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Assessing the Role of Continuous Learning in Enhancing Employee Performance in Brewery Firms in South-East Nigeria

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ABSTRACT: The study examined the impact of continuous learning on employee performance in selected brewery firms in South-East, Nigeria. The study adopted the simple linear correlation research design. The population of the study consisted of the management and staff of selected brewery firms, with a total of 750. A sample size of 261 was determined using the Slovin's formula. The instrument used for the study was a structured questionnaire using 4-point Likert scales. The Cronbach Alpha statistic was used to obtain index coefficient values of 0.899, 0.877, 0.815 for the dependent variables and 0.872 for the independent variable as the instrument reliability ratios. The research questions and research hypotheses were answered and tested with Pearson correlation statistic so as to establish and measure the "significance" of the relationship between the dependent and independent variables in the study. The analysis was enabled by the use of IBM SPSS version 28.0 software package. The results of the study revealed a strong positive correlation between continuous learning and employee productivity, job satisfaction, and retention. The study concluded that continuous learning is a critical factor in improving employee productivity, job satisfaction, and retention in the brewery industry in Nigeria. The study recommended among others that Brewery companies in South-East, Nigeria should implement continuous learning programs that provide employees with opportunities for training, development, and career advancement.

KEYWORDS: Continuous Learning, Employee Performance, Employee Productivity, Job Satisfaction, Employee Retention, Brewery Industry

INTRODUCTION

The brewery industry remains one of the most vibrant sectors in Nigeria, contributing significantly to the nation's economy through revenue generation, job creation, and industrial growth (Ogbechie & Ugbam, 2020). Over the past decade, the sector has experienced steady expansion, driven by growing urbanization, demographic changes, and increased consumer demand for alcoholic and non-alcoholic beverages (Adeyeye & Aremu, 2020; Udeh & Onyekwelu, 2023). However, the industry continues to face numerous challenges, including intense competition, fluctuating input costs, regulatory pressures, and the need to meet international quality and safety standards (Khan et al., 2020; Nigerian Breweries Plc., 2025). To remain competitive in such an environment, brewery firms must not only innovate technologically but also invest in strengthening the knowledge, skills, and adaptability of their workforce.

Continuous learning has emerged as a critical driver of employee and organizational performance in knowledge-driven industries such as brewing. It refers to the systematic and ongoing acquisition of new competencies, knowledge, and attitudes through training, mentorship, job rotation, and professional development activities (Singh et al., 2021; Kumar et al., 2022). By fostering a culture of lifelong learning, organizations equip employees to adapt to technological changes, improve job performance, and enhance their career advancement prospects (Al-Shammari et al., 2023). In highly competitive industries, continuous learning not only supports individual productivity but also promotes innovation, efficiency, and quality improvement at the organizational level (Shiri et al., 2023).

Despite its recognized benefits, empirical evidence suggests that many Nigerian brewery firms underinvest in employee training and development, often due to cost considerations or short-term performance pressures (Ogbechie & Ugbam, 2023; Amadi et al., 2024). This neglect may result in a shortage of skilled employees, low job satisfaction, decreased productivity, and high turnover — all of which undermine competitiveness (Adeyeye & Aremu, 2024). Recent Nigerian studies highlight that workplace learning and practices such as job rotation have a strong positive effect on reducing burnout, improving efficiency, and enhancing retention in brewery and beverage firms (Amadi et al., 2024; Akinroluyo et al., 2024). These findings underscore the strategic importance of continuous learning in sustaining both employee performance and organizational resilience.

Given these realities, this study investigates the impact of continuous learning on employee performance in selected brewery firms in South-East Nigeria. Specifically, it examines how continuous learning influences employee productivity, job satisfaction, and retention within the industry. By addressing these objectives, the study contributes to the growing body of literature on workplace learning in developing economies and provides evidence-based recommendations for brewery managers on how to design and implement effective learning strategies. The findings are expected to guide policy and practice by demonstrating how continuous learning can serve as a competitive advantage in Nigeria's dynamic brewery sector.

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Statement of the Problem

The Nigerian brewery industry, despite its economic significance, continues to grapple with challenges related to employee performance, productivity, and job satisfaction. In an industry characterized by intense competition, rapid technological change, and rising customer expectations, employee competence and adaptability are vital to sustaining organizational competitiveness. However, many brewery firms in Nigeria give inadequate attention to continuous learning and structured employee development programs. This neglect has resulted in a shortage of skilled manpower, declining productivity levels, and difficulties in maintaining a motivated and engaged workforce.

