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RESEARCH ARTICLE

Talent Management and Skills Development: The Lost Coins of Adult Education Programmes as Innovative Solutions for Job and Employability Skills in Nigeria

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ABSTRACT

The study examined the role of adult education as innovative solutions to talent management, employability skills and skills development in PZ Cussons Nigeria Plc., in Lagos State. The study adopted descriptive survey research design. The population of the study comprised all employees in PZ Cussons Nigeria Plc at Ikorodu, in Lagos State Nigeria. A multi-stage sampling procedure was used in data collection which involves proportional stratified and purposive sampling technique from the sample strata (departments). The study sample consisted 204 employees that cut across all the cadres in the organisation. An instrument titled "Talent Management and Skills Development for Employability Skills Questionnaire (TMSDESQ)" was used to obtain data for the study. The data collected were analysed using Pearson Product Moment test of relationship at .05 level of significance. The results showed that there were significant relationships between talent management in attracting and retaining high performing employees. The study also found that there is a significant relationship between mandatory students' industrial training programme and employee skill development. The study concluded that government should give adequate recognition to adult education and its programmes so as to ensure the survival of talented target groups in terms of employability and self-reliance for the present and future jobs in Nigeria. The study recommends that, Students' Industrial Work Experience Scheme (SIWES) should be replaced with mandatory students' industrial training programme.

Keywords: Talent management; adult education; employability skills; skills development; re-skilling; up-skilling

INTRODUCTION

In today's global labour market place, employees require specific skills most in particular the 21st century skills that are not always common and competitive. The skills that make labour (job seekers) employable and enable them to contribute significantly to the organisation's success is boiled down into 21st century competencies and skills, such as critical thinking, problem-solving, creativity, adaptability, analytical thinking, communication skills, team building and interpersonal skills and work ethic (Okebiorun, 2021). These skills become imperative because the work environment is changing at a fast pace due to technological changes. These changes are currently calling for the need for more talents with high skills to deliver on the job. Unfortunately, organisations are currently facing the challenges of talent identification and management as a result of the dearth of talents to fit the organisation's emerging roles.

Talent management has thus become a major debate in the field of human resource management the world over. Organisations have begun to see their

responsibilities expanding with the need to manage people and talent well, rather than seeking to downsize and replace them. They have realised the benefits in training and retraining of their workforce.

Similarly, the Nigeria government is equally worried about the issue of unemployment and unemployable conditions of Nigeria graduates as a result of requisite skills. According to a report by the national Bureau of Statistics (NBS, 2018), unemployment among people tripled in Nigeria within three years from 12% in 2015 to 30% in 2018. The report observed skills mismatch between skills demand and skills supply. This simply means formal education and training in Nigeria do not correspond to what the labour market wants and require in terms of employability skills and skills demand. Consequent upon this, the labour market entrant have also criticised employers for expecting unrealistic level of work at the beginning of a job. It is however, alleged that many Nigerian graduates are ill-equipped for employment as a result of lack of employability skills needed in various organisations as well as lack of human resource management practices that lay emphasis on talent identification, talent management, skills development, decent jobs, employability skills and the future of jobs in Nigeria.

As a result, a number of initiatives have been developed to keep Nigeria graduates employable and engaged, abreast of the changes that are taking place. Successive governments have also made frantic efforts to curb the menace of inadequate unemployability and unemployment in the society by introducing some economic empowering programmes such as National Economic Empowerment and Development Strategy (NEEDS), National Directorate for Employment (NDE), the Subsidy Reinvestment and Empowerment Programme (SURE-P), the National Poverty Eradication Programme (NAPEP) and the current N-Power Programme aimed at providing both graduates and non-graduates with employability skills, education, on-the-job training and employment opportunities with a monthly stipend.

