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Staff Training, Development and Organisational Productivity: Conceptual, Theoretical, and Empirical Reviews

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Authors' Contributions

This work was carried out in collaboration among all authors.
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ABSTRACT

Scholars in social and management sciences in different countries of the world are interested in establishing the influence of staff training and development cost on organisational productivity. This reviewed work takes a global overview of related studies from 2015 – 2022; and it covers conceptual and theoretical frameworks as well as empirical reviews (along trend, thematic, and methodological dimensions). The study established that staff training and development have significant positive impacts on organisational productivity. Two critical areas for further studies identified from reviewed works are the need for more robust quantitative study with real financial data and advanced statistical analysis techniques like smart-partial least square, multivariate-general linear model and others.

Keywords: Conceptual review, empirical review, organisational productivity, staff training and development, theoretical review,

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INTRODUCTION

The interplay between staff training and development cost with organisational performance is still a topical issue in developing economies. In India, Rawat (2022), Hiregoudar and Patil (2020) investigated the impact of training and development on organisational performance; in Ghana, Amegayibor (2021) studied the relationship between training and development methods and organisational performance; in Pakistan, Mansoor, Shah, Rehman and Tayyaba (2015) examined the effect of training and development on organisational performance as well as the mediating role of intention to quit job on the relationship; in Albania, Cania, Korsita, Nexhipi and Hoda (2016) empirically tested how training and development relates to organisational performance; in Kenya, Butali and Njoroge (2017), and Ali and Ngui (2019) investigated the effect of employee training and development on organisational performance; in Zimbabwe, Shonhiwa (2017) quantified the impact of training and development of employees on the performance of sampled organisations. The study of the relationship between training and development and organisational performance within 2015 to 2022 also extends to Romania (Cernătescu, Ploscaru & Cazacu, 2020); Cameroun (Engetou, 2018); and Twesige (2020). Empirical review of recent literature within 2015 to 2022 reveals that Nigeria has the highest number of published articles on employee training and development and organisational performance; and some of the authors are: Samuel (2021), Ohanyere, Ngige and Jacobs (2021), Bolarinwa (2020), James and Kwabe (2019), Yusuf, Mohammed, Sani, Ale and Jimoh (2018), Oladimeji (2018), Daniel (2018), Adelere (2017), and Edeh and Nwaji (2017). The studies mostly established that training and development of staff leads to increased organisational performance and vice versa

(Cernătescu, Ploscaru & Cazacu, 2020; Rawat, 2022; Ohanyere, Ngige & Jacobs, 2021). This is not unconnected with the maxim that employees are the most valued assets of organisations: quality assets improve organisational service quality, operating efficiency and productivity (Amegayibor, 2021; Bolarinwa, 2020; Hiregoudar & Patil, 2020; Wahua, Tsekpo & Anyamele, 2018).

It is worrisome that empirical investigations are still rising in developing countries in general and Nigeria in particular on the relationship between training, development, and organisational performance. Quantitative and qualitative studies have confirmed that training and development have significant effect on organisational performance (Rawat, 2022; Amegayibor, 2021; Samuel, 2021); but, there still exist missing gaps in literature: lack of use of real financial data (Ohanyere, Ngige & Jacobs, 2021; Hiregoudar & Patil, 2020; Twesige, 2020; Ali & Ngui, 2019); inadequate use of higher-level statistical analyses (Bolarinwa, 2020; Hiregoudar & Patil, 2020; Oladimeji, 2018; Engetou, 2018); and poor theoretical frameworks that connects training and development to organisational development (Cernătescu, Ploscaru & Cazacu, 2020; Adelere, 2017; Singh & Jain, 2017). The inability of reviewed contemporary studies to practically link the relationship between training and development with organisational performance is a strong justification for this study. The use of respondents' opinions to judge the relationship between training and development and organisational performance has been questioned as insufficient for sound and robust economic judgment (Singh & Jain, 2017; Edeh & Nwaji, 2017; Daniel, 2018). One critical question arising from this gap is how employee training and development costs relate with performance of organisations: increase or decrease or indifferent? Different sectors and organisations have