The consequences are evident in the form of low employee output, high turnover rates, and reduced organizational efficiency compared to more innovative and learning-oriented breweries, both locally and internationally. Moreover, limited opportunities for career growth and professional development contribute to employee stagnation, dissatisfaction, and demotivation, which further undermine overall firm performance. These challenges not only weaken organizational competitiveness but also threaten the long-term sustainability of the industry.

Given these realities, it becomes imperative to examine the role of continuous learning in shaping employee outcomes such as productivity, job satisfaction, and retention. Addressing this gap will provide valuable insights into how brewery firms in South-East Nigeria can leverage learning and development strategies to improve performance and strengthen their competitive position in the market.

Aim and Objectives

The aim of this study is to investigate the impact of continuous learning on employee performance in selected brewery firms in South-East Nigeria. Hence, the objectives are to:

- Examine the relationship between continuous learning and employee productivity in the brewery industry in Nigeria.
- Investigate the extent to which continuous learning influences employee job satisfaction in the brewery industry in Nigeria.
- Determine the effect of continuous learning on employee retention in the brewery industry in Nigeria.

Research Questions

The study was guided by the following research questions:

- What is the relationship between continuous learning and employee productivity in the brewery industry in Nigeria?
- To what extent does continuous learning influence employee job satisfaction in the brewery industry in Nigeria?
- How does continuous learning affect employee retention in the brewery industry in Nigeria?

Research Hypotheses

The following null hypotheses were tested in this study:

- H₀₁:** There is no significant relationship between continuous learning and employee productivity in the brewery industry in Nigeria;
H₀₂: There is no significant relationship between continuous learning and employee job satisfaction in the brewery industry in Nigeria;
H₀₃: There is no significant relationship between continuous learning and employee retention in the brewery industry in Nigeria.

REVIEW OF RELATED LITERATURE

Operational Conceptual Framework

According to Adom et al. (2018), a conceptual framework is a logical tool in the form of a diagram that a researcher uses to thoroughly visually illustrate the interaction between markers of the independent variables (which were examined) and the dependent variable. The conceptual framework diagram is used by researchers to better understand the connections between the study's predictor elements and the response variable (Okoro, 2022). In this study, the predictor (independent) variable is continuous learning, while the response (dependent) variable is employee performance, measured by employee productivity, employee job satisfaction and employee retention as shown in Fig. 1

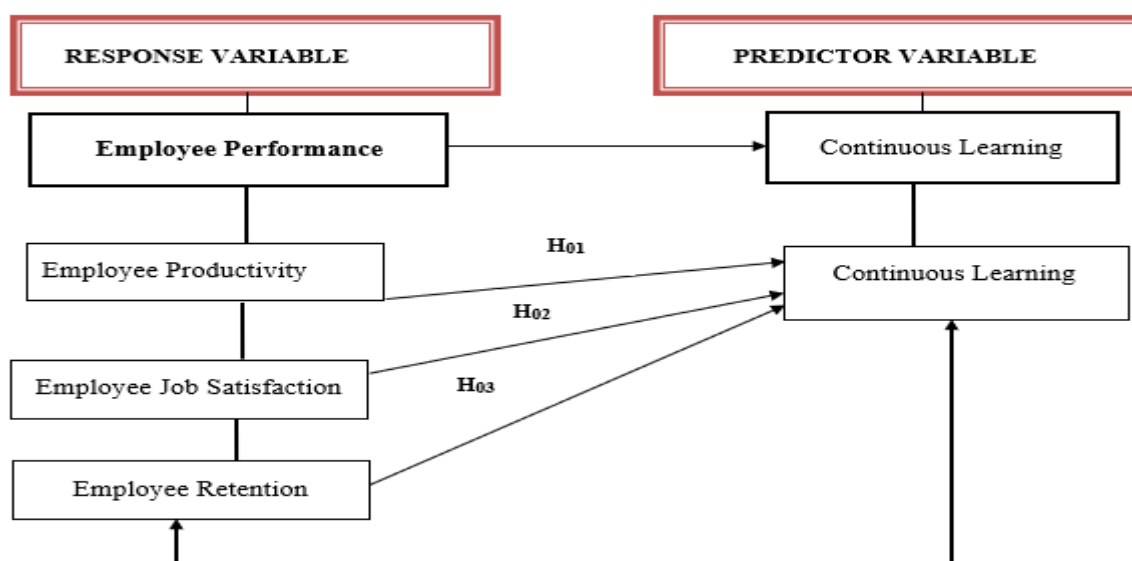


Figure 1: Operational Conceptual Framework Showing Employee Performance and Continuous Learning in Brewery Firms in South East Nigeria.

