

Impact of Manpower Development on the Efficiency of an Organization

Lily Hopkins
University of Wales

Publication Process	Date
Received	September 1st, 2020
Accepted	September 20th, 2020
Published	October 30th, 2020

ABSTRACT

Manpower Training and Development is indispensable in the success of every organization, even though technology and the internet have enabled global co-operation and competition, workforces are still the organization's competitive advantage. This study examined the impact of manpower development on the productivity of an organization. The study was based on four specific objectives and null hypothesis. The study employed Quantitative research strategy using the Survey research Data for this study was obtained using mono data collection method through the use of single technique of structured questionnaires. Frequencies, Percentages, and Tables were used to present obtained data. The Chi-square test of independence and association were used in testing the hypothesis using the Statistical Package for Social Sciences (SPSS) Version 25. After subjecting each hypothesis under test, findings revealed among others, that training and development has an impact on employees' performance in IMT Enugu and that ICT is relevant to staff training and development in the School. Hence, it was recommended that IMT should encourage good and quality training Programme for the employees for efficiency and effectiveness in their work place.

Keywords: Financial Reforms; Performance; Economic Growth; Nigerian Economy

Introduction

The need for training and development of workers has become so much important in the recent years as a result of rapid changes in technology and mode of production (Brenton, 2014). So, an organization has to do all within its power improve and develop its workforce. Manpower Training and Development is indispensable in the success of every organization, even though technology and the internet have enabled global co-operation and competition, workforces are still the organization's competitive advantage. This is quite crucial bearing in mind the argument of the concept of transfer of technology as a driving force for the development of the developing countries of which Nigeria is one (Ake, 2001). Manpower training and development facilitates the development of skills and competency essential for the enhancement of bottom-line results for their organization by the employees. The importance of training and development (T&D) cannot be over-emphasized in organizations reason being that the expectation of every employer is the development of a proficient, capable, highly motivated, ethical and above all, able work force whose hall marks would be the realization of organizational objectives. The drive of every organisation is achieved by man who is the bedrock of existence of the organisation; therefore, the importance of staff training and development which aims at improving the performance of units, departments and the organisation at large cannot be overlooked. The main aim of staff training and development is to assist the organization to grow stronger in achieving its purpose and mission. It is important to note that training and development is a vital sub-system or element of human resource management which concerns itself with the business of increasing, improving, enhancing and adjusting employees' skills, abilities, skills, and knowledge to aid current and future jobs to be more effectively conducted and these required accomplishments are likely to increase an individual's as well as an organization's productivity which can be in terms of growth, performance or profitability (Bature, Okpara, & Abubakar, 2013). Employees are the most important and the most difficult of all the resources in the organization. It is not enough to employ and utilize them, but it is equally important to ensure that they do their job efficiently and this can only be achieved through training and development. Generally, managers believe that training and development contributes to the enhancement of employees' performance and productivity in organization in other words, training and development helps to ensure that organizational members have the knowledge and skills they need to perform their jobs effectively. The most important direct gains of training and manpower improvement are clarity in job description, duties and responsibility as well as increases in employee's proficiency among others (Okereke & Igboke, 2011). Workers who are not retrained as they progress in their job tend to stick to what they learnt the first time they took up the job as they are always frightened of doing the job in a way different from the conventional because they think something might go wrong and that may cost them their job (Ologunowa, Akintude, & Adu, 2015). It is important to reiterate that the need for organizations or employers of labour to provide training opportunities for their workers cannot be over emphasized as training is essential if increased productivity, efficiency and effectiveness are the set goals and objectives of the organization that needs to be achieved. In order to enhance productivity and efficiency of an organisation, the organisation needs to embark on the following;

1. Human Resource Development which involves arming employees with the understanding, skills and access to information, knowledge and training that enable them to perform effectually
2. Organizational Development which entails the expansion of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors, that is, Public, Private and Community.
3. Institutional and Legal Framework Development: Making legal and regulatory modifications to assist organizations, institutions and agencies at all levels and in all sectors to enhance their capacities (Abiodun, 1990).

The recognition that human resources are value means for improving productivity as the most valuable assets of any organization since the management of other resources (e.g. information resources, material resources) entirely depends on it, this study was based on how those assets could be developed. The importance of training and development is very vital given the growing complexity of the work environment, the speedy transformations in organizations and improvement in technology, among other things. Training and development help to guarantee that organizational members have the knowledge and skills they need to perform their jobs efficiently, take on new tasks and adapt to changing conditions. Training both physically, socially, intellectually and mentally is very crucial in supporting not only the level of productivity but also the development of personnel in organizations. Continuous learning and improvement on the job should be encouraged as the success of any organization or business lies on the calibre of people incorporated into it and these people must be made to be dynamic since global system is dynamic and the only way to make them flexible to change is through adequate development programmes organized by the organization. The saying in Law "nemo dat quot non habet", that is, "what you don't have you can't

give” should spur an organization that deems it fit to achieve its set objectives into taking serious training and development of their workforce (Usman, 2014).