Despite these numerous efforts in curbing the ugly situation, inadequate employability skills and equipping the youths with required skills, unemployment still persists among the Nigeria graduates. The future of jobs still remains worrisome. Nigeria graduates seem to lack entrepreneurial skills, employability skills and the 21st century skills to make them to be self-reliant, self-employed and being employable. This researcher is of the opinion that these programmes as introduced by Federal Government are inadequate and lack substance and wherewithal to make the graduates who are already formed to function optimally in the labour world. The programmes lack the key components of talent management in attracting, developing and retaining high performing individuals for the world of work. The best way to give both organisation and employees the best experience is through talent management. The future of work is unstoppable for many employees who are talented and prepared for lifelong learning to maintain their employability skills and to be economically viable and employed.

Talent management has thus become a major debate in the field of human resource management the world over.

The concept of human resource management in the 21st century employability skills puts emphasis on talent management and skills development. Employees' performance is the most vital criteria to judge organisation accomplishment of its goals, objectives and success. Employees by implication play many roles in an organisation, this is because they are the most valuable assets that take the organisation to subsequent level of success. Okebiorun (2020) succinctly puts it that achieving organisational goals and success lies on the people who form and work within the organisation. There is no organisation in the current competitive global market that does not desire talented and gifted employees to extend the productivity and maximise the structure performance of its organisation. The most crucial way to achieve or realise this success is to acknowledge and put in place, the talents which will accompany the organisation in achieving its success and goals.

Santhanalaxmi and Chandramohan (2019) emphasised the importance of putting a round peg in a round hole. They argued why it is important to understand that putting a candidate at a wrong place can proliferate issues, notwithstanding the qualifications, skills and competencies of that person or how good he or she could also be. They further explained that putting people at a wrong place defeats the sole purpose of business. They concluded that the strategies of talent management are incomplete if the organisation is unable to suit the most effective talent of the trade at the place whenever he or she ought to be. Hence, the success of organisation depends largely on talent management strategies or methods in place designed for the organisation to gain optimal results. Accordingly, the appropriate talent management strategies will

equally allow organisation to form a more productive and formidable team of employees. Hence, it is crucial for every organisation to retain and develop her talented employees in this present competitive world. Statement of the Problem

Although, Nigeria's forms of education in general are in dire need, but the most troubled of the forms of education is the adult education and its programmes. Hence, to carry out research in the area of talent management and skills development is a good attempt. The continued emphasis on certificate as driven by the philosophy of formal system of education has obviously endangered adult education and its programmes in providing solutions to talent management and skills development in Nigeria. Consequently, the general but wrong perception that adult education is literacy education meant for less intelligent that cannot cope with the formal schooling has worsened the important role of adult education in attracting talents and equipping individuals with the skills needed to earn and generate income. It is worrisome that the processes of achieving adult education and its programmes in Nigeria are usually difficult due to public perception and interest to adult education and its programmes coupled with the bad policy formulation of the government. Adult education emerged out of the need to proffer solutions to myriad of problems caused by and which in turn affect adults in the society. It is important to note that to proffer solutions to talent management and employability skills in Nigeria, there is need for adult education and its programmes. Adult education as earlier mentioned is designed towards achieving and actualising latent opportunities and self-reliance of the individuals. It seeks to produce individuals with the knowledge, skills, attitude and competencies in divergent works. In a nutshell, adult education will help in attracting, retaining and managing talents. Noting the importance of adult education and its programmes, the wrongly held assumption of the public has hindered its operation as an innovative solution for job and employability skills in Nigeria. The questions that emerged from this controversy are that; does adult education have programmes for talent management, skills development and employability skills in Nigeria context?

Objectives/purpose of the Study

The main purpose of this study was to investigate the role of adult education and its programmes in talent management and as innovative solutions for job and employability skills in Nigeria. Specifically, the study sought to:

1. find out if talent management will attract, retain high developed performing employees in PZ Cussons Nigeria Plc in Lagos State;
2. examine the relationship between Mandatory Students Industrial Training (MSIT) programme and employees skills development in PZ Cussons Nigeria Plc in Lagos State; and
3. examine the relationship between re-skilling and up-skilling employees talents to achieve employability skills in PZ Cussons Nigeria Plc in Lagos State.