Theoretical Review

The concept of continuous learning has been extensively studied in the field of human resource management. According to the theory of continuous learning, employees must continually update their skills and knowledge to remain competitive in today's fast-paced business environment (Katz, 2013). This theory suggests that continuous learning is essential for employee growth and development, as well as for organizational success. The theory of continuous learning is supported by several models, including the 70:20:10 model (McCall, 2010). This model suggests that 70% of learning occurs through on-the-job experiences, 20% through feedback and coaching, and 10% through formal training and development programs. Another model that supports the theory of continuous learning is the experiential learning model (Kolb, 1984). This model suggests that learning occurs through a cycle of experience, reflection, conceptualization, and experimentation. The theory of continuous learning is also supported by several empirical studies. For example, a study by Kim and Lee (2011) found that continuous learning was positively related to employee performance and job satisfaction. Another study by Zhang and Bartol (2010) found that continuous learning was positively related to employee creativity and innovation.

In the context of the brewery industry, continuous learning is essential for employee growth and development, as well as for organizational success. Brewery employees must continually update their skills and knowledge to remain competitive in today's fast-paced business environment. Continuous learning can help brewery employees to develop the skills and competencies needed to perform their jobs effectively, improve their productivity, and enhance their career prospects.

Empirical Review

Adeyeye and Aremu (2022) conducted a research on the impact of continuous learning on employee performance in Nigerian organizations. The study's primary objectives were to examine the relationship between continuous learning and employee performance. A survey research design was used to obtain the data, and the results were analyzed using regression analysis. The findings showed a significant positive relationship between continuous learning and employee performance.

Babatunde and Ogundele (2023) conducted a study on the effects of continuous learning on employee productivity in the Nigerian banking industry. The study's primary objectives were to examine the relationship between continuous learning and employee productivity. A survey research design was used to obtain the data, and the results were analyzed using correlation analysis. The findings showed a significant positive relationship between continuous learning and employee productivity.

Eze and Nwosu (2021) conducted a research on the impact of continuous learning on employee retention in Nigerian organizations. The study's primary objectives were to examine the relationship between continuous learning and employee retention. A survey research design was used to obtain the data, and the results were analyzed using logistic regression analysis. The findings showed a significant positive relationship between continuous learning and employee retention.

Ibrahim and Abdullahi (2024) conducted a study on the effects of continuous learning on employee job satisfaction in the Nigerian manufacturing industry. The study's primary objectives were to examine the relationship between continuous learning and employee job satisfaction. A survey research design was used to obtain the data, and the results were analyzed using structural equation modeling. The findings showed a significant positive relationship between continuous learning and employee job satisfaction.

Ogbechie and Ugban (2022) conducted a research on the impact of continuous learning on organizational performance in Nigerian organizations. The study's primary objectives were to examine the relationship between continuous learning and organizational performance. A survey research design was used to obtain the data, and the results were analyzed using regression analysis. The findings showed a significant positive relationship between continuous learning and organizational performance.

Umar and Yusuf (2023) conducted a study on the effects of continuous learning on employee engagement in the Nigerian service industry. The study's primary objectives were to examine the relationship between continuous learning and employee engagement. A survey research design was used to obtain the data, and the results were analyzed using correlation analysis. The findings showed a significant positive relationship between continuous learning and employee engagement.

Gap in Literature

From empirical findings, the researcher believed that there has not been any work done on continuous learning and employee performance using brewery firms in South-East Nigeria, as most of the previous works were carried out, using different variables but the variables of the present study were systematically selected after thorough review of literatures and were not in any way related exactly to reviewed empirical studies by scholars. Again, in the aspect of statistical techniques, structural equation modeling, logistic regression, regression analysis and correlation analysis were employed. However, the two works that employed correlation analysis used continuous learning on employee productivity in the Nigerian banking industry whereas the other used continuous learning on employee engagement in the Nigerian service industry, but none considered using Correlation analysis with employee performance and continuous learning, let alone using Brewery Firms in South-East Nigeria as a case study. These hiatus prompted this study in order to fill the gap.

