance of policy and institutional support.

Recommendations

Based on these findings, the researchers propose the following recommendations:

- a) Local government councils and the state ministries responsible for community development should organize training sessions for CDOs more frequently, linking them explicitly to current field challenges and community development priorities.

- b) Training providers and programme designers within local government training departments should incorporate more hands-on practical exercises and creative problem-solving activities into training content, to bridge the gap between theory and field practice.
- c) Federal and state governments should increase budgetary allocations for CDO training to ensure that equitable access is guaranteed across all local government areas.
- d) Federal and state ministries responsible for community development should tailor training programmes to the individual needs and specific job demands of CDOs, rather than adopting a one-size-fits-all approach.
- e) Local government councils, in partnership with relevant training institutions, should explore and institutionalise online and blended training options to encourage broader participation and enable the acquisition of digital skills essential for modern community development practice.

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