

Effects of Manpower Training and Development on Service Organizations (A Study of Banks Located In Federal Polytechnic Nekede, Owerri, Imo State)

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ABSTRACT

Maximizing the productivity and efficiency of the organization demands that executives, managers or supervisors fulfill the bounding duty of ensuring the development of men and women who have requisite knowledge and expertise within the organization. This study was carried out to determine the effects of manpower training and development on service organizations. The study used cross-sectional survey research method to carry out this investigation on two banks located in Federal Polytechnic Nekede Owerri, Imo State, Nigeria. From a population of 3, which served as the sample size, the responses of 28 respondents served as the basis for analyses. Structured questionnaire was used for primary data collection. Generated data were presented using tables and simple percentages; while the hypotheses were tested using the multiple regression statistical techniques in SPSS version 21. The result shows that manpower training and development have significant effect on employee job performance, thereby positively influencing employee commitment, attitude and job satisfaction. The study therefore recommended among others that training and development should be provided to employees periodically and areas of training and development should be based mainly on the current and future needs of the organization.

Key words: Manpower, training, development, satisfaction, commitment, attitude

I. INTRODUCTION

Organizations are set up to achieve some set goals. In order to achieve these goals and objectives, the human factor is of utmost importance. As stated by Asare-Bediako (2008), the ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resources that actually make production happen. Thus, the human factor through the leadership or management mobilizes and utilizes all other factors such as performance appraisals, employee motivation, employee satisfaction, compensation, training and development, job security, organizational structure and others, to bring about desired performance of the organization (Hussein & Simba, 2017).

Ikoru, Enyioko & Nwosu (2017) stated that human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training, according to Mullins (2007), is therefore necessary to ensure an adequate supply of

employees that are technically and socially competent for both departmental and management positions. According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution.

Advances in technology have intensified manpower training and employee development in many organizations, especially the banking industry. Nowadays, employers have high regard for employability skills because they are much harder to teach than job-specific skills. Employees who have foundational skills are more attractive to their employers (Lowden, Hall, Elliot & Lewin, 2011). The quality of manpower determines organizational success or failure.

It therefore follows that in order to maximize the productivity and efficiency of the organization, every executive, manager or supervisor in a public or private enterprise has the responsibility and indeed the bounding duty to ensure the development of men and women who have requisite knowledge and expertise. The aim is to enable them to contribute their full measure to the welfare, health and development of the enterprise (Onah, 2008).

Besides, Wingrove (2003) argued that organizations with the vision of persistently improving their employees educate and train them continually. Mullins (2007) observed that job skills are enhanced through a training program such as coaching and mentoring to boost employee development. Employees are encouraged to utilize training opportunities to match individual and organizations interest to improve productivity. The author argued that a responsive and knowledgeable workforce usually adapts to the organization's needs to promote the work processes and performance. Developing an employee entails improving his or her skills in their current job and developing them for future responsibilities. The performance of employees and their growth is used as a scorecard for appraising manager's performance and holding them accountable for the success or failure of their organization.

Previous studies on manpower training and development have revealed positive and negative results in this area of study. These studies were carried out in both Nigeria and the rest of the world. However, none of these studies identified the type of relationship between on-the-job Training and employability skills using a case study of Access Bank Plc, Federal Polytechnic Nekede Branch and the Federal Polytechnic Nekede Microfinance Bank. The researchers have

identified a knowledge gap. It is upon this background of study that this research hypotheses were formulated to achieve its set objectives.

Based on the established background, the following null hypotheses were tested in this study:

H₀₁: Effective manpower training and development do not improve the level of commitment to duty among the employees of the banks.

H₀₂: Effective manpower training and development have no significant effect on employee attitude to work among employees of the banks.

H₀₃: There is no significant and positive relationship between effective manpower training and development and employee job satisfaction.

II. REVIEW OF EMPIRICAL LITERATURE

Cetin, Kizil and Zengin (2013) also examined the Impact of Mentoring on Organizational Commitment and Job Satisfaction in Turkey. The study was carried out using employees in the field of accounting, finance, and academics. Primary data were sourced using an online questionnaire. The hypothesis was tested and analyzed using factor analysis and regression method. Regression results showed that mentoring variables (career development, gender, and age) significantly influence organizational commitment. On the other hand, findings showed that mentoring variables (career development, gender, and age) exert insignificance influence on job satisfaction.

Taruru et al. (2015) investigated the Effect of Coaching Programmes on Employee Performance in Kenya. The study was conducted using six Business Process Outsourcing Subsector firms in Nairobi. The research design adopted is a qualitative research method to analyze the independent variable's effect on the dependent variable. The target population of the study comprised 270 employees. The study adopted the stratified sampling technique in the distribution of the survey. The hypothesis was tested and analyzed using the Analysis of Variance (ANOVA) and Multiple Regression method to generate the study result. Findings showed both negative and positive results. The result confirmed that both executive and business coaching exerts a negative effect on employee performance. Findings also showed that team coaching and personal development coaching exert a positive effect on employee performance.

