

MANPOWER TRAINING AND EMPLOYEE PERFORMANCE IN PUBLIC ORGANIZATIONS: A STUDY OF OGUN STATE PROPERTY AND INVESTMENT CORPORATION (OPIC)

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Abstract

The study examines the effect of manpower training on employees' performance in organizations using OPIC as a focal point of study. Anchored on human capital theory as a framework for analysis, with reliance on primary and secondary data gathering sources, which were then analyzed, the study finds that there is a significant relationship between manpower training and employee performance in OPIC. This is because manpower training increases the better understanding of the employees, thereby making them good and knowledgeable about what they do, increase job satisfaction and reduces employees turnover rate. The study therefore recommends the need for organizations to make training of employees a regular activity as training gives an organization competitive advantage over other organizations that are not favourably disposed to it. The study concludes that effective manpower training is an investment that has both immediate and long range returns.

Keywords: manpower training, employee performance, training design, OPIC

Introduction

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik and Bjorkman 2002). Therefore, changes in business environments quite frequently necessitate the need for continuous upgrading of the skill of employee and capabilities with implications for improvement on their job performance, growth and the ability to adapt to the economic environments changing rapidly and to remain competitive (Amin, Malik and Shaheen 2013). Thus, there is need to train and develop employee so as to meet the above challenges especially training that has to do with the use of new and sophisticated technology (Khan, Abbasi and Wasem, 2016). Training helps to ensure that organization employees possess the skills and knowledge required to perform their job in an efficient manner, be able

to take on new responsibilities, and cope with changing conditions (Jones, 2000). Elaborating further on the importance of Human Resources Development (HRD), the International Labour Organization (ILO) (2000) affirmed that training improves trainee's prospects of finding and retaining a job; improves their productivity at work, increase their income earning capacity and their living standards, and widens their choices and opportunities. Training programmes also serve as a means of improving employee abilities and organizational capabilities, that is, when an organization invests in improving the knowledge and skills of its employees, the investment pay back in the form of better productivity and effective employees' performance (Sahinidis and Bouris, 2008).

Employee's performance simply denotes to the observable behaviors and actions which explicate how a job is done, and the results that are anticipated for satisfactory job performance (McNamara, 2005). There are many factors that influence Employee performance. They include; training and development of employees, relations between employees and employers, overall policies in the work place, working conditions etc. (Aktar, Sachu and Ali, 2012). The effect of training on employee's performance can be explained by the fact that if employees perceive that the organization is interested in training them and having confidence in them which they believe will count for them in the future, they will put in more effort and be more effective in their work (Turel, 2003). Many organizations have come to term with the fact that training offers a way of developing skills, enhancing productivity and quality of work; and also make workers to be more loyal to the firm (Thompson and McGraw, 2010).

In spite of the strong assumptions that training in one place of work influences employee outcomes (e.g. motivation, commitment and work performance), investment in human capital development through training has not been given adequate attention by the management in the public sectors as it is done in the private sector and this may be responsible for inefficiency and general decrease in productivity. In the same vein, poor quality service is dominant and recurring problem in the public sector (Lin, 2010). This may not be unconnected with defective recruitment which needs to be remedied by prompt, right and adequate training. It has been observed that management sometimes nominates wrong personnel for certain training programmes based on favoritism thereby putting a round peg in a square hole, thus wasting financial and other resources. Also, lack of adequate training design such as incompetent trainers, lack of poor instructional materials may annul the good intention and willingness to train. Based on the prevailing situations, the paper tends to examine the effect of manpower training on employee performance in public sector in Nigeria using Ogun State Property Investment Corporation as a case study. After this introduction, the next section focuses on literature review and theoretical framework, following this is data presentation, analysis, recommendations and conclusion.

Literature Review and Theoretical Framework

The Concept of Manpower Training

Cole (2002) sees training as any learning activity which is directed towards the acquisition of specific knowledge and skill for the purposes of an occupation or task. Armstrong (2003) perceives training as the formal and systematic modification of behavior through learning which occurs as a result of education instruction, development and planned experience.

Some of the scholars that have heightened the importance of training include Graig (1976), Akintayo (1996), and Oguntimehin (2001) all cited in Chinelo (2011). They identified the functions of training as follows; it improves the quality of work, increases productivity, enhances the use of tools and machine; improves skills, knowledge, understanding and attitude; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc.

According to Drucker (1984) training is a systematic process of altering the behavior and/or attitudes of employees in a direction towards achieving organizational goals. Training therefore serves as a veritable tool to unlock the potential growth and opportunities so as to attain a competitive edge.