Research Hypothesis

Three purposes underline the three hypotheses test at 0.05 level of significance thus:

1. There is no significant correlation between talent management in attracting and retaining high developed performing employees in PZ Cussons Nigeria Plc in Lagos State.
2. There is no significant correlation between Mandatory Students' Industrial Training (MSIT) programme and employees skills development in PZ Cussons Nigeria Plc in Lagos State.
3. There is no significant correlation between re-skilling and up-skilling of employees' talents and employability skills in PZ Cussons Nigeria Plc in Lagos State.

LITERATURE REVIEW

Adult Education and its Programmes as Innovative Solution to Talent Management, Job and Employability Skills

Education is universally accepted as an instrument for effective positive development in different angles. The educational system, formal, informal and non-formal plays a vital role in the development of both individual and society. It is for this development that the Federal Republic of Nigeria (FRN, 2013) stressed much on the skills development in formal and non-formal education settings. The aim is to equip individuals with the right skills that will sustain individual for self-reliance and effective livelihood. The goal C and D of adult and non-formal education as outlined by the Federal Republic of Nigeria (2013) include to: provide education for different categories of completers of the formal education in order to improve their basic knowledge and skills and to provide in-service, on-the-job vocational and professional training for people in order to improve their skills.

The same National Policy of Education (2013), Section

6, page 19 states that adult and non-formal education encourage all forms of functional education given to youths and adults, be it outside or inside the formal school system such as continue education, workers' education, labour education, remedial and vocational education. The economic and psychological aim of adult education and its programmes can be seen in its contribution towards talent management and skills development. Ugwu (2016) argued adult education and its programmes provides more investment climate and it is very critical for labour force and providing managerial know-how, able to compete in today's global context.

The role of adult education is multidimensional when it comes to talent management and problem solving. A major problem solving component of adult education is the potentials inherent in re-skilling and up-skilling of employees through training, workshops and manpower development especially as being challenged by constant technological change. It is important to note that lifelong learning is a component of adult education that could assist in attracting, retaining and developing talents. The amorphous nature and essence of adult education and its programmes is such that its boundaries cannot be easily demarcated. Adult education and its programmes has therefore become a necessity as a result of the shortcomings and failure of the formal education which has been criticised as being inadequate in developing skills and providing employability skills as well as talent management.

Any developing nation that wants to shake off its syndromes of unemployment and improve graduates' employability skills must agree that adult education is the vehicle for such realisation through which individuals are educated and endowed with life skills for self-reliance. Okebiorun (2016) succinctly defined adult education in line with individual development as "holistic development" of individuals that concerns with capacity building and human capital development. She emphasised adult education is for everyday living and for every time development.

There is growing recognition of the fact that adult education and its programmes are more needed now than ever. In a nutshell, adult education programmes are innovative solutions for talent management, job and employability skills in Nigeria.

Conceptual Clarifications

A shift in the fundamental nature of work most importantly in the 21st century skills and innovation necessitated the right talent management and employability skills programmes found in adult education. The fact that employees must obtain necessary skills outside classrooms is germane to adult education and its programmes in attracting, on-boarding, developing, motivating and retaining high performing employees.

In addressing the solutions for talent management and employability skills in any context, there is need for conceptual clarifications. Talent management has been defined by many authors in different ways. In defining talent management, it is good to know what talent and management mean or who is a talented employee. Although, there is no consensus regarding the definition of talent and there is no clear boundaries of talent management. Gaining consensus on the above is a foundation of being able to manage people and talent well.

In a review of literature, Thorn and Pelant (2006) defined talented person as someone who has the ability above others and does not try hard to use it. It was in the light of this that the Chartered Institute of Personnel and Development (CIPD) (2007) defined talented people as those who can make the greatest difference to the organisation's performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potentials. In the same vein, Stefko and Sojka (2014) summarise talent as an innate disposition and ability to do something well in a particular field.

Santhanalaxmi and Chandramohan (2019) explained talent management is not restricted to attracting the most effective individuals from the trade. However, it is a continual method that involves sourcing, hiring, developing, holding and promoting them whereas gathering the organisation's requirement instantaneously.