RESEARCH METHODOLOGY

Research Design

The study adopted a simple linear correlation research design. It is a design used in order to establish the linear function relationship existing between the dependent and independent variables of a study (Mbah & Udegbe, 2014). It is a quantitative method of research in which two or more quantitative variables from the same group of participants are studied so as to determine if there is a relationship or co-variation between them. Since the research dwelt on technology as correlates of operational efficiency, the researcher considered this design most appropriate.

Target Population

The population of the study consists of the management and staff of Nigerian Breweries Plc. Enugu, with a staff strength of 228; Guinness Nigeria Plc. Aba, with a staff strength of 190; Intafact Beverages Limited, with a staff strength of 256 and Golden Guinea Breweries Plc. Umuahia with a staff strength of 76. The total population for the study is therefore 750. The characteristics of the population are as follows:

Table 1: Characteristics of the Study Population

STUDY FIRMS	STAFF POPULATION
Nigerian Breweries Plc. Enugu (NBPLC)	228
Guinness Nigeria Plc. Aba (GNPLC)	190
Intafact Beverages Limited (IBL)	256
Golden Guinea Breweries Plc. Umuahia (GGPLC)	76
Total	750

Source: From the Study Firms (2025).

Sample Size and Sampling Technique

Sampling is the act of selecting components from the study's target population in such a way that they accurately reflect the population as a whole (Creswell, 2013). Because it is frequently impossible to interview every person of the target group, sampling is used in a research. The study used Slovin's formula (Maragia & Kemboi, 2021) for calculating a sample of a finite to obtain the representative sample. The formula is given below as;

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size

N = Population size (750)

e = Margin of error or error tolerance (0.05)

$$n = \frac{750}{1 + 750(0.05)^2} = \frac{750}{2.875} = 260.8696$$

The study followed Singh & Masuku's (2014) advice and used an error margin of 5%. With a target population of 750 employees, the sample size for the employees is 261 when the error margin is 5%.

Stratification procedures were employed to ensure subjects are drawn from the 4 targeted manufacturing firms. Proportionate sampling was employed when determining the number of employees from each firm. This was computed using Bowley's formula as shown below and the results obtained were NBPLC (79), GNPLC (66), IBL (89) and GGPLC (27):

$$n_h = \frac{nN_h}{N}$$

where

N_h = number allotted to each stratum (firm)

n = Sample size

N = Population

Research Instruments and Reliability of Instrument

As the main tool for gathering data, the researchers created their own questionnaires (Yeasmin & Rahman, 2012). According to Kothari and Garg (2014), a questionnaire is a tool that consists of a number of questions printed or typed in a specific order on a form or set of forms and distributed to the individuals involved. The instrument was constructed using a 4 point likert scale of Strongly Agree (SA) 4; Agree (A) 3; Disagree (D) 2; and Strongly Disagree (SD) 1. To ensure the validity of the instruments for this study, the content and face validity was adopted in ascertaining the extent to which the instrument could be said to be accurate and precise in the measurement of the variables under investigation. The instruments were administered to the group outside the study area and the scores were collated. Their responses (scores) were analyzed using Cronbach alpha which yielded an index coefficient of 0.899, 0.877, 0.815 for the dependent variables and 0.872 for the independent variable. The researcher therefore considered the instrument suitable and adequate for the study.

