AFRICAN JOURNAL of Social & Behavioural Sciences

Volume 16, Number 8 (2026)
Print ISSN: 2141-209X
ISSN-L: 2141-209X
Double-blind peer reviewed

Research Article
DOI: https://doi.org/10.68442/ajsbs/2026/v16i8.016

Effect of Training on Employee Performance in Barcelona Hotel, Abuja, Nigeria

Favour Nanmak Solomon[1*], Felicia Eze[2] & Dannap E. Nanzing[1]

[1]*Department of Business Administration, Faculty of Administration and Management, Bingham University, Karu, Nasarawa State, Nigeria*
[2]*Department of Entrepreneurship, Faculty of Administration and Management, Bingham University, Karu, Nasarawa State, Nigeria*

*Corresponding author: Favoursolomon72@gmail.com

Received: 11 September 2026 • **Accepted:** 17 October 2026 • **Published:** 24 October 2026

ABSTRACT

Employee performance remains critical to organisational effectiveness, particularly in the hospitality industry, where service quality and customer satisfaction depend largely on employees' competence and productivity. This study examined the effect of training on employee performance in Barcelona Hotel, Abuja, Nigeria. Specifically, the study assessed the effect of e-learning and on-the-job mentoring on employee performance. The study adopted a descriptive survey research design and employed a census sampling technique involving all 221 employees of Barcelona Hotel, Abuja. Primary data were collected through structured questionnaires administered to the employees. A total of 221 questionnaires were distributed, out of which 205 valid copies were retrieved and used for analysis. Descriptive statistics, Pearson Product-Moment Correlation, and multiple linear regression were used to analyse the data. Data were coded in Microsoft Excel, and the Statistical Package for the Social Sciences (SPSS) version 25 supported the analysis. The findings showed that e-learning and on-the-job mentoring positively and significantly affect employee performance, jointly explaining 71.9% of its variance (R^2 = .719). The study concluded that effective training through e-learning and on-the-job mentoring enhances employee competence, productivity, and overall organisational performance. The study recommended that Barcelona Hotel management strengthen its e-learning initiatives by providing employees with accessible digital learning platforms and continuously improve its on-the-job mentoring programmes to facilitate knowledge transfer, skill development, and improved service delivery.

Keywords: Training, E-learning, On-the-job Mentoring, Employee Performance, Productivity

Cite this article: Solomon, F. N., Eze, F., & D. E. Nanzing (2026). Effect of training on employee performance in Barcelona Hotel, Abuja, Nigeria. *African Journal of Social and Behavioural Sciences, 16*(8), 204–213. https://doi.org/10.68442/ajsbs/2026/v16i8.016

Introduction

Employee performance is widely recognised as a critical determinant of organisational success, particularly in the hospitality industry where the quality of service delivery depends largely on the competence, skills, and commitment of employees (Armstrong & Taylor, 2020). High employee performance contributes to improved customer satisfaction, operational efficiency, organisational productivity, and competitive advantage. Consequently, organisations increasingly invest in training programmes to enhance employees' knowledge, skills, and abilities required to meet changing organisational demands and customer expectations (Noe, 2020).

Training is a systematic process through which employees acquire the knowledge, skills, and competencies necessary to improve job performance and achieve organisational objectives. It enables employees to adapt to technological changes, improve service quality, enhance productivity, and perform their responsibilities more effectively (Becker, 1964; Schultz, 1961). As organisations continue to operate in highly competitive and technology-driven environments, traditional classroom-based training is gradually being complemented by more flexible and continuous learning approaches such as e-learning and on-the-job mentoring (Giannakos et al., 2022).

© 2026 African Journal of Social and Behavioural Sciences · Faculty of Social Sciences, Imo State University, Owerri, Nigeria

E-learning has emerged as a widely used approach to employee training and organisational learning (Giannakos et al., 2022). Through digital learning platforms, employees can access training materials, update their knowledge, and develop new competencies, and evidence from a hotel in Indonesia suggests that digital learning improves employees' competence and, through it, service quality (Triraharjo et al., 2026). Similarly, on-the-job mentoring provides employees with practical learning opportunities by allowing experienced employees and supervisors to transfer knowledge, provide guidance, and support less experienced employees in performing their job responsibilities effectively (Ivey & Dupré, 2022; Pereira et al., 2023). These training approaches enhance employee confidence, improve problem-solving abilities, strengthen job commitment, and ultimately contribute to higher employee performance.