Statement of the Problem

Due to novelties and competitiveness associated with the educational sector, training and development is very important for almost, if not all the employees to keep them up-to-date with developments and changes in the sector. Since independence, there has been increasing interest by many organizations in training and development the education sector will not be an exception in the performance of its many activities. Many organizations have developed good manpower training and development packages which of course has not always been easy to accomplish due to certain factors that hamper the realisation of various objectives. All organizations, be it political, religious, educational or business have set goals and objectives which they aim to achieve and these are ends towards which the organizational activities are geared and all organizations struggle to achieve their respective goals and purposes since this is the benchmark standard for accessing its success or failure. The major determining factor to achieving success for any organization is the presence of experienced men and women with the right skill and knowledge to combine organizational goals and objectives. The manager and his subordinate must be properly equipped in order to carry out this assignment and this skill can only be imported through training and development of employees. Most organizations find it difficult to identify the training needs, and even where the need is recognized they tend to shy away from it since a lot of time and money is devoted to staff training and development. Some organizations, even when they set out to undertake the exercise of training, it is often either in-appropriate, haphazard or premised on a faulty diagnosis of organizational training needs. In other situations, where proper and appropriate training happens to occur, placement of staff so trained may be without regard to the skill the staff acquired, leading to frustration of personnel so trained and also general inefficiency in the system which is a major practice in Public enterprises in Nigeria where the workforce is generally under-tapped, under-utilized and therefore falls short of its projected contributions to the realization of organizational goals. It is unspeakable to note that managers in Nigeria have paid little or no attention on staff training programmes which leads to incompetence, inefficiency and ineffectiveness noticeable in the sector. Numerous scholars have been writing on how efficiency, competence and effectiveness can be achieved through training. Oguntimehin (2001) acknowledged the roles of training as follows; increased productivity, improved quality of work, improved skills, knowledge, understanding and attitude; enhances use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management. Records show that many organisations are not making enough effort to train and develop their employees. Some informed authorities blame this lack of interest in manpower development on the fact that some of the beneficiaries do not always work towards increasing their productivity. Another school of thought blames it on poor funding for planning and executing development programme for staff. However, in light of the above exposition, the task of this research is to investigate the impact of manpower development, how to effectively develop employees in order to bring about increased efficiency in the organization.

Objectives of the Study

This research will focus on the following:

- i. To determine the training and development needs of employees of the Institute of Management and Technology, Enugu
- ii. To ascertain the category of employees that could benefit from the programme and how often they benefit from the programme.
- iii. To identify the problem that hinders staff training and development in the Institution.
- iv. To assess the performance of employees who have been developed.

Research Questions

- i. How are the training needs determined in the Institute of Management and Technology, Enugu?
- ii. Is there any significant relationship between training and development of employees and the productivity level of the employees of the Institute of Management and Technology, Enugu?
- iii. What is the impact of staff training and development on the performance of the employees of the Institute of Management and Technology, Enugu?

Research Hypothesis

- i. Training and Development does not have impact on employees' performance.
- ii. ICT is not relevant to staff training and development needs.
- iii. Training and Development does not benefit all categories of staff.
- iv. Finance does not hinder staff training and development in the Institute of Management and Technology.

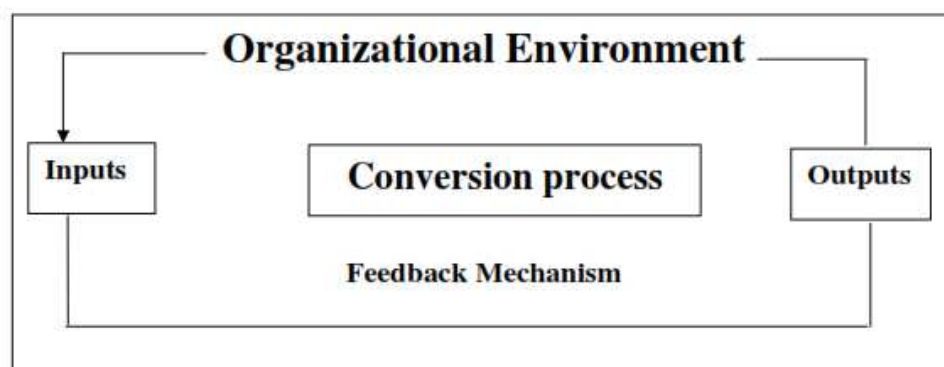
Theoretical Framework

Hardly do we discuss and analyze concept meaningfully in the social sciences without linking them to or understanding them from some theoretical point of view. Staff training and development are concepts which easily lend themselves to theoretical orientations. The functional superiority of theories as guideposts in all fields of human endeavour lies in the fact that rather than base action on judgments derived from mere experience, guesswork or speculations, theories enables a chosen line of action to be anchored in and guided by evidence derived from scientific research which makes the consequences of such an action fall as close in line with the intended direction as possible. In this work, the researcher shall use the systems approach to training as the orientating theory. Systems theory was originally proposed by Hungarian Biologist Ludwiig von Bertalanffy in 1928. The system approach was first developed in the biological and social engineering sciences before it was adopted by social scientist in explaining social and organizational phenomena. The theory can also be traceable to other scholars such as Wendell French (1978), Edastoad (1981) among others. The central messages of the systems theory can be summarized as follows;

- i. A system can be perceived as a whole with its parts and their interdependent relationships.
- ii. A system has its boundary and can be viewed in terms of its relationship with other systems.
- iii. Systems have sub-systems and are also a part of a supra system.
- iv. A system can be regarded as either open or close. According to Koontz et al (1980) a system is regarded as open if it exchanges information, energy, or materials with its environment a happens with biological or social system; it is regarded as closed if it does not have such interaction with the environment.
- v. A system interacts with its environment in terms of process that involves input, conversion, output of energy, information and materials. A system tends to re-energize or modify itself through the process of information feedback from the environment.
- vi. In order to survive, an open system moves to arrest the entropic process by importing expended. As Katz and Khan (1966) further explain, "the entropy process is a universal law of nature in which all forms of organization move towards disorganization or death". Onah (2008).

