

EFFECTS OF MANPOWER TRAINING ON ORGANIZATIONAL PERFORMANCE: A CASE STUDY OF NATIONAL ORIENTATION AGENCY (NOA) IN OYO METROPOLIS

BY

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Abstract

This study examined the effect of manpower training on organizational performance. among 50 staff of National Orientation Agency (NOA) in Oyo State, Nigeria. Data was obtained using structured questionnaires which were distributed to the respondents. The analysis was done using statistical package for social science (SPSS) version 26 and the results obtained showed that there is a significant relationship between manpower training and organizational performance in National Orientation Agency. Findings also showed that there is a positive relationship between manpower training and employee productivity, which implies that, manpower training has significant effect on employee productivity. The study thus recommended that organizations in Nigeria should actively pursue and make mandatory training, retraining, and development of staff.

Keywords: Manpower, Training, Organizational performance and Employee productivity

Introduction

It has long been understood that the caliber of the input affects the caliber of the output. Every newly established firm seeks to benefit from every transaction, and without competent personnel to carry out such transactions, there will undoubtedly be ongoing losses. As a result, the necessity of personnel training and retraining is essential to organizational effectiveness. An organization's performance, whether it be a production organization or a service provider company, is a gauge of its success (Pawirosumarto, Sarjana, & Gunawan, 2017). The term "employee performance" simply refers to the outward manifestations of an employee's activities and behaviors that demonstrate how a task is carried out and the outcomes that are desired for good work performance. There are several things that affect how well employees perform. The ties between employees and employers, general workplace policies, working conditions, and training and development of employees are just a few of them. According to Uyeri (2016), the success of any organization depends on a variety of criteria. These elements include money, tools, labor, etc. These aspects are vital, but the human factor is the most crucial one. Since people are what will actually put the other resources to work, management should treat them as such by paying them the attention they deserve to help the firm achieve its goals and objectives.

Since employees are every organization's main source of power, investing heavily in human resources is the wisest choice. The finest outcomes will undoubtedly be achieved by any firm that fully appreciates the contribution that each person makes to organizational success. The impact of training on employee performance can be explained by the fact that employees will put forth more effort and be more productive at work if they believe that the organization is interested in training them and having confidence in them, which they believe will count for them in the future. Many firms have accepted the notion that training provides a way to enhance abilities, improve productivity, and improve the quality of work, as well as make employees more devoted to the company (Tolulope & Joshua, 2016). Increasing organizational productivity has benefited greatly from training. Numerous studies have demonstrated the importance of training as a key tool for achieving the aims and objectives of the company and boosting output. The effectiveness, efficiency, and motivation of a team are built through training and manpower development, which also increases workers' self-assurance and respect. In order to advance the socioeconomic development of any nation, Paulley & Owede (2020) emphasized that human capital is a key and essential factor. In actuality, the amount and quality of human capital, rather than the endowment of natural resources and the stock of physical capital, is what accounts for the disparities in socio-economic development levels between countries.

Employees need both soft talents and hard skills to survive in the current competitive and dynamic corporate sector. As a result, the majority of companies now demand that employees demonstrate and succeed in a variety of "softer" abilities, including teamwork and group dynamics. Employers are more interested in utilizing

employees' critical soft skills than just degree-specific knowledge, which can be acquired during education and job experience. Soft skills are a "cluster of qualities, habits, personality traits, attitudes, and social graces" that everyone possesses to a different extent and are just as important for daily life as they are for employment (Ibrahim & Boerhannoeddin, 2017). It has become crucial to emphasize the need to increase employee productivity and provide firms with optimal or greater value. Through extensive training and development programs, businesses aim to maximize staff productivity in order to accomplish a variety of objectives, but the most crucial objective is long-term viability and optimum organizational production. The aforementioned is only possible when businesses allocate resources to ensuring that staff members have the knowledge, abilities, and attitudes needed to function effectively in a complex and rapidly changing environment.