been captured in recent studies: Amegayibor (2021) studied local government authority; Ohanyere, Ngige and Jacobs (2021) and Adelere (2017) looked at manufacturing sector; Hiregoudar and Patil (2020) and Cernătescu, Ploscaru and Cazacu (2020) investigated information and technology industry; and Engetou (2018), Daniel (2018), and Edeh and Nwaji (2017) studied banking sector. Cania, Korsita, Nexhipi and Hoda (2016) have used cost and returns theory to investigate the impact of training and development on the performance of private sector firms in Albania; but, the study did not actually include financial cost and financial performance indicators. Again all the studies on resource based view theoretical framework in studying the interplay between training and development with organisational development did not also use any financial data as proxy for the independent and dependent variables (Butali & Njoroge, 2017; Bolarinwa, 2020). This study is therefore rooted on twin theories: cost-returns theory, and resourced based view theory. This is because training and development of employees cost money (on-the-job or off-the-job); and the need to connect it to organisational performance is critical in matching the cost-benefit-analysis of the investment in human capital. Lastly, demands have been made for higher level statistical analysis by reviewed works (Engetou, 2018; Oladimeji, 2018); and there is need for empirical studies to adopt general linear model (GLM) statistical analysis in testing research hypotheses. The GLM is an advanced form of ordinary least square regression analysis; and it is a fit for pure parametric studies that ensure that linearly spread data are drawn from normal distribution (Wahua & Ezeilo, 2021).

CONCEPTUAL REVIEW

The relationship between training and development with organisational performance has been established to be significantly positive by authors using different research methods. This implies that organisational performance increases/improves as employees are exposed to more trainings and capacity-developmental objectives. This position is supported by Rawat (2022), Samuel (2021), Twesige (2020), Engetou (2018), and Daniel (2018) among others. Also, employee trainings and development have been measured by different indicators by different authors: (i) with seminars, workshop/conference by Amegayibor (2021), Engetou (2018) and Rawat (2022); (ii) with on-the-job by Engetou (2018), Yusuf, et al. (2018), Ali and Ngui (2019), Bolarinwa (2020), and Rawat (2022); (iii) with job/employee orientation by Ali and Ngui (2019), and Amegayibor (2021); (iv) with classroom lectures by Amegayibor (2021), (v) with policy by Twesige (2020); (vi) with evaluation and challenges by Twesige (2020); (vii) with specialised trainings by Yusuf, et al. (2018); (viii) with salary promptness and job security by Adelere (2017); (ix) with off-the-job training: Edeh and Nwaji (2017); (x) with training needs, programmes, and readiness by Cania, et al. (2016). Productivity is measured in terms of output or quantity of production; and some of the studies that have used organisational productivity in training and development research are: Bolarinwa (2020), Hiregoudar and Patil (2020), Oladimeji (2018), Daniel (2018), and Adelere (2017). Productivity is a good measure of organisational performance (Wahua, Mkombo, Okai & Acquah-Yalley, 2022; Wahua, Mkombo, Okolobi, Dioha & Attipoe, 2022) as it quantifies the turnover or total revenue of an organisation before netting off any deduction: it is the undiluted total output measured in financial terms (Wahua & Ahlijah, 2020).

THEORETICAL REVIEW

Reviewed literature established some theories of training and development as it relates to organisational performance. These are: human capital theory: Ali and Ngui (2019); James and Kwabe (2019); Ohanyere, et al. (2021); Amegayibor (2021); Abraham Maslow's hierarchy of needs theory: Bolarinwa (2020); Douglas McGregor's theory X and Y: Bolarinwa (2020); social/experiential learning theory: Oladimeji (2018); Yusuf, et al. (2018); Bolarinwa (2020); resource based theory: Butali and Njoroge (2017); James and Kwabe (2019); Twesige (2020); Bolarinwa (2020); reinforcement theory: Oladimeji (2018); Yusuf, et al. (2018); Bolarinwa (2020); social exchange theory: Yusuf, et al. (2018); and costs and returns theory: Cania, et al. (2016). Human capital theory connects knowledge with productivity (efficiency), and reinforcement theory calls for the need for regular training or upping of employee skills. Resource based theories postulates that the training and development of employees is a function of resources available to an organisation: big organisations have more financial resources to recruit and train its employees than smaller organisations with lean financial resources (Bolarinwa, 2020). The capacity of an organisation to train and develop its workforce in line with contemporary challenges and practices has a direct connect with its financial base and capacity to borrow fund at low interest as well as short notice (Butali & Njoroge, 2017). The cost-returns theory adopted by Cania, Korsita, Nexhipi and Hoda (2016) takes a cursory (but) quantitative appraisal of the nexus between expenses on employee training and development and the benefits derived by the organisation for incurring the training and development expenses in the first place. Hypothetically, organisations should increase its employee training and development cost if it translates to higher or improved productivity, efficiency and overall

