

MANPOWER DEVELOPMENT AND ORGANIZATIONAL EFFICIENCY IN PRIVATE FIRMS

¹Ekaetor, Enobong Akpan, ²Iheanacho, Maryjoan Ugboaku., ²Lebo, Monica Peter., ²Obo Ekpeyong Bassey, ²Awah, Catherine Icheni Andorshiye & ²Kufre Isong Uwah

¹Department of Economics, Arthur Javis University, Akpabuyo, Cross River State, Nigeria

²Department of Business Management, University of Calabar, Calabar

Abstract

The study empirically examined manpower development and organizational efficiency in private firms in Nigeria: A study of First Bank Plc in Cross River State. The purpose of the study was to examine the relationship between Information communication technology and in-service training on organizational efficiency in terms of service delivery. Survey research design was adopted for the study. The study covers First Bank Plc in Cross River State. It is made up of two hundred and fifty (250) workers consisting of Senior and Junior staff. Pearson Product Moment Correlation (PPMC) was statistically employed in this study. Based on the analysis, the results revealed thus; there was a significant relationship between Information communication technology and organizational efficiency, and there was a significant relationship between In-service development and organizational efficiency. The study recommended that training programs are effective, the organizations should also consider enabling employees to further their studies to improve their efficiency. Also, there should be a willingness thereof, to invest in employee training with the understanding that it is an investment that will yield returns.

Keywords: Manpower development, organizational efficiency, Information Communication Technology, In-service training

Introduction

In both academic and non-academic settings, the relevance of human capital development has grown over time, according to Barney (2001). It includes human resources development, which is the act of providing employees with the skills, understanding, access to information, knowledge, and training they need to perform at their highest level. In most organizations, large or small: three essential features are needed: the people who work there, the processes they use, and ways to improve productivity and efficiency. Skills and information relevant to a certain job role are referred to as "training". On-the-job

training, workshops, seminars, and conferences are all included. Performance in the workplace is not just about the bottom line; it's about how well people do their job and how well they do it in order to meet their customers' needs. Training improves an employee's productivity, enables progression (advancement), and raises his self-esteem and economic freedom, among other benefits, according to Aina (1992). In order to be able to do his or her job properly, and to feel good about it, an individual employee benefits from training and manpower development, as stated by Jones and George (2008). Employee competency and work responsibilities are two of

the most significant benefits that may be directly attributed to training and manpower development (Robbinson & Robbinson,1995). Performance efficiency is one of the main benefits of training and workforce development by Graham (1987) and Glueck (1982). Development of human resources, according to Caroline and Charles (1997), includes activities that help employees execute their jobs more easily and comfortably.

Theoretical framework

The study is based on contingency/situational theory. Cascio first proposed this hypothesis back in 1988. Regardless of the training method, technique, or style used, no training approach is best for all trainees under all circumstances. He emphasized the importance of employing a variety of training and development approaches and methodologies in order to achieve the most possible impact. Skills and information are relevant during on-the-job training, workshops, seminars, and conferences.

Literature Review

According to Ngu (1994), manpower planning is the process of ensuring that the company has sufficient capital to meet its goals in the future. Forecasting future demand for various sorts of human resources is part of this process, as evaluating the current workforce to see the needs, and deciding on the type and quantity of human resources to hire, develop, retain, or phase out.

Operational managers must make strategic decisions in order to stimulate demand for staff or to set an appropriate pace for demand. The human resources manager analyzes supply and demand and collaborates with operating managers to make choices about manpower planning. We can define manpower as any systematic efforts to affect how labor is allocated and how it is used, as proposed by Idaka and Anagbogu (2012). The goal of manpower planning is to anticipate future workforce requirements and devise the most efficient means of obtaining them. In order to meet the needs of the country's economy, the country's workforce is divided into numerous

sectors. He implied that the country's challenges with human capital development are entrenched in the educational system, which he noted has significant changes over time. When the history of education in Nigeria is mentioned, this becomes clearer.

There is a direct connection between this topic and the three educational concepts: education, training, and development. As a result, it will be beneficial to compare the definitions of these three terms. In most cases, education refers to basic teaching in knowledge and skills that are designed to help people. Its primary goal is the personal growth of each student. In the context of a school, most people think of education as being formal.

Training is more narrowly defined than education or development, and it is focused on the needs of the organization as a whole rather than the individuals. In contrast to education, training typically has a more immediate practical application. Rather than focusing on a certain job or career path, development takes a more holistic approach to the acquisition of new skills and information.