Statement of the Problem

Without a doubt, training has been viewed in many firms as the key factor in increased productivity. However, there are a number of difficulties with workforce training in the public sector, such as the lack of regular training in organizations. This is because no specific and ongoing training programs that will improve employees' performance have been recognized as being required by the numerous changes in the public sector. This suggests that even when a training need has been recognized and resources and quality time have been committed to fulfilling it, the training activity may still be insufficient if it is not ongoing. The majority of public sector businesses rarely send employees for training and those who have expressed a desire to participate in training may not receive any support, such as paid study time off, to keep the program going. Before sending personnel for training, it's not always taken into account how relevant the training will be to the demands of the current position and any future postings. Even when employees enroll in skill development programs, management occasionally fails to supply the tools required to improve operations. As a result, these personnel may find it difficult to keep up with the rapid advancements in technology and may find themselves out of a job. This study, therefore, intends to investigate the effectiveness of manpower training as a means of enhancing employee productivity in the Nigerian public sector with reference to the National Orientation Agency. The study also aims at critically analyzing the correlation between staff training and productivity as well as the challenges to effective manpower training and productivity in the National Orientation Agency.

Objectives of the Study

The objectives of this research are to find out the effects of manpower training on organizational performance. The study specifically tends to:

- i. examine the relationship between manpower training and organizational performance in National Orientation Agency.
- ii. investigate the effect of manpower training on employee productivity in National Orientation Agency.

Research Hypothesis

H₀ 1: There is no significant relationship between manpower training and organizational performance in National Orientation Agency.

H₀ 2: There is no significant effect of manpower training on employee productivity in National Orientation Agency.

Literature Review

Conceptual Review: Concept of Manpower Training

Understanding the term "manpower" in relation to this study is crucial to comprehending the idea of manpower training. Total personnel available or hired for a certain job is referred to as "manpower." It is also recognized as one of the most important resources required for the creation of goods and services, as well as the key tool for fostering rapid national development and efficient service delivery. Men and women together make up a country's entire labor force, which is ultimately what makes a country wealthy. In order to coordinate other resources for national development, personnel are a useful component. Without labor force, also referred to as manpower, organizations cannot achieve their goals. Manpower consequently became a crucial tool for boosting efficiency in enterprises.

An important concept that many people frequently employ is manpower training. For various people, it means different things. According to some scholars, training is the transfer of "knowledge," "enlightenment," or

"wisdom" (Ofobruku and Nwakoby, 2015). This suggests that these characteristics emphasize the importance of manpower training as a component of training that gives employees the skills, they need to accomplish their regular tasks and duties effectively. This has an effect on output and, ultimately, the achievement of organizational goals. According to Igbaekemen (2014), training is a method or plan for enhancing and extending employees' talents, skills, and knowledge. Therefore, a successful training program must contribute to the growth and progress of employees at all levels. In order to increase workers' dedication to their jobs and the success of the business, training has an impact on employee development.

Concept of Productivity and Training

Productivity is a gauge of an employee's performance and a key factor in cost effectiveness. It can be used to assess the efficacy and efficiency of any action carried out by a government, corporation, or individual (Naveen and Ramesh, 2014). Productivity is the key to an organization's success and profitability, claim Dialoke et al. (2016:32). It establishes a connection between the input of resources—both human and non-human—used in the production process and the output of goods and services produced by the organization's employees. This suggests that when employees are productive, they get more done in a given amount of time. How efficiently public funds are really used depends in part on the output of the public sector. In other words, the public sector is considered productive when the value of the services it provides is in line with the amount of taxpayer money spent in it (Kaimahi, 2015).

The goal of increasing products is achieved by enhancing and bolstering current employee skills (training) and making plans for the future. Training and development together are that area of human resource management that is fundamental to and completes the other, meaning both can be provided to the employee at the same time (Anwar & Abd Zebari, 2015). It is not necessary for training and development to take place at the same time; they can be delivered concurrently or separately (Anwar & Surarchith, 2015). They both have a basic disregard for conventional human resource management. Anwar (2017) claims that a company works to support its employees' ability to achieve the desired results. The staff members are also expected to grow in responsibility and participate in the firm's future plans in accordance with their level of productivity. In order to develop a bright future while putting in a lot of effort now, Anwar (2016) claims that trained staffs are better prepared for the years to come. They will be their organization's major source of energy, and nothing can stop what they have planned (Abdulla et al., 2017).