performance indicator (Wahua & Ahlijah, 2020).

EMPIRICAL REVIEW

Review of related works is a critical part of research writing as it aids the identification of missing links (gaps) in literature in terms of concepts, theories, methodology, and sector among other factors. The first in this series is the review of what has been researched on training, development, and organisational performance within 2015 to 2022 across the globe. The search for related articles was done online using google. Separation was done between employee performance and organisational performance in order to focus on the main direction of the study (which is organisational performance). Tsekpo, et al. (2023), Wahua, et al. (2023), Attipoe and Wahua (2023), and Mkombo and Wahua (2024) equally applied this review approach.

Trend Review (Passage of Time)

In an investigation into the impact of training and development (T&D) on organisational performance in India, Rawat (2022) adopted survey research design and quantitative research paradigm. Primary data were collected from 30 respondents using questionnaires while data were analysed descriptively. Training and development were measured with seminars and on-the-job training methods while organisational performance was measured with higher operational skills development and better performance of sampled organisations. The work established that training and development (T&D) have significant positive impact on organisational performance in India within the period covered by the study. The study, which did not anchor on any theory, noted that there is need for robust quantitative studies in future studies involving training and development and organisational performance.

The relationship between training and development methods, and organisational performance was investigated by Amegayibor (2021) in Ghana. Data were collected from 215 local government officials using questionnaires. The quantitative study adopted survey research design and anchored on human capital theory. Training and development methods studied are job orientation, workshop, conference, and classroom lectures while quality service measures organisational performance. The hypotheses were tested using ordinary least squares regression analysis; and the main finding is that training and development have significant positive relationship with organisational performance. The statistical impact of this is that as employees are exposed to more and more training and development methods, the performance of local governments increases in Ghana, and vice versa. The study made use of opinions expressed by respondents via questionnaire; and the study called for the use of quantitative financial data in future investigation of the relationship between training and development, and organisational performance. Such financial data are to be drawn from the financial report of the studied entities.

A review of the effect of training and development on organisational performance by Samuel (2021) adopted a qualitative research paradigm and analysed data using thematic analysis. It adopted a global perspective and established that training and development have significant positive effects on organisational performance. It is the position of the authors that qualitative research paradigm alone is insufficient in the study of training, development, and organisational performance; hence, it was suggested that there is need for quantitative studies in future researches based on appropriate theoretical underpins and measurable quantitative proxies of training and

development, and organisational performance indicators.

Ohanyere, Ngige and Jacobs (2021) studied the effect of training on organisational performance with samples drawn from manufacturing small scale enterprises. Survey research design was adopted, and data was collected from 249 respondents with the aid of questionnaires. Human capital theoretical framework underpinned the study which analysed data using descriptive, analysis of variance (ANOVA), and multiple regressions. The independent variable is training while the dependent variable is performance; and the study established that training and development has significant positive effect on organisational performance. Again, the study recommends that there is a need for future studies to make use of real financial data in order to statistically ascertain if the amount of money spent on employee training and development agenda translates to higher financial performance indicators.