In a review of the practitioner-oriented literature pertaining to talent management, Lewis and Heckman (2006) identified three types of conceptualisations of talent management:

1. a collection of typical human resource department practices or functions;
2. talent pools or flows of employees into jobs in an organisation; or
3. a generic perspective on talent that focuses on either high-performing and high-potential employees or talent in general.

From the above conceptualisations, it can be deduced that talent management aimed at identifying, developing and retaining talented employees as talent

management will pay dividends for both individuals and organisations for years to come. Hence, every organisation should determine to have the best and high performing employees, and with talent management, this can be achieved.

Closely related to the notion of talent management is employability skill that has become a debate in the field of human resource practice. Sodipo (2014) defined employability skills as those skills necessary for getting, keeping and being successful in a job. These skills are the skills and attitudes that enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organisation. These skills (soft), according to her, are usually lacking in graduates that are just out of school and even those already in employment. Sodipo (2014) emphasised organisations spend a lot of time and money training staff, not only in job-specific areas but also in general and basic skills. Okebiorun (2021) on her own, argued employability depends on the knowledge, skills and abilities (KSA) individual possess and the ability to present and exhibit the skills effectively and efficiently in the world of work.

The above definition of employability skills tends to be dichotomous in the sense that people are either considered for a job to be either employable or unemployable. Therefore, an employee who is willing and qualify to work in an organisation will be considered employable when such has skills, as identified by Skills You need (2013) discussed employability skills as interpersonal skills, communication skills, critical thinking skills, personal development, self-management skills, presentation skill, leadership skill, numeracy and IT skills. The employees can develop and have these skills through adult education and its programmes such as Mandatory Students' Industrial Training (MSIT) programme, continuing professional education, re-skilling and up-skilling programmes for the employees.

Mandatory Students' Industrial Training Programme

The aim of the known Students' Industrial Work Experience Scheme (SIWES) in Nigeria is to expose and prepare students of universities and other tertiary institutions for the industrial work situation they are likely to meet after graduation. The progamme is aimed at bridging the existing gap between theory and practice of Science, Agriculture, Medical Sciences, Management, Engineering and Technology, Information and Communication Technology and other professional educational programmes in the Nigerian tertiary institutions (Eyisi, 2021). Despite the beautiful aim and large number of students participating in SIWES, the programme did not capture all the undergraduates, some courses and students do not engage in SIWES whereas all the graduates are qualified and potential entrants into labour market.

There are lists of disciplines and courses that are qualified and approved for payment or stipends in SIWES. This paper is suggesting that SIWES has outlived its usefulness and aim and it should be replaced with mandatory students' industrial training programmes. This programme will be mandatory to all students in tertiary institutions in Nigeria irrespective of their disciplines, and students must be promptly paid. The Mandatory Students' Industrial Training Programme (MSITP) will give the students opportunity to work directly with inspiring and experienced professionals. The insight and skills gained at the end of the programme would be invaluable for decent job and future of work. Through MSITP, talents can be identified, attracted, retained and developed. Similarly, the programme can make students to remain employable throughout life. The MSITP will make all Nigeria graduates to have basic skills needed to become full-fledged workers. It will equally enhance employees work effectiveness, efficiency and competencies needed at work.

Continued professional education on the other hand, is the best way to enhance employees with knowledge and skills. Okebiorun (2021) emphasised learning throughout life is the key to sustainable development and employability. She pointed out that continuing to learn is the key to skills development and means to securing employment and income stability. Continuing Professional Education (CPE) is ongoing training that is required in order to maintain, improve, expand skills and knowledge to remain certified as a professional.

The intent behind this education is to force employees to continue to update their knowledge and skills that can improve their ability to function optimally. As organisation endeavours to satisfy its business goals, it should make sure that, it is a continual and integrated method for recruiting, training, managing, supporting, motivating and compensating these individuals. Running an organisation takes more than hiring people who can perform needed tasks. Organisations need to build a competitive workforce by investing in continuous learning and skill development to enable employees meet the evolving organisation demands. In a nutshell, investing in employees' CPE creates the opportunity for

organisation to develop the ideal employees as well as assisting the employees in achieving their full potential. Similarly, without re-skilling and up-skilling, there can be no employability skills.