System theory as it affects organizations can be simply illustrated thus:

Figure 2.2.1 System Theory as Relates to an Organisation



Source: Eze (2010)

This framework perceives an organization as an open system consisting of interdependent parts that are in continuous interaction with the environment. From this interaction, organizations draw inputs in the form of people, raw materials, money and information. These are transformed into outputs which are exported back to the environment. This interaction with the environment is therefore necessary for organizational survival. The

researcher adopted this approach because problems such as training are considered not only in terms of training objectives per se, but also in terms of the objectives and goals of the total organization or "system" in which the individual will be performing his task. This implies that the researcher is also concerned with the objectives of the total system, rather than objective of any component within the system. The system approach to the study of organizations focuses on the system as a whole, the environment of the system, the interdependent relationships between parts of the system, and the dependency for the system to strive for survival by negotiating with environment. In this approach, the development of training programmes is linked to the development of a weapon system. The behaviour which men must exhibit on the job becomes the objectives which must be achieved by the training system. The job of the training designer then is to select the sequence of a series of learning experiences which will produce the desired behavior, for the effectiveness of the entire system. A testing (evaluation) phase required to assure that the training programmes designed succeeds in producing men capable of performing as specified. The system theory emphasizes that an organization which functions as a whole and thereby comprising other sub-systems which function jointly to achieve the raison d'être of the organization. It conceives an organization to be functional when all the sub-systems are also effective and efficient. Its justification is in the functional interrelatedness of parts that enthrone the criterion of efficiency which is seen as an imperative for organizational survival and goals achievement. Easton (1965) propounded this theory to justify his definition of politics as the authoritative allocation of values. For him, the political system is

a set of human interactive through which values are allocated authoritatively. Five concepts were introduced in the so-called political system advocated by Easton or we may call it conversion process, they are environment, input, conversion, output and feedback. The theory's primary aim is to show interdependence of a system in such a way that any dysfunction in one of the parts affects the whole. The political system was seen essentially as a system of converting inputs into authoritative decision. To arrive at authoritative decision, the system takes input, demand and support. Demands are claims on how values are allocated. Support according to him exists when the environment backs up the system or is favourably disposed to it. Output emerges from the system in the form of authoritative decision and there is a process of feedback. Feedback is a process through which the system adopts its self to the environment by modifying its behaviour and changing its interest structure. All these interactions culminate the system maintaining itself in equilibrium. For the purpose of our study, therefore the major components of Easton model are environment, input, conversion, output and feedback. For the purpose of this, we shall regard Institute of Management and Technology as a political system which converts inputs from the environment into authoritative decision. The demand input will mean the demand by the staff for adequate training and improved working condition from the organization. The input of support is also taken to mean the dedication, devotion, commitment by the staff. The feedback mechanism will be taken to mean the method through which the staff or employees express their satisfaction or disenchantment with output produced. All these interactions culminate in the system maintaining itself in equilibrium. Koontz et al (1980) states that the advantage of approaching any area of inquiry or any problem as a system is that it enables us to see the critical variables and constraints and their interaction with one another. It forces scholars and practitioners in the field to be constantly aware that one single element, phenomenon or problem should not be treated without regard to its interacting consequences with other elements. Wandell (1978) defines personnel functions, using the systems theory approach as an operational process and a facilitating system within the organization. His model brings to light the interdependence of the various Human Resources Management processes in organization, with Human Resources Management being presented as "the diagnosis of planning and co-ordination, controlling of a network or organization- wide process and facilitating systems pertaining to leadership, performance appraisal, staffing, training and development, compensation and reward, collective bargaining and organization development". McGehee and Thayer (1961) in explaining further the inter-relationship between the sub-systems within the whole system that is responsible for the realization of the organizational goal, based their definition on the theory that training is a sub-system within the total system of the organization's management. They saw training as the formal procedure which an organization uses to facilitate employees learning so that their resultant behaviour contributes

to the attainment of the organization and individual goals and objectives (Onah, 2008). This model views training as a process involving "a complex amalgamation of many sub-processes" aimed at increasing the capability of individuals and groups to contribute to organizational goal attainment. It is a model whose theoretical assumption establishes that staff training and development are inseparable aspects of personnel process, and for the process to be complete, sub-systems' contributions have to be aggregated to form the whole output and satisfaction. Basically, organization is a system because it is an organized body hierarchically structured to achieve her objectives. A living and dynamic organization comprises of junior and senior staff personnel and both professional and administrative strata. The two bodies, junior and senior exchange services among themselves in a like manner to

that produced by locomotive engine. Each of them performing a distinct job designated for him. Therefore, none of the staff is unimportant if efficiency will be attained and for proper maximization of efforts towards efficiency and productivity in the Institute of Management and Technology Enugu. The trends in new technologies demand that employees should be well trained and developed. Findings have shown that the system which is the organization becomes ill when employees are not trained and developed towards the goals and objectives of the organization. An untrained and poor developed manpower are liabilities to the system. Finally, the system theory has unravelled the importance of functional interrelatedness of parts which we have identified manpower training and development as sub-parts of the entire system.

