

## HUMAN RESOURCE UPSKILLING STRATEGIES AND INFORMATION MANAGERS' JOB PERFORMANCE IN RIVER STATE-OWNED UNIVERSITIES

<sup>1</sup>Dr. George Ordua, <sup>2</sup>Bende, JoyNorris Ugo & <sup>3</sup>Etebu, Timiniebieri Kulu

<sup>1</sup>Department of Office and Information Management, <sup>2&3</sup>M.Sc. Student, Department of Office and Information Management, <sup>1,2&3</sup>Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria

E-mail: George.ordua@iaue.edu.ng, ugojoy02@yahoo.com, timiujuanbi@gmail.com

### ABSTRACT

*The study investigated the relationship between human resource upskilling strategies and information managers' job performance in Rivers State-Owned Universities. The objective of the study was to empirically ascertain how human resource upskilling strategies such as job rotation and online courses relate with information managers' job performance in Rivers State-owned universities in terms of information dissemination and smooth workflow. The cross-sectional explanatory survey research design was adopted for the study. The target population of the study comprised of two hundred and seventy-nine (279) information managers from the Rivers State University and Ignatius Ajuru University of Education. The respondents were Admin officers and Secretaries from each of the universities. Using Krejcie and Morgan table of 1970, the sample size of this study consisted of one hundred and fifty-nine (159) information managers. One hundred and fifty-nine (159) copies of the questionnaire were distributed to the targeted respondents. But the researcher retrieved 134 copies of the questionnaire filled correctly. The tests of hypotheses were done using Pearson Product Moment Correlation Coefficient through the Statistical Package for Social Sciences (SPSS) version 20.0. The statistical tool was used to analyze the relationship between independent and dependent variables at  $P < 0.05$  (two-tailed test). From the analysis of data carried out, the result of the study revealed that human resource upskilling strategies has a significant positive relationship with information managers' job performance in Rivers State-owned universities in terms of information dissemination and smooth workflow. The study concluded that with advanced skills gained through job rotation and online courses, information managers can provide valuable insights to university leadership in their departments and faculties for informed decision-making. The study recommended, among others, that universities and other tertiary institutions in Rivers State should imbibe the culture of job rotation among their information managers across departments and faculties, as this will increase their job experiences, thereby enhancing their job performance.*

**Keywords:** Human Resource Upskilling Strategies, Job Rotation, Online Courses, Information Managers' Job Performance, Information Dissemination, and Smooth Workflow.

### BACKGROUND TO THE STUDY

In universities, information managers play a vital role in the efficient management, dissemination, and security of critical university information. They are responsible for overseeing data systems, digital assets, information governance, and communication channels within the university ecosystem. Information managers' job performance, as defined by Rothmann and Coetzer (2017), refers to how effectively and efficiently individuals in these roles carry out their responsibilities related to managing information within an organization. Information managers play a crucial role in ensuring that information is properly collected, organized, stored, secured, and disseminated to meet the needs of the organization and its stakeholders. As the higher education landscape evolves with the integration of digital technologies and the increasing importance of data-driven decision-making, the role of information managers becomes increasingly complex and multifaceted.

To meet the demands of this evolving landscape, it is imperative for Rivers State-owned universities to focus on the professional development and upskilling of their information managers. Human resource upskilling strategies refer to the deliberate and systematic efforts by organizations to enhance the skills, knowledge, and capabilities of their workforce (Firman, 2021). These strategies are designed to improve the overall competency levels of employees, ensuring they have the necessary skills to meet the evolving demands of their roles and the organization. Human resource upskilling strategies play a pivotal role in enhancing the competencies, capabilities, and job performance of information managers. By investing in targeted online courses, organizations can equip their information managers with the knowledge and skills needed to excel in their roles and contribute effectively to the institution's strategic objectives (Gabriel & Chukwuma, 2016). Studies abound that hang around human resource development and employee job performance in diverse geographical settings. Notwithstanding, online and offline searches are yet to produce one that bothers on the relationship between human resource upskilling strategies (job rotation and online courses) and information managers' job performance (information dissemination and smooth workflow) in Rivers State-owned universities (Ugwu *et al.*, 2020; Dialoke & Paschal, 2017; Shadrack *et al.*, 2022; Malobi, 2022). Here lies that knowledge gap the study intends to fill.

