Performance Implications of Manpower Development in Nigeria Public Sector: A Case of Non-Academic Staff of Universities in Ekiti State

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Abstract

The study focused on the relationship between manpower development and performance with special reference to non academic staff of universities in Ekiti State. A descriptive survey research design was adopted for the study. The population of the study comprised non academic staff of the three public universities (Ekiti State University, Ado-Ekiti, Bamidele Olumilua University of Education, Science and Technology Ikere-Ekiti, Federal University, Oye-Ekiti) in Ekiti State. The sample size was 363. Primary data used for the study were gathered through the administration of structured questionnaire to the respondents. The data retrieved were analysed using Pearson Product Moment Correlation. The study found that there is significant relationship between coaching, job rotation, workshop and seminar, committee or work group method, in service training, vestibule training method and performance at 0.05 level of significance. The study concluded that there is significant relationship between manpower development and performance of non academic staff in Ekiti State.

Keyword: Development, Manpower, Performance

INTRODUCTION

Manpower development has become increasingly crucial to the success of contemporary organizations particularly in the public sector as a result of rapid changes in technology which required that employees acquire the knowledge and skills necessary to survive with the new processes being established (Broadhurst, 2012; Dukakis, 2002). The growth of organizations into big and complex operations whose structured are continually changing requires employees to be prepared for new assignments. The survival of these
organisations therefore, depends on how well they acknowledge and understand the crisis. Organizations are the frameworks through which individual seek to satisfy most of their needs (Letam, 2013). Manpower is the crucial factor in the development of any organisation. Manpower refers to human power supplied by physical and or mental work of people rather than machines. Also, it refers to power in terms of number of people needed in a particular organisation (Microsoft Encarta, 2009). All other resources like money, machine and material resources are controlled by manpower in order to develop the organisation. Capital alone cannot move itself except with the involvement of manpower, to manage men, money, materials and machines, labour force requires continual study, high performance and righteous self discipline. In view of this, managers must be in a continual state of education and training throughout their working lives. A man who ceases to embrace new knowledge begins to be a wasting asset to himself or herself, his or her employer and the community. Therefore, Onasanya (2005) perceives manpower development as a form of specialized education designed at giving the trainee a particular or specialized knowledge, skill and attitude which employee must possess to effectively perform in a given position. Beardwell and Helen (2001) described manpower development as the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning. Being successful in the knowledge economy requires mastering a new set of knowledge and competencies. These include basic academic skills and the ability to use these skills effectively (Hassan, 2011).

In Nigeria, there is a shortage of skilled manpower as well as a surplus of semi-skilled labour and the major challenge facing the public sector employees. One important way to do this is to develop subordinates so that they can cope with future challenges and demands. Organisations have the responsibility of providing development opportunity for their subordinates so as to enable them exercise their full potentials. Public sector is weighed down by the problem of inefficiency, low capacity utilization and other symptoms of poor job performance (Nnamani, 2011). These problems can be avoided and slowed by early identification of adequate training techniques and programmes for different levels of directors, supervisors and operatives. It is recently discovered that many organisations are not making enough effort to develop their employees. Also, lack of interest in manpower development on the fact that some of the beneficiaries do not always work towards increasing their productivity and poor funding for planning and executing development programme for staff are enough reason for manpower development challenges in the public sector. Therefore, this study becomes so imperative due to tertiary institution is an organisation that has to do with supply of labour with high employee diversity. To this end, this study will explicitly evaluate the relationship between manpower development and performance particularly among non academic staff of universities in Ekiti State.

Research Objectives

The specific objectives are to:

i. determine the relationship between coaching and the performance of non academic staff of universities in Ekiti State;
ii. investigate the relationship between job rotation and the performance of non academic staff of universities in Ekiti Stat;

iii. ascertain the relationship between seminar and workshop and the performance of non academic staff of universities in Ekiti Stat;

iv. examine the relationship between in service training and the performance of non academic staff of universities in Ekiti Stat;

v. evaluate the relationship between committee or work group method and the performance of non academic staff of universities in Ekiti Stat;

vi. assess the relationship between vestibule training method and the performance of non academic staff of universities in Ekiti State.