Empirical Framework

Ohaeri & Chukwu (2016) in their study examined manpower development and employee service delivery with Anambra State Local Government Service Commission as their case study. Data used for the study were collected from both primary and secondary sources presented in tables and analyzed using percentages and frequency tables. Hypotheses were formulated and tested using Chi square method. It was discovered among other things that; staff training will improve employee's performance in Awka-South Local Government Area. It was observed that management makes effort towards ensuring adequate staff training, and that Staff training will have a significant effect on the output and service delivery of staff of

Anambra State Local Government. The following recommendations were made by the researchers; training needs should be considered on the basis of overall organizational objectives. The goals of the organization should determine what training programs are to be organized for staff. The management of Awka-South Local Government Area should invest more in training as money invested in the employees is like money kept in a safe deposit, which appreciates in value over time.

Gunu, Oni, Tsado & Ajayi (2013) in their study titled empirical study of training and development as a tool for organizational performance: case study of selected banks in Nigeria stated that most banks in Nigeria, in recent years are facing the challenges of labour turn over due to lack of job security of their employees. More so, most banks keep downsizing their employees and recruiting new ones as a result of changes in their services and work processes driven by technological trends and competitive environment. Therefore, according to them, it is logical for employees to keep changing their methodologies, thus giving room for continuous training and development. The objective of their study was to examine whether employees' training and development enhances work efficiency in the banking industry. Primary data were used for the study, which were generated through the use of questionnaires. The study took a sample of 395 respondents from a population of 35,386 from the five banks used as case study.

Simple random technique was used to select the respondents. Data collected were analysed using descriptive statistics, and Pearson's moment correlation. Multiple regression was employed to test the hypothesis. Major findings from their study indicated that there is a positive correlation among all the variables. Result of their model summary shows that the independent variables account for 39.1% of the variation in organizational performance. The result in their coefficient table however, indicated that only three variables were significant: organizational commitment to Training and Development, frequency of Training and Development and reward for best performance. The study therefore concluded that for training and development to have significant impact on organizational performance, employees need to be motivated during training programs. They recommended that banks should introduce reward system for outstanding performance so as to motivate employees to always put in their best during each training session.

Usman (2014) in his study titled assessment of training and development: as a tool for employees' job performance in Yaba College of Technology tried to ascertain the impact of training and development in the life of an average government worker because there is a general

belief that employees in the civil service are actually underutilized, lazy and that they show nonchalant attitude to work compared to their compatriots in the private sector. He posited in the study that all of these factors stated above cannot be justified on a mere talk without looking at factors that might contribute to it such as finance, orientation of workers, personality, environment, training and development opportunity, among others thus justifying the researcher choice to assess the training and development programme that is being offered to the civil servants whether they impact on their job performances or not. A sample size of 300 respondents was chosen by the researcher. Data for the study were analyzed electronically using descriptive and inferential statistics. The

researcher found out that training and development programmes are tools for employees' job performance in Yaba college of technology and that training and development programmes are tools for employees' job performance in any organization most especially government owned organizations.

Peretemode & Chukwuma (2004) in their study examined the relationship between manpower development and lecturers' productivity in tertiary institutions in the Delta State of Nigeria. The study adopted the ex-postfacto design. A survey instrument titled "Manpower Development and Lecturers' Productivity Questionnaire (MPDL PQ)" with a test-retest reliability Coefficient of .734 was used to collect data from the 205 lecturers selected from a population of 1021 lecturers based on proportional stratified random sampling method. Five research questions and one hypothesis guided the study. The Pearson Product Moment Correlation Coefficient and multiple regression statistics were used to analyze the data. The results gotten from the analysis led the researchers to conclude that manpower development enhances lecturers' productivity irrespective of gender, faculty and type of institution, although these predictor variables could explain only eight percent of lecturers' productivity in institutions of higher learning in Delta State of Nigeria.

Okereke & Igboke (2011) in their study examined the perception and relevance of influence of training and manpower development on employee performance, using civil servants in Ebonyi State, Nigeria as reference. A pre-coded questionnaire was administered on 300 civil servants stratified into three categories: GL 04-06; GL 07-12 and GL 13+. The purpose according to them was to ensure equitable representation of civil servants in the study area and to elicit their opinion on the theme of study. When the data was analysed, it was discovered that training and manpower development has an influence on job performance, but the influence of type of training on job performance was inconclusive. When cross-tabulated, only 49.8% of those that had training and those exposed to manpower development had high job performance as against 21.2% for their counterparts with no training and manpower development. This is suggestive of spurious factors (that may include leadership, organizational climate, management development, salary) that may intervene as motivation factors for high job performance. Of significance, is that the primary aim of training and manpower development was rather to meet statutory requirements (60%), as against improvement on the job (31.2%) and has policy implications for training and manpower development relevant to organizational need or goal to be provided to employees. This was a sufficiently promising result to encourage further study, not only to re-visit the theoretical explanation that training and manpower development directly result to improved job performance, but also to verify the circumstance within which training and manpower development enhance job performance.