Public corporations are not undermined in studies on training, development, and performance; and this is because they also have numerous performance indicators. So, Bolarinwa (2020) investigated the cost impact of training and development on the performance of selected public corporations in Nigeria using exploratory research design, quantitative research paradigm, and multiple theoretical frameworks: Abraham Maslow's hierarchy of needs, Douglas McGregor's theory X and Y, social learning, resource based view, and reinforcement theories. Questionnaire was used to collect data from 142 respondents, and analysed using correlation and simple percentages. Training and development was measured with off-the-job training (the independent variables) while organisational performance was measured with productivity and efficiency (dependent variables). It was empirically established that training and development have

significant positive effect on organisational performance: an increase in cost of training and development leads to a significant increase in organisational performance (as measured by productivity and efficiency). The study summarily called for a robust data analysis technique in future studies. This is to really establish (in quantitative terms) the cost impact of training and development of organisational performance.

The impact of training and development on organisational performance was investigated by Hiregoudar and Patil (2020) using primary data collected from 100 information technology professionals in India with the aid of questionnaires. Survey research design underpinned the study which analysed data descriptively; and established that training has positive impact on organisational productivity and efficiency. The use of questionnaires as a tool for data collection and descriptive statistical analysis were adjudged as limitations to the study. As such, the work recommended that there is need for the use of financial data and higher analytical techniques in future studies on training and development and organisational performance.

Twesige (2020) studied the effect of training and development on the performance of public institutions in Rwanda using descriptive research design and quantitative research paradigm. The study anchored on reinforcement and social learning theoretical frameworks. Primary data was collected from 250 research participants using questionnaires. The collected data were analysed with descriptive statistics and ordinary least square multiple regression analysis. Training and development were measured with policy, evaluation, and challenges (independent variables). The study established that training and development have positive effects on organisational performance. It was suggested that there is

a need for the use of quantitative financial data in future studies.

A study by Cernătescu, Ploscaru and Cazacu (2020) on the impact of training and development on individual and organisational performance adopted a literature review approach based on the qualitative research paradigm. It made use of secondary data and thematic data analysis techniques. Performance was viewed from two perspectives: individual and organisational performance indicators. It was established that training and development have positive effects on the performance of employees and organisations in Romania. It concludes by suggesting that there is a need for empirical study using quantitative financial data with high level statistical analyses techniques. The study lacked any theoretical underpin; and this was a major limitation to the study.

The impact of training and development on organisational performance was also carried out by James and Kwabe (2019) in Nigeria using literature review approach and qualitative research paradigm. It is anchored on human capital, and technology-based theoretical frameworks. Secondary data were used; and they were analysed thematically. The work observed that training and development have significant positive effect on organisational performance; and that there is need for quantitative financial data driven future studies.

Using descriptive research design and quantitative research paradigm, Ali and Ngui (2019) examined the effect of employee training on organisational performance using human resource management theoretical framework. Data were collected from 100 construction workers/operators using questionnaires. Descriptive statistics and ordinary least square regression analysis were used to test the hypotheses formulated for the study. Training and development was measured with on-the-job and employee

orientation. The work established that training and development have significant positive effects on organisational performance in the Kenyan construction industry. Finally, the study further demanded that there is a need for secondary financial data in future related studies.

Yusuf, Mohammed, Sani, Ale and Jimoh (2018) studied the impact of employee training on the profitability of selected firms in the private sector of Nigeria's economy using survey research design and quantitative research paradigm. The study was underpinned by the following theories: social exchange, social learning, and reinforcement theories. Data was collected from 269 participants using questionnaires; and the hypotheses were tested with the aid of partial least square structural equation model (PLS-SEM). Training was measured with on-the-job and specialised training while organisational performance was measured with profitability. The study found out that on-the-job training has no significant impact on organisational profitability while specialised training has significant impact on organisational profitability. The study established the need for the inclusion of financial variables in future studies.

Oladimeji (2018) examined the impact of staff training on organisational performance using survey research design, quantitative research paradigm, and the following theoretical underpins: reinforcement, learning types, experiential learning, and social learning. Data were collected primarily from 89 respondents with the aid of questionnaires, and analysed with the aid of descriptive statistics and Chi-square. Organisational performance was measured with reduced wastages, morale boosting, productivity and efficiency. The work established that staff training has a positive impact on organisational performance: it boosts morale, it reduces operating wastages, it increases productivity, and enhances overall efficiency of the sampled firms. It

is the assertion of the study that there is a need for advanced statistical analyses. The use of Chi-square was considered not robust enough.

