

# ENHANCING EMPLOYEE PERFORMANCE THROUGH TRAINING: A THEORETICAL EXPLORATION OF SOCIAL EXCHANGE THEORY

AJOBI, A. O.<sup>1\*</sup> – ISMAIL, I. A. B.<sup>1</sup> – ISMAIL, S. B.<sup>1</sup> – OWUNNA, R.<sup>1</sup>

<sup>1</sup> *Department of Professional Development and Continuing Education, Universiti Putra Malaysia, Selangor, Malaysia.*

*\*Corresponding author  
e-mail: alicejobi234[at]gmail.com*

(Received 06<sup>th</sup> March 2025; revised 02<sup>nd</sup> June 2025; accepted 09<sup>th</sup> June 2025)

**Abstract.** This theoretical paper explores how employee performance can be enhanced through training, using Social Exchange Theory (SET) as a guiding perspective. It contends that employees are more likely to improve their skills and overall performance when exposed to diverse, inclusive, and well-organized training programs that not only build their competencies but also promote job satisfaction and contribute to organizational progress. SET views training as a reciprocal process where employees assess both the benefits and potential drawbacks of participating. Yet, beyond financial or material exchanges, training also nurtures trust, encourages collaboration, and fosters long-term commitment between employees and their organizations. Beyond explaining the foundational principles of SET, this paper provides deeper insights into the practical challenges of implementing effective training initiatives within organizational environments, with a specific focus on Nigeria. Existing research highlights numerous obstacles to effective training delivery, including political instability, bureaucratic rigidity, corruption, outdated technology, and issues related to cultural diversity, these factors often weaken employee engagement, limit the success of training programs, and hinder overall organizational performance. To address these persistent challenges, this paper recommends further research into the internal dynamics of organizational training systems and how SET can be applied to discourage arbitrary managerial behaviors. It emphasizes the importance of adopting fair, transparent, and meaningful training practices that prioritize employee development as a long-term investment rather than a short-term obligation. By doing so, organizations can better achieve the objectives of SET, strengthening both employee performance and sustained organizational growth.

**Keywords:** *employee performance, training, social exchange theory, organizational performance*

## Introduction

Employee performance is a key factor in organizational success, and affects productivity, efficiency, and overall business outcomes (Deepalakshmi et al., 2024; Zhenjing et al., 2024; Ajobi and Owunna, 2022). The most efficient method for raising employee performance is through continuous training and development (Arulsamy et al., 2023). Training gives workers the abilities, know-how, and skills they need to do their jobs well, which boosts job satisfaction, lowers turnover, and improves organizational performance as a whole. However, workers' perceptions of organisational support and reciprocity have a major role in how eager they put their training into practice. This may be stated theoretically by Blau (2017), who provides a valuable theoretical framework for understanding the impact of training on employee performance. Social exchange theory holds that relationships at work are built on reciprocal exchanges, with workers reacting favourably to treatment from their organization (Matrafi, 2024; Ahmad et al., 2023). In the context of training, when companies make investments in staff development, employees see this as an indication

of support and dedication, which creates a sense of duty and encourages them to return the favour by performing better and being more loyal (Owunna et al., 2023; Mansour et al., 2022). In addition to improving technical proficiency, training strengthens psychological contracts, which increases worker engagement and job happiness (Etyindriani et al., 2023). Employees and the company gain from this reciprocal relationship, which fosters a long-lasting, performance-based culture. according to SET, relationships at work are controlled by reciprocal exchanges, and employees react positively to treatment from their employers. In Nigeria, where career advancement and job security are top priorities, companies that fund staff training instill a feeling of duty and dedication in their workforce (Mampuru et al., 2024; Mujajati et al., 2024). Employees are more likely to respond with more commitment, improved performance, and enduring loyalty if they believe that their employer is investing in their professional development (Berber and Gašić, 2024; Prummer et al., 2024).

Despite training being shown to have numerous advantages, many Nigerian organisations continue to struggle with issues including low training budgets, inadequate implementation techniques, and a lack of alignment between training initiatives and organizational objectives (Anyika et al., 2024), addressing these challenges requires a strategic approach where organizations not only provide technical skills training but also foster a culture of continuous learning and development (Bello and Muhammad, 2021). Training programs strengthen psychological contracts and increase organisational commitment and performance when seen as sincere attempts to improve employee competencies (Madu and Edokpolor, 2021; Yeap et al., 2021). This paper explores the role of training in enhancing employee performance within Nigerian organizations through the lens of social exchange theory. It examines how organizations can leverage training as a strategic tool to build a highly skilled and motivated workforce, fostering a culture of reciprocity and long-term commitment.