In general, it is up to the community to decide how education should be handled. There is no one-size-fits-all approach to training or development, according to Lebo, Odigbo, and Iheanacho (2020). All of them follow a set strategy for teaching and training people in order to achieve a specific goal. In any business, whether public or private, the most critical aspect is the development of the organization's human resources.

The term "training" has been used to describe a wide range of activities, ranging from those aimed only at increasing output to those that are more directly associated with providing a perk or perk for the employee. Some people define training as a process in which specialized knowledge is passed from one person to another, such as in the case of an apprenticeship, while others define it as a more inclusive approach to solving problems together. Another group sees it as a teaching tool. As long as training is defined as teaching knowledge, skills and

attitudes necessary for an organization's workforce development. It is a form of education and development for employees. Skills and information necessary for a job well done are taught in training. Additionally, training aims to improve the efficiency of an organization's workforce by fostering positive attitudes toward work, good habits of thought and behavior, and other traits.

In order to address the current operational needs of a company, manpower training broadens the individual's and the company's understanding of the concept for long-term growth and development. An organization's survival depends on its ability to train and grow its workforce. Training and development are often viewed as one and the same. The two are comparable, but they are not the same. The primary goal of organizational development is to equip employees with the information and skills they need to take on new responsibilities and difficulties as they arise. Improvement of management, administrative, and decision-making abilities and competencies refer to the process of assisting managers who conduct non-routine duties become more proficient in these areas. In terms of efficiency, safety, quality, and employee happiness, training and development can help the organization. Workers' attitude toward their jobs is directly linked to their investment in training. Some studies have shown that training and human resources development have a direct impact on job satisfaction and productivity.

In some cases, but not all of the time, this mechanical assumption is incorrect. "Motivation," as an interviewing variable, appears to have been overlooked in the debates about training, development, and performance. 'Capacity to work' and 'motivation' go hand in hand, say theorists like Mitchell (1978), because employees' ability to accomplish their jobs does not imply that they will.

It was found that in Ebonyi State, Nigeria, civil officials' perceptions of training, manpower development, and job performance were relevant and important. The goal was to

guarantee that public officials in the research area were fairly represented and to gather their thoughts on the study's topic. Using the chi-square (χ^2) test, training was found to have a substantial impact on work performance at significance levels of 0.05 and 0.25. At a 0.05 and a 0.25 level, manpower development was found to have an impact on work performance, but the style of training had no effect. Only 49.8 percent of those who received training and were exposed to manpower development showed high job performance, compared to 21.2 percent of their counterparts who did not receive training or manpower development, when cross tabulated.

A high level of job performance may be influenced by a variety of factors, including the leadership of the company, the quality of the work environment, the development of managers, and so on. This has policy implications for employee training and development that are relevant to organizational needs or goals, as 60 percent of training and development was focused on meeting statutory obligations rather than improving performance on the job (31.2 percent). In light of these findings, further research is warranted, not only to revisit the theoretical explanation that training and manpower development directly result in increased work performance, but also to verify the circumstances which training and manpower development boost job performance.

Efficiency

The ability to implement its plans with the minimum feasible expenditure of resources is referred to as efficiency. When it comes to the workplace, efficiency is measured in terms of the amount of time, money, and resources it takes to complete a task. Use time-saving tactics to finish work in the shortest feasible time, and you'll be more efficient.

Productivity soars when people are able to work more efficiently and save time and money in the process. Efficiency is defined as the capacity to accomplish a task while exerting the least amount of effort. As a result, it's critical that staff perform the proper duties (successfully)

with the appropriate amount of productivity and efficiency.

Methodology

Survey research design is adopted for the study. A survey design is descriptive research which an independent variable has already occurred and in which an investigator starts with the observation of an independent variable. The study covers First Bank Plc in Cross River State. The population of the study is two hundred and fifty (250) workers. The study adopted random sampling. This is to allow for even distribution (representation) of the population due to the department and units of the bank. The study used two instruments to collect data from two sets of respondents. The first was for Management Staff Questionnaire (MSQ) constructed by the researcher and the other was for all staff. The sample size was one hundred and fifty- three (153) using Taro Yamane formula

Results and findings

Hypothesis one:

H₀: There is no significant relationship between ICT training and organizational efficiency

H₁: There is a significant relationship between ICT training and organizational efficiency

Independent variable: ICT training

Dependent variable: Organizational efficiency

Test statistic: Karl Pearson Product Moment Correlation Coefficient

The analysis showed a correlation coefficient of 0.653 indicating the existence of strong positive relationship between ICT and organizational efficiency. The test was significant at 0.01 significant level, and led to the rejection of the null hypothesis which states that there is no significant relationship between ICT and organizational efficiency. Consequently, the alternative hypothesis was accepted and conclusion reached that there is a significant relationship between ICT and organizational efficiency.