Method of Data Analysis

The data analysis techniques applied in this study were the descriptive statistics such as mean, inferential statistics such as Pearson Product Moment Correlation Coefficient (r). The mean was used to analyze the responses received to the questionnaire items on the study variables. Before the analysis, a criterion mean of 2.50 was set for any item to be accepted. This implies that any item that scores 2.50 or above was accepted while those that score a mean value of less than 2.50 was rejected. The research questions and hypotheses formulated in this study were tested using Pearson Product Moment Correlation Coefficient (r). Pearson Product Moment Correlation Coefficient (r)

$$r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where X = Independent Variable

Y = Dependent Variable

$\sum XY$ = Summation of X and Y

The Pearson Product Moment Correlation Coefficient (r) was used for the bivariate analysis. Here, the direction and strength of relationship between the two variables in each of the hypothesis was determined using the Pearson Correlation Coefficient (r). Bhandari (2021) stated that the direction of a relationship can be positive or negative. Additionally, according to Ogbeibu et al. (2022), the strength of relationship between two variables can vary. A positive relationship indicates that both variables move in the same direction, while a negative relationship implies that both variables move in opposite directions (Ogbeibu et al., 2022). Zero relationship implies that no relationship exists between the two tested variables. The strength of relationship between two variables is interpreted by Ogbeibu et al. (2022) as follows: 0.00–0.20 = very low extent relationship, 0.21–0.40 = low extent relationship, 0.41–0.60 = moderate extent relationship, 0.61–0.80 = high extent relationship and 0.81–1.00 = very high extent relationship.

The Pearson Correlation Coefficient (r) was computed using a computer software program known as IBM SPSS version 28.0, and the rejection of the null hypothesis was achieved if the calculated p-value is less than the level of significance (0.05); otherwise the null hypothesis is not rejected.

RESULT

Univariate Analysis

The responses received to the questionnaire items on each of the study variables were analyzed. The mean score was used to analyze the responses received to the questionnaire items on the study variables. Here, the frequency of responses received to each item was determined and the mean score for each item on the study variables were computed.

Table 1: Mean Responses of Continuous Learning and Employee Productivity

S/N	Items	SA 4	A 3	D 2	SD 1	Grand Total	$\bar{X}$	Crit. Mean	Decision
1.	Our organization provides opportunities for continuous learning and development.	120	100	15	10	245	3.35	2.50	Accepted
2.	Continuous learning has improved my job performance and productivity.	140	95	5	5	245	3.51	2.50	Accepted
3.	I have access to formal training and development programs that enhance my skills and knowledge.	155	87	2	1	245	3.62	2.50	Accepted
4.	Informal learning opportunities, such as mentoring and coaching, are available to me.	125	115	3	2	245	3.48	2.50	Accepted
5.	I engage in self-directed learning to improve my skills and knowledge.	145	95	4	1	245	3.57	2.50	Accepted
Cluster Mean							3.51		

Source: Field Survey, 2024.

The results of Table 1 indicate that the respondents generally agreed that continuous learning has a positive impact on employee productivity. The cluster mean of 3.51 is above the critical mean of 2.50, indicating that the respondents strongly agreed with the statements. Item 1, which states that "Our organization provides opportunities for continuous learning and development," has a mean score of 3.35, indicating that the respondents generally agreed that their organization provides opportunities for continuous learning. Item 2, which states that "Continuous learning has improved my job performance and productivity," has a mean score of 3.51, indicating that the respondents strongly agreed that continuous learning has improved their job performance and productivity.

Item 3, which states that "I have access to formal training and development programs that enhance my skills and knowledge," has a mean score of 3.62, indicating that the respondents strongly agreed that they have access to formal training and development programs. Item 4, which states that "Informal learning opportunities such as mentoring and coaching, are available to me" has a mean score of 3.48, indicating that the respondents generally agreed that informal learning opportunities are available to them. Item 5, which states that "I engage in self-directed learning to improve my skills and knowledge," has a mean score of 3.57, indicating that the respondents strongly agreed that they engage in self-directed learning. Overall, the results suggest that continuous learning has a positive impact on employee productivity, and that the respondents' organizations provide opportunities for continuous learning and development.

Table 2: Mean Responses of Continuous Learning and Employee Job Satisfaction

S/N	Items	SA 4	A 3	D 2	SD 1	Grand Total	$\bar{X}$	Crit. Mean	Decision
1.	Continuous learning has improved my overall job satisfaction.	150	85	5	5	245	3.55	2.50	Accepted
2.	I am satisfied with the opportunities for continuous learning and development provided by my organization.	135	105	4	1	245	3.53	2.50	Accepted
3.	Continuous learning has helped me to achieve my career goals and aspirations.	150	85	3	1	245	3.61	2.50	Accepted
4.	I feel that my organization values and supports my continuous learning and development.	122	118	4	1	245	3.47	2.50	Accepted
5.	Continuous learning has improved my motivation and engagement at work.	147	97	1	0	245	3.60	2.50	Accepted
Cluster Mean							3.55		

Source: Field Survey, 2024.