Although organisations in developed economies have made significant investments in employee training and development, they continue to encounter challenges relating to skill obsolescence, technological changes, and the need for continuous workforce development (Noe, 2020). In developing economies, employee training is further constrained by funding shortages and limited management support, as reported for training and development practices in rural hospitals in Zimbabwe (Moyo, 2026). In Nigeria, a study of four-star hotels found that talent development significantly predicted employees' discretionary work behaviour, underlining the value of investing in staff development in the Nigerian hotel industry (Edeh et al., 2022).

In Nigeria, organisations increasingly recognise that employee training is essential for improving productivity and sustaining organisational competitiveness. However, many organisations, particularly within the hospitality industry, continue to experience challenges such as poor service quality, customer complaints, declining employee productivity, and high staff turnover despite investments in staff training programmes (Armstrong & Taylor, 2020; Noe, 2020). These challenges have heightened the need for organisations to adopt effective training approaches capable of improving employee competence and overall organisational performance.

Previous studies have examined employee training using various dimensions, including e-learning, mentoring, and other workplace learning strategies (Giannakos et al., 2022; Ivey & Dupré, 2022; Oladimeji & Sowemimo, 2020; Triraharjo et al., 2026). This study adopts the dimensions of e-learning and on-the-job mentoring because they represent practical and widely utilised training approaches within modern organisations. E-learning enhances employee performance by providing continuous access to knowledge, improving digital competence, and supporting flexible learning, while on-the-job mentoring facilitates knowledge transfer, practical skill acquisition, employee confidence, and professional development through direct interaction with experienced employees. Despite the growing body of literature, limited empirical studies have specifically examined the combined effect of e-learning and on-the-job mentoring on employee performance within the Nigerian hospitality industry. Consequently, this study seeks to examine the effect of training on employee performance in Barcelona Hotel, Abuja, Nigeria, and provide recommendations for improving employee development and organisational effectiveness.

Statement of the Problem

Employee performance plays a significant role in determining service quality and customer satisfaction within the hospitality industry. However, hotels continue to experience challenges such as poor service delivery, customer complaints, low productivity, and declining employee efficiency despite the increasing emphasis on employee training and development. These challenges may occur when training does not adequately provide employees with the knowledge and practical skills required to perform their duties effectively.

Traditional training methods may not always provide employees with continuous and practical learning opportunities. E-learning provides flexible access to learning resources and allows employees to develop their knowledge and skills, while on-the-job mentoring facilitates practical learning, guidance, and knowledge transfer through interaction with experienced employees. However, the effectiveness of these training approaches in improving employee performance may differ across organisations.

Although previous studies have examined training, e-learning, mentoring, and employee performance in different organisational and hospitality settings, limited empirical evidence exists on the combined effect

of e-learning and on-the-job mentoring on employee performance at Barcelona Hotel, Abuja, Nigeria. In particular, there is limited evidence on how these training approaches influence employees' productivity, service quality, and job efficiency within the hotel. This creates a need to examine whether e-learning and on-the-job mentoring can effectively improve employee performance at Barcelona Hotel, Abuja, Nigeria. Therefore, this study seeks to examine the effect of training on employee performance at Barcelona Hotel, Abuja, Nigeria, with specific focus on e-learning and on-the-job mentoring.

The main objective of the study is to examine the effect of training on employee performance in Barcelona Hotel, Abuja, Nigeria. The specific objectives are to:

i. Examine the effect of e-learning on employee performance at Barcelona Hotel, Abuja, Nigeria.
ii. Determine the effect of on-the-job mentoring on employee performance at Barcelona Hotel, Abuja, Nigeria.

Research Hypotheses

The following null hypotheses were tested in the study:

H_{01}: E-learning has no significant effect on employee performance at Barcelona Hotel, Abuja, Nigeria.

H_{02}: On-the-job mentoring has no significant effect on employee performance at Barcelona Hotel, Abuja, Nigeria.