Training refers to a planned intervention aimed at enhancing the elements of individual job performance” (Chiaburu and Tekleab, 2005). The whole idea of training is to improve the skills that seem to be necessary for the achievement of organizational goals. Training programmes, may also help to reduce the anxiety or frustration originating from the job which the workforce may experience in work place (Chenet al., 2004). Those workers who feel they cannot perform a task with the desired level of performance often decide to leave the firm (Chen et al., 2004), otherwise their stay at firm will not add to productivity (Kanelopoulos and Akrivos, 2006). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers.

Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy their customers, employees who learn as a result of training programme show a greater level of job satisfaction along with superior performance. Beardwell and Holden (2003) contend that what brought the importance of training to the limelight in recent years is premised on the intensification of competition and the relative success of organizations where investment in employee development is placed in high premium.

In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all business organizations for its effectiveness (Ezeani and Oladele, 2013). Training makes possible the adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. Training of

employees' therefore, need to be done consistently as it is an important part in the process of staff development. The next section discusses employee performance.

Employee Performance

Employee's performance is an issue that has been debated in the literature and research due to its importance since every organization aims to achieve higher performance. Furthermore, competition in the business environment and service oriented organizations necessitate the need for training of employees so as to bring effectiveness to the front burner of business activities and service delivery in organizations. It is chagrin to discover that in this modern time, instead of organizations training their employees for better performance, some prefer to fire and hire. This scenario has adversely affected the operations of such organizations. It therefore not a surprise that Atimo (2000) sees training as the process of inculcating skills, knowledge and attitude that are necessary for executing a specific job more effectively and efficiently. Extrapolating from the work of French, (1974) and Flippo (1980), training is to solve the problem of mismatch between the skills an employee possesses and the one he/she needs for doing a particular job at present or potential assignment. Ngu (1994 cited in Halidu, 2015) argues that the objective of training hinges on the current manpower situation which can easily be identify through manpower survey.

Employee performance has to do with whether a hired person in an organization executes his/her job duties and responsibilities well. This can be analyzed by looking at input of resources and time, the implementation, and achievement of results in the level of goods and services produced. Performance is a critical factor in organizational success.

Kenney and Reid (1986) are of the view that employee's performance is measured vis-a-vis the performance standards set by the organization. Quite a number of issues are taken into consideration when measuring performance. For instance, productivity, efficiency, effectiveness, quality and profitability measures among others are often considered (Ahuja, 2006). Profitability is premised on the ability to make profits continuously over a period of time. It is calculated as the ratio of gross profit in relation to sales or return on capital employed (Wood and Stangster 2002). Efficiency and effectiveness – efficiency come into place when an organization has ability to produce the desired outcomes by using minimal resources, while effectiveness is brought to bear when employees meet the desired objectives or target (Stoner, 1996). When there is efficiency and effectiveness, there will be profit maximization. As stated before, profitability is a reflection on how the individual, organization and industry converts input resources into goods and services. The yardstick for profitability rest on how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that satisfies the stated or implied needs (Kotler and Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

Manpower Training and Employee Performance: A Synergy

Training is very important for employee's performance as it helps in building competency skills in employee and help organization to retain its employees through satisfaction and motivation. Frankin (2014) in his study posits that training should be effective if it will achieve the desired result because ineffectiveness of training and development of employees in the organization will have an adverse effect on organizational productivity. In his study, data was collected using a random sampling method. The research focused on the employees of ESCON and the population size was concise 60 out of 87 employees. His conclusion from the study was that companies that invest on human resource management see training as an opportunity to increase their long term productivity.

Mahmood (2012) argues that the impact of training on employee performance is predicated on the fact that it influences commitment of staff to the organization and also enhances retention of staff to a large extent. 100 employees of the service sector at Rawalpindi Islamabad were used as sample for the study conducted by Mahmood; regression analysis was used for the research. The regression analysis revealed that satisfaction and mode for career advancement has a direct correlation on organizational commitment and increases work efficiency of the employees which is a function of training. In conclusion, the findings show that there is a strong relationship between training, retention, performance and organizational commitment.