Hassan (2010) in his study tried to determine the extent to which workers patronize distance learning approach to further their education. According to him, other purposes for his study includes determining the problems facing workers in the process of improving their knowledge and skills through distance learning approach; establishing the level of attainment of manpower

development objectives of Adekunle Ajasin University Akungba-Akoko and Rufus Giwa Polytechnic, both in Ondo State, Nigeria; and finding out the relationship between manpower development and job performance effectiveness of workers in both institutions. Survey research was utilised by him in the study. One hundred and seventy-five (175) respondents were selected from Adekunle Ajasin University and one hundred and ninety-five (195) respondents came from Rufus Giwa Polytechnic. Four (4) research questions were generated from the literature and was used to structure the questionnaire used. Responses elicited from respondents were numerically quantified, tabulated and analyzed using Likert scale and percentage. The analyses showed that: opportunity for training and development was given to all workers in both institutions; most Nigerian Universities do not provide distance learning programmes to citizens; respondents of both institutions reported occasional frustration from colleagues and management in a bid to pursue further education; respondents in the two institutions held that the objectives of floating manpower development for workers were achieved; and they reported that there was relationship between acquisition of manpower development and job performance at workplace. Based on the findings, the researcher recommended that workers should be encouraged to patronize distance learning system to further their education; information and communication technology should form part of manpower development programmes in tertiary institutions; and workers who have stayed long away from classroom should be properly counselled whenever they are on for further studies.

Nana, Okpara & Abubakar (2013) carried out a study to determine the relationship between manpower training and productivity in Zenith Bank Plc. They collected data by the use of questionnaire. The data so collected were analysed using chi-square method. Also, secondary data was obtained from the account statement of Zenith Bank and this was analysed using simple regression analysis. The result gotten revealed that there is a positive relationship

between cost of manpower training and productivity of Zenith Bank Plc. The researchers therefore recommended that the management should support the training of staff at all levels and also vote a reasonable amount for manpower training and development.

Eze (2012) in her study of the staff training programmes in public libraries in Nigeria with particular reference to Enugu state library tried to ascertain the training needs of the staff of the library, the extent to which they are exposed to training programmes, how they benefit from training, the factors that hinder training and ways through which staff training could be improved were looked into. Structured questionnaire together with interview questions were used to gather data from the 82 workers of the library who formed the respondents. 80 copies of the questionnaire were returned and used for the analysis using frequencies and percentages.

Findings showed that the workers have a variety of training needs; that training programmes are not adequately provided for the staff; that workers gain certain benefits like promotion, professional and personal development. Further findings showed that certain factors like lack of fund, inadequate number of workers hinder training of staff and that staff training could be improved through adequate funding, formulating training policy and recruiting adequate number of staffs including training officers. The study indicated a need for the clear identification of each worker's training need, formulation of training policy statements and the consideration of all workers when planning for training.

Research Methodology

This study would be conducted using quantitative research strategy using the survey method focusing on data collection and analysis techniques that use or produce numerical data. The choice for survey in this research is based on the fact that this method allows for large amount of collection of data from a sizeable population in this case 162 participants. A survey Strategy will also help the researches easily analyse the relationship between each variable. The survey will be conducted among staff of Institute of Management and Technology (IMT). The proposed sampling method for this research will be the probability sampling methods using a cluster method. A simple random method will be used to pick out cluster. Target Respondents for this research are 162 Staff of IMT, aged between 18-65 years old.

Data would be collected using the mono data collection method through the use of a single technique of structured Questionnaires. The Questionnaires will contain closed-ended questions that will give respondents a fixed set of options to pick from. These closed- ended questions will include multiple choice questions and 4-point Likert scale. Their responses will be inputted into SPSS for Analyses.

Obtained data from the responses gotten from respondents will be coded into SPSS and analysed properly to present the frequencies and percentages of responses. After which the researcher will employ Chi-square test of independence and association in testing the hypotheses. Therefore, the analytical process in this study will be quantitative. More so, to ensure accuracy of research results, the researcher will be making use of SPSS Version 25.0.

Data Analysis and Hypotheses Testing

Decision Rule: Reject H_0 , if $p\text{-value (Sig.)} \leq 0.5$, otherwise do not reject H_0

H_0 1: Training and Development does not have any impact on employees' performance in IMT Enugu.

Table 1: Crosstabulation of Table 4.1.23 & Table 4.1.27

	Questionnaires are used for evaluation of successes of Training programmes				
	Strongly Agree	Agree	Disagree	Strongly Disagree	
					Total

Efficiency of IMT staff in work is recorded after Training and Development Programmes	Strongly Agree	Count	78	11	0	0	89
		Expected Count	42.9	20.9	22.0	3.3	89.0
	Agree	Count	0	20	0	0	20
		Expected Count	9.6	4.7	4.9	.7	20.0
	Disagree	Count	0	7	15	0	22
		Expected Count	10.6	5.2	5.4	.8	22.0
	Strongly Disagree	Count	0	0	25	6	31
		Expected Count	14.9	7.3	7.7	1.1	31.0
Total		Count	78	38	40	6	162
		Expected Count	78.0	38.0	40.0	6.0	162.0

Table 2 Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	234.960 ^a	9	.000
Likelihood Ratio	251.106	9	.000
Linear-by-Linear Association	137.391	1	.000
N of Valid Cases	162		

Decision

The P-value on which basis we can reject the null hypothesis that Training and Development does not have any impact on employees' performance in IMT Enugu is [p-value (.000) <.05]. Hence, the researcher rejects the null hypothesis and state alternatively that Training and Development has an impact on employees' performance in IMT Enugu.

H0 2: ICT is not relevant to staff training and development in IMT Enugu.