## **Background**

In contemporary organizational contexts, employee performance is a crucial factor that influences overall productivity, operational efficiency, and strategic growth (Triansyah et al., 2024). Training is an essential tool for improving workers' abilities, competencies, and understanding, so they can adjust to changing job requirements and technology breakthroughs (Nzimakwe and Utete, 2024; Pujianto, 2024). A well-trained employee not only improves task efficiency but also fosters innovation, job satisfaction, and long-term organizational commitment. However, despite its significance, empirical research on training and development in Nigeria remains limited (Akinwumi et al., 2023). Most available studies predominantly focus on private institutions (Imhangbe et al., 2023; Akwei and Nwachukwu, 2022), with less focus on fields where established training programs are frequently absent, in government organizations (Adejare et al., 2020). Organisations have traditionally relied on training and development techniques such as in-person seminars, memoranda, and on-the-job training. Although these methods facilitated information transmission, they often lacked scalability and flexibility, which made it challenging to meet the growing demand for continuous training. However, the rapid digital transition of the 21st century has transformed the training landscape by introducing digital collaboration tools, e-learning, and virtual simulations that allow employees to access training anytime and from anywhere (Nwakoby and Iloka, 2025; Owo, 2025). With the rise of mobile learning, AI-powered training systems, and virtual reality simulations, innovative approaches are now

available to effectively enhance employee skills (Ekuma, 2023; Jayadurga and Rathika, 2023).

Despite the numerous benefits of digital training, Nigerian organizations still face several obstacles before they can fully utilize technology-driven learning, modern training methods are not widely adopted due to a lack of funding for training programs, limited internet access, and resistance to change (Mogaji et al., 2024; Njoku et al., 2024). Furthermore, learning efforts tend to be less effective when there are no customized training programs that address the organizational objectives. Training must be strategically integrated into the business culture to overcome these obstacles and ensure that employees view learning as a valuable and continuous activity rather than a one-time duty. The SET's application to employee training highlights the mutually beneficial connection between businesses and their employees. Employees are more likely to respond with increased dedication, motivation, and performance when they perceive training as an investment in their career development (Katabalo and Mwita, 2024). Organizations that foster a positive learning environment cultivate a reciprocal culture in which employees work diligently to enhance their skills and apply what they have learned to drive the organization's success.

## Results and Discussion

### *Hindrances to employee training in Nigeria*

Employee training is essential for workforce development, increased productivity, and national economic growth (Uloh et al., 2024). However, in Nigeria, several obstacles hinder effective training programs, limiting employees' ability to acquire relevant skills for career advancement and organizational success (Etesike et al., 2024; Ezeaka, 2024). These obstacles include obsolete curricula, inadequate government policies, reluctance to change, bad infrastructure, and insufficient money. Nigeria's economic competitiveness is impacted by the ongoing gaps in training opportunities, which lead to a shortage of skills and inefficiency across a range of sectors (Angwaomaodoko, 2024; Moshtari and Safarpour, 2024). One of the major challenges affecting employee training is limited financial investment (Ojiemhenkele and Ofangbonmu, 2024). Many organizations do not allocate sufficient resources for training due to financial constraints. Employee training is often viewed as an unnecessary expense rather than an investment in human capital, leading to a lack of structured learning programs in most workplaces (Okwudili, 2024). The absence of financial support for training from government organizations further exacerbates the issue, according to Amadi and Nwogu (2023), organisations that disregard training face challenges with excessive staff turnover, job discontent, and employee performance, organisations find it challenging to remain viable in a globalized market when staff lack the resources to obtain the necessary skills.

In Nigeria, technical constraints and inadequate infrastructure present significant obstacles to employee training, essential infrastructure, such as reliable energy, state-of-the-art training facilities, and fast internet access, is lacking in many organisations and educational institutions. Access to digital educational resources, which are becoming essential tools for developing skills in the modern economy, is hindered by this shortcoming (Mhlanga, 2024). Similarly, studies show that employees' ability to learn new skills is limited when they cannot participate in virtual training sessions due to unpredictable power supplies and inadequate internet connectivity (Afzal et al., 2023).

The urban-rural skills gap is further exacerbated in rural regions, where access to training resources is significantly more restricted, and the infrastructure disparity is more pronounced. Additionally, the gap between academic training and industry demands is a major issue; Nigeria's educational system places little emphasis on practical and industry-relevant skills, predominantly focusing on theory. As a result, many recent graduates enter the workforce lacking the skills needed to meet job requirements, creating a disconnect between employee capabilities and company expectations (Aliu and Aigbavboa, 2023).

This issue is particularly evident in technical and vocational fields, where hands-on experience is crucial for job performance. Furthermore, studies found that over 60% of Nigerian employers believe that graduates lack the skills required to be productive in the workplace, necessitating additional on-the-job training (Adewumi and Cele, 2023; Kayode, 2023). However, many companies struggle to bridge this gap with limited training budgets, which results in reduced efficiency and productivity. Resistance to change and a lack of a strong learning culture further hinder employee training in Nigeria. Many employees and employers perceive training as an unnecessary distraction rather than an opportunity for growth. Employees may resist training due to fear of additional workload, lack of incentives, or skepticism about its impact on career progression (El-Taliawi, 2023; Küçükatalay et al., 2023). Furthermore, some employers worry that investing in training might lead to higher employee mobility, as trained workers may leave for better job opportunities. This mindset discourages organizations from investing in continuous learning programs. According to Fuxhi (2021), fostering a culture that encourages professional development is essential for organizations to remain competitive in an evolving business environment.