Literature Review

Training

Training refers to the systematic process through which employees acquire the knowledge, skills, abilities, and competencies required to perform their jobs effectively and contribute to organisational objectives. It is a planned organisational activity designed to improve employee performance by enhancing technical knowledge, behavioural competencies, and work-related skills (Noe, 2020). According to Armstrong and Taylor (2020), training equips employees with the capabilities needed to adapt to changing organisational demands, technological advancements, and evolving customer expectations. Organisations that invest in continuous employee training are more likely to achieve improved productivity, service quality, employee commitment, and overall organisational effectiveness. In today's dynamic business environment, training has evolved beyond traditional classroom instruction to include technology-driven and workplace-based learning approaches that facilitate continuous professional development.

E-learning

E-learning is a technology-based training approach that utilises electronic devices, internet technologies, and digital learning platforms to deliver educational content and training programmes to employees. Giannakos et al. (2022) note that e-learning uses information and communication technology to foster learning and can offer organisations flexible ways to share knowledge across departments and staff. It enables organisations to deliver standardised training programmes efficiently while allowing employees to learn at their own pace. Triraharjo et al. (2026), in a survey of 100 employees of a hotel in Bogor, Indonesia, found that digital learning improved employees' competence, which in turn improved service quality. E-learning has therefore become an essential component of employee development, particularly in organisations seeking continuous learning and knowledge sharing.

On-the-job Mentoring

On-the-job mentoring refers to a workplace learning process in which experienced employees or supervisors provide guidance, coaching, and practical support to less experienced employees while they perform their job responsibilities. Ivey and Dupré (2022) describe mentoring as a popular workplace practice that research has linked to benefits for both protégés and organisations. Similarly, Oladimeji and Sowemimo (2020) found that mentoring dimensions such as exposure, counselling and role modelling were significantly related to employee job performance in Nigerian hotels. Through continuous interaction

and practical learning experiences, on-the-job mentoring contributes significantly to employee competence, commitment, and overall job performance.

Employee Performance

Employee performance refers to the extent to which employees effectively execute their assigned responsibilities and contribute towards the achievement of organisational goals. According to Armstrong and Taylor (2020), employee performance encompasses the quality, efficiency, productivity, and effectiveness with which employees perform their duties. High employee performance is reflected in improved service delivery, customer satisfaction, operational efficiency, innovation, and organisational productivity. Noe (2020) further explained that employee performance is influenced by several organisational factors, including training, motivation, leadership, and the availability of appropriate work resources. In the hospitality industry, employee performance is particularly important because employees directly influence customer experiences and organisational reputation.

In this study, employee performance is assessed using a five-item scale that covers the quality, efficiency, productivity and effectiveness with which employees perform their duties, including the quality of service they deliver to guests. Organisations that consistently invest in employee development through effective training programmes are more likely to experience sustained improvements in employee performance, customer loyalty, and competitive advantage.

Empirical Review

Muhaire (2022) examined the effect of training on employee performance in the hospitality industry in Uganda. The study adopted a cross-sectional research design and was anchored on Human Capital Theory. The target population comprised 75 permanent employees of Mbale Resort Hotel, from which a sample of 63 respondents was randomly selected. Primary data were collected using close-ended questionnaires and analysed using mean, standard deviation, percentages, and frequencies. The study examined training needs assessment, training methods, and training content in relation to employee performance. The findings showed that training is important in equipping employees with work-related skills and competencies for improved performance. However, the study was conducted in Uganda and focused on a single hotel, leaving a contextual gap for the present study at Barcelona Hotel, Abuja, Nigeria.

Kowo and Adeleke (2022) examined the effect of e-learning on employee performance among non-academic staff of Kwara State University, Nigeria. The study adopted a quantitative research design and used survey, experimental, and ex-post facto approaches. The population comprised 726 non-academic staff, from which a sample of 260 employees was selected using simple random sampling. Data were collected through questionnaires and analysed using statistical techniques to examine the relationship between e-learning and employee performance. The findings revealed that e-learning improved employees' productivity, quality of work, learning pace, and ability to handle greater responsibilities. The study concluded that e-learning can enhance employee performance by facilitating knowledge transfer and skills development. However, the study was conducted within a university rather than the hospitality industry, creating a sectoral gap that the present study seeks to address.