Table 3	Crosstabulation of Table 4.1.25 & Table 4.1.26
---------	--

			Visual aid like projectors are utilised during Training Programmes			Total
			Strongly Agree	Agree	Disagree	
ICT is a major training booster in IMT	Strongly Agree	Count	90	0	0	90
		Expected Count	73.9	12.8	3.3	90.0
	Agree	Count	35	0	0	35
		Expected Count	28.7	5.0	1.3	35.0
	Disagree	Count	8	17	0	25
		Expected Count	20.5	3.5	.9	25.0
	Strongly Disagree	Count	0	6	6	12
		Expected Count	9.9	1.7	.4	12.0
Total		Count	133	23	6	162
		Expected Count	133.0	23.0	6.0	162.0

Table 4 Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	176.927 ^a	6	.000
Likelihood Ratio	133.835	6	.000
Linear-by-Linear Association	102.348	1	.000
N of Valid Cases	162		

Decision

The P-value on which basis we can reject the null hypothesis that ICT is not relevant to staff training and development in IMT Enugu is [p-value (.000) <.05]. Hence, the researcher rejects the null hypothesis and state alternatively that ICT is relevant to staff training and development in IMT Enugu.

H0 3: Training and Development does not have any significant relationship with the productivity level of IMT staff.

Table 5 Crosstabulation of Table 4.1.12 & Table 4.1.17
--

			Training and Development increases the level of output of IMT staff towards their job			Total
			Strongly Agree	Agree	Disagree	
Performance appraisal is regularly carried out on IMT staff	Strongly Agree	Count	100	0	0	100
		Expected Count	82.1	14.2	3.7	100.0
	Agree	Count	32	0	0	32
		Expected Count	26.3	4.5	1.2	32.0
	Disagree	Count	1	14	0	15
		Expected Count	12.3	2.1	.6	15.0
	Strongly Disagree	Count	0	9	6	15
		Expected Count	12.3	2.1	.6	15.0
Total		Count	133	23	6	162
		Expected Count	133.0	23.0	6.0	162.0

Table 6 Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	193.733 ^a	6	.000
Likelihood Ratio	154.276	6	.000
Linear-by-Linear Association	120.335	1	.000
N of Valid Cases	162		

Decision

The P-value on which basis we can reject the null hypothesis that Training and Development does not have any significant relationship with the productivity level of IMT staff is [p-value (.000) < .05]. Hence, the researcher rejects the null hypothesis and state alternatively that there exists a significant relationship between Training and Development and productivity level of IMT staff.

H0 4: Finance does not hinder staff Training and Development in IMT.

Table 7 Crosstabulation of Table 4.1.19 & Table 4.1.21

			Management releases funds for Training programmes as and when due when available				Total
			Strongly Agree	Agree	Disagree	Strongly Disagree	
Funding is a major challenge to Training and Development Programmes in IMT	Strongly Agree	Count	20	0	0	0	20
		Expected Count	5.2	5.9	4.9	4.0	20.0
	Agree	Count	22	48	38	0	108
		Expected Count	28.0	32.0	26.7	21.3	108.0
	Disagree	Count	0	0	2	0	2
		Expected Count	.5	.6	.5	.4	2.0
	Strongly Disagree	Count	0	0	0	32	32
		Expected Count	8.3	9.5	7.9	6.3	32.0
Total		Count	42	48	40	32	162
		Expected Count	42.0	48.0	40.0	32.0	162.0

Table 8 Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	228.679 ^a	9	.000
Likelihood Ratio	218.622	9	.000
Linear-by-Linear Association	110.636	1	.000
N of Valid Cases	162		

Decision

The P-value on which basis we can reject the null hypothesis that Finance does not hinder staff Training and Development in IMT is [p-value (.000) <.05]. Hence, the researcher rejects the null hypothesis and state alternatively that Finance hinders staff training and development in IMT.

Research Findings

After subjecting the hypothesis of the research work to critical analysis, the following findings were made:

- Training and Development has an impact on employees' performance in IMT Enugu.
- ICT is relevant to staff training and development in IMT Enugu.
- There exists a significant relationship between Training and Development and productivity level of IMT staff.

- iv. Finance hinders staff training and development in IMT.
- v. The financial sector occupies a vital position in the economy and must be subject to continuous reforms for it to function efficiently as demonstrated in this study that these reforms really contributes to economic boost in Nigeria which improves the global value of the Nigerian economy.

Conclusion

Based on the results of this study, it can be concluded that manpower training and development enhances productivity (irrespective of gender, age and Department) of IMT staff. From the above conclusions, it has been recommended that management of the Institute of Management and Technology Enugu (IMT) should continue to encourage their staff to actively participate not only in local development efforts but also international seminars, workshops, conferences and short courses outside the shores of Nigeria, by providing funding for sponsorship of staff to such international development activities. Because of paucity of funds on the part of IMT staff resulting from poor earnings, it has been difficult for them to personally fund such activities within the country let alone overseas. The institution should, as a policy, set aside certain percentage of internally generated revenue to augment government funds earmarked for research and staff development. IMT should see training and development of its staff as its core responsibility because the institution stands to gain from it as it increases its productivity and helps to achieve the institutions growth targets

Recommendations

In order to enhance the productivity of the employees through training, the following recommendations should be taken into consideration:

1. Well-trained staff with refined skills can bring any organization to life, staff training is the obvious investment an institution must make in its most important asset: the staff.
2. IMT needs to develop employee training within the framework of a comprehensive, ongoing, and consistent employee training program. This quality employee training program is essential to keep the staff motivated about learning new concepts.
3. IMT should encourage good and quality training programme since it is responsible for employee's efficiency and effectiveness in their work place. Good and quality training programme such as on the job training, organizing of seminars and orientations periodically, etc., can help to improve the employees' performance.
4. IMT should also enhance the selection criterion, so that it gives equal opportunity to all categories of workers to be selected for training.
5. Employees should be educated on the need and advantages of training and also on the trends of training programmes generally. This is important because some of the workers are ignorant of what training is all about.
6. Budgetary allocations for training should be increased so that training programmes could be successfully implemented to enhance the capabilities of staff towards improving Educational services through an efficient and effective workforce.