Ghorbani and Fard (2015) explicate that customer's staff training is very crucial in confronting the pressure and challenges which bank industry faces on a daily basis. Random sampling method was used in conducting the research in Tehran, Iran. Their findings revealed that customers' training is of immense benefit to both managers as well as the employees engaged in other job activities. Furthermore, Dearden and Reenen (2006) conducted a study using a new panel of British industries and variety of estimation techniques to find out the impact of training on productivity and wages; they came up with a conclusion that there is a significant relationship. The increase in the productivity of trained workers far outstripped money expended in the training. Ditto the study by Konings and Vanormeligen (2010) on training, wages and productivity and concluded that while productivity premium of a trained employee is about 23%, the premium for wage is about 12%. Javaid, Ahmad and Iqbal (2014) in their investigation of the relationship between training and its impact on employee's performance with a special focus on telecommunication sector D.G Khan Pakistan. They took a sample of 150 employees for the study; finding showed that the managerial performance is linked to training and thus concluded that training is a significant predecessor of performance.

Boateng (2011) in his study of the impact of training on employee performance at SG-SSB using descriptive quantitative method came up with finding that training has a significant impact on employee productivity. Training has some benefits to both performance employees and the organization as it is

associated with the development of knowledge, skills, competencies, behavior and abilities.

The study by Appiah (2012) indicated that training enhances knowledge acquisition, skill development, attributes and competencies and worker performance with implication for high productivity in any organization. The researcher collected data from 30 employees of HFC bank Ghana. Cross functional study was adopted to justify the findings which showed that training improves the skills, knowledge, abilities, competencies, behavior and confidence of the employee.

Adongo (2013) maintained that the reason for high rate of labour turn over mostly in organizations is as a result of neglect of the importance of training. This also increases the cost to hire new employees and finally slow down organizational profitability. In this study conducted by Adongo, 419 employees were chosen for data collection in Telkom orange Kenya. Findings from the study showed that employees feel motivated by the training offered and indeed many have participated in training programmes.

Pangarso, ET. al. (2014) are of the opinion that training motivates employee to reach the target set by an organization. The study was conducted in Indonesia. Simple linear regression methodology analysis was adopted. The data was collected from electronic state owned company. Findings from the study revealed that training has positive effects on employee's performance. One can glean from the above training is inexorably linked with performance. The next section explicates training design and employee performance.

Training Design and Employee Performance

Organizations that want to benefit from training must design it in a very careful manner (Armstrong, 2000). This is necessitated by the fact that training should be done taking into cognizance the skill and knowledge need of the employee (Khan, Khan and Khan, 2011). Thus, Partlow, (1996) contends that organizations which develop a good training design based on the need of the employees as well those of the organizations always get good results. Effective training design encapsulates learning concepts, legal issues among others (Mathis and Jackson, 2000:225). Training design plays an important role in the employee as well as organizational performance. A training design that is bad will not only lead to loss of money but time also (Tsauro and Lin, 2004). Mathis and Jackson (2000) postulate that three major factors are often taken into consideration in training design. They are: determining learner's readiness; understanding different learning styles and designing training for transfer.

For effective training to take place and capable of influencing organizational performance, it is necessary the trainees have the requisite skills needed for learning, there must be motivation to learn and possession of self-efficacy. Since one of the major goals of training is to assist learners acquire the behaviour necessary for effective work performance, it becomes necessary for

employee to have a clear understanding of the ways in which learning theories are applied, then the training design should be done to incorporate this as well.

According to Madhrama and Sheetal (2009), for training and development programme to be effective, it should be consciously planned by the trainer to bring to the fore why such training is done and the best approach to go about it. They went further to list the steps of designing training programmes as follows:

- Designing training and development programmes
- Defining purpose of training and development and target
- Determining participant's needs
- Defining training goals and objectives
- Outlining training content
- Developing instructional activities
- Preparing the written training and developing programme design
- Preparing participation evaluation form(s)
- Determine the follow-up activities for the programme

Theoretical Framework: Human Capital Theory

In this study, the human capital theory was adopted. The theory of human capital was enunciated by Schultz (1961) and later developed by Gary S. Becker, a Nobel prize winner in the field of economics. In his seminal work on the economics of employer (1962, 1964), Human capital theory advocate that education or training are means of inculcating useful knowledge as well as skills into workers which pay off by way of increasing their productivity and incomes (Becker, 1964). Becker views human capital as similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. The theory sees human capital as a means of production in which additional investment yields additional output.

The theory has however been criticized by some scholars as being too simplistic in its analysis of employee productivity and argued that education alone cannot lead to organizational productivity without been complemented by other variables. Levin and Kelley (1994) pointed out that scholars have overestimated the payoffs from increased education without taking note of other variables like management practices among others that are necessary for education to result in improved productivity.