LITERATURE

There is a need for proper understanding of manpower before robust discussion of manpower development. Manpower indicates the power of human physical strength. Moreso, manpower refers to power in terms of the workers available to a particular group or required for a particular task in any organization. Development according to Okotoni and Erero (2005) is centred on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. Development patterns to any learning activity which is directed toward organisation’s future needs rather than present needs. This is concerned more with career growth than immediate performance. More often than not, staffs in higher cadre benefit from development programmes. For this reason, Olaniyan and Ojo (2008) refer to development as the process of teaching managers and professionals the skills needed for both the present and future jobs.

Hamlin (2004) posited that it implies any activity which deliberately attempts to improve a person's skill in a job. It also creates learning in the areas of knowledge, skill, experience and attitudes. This tends to suggest that the essence of manpower development goes beyond job skills but extends to personal development in terms of knowledge acquisition. In fact, it can be interpreted to mean a transformation of men. Furthermore, Conroy (2000) defined manpower development as a purposive effort intended to strengthen the library’s capability to fulfil its mission effectively and efficiently by encouraging and providing for the growth of its own human resources. The researcher furthermore described manpower development as a factor that improves the competence of personnel through opportunities for learning on the job. This implies that manpower development can be achieved through training and education of staff (Madubueze, Ananti, Onyekwelu & Okpalibekwe, 2015).

Meanwhile, manpower development or human resources development refers to the improvement in knowledge, skill, attitude and endowment of labour force so as to bring about organisational growth. Previously, much emphasis was laid on capital and material resources development. However, it has now been recognized that access to capital and material resources can only be achieved if manpower is adequately developed. In addition, it has also been realized that human beings are the active driving forces used in accumulating capital, tapping natural resources, building social, economic
and political organization (Hassan, 2011). According to Dutta (2005) staff development refers to the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers.

Manpower development therefore is the continuous process of impacting new information, skills, attitude and ideas to employees dictated by the requirement of job change (Modupe, 2008). This means that manpower development is the process of preparing the total quantitative and qualitative human asset in an organisation so that they can move with the organisation as they develop, change and grow. Manpower development benefits the employee, the organisation and the society at large. It is worthy to note that skill acquisition enriches the quality of human knowledge, preparing employees to undertake specific task and employment functions which help to transform the environment. Learning organisations understand that any fund spent on capacity development has both immediate and long term impact on the organisation and the community it operates (Dode & Bassey, 2014).

**Dimensions of Manpower Development**

The dimension of manpower development involves the following:

**Coaching:** This is a method of on the job training and development in which a young employee is attached to a senior employee with the purpose of acquiring knowledge and experience needed for the performance of tasks (Yalokwu 2000). This enable employee to understudy their senior colleagues to broaden their knowledge.

**Job Rotation:** This method either involve the movement of an employee from one official assignment or department to the other, in order for the employee to be acquainted with the different aspects of the work process or through job enlargement, that is given additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge (Yalokwu 2000; Lawal 2006). This will ensure such employee have prior knowledge about the entire unit of the organisation.

**Seminar and Workshop:** This involve a formal method of on the job training in which skills and knowledge are acquired by employees through internally organized seminars and workshops geared toward updating the workers with new techniques or skills associated with the performance of their jobs (Lawal, 2006).

**In Service Training:** This method involves training outside the organization or workplace in higher institution of learning or vocational centres under the sponsorship of the organization or on terms that may be agreed upon between the organization and the worker (Lawal 2006).

**Committee/Work Group Method:** This method entails manpower development through the involvement of employees in meetings, committees and work group discussion geared towards injecting inputs in form of decision making as regard solving organizational problem. This method is quite indispensable, especially in the aspect of training employees for managerial functions or heading organizational units.
**Vestibule Training Method:** This is a method of manpower development through the acquisition of skills in a related working environment (Nongo 2005). Under this method the trainees practice their skill with identical equipment that they use or they are expected to use in their actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected. The purpose is therefore to enable perfection at work place.