Ineffective government policy gaps also contribute to the challenges in employee training. Despite efforts by institutions like the Industrial Training Fund (ITF) and the National Board for Technical Education (NBTE), inconsistencies in policy execution have weakened workforce development initiatives, corruption, negligence of training funds, and bureaucratic inefficiencies further limit the effectiveness of government-led training programs (Obeta and Edwin, 2024; Gambo and Rufai, 2023; Adebayo, 2020; Ojo, 2020). Additionally, several businesses do not comply with mandatory employee training regulations due to poor enforcement mechanisms. Strengthening regulatory frameworks and incentivizing organizations to invest in employee training could help bridge this gap. High costs of professional training programs extant another significant barrier; numerous industry-recognized certification programs and specialized training courses are expensive, making them inaccessible to many employees (Olowu, 2020). In the absence of government support, employer-sponsored training, or scholarship opportunities, many workers struggle to afford skill development plans, as a result, they remain in low-paying jobs with limited prospects for career advancement. Further, research by Obeta and Edwin (2024) indicates that to solve this problem and provide access to high-quality training opportunities, subsidized training programs and reasonably priced digital learning solutions might be helpful.

### ***Theoretical underpinning***

Social Exchange Theory (SET) highlights the reciprocal process of employee training, when staff members weigh the costs and advantages of taking part, these interactions foster dedication, trust, and collaboration in addition to financial transactions, employee connections are strengthened by organisations that prioritise

skill development, which increases performance, commitment, and work fulfilment (Muldoon et al., 2024; Yamao, 2024; Blau, 2017). A system of reciprocity is fostered by meaningful training, which inspires staff members to contribute to the success of the organization, employees who consistently participate in training and development programs establish connections based on reciprocity and trust, enhancing group unity and social cohesiveness, this process aligns with the concept of social capital, which Putnam (2000) describes as the value that is generated by relationships between people. SET comprises three vital elements: trust, norms and shared values, and reciprocity (Hyder et al., 2024; Kang et al., 2024; Khera and Suri, 2024). When it comes to employee training, trust is the cornerstone of effective training settings, lowering uncertainty and encouraging sustained cooperation (Chaudhry, 2024). Training results are in line with organizational goals because norms and common principles establish guidelines for expected behaviors. Reciprocity, which is the concept of giving back advantages gained, motivates workers to use newly learnt abilities and impart knowledge to coworkers, promoting lifelong learning and career advancement (Akkermans et al., 2024). When these elements are present, social capital enhances workplace collaboration, improving teamwork, engagement, and overall performance. Employee commitment, motivation, and alignment with common objectives are all increased in organizations that foster social capital through organized training programs, which eventually leads to long-term organizational effectiveness (Khan et al., 2024; Marquina et al., 2024; Nong et al., 2024; Putnam, 2000).

It is clear from combining the idea of social capital with Social Exchange Theory (SET) that relational networks are essential for influencing behaviour at work, encouraging collaboration, and maintaining relationships based on trust. This viewpoint emphasises how individual behaviours and larger organizational systems are interrelated, highlighting the importance of reciprocity and exchange in fostering workplace unity and career advancement. According to SET, people participate in social interactions to optimize benefits and minimize expenses in their relationships (Han et al., 2024; Shahzad et al., 2024). When it comes to training and development, SET describes how staff members weigh the perceived advantages of training programs against the related expenses. When workers see measurable benefits like improved job effectiveness, career promotion, and skill development, they are more willing to participate in training programs. These advantages might also include easier learning, better decision-making, and more cooperation that creates a feeling of community and influence in the workplace. Organizations that design their training programs based on SET's reciprocal exchange concept, which makes workers feel appreciated and fairly compensated, are inclined to promote an engaged and learning environment (Hyder et al., 2024; Maksum et al., 2024).

Organisations may create development and training initiatives that additionally give workers the skills they need, but also improve motivation, trust, and long-term dedication by using SET. This strategy makes sure that workers see training as an investment that benefits both parties rather than as a mandate, which eventually increases engagement and boosts organisational performance. Building social capital and improving employee training results depend on trust, commitment, motivation, and involvement are increased when participants have faith in the organisation and the training resources (Kim et al., 2024). Shared values foster cooperation, while reciprocity encourages knowledge sharing and mentorship, strengthening continuous learning (Abbas et al., 2024). By incorporating these components, organisations establish an

atmosphere of learning that fosters employee development and organisational success. Effective employee training requires an understanding of social interaction dynamics, prioritising diversity, and observable advantages through online platforms, coaching, and individualised instruction is important for organisations. By eliminating obstacles and improving benefits like professional advancement and acknowledgement, SET promotes long-term involvement, increasing dedication, output, and overall performance (Matrafi, 2024; Blau, 2017).

### ***Theoretical contribution of social exchange theory***

Social Exchange Theory, developed by Blau (2017), offers a fundamental paradigm for understanding associations at work as mutually beneficial interactions among employees; these interactions are based on perceived benefits, trust, and commitments (Yamao, 2024). SET promotes a feeling of reciprocity in the environment of employee training and development, which clarifies the relationship between organisational training investments and performance (Bilal et al., 2024). Employees typically view training opportunities as a way for the company to help them, which creates a sense of duty to return the favour by improving performance, getting more involved, and putting in more effort, for instance, by exercising organisational citizenship (Kang et al., 2024). This dynamic implies that training is a motivating tool that improves employee-organization connections and a skill-enhancement tool (Chaudhry, 2024; Diah et al., 2024). This dynamic indicates that training serves as a motivating force that enhances employee-organization connections and a means for skill development (Herjuna et al., 2024).