Thurow (1975) in his analysis stated that productivity is more a function of jobs rather than of workers though employers prefer to use education credentials to select workers because they believe that better educated workers are trainable for specific jobs more quickly and at less cost than their less - educated peers. Spence (1973) also argues that education may simply be a market signal of the potential productivity of a worker as it appears the most easy way for firms to determine the productive attributes of a worker.

The criticisms notwithstanding, Becker's human capital theory remains the principal theoretical framework as far as understanding human capital investment, both from the perspective of the individual and the firm is concerned (Bassi and McMurrer, 2006).

Application of the Theory

Human capital theory presents the notion that employees are considered human capital and in maintaining valuable capital, organizations decide whether or not to pay the investment for training, essentially investing in employee education. Interestingly, education is directly linked with employee's income and income potential (Strobl, 1990).

The public sectors have various training programmes and policies in place in order to enhance the performance of their employees. The training programmes includes, on the job training, in-house training. The on-the-job training investment is another form of education that increases skills which, in turn, increases employee's value and productivity, thus higher productivity is rewarded through higher earnings. Is training in the public sector yielding commensurate results as in the private sector establishments?

Most public sectors organize in-house training for their staffs. The in-house training 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.

Also, the senior officers in the public sector undergo training outside the organization or workplace in higher institution of learning or vocational Centre's under the sponsorship of the organization or on terms that may be agreed upon between the organization and the employee (Lawal 2006). But are such trainings leading to higher productivity in the public sector? Employers educate employees via on-the-job training if the external cost of the same training is higher. Having seen the importance of training design to performance, the section following discusses the methodology.

Methodology of the Study

The study adopts cross-sectional survey research design. Cross sectional survey research was adopted in the study in order to collect quantitative data which was analyzed using descriptive and inferential statistical tools. The use of a survey enables generalization to be conducted using findings generated from a sample size which is representative of the whole population.

The study population is made up of the employees and employers of Ogun State Property and Investment Corporation (OPIC), Oke Ilewo, Ogun state. The population comprised of six categories of workers (employees) in the establishment. Their total population as at the time of study was 350. They consisted of 19 Management Staff, 72 Senior Staff, 137 Junior Staff, 59 Contract

Staff, 25 Industrial Training students (IT) and 38 Corps Members (OPIC/Adm/Staffs Matters/2017).

Since the population size of OPIC Headquarters' Abeokuta branch is small, the researcher used the entire population for the study. The advantage of this is that it does not have any bias that may occur due to sample size selection. Thus, the 350 staff of the organization constitutes our respondents for the study.

Data for this study was gathered using a well-structured questionnaire. The questionnaire contained questions to determine a respondent's gender, age, staff category (Cadre), Academic qualification and Length of service. Respondents were requested to rate the subjective questions based on a five –point Likert scale ranging from 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree and 5 = strongly agree. The questionnaire consists of twenty (15) questions. These questions have alternative answers and in no case the respondents are bothered to supply, their own answers.

To determine the reliability of the instrument, Cronbach's alpha reliability test was used. Cronbach's alpha reliability test was chosen on the premises that it can be used for both binary-type and large-scale data. The value of the Cronbach; alpha is 0.87. The value of the Cronbach's alpha indicated that the research instrument is reliable.

Data Analysis and Findings

Demographic Information of the Respondents

This section presents the demographic information of the respondents in the study.

The respondents' demographic information was indicated in Table 1 On the gender of the respondents, 59 percent of the respondents are males while 41 percent respondents are females.

Further, information on the staff category revealed that 06 percent of the respondents are management staff, 23 percent of them are senior staff, and 32 percent of the respondents are junior staff. While 18 percent of the respondents are contract staff, 13 percent are youth corps and 08 percent are IT students. By implications the respondents comprised of all the category staff in OPIC as at the time of the study.

The analysis for the academic qualifications indicated that 16 percent of the respondents had Primary education, 32 percent had secondary education, 49 percent has University/Polytechnics education and 03% had other qualifications such as proficiency certificate.

The length of service of the respondents ranges from 1 to 5years to above 26 years. As indicated in Table 1 48 percent of the respondents have a length of service between 1 -5years; 23 percent of the respondents have a length of service within the range of 6 – 10years; 14 percent of them have a length of service within 11- 15 years. While 08 percent of them have a length of service within 16 – 20 years, 06 percent of the respondents have a length of service within the range of 21

- 25years, and 02 percent of the respondents have a length of service with the range of 26 and above.