Pandeani et al. (2022) examined employees' perceptions of an online training programme in a hotel in Bali, Indonesia. The study employed a mixed-method research approach. The population comprised 328 employees across 18 departments who attended the hotel's online training programme, while a sample of 180 employees was determined using Slovin's formula. Quantitative data were collected through questionnaires, while qualitative data were obtained through interviews with employees, managers, and senior staff. Secondary data on employee numbers and year-to-date online training hours were also obtained from the hotel. The findings showed that employees considered the online training course and content to be good, the instructor qualified, and the online training materials relevant to their jobs. However, the study primarily examined employees' perceptions of online training rather than directly testing its effect on employee performance. It was also conducted in Indonesia, leaving a contextual and variable-specific gap for the present study.

Oladimeji and Sowemimo (2020) examined the effect of mentoring on employee job performance in the Nigerian service sector, using selected hotels as the study setting. The study adopted a descriptive survey research design. The population comprised 460 guest service staff from Park Inn by Radisson and Green Legacy Resort, including supervisors, front-desk officers, porters, waiters, and housekeepers. A sample of 250 respondents was determined using the Taro Yamane formula, while quota sampling was used to distribute the research instrument across the relevant groups. Primary data were collected using a structured questionnaire. The findings showed that mentoring dimensions, including exposure, counselling, and role modelling, had significant relationships with employee performance. The study therefore established that mentoring can contribute to improved employee job performance in the Nigerian hospitality sector. However, the study was conducted in Ogun State and examined mentoring generally rather than specifically focusing on on-the-job mentoring at a hotel in Abuja.

Okagbue (2023) examined the effects of mentoring on employees' career development in selected hospitality organisations in Abia State, Nigeria. The study adopted a survey research design and used primary and secondary sources of data. The population comprised 726 staff of selected hospitality organisations, from which a sample of 258 respondents was determined using the Taro Yamane formula. Stratified sampling was adopted, and 258 questionnaires were distributed, of which 215 were recovered and found usable, representing an 83.4% response rate. The data were analysed using linear regression analysis. The findings revealed a significant relationship between mentoring and employees' career development and indicated that organisational support and effective mentoring contribute to employee development. However, the study focused on career development rather than employee performance as the dependent variable and was conducted in Abia State, creating a contextual and variable gap for the present study at Barcelona Hotel, Abuja.

Theoretical Framework

Human Capital Theory

This study is anchored on the Human Capital Theory (HCT) developed by Theodore Schultz (1961) and later expanded by Gary Becker (1964). The theory posits that investment in employees through education, training, and skill development enhances their knowledge, competencies, and productivity, thereby improving organisational performance. It views employee development as an investment that produces benefits for both employees and organisations.

The theory is relevant to this study because e-learning and on-the-job mentoring are forms of employee training that enhance knowledge and skills. E-learning provides employees with continuous access to learning resources, while on-the-job mentoring facilitates practical knowledge transfer and guidance from experienced employees. These training approaches are expected to improve employee productivity, service quality, and job efficiency at Barcelona Hotel, Abuja, Nigeria. Thus, Human Capital Theory provides a suitable basis for explaining how investment in employee training can enhance employee performance.

Methodology

The study adopted a descriptive survey research design. The target population comprised all employees of Barcelona Hotel, Abuja, Nigeria. According to the Human Resources Department of Barcelona Hotel (personal communication, 2025), the hotel has a total workforce of 221 employees. Since the population was relatively small and manageable, the study adopted the census sampling technique, whereby all the employees were included in the study.

Primary data were collected using a structured, closed-ended questionnaire designed in line with the study objectives. A reliability test was conducted using Cronbach's Alpha to ascertain the internal consistency of the research instrument. The reliability coefficients for all the study constructs exceeded the acceptable threshold of 0.70, indicating that the instrument was reliable for data collection. Descriptive statistics, Pearson Product Moment Correlation, and multiple linear regression analysis were employed to analyse the data. Data were coded using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) version 25 helped with this analysis.

Reliability Test

The reliability of the research instrument was examined to determine the internal consistency of the measurement items used in the questionnaire. The reliability test was carried out using Cronbach's Alpha coefficient, which measures the extent to which the items under each construct consistently measure the same concept. According to Hair et al. (2019), a Cronbach's Alpha value of 0.70 and above indicates acceptable reliability, while values above 0.80 indicate good reliability. The results presented in Table 1 show that all the study variables exceeded the minimum acceptable threshold, confirming that the research instrument was reliable and suitable for data collection and subsequent statistical analysis.

Table 1. Reliability Statistics of Study Variables

Variable	Number of Items	Cronbach's Alpha
E-learning	6	0.852
On-the-job Mentoring	6	0.869
Employee Performance	7	0.887

Source: Researcher's Computation (2026).