### STATEMENT OF PROBLEM

Across tertiary institutions in Rivers State, especially their universities, personal experiences have revealed the poor handling of administrative duties among their administrative officers and secretaries. This unacceptable performance bother mostly around poor work coordination and reluctant and late dissemination of letters, memos, and other official documents. To worsen this, the challenge persists of aligning Human Resource (HR) upskilling strategies with the enhancement of Information Managers' job performance. This issue arises due to a gap in understanding the most effective methods to develop the skills of HR personnel and their direct impact on the performance of Information Managers within these academic institutions. Despite the recognized importance of human resource development, many tertiary institutions still lack the clarity on the specific strategies that yield the best results for their staff (Dialoke & Paschal, 2017). This gap in knowledge hampers the universities' ability to optimize their human capital, potentially leading to suboptimal performance in managing critical information resources. This is another gap that spurs the researcher to delve into this study - finding the relationship between human resource upskilling strategies and information managers' job performance in Rivers State-owned universities.

### CONCEPTUAL FRAMEWORK

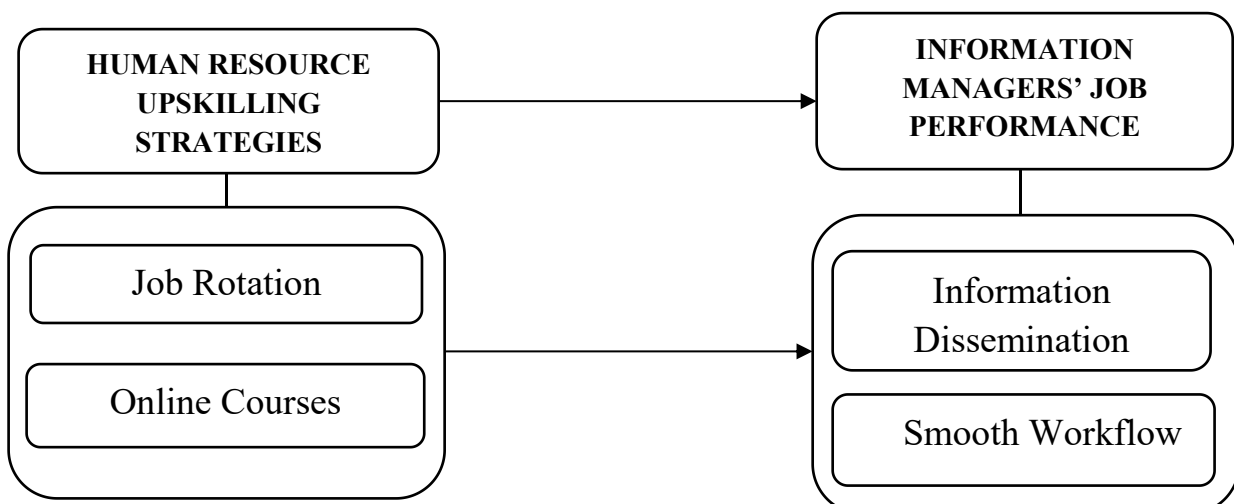


Fig. 1: Conceptual Framework Showing the Relationship between Human Resource Upskilling Strategies and Information Managers' Job Performance

Source: (Researcher, 2024; Ugwu *et al.*, 2020; Dialoke & Paschal, 2017; Shadrack *et al.*, 2022; Malobi, 2022)

### AIM AND OBJECTIVES

The aim of the study was to investigate the relationship between human resource upskilling strategies and information managers' job performance in Rivers State-Owned Universities. The objectives of the study were to:

1. examine the relationship between job rotation and information dissemination in Rivers State-Owned Universities.
2. investigate the relationship between job rotation and smooth workflow in Rivers State-Owned Universities.
3. ascertain the relationship between online courses and information dissemination in Rivers State-Owned Universities.
4. examine the relationship between online courses and smooth workflow in Rivers State-Owned Universities.