In Cameroun, Engetou (2018) investigated the impact of training and development on the performance banks using quantitative research paradigm, survey research design, and descriptive statistical analysis. Data was collected with questionnaires from 30 respondents. Training was measured with attendance to seminars and participation in on-the-job experiences. The study established that training and development have positive effects on the performance of banks that operated in Cameroun within the period studied. The work ends by asserting that there is need for robust statistical analyses. This is because the use of descriptive statistical analysis alone in an empirical study was considered inadequate. One factor that might have called for the use of only a descriptive approach could be due to use of non-financial data in the analysis. The study lacked any theoretical underpin.

Daniel (2018) examined the impact of training on the performance of microfinance banks in Nigeria using survey research design as well as quantitative research paradigm. 304 respondents participated in the study by completing the study questionnaire (with which data were collected primarily). Data were analysed descriptively and inferentially whole hypotheses were tested with ordinary least multiple square regression analysis. Organisational performance was measured with productivity; and it was established that training has significant positive impact on organisational productivity. The study lacked any theoretical underpin; and the authors observed that there is need for real financial data in future studies. Likely financial data are cost of training and development of staff and quantitative financial performance variables like turnover, productivity, profitability, total assets, and total equity.

Adelere (2017) in a study on the effect of staff training and development on organisational performance collected data from 116 manufacturing firms in Nigeria using questionnaires. Survey research design approach was adopted based on the quantitative research paradigm. Data were analysed using correlation and regression analyses; and it was established that salary promptness, job security (measures of training and development) have significant positive effect on productivity (measure of organisational performance). The study lacked theoretical underpin; and it observed that there is need for a staff welfare package (as an inducement for staff development). The lack of any theoretical framework is a challenge in this study.

Edeh and Nwaji (2017) studied the association between training and organisational performance of selected banks in Nigeria using survey research design and quantitative research paradigm. Data was collected from 36 bank officials using questionnaires. It lacked any theoretical underpin and data were analysed using Spearman correlation (as the work is a non-parametric one). Training was measured with on-and-off-the-job training, and performance was measured with profit, return on investment, good reputation, and staff retention. It established that training has a significant positive effect on organisational performance. It was noted that there is a need for real quantitative financial data.

The impact of training on performance of public service institutions in Zimbabwe was embarked on by Shonhiwa (2017) using survey research design and quantitative research approach. The study which lacked any theoretical grounding collected data primarily from 100 respondents to a questionnaire administered for that purpose. The research which used a descriptive statistical method in analyzing the data

found out that the sampled public institutions did not carry out any training for its staff; hence, its impact on performance could not be ascertained. The author therefore called on public institutions in Zimbabwe to intensify their training and development of employees in order to quantitatively investigate if that could be empirically linked to their performance.

Butali and Njoroge (2017) studied the moderating impact of firm commitment on the relationship between training and development and performance of private sector firms based on survey research design, quantitative research paradigm, and resource based theoretical underpin. Data was collected from 361 respondents using questionnaires. Data was analysed with descriptive statistics and ordinary least square regression analysis. Training and development are the independent variables, firm commitment is the mediating variable, and performance is the dependent variable. The work established that training and development has significant positive effect on organisational performance; and that firm commitment mediates the relationship between training and development, and organisational performance significantly. The work notes the need for the use of quantitative financial data in future studies.

In a review of the effect of employee performance on the performance of organisations, Singh and Jain (2017) applied qualitative research paradigm, collected data using a secondary method, and analysed the collected data using thematic data analysis technique. It was discovered that training has a positive effect on organisational performance. They observed the need for quantitative studies in the future. The study lacked any theoretical underpin.