There is a relationship between continuing professional education in re-skilling and up-skilling of employees' employability skills. Peng, Wang and Han (2018) emphasised up-skilling is a consequence of increasing automation or technological change where workers build new, often broader and higher level skills which are required from the workforce. Association for Talents Development (ATD) (2020) described re-skilling as training designed to help individual gain new knowledge or skills to enable them to perform new jobs or enter new professions. The future of work is unstable for many employees who are not ready for up-skilling and re-skilling. This is because many employees may soon be out of job or their skills becoming obsolete. Every employees feeling the turbulence of skills decreasing or expiring and seeking for personal development due to skills obsolete requires up-skilling and re-skilling. Adult education and its programmes have created opportunities for employees to acquire and apply the knowledge and skills that will propel their own economic development and national development.

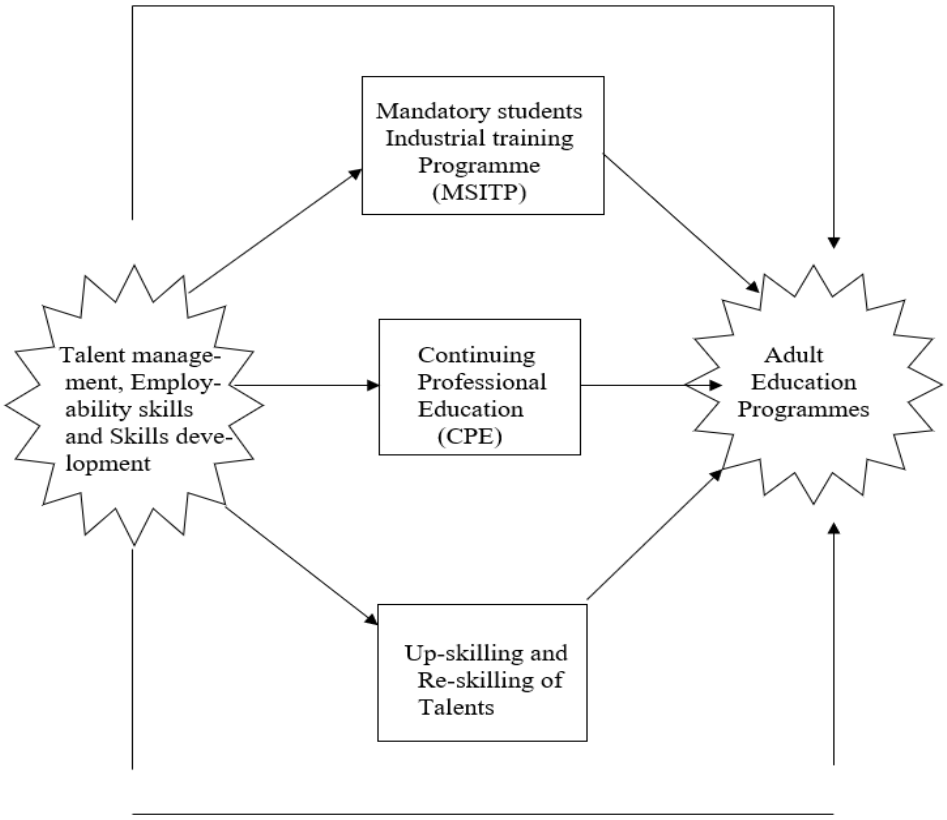


Figure 1. Mandatory students' industrial training programme (MSITP) source: researchers, 2025.

Innovative Solutions to Talent Management and Employability Skills in the Present and Future of Work

An increased understanding of adult education and its programmes on how to manage talent, develop employability and skills development through MSITP, continuing professional education and up-skilling and re-skilling of employees' talents is highly relevant in providing innovative solutions for the future of work.