### RESEARCH HYPOTHESES

From the above objectives, the following research hypotheses were formulated:

- H<sub>01</sub>: Job rotation has no significant relationship with information dissemination in Rivers State-Owned Universities.
- H<sub>02</sub>: Job rotation has no significant relationship with smooth workflow in Rivers State-Owned Universities.
- H<sub>03</sub>: Online courses have no significant relationship with information dissemination in Rivers State-Owned Universities.
- H<sub>04</sub>: Online courses have no significant relationship with smooth workflow in Rivers State-Owned Universities.

### CONCEPTUAL REVIEW

#### Concept of Human Resource Upskilling Strategies

As used in this study, human resource upskilling strategies refer to skills and courses development activities mapped out to enhance the knowledge of managers and employees and usher them into higher positions and responsibilities. According to McDaniels and Gysbers (2012), upskilling is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span. Hall and Associates (1986) describe upskilling strategies as the products emanating from the communication of individual career planning and institutional career management processes. Upskilling strategies in any work environment is considered to be essential for employee satisfaction and retention. According to Lipman (2013), clear opportunities for upskilling are essential for employee motivation. To add to this, human resource upskilling strategies are further discussed using the following two dimensions:

**Job Rotation:** This method either involve the movement of an employee from one official assignment or department to the other, in order for the employee to be acquainted with the different aspects of the work processor through job enlargement - that is giving additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge (Yalokwu, 2014; Lawal, 2016).

Job rotation is a management approach where employees are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to all verticals of an

organization. It is a pre-planned approach with an objective to test the employee skills and competencies in order to place him or her at the right place. In addition to it, it reduces the monotony of the job and gives them a wider experience and helps them gain more insights. Job rotation is a well-planned practice to reduce the boredom of doing same type of job every day and explore the hidden potential of an employee. The process serves the purpose of both the management and the employees. It helps management in discovering the talent of employees and determining what he or she is best at.

**Online Courses:** Another way through which tertiary institutions can upskill their information managers is online courses. An online course is a program of learning that's organized according to a syllabus (usually in units) and that takes place in a virtual space (Tammy, 2020). Online courses can be informal and focused on one skill or as formal as leading to a certification or degree. An online course can be defined as a virtual learning experience organized into a course format. Courses can vary in their type, from informal to formal, and cover many different topics (Hart, 2023). Plus, they can be used as preparation for an online exam or simply for fun! Different online courses have different features: Some courses might stick tightly to a syllabus, others might let you pick up and take a break from the class when your schedule allows. Some might have "live" discussion groups scheduled over video conferencing at a certain time, others might simply record lectures and let you access the videos of them whenever you'd like (for more on self-paced online courses, see below). And one of the best ways to do an online course is as a cohort course, and do it live!

online courses are highly relevant for employees as they offer flexible, accessible, and cost-effective opportunities for skill development, career advancement, and personal growth. Whether employees are seeking to acquire new technical skills, earn certifications, expand their professional networks, or prepare for career transitions, online courses provide a valuable platform for lifelong learning in the digital age. Employers benefit from skilled and motivated employees who are equipped to meet the evolving demands of the modern workplace.

### **Concept of Information Managers' Job Performance**

Information manager performance refers to the assessment and evaluation of an individual or a team responsible for managing information within an organization (Olali, 2017). Information managers play a crucial role in today's data-driven and digital business environment. Performance evaluations for information managers can vary depending on the organization's specific goals and priorities. These evaluations may be conducted through regular performance reviews, self-assessments, peer feedback, and supervisor assessments.

Information managers play a crucial role in organizations by overseeing the acquisition, organization, storage, retrieval, and dissemination of information (Urang, 2018). Their job performance is essential for ensuring that information flows efficiently and effectively throughout the organization, supporting decision-making, operations, and strategic planning. Information managers' job performance encompasses a wide range of responsibilities related to information systems, data governance, security, knowledge management, strategic planning, and collaboration. Their effective performance is critical for organizations to leverage their information assets, make informed decisions, mitigate risks, drive innovation, and achieve competitive advantage in today's data-driven business landscape. To further expand this concept, information dissemination and smooth workflow are used to measure the job performance of information managers in tertiary institutions.