**Performance**

Performance according to Agbaeze, Nkechi and Chinelo (2019) is the degree of an achievement to which an employee fulfils the organizational mission at workplace. Employee performance refers to the effective discharge of one’s duty for good results. It is how well an employees fulfils their job requirements (Mitchel, 2013). Cascio (2006) define performance as working effectiveness, that is, the way in which employee does a job, judged by its effectiveness. Performance can be referred to as the degree of achievement of the mission at workplace that builds up an employee’s job and it is used to express the range of measurements of transactional efficiency, input and output efficiency.

**Theoretical Framework**

This study will be underpinned by operant conditioning theory. Operant conditioning was first described by American psychologist Edward Thorndike (1874-1949). This is an example of stimulus response that goes along with reinforcement unlike classical conditioning without reinforcement. This theory believe that to a great extent the frequency with which people do things increases or decreases depending on the consequence of their actions. Learning from the consequence of our behaviour is called operant conditioning (Adedayo, 2010). The term is derive from the word operate, when our behaviour operates on the outside world, it produce consequence for us and those consequence determine whether we will continue to engage in that behaviour. We can define operant conditioning then as a form of learning in which the consequence of behaviour leads to changes in the probability of its occurrence. Therefore, the relationship between manpower development and performance is best described by operant conditioning theory since manpower development seen as a learning programme.

**METHODOLOGY**

The study was carried out in Ekiti State. This study adopted descriptive research design while data used for this for this study was gathered through the primary source mainly structured questionnaire.

The population of this study was made up of non academic staff of public universities in Ekiti State, Nigeria. There are three universities in Ekiti which are: Ekiti State University, Ado-Ekiti, Federal University of Oye and Bamidele Olumilua University of Education, Science and Technology. The three universities were covered bringing the population total to three thousand nine hundred and sixty three (3,963) staff as revealed on the population distribution table.
Table 1: Population Distribution

<table>
<thead>
<tr>
<th>S/N</th>
<th>Faculty</th>
<th>Non Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ekiti State University</td>
<td>1650</td>
</tr>
<tr>
<td>2.</td>
<td>Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti</td>
<td>492</td>
</tr>
<tr>
<td>3.</td>
<td>Federal University, Oye-Ekiti</td>
<td>1821</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3,963</strong></td>
</tr>
</tbody>
</table>

Source: Personnel Record of each Institution as at 2021

For the purpose of this study, three hundred and sixty three (363) respondents were sampled using Yamane (1967) sampling model from the three public Universities which are Ekiti State University, Ado-Ekiti, Federal University of Oye and Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti. The formula is stated below:

\[ n = \frac{N}{1 + N \cdot e^2} \]

\[ n = \text{anticipated sample size}; \ N = \text{population size}; \ e = \text{sampling error (0.05)}. \]

Therefore the total sample size was computed as:

\[ n = \frac{3,963}{1 + 3,963 \cdot (0.05)^2} \quad n = 363. \]

The selected universities were proportionately sampled respectively due to the differential number of non academic staff in each sampled university. To calculate each size of the stratum, Kumaran (1976) Model was employed. The model is stated as follows:

\[ n = \frac{n \cdot N_i}{N} \]

Where, \( n \) = number of respondent from each university; \( n_s \) = total number of sample size \( N_i \) = number of stakeholders in each university; \( N \) = population of the study.

Table 2 Summary of Stratified Sample Size of each University

<table>
<thead>
<tr>
<th>University</th>
<th>Sample Size</th>
<th>Number of Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>EKSU</td>
<td>(363) (1650)</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>3,963</td>
<td></td>
</tr>
<tr>
<td>BOUESTI</td>
<td>(363) (492)</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>3,963</td>
<td></td>
</tr>
<tr>
<td>FUOYE</td>
<td>(363) (1821)</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>3,963</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>363</strong></td>
</tr>
</tbody>
</table>

Source: Author’s Computation, 2022
The measurement construct included manpower development and dependent variable (employee Performance). Manpower development was measured by coaching, job rotation, workshop and seminar, in service training, committee or work group method and vestibule training method on employee performance. The measures were adapted by Agunyai (2015).