Table 1 Respondents' Demographic Information

SN	Demographic Variables	Classification	Frequency	Percentage
1.	Gender	Male	185	59
		Female	128	41
		Total	313	100
2.	Staff Category	Management staff	18	06
		Senior staff	72	23
		Junior staff	101	32
		Contract staff	56	18
		Youth Corps	41	13
		IT Students	25	08
		Total	313	100
3.	Academic Qualifications	Primary	50	16
		Polytechnics	100	32
		Secondary	154	49
		Others	09	03
		Total	313	100
4.	Length of Service	1 – 5 years	151	48
		06 – 10 years	70	22
		11 – 15 years	43	14
		16 – 20 years	26	08
		21 – 25 years	18	06
		26 and Above	05	02
		Total	313	100

Source: Field Survey (March, 2016)

Descriptive statistics

This section presents the descriptive statistics (frequency, mean and standard deviation) based on the questionnaires retrieved from the respondents.

Manpower Training and Employees Performance

Table 2. Descriptive statistics for Manpower Training and Employees Performance

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Optimal performance by employees	166	53	115	37	9	3	17	5	6	2	4.33	0.92
Manpower training an Important obligation in OPIC	162	52	134	43	7	2	8	3	2	6	4.42	0.72
Training boosts employees' performance	174	56	131	42	6	2	2	6	3	3	4.49	0.66
Training by Management of OPIC is encouraging	148	47	127	41	15	5	22	7	1	0.3	4.27	0.87

Key: F = Frequency; SD = Standard Deviation

Source: Field data, 2016

Decision Rule: If mean < 3.0 the respondent Disagree; If $3.5 \leq \text{Mean} \leq 3.0$ the respondents are Undecided and If mean ≥ 3.5 the respondent Agree.

Optimal performance by employees is one of the factors used to assess the influence of manpower training on employee performance. Table 2 indicates that 53% of the respondents strongly agree that employees of OPIC perform their duties optimally and 37% merely agreed to the postulation. 3% of the respondents were however undecided. On the contrary, 5% of the respondents disagree and 2% strongly disagreed. With the mean value of 4.33 and the standard deviation of 0.916, it is evident that the respondents agreed that the employee performs optimally as a result of training.

On whether OPIC sees man power training as an important obligation, 52% of the respondents strongly agreed and 43% simply agreed. 2% were undecided. 3%disagreed and 6% strongly disagreed that OPIC takes manpower training as an important obligation. With the weighted arithmetic mean of 4.42 and standard deviation of 0.721, it can be confirmed that the respondents in the study agree that

OPIC perceived manpower training as an important obligation to improve employee performance.

Respondents were also asked if the employee training programmes of OPIC have boosted their performance; 53% strongly affirmed that the employee training programmes of OPIC have boosted their performance, 37% simply agreed while 9% of the respondents were indifferent while 5% disagreed and 2% of the respondents strongly disagreed. Thus, with the weighted arithmetic mean of 4.49 and standard deviation of 0.664, it implies that the respondents agreed that the employee training programmes of OPIC have boosted the employee performance.

In addition, the respondents were asked if the training programmes put in place by the management of OPIC was encouraging. 47% of the respondents strongly agreed and 41% merely expressed their agreement while 5% were indifferent to the question. 7% however disagreed and 0.3% strongly disagreed. The weighted mean value of 4.27 and standard deviation of 0.870 implies that the respondents agreed with the postulation.

Training Design and Employees Performance

In this section, we analyzed the data gathered on training design and employee performance. The frequency distribution, percentage, mean and standard deviation of the respondents are shown Table 3. Responses on whether good training design ensures that identified employee skills gaps are properly captures indicates that 52% of the respondents strongly agreed and 45% merely agreed to the postulation. 1% of the respondents were however indifference. On the contrary, 1% of the respondents disagree and 0.6% strongly disagreed. The weighted mean value of 4.47 with the standard deviation of 0.636 indicates that the respondents agreed with the postulation that good training design ensures that identified employee skills gaps are properly captures.

On whether Training design is important in employee performance, 51% of the respondents strongly agreed and 44% simply agreed. 3% were undecided. 3% on the other hand disagreed and 0.32 6% strongly disagreed that OPIC can be seen as an efficient organization. The weighted mean of 4.406 and standard deviation of 0.723 implies that the respondents agreed that Training design is important in employee performance.