**Information Dissemination:** An information manager in an academic environment must, among other things, be sound in information dissemination. Being that their duties hover around information handling, they must be seasoned when it comes to information dissemination. The

secretaries and administrative officers should be staff with great skills in information dissemination, digitally and non-digitally. Information dissemination, also called information circulation, has been described as a need comparable with other basic human needs. Information dissemination is a critical measure of information managers' job performance in tertiary institutions. According to William and Trywell (2017), it refers to the process of distributing relevant and timely information to the university community, including students, faculty, staff, administrators, and other stakeholders. Effective information dissemination ensures that important updates, announcements, policies, events, and resources are communicated efficiently and transparently across the institution.

Effective information dissemination is a key performance measure for information managers in tertiary institutions. By managing communication channels, official announcements, social media platforms, event promotion, academic information, and feedback mechanisms, information managers ensure that the university community is informed, engaged, and connected. This contributes to transparency, student success, operational efficiency, community building, and the overall reputation and success of the institution.

**Smooth Workflow:** A hitch free work is the expectation of all employees. Workers in all organizations expect that work process goes on freely. Smooth workflow describes a situation where all work process is carried out without any form of unnecessary hindrance (Gulick & Colonel, 2017). It explains how a system is put in the place to ensure that employees do not encounter difficult challenges that is capable of stopping the flow work. An organization that experience smooth workflow is capable of achieving its long and short term goals.

In addition, smooth workflow enables employees to be up and doing. It makes employees to be active by efficiently carrying out their responsibilities and inspires them to do more, since there is little or no hindrance. When workflow is been truncated often by organizational challenges, employees performance, effectiveness and productivity is affected significantly. Smooth workflow plays a huge role on how well employees carry out their tasks. This shows poor performance on the part of information managers, among others

### **Theoretical Review**

This study is built on Social Learning Theory by Albert Bandura in 1977. Social learning theory is really a combination of two other kinds of learning theories. On the one hand, there is the cognitive learning theory, which states that the learning of an individual is entirely determined by psychological factors while on the other hand, there is the behavioral learning theory, which claims that learning is based on how we respond to the stimuli in our environment. The theory assumes that:

- i. Mediating processes occur between stimuli & responses.
- ii. Behavior is learned from the environment through the process of observational learning.

The justification of the Social Learning Theory as the theoretical foundation of this study is based on the fact that the theory explains and predicts how information managers can effectively upskill by learn appropriate workplace requisite skills by the organization developing a learning culture that is both engaging and effective, such as job rotation and online courses. Also, organizations such as universities should give special treatment on employees who are displaying great skills in their job roles, as a way of encouraging other employees to follow suit and do better.

### **METHODOLOGY**

The cross-sectional explanatory survey research design was adopted for the study. The target population of the study comprised of two hundred and seventy-nine (279) information managers from the Rivers State University and Ignatius Ajuru University of Education (Rivers State University = 173; Ignatius Ajuru University of Education = 106) (Source: Establishment Units of the

institutions). The respondents were Admin officers and Secretaries from each of the universities. Using Krejcie and Morgan table of 1970, the sample size of this study consisted of one hundred and fifty-nine (159) information managers. By using Bowley formula, 99 became the respondents from Rivers State University and 60 became the respondents from Ignatius Ajuru University of Education.

The instrument for primary data was titled "Human Resource Upskilling Strategies and Information Managers' Job Performance Index (HRUIMJPI). The design of the questionnaire was a four (4) point rating scale format with the following response options: Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2, and Disagree (D) 1. The face and content validation of the instrument was done by the researcher's supervisor and two research experts in the Management Department of Ignatius Ajuru University of Education, Port Harcourt, Rivers State. The reliability of the instrument was carried out by Cronbach's alpha via SPSS (Statistical Package for the Social Sciences). The least Cronbach's alpha level obtained was 0.80 which indicated a highly reliable coefficient. Based on Nunnally (1978) criterion of 0.70, reliability coefficient above 0.70 was considered as indicating good or reliable instruments.

One hundred and fifty-nine (159) copies of the questionnaire were distributed to the targeted respondents. But the researcher retrieved 134 copies of the questionnaire filled correctly. The tests of hypotheses were done using Pearson Product Moment Correlation Coefficient through the Statistical Package for Social Sciences (SPSS) version 20.0. The statistical tool was used to analyze the relationship between the independent and dependent variables at  $P < 0.05$  (two-tailed test).

## Results

### Job Rotation and Information Managers' Job Performance

H<sub>01</sub>: Job rotation has no significant relationship with information dissemination in Rivers State-Owned Universities.