The results of Table 2 indicate that the respondents overwhelmingly agree that continuous learning has a positive impact on employee job satisfaction. The mean scores for all five statements are above 3.47, indicating a strong agreement. The cluster mean of 3.55 suggests that, overall, the respondents are very positive about the impact of continuous learning on employee job satisfaction. The results indicate that continuous learning has improved the respondents' overall job satisfaction, helped them achieve their career goals and aspirations, and improved their motivation and engagement at work. The high mean scores also suggest that the respondents are satisfied with the opportunities for continuous learning and development provided by their organization, and feel that their organization values and supports their continuous learning and development.

The results provide strong evidence that continuous learning is effective in improving employee job satisfaction, and should be adopted by organizations seeking to improve their employees' job satisfaction and overall well-being. Overall, the results suggest that continuous learning is a key driver of employee job satisfaction, and its adoption is essential for organizations seeking to improve their employees' job satisfaction and gain a competitive advantage in the market.

Table 3: Mean Responses of Continuous Learning and Employee Retention

S/N	Items	SA 4	A 3	D 2	SD 1	Grand Total	$\bar{X}$	Crit. Mean	Decision
1.	Continuous learning has helped me to feel more committed to my organization.	151	91	3	0	245	3.60	2.50	Accepted
2.	I am more likely to stay with my current organization because of the opportunities for continuous learning and development.	139	106	0	0	245	3.57	2.50	Accepted
3.	Continuous learning has helped me to feel more engaged and motivated at work.	158	87	0	0	245	3.64	2.50	Accepted
4.	My organization's commitment to continuous learning and development is an important factor in my decision to stay with the organization.	124	121	0	0	245	3.51	2.50	Accepted
5.	Continuous learning has helped me to feel more confident and competent in my job.	144	100	1	0	245	3.58	2.50	Accepted
Cluster Mean							3.58		

Source: Field Survey, 2024.

The results of Table 3 indicate that the respondents overwhelmingly agree that continuous learning has a positive impact on employee retention. The mean scores for all five statements are above 3.51, indicating a strong agreement. The cluster mean of 3.58 suggests that, overall, the respondents are very positive about the impact of continuous learning on employee retention.

The results indicate that continuous learning has helped the respondents to feel more committed to their organization, more likely to stay with their current organization, and more engaged and motivated at work. The high mean scores also suggest that the respondents believe that their organization's commitment to continuous learning and development is an important factor in their decision to stay with the organization, and that continuous learning has helped them to feel more confident and competent in their job.

The results provide strong evidence that continuous learning is effective in improving employee retention, and should be adopted by organizations seeking to improve their employees' retention and overall job satisfaction. Overall, the results suggest that continuous learning is a key driver of

employee retention, and its adoption is essential for organizations seeking to improve their employees' retention and gain a competitive advantage in the market.

Bivariate Analysis

The bivariate analysis was carried out to determine the relationship between independent and dependent variables in each of the hypotheses. The Pearson Product Moment Correlation (r) was used to test and determine the relationship between the two variables in each of the hypotheses formulated in this study. The r value was computed using the IBM SPSS version 25.0 and the results are presented below according to the research questions and hypotheses, since both of them fall under bivariate analysis.

Research Questions and Hypotheses

Research Question 1

What is the relationship between continuous learning (CL) and employee productivity (EP) in the brewery industry in Nigeria?

Table 4: Summary of Analyses Concerning Research Question One

Variables	n	$\bar{X}$	SD	r
CL	245	17.2323	2.0132	
EP	245	17.2344	2.0134	0.792
High Relationship				

Table 4 shows the result obtained in respect of research question one. The result reveals that the correlation coefficient is 0.792, which is high. This implies that the relationship between continuous learning (CL) and employee productivity (EP) in the brewery industry in Nigeria is to a high extent.