References

- Adebayo, A. (2011). *Principles and Practice of Public Administration in Nigeria*. Spectrum books Ltd., Ibadan.
- Afshan, S., Sobia, I., Kamran, A., & Nasir, M. (2014). Impact of training on employee performance: A study of telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 4(6), 646-661.
- Ahmad, Z. K. & Bakar, R. A. (2003). The association between training and organisational commitment among the white-collar workers in Malaysia. *International Journal of Training and Development*, 7(3), 166-185.
- Ahuja, K. (2006). *Personnel management*. Kalyani publishers, New Delhi
- Ake, C. (2001). *Democracy and Development in Africa*. Spectrum Books Limited, Ibadan.
- Akinpelu, J. A. (2002). *Philosophy and adult education*. Stirling-Horden, Ibadan.
- Amewudah P. (2012). *Personnel Administration: management of human resources at work*. West African Book Publishers Ltd., Lagos.
- Aniekwu, A. N., Ogbeide, F. N. (2002). Information Technology, Higher Education and Technology Development in Africa. *Journal of Engineering and Technology*, 3(2), 77 – 88.
- Aniekwu, N., & Ozochi, C. A. (2010). Restructuring education, training and human-resource development in the Nigerian construction industry, *Journal of Science and Technology Education Research*, 1(5), 92 – 98.
- Arshad, A. (2012). Role of Learning Theories in Training While Training the Trainers, *International Journal of Academic Research in Business and Social Sciences*, 2(11), 181-189.
- Babbage, C. (1997). *Science and Reform: Selected Works of Charles Babbage*. Cambridge University Press.
- Braton, A. (2007). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall, New Jersey.
- Bratton, J. (2007). *Work and Organizational Behaviour*. Paul Grave Mac Millan, New York.
- Chandan, J. S. (2000). *Management: Theory and practice*. Vikas Publishing House PVT Ltd., New Delhi.
- Cole, G. A. (2002). *Personnel and human resources management*. International Padstow Cornwall, London.
- Cole, G. A. (2005). *Human Resources Management*. Aldine Place, London.
- Drucker, P. (1977). *People and Performance: The Best of Peter Drucker on Management*. Allied Publishers Limited, New Delhi.
- Easterby, S. (1986). *Evaluation of Management education, Training and development*. Gower Publishing, Alder.
- Easton, D. (1965). *A System Analysis of Political Life*. John Wiley & Sons, New York.
- Ewuim, N. C. & Ubochi, J. (2007). *Principles of personnel management in Nigeria*. Dominican Publishers, Lagos.
- Eze, J. U. (2012). Staff Training Programmes in Nigerian Public Libraries: The Case of Enugu State Public Library, *Library, Philosophy and Practice*, 2(12), 1-10.
- Fanny, S. O. (2001). *Education and Manpower Bureau in Hong Kong*. Kong Press, Hong Kong.
- Ford, D. J. (1999). *Bottom Line Training*. Prentice Hall, New Delhi.
- Goldstein, I. L. (2007). *Training in Organizations: Needs Assessment Development and Evaluation*. Brooks/Cole, Pacific.
- Greer, M. (2008). *Project Management: Tools and Techniques for Instructional Designers and Developers*. Educational Technology Publications, Englewood cliffs, New Jerseys.
- Guest, D. (2010). Human Resource Management and Performance: A Review and Research Agenda. *International Journal of Human Resource Management*, 8(3), 263-276.
- Gunu, U., Oni, E., Tsado, E., & Ajayi, O. (2013). Empirical study of training and development as a tool for Organizational performance: case study of selected banks. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 2(10), 78-87.
- Hacketti, P. (1979). *Sources in Management Personnel*. John Murray Publishing Ltd., London.
- Hartley, J. (2008). *Learning and studying a research perspective*. Routledge, London.
- Hassan, M. A. (2010). Manpower Development for Workers in Tertiary Institutions: Distance Learning Approach. *International Education Studies*, 4(2), 89-109.
- Hjørland, B. (2005). Empiricism, rationalism and positivism in library and information science. *Journal of Documentation*, 61(1), 130–155.
- Jin, X. (2001). Determinants of salary growth in Shenzhen, China: An analysis of formal education, on- the- job training, and adult education with a three-level model. An unpublished research project funded by the Chinese University of Hong Kong.
- John, O. (2009). *Business Research Methodology*. Meteson publishing Company, Enugu.
- Jones, G. R., George, J. M., & Hill, C. W. L. (2000). *Contemporary Management*. McGraw Hill Companies, Inc., London.
- Katz, D. & Kahn, R. L. (1970). *The Social Psychology of Organizations*. Wiley Eastern, New Delhi.