H<sub>02</sub>: Job rotation has no significant relationship with smooth workflow in Rivers State-Owned Universities.

**Table 1: Correlation between Job Rotation and Information Managers' Job Performance**

|          |                           |                         | Job Rotation | Information Dissemination | Smooth Workflow |
|----------|---------------------------|-------------------------|--------------|---------------------------|-----------------|
| Spearman | Job Rotation              | Correlation Coefficient | 1.000        | 0.553**                   | 0.611**         |
|          |                           | Sig. (2-tailed)         | .            | .000                      | .000            |
|          |                           | N                       | 134          | 134                       | 134             |
|          | Information Dissemination | Correlation Coefficient | 0.552**      | 1.000                     | 0.832**         |
|          |                           | Sig. (2-tailed)         | .000         | .                         | .000            |
|          |                           | N                       | 134          | 134                       | 134             |
|          | Smooth Workflow           | Correlation Coefficient | 0.611**      | .0832**                   | 1.000           |
|          |                           | Sig. (2-tailed)         | .000         | .000                      | .               |
|          |                           | N                       | 134          | 134                       | 134             |

**Source: SPSS Output, 2024.**

Column two of table 1 above shows r value of 0.552 at a significant level of 0.00 which is less than the chosen alpha level of 0.05 for the hypothesis relating job rotation and information dissemination. Since the significant level is less than the alpha level of 0.05, the null hypothesis

(Ho<sub>1</sub>) which states that job rotation has no significant relationship with information dissemination in Rivers State-Owned Universities was rejected. This implies that job rotation has a relatively strong positive relationship with information dissemination in Rivers State-Owned Universities.

Column three of table 1 above shows r value of 0.611 at a significant level of 0.00 which is less than the chosen alpha level of 0.05 for the hypothesis relating job rotation and smooth workflow. Since the significant level is less than the alpha level of 0.05, the null hypothesis (Ho<sub>2</sub>) which states that job rotation has no significant relationship with smooth workflow in Rivers State-Owned Universities was rejected. This implies that job rotation has a strong positive relationship with smooth workflow in Rivers State-Owned Universities.

### Online Courses and Information Managers' Job Performance

H<sub>03</sub>: Online courses have no significant relationship with information dissemination in Rivers State-Owned Universities.

H<sub>04</sub>: Online courses have no significant relationship with smooth workflow in Rivers State-Owned Universities.

**Table 2: Correlations between Online Courses and Information Managers' Job Performance**

|          |                           |                         | Online Courses | Information Dissemination | Smooth Workflow |
|----------|---------------------------|-------------------------|----------------|---------------------------|-----------------|
| Spearman | Online Courses            | Correlation Coefficient | 1.000          | 0.606**                   | 0.682**         |
|          |                           | Sig. (2-tailed)         | .              | .000                      | .000            |
|          |                           | N                       | 134            | 134                       | 134             |
|          | Information Dissemination | Correlation Coefficient | 0.606**        | 1.000                     | 0.832**         |
|          |                           | Sig. (2-tailed)         | .000           | .                         | .000            |
|          |                           | N                       | 134            | 134                       | 134             |
|          | Smooth Workflow           | Correlation Coefficient | 0.682**        | . 0.832**                 | 1.000           |
|          |                           | Sig. (2-tailed)         | .000           | .000                      | .               |
|          |                           | N                       | 134            | 134                       | 134             |

**Source: SPSS Output, 2024**

Column two of table 2 above shows r value of 0.606 at a significant level of 0.00 which is less than the chosen alpha level of 0.05 for the hypothesis relating online courses and information dissemination. Since the significant level is less than the alpha level of 0.05, the null hypothesis (Ho<sub>3</sub>) which states that online courses have no significant relationship with information dissemination in Rivers State-Owned Universities was rejected. This implies that online courses have a strong positive relationship with information dissemination in Rivers State-Owned Universities.

Column three of table 2 above shows r value of 0.682 at a significant level of 0.00 which is less than the chosen alpha level of 0.05 for the hypothesis relating online courses and smooth workflow. Since the significant level is less than the alpha level of 0.05, the null hypothesis (Ho<sub>4</sub>) which states that online courses has no significant relationship with smooth workflow in Rivers State-Owned Universities was rejected. This implies that online courses has a strong positive relationship with smooth workflow in Rivers State-Owned Universities.