Utrilla et al. (2015) analyzed the effect of Coaching on Employee Development and Organizational Performance in Spain. A descriptive survey approach was adopted. The target

population of the study comprised 498 Spanish firms. The firms were randomly selected from the database of the Spanish Business Register. The questionnaire was administered to human resource managers. The study hypotheses were statistically tested and analyzed using Structural Equation Modelling (SEM). Findings confirmed that coaching exerts a strong influence on employee development and organizational performance.

Again, Onyia et al. (2019) carried out a study on the Nexus between Mentoring Dimensions and Organizational Commitment in Nigeria. The study was conducted using academic staff in six private universities in South-West Nigeria. Professors and junior lecturers were selected for the interview and comprised of 315. Primary data were collected using an in-depth interview. The hypothesis was tested and analyzed statistically using the correlation method. Findings showed that mentoring dimensions exerts a significant positive relationship with organizational commitment.

Enyinna and Chituo (2021) examined the relationship between manpower training and employee development using a case study of Access Bank Plc in Obioakpor Local Government Area, Port Harcourt Metropolis Rivers State, Nigeria. A correlation survey design was adopted, data were sourced from 700 employees through a self-administered questionnaire, and the sample size was determined using the Taro Yamane method and calculated as 399. The judgmental non-

probability sampling method was adopted in the distribution of the questionnaire. The correlation method was used to test the hypotheses to achieve the study objective. The findings revealed that job training has a significant positive relationship with employability skills, coaching has a significant positive relationship with employee competency. This study provides sufficient guidelines for human resources to integrate training programs into their mission statement to ensure employees are acquainted with job knowledge and skills. Future researchers are encouraged to explore this study using different industries and large sample sizes to generalize findings.

III. METHODOLOGY

Due to the nature of this study, the survey research design was adopted. The target population of this study included 18 staff of Access Bank Plc Federal Polytechnic Nekede and 13 staff of Microfinance Bank of Federal Polytechnic Nekede. Therefore, the population, which also served as the sample size for this study was 31. The main source of primary data collection for this study was the questionnaire. Generated were presented in tables and analyzed for fast interpretation using simple percentages; while the stated hypotheses were tested using the multiple regression statistical techniques in SPSS version 21.

IV. DATA PRESENTATION AND ANALYSIS

Table 1: Questionnaire Administration and Collection

Description	Response	Percentage
Correctly filled and returned	28	90.32
Incompletely filled and returned	2	06.45
Lost completely	1	03.23
Total	31	100

Source: Field survey, 2022

Table 1 shows that out of the thirty-one (31) copies of questionnaires distributed, 28 (90.32%) copies were correctly filled and returned, 2 (6.45%) copies were incompletely filled and returned; while 1 (3.23%) copy was

not returned at all. Therefore, the 28 copies of the questionnaires correctly filled and returned formed the basis for further analyses made in this study.

Table 2: Responses to the statements on effect of training/development on job performance

Statement	SA	A	UN	D	SD	Total
Since I was employed, I have received training and developmental experiences from my bank.	23	3	1	1	0	28
The training/development programme I received improved my level of commitment to the bank.	16	4	3	4	1	28
The training/development programme I received	18	4	3	2	1	28

improved my attitude to work.						
The training/development programme I received improved my level of satisfaction with the job.	19	5	1	1	2	28
Total	76	16	8	8	4	112
Average	19	4	2	2	1	28
Percentage	68	14	7	7	4	100

Source: Field survey, 2022

Table 2 shows that 23 respondents, representing 82% agreed on the statements relating to the effect of training/development on job performance, while 3 respondents, representing 8% disagreed. A total of 2 respondents, representing

7% were undecided on their opinions. The result shows that majority of the respondents agreed to the statements relating to the effect of training/development on job performance.

Table 3: Responses to the statements on the effect of training/development on employee commitment

Statement	SA	A	UN	D	SD	Total
The training/development programme improved my knowledge, skills and competencies.	12	11	3	1	1	28
The training/development programme improved my level of involvement in the job.	16	5	3	3	1	28
The training/development programme improved my ability to resolve difficult situations relating to my work.	11	11	3	2	1	28
Total	39	27	9	6	3	84
Average	13	9	3	2	1	28
Percentage	46	32	11	7	4	100

Source: Field survey, 2022

Information presented in table 3 indicates that an average of 22 respondents, representing 78% agreed to the statements relating to the effect of training/development on employee commitment, while 3 respondents, representing 11% disagreed. A total of 3

respondents, representing 11% were undecided on their opinions. The result shows that majority of the respondents agreed to the statements relating to the effect of training/development on employee commitment.

Table 4: Responses to the effect of training/development on employee attitude to work

Statement	SA	A	UN	D	SD	Total
The training/development programme improved my relationship with my co-workers.	15	10	1	1	1	28
The training/development programme improved my relationship with my supervisors.	10	12	3	2	1	28
The training/development programme improved my relationship with outsiders.	9	10	5	3	1	28
The training/development programme improved my ability to cope with and assist in resolving any conflict situation arising in my office.	14	8	3	2	1	28
Total	48	40	12	8	4	112
Average	12	10	3	2	1	28
Percentage	43	36	11	7	4	100

Source: Field survey, 2022

As presented in table 4, on the average, 22 respondents, representing 78% agreed to the statements relating to the the effect of training/development on employee attitude to work, while 3 respondents, representing 11%

disagreed. Again, 3 respondents, representing 11% were undecided on their opinion. The result shows that majority of the respondents agreed to the statements relating to the effect of training/development on employee attitude to work.