Cania, Korsita, Nexhipi and Hoda (2016) studied the impact of training on organisational performance in Albania using survey research design, quantitative

research paradigm, and costs and returns theoretical underpin. Data was collected from 130 respondents in private sector firms using questionnaires. The hypotheses were tested with analysis of variance (ANOVA) and ordinary least squares multiple regressions. Training and development are the independent variables, size and age of firms were the mediating variables, and performance is the dependent variable. The work established that training (measured by: training needs assessment, training programs, and readiness for training), firm size, and firm age have significant positive effects on organisational performance. The study called for an alternative research method; and one of the alternatives to the use of hierarchical regression method is the general linear model (GLM), which is an advanced form of regression (it could handle direct and interaction effects seamlessly).

Mansoor, Shah, Rehman and Tayyaba (2015) investigated the mediatory role of intention to quit on training and development and organisational performance using data collected from 278 small and medium scale enterprises (SMEs) in Pakistan. The study lacked any theoretical underpin; and it adopted survey research design and quantitative research paradigm. Training and development are the independent variables, intention to quit is the mediating variable; and performance is the dependent variable. The work found out that training and development as well as intention to quit had significant positive effects on organisational performance. Also, intention to quit the company had a significant mediation effect on the relationship between training and development and organisational performance. Also, the study established that intention to quit a job significantly mediated the relationship between employee training and organisational performance. This could be linked to the fact that when an employee desires to leave a current job, his interest in

everything about the organisation decreases and so is his/her intention to learn new things. The authors noted that there is a need for financial dynamics; that is the use of quantitative financial data to replicate the study.

Thematic Review

The cardinal themes from the empirical review, based on the topic of this study, are training and development cost, and organisational performance. All the reviewed works aligned strongly with these terms. In terms of training and development concepts, the measured concepts are: seminars: Engetou (2018), Rawat (2022); on-the-job: Engetou (2018), Yusuf, et al. (2018), Ali and Ngui (2019), Bolarinwa (2020), Rawat (2022); job/employee orientation: Ali and Ngui (2019), Amegayibor (2021); workshop/conference: Amegayibor (2021); classroom lectures: Amegayibor (2021); policy: Twesige (2020); evaluation: Twesige (2020); challenges: Twesige (2020); specialised trainings: Yusuf, et al. (2018); salary promptness: Adelere (2017); job security: Adelere (2017); off-the-job training: Edeh and Nwaji (2017); training needs assessment: Cania, et al. (2016); training programs: Cania, et al. (2016); and readiness for training: Cania, et al. (2016).

On-the-job training has the highest number of authors; and this is followed by seminars and job/employee orientation. It is very clear that none of the reviewed works measured training and development in terms of financial indicators like cost of training, cost of participation in academic or professional programmes among others. The concepts studied under operational performance are: quality service: Amegayibor (2021); productivity: Bolarinwa (2020), Hiregoudar and Patil (2020), Oladimeji (2018), Daniel (2018), Adelere (2017); efficiency: Bolarinwa (2020), Hiregoudar and Patil (2020), Oladimeji (2018); profitability: Yusuf, et

al. (2018); Edeh and Nwaji (2017); reduced wastages: Oladimeji (2018); morale boosting: Oladimeji (2018); good reputation: Edeh and Nwaji (2017); and staff retention: Edeh and Nwaji (2017).

Productivity has the highest number of studies, followed by efficiency and profitability as measures of organisational performance. This is therefore one area that is missing in literature; and needs to be bridged. It is therefore not surprising that the demand for the use of quantitative financial data as a measure of training and development has been canvassed by Rawat (2022), Amegayibor (2021), Samuel (2021), Ohanyere, Ngige and Jacobs (2021), Hiregoudar and Patil (2020), Twesige (2020), James and Kwabe (2019), Ali and Ngui (2019), Yusuf, Mohammed, Sani, Ale and Jimoh (2018), Daniel (2018), Edeh and Nwaji (2017), Shonhiwa (2017), Singh and Jain (2017), Butali and Njoroge (2017), and Mansoor, Shah, Rehman and Tayyaba (2015). The demand for future studies to adopt quantitative financial data spans throughout the period of the review (2015 – 2022); and it has remained unanswered.