### Discussion of Findings

### **Human Resource Upskilling Strategies and Information Manager Job Performance**

The findings of hypotheses one and two revealed that job rotation has a significant positive relationship with information managers' job performance in terms of information dissemination and smooth workflow in Rivers State-Owned Universities. This finding is in tandem with Hanson (2019) that rotating employees across units and departments can expand their knowledge around their job roles, thereby adding to their abilities and effectiveness. This strategy aims to develop information managers' skills, knowledge, and perspectives by exposing them to different facets of the organization's operations. Through job rotation, information managers can improve in problem-solving and decision-making. As averred by Monday (2016), exposure to different roles and responsibilities broadens information managers' perspectives, allowing them to approach challenges from multiple angles. With a deeper understanding of various university processes, they can make informed decisions that align with organizational goals and priorities. In the same vein, the upskilling of information managers can make them efficient in information management. Being exposed to different departments and roles helps information managers identify inefficiencies in information management processes (Austin & Nwaeke, 2015). They can streamline communication channels, data sharing protocols, and information dissemination practices based on their insights from various departments.

Job rotation can be a valuable strategy for enhancing the job performance of information managers in Rivers State-owned universities. By providing opportunities for skill development, knowledge expansion, problem-solving, innovation, and career progression, job rotation contributes to a more dynamic, skilled, and engaged workforce within the university ecosystem.

The findings of hypotheses three and four showed that online courses has a significant positive relationship with information managers' job performance in terms of information dissemination and smooth workflow in Rivers State-Owned Universities. This finding implies that through online courses, information managers can be exposed to lessons that can sharpen their skills, thereby enhancing their ability to disseminate information and work smoothly. This finding is in line with the finding of Ameh (2016) that many online courses for employee skill upgrade exist which can boost employee skills and in turn boost their job effectiveness and efficiency. These courses offer a flexible, accessible, and efficient way for information managers to acquire new skills, stay updated on industry trends, and expand their knowledge base. The relationship between online courses and the job performance of information managers in Rivers State-owned universities is one of empowerment, growth, and effectiveness. By investing in online learning opportunities, universities can equip information managers with the knowledge, skills, and tools needed to excel in their roles, drive innovation, and contribute to the overall success of the institution (Delbari *et al.*, 2021). Online courses serve as a catalyst for professional development, strategic decision-making, efficient information management practices, and a culture of continuous learning within the university ecosystem (Dialoke & Paschal, 2017). As information managers enhance their competencies through online learning, they become invaluable assets in navigating the complexities of the digital age and shaping the future of higher education in Rivers State-owned universities. All of these happen, because their job performance has improved.

### **CONCLUSION**

The study, from the empirical analyses, has revealed that human resource upskilling strategies has a significant positive relationship with information managers' job performance. Therefore, it concludes that with advanced skills gained through job rotation and online courses, information managers can provide valuable insights to university leadership in their departments and faculties for informed decision-making. In the context of Rivers State-owned Universities, the implementation of human resource upskilling strategies has a direct impact on the job performance of information managers. The role of information managers is pivotal in ensuring

effective communication, knowledge dissemination, and strategic information management within the university ecosystem. Through this study, it is evident that investing in the professional development and upskilling of information managers can yield significant benefits for the institutions.

## RECOMMENDATIONS

1. Universities and other tertiary institutions in Rivers State should imbibe the culture of job rotation among their information managers across departments and faculties, as this will increase their job experiences, thereby enhancing their job performance.
2. Information managers in tertiary institutions should undertake professional online courses to advance their knowledge and expertise in their career, thereby improving their performance.
3. Information managers in tertiary institution should be encouraged to pursue certifications, attend workshops, and participate in professional development activities related to information management, hence promoting their performances.
4. Universities in Rivers State should allocate resources for upgrading information systems, software tools, and digital platforms used by information managers. This will create an enabling environment for upskilling to thrive, which will in turn enhance their job performance, especially in terms of information dissemination and smooth workflow.