A key contribution of SET to training and performance lies in its emphasis on trust and perceived organizational support (POS). According to past study, Employees view training programs as signs of the organization's dedication to their professional development, which boosts their level of trust in the organization. Likewise, recent study suggests employees are more inclined to respond with greater effort and commitment when they feel that their organization values their professional growth. Furthermore, Marquina et al. (2024) found that this trust-based exchange fosters a positive work environment where employees feel valued, leading to higher job performance and reduced turnover intentions. Additionally, the study by Tambunan et al. (2024) further supports this by demonstrating that employees who participate in training programs exhibit stronger commitment and productivity due to reinforced social exchange mechanisms. Also, SET emphasises how training may enhance peer, supervisor, and employee social interactions, by giving employees abilities that increase their value to their managers, high-quality training improves leader-member exchange (LMX) and fosters collaboration and respect between them (Khan et al., 2024). Similarly, training facilitates knowledge-sharing and collaboration among coworkers, creating a supportive network that enhances collective performance (Iqbal et al., 2024; Le and Ha, 2024). These relationship benefits extend beyond immediate skill acquisition, fostering a culture of continuous learning and adaptability, which is critical in dynamic work environments.

Social Exchange Theory highlights the long-term impact of training on employee retention and performance. Blau (2017) differentiates between economic exchanges (short-term) and social exchanges (long-term), with training positioned as a relational investment, consistent employee development fosters enduring psychological contracts, reinforcing mutual loyalty and commitment (Fantinelli et al., 2023). Employees who

perceive clear career growth opportunities tend to remain with their organizations and sustain higher performance levels (Ituma et al., 2024; Owunna et al., 2024). Thus, SET offers a valuable framework for understanding how training, as a reciprocal exchange, builds trust, strengthens employee-employer relationships, and drives long-term organizational success (Zeb et al., 2023).

### ***Challenges of social exchange theory***

The use of Social Exchange Theory (SET) in Nigerian organisations is fraught with difficulties, although it offers insightful information about how mutually beneficial interactions promote enhanced employee performance using training. First of all, a lot of Nigerian organizations have irregular and insufficient training programs, which are frequently brought on by a lack of funding, shoddy policy execution, or a lack of management commitment to long-term employee development (Aregbesola and Edinoh, 2024; Ogunode et al., 2024). Without reliable, continuous training opportunities, the reciprocal social exchanges SET describes are weakened, leaving employees feeling unrecognized and disconnected. Secondly, job insecurity and unstable employment contracts prevalent in some sectors undermine the development of long-term relational exchanges. SET relies on the assumption of continuing, trust-based relationships between employees and organizations (Blau, 2017). However, in environments characterized by short-term or unstable employment, employees are often less motivated to reciprocate organizational investments like training with loyalty and enhanced performance (David et al., 2024; Wiengarten et al., 2021).

Thirdly, Nigerian rigid workplace systems and cultural norms can restrict open communication and mutual trust between employees and management are essential to maintaining productive social interactions (Altassan and Rahman, 2023; Ationu, 2020). Employees may hesitate to fully engage or reciprocate in work settings where training opportunities are perceived as favors rather than strategic investments or employee entitlements. Furthermore, corruption and favoritism in training selection processes can restrict fair access to development opportunities, undermining perceptions of organizational fairness, a vital foundation for positive social exchanges (Aregbesola and Edinoh, 2024; Ojukwu and Chukwudi-Ofoedu, 2023). Employee trust and motivation decline when training opportunities are awarded based on personal connections rather than merit, ultimately diminishing the effectiveness of training programs. Lastly, concerns over organizational survival and economic instability often compel businesses to prioritize immediate operational needs over long-term employee development, limiting consistent investment in training initiatives (Ogunode et al., 2024; Osuma et al., 2024). This short-term focus contradicts SET's emphasis on building lasting, mutually beneficial relationships through consistent organizational support, although SET offers a valuable framework for fostering reciprocal links between training and employee performance, its practical application in Nigerian organizations is often hindered by challenges such as inconsistent training practices, job insecurity, cultural dynamics, favoritism, and financial constraints.

### **Conclusion**

The application of Social Exchange Theory within the government organizational context highlights the importance of adaptable, culturally aware training and development strategies in driving employee performance. Nigeria's rich cultural

diversity and geographic spread present unique opportunities and significant challenges for effective workforce development, making it essential for organizations to adopt context-specific approaches. Organisations may close skill gaps, build trust, and improve employee commitment by using a diverse range of training approaches, addressing cultural dynamics, encouraging fair career development options, and negotiating hierarchical power systems. Finally, the path to sustained organizational performance in Nigeria is closely tied to how effectively organizations employ the principles of Social Exchange Theory to create meaningful, inclusive, and strategically associated with training plans that develop long-term, reciprocal employee-employer relationships.