The reliability results indicate that all the constructs possess satisfactory internal consistency, with Cronbach's Alpha values ranging from 0.852 to 0.887, which exceed the minimum acceptable threshold of 0.70. These results further confirm that the questionnaire was sufficiently reliable for data collection and subsequent statistical analysis. Descriptive statistics were used to summarise the respondents' demographic characteristics and study variables, while multiple linear regression analysis was employed to examine the effect of e-learning and on-the-job mentoring on employee performance at Barcelona Hotel, Abuja, Nigeria.

Model Specification

The regression model was specified as:

$EP = \beta_0 + \beta_1 EL + \beta_2 OJM + \mu$ ………………………………………. (1)

Where:

EP = Employee Performance, EL = E-learning, OJM = On-the-job Mentoring

β_0 = Constant, β_1 = Coefficient of E-learning, β_2 = Coefficient of On-the-job Mentoring

μ = Error Term

Data Analysis and Results

A total of 221 questionnaires were distributed to employees of Barcelona Hotel, as the study used a census sampling technique, ensuring that every member of the population was included. Out of the 221 questionnaires administered, 213 were returned, representing a return rate of 96.4 per cent. Of the returned questionnaires, 205 were valid and complete and were used for analysis, while 8 were improperly completed, contained missing responses, or showed response patterns suggesting inattentive completion and were therefore excluded, giving a valid response rate of 92.8 per cent. The regression analysis was accordingly run on the 205 valid cases (n = 205) drawn from the census population of 221 employees.

Descriptive Statistics

Table 2 presents the demographic characteristics of the 205 respondents whose questionnaires were used in the analysis, while Table 3 presents the descriptive statistics of the study variables, measured on a five-point Likert scale.

Male employees constituted 56.6 per cent of the respondents and female employees 43.4 per cent. Most respondents were aged 26–35 years (42.4 per cent), the majority held a Bachelor's degree or Higher National Diploma (55.1 per cent), and the largest group had between five and ten years of work experience (45.4 per cent). As shown in Table 3, respondents rated e-learning (M = 4.28, SD = 0.59), on-the-job mentoring (M = 4.26, SD = 0.58) and employee performance (M = 4.36, SD = 0.54) highly. The skewness and kurtosis values all fall within the range of -1.0 to +1.0, indicating that the responses were approximately normally distributed.

Table 2. Demographic Characteristics of Respondents (n = 205)

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	116	56.6
	Female	89	43.4
Age group	18–25 years	27	13.2
	26–35 years	87	42.4
	36–45 years	61	29.8
	46–55 years	23	11.2
	Above 55 years	7	3.4
Educational qualification	Secondary school certificate	18	8.8
	Diploma/NCE	44	21.5
	Bachelor's degree/HND	113	55.1
	Postgraduate degree	30	14.6
Years of work experience	Less than 5 years	60	29.3
	5–10 years	93	45.4
	11–15 years	36	17.6
	Above 15 years	16	7.8
Total		205	100.0

Source: Field Survey (2026).

Table 3. Descriptive Statistics of Study Variables (n = 205)

Variable	N	Min.	Max.	Mean	SD	Skewness	Kurtosis
E-learning	205	2.60	5.00	4.28	0.59	-0.62	0.34
On-the-job mentoring	205	2.80	5.00	4.26	0.58	-0.58	0.29
Employee performance	205	2.80	5.00	4.36	0.54	-0.67	0.41

Source: Field Survey (2026).

Regression Result

This section discusses the regression results comprising the Model Summary, ANOVA, and Coefficients table in relation to the effect of the dimensions of training (e-learning and on-the-job mentoring) on employee performance at Barcelona Hotel, Abuja, Nigeria. The results are presented below.

Table 4. Regression Results (Model Summary, ANOVA and Coefficients)

Panel A: Model Summary							
Model	**R**	**R Square**	**Adjusted R Square**			**Std. Error of the Estimate**	
1	.848[a]	.719	.716			.277	
Panel B: ANOVA							
Model	**Sum of Squares**		**df**	**Mean Square**		**F**	**Sig.**
Regression	39.533		2	19.766		258.14	.000[a]
Residual	15.467		202	.077			
Total	55.000		204				
Panel C: Coefficients							
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**Tolerance**	**VIF**
(Constant)	.774	.154		5.03	.000		
EL	.525	.047	.574	11.17	.000	.493	2.028
OJM	.314	.048	.338	6.54	.000	.493	2.028

a. Predictors: (Constant), OJM, EL

Dependent Variable: EP. B = unstandardised coefficient; Beta = standardised coefficient.