The purpose of both of them is to improve an organization's capacity to deliver positive results. They are parts of human resource management. It goes by a number of names, including employee development, human resource development, development, and learning (Anwar & Balcioglu, 2016). The idea behind training is that it can help people continuously develop their abilities and skills, which in turn alters how they interact with others and think (Hameed and Anwar, 2018). As a result, training involves making plans to prepare various learning strategies for the staff in an effort to improve their capacity to accomplish the desired result. While training is taking place right now and focuses on every single staff member's responsibility, development attempts to comprehend the mechanisms of things and future demands rather than just existing processes in general. It also occurs over a longer period of time (Anwar & Ghafoor, 2017).

Theoretical Framework: Human Capital Theory

The theoretical framework considered applicable for this study is the human capital theory. The theory has experienced a progressive improvement over the years. Within this development period, more emphasis has been made on employee training, which is the focal point of the theory. Human capital investment can be viewed as every action channeled towards the improvement of the performance or efficiency of an employee. Hence, education is an integral element of human capital investment. Human capital can be described as the investment made in equipping employees with knowledge and skills required to increase or improve their skills in executing tasks that would add to the economic values of the society (Marimuthu, Rokiasamy and Ismail, 2019). According to Fugar, Ashiboe-Mensah, and Adinyira, (2013), the human capital theory was propounded by Schultz during the 1960s and expanded by Gary S. Becker between 1962 and 1964. Gary Becker's classic work on human capital in 1964, expanded the idea of human capital (Odhon'g & Omolo, 2015). Other contributors to the human capital theory were Samuel Bowles (1975) and Mincer (1974).

The scholars perceive that training and education imparts a useful knowledge and skill to workers which at the long run increases their capabilities and productivity. Becker gave a distinction between specific human capital and general human capital. The scholar perceives specific human capital as knowledge acquired via training and education. While general human capital is regarded as the understanding acquired through training and development that is more valuable in every area of life. Becker, in addition liken human capital as other means of production which industries can invest in through training (Becker, 1962). Thus, the advantage of human capital theory is that investments are made in developing workers in order to improve their productivity and income.

With regards to the human capital theory, employees who are well learned or skillful are more beneficial to organizations in order to implement and adopt modern technological facilities, thus reinforcing returns on training and education. This implies that expenses incurred on medical care, education, training, and general wellbeing of employees are also investment in capital. Empirical studies offer proof to support the collective impact of education and training. The advocates of human capital theory identify education or training as a profitable investment in human resources. Human capital investment is considered to be also useful or even more worthwhile than other factors of production (Adelakun, 2011: 32).

Methodology

The study adopts cross-sectional survey research design. Cross sectional survey research was adopted in the study in order to collect quantitative data which was analyzed using descriptive and inferential statistical tools. The use of a survey enables generalization to be conducted using findings generated from a sample size which is representative of the whole population. The study population is made up of the employees and employers of National Orientation Agency in Oyo State. The population comprised of six categories of workers (employees) in the establishment. Fifty (50) staff of the organization constitute the respondents for the study. They consisted of 10 Management Staff, 12 Senior Staff, 20 Junior Staff, 2 Contract Staff, 3 Industrial Training students (IT) and 3 Corps Members all the staff of National Orientation Agency. The two (2) Branches selected for the purpose of this research were: National Orientation Agency, Afijio Local Government, Oyo State and National Orientation Agency, Atiba Local Government, Oyo State.

The analysis of data collected was done using descriptive statistics and Inferential statistics (Pearson Moment Correlation and Regression Analysis).