### **Acknowledgement**

The author sincerely thanks to supervisor and supervisory committee for their unwavering support throughout this study. The author also appreciate the participants and individuals who generously shared their time and insights, enriching the quality of this work.

### **Conflict of interest**

The authors conducted this study using personal resources, with no external financial or commercial support. They have declared no conflicts of interest.

### **REFERENCES**

- [1] Abbas, M., Ali, S., Hayat, Q., Saif, N., Hussain, M.M. (2024): Socially responsible human resource management and employees' entrepreneurial behaviour: social exchange perspective. – *International Journal of Entrepreneurial Venturing* 16(3): 317-336.
- [2] Adebayo, A. (2020): Accountability and transparency in Nigeria's civil service. – *Journal of Public Administration* 55(2): 1-12
- [3] Adejare, B.O., Olaore, G.O., Udofia, E.E., Emola, T.B. (2020): Inefficiency among non-academic staffs in Nigerian tertiary institutions: The role of training and development. – *Journal on Efficiency and Responsibility in Education and Science* 13(2): 56-66.
- [4] Adewumi, S., Cele, S.C. (2023): Curriculum design and entrepreneurial intention: Bridging graduates' unemployment gap in Nigeria. – *International Journal of Social Sciences & Educational Studies* 10(3): 161-178.
- [5] Afzal, A., Khan, S., Daud, S., Ahmad, Z., Butt, A. (2023): Addressing the Digital Divide: Access and Use of Technology in Education. – *Journal of Social Sciences Review* 3(2): 883-895
- [6] Ahmad, R., Nawaz, M.R., Ishaq, M.I., Khan, M.M., Ashraf, H.A. (2023): Social exchange theory: Systematic review and future directions. – *Frontiers in Psychology* 13: 14p.
- [7] Ajobi, A.O., Owunna, R. (2022): Influence of Leadership on Job Performance among Employees of Selected Government Secondary Schools in Lagos Nigeria. – *International Journal of Academic Research in Business and Social Sciences* 12(11): 1762-1771.
- [8] Akinwumi, F.S., Oyekan, O.A., Ayo-Ayinde, A.I. (2023): Human resource management in Nigerian higher institutions: Contemporary issues, challenges and solutions. – In

- Managing Higher Education and Research Institutes for Results, Nigeria: University of Abuja Press 12p.
- [9] Akkermans, J., Tomlinson, M., Anderson, V. (2024): Initial employability development: introducing a conceptual model integrating signalling and social exchange mechanisms. – *European Journal of Work and Organizational Psychology* 33(1): 54-66.
- [10] Akwei, C., Nwachukwu, C. (2022): An exploration of contextual factors affecting the nexus of competitive strategy and human resource management practices in Nigeria emerging economy context. – *The International Journal of Human Resource Management* 34(16): 3079-3122.
- [11] Aliu, J., Aigbavboa, C. (2023): Key generic skills for employability of built environment graduates. – *International Journal of Construction Management* 23(3): 542-552.
- [12] Altassan, M., Rahman, I. (2023): Impact of organizational culture on employee retention in higher education institutions. – *Res Militaris* 13(3): 3350-3361.
- [13] Amadi, U.V., Nwogu, U.J. (2023): The impact of funding on educational development in Nigeria. – *Journal of Education in Developing Areas* 31(3): 61-82.
- [14] Angwaomaodoko, E.A. (2024): An Analytical Study on the Reformation of the Nigerian Education System. – *Traektoriâ Nauki* 10(2): 2001-2008.
- [15] Anyika, M.I., Ojukwu, H.S., Chukwuma, E.D., Mgbemena, I.C. (2024): Training and Development Programme for Employee Performance: A Study of Pharmaceutical Firms in FCT, Abuja, Nigeria. – *African Journal of Management and Business Research* 14(1): 233-257.
- [16] Aregbesola, B.G., Edinoh, B.E. (2024): Impact of economic hardship on the job performance of academic staff in Nigerian universities: Implications for science educators. – *Synergy: Cross-Disciplinary Journal of Digital Investigation* 2(10): 13-21.
- [17] Arulsamy, A.S., Singh, I., Kumar, M.S., Panchal, J.J., Bajaj, K.K. (2023): Employee training and development enhancing employee performance-A study. – *Samdarshi* 16(3): 1-11.
- [18] Ationu, H.U. (2020): Exploring Challenges and Management of Multicultural Workforce Organization in Nigeria. – Walden University 225p.
- [19] Bello, O., Muhammad, A.D.K. (2021): Technical and Vocational Education and Training (TVET) Sector in Nigeria: Structure, Challenges and Repositioning Strategies. – *International Journal of Research (IJR)* 8(10): 127-151.
- [20] Berber, N., Gašić, D. (2024): The mediating role of employee commitment in the relationship between compensation system and turnover intentions. – *Employee Relations: The International Journal* 46(4): 721-755.
- [21] Bilal, M.A., Raza, M., Khan, A.B. (2024): Leveraging Knowledge Management Processes to Enhance Employee Performance through Motivation: A Social Exchange Theory Perspective in Pakistani Healthcare Organizations. – *Journal of Innovative Research in Management Sciences* 5(4): 25-47.
- [22] Blau, P.M. (2017): *Exchange and Power in Social Life*. – New York: Wiley 382p.
- [23] Chaudhry, S. (2024): Sustaining talent: a social exchange perspective on the Generation Z workforce. – *Development and Learning in Organizations: An International Journal* 38(5): 19-22.
- [24] David, R., Subramani, A.K., Singh, S., Nigoti, U. (2024): The moderating effects of perceived social worth and organizational virtuousness on the relationship between emotional labor, precarious work, and organizational commitment among ASHA workers in India. – *Acta Psychologica* 248: 9p.
- [25] Deepalakshmi, N., Tiwari, D., Baruah, R., Seth, A., Bisht, R. (2024): Employee engagement and organizational performance: A human resource perspective. – *Educational Administration: Theory and Practice* 30(4): 5941-5948.
- [26] Diah, Z.M., Qomariah, N., Herlambang, T. (2024): The Influence of Leadership Style and Job Training On Employee Performance in the Cement Industry. – *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* 7(1): 158-168.