Source: *SPSS Output Version 25 (2026).*

Table 4 (Panel A) indicates the model summary of the regression analysis. The result shows the coefficient of determination (R^2 = 0.719), indicating that 71.9% of the variation in employee performance is jointly explained by e-learning and on-the-job mentoring. The remaining 28.1% of the variation is attributed to other factors not captured in the regression model.

Table 4 (Panel B) shows the results of the ANOVA used to determine the overall significance of the regression model. The findings show an F-statistic value of 258.14 (df = 2, 202) with a corresponding p-value of 0.000, which is less than the 5% level of significance (0.000 < 0.05). This indicates that the regression model is well fitted. Therefore, e-learning and on-the-job mentoring jointly have a significant effect on employee performance at Barcelona Hotel, Abuja, Nigeria.

Table 4 (Panel C) reveals that e-learning (EL) has a positive and statistically significant coefficient of 0.525, with a t-value of 11.17 and a p-value of 0.000. This implies that, holding on-the-job mentoring constant, a one-unit increase in e-learning (measured on the questionnaire's response scale) is associated with a 0.525-unit increase in employee performance (standardised Beta = 0.574). The result suggests that providing employees with continuous access to digital learning resources enhances their knowledge, skills, and overall job performance.

Similarly, on-the-job mentoring (OJM) has a positive and statistically significant effect on employee performance with a coefficient of 0.314, a t-value of 6.54, and a p-value of 0.000. This implies that, holding e-learning constant, a one-unit increase in on-the-job mentoring is associated with a 0.314-unit increase in employee performance (standardised Beta = 0.338). Comparing the standardised Beta values, e-learning has a larger effect on employee performance than on-the-job mentoring. This further indicates that guidance, coaching, practical knowledge transfer, and continuous support from experienced employees significantly improve employees' productivity, service quality, and job efficiency.

Based on the rule of thumb, Table 4 (Panel C) further revealed that the Variance Inflation Factor (VIF) value of 2.028 is within the acceptable threshold of between 1 and 10, while the Tolerance Value (TV) of 0.493 is above the minimum acceptable level of 0.10. This indicates that there is no evidence of multicollinearity among the independent variables. Therefore, the regression assumptions are satisfied, and the variables are suitable for inclusion in the model.

Discussion of Findings

The first finding revealed that e-learning has a positive and statistically significant effect on employee performance at Barcelona Hotel, Abuja, Nigeria. The responses showed that employees who regularly participated in online training programmes acquired better knowledge, developed relevant job skills, and improved their ability to perform assigned tasks efficiently. The findings further indicate that e-learning enhances employees' productivity, service quality, and job efficiency, leading to the rejection of the null hypothesis (H_{01}) that e-learning has no significant effect on employee performance at Barcelona Hotel, Abuja, Nigeria. This finding is consistent with Kowo and Adeleke (2022), who found that e-learning improved employee productivity among university staff in Nigeria, and with Pandeani et al. (2022), who reported that hotel employees viewed an online training programme positively.

The second finding revealed that on-the-job mentoring has a positive and statistically significant effect on employee performance at Barcelona Hotel, Abuja, Nigeria. The responses showed that continuous guidance, coaching, practical knowledge transfer, and support from experienced employees improve employees' confidence, competence, communication skills, and overall job effectiveness. The result implies that organisations that encourage mentoring programmes are more likely to achieve improved employee productivity, service quality, and job efficiency, leading to the rejection of the null hypothesis (H_{02}) that on-the-job mentoring has no significant effect on employee performance. The finding is consistent with Oladimeji and Sowemimo (2020), who found significant relationships between mentoring dimensions and employee job performance in Nigerian hotels, and with Okagbue (2023), who reported a significant relationship between mentoring and employees' career development.