METHODOLOGY

The study adopted a descriptive survey of a correlational type, which enabled the collection of information from a representative sample of the population, described situations as they exist, and tested the relationship among concepts. The population consisted of the finance/budgeting and human resources department staff in the Ministry of Education and public secondary school principals in Kwara State. There were about 20 staff in the finance/budgeting and human resource department in the Ministry of Education and 406 principals in public secondary

school administrators in Kwara State, out of which 18 staff in the Ministry of Education and 106 public secondary school principals were randomly selected as sample in the study using the research advisor table by Krejcie and Morgan.

The instruments used in collecting data for this study were a two-in-one researcher-designed questionnaire titled, Public Education Financing Questionnaire (PEFQ), and a Human Resource Development Questionnaire (HRDQ). The (PEFQ) was used to obtain data on public education financing and its parameters, such as the state budgetary allocation to education in Kwara state within three years 2020-2022 while the (HRDQ) was used to obtain data on the level of human resource development within those years.

The instrument's validity was ascertained through both content and face validity by experts in the field of tests and measurement and educational management.

Also, the reliability of the questionnaire was tested using the test-retest method. The two sets of scores obtained from the two administrations were then correlated using Pearson Product Moment Correlation Coefficient statistics. The correlation coefficient obtained was 0.79; therefore, the instrument is reliable. The researcher administered the questionnaire along with two other research assistants to obtain data from the respondents in the sampled schools and offices in the Ilorin metropolis, Kwara State. The instrument was administered and collected back on the spot; therefore, a total of 224 questionnaires were retrieved, and this gave a return rate of 100%.

The data analysis was done using the statistical tool Statistical Package for Social Science (SPSS). The descriptive statistics of frequency counts, percentages and mean was used to answer the research questions, while inferential statistics of Pearson Product Moment Correlation Coefficient statistics was used to test the hypothesis raised in the study at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1 above shows that talent management has significant influence on attracting and retaining high performing employees with r-cal of 0.243 greater than r-tab of 0.195 at 0.05 level of significance. The mean of talent management is 8.07 and the mean of high performing employees is 10.47 with the standard deviation of 2.62 and 3.87 respectively. The variance between talent management and high performing employees was higher. Therefore, there is enough evidence to reject the null hypothesis. Therefore, there is significant relationship between talent management in attracting and retaining high performing employees in PZ Cussons Nigeria Plc in Lagos State.

Table 1. Pearson product moment test of relationship between talent management in attracting and retaining high developed performing employees

Variables	N	X	SD	DF	r-cal	r-tab	Remarks
Talent Management	204	8.07	2.62			0.195	
					202	0.243*	Significant
High Performing Employees	204	10.47	3.87				

Table 2 revealed mandatory students' industrial training programme have significant relationship on developing employees' skills with r-cal of 0.263 greater than r-tab of 0.195 at 0.05 level of significance. The mean of mandatory students' industrial training programme is 6.17 and the mean of employees' skills development is 6.47 with the standard deviation of 1.51 and 1.93 respectively. The variance between the two variables is higher. Therefore, the null hypothesis is rejected. This implies that there is a strong relationship between mandatory students' industrial training programme and employees' skill development.

Table 3 above shows that re-skilling and up-skilling of employees' talents have significant relationship on employability skills with r-cal of 0.254 greater than r-tab of 0.195 at 0.05 level of significance. The mean of re-skilling and up-skilling of employees' talents is 10.02 and the mean of employability skills is 14.10 with the standard deviation of 2.51 and 4.07 respectively. The variance between re-skilling and up-skilling of employees' talents and employability skills is higher. Therefore, the null hypothesis is rejected. Thus, there is a significant correlation between re-skilling and up-skilling of employees' talents and employability skills.