TABLE 1: Correlation result of relationship between ICT and organizational efficiency

	ICT	Efficiency
Pearson Correlation	1	.653**
Sig. (2-tailed)		.000
Sum of Squares and Cross-products	225.580	281.415
Covariance	.350	.436
N	153	153
Pearson Correlation	.653**	1
Sig. (2-tailed)	.000	
Sum of Squares and Cross-products	281.415	822.446
Covariance	.436	1.275
	153	153

N

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

Source: SPSS Analysis

Hypothesis two:

H0: There is no significant relationship between In- service development and organizational efficiency

H1: There is a significant relationship between In- service development and organizational efficiency

Independent variable: In- service

Dependent variable: Organizational efficiency

Test statistic: Karl Pearson Product Moment Correlation Coefficient

The analysis showed a correlation coefficient of 0.770 indicating the existence of strong positive relationship between In-service development and organizational efficiency. The test was significant at 0.01 significant level, and led to the rejection of the null hypothesis which states that there is no significant relationship between In- service development and organizational efficiency. The Alternative hypothesis was consequently accepted and conclusion reached that there is a significant relationship between In-service development and organizational efficiency.

Table 2: Correlation result of relationship between In-service development and organizational efficiency

		In-service	Efficiency
In-service	Pearson Correlation	1	.770**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	408.786	196.941
	Covariance	.634	.305
	N	153	153
Efficiency	Pearson Correlation	.770**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	196.941	159.882
	Covariance	.305	.248
	N	153	153

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

Source: SPSS Analysis

The major findings are;

1. There is a significant relationship between ICT training and organizational efficiency.
2. There is a significant relationship between In-service development and organizational efficiency.

Conclusion/Recommendations

In the banking sector, where morale is at its lowest ebb due to lack of proper motivation, the issue of acquiring and inspiring personnel is of paramount importance. Despite the fact that

individual workers' psychological and social needs may conflict with the organization's objectives.

Management must make every effort to foster an environment that allows the organization to achieve its goals while also meeting the psychological and social needs of its employees. There is no better psychological necessity for an organization's employees or personnel than the opportunity to learn and grow. Both highly and moderately skilled workers make up the organization's workforce. Manpower development as a personnel process aims to

ensure that the organization has sufficient human resources to meet its long-term goals in the future. Our research has led us to this conclusion: the goal of manpower is to identify and plan for future human resource requirements.

According to the findings, training programs are useful, but companies should also consider allowing employees to continue their education in order to increase efficiency. Training has an impact on the total performance of a company, not simply the performance of its employees. This must be understood by corporate organizations when it comes to investing in staff training.

References

- Aina S (1992). *Personnel Management in Nigeria: A Work centred Approach*. Ikeja: F. Communication.
- Barney J. B. (2001). Is the resource based—view a useful perspective for strategic management research, *Academy of Management Review*, 26(1): 41-56
- Caroline CI, Charles E (1997). *A Practical Approach to Personnel Management*. Port Harcourt Nigeria: Gostak Printings and Publishing Co. Ltd.
- Jones, G.R. and George, J.M. (2008). *Cotemporary management*. New York: McGraw Hill
- Glueck W.F (1992). *Personnel: A Diagnostic Approach*. (3rd Edi). Texas: Business Publications.
- Graham HT (1987). *Human Resources Management*. London: Pitman.
- Idaka, I. and Anagbogu, J. (2012). *Research design. Essential of research and statistics education and social science*, Calabar: Etinwa Associates.
- Lebo, M. P., Odigbo, B. E. & Iheanacho, M. J. U. (2020). Career development and University Teachers' Performance in Nigeria. *Solid State Technology*. 64(2). 8242-8252

Ngu, S. M. (1994). *Introduction to Personnel Management in Nigeria*. Zaria: Gaskya Corporation

Okereke1, C. I and Igboke, B N. (2011). Training, manpower development and job performance: Perception and relevance among civil servants in EbonyiState, Nigeria. *Journal of Economics and International Finance* 3(6), 399-406,

Robbinson D.G and Robbinson J.C (1995). *Performance Consulting: Moving Beyond Training* San Francisco: Berrett-Koehler Publishers.