Theoretically, 52% of the reviewed studies lack theoretical underpin while 48% is theoretically grounded. There is therefore a theoretically-related gap to be filled. Some of the theories covered in reviewed works are: human capital theory: Ali and Ngui (2019), James and Kwabe (2019), Ohanyere, et al. (2021), Amegayibor (2021); Abraham Maslow's hierarchy of needs theory: Bolarinwa (2020); Douglas McGregor's theory X and Y: Bolarinwa (2020); social/experiential learning theory: Oladimeji (2018), Yusuf, et al. (2018), Bolarinwa (2020); resource based theory: Butali and Njoroge (2017), James and Kwabe (2019), Twesige (2020), Bolarinwa (2020); reinforcement theory: Oladimeji (2018), Yusuf, et al. (2018), Bolarinwa (2020); social exchange theory: Yusuf, et al. (2018); and costs and returns theory: Cania, et al. (2016). Human capital

and reinforcement theories top the list of theories adopted in reviewed empirical works. The quality of human resources engaged by an organisation is a function of the resources available. Some of the factors that could be used to judge the resources of a firm or organisation are capital, total assets, and other quantitative variables (Wahua & Ezeilo, 2021). Technically, firms with adequate resources can afford better training and development packages of their staff than those with lesser resources (Twesige, 2020).

Methodological Review

Summary of the methodological approaches adopted by reviewed works show that. 81% adopted primary data collection with the aid of questionnaire and they include Rawat (2022), Amegayibor (2021), Ohanyere, Ngige and Jacobs (2021), Bolarinwa (2020), Hiregoudar and Patil (2020), Twesige (2020), Ali and Ngui (2019), Yusuf, Mohammed, Sani, Ale and Jimoh (2018), Oladimeji (2018), Engetou (2018), Daniel (2018), Adelere (2017), Edeh and Nwaji (2017), Shonhiwa (2017), Butali and Njoroge (2017), Cania, Korsita, Nexhipi and Hoda (2016), and Mansoor, Shah, Rehman and Tayyaba (2015); and 19% used secondary data embarked on literature review research design: Samuel (2021), Cernătescu, Ploscaru and Cazacu (2020), James and Kwabe (2019), and Singh and Jain (2017). One major gap in literature therefore is the need for use of secondary data on quantitative financial variables to measure training, development, and organisational performance. Again, multiple regression is the highest statistical approach adopted by the majority of the works too. Therefore, there is a need for the use of advanced statistical analyses measures like the general linear model (GLM) in testing future hypotheses.

CONCLUSION

Two basic suggested areas for further studies are demand for quantitative financial data: Rawat (2022), Amegayibor (2021), Ohanyere, Ngige, and Jacobs (2021), Twesige (2020), Ali and Ngui (2019), Yusuf, Mohammed, Sani, Ale and Jimoh (2018), Daniel (2018), Edeh and Nwaji (2017), and Mansoor, Shah, Rehman and Tayyaba (2015); and demand for advanced financial analyses: Bolarinwa (2020), Hiregoudar and Patil (2020), Oladimeji (2018), Engetou (2018), and Cania, Korsita, Nexhipi and Hoda (2016).

There is a dearth of study on training and development and organisational performance with quantitative financial data. It is therefore not surprising that the demand for the use of quantitative financial data as a measure of training and development, and performance of organisations was canvassed strongly by the following: Rawat (2022), Amegayibor (2021), Samuel (2021), Ohanyere, Ngige and Jacobs (2021), Hiregoudar and Patil (2020), Twesige (2020), James and Kwabe (2019), Ali and Ngui (2019), Yusuf, Mohammed, Sani, Ale and Jimoh (2018), Daniel (2018), Edeh and Nwaji (2017), Shonhiwa (2017), Singh and Jain (2017), Butali and Njoroge (2017), and Mansoor, Shah, Rehman and Tayyaba (2015). This demand for future studies to adopt quantitative financial data spans throughout the period of the review (2015 – 2022); and it has remained unanswered. In furtherance of the need for a robust data analysis technique, the general linear model (GLM), which is an advanced form of multiple regression analysis, would make a good case for future study on this topic. The GLM is ideal for a parametric study; and basic assumptions of data normality and linearity should be satisfied (Wahua & Ahlijah, 2020).

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