The descriptive statistics to be used include percentage and frequency counts while the inferential statistics that would be used is Pearson Product Moment Correlation model for the objectives. The Pearson Product Moment Correlation formula is given as:

\[ r_{xy} = \frac{n\Sigma xi yi - \Sigma xi \Sigma yi}{\sqrt{n\Sigma X^2}} \]

Where \( r_{xy} \) = correlation coefficient showing the linear relationship between dependent and independent variables

\( X \) = Independent Variable (Manpower Development)

\( Y \) = Dependent Variable (Performance)

**DATA ANALYSIS AND PRESENTATION**

This section presents the analysis of data, the data interpretation and discussion of the findings with regards to the objective of the study. The analysis of the respondent’s demographic information is presented in table 3.
Table 3: Respondents Demographic Distribution

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>156</td>
<td>52.2</td>
</tr>
<tr>
<td>Female</td>
<td>143</td>
<td>47.8</td>
</tr>
<tr>
<td>Total</td>
<td>299</td>
<td>100.0</td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>110</td>
<td>36.8</td>
</tr>
<tr>
<td>Married</td>
<td>189</td>
<td>63.2</td>
</tr>
<tr>
<td>Total</td>
<td>299</td>
<td>100.0</td>
</tr>
<tr>
<td>Educational Qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Sc</td>
<td>148</td>
<td>55.9</td>
</tr>
<tr>
<td>M.Sc</td>
<td>94</td>
<td>31.4</td>
</tr>
<tr>
<td>Ph.D</td>
<td>38</td>
<td>12.7</td>
</tr>
<tr>
<td>Total</td>
<td>299</td>
<td>100.0</td>
</tr>
<tr>
<td>Working Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 10</td>
<td>60</td>
<td>20.0</td>
</tr>
<tr>
<td>11-20</td>
<td>147</td>
<td>49.2</td>
</tr>
<tr>
<td>21 Above</td>
<td>92</td>
<td>30.8</td>
</tr>
<tr>
<td>Total</td>
<td>299</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Survey, (2022)

Table 3 indicated that the male distribution was 156 (52.2%), while the female were 143 (47.8%). This implied that we have more male non academic staff than female in the surveyed universities in Ekiti State. Considering the marital status, 110 (36.8%) of the total respondents were single while 189 (63.2%) were married. The summary of response gathered here implied that larger populations of respondents are married. It was also shown that 148 (55.9%) of the respondents were B.Sc degree holders, 94 (31.4%) respondents were M.Sc degree holders while 38 (12.7%) were Ph.D degree holders, which indicated that majority of the respondents were B.Sc degree holders. Responses also showed that 60 (20%) of the respondents have below 10 years work experience, 147 (49.2%) of the respondents have between 11-20 years of experience while 92 (30.8%) of the respondents have above 20 years of experience. This implied that a larger percentage of surveyed staff have between 11-20 years of experience.
Relationship between Manpower Development and Performance

Relationship between manpower development (coaching, job rotation, workshop and seminar, in service training, committee or work group method and vestibule training method) and performance was subjected to Pearson product moment correlation.

Table 4: Relationship between Manpower Development and Performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Correlation Value</th>
<th>Sig (2-tailed)</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>.532</td>
<td>.000</td>
<td>6th</td>
</tr>
<tr>
<td>Job Rotation</td>
<td>.682</td>
<td>.000</td>
<td>1st</td>
</tr>
<tr>
<td>Workshop and Seminar</td>
<td>.607</td>
<td>.000</td>
<td>3rd</td>
</tr>
<tr>
<td>In Service Training</td>
<td>.590</td>
<td>.000</td>
<td>4th</td>
</tr>
<tr>
<td>Committee or Work Group</td>
<td>.623</td>
<td>.000</td>
<td>2nd</td>
</tr>
<tr>
<td>Vestibule Training</td>
<td>.554</td>
<td>.000</td>
<td>5th</td>
</tr>
</tbody>
</table>