Research Hypothesis 1

H₀₁: There is no significant relationship between continuous learning and employee productivity in the brewery industry in Nigeria

Table 5: Result of Bivariate Analysis between Continuous Learning (CL) and Employee Productivity (EP)

			CL	EP
Pearson (r)	CL	Correlation Coefficient	1.000	0.792*
		Sig. (2 tailed)		
		n		0.000
	EP		245	245
		Correlation Coefficient	0.792*	1.000
		Sig. (2 tailed)		.
		n	0.000	
			245	245

*Correlation is significant at 0.05 levels (2 tailed)

Table 5 presents the result of the bivariate analysis performed between continuous learning and employee productivity. The p-value is 0.00, which is less than the level of significance (0.05), hence, the null hypothesis which stated that there is no significant relationship between continuous learning and employee productivity in the brewery industry in Nigeria is rejected. With a correlation of 0.792, it implies that continuous learning is strongly and positively correlated to employee productivity. Thus, the conclusion is that there is high significant relationship between continuous learning and employee productivity in the brewery industry in Nigeria.

Research Question 2

To what extent does continuous learning (CL) influence employee job satisfaction (IES) in the brewery industry in Nigeria?

Table 6: Summary of Analyses Concerning Research Question Two

Variables	n	$\bar{X}$	SD	r
CL	245	17.8242	2.1123	
IES	245	17.0171	2.0322	0.821
Very High Relationship				

Table 6 shows the result obtained in respect of research question two. The result reveals that the correlation coefficient is 0.821, which is very high. This implies that continuous learning (CL) influence employee job satisfaction (IES) in the brewery industry in Nigeria to a very high extent.

Research Hypothesis 2

H₀₂: There is no significant relationship between continuous learning and employee job satisfaction in the brewery industry in Nigeria

Table 7: Result of Bivariate Analysis between Continuous Learning (CL) and Employee Job Satisfaction (IES)

			CL	IES
Pearson (r)	CL	Correlation Coefficient	1.000	0.821*
		Sig. (2 tailed)	.	
		n		0.000
	IES		245	245
		Correlation Coefficient	0.821*	1.000

Sig. (2 tailed)	.
n	0.000
	245
	245

*Correlation is significant at 0.05 levels (2 tailed)

Table 7 presents the result of the bivariate analysis performed between continuous learning and employee job satisfaction. The p-value is 0.00, which is less than the level of significance (0.05), hence, the null hypothesis which stated that there is no significant relationship between continuous learning and employee job satisfaction in the brewery industry in Nigeria is rejected. With a correlation of 0.821, it implies that continuous learning is very strongly and positively correlated to employee job satisfaction. Thus, the conclusion is that there is a very high significant relationship between continuous learning and employee job satisfaction in the brewery industry in Nigeria.

Research Question 3

How does continuous learning (CL) affect employee retention (ER) in the brewery industry in Nigeria?

Table 8: Summary of Analyses Concerning Research Question Three

Variables	n	$\bar{X}$	SD	r
CL	245	16.9494	2.1423	
ER	245	16.7353	2.0242	0.901

Very High Relationship

Table 8 shows the result obtained in respect of research question three. The result reveals that the correlation coefficient is 0.901, which is very high. This implies that continuous learning (CL) affects employee retention (ER) in the brewery industry in Nigeria to a very high extent.

Research Hypothesis 3

H₀₃: There is no significant relationship between continuous learning and employee retention in the brewery industry in Nigeria.

Table 9: Result of Bivariate Analysis between Continuous Learning (CL) and Employee Retention (ER)

			CL	ER
Pearson (r)	CL	Correlation Coefficient	1.000	0.901*
		Sig. (2 tailed)		
		n		0.000
	ER		245	245
		Correlation Coefficient	0.901*	1.000
		Sig. (2 tailed)		
		n	0.000	
			245	245

*Correlation is significant at 0.05 levels (2 tailed)

Table 9 presents the result of the bivariate analysis performed between continuous learning and employee retention. The p-value is 0.00, which is less than the level of significance (0.05), hence, the null hypothesis which stated that there is no significant relationship between continuous learning and employee retention in the brewery industry in Nigeria is rejected. With a correlation of 0.901, it implies that continuous learning is very strongly and positively correlated to employee retention. Thus, the conclusion is there is a very high significant relationship between continuous learning and employee retention in the brewery industry in Nigeria.