## REFERENCES

- Ameh, A. (2016). The role of educational advancement in leadership. *Journal of International Management*, 7(1), 29-34.
- Austin, O. O., & Nwaeke, L. (2015). *Impact of job rotation on organizational performance*. [https://www.Researchgate.net/publication/276122146\\_Impact\\_of\\_Job\\_Rotation\\_on\\_Organizational\\_Performance](https://www.Researchgate.net/publication/276122146_Impact_of_Job_Rotation_on_Organizational_Performance).
- Delbari, S., Rajaipour, S., & Abedini, Y. (2021). Investigating the relationship between career development and productivity with the mediating role of self-regulation among university staff. *Journal of Applied Research in Higher Education*, 13(3), 759-781.
- Dialoke, I., & Paschal, A. J. N. (2017). Effects of career growth on employees performance: A study of non-academic staff of Michael Okpara University Of Agriculture Umudike Abia State, Nigeria. *Singaporean Journal of Business economics, and Management Studies (SJBEM)*, 5(7).
- Echezona, I. C. (2016). Overview of strategic aspects of information management. *Journal of Technology and People*, 1(1), 71-89.
- Firman, A. (2021). The effect of career development on employee performance at Aswin Hotel and Spa Makassar. *Journal of Management Business*, 8(1), 133-146.
- Gabriel, U. O. C., & Chukwuma, E. (2016). Human capital development and employee job performance: A study of double diamond plastic manufacturing firm, Aba, Abia state, Nigeria. *International Journal of Research in Business Management*, 4(6), 41-50.

- Gullick, L., & Colonel L. U. (2017). *Papers on the Science of Administration*. Institute of Public Administration.
- Hall, D., & Associates (1986). *Career development in organizations. (1st ed.)*. Jossey Bass Publishers, 56-76.
- Hanson, P. R. (2016). Relationship between manpower development and organizational productivity in Rivers State Vegetable Oil Company, Port Harcourt. *The Business Master*, 5 (1), 80-93.
- Hart, H. (2023). What is an online course? *Easy LMS*. <https://www.easy-lms.com/knowledge-center/online-course-center/what-is-an-online-course/item12708>
- Lawal, A. A. (2016). *Management in focus*. Nas Printing Company.
- Lipman, V. (2013). *The motivational value of clear career paths*. <http://www.forbes.comU36T>
- Malobi, U. E. (2022). Career management and organizational performance of teaching hospitals in South East, Nigeria. *International Journal of Business & Law Research*, 10(4), 110-120.
- McDaniels, C., & Gysbers, N. (2012). *Counselling for career development (1st ed.)*. Jossey-Bass Publishers, 41-52.
- Monday, R. (2016). Manpower development strategies and corporate competitiveness in Manufacturing firms in Ghana. *Journal of Management Practice*, 4 (2), 69-71.
- Olali, F. (2017). E-mail at work: A cause for concern? The implications of the new communication technologies for health, wellbeing and productivity at work. *Journal of Organizational Transformation and Social Change*, 5, 159-173.
- Rothmann, K., & Coetzer, Z. (2017). The impact of using PowerPoint presentations on students' learning and motivation in secondary schools. *Journal of Social and Behavioral Sciences*, 98 (20), 1672-1677.
- Shadrack, N., Twesigye, N., Toriola, F. C., & Baker, A. W. (2022). Relationship between career development programmes and employee performance in Local Governments of Uganda: A case of Kanungu district. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 6(6), 181-201.
- Tammy, U. P. (2020). What is an online course? *Mighty Network*. <https://www.mightynetworks.com/encyclopedia/online-course#:~:text=An%20online%20course%20is%20a,to%20a%20certification%20or%20degree>.
- Ugwu, K. E., Osisioma, H. E., & Nzewi, H. N. (2019). Intellectual capital management and career development of women managers in private sector Anambra State, Nigeria. *International Journal of family Business and Management*, 3(3), 1-10. Doi: <http://www.symbiosisonlinepublishing.com/>
- Urang, G. (2018). *A comparative look at stress and strain in policemen*. Elsevier.

William, H., & Trywell, S. (2017). The impact of computer alienation on information technology investment decisions: An exploratory cross-national analysis. *MIS Quarterly*, 19 (4), 76-81.

Yalokwu, P.O. (2014). *Management: Concept and techniques*. Peak Publishers.