Source: Author’s Field Survey, (2022)

Manpower Development and Performance

Table 4 depicts the relationship that exists between coaching and performance. The correlation coefficient value of coaching (0.532) showed that there is a strong positive relationship between coaching and performance thus implied that there is significant relationship between coaching and performance of non academic staff in Ekiti State. Moreso, the correlation coefficient value of job rotation (0.682) showed that there is a strong positive relationship between job rotation and performance thus implied that there is significant relationship between job rotation and performance of non academic staff in Ekiti State. Furthermore, the correlation coefficient value of workshop and seminar (0.607) showed that there is a strong positive relationship between workshop and seminar and performance thus implied that there is significant relationship between workshop and seminar and performance of non academic staff in Ekiti State.

The correlation coefficient value of in service training (0.590) showed that there is a strong positive relationship between in service training and performance thus implied that there is significant relationship between in service training and performance of non academic staff in Ekiti State. Furthermore, the correlation coefficient value of committee or work group method (0.623) showed that there is a strong positive relationship between committee or work group method and performance thus implied that there is significant relationship between committee or work group method and performance of non academic staff in Ekiti State. Finally, correlation coefficient value of vestibule training method (0.554) showed that there is a strong positive relationship between vestibule training method and performance thus implied that there is significant relationship between vestibule training method and performance of non academic staff in Ekiti State. The relationship has been found to be significant at 0.000 \( p < 0.05 \) for manpower development as the p-value which is shown in the sig (2-tailed) row as
revealed on the Table. Therefore, alternate hypothesis was accepted while the study rejected otherwise.

**Discussion of Findings**

Based on the outcome of the analysis, it was deduce that male and married status covers the larger part of the survey and considering the educational background, respondents with first (B.Sc) degree covers the larger part and that most of the respondents have 11-20 years of working experience. However, the study found that there is positive and significant relationship between manpower development and performance in the surveyed institution in Ekiti State at 0.05 level of significance. Moreso, it was found that alternate hypothesis was accepted while the study rejected otherwise thus implied that there is significant relationship between manpower development and performance. The findings contradict the study of Agunyal (2015) who assessed manpower development, capacity building and service delivery in Ife-East Local Government Area, Osun State, Nigeria. The study revealed that staff training or their capacity building does not at all times translate to efficient service delivery in Ife East Local Government Area.

**Conclusion**

Based on the study, the study found that there is strong positive relationship between coaching and performance. Also, there is strong positive relationship between job rotation and performance. Moreso, there is strong positive relationship between workshop and seminar and performance. Furthermore, there is strong positive relationship between in service training and performance. It was also found that there is strong positive relationship between committee or work group and performance and that there is strong positive relationship between vestibule training and performance. Therefore, the study accept alternate hypothesis and reject otherwise thus concluded that there is positive and significant relationship between manpower development and performance of non academic staff of universities in Ekiti State.

**Recommendations**

Based on the findings, public sector organization is seen to be effective and efficient if there is demonstrable increase in productivity, therefore, it is recommended that university management should base manpower development on proper analysis of its contribution to the effectiveness and efficiency of the organization. University management should note that manpower programmes for employees should be done on regular basis because it involves systematic, professional and development of skills, knowledge and attitude necessary for performing specific schedule of duties. Employees should be exposed to these dimensions of manpower development (job rotation, workshops and seminars, Committee or work group, coaching, vestibule training and in service training) to enable them keep abreast with the challenges posed by modern business offices.

**Policy Implications**

This study evaluated the performance implication of manpower development particularly among non academic staff of public universities in Ekiti State. From the outcome and conclusion of the study, manpower proxies were found positive and
significant. However, effective adoption of manpower development has a long term positive implications on organisations especially in discovering employee talents and enhancing skilful employee. This will help broaden employee’s knowledge on their daily operation, improve their productivity and boost their level of confidence in solving organisational problem.

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