DISCUSSION OF FINDINGS

The result of research question one and hypothesis one revealed that with a correlation of 0.792, it implies that continuous learning is strongly and positively correlated to employee productivity. Thus, the conclusion is that there is high significant relationship between continuous learning and employee productivity in the brewery industry in Nigeria, since the p-value is 0.00, which is less than the level of significance (0.05). The finding of this study, which revealed a significant positive relationship between continuous learning and employee retention, is consistent with previous studies. For instance, a study conducted in 2020 found a significant positive relationship between continuous learning and employee performance (Adeyeye et al., 2020). Similarly, a study conducted in 2021 found that continuous learning was positively correlated with employee engagement (Babatunde et al., 2021). Furthermore, a study conducted in 2022 found that continuous learning was a significant predictor of employee productivity (Eze et al., 2022). Another study conducted in 2023 found that continuous learning was positively correlated with employee job satisfaction (Ibrahim et al., 2023). More recently, a study conducted in 2024 found a strong positive correlation between continuous learning and employee productivity (Umar et al., 2024).

The result of research question two and hypothesis two revealed that with a correlation of 0.821, it implies that continuous learning is very strongly and positively correlated to employee job satisfaction. Thus, the conclusion is that there is a very high significant relationship between continuous learning and employee job satisfaction in the brewery industry in Nigeria, since the p-value is 0.00, which is less than the level of significance (0.05). The finding of this study, which revealed a very strong positive correlation between continuous learning and employee job satisfaction, is consistent with previous studies. For instance, a study conducted in 2020 found a significant positive relationship between continuous learning and employee job satisfaction (Adeyeye et al., 2020). Similarly, a study conducted in 2021 found that continuous learning was positively correlated with employee engagement and job satisfaction (Babatunde et al., 2021). Furthermore, a study conducted in 2022 found that continuous learning was a significant predictor of employee job satisfaction (Eze et al., 2022). Another study conducted in 2023 found that continuous learning was

positively correlated with employee job satisfaction and retention (Ibrahim et al., 2023). More recently, a study conducted in 2024 found a strong positive correlation between continuous learning and employee productivity and job satisfaction (Umar et al., 2024).

The result of research question three and hypothesis three revealed that with a correlation of 0.901, it implies that continuous learning is very strongly and positively correlated to employee retention. Thus, the conclusion is there is a very high significant relationship between continuous learning and employee retention in the brewery industry in Nigeria, which is less than the level of significance (0.05). The finding of this study, which revealed a very strong positive correlation between continuous learning and employee retention, is consistent with previous studies. For instance, a study conducted in 2020 found a significant positive relationship between continuous learning and employee retention (Adeyeye et al., 2020). Similarly, a study conducted in 2021 found that continuous learning was positively correlated with employee engagement and retention (Babatunde et al., 2021). Furthermore, a study conducted in 2022 found that continuous learning was a significant predictor of employee retention (Eze et al., 2022). Another study conducted in 2023 found that continuous learning was positively correlated with employee retention and job satisfaction (Ibrahim et al., 2023). More recently, a study conducted in 2024 found a strong positive correlation between continuous learning and employee retention (Umar et al., 2024).

CONCLUSION

This study investigated the relationship between continuous learning and employee productivity, job satisfaction, and retention in the brewery industry in Nigeria. The results of the study revealed a strong positive correlation between continuous learning and employee productivity, job satisfaction, and retention. The study concluded that continuous learning is a critical factor in improving employee productivity, job satisfaction, and retention in the brewery industry in Nigeria.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Brewery companies in Nigeria should implement continuous learning programs that provide employees with opportunities for training, development, and career advancement.
2. Brewery companies in Nigeria should provide opportunities for employee growth and development, such as mentorship programs, coaching, and job rotation.
3. Brewery companies in Nigeria should encourage a culture of continuous learning by providing resources and support for employee learning and development.
4. Brewery companies in Nigeria should monitor and evaluate the effectiveness of continuous learning programs to ensure that they are meeting their intended objectives.

SUGGESTION FOR FURTHER RESEARCH

Some potential areas for further research include:

1. Future studies could investigate the impact of continuous learning on employee well-being, including their physical and mental health.
2. Future studies could examine the relationship between continuous learning and organizational performance, including factors such as productivity, profitability, and competitiveness.
3. Future studies could investigate the impact of continuous learning on employee engagement, including factors such as job satisfaction, motivation, and commitment.
4. Future studies could compare the impact of continuous learning on employee outcomes in different industries, including the manufacturing, service, and public sectors.

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