Results and Discussion

This section was divided into two-part, Section A (Demographic information of the respondents) and Section B (Analysis of the results). This section presents the demographic information of the respondents in the study. The respondents' demographic information was indicated in Table 1 On the gender of the respondents, 56 percent of the respondents are males while 44 percent respondents are females. Further, information on the staff category revealed that 20 percent of the respondents are management staff, 24 percent of them are senior staff, and 40 percent of the respondents are junior staff. While 4 percent of the respondents are contract staff, 6 percent are youth corps and 6 percent are IT students. By implications the respondents comprised of all the category staff in NOA as at the time of the study. The analysis for the academic qualifications indicated that 12 percent of the respondents had Primary education, 18 percent had secondary education, 24 percent has University/Polytechnics education and 46% had other qualifications such as Bachelor's degree, Master's degree etc. The length of service of the respondents ranges from 1 to 5years to above 26 years. As indicated in Table 1, 30 percent of the respondents have a length of service between 1 -5years; 18 percent of the respondents have a length of service within the range of 6 – 10years; 24 percent of them have a length of service within 11- 15 years. While 12 percent of them have a length of service within 16 – 20 years, 10 percent of the respondents have a length of service within the range of 21 - 25years, and 6 percent of the respondents have a length of service with the range of 26 and above.

Table 1 Respondents’ Demographic Information

S/N	Demographic Variables	Classification	Frequency	Percentage
	Gender	Male	28	56
		Female	22	44
		Total	50	100
	Staff Category	Management staff	10	20
		Senior staff	12	24
		Junior staff	20	40
		Contract staff	2	4
		Youth Corps	3	6
		IT Students	3	6
		Total	50	100
		Total	50	100
	Academic Qualifications	Primary	06	12
		Secondary	09	18
		Polytechnics	12	24
		Other	23	46
		Total	50	100
	Length of Service	1 – 5 years	15	30
		06 – 10 years	9	18
		11 – 15 years	12	24
		16 – 20 years	6	12
		21 – 25 years	5	10
		26 and Above	3	6
		Total	50	100

Source: Field Survey, 2022

Section B: Analysis of the Results

This section presents the inferential statistics (Pearson Moment Correlation and regression analysis) based on the questionnaires retrieved from the respondents.

Hypothesis 1: There is no significant relationship between manpower training and organizational performance in National Orientation Agency.

Table 2: Relationship between Manpower Training and Organizational Performance Correlations

		Manpower Training	Organizational Performance
Manpower Training	Pearson Correlation	1	.780**
	Sig. (2-tailed)		.000
	N	50	50
Organizational Performance	Pearson Correlation	.780**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2022

The result in Table 2 shows that there is a significant relationship between manpower training and organizational performance in NOA as it is explained with sig-value of 0.000 which is less than 0.005. Hence the null hypothesis which stated that there is no significant relationship between manpower training and organizational performance in National Orientation Agency is rejected and the alternative hypotheses which state that there is a significant relationship between manpower training and organizational performance in National Orientation Agency is accepted.

Hypothesis 2: There is no significant effect of manpower training on employee productivity in National Orientation Agency

Table 3: Regression Analysis of the effect of Manpower Training on Employee Productivity in NOA Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	3.603	.195		18.505	.000
	Employee Productivity	.394	.063	.670	6.247	.000

a. Dependent Variable: Manpower Training

Source: Field Survey, 2022

From the output, the coefficient of employee productivity is 0.394. this value indicated that there is a positive relationship between manpower training and employee productivity with the effect that a unit increase in risk taking is expected to be accompanied by 0.394 units increase in small and medium enterprises growth. The R-Square (coefficient of determination) also gives the value of 0.670. This value implies that employee productivity can be relied on to explain about 67% of the variations in the manpower training of NOA staff.

Conclusion

Most of the researches have concluded that manpower training has positive effect on the organization performance and employee productivity. This makes manpower training as one of the most important aspects of any organizational setup and creating an environment which facilitates and supports employee to perform optimally. This study therefore concluded that, there is a significant relationship between manpower training and organizational performance in National Orientation Agency and there is a positive relationship between manpower training and employee productivity, this implies that, manpower training has significant effect on employee productivity.

Recommendations

It was recommended that;

- i. Organizations in Nigeria should actively pursue and make mandatory training, retraining, and development of staff.
- ii. After every training session, feedback should be given to the participants so they may identify their areas of weakness and establish strategies for improving their performance in the workplace.
- iii. Management must continue to train staff members to come up with fresh concepts that will boost and maintain employee productivity.

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