Respondents were also asked if Training design affects organization as a whole. Responses from the sampled population show that 50% strongly affirmed that training design affects organization as a whole and 41% simply agreed while 4% of the respondents were indifferent. Contrarily however, 5% disagreed and 0.6% of the respondents strongly disagreed. Thus, the weighted mean value of 4.35 and standard deviation of 0.808 implies that the respondents agreed with the statement.

The researcher also investigated whether bad training design results to waste of resources and does not improve employee performance. 64% of the respondents gave their strong affirmation and 31% also expressed their mere agreement. 2% of the respondents were indifferent to the question. 2% however

disagreed and 0.6% strongly disagreed. Also, on average the weighted mean value of 4.57 and standard deviation of 0.681 indicated that the respondents agreed that bad training design results to waste of resources and does not improve employee performance.

Table 3: Descriptive statistics for Training Design and Employees Performance

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Good training design ensures that identified employee skills gaps are properly captures	164	52	141	45	3	1	3	1	2	0.6	4.47	0.64
Training design is important in employee performance	158	51	136	44	8	3	10	3	1	0.32	4.41	0.72
Training design affects organization as a whole	157	50	128	41	12	4	14	5	2	0.6	4.36	0.81
Bad training design results to waste of resources and does not improve employee performance	201	64	98	31	7	2	5	2	2	0.6	4.57	0.68

Source: Field data, 2016

Test of Hypothesis

This section presents the test results of the hypothetical statement of this research work. The acceptance or rejection of this hypothesis was tested with chi-square statistical technique. The Statistical Package for Social Sciences (SPSS) Version 17.0 is used for the statistical exercise. The results are presented and analyzed below.

Hypothesis One: There is no significant relationship between manpower training and employees performance

Chi-Square Tests (Table 4)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.343E2 ^a	16	.000
Likelihood Ratio	186.490	16	.000
Linear-by-Linear Association	99.113	1	.000
N of Valid Cases	313		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .01.

Result and Interpretation

The chi-square result as shown in the table above shows a p-value of 0.000 which indicates a rejection of hypothesis One. The rejection of the hypothesis is due to the fact that the p-value is less than the conventional significant level of 0.05. According to the statistical rule of testing hypothesis, when the p-value is less than the conventional 0.05 level of significance, the hypothesis is rejected. On the contrary however, when it is higher than 0.05, the hypothesis is accepted (Spiegel and Stephens, 1999). The interpretation is that a significant relationship exists between manpower training and employees performance in OPIC.

Hypothesis Two: Training design has no significant effect on employee performance in OPIC

Chi-Square Tests (Table 5)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.880 ^a	16	.000
Likelihood Ratio	43.897	16	.000
Linear-by-Linear Association	16.161	1	.000
N of Valid Cases	313		

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .07.

Result and Interpretation

The result of the chi-square test shown in the table above indicates a p-value of 0.000. As established earlier, when the p-value is less than the conventional 0.05 level of significance, the hypothesis is rejected. Since the p-value is less than the conventional significant level of 0.05, hypothesis two is rejected. The interpretation is that training design has significant effect on employee performance in OPIC.

Recommendations

In order to enhance the maximum performance of the employees through Manpower training, the following recommendations should be taken into consideration;

- i. The organization needs to develop the employee training within the confines of a comprehensive, ongoing, and regular Manpower training programme. This quality employee training programme is vital to keep the staff motivated as this affords them the opportunities to learn new concepts and also make them more productive.
- ii. The organisation should also enhance the selection criteria, in such a manner that it gives equal opportunity to all categories of workers to be selected for training. Favourism, the “who brought you style” should come to an end.
- iii. Since technological advancement affects the content, nature and training needs of the organization, the organization should develop the employees with the basic knowledge of how to use modern gadgets and equipments that will help make their work faster and improve the quality of work been delivered.
- iv. The training and development policy of the company should be enhanced so as to be able to help increase the employee’s performance.
- v. The organization should ensure that the training is done regularly and designed on the basis of firm specific needs and objectives.

Conclusions

This study was carried out with the motive of ascertaining the Impact of Manpower training on employee performance in organizations. After the analysis carried out, the researcher discovered that training of the employees increased their better understanding of the job thus bringing about better output. It was also discovered that good training is responsible for employee’s good performance, efficiency and effectiveness in their work place and the company uses position of staff to select employees for training. Training develops skills, competency, and ability and ultimately improves employee performance and organizational productivity. Training and development programmes are the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity.

Also, the findings revealed that training design has impact on employee performance. Training programme need to be effectively and consciously planned. Effective training and development are the thoughtful interventions designed towards attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that manpower training has a positive impact on employee performance in organizations.

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