- [27] Ekuma, K. (2023): Artificial Intelligence and Automation in Human Resource Development: A Systematic Review. – *Human Resource Development Review* 23(2): 199-229.
- [28] El-Taliawi, O.G. (2023): Resistance to organizational change. – In *Global Encyclopedia of Public Administration, Public Policy, and Governance*, Cham: Springer International Publishing 4p.
- [29] Etesike, C.N., Ogbuabor, C.O., Offor, U.C. (2024): Revolutionizing Teacher Training In Nigeria: Navigating Digital Challenges And Embracing Opportunities. – *The International Journal of Advances In Sciences, Vocational And Technical Education (Ijasvote)* 1(1): 90-97.
- [30] Etyindriani, E., Yusawati, Y., Nindiyawati, N. (2023): The Role Of Development In Increasing The Working Achievement Of Education And Culture Department Employees Muara Enim District. – *Jurnal Ekonomi, Manajemen, Bisnis dan Akuntansi Review* 3(1): 139-144.
- [31] Ezeaka, N.B. (2024): Artificial intelligence (AI) and health communication policy in Nigeria: Challenges and prospects. – *Journal of Advanced Research and Multidisciplinary Studies* 6(1): 141-149.
- [32] Fantinelli, S., Galanti, T., Guidetti, G., Conserva, F., Giffi, V., Cortini, M., Di Fiore, T. (2023): Psychological contracts and organizational commitment: The positive impact of relational contracts on call center operators. – *Administrative Sciences* 13(4): 1-14.
- [33] Furkhi, G. (2021): Employee's resistance and organizational change factors. – *European Journal of Business and Management Research* 6(2): 30-32.
- [34] Gambo, K., Rufai, M.D. (2023): Challenges and prospects of public service in Nigeria, 1999-2022. – *Jigawa Journal of Politics* 3(2): 139-151.
- [35] Han, X., Li, Q., Wang, X. (2024): Investigating how corporate social responsibility affects employees' thriving at work: a social exchange perspective. – *Sustainability* 16(3): 12p.
- [36] Herjuna, S.A.S., Marhaeni, V.F., Alvira, M., Putri, F., Anastasya, F. (2024): Impact of Training and Development Programs on Employee Performance in the Manufacturing Sector. – *Acta Psychologia* 3(3): 140-151.
- [37] Hyder, S., Malik, M.I., Hussain, S., Saqib, A. (2024): A social exchange theory perspective on efficacy, co-creation and successful new service development. – *Journal of Organizational Effectiveness: People and Performance* 14p.
- [38] Imhangbe, O.S., Oviawe, J.I., Aluede, O., Obinyan, G., Oke, T.D. (2023): Challenges and Emerging Perspectives of Quality Assurance and Teacher Education in Nigerian Universities: A Literature Review. – *Open Education Studies* 5(1): 11p.
- [39] Iqbal, S., Ullah, S., Rizwan, A., Nazeer, N., Rasheed, M., Siddiqi, A.F.I. (2024): The impact of organizational culture on knowledge sharing and absorptive capacity: A study of the microfinance institutions in Pakistan. – *South Asian Journal of Business Studies* 14(3): 72-89.
- [40] Ituma, O.A., Agu, S.U., Ozo, F.K., Chinweike, O.A., Onwe, J.C. (2024): The impact of career development on employee performance in the civil service sector: A Nigerian context. – *Journal of Chinese Human Resources Management* 15(1): 42-63.
- [41] Jayadurga, D.R., Rathika, M.S. (2023): Significance and Impact of Artificial Intelligence and Immersive Technologies in the field of Education. – *International Journal of Recent Technology and Engineering (IJRTE)* 12(2): 66-71.
- [42] Kang, T.C., Hung, S.Y., Chen, C., Ractham, P. (2024): Determinants of Successful Knowledge Transfer: Unveiling Social Exchange Theory Insights on Knowledge Velocity and Viscosity in Enterprises. – *Knowledge Management & E-Learning* 16(3): 565-590.
- [43] Katabalo, C.V., Mwita, K.M. (2024): The role of compensation on job satisfaction, employee performance and organisational performance. – *Science Mundi* 4(1): 137-148.
- [44] Kayode, H.M. (2023): Technological unemployment, skill mismatch and the future of higher education in post-pandemic Nigeria. – *Qeios* 5: 1-17.