Table 5: Responses to the statements relating to the effect of training/development on employee job satisfaction

Statement	SA	A	UN	D	SD	Total
My sense of personal satisfaction improved as a result of the training/development programme I took part in.	13	7	3	3	2	28
I became more loyal to the ministry and authorities as a result of my exposure to training/development programme(s).	10	10	4	3	1	28
As a result of the training/development programme I received, I feel more relaxed to work.	10	10	2	3	3	27
Total	33	27	9	9	6	84
Average	11	9	3	3	2	28
Percentage	39	32	11	11	7	100

Source: Field survey, 2022

Information presented in table 5 indicates that an average of 20 respondents, representing 71% agreed that stress can be effectively managed, while 5 respondents, representing 18% disagreed. A total of 3 respondents, representing 11% were undecided on their opinion. The result shows that majority of the respondents agreed on the effect of training/development on employee job satisfaction.

In this section of the study, the data generated on the questions relating to the four stated in chapter one were tested using the Simple Regression Analysis in SPSS version 21 as stated in chapter three.

Test of Hypothesis One

The stated hypotheses were tested using the multiple regression analysis and the result is shown below:

Test of Hypotheses

Table 6: Descriptive Statistics

	Mean	Std. Deviation	N
Manpower Training and Development	4.3571	1.12922	28
Employee Commitment	4.1071	1.10014	28
Employee Attitude to work	4.0714	1.08623	28
Employee Job Satisfaction	3.8571	1.26825	28

Table 7: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.934 ^a	.872	.855	.42934	.682

a. Predictors: (Constant), Employee Job Satisfaction, Employee Commitment, Employee Attitude to work

b. Dependent Variable: Manpower Training and Development

Table 8: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.005	3	10.002	54.257	.000 ^b
	Residual	4.424	24	.184		
	Total	34.429	27			

a. Dependent Variable: Manpower Training and Development

b. Predictors: (Constant), Employee Job Satisfaction, Employee Commitment, Employee Attitude to work

Table 9: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.719	.349		12.060	.000
	Employee Commitment	.645	.440	.628	11.466	.006
	Employee Attitude to work	-.136	.479	-.131	10.285	.000
	Employee Job Satisfaction	.400	.207	.450	12.933	.000

a. Dependent Variable: Manpower Training and Development

Table 10: Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.6279	5.2640	4.3571	1.05417	28
Residual	-.62794	.64500	.00000	.40479	28
Std. Predicted Value	-2.589	.860	.000	1.000	28
Std. Residual	-1.463	1.502	.000	.943	28

a. Dependent Variable: Manpower Training and Development

Interpretation of Results

As shown on the model summary and ANOVA tables, with an adjusted R Square value of 0.855 and a significance value of 0.000, this shows

that manpower training and development have positive and significant effect on employee job performance. Therefore, for the hypotheses, the decisions are as follows:

Hypotheses	TValue	Pvalue	Decision
H ₀₁	11.060	0.006	Reject null hypothesis and accept the alternative hypothesis.
H ₀₂	10.285	0.000	Reject null hypothesis and accept the alternative hypothesis.
H ₀₃	12.933	0.000	Reject null hypothesis and accept the alternative hypothesis.

V. SUMMARY, CONCLUSION AND RECOMMENDATIONS

Having carried out this appraisal of the manpower training and development programmes of the two banks in Federal Polytechnic Nekede, the following major findings were made:

1. The study revealed, through statistical analyses of the collected data, that there are strong positive relationships between the identified job performance variables and staff training and development. Thus, effective training/development programmes improve employee job performances.

2. The study equally revealed that there is a strong positive relationship between effective manpower training and development and the level of commitment to duty among the bankers.

3. Also, it was revealed through the study that a strong positive relationship exists between effective manpower training and development and employee attitude.

Following the findings of the study, it was concluded that manpower training and development have significant effect on employee job performance. Thus, training and development

positively influence employee commitment, attitude and job satisfaction. By influencing commitment it means that training and development lead to improved employee knowledge, skills and competencies, improved level of job involvement and greater ability of employees to cope with difficult situation in the workplace. On the other hand, when staff are trained, their attitude to work relationships with co-workers, supervisors, outsiders as well as their response to conflicts improve. Also, with regards to job satisfaction, training and development result in improved sense of personal satisfaction, loyalty to ministry and authority and feeling of relaxation at work.

Based on the findings of this study, the following recommendations were advanced:

1. Training and development should be provided to employees periodically and areas of training and development should be based mainly on the current and future needs of the organization.
2. Selection of employees for training should primarily be on merit, via an objective appraisal of all eligible employees.
3. After the training and development programme, recipients should be provided with an enabling environment to perform their tasks. The enabling environment may include the opportunity to put into practice the new skills and competencies they acquired and provision of the necessary tools to work with.

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