- Kayode, T. (2011). The Role of Training in charge Management. *Journal of the Institute of Personnel Mangement of Nigeria*. 10(7), 24 – 31.
- Kinicki, A., & Kreitner, R. (2007). *Organizational Behaviour*. McGraw-Hill, New York.
- Kirkpatrick, D. (1995). *Evaluating Training Programs*. ASTD, Alexandria. V.A.
- Knowles, M., Holton, E. F., & Swanson, R. A. (1998). *The Adult Learner: Neglected Species*. Gull Publishing, Houston.
- Koontz, H. O., Donnel, C., & Weihrich, H. (1980). *Management*. McGraw-Hill Publishing Company, Japan.
- Lu, J. F., Tjosvold, D., & Kan, S. (2010). Team Training in China: Testing and Applying the Theory of Cooperation and Competition. *Journal of Applied Social Psychology*, 40(1), 101-134.
- Lynton, R. P., & Pareck, U. (2004). *Training for Development*. Vistaar Publications, New Delhi.
- Mager, R. (1975). *Preparing Instructional Objectives*. Palo Alto, Fearson.
- Mamoria C. B. (1992). *Personnel Management*. Himalaya Publishing House, Bombay.
- McGehee, Y., & Thayer, P. W. (1961). *Training in Business and Industry*. John Wiley and Sons, New York.
- Michael, A. (2001). *A Handbook of Human Resources Management Practice*. Bath Press Limited, USA.
- Miller, D. (1969). A Systems Concept of Training. *Training and Development Journal*, 12(13), 42-56.
- Mintzberg, H. (1975). The Manager's Job: Folklore and Fact. *Harvard Business Review*, 53(4), 49-61.
- Nana, B., Okpara, F., & Abubakar, M. (2013). Manpower Training and Development: A Tool for Higher Productivity in Zenith Bank Plc, Maitama Branch, Abuja. *European Journal of Business and Management*, 5(28), 1-8.
- Nwachukwu, C. C. (1980). *Management: Theory and Practice*. Africana-FEP Publishers, Onitsha.
- Ofobruku, S. A. (2012). Hospitality and tourism manpower training and education in Nigeria. *Afro Asian Journal of Social Sciences*, 3(34), 1-18.
- Ohaeri, C. S., & Chukwu, E. O. (2016). Manpower development and employee service Delivery: A study of Anambra State Local Government Service Commission. *Journal of Policy and Development Studies*, 10(2), 115-126.
- Okereke, C. I., and Igboke, C. N. (2011). Training, manpower development and job performance: Perception and relevance among civil servants in Ebonyi State, Nigeria. *Journal of Economics and International Finance*, 3(6), 399-406.
- Okotoni, C. A. (2015). Staff Training and Development and Quality Education Delivery. *Literacy Information and Computer Education Journal*, 6(4), 2020-2029.
- Okotoni, O. & Erero, J. (2005). Manpower Training and Development in the Nigerian Public Service. *African Journal of Public Administration and Management*, 1(16), 1-7.
- Olaniyan, D. A. & Ojo, L. B. (2008). Staff training and development: A vital tool for organizational effectiveness. *European Journal of Scientific Research*, 24(3), 326–334.
- Ologunowa, C. S., Akintunde, B. A., & Adu, B. O. (2015). Manpower Training and Development: Pathway to Efficient Organizational Performance. *American International Journal of Research in Humanities, Arts and Social Sciences*, 9(1), 44-52.
- Onah, F. O. (2008). *Human Resource Management*. John Jacob's Classic Publishers Ltd, Enugu.
- Peretemode, V. F., & Chukwuma, R. A. (2004). Manpower Development and Lecturers' Productivity in Tertiary Institutions in Nigeria. *European Scientific Journal*, 8(13), 16-28.
- Rao, T. V. (1991). *Reading in Human Resource Development*. IBH publishing, Oxford.
- Rao, T. V. (2003). *Future of Human Resource Development*. Macmillian Ltd., India.
- Raymond, A. (2010). *Employee training and development*. McGraw-Hill International Edition, London.
- Reid, M. A., Barrington, H., & Brown, M. (2007). Human resource development. Cambridge University Press.
- Robbins, S. P., & Judge, T. A. (2012). *Organizational Behaviour*. Pearson Prentice Hall, London.
- Robert, L. M. (2006). *Human Resource Management*. Donnelley Willard Publishers, Ohio.
- Rotundu, M., & Sackett, P. R. (2002). The Relative Importance of Task, Citizenship and Counter Productive Performance to Global Ratings of Job Performance: A Policy Capturing Approach. *Journal of Application*, 87(1), 66-80.
- Rummler, G. & Brache, R. (1990). *Improving Performance. How to Manage the White Space on the Organization Chart?* Jossey-Bass. San Francisco.
- Stolovitch, H., & Keeps, E. J. (1992). *What is Human Performance Technology?* Jossey-Bass. San Francisco.
- Swart, J. (2010). *Human Resource Development: Strategy and Tactics*. Elsevier Butterworth-Heinemann Publications, Oxford.
- Taylor, G. A. (1967). *The principles of scientific management*. Norton Publishers, New York.
- Truss, C., & Gratton C. (2010). Strategic human resource management: a conceptual approach. *The International Journal of Human Resource Management*, 5(3), 663-685.
- Usman, O. S. (2014). Assessment of Training and Development and Its Effect On Employees' Job Performance in Yaba College of Technology. *Afro Asian Journal of Social Sciences*, 5(2), 1-18.

- Wang, G. D. (2002). A system approach to measuring returns on investment for HRD program. *Human Resources Development Quarterly*, 13(2), 203-224.
- Weldy, T. (2009). Learning organization and transfer strategies for improving performance. *The Learning Organization*, 16(1), 58-68.
- Yesufu, T. M. (2000). *The human factor in national development*. University of Benin Press and Spectrum Books Ltd., Ibadan.