- [45] Khan, N.A., Bahaudur, W., Akhtar, M., Maialeh, R., Pravdina, N. (2024): Examining the Impact of Leadership Coaching Behavior on Team-Level Knowledge Creation and Environmental Performance: A Social Exchange Theory Perspective. – *Business Ethics, the Environment & Responsibility* 15p.
- [46] Khera, S.N., Suri, P.K. (2024). Towards crafting a cure for employee turnover: a social exchange theory perspective. – *Industrial and Commercial Training* 56(4): 434-448.
- [47] Kim, S., Choi, D., Nam, H. (2024): Enhancing flight attendants' well-being: exploring the impact of social exchange relationships and job crafting. – *Service Business* 20p.
- [48] Küçükatalay, T., Vardarlier, P., Vayvay, Ö., Özsürünç, R. (2023): Identifying the factors affecting individual resistance against organizational change. – *Journal of Higher Education Policy and Leadership Studies* 4(1): 120-140.
- [49] Le, P.B., Ha, S.V. (2024): Influences of collaborative culture and knowledge management on product and process innovation: the moderating role of information technology utilization. – *Journal of Business & Industrial Marketing* 39(12): 2573-2586.
- [50] Madu, M.C., Edokpolor, J.E. (2021): Issues and challenges facing the teaching and learning of tvet in the Covid-19 pandemic era. – *Journal of Vocational Education Studies* 4(2): 188-195.
- [51] Maksum, I., Khan, R.B.F. (2024): Integration of social exchange theory: spiritual leadership on millennial organizational performance. – *Journal of Management and Digital Business* 4(2): 396-413.
- [52] Mampuru, M.P., Mokoena, B.A., Isabirye, A.K. (2024): Training and development impact on job satisfaction, loyalty and retention among academics. – *SA Journal of Human Resource Management* 22: 10p.
- [53] Mansour, A., Rowlands, hefin, Al-Gasawneh, J.A., Nusairat, N.M., Al-Qudah, S., Shrouf, H., Akhorshaideh, A.H. (2022): Perceived benefits of training, individual readiness for change, and affective organizational commitment among employees of national jordanian banks. – *Cogent Business & Management* 9(1): 20p.
- [54] Marquina, M.V.H., Le Dain, M.A., Joly, I., Zwolinski, P. (2024): Exploring determinants of collaboration in circular supply chains: A social exchange theory perspective. – *Sustainable Production and Consumption* 50: 1-19.
- [55] Matrafi, M. (2024): The Impact of Social Exchange Theory on Employee Motivation And Job Satisfaction. – *International Journal of Management (IJM)* 15(04): 130-136.
- [56] Mogaji, I.J., Mewomo, M.C., Bondinuba, F.K. (2024): Assessment of barriers to the adoption of innovative building materials (IBM) for sustainable construction in the Nigerian construction industry. – *Engineering, Construction and Architectural Management* 32(13): 1-26.
- [57] Moshtari, M., Safarpour, A. (2024): Challenges and strategies for the internationalization of higher education in low-income East African countries. – *High Education* 87: 89-109.
- [58] Mujajati, E., Ferreira, N., Du Plessis, M. (2024): Fostering organisational commitment: A resilience framework for private-sector organisations in South Africa. – *Frontiers in Psychology* 15: 12p.
- [59] Muldoon, J., Gould, A.M., Joullié, J.E. (2024): Past is prologue: from human relations to social exchange theory. – *Qualitative Research in Organizations and Management: An International Journal* 19(3): 182-202.
- [60] Njoku, C.O., Ozurumba, B.A., Ubah, C.P., Nwaimo, C.E., Ugwu, K.E., Akujor, J.C., Ejiogu, U.G.C., Nwoko, N.M. (2024): Overcoming Barriers to Technology Adoption in Nigeria Government Institutions. – *Academy of Entrepreneurship Journal*: 30(S4): 1-12.
- [61] Nong, N.M.T., Phuong, N.Q., Duc-Son, H. (2024): The effect of employee competence and competence-job-fit on business performance through moderating role of social exchange: A study in logistics firms. – *The Asian Journal of Shipping and Logistics* 40(4): 187-197.