Conclusion and Recommendations

Based on the findings, the study concludes that training has a positive and significant effect on employee performance at Barcelona Hotel, Abuja, Nigeria. Specifically, e-learning significantly enhances employee performance by improving employees' knowledge, skills, productivity, service quality, and job efficiency through continuous access to digital learning opportunities. Similarly, on-the-job mentoring has a positive and significant effect on employee performance by facilitating practical knowledge transfer, coaching, guidance, and continuous support from experienced employees.

Based on the findings, the study recommends that:

i. Barcelona Hotel should strengthen its e-learning programmes by providing employees with access to modern digital learning platforms, regular online training, and continuous professional development opportunities to improve their knowledge, productivity, service quality, and job efficiency.
ii. The management of Barcelona Hotel should institutionalise on-the-job mentoring programmes by pairing experienced employees with new and less experienced staff to facilitate knowledge transfer, improve practical skills, strengthen employee competence, and enhance overall employee performance.
iii. Management should monitor the effect of both programmes at least once a year, for example by tracking e-learning platform usage (log-in rates and course completion), the frequency of mentor–mentee sessions, and changes in employee performance indicators such as guest satisfaction scores, customer complaints and supervisors' appraisal ratings, so that the hotel can confirm whether the digital learning platforms and mentoring pairings are being used and are improving performance over time.

References

Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.

Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. Columbia University Press.

Edeh, F. O., Zayed, N. M., Perevozova, I., Kryshtal, H., & Nitsenko, V. (2022). Talent management in the hospitality sector: Predicting discretionary work behaviour. *Administrative Sciences, 12*(4), Article 122. https://doi.org/10.3390/admsci12040122

Giannakos, M. N., Mikalef, P., & Pappas, I. O. (2022). Systematic literature review of e-learning capabilities to enhance organizational learning. *Information Systems Frontiers, 24*(2), 619–635. https://doi.org/10.1007/s10796-020-10097-2

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage.

Ivey, G. W., & Dupré, K. E. (2022). Workplace mentorship: A critical review. *Journal of Career Development, 49*(3), 714–729. https://doi.org/10.1177/0894845320957737

Kowo, S. A., & Adeleke, O. A. (2022). Moderating influence of e-learning on employee training and development: A study of Kwara State University, Nigeria. *SocioEconomic Challenges, 6*(2), 83–93. https://doi.org/10.21272/sec.6(2).83-93.2022

Moyo, T. (2026). An evaluation of training and development practices in rural hospitals in Zimbabwe (2021–2024). *East African Journal of Business and Economics, 9*(2), 34–43. https://doi.org/10.37284/eajbe.9.2.4823

Muhaire, K. H. (2022). *Training and employee performance in the hospitality industry in Uganda: A case of Mbale Resort Hotel Limited, Mbale* [Dissertation, Busitema University]. Busitema University Institutional Repository. https://ir.busitema.ac.ug/handle/20.500.12283/1072

Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education.

Okagbue, J. (2023). *Effects of mentoring on employees' career development: A study of selected hospitality organizations in Abia State, Nigeria* [Master's thesis, Michael Okpara University of Agriculture]. Michael Okpara University of Agriculture Repository. http://repository.mouau.edu.ng/works/effects-of-mentoring-on-employees-career-development-a-study-of-selected-hospitality-organizations-in-abia-state-nigeria-7-2

Oladimeji, M. S., & Sowemimo, O. Z. (2020). The effect of mentoring on employee job performance in the Nigerian service sector. *Management of Organizations: Systematic Research, 84*(1), 31–44. https://doi.org/10.1515/mosr-2020-0011

Pandeani, N. K. N., Suprastayasa, I. G. N. A., & Kartini, L. P. (2022). Employees' perception towards online training program: A case from a hotel. *Jurnal Bisnis Hospitaliti, 11*(1), 25–34. https://doi.org/10.52352/jbh.v11i1.710

Pereira, C., Delgoulet, C., & Santos, M. (2023). Conceptual framework for management or transmission of knowledge in companies: A systematic review. *Frontiers in Psychology, 14*, Article 1124650. https://doi.org/10.3389/fpsyg.2023.1124650

Schultz, T. W. (1961). Investment in human capital. *The American Economic Review, 51*(1), 1–17.

Triraharjo, Y. A. P., Wiweka, K., & Soemarni, L. (2026). Enhancing service quality through digital learning: Evidence from Typsy-based training in the hotel industry. *Eduvest – Journal of Universal Studies, 6*(8), 9184–9199. https://doi.org/10.59188/eduvest.v6i8.53348