Table 2. Pearson product moment test of relationship between mandatory students' industrial training programme and employees' skill development

Variables	N	X	SD	DF	r-cal	r-tab	Remarks
Mandatory Students Industrial Training	204	6.17	1.51			0.195	
					202	0.263*	Significant
Skills Development	204	6.47	1.93				

Table 3. Pearson product moment test of relationship between re-skilling and up-skilling of employees' talents and employability skills

Variables	N	X	SD	DF	r-cal	r-tab	Remarks
Re-scaling and Up-scaling	204	10.02	2.51			0.195	
					202	0.254*	Significant
Employability Skills	204	14.10	4.07				

DISCUSSION

In view of the findings of this study, the researcher observed that there was a significant relationship between adult education and its programmes and talent management, employability skills and skills development. The role of adult education programmes is multi-dimensional when it comes to problem-solving. The result of hypothesis one revealed that there was significant relationship between talent management in attracting and retaining high performing employees with r-cal of 0.243 greater than r-tab of 0.195 at 0.05 level of significance. The finding of the study was in line with Santhanalaxmi and Chandrahan (2019) that talent management aimed at identifying, retaining and attracting talented employees for organisational and individual success. The findings also corroborated Thorn and Pellant (2006) that talent management will improve organisational performance through practices that make employees more productive.

With respect to hypothesis two, there is no significant correlation between mandatory students' industrial training programme (MSITP) and employees' skills development. The finding of the study revealed that there was a significant correlation between MSITP and employees' skills development. This result agreed with Okebiorun (2021) that education will make individuals eligible for a job, increase productivity through workplace skills; simply put, skills that can be used in the job. The study is also in agreement with Sodipo (2014) that organisation spend a lot of time and money in training their staff, not only in job specific areas but also in developing general and basic skills.

In addition, the result in hypothesis three showed that the independent variable (re-skilling and up-skilling of employees' talents) jointly predicted employees' employability skills. The positive relationship is in line with the findings of many studies that have independently reported there can be no employability skills without re-skilling and up-skilling. For instance, Peng, Wang and Han (2018) emphasised up-skilling increased automation or technological change where workers build new, often broader and higher level skills which are required from the workforce. Also, Association for Talent Development (2020) demonstrates that re-skilling as training will help individuals gain new knowledge or skills to enable them to perform new jobs or enter new professions.

The finding of the study also corroborated the study of Staffa and Per-Erik (2016) that employability skills is an individual's asset in terms of competence, knowledge, skills, attitudes and personal characteristics which can be associated with human capital development and talent. In line with the findings of the study, the study was therefore concluded that the success of talent management, skills development and employability skills in organisation depends on the effectiveness

practicing and implementation of adult education and its programme as specified in National Policy of Education in Nigeria.

CONCLUSIONS AND RECOMMENDATIONS

The changing world in which we live requires that individual of all ages should constantly upgrade themselves through education (formal, informal and non-formal). This calls for adult education programmes or individual employee feeling the challenges skills decreasing or expiring skills and seeking for personal development due to skills obsolete and fear of being out of jobs. The fear that employees must obtain necessary skills outside classroom is germane to adult education and its programmes in talent attraction and employability skills. Adult education programmes will ensure employees are given the appropriate training and development programmes that would enable employees to reach their full potentials. Thus, adult education and its programmes will be a gateway to enhance and equip the Nigeria populace in prerequisite skills that will make the youths to be gainfully employed and economically buoyant. It then becomes imperative for government to give adequate recognition to adult education programmes so as to ensure the survival of these talented target groups in terms of employability, self-reliance for the present and future jobs.

The followings are recommendations based on the study:

1. This study strongly recommends Mandatory Students Industrial Training Programme (MSITP) to replace Students' Industrial Work Experience Scheme (SIWES). This is due to the failure of SIWES in capturing all the under-graduates in Nigeria. The SIWES has outlived its usefulness in providing 21st century skills in the present competitive work environment.
2. Since the future of job is unstable due to employability skills and challenges of talent management, it then becomes imperative that there should be collaboration and cooperation between employers of labour, policy makers, as well as resilience and flexibility on the part of the employees.
3. Employers of labour must redesign human resource practices that consider talent management and employability skills in the ambit of adult education and its programmes.
4. Employers of labour should try as much as possible to provide employees with conducive learning environment for employees' effective performance. This in turn will help them to put what they have learnt into use.

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