- [62] Nwakoby, C.S., Iloka, P.C. (2025): Regulatory Challenges In Implementing Digital Education In Anambra State For Sustainable Development. – *Unizik Journal Of Educational Laws And Leadership Studies* 1(1): 12p.
- [63] Nzimakwe, T.I., Utete, R. (2024): Staff training and employee performance: Perspectives of the workplace. – *International Journal of Business Ecosystem & Strategy* 6(1): 80-86.
- [64] Obeta, R.U., Edwin, E.I. (2024): Training for professionalism in Nigeria: A key to effective civil service delivery. – *Arabian Journal of Business and Management Review (Nigerian Chapter)* 9(1): 19-23.
- [65] Ogunode, N.J., Ukozor, C.U., Abiodun, O.J. (2024): Private universities in Nigeria: Contributions, problems and way forward. – *International Journal of Education and Life Sciences* 2(5): 436-451.
- [66] Ojiemhenkele, A.E., Ofangbonmu, U. (2024): Exploring the Panaceas to The Consequences of Inadequate Data to The Planning of Education in Nigeria. – *Journal of Theoretical and Empirical Studies in Education* 9(1): 246-265.
- [67] Ojo, A. (2020): Political instability and civil service reform in Nigeria. – *Journal of Politics and Governance* 9(1): 1-18.
- [68] Ojukwu, C.O., Chukwudi-Ofoedu, A.E. (2023): Disruptive Technology and Accounting Education in Nigeria Federal Universities: Issues, Challenges, and Way Forward. – *NIU Journal of Social Sciences* 9(3): 77-88.
- [69] Okwudili, C.B. (2024): Skills mismatch in Nigeria's labour market: Bridging the divide: A case study of Rivers State. – *International Journal of Advanced Multidisciplinary Research and Studies* 4(3): 1533-1538.
- [70] Olowu, D. (2020): Human Capital Development in Nigeria's Civil Service. – *Journal of Human Resource Development* 19(1): 1-14.
- [71] Osuma, G., Ayinde, A., Ntokozo, N., Ehikioya, B. (2024): Evaluating the impact of systemic corruption and political risk on foreign direct investment inflows in Nigeria: an analysis of key determinants. – *Discover Sustainability* 5(1): 1-13.
- [72] Owo, O.T. (2025): Enhancing the Digital Competence of Educational Stakeholders: A Panacea for Educational Transformation in Nigeria. – In *Planning Tools for Policy, Leadership, and Management of Education Systems*, IGI Global 31p.
- [73] Owunna, R., Abd Aziz, M.F.B., Syuhada, S.N., Musa, Ajobi, O.A.(2024): Organizational Challenges of Women Career Development: A Case Study of Banking Sector. – *Humanities* 5(5): 326-341.
- [74] Owunna, R., Aziz, M.F.A., Musa, S.N.M., Ajobi, A.O. (2023): Impact of working conditions and interpersonal relationships on performance of non-academic staff. – *International Journal of Academic Research in Business and Social Sciences* 13(12): 4188-4203.
- [75] Prummer, K., Human-Vogel, S., Pittich, D. (2024): Vocational education and training in South Africa: leaders' perceptions of a mentoring framework in a professional development programme. – *International Journal of Mentoring and Coaching in Education* 13(2): 195-213.
- [76] Pujianto, S. (2024): Effectiveness of Employee Training and Development in Increasing Productivity and Innovation in Multinational Companies. – *Global International Journal of Innovative Research* 2(9): 2245-2256.
- [77] Putnam, R.D. (2000): *Bowling alone: The collapse and revival of American community.* – Simon and Schuster 541p.
- [78] Shahzad, K., Rasheed, M.A., Faisal, M., Hassan, S.G. (2024): Unveiling the nexus: exploring the collective social exchange dynamics of high-performance work systems in shaping organizational outcomes. – *Journal of Organizational Effectiveness: People and Performance* 21p.
- [79] Tambunan, S.G., Sihombing, D., Rizkina, S. (2024): The effect of training on employee performance in Lahat district hotels. – *International Journal of Applied Finance and Business Studies* 12(2): 189-194.

- [80] Triansyah, F.A., Hejin, W., Stefania, S. (2023): Factors affecting employee performance: A systematic review. – *Journal Markcount Finance* 1(3): 150-159.
- [81] Uloh, E.V., Nnaji, J.R., Onyegbule, B.A. (2024): Promoting Entrepreneurship skills in Vocational Technical Education towards Manpower Development for Self-Reliance in Nigeria. – *Journal for Family & Society Research* 3(2): 20-31.
- [82] Wiengarten, F., Pagell, M., Durach, C.F., Humphreys, P. (2021): Exploring the performance implications of precarious work. – *Journal of Operations Management* 67(8): 926-963.
- [83] Yamao, S. (2024): Social exchange theory. In *A Guide to Key Theories for Human Resource Management Research*, Edward Elgar Publishing 6p.
- [84] Yeap, C.F., Suhaimi, N., Nasir, M.K.M. (2021): Issues, challenges, and suggestions for empowering technical vocational education and training education during the COVID-19 Pandemic in Malaysia. – *Creative Education* 12(8): 1818-1839.
- [85] Zeb, A., Goh, G.G.G., Javaid, M., Khan, M.N., Khan, A.U., Gul, S. (2023): The interplay between supervisor support and job performance: Implications of social exchange and social learning theories. – *Journal of Applied Research in Higher Education* 15(2): 429-448.
- [86] Zhenjing, G., Chupradit, S., Ku, K.Y., Nassani, A.A., Haffar, M. (2022): Impact of Employees' Workplace Environment on Employees' Performance: A Multi-Mediation Model. – *Frontiers in Public Health* 10: 9p.