

**EFFECT OF MANPOWER TRAINING AND DEVELOPMENT  
IN EMPLOYEE MORALE IN NIGERIA: A CASE STUDY OF  
OREDO LOCAL GOVERNMENT AREA, EDO STATE**

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**UNIVERSITY OF BENIN  
BENIN CITY**

**SEPTEMBER, 2023**

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT  
OF PUBLIC ADMINISTRATION, FACULTY OF SOCIAL  
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**SEPTEMBER, 2023**

## CERTIFICATION

We the underlisted, certified that this project work was carried out by **Emmanuel Eromosele OKOLOISE** with Matriculation number **SSC1809815** and it is adequate in scope and content for the award of Bachelor of Science (B.Sc.) Degree in Public Administration.

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*(Project Supervisor)*

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**Date**

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**Prof. Stanley Aibieyi**  
*(Head of Department)*

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**Date**

## **DEDICATION**

This project is dedicated to God Almighty for His infinite mercy, grace, loving and kindness upon my life.

## ACKNOWLEDGEMENTS

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## ABSTRACT

*This study was carried out to examine the effect of manpower training and development in employee morale using Oredo Local Government Area of Edo State as a case study. The study was specifically carried out to determine whether there is a significant relationship between manpower training/development and employee morale, ascertain whether the implementation of manpower training/development programme enhances employees' job satisfaction, ascertain whether the implementation of manpower training/development programme improves employees commitment and productivity, and find whether there is an adequate implementation of manpower training/development programme in Oredo Local Government Area of Edo State. The survey design was adopted and the simple random sampling techniques were employed in this study. The population size comprise of civil servant of Oredo Local Government Area of Edo State. In determining the sample size, the researcher conveniently selected 57 respondents and 50 were validated. Self-constructed and validated questionnaire was used for data collection. The collected and validated questionnaires were analyzed using frequency tables and mean scores. While the hypotheses were tested using Pearson correlation square statistical tool, SPSS v23. The result of the findings reveals that the implementation of manpower training/development programme improves employees commitment and productivity. The study also revealed that there is no adequate implementation of manpower training/development programme in Oredo Local Government Area of Edo State. Therefore, it is recommended that authorities in government should ensure that there is a bearing between manpower training and development with national objectives and policy because this is the only way government could have a pool of competent employees to drive and implement its development policies and programmes. To mention but few.*

## CHAPTER ONE

### 1.1 Background of the Study

Manpower training is very vital for any development of any Organization. Why some organizations take it very serious others take it very lightly. There is always a positive result on the part of any organization that takes up staff training and development very importantly. Any organization that fails to take it manpower training and development very necessary tends to encounter difficulties in attaining its objectives and would find it difficult to compete favourably. There are various training and development procedures that can be undertaken by organization(s). This study is about highlighting the fact that unless training and development of manpower is properly done, objectives will be very difficult to attain in an organization.

Training and development have become the most important factor in the business world today, because training increases the efficiency and the effectiveness of both employees and the organization (Raja, Furqan & Muhammad, 2011). Training is a systematic restructuring of behaviour, attitude and skills through learning-education, instruction and planned experience. Training is designed to change or improve the behaviour of employees in the work place so as to stimulate efficiency. The cardinal purpose of training is to assist the organization achieves its short and long term objectives by adding value to its human capital. Training and development are not undertaken for the sake of training, but rather are designed to achieve some needs. Therefore, training and development are need based in the sense that they are undertaken to fill some knowledge gap within an organization.

Generally, it has been observed that the environment that hosts the organizations is dynamic. The dynamism of the environment has many implications on the organizations: it is the determinant of the product that the organizations will produce; there must be a market before the organizations will produce a product (Byrne, 2011). Training and development therefore, become necessary.

According to Raja et al (2011) training and development is a very important tool for an organization to compete in this challenging and changing world. Facing fierce competition and ever rapidly changing market environments, large corporations must find ways to improve productivity, efficiency, customer service, staff retention and other key drivers of corporate profitability (training and development) should they want to be more profitable and be competitive in the industry (Nguyen, 2009).

Since the early 1960, the human factor of production of manpower as it is alternatively called, has increasable been recognized as the most critical resource of the factors without which an effective utilization of all other factors remain a dream. Although, it might be tempting to attach more importance to the availability of physical resource such as capital and equipment undermining that they are mere passive factors of production, which depend on human intellectual which is the active agent to exploit them in order to achieve the objective of the organization. Thus, the human factors (manpower) are the main stay of the organization in Nigeria.

In other words, the success of an organization depends on the ability and expertise of those who operate it both at the managerial and lower levels of operation, such abilities and expertise usually stems from the knowledge they possess and training received.

According to Harbison, F.H. (1973), human being constitutes the ultimate basis of a nation's wealth. This proposition applies to the organization, which implies that with daily increase and complexity in the organizational activities and the problem ensuring optimum productivity which is fast becoming a challenge as well as imperative for the management of organization, thus, training and development of staff on whom the huge responsibility of furthering these goals rest, must take top priority if the organization must continue to enjoy maximum performance from the staff.

The main objective of setting up a company is to make profit and to achieve this organizational goal; adequate manpower planning and development programmes should be put in place to enhance performance.

## **1.2 Statement of the Problem**

The human resources (manpower) is considered the most critical to any organizational survival of a truism that adequate supply of material and financial resources that utilizes these available resources to bring about the desired goals.

However, most organizational plans meticulously for their investment in physical and capital resources and these plans are reviewed with utmost attention to detail while rarely do such organizations pay attention to human investment in which the capital and equipment will be in vain. Not many organizations consider the necessity for a well-defined and sustained training and development for staff in order to upgrade their performance or they are not able to cope financially with training and development programmes.

The very few organizations that give thought to this very important aspect of staffing functions do so with lack of seriousness; all round attention and continuity. The programmes are carried out not only once in a blue moon but are also lopsided in terms of content and staff participation. As a result of this, lackadaisical attitude of management towards training and manpower development. There had been a progressive decline in the ability of manpower to cope with the challenges that attend the over unfolding new dispensation in the industry, in the circumstance, what we find is that the rise in industrial output is inconsequential in spite of the enormous wave of modern technology that now exist in industrial activities.

It is the opinion of industry observes that the poor performance of the organization-workers follows from their inability to keep abreast with the new technological current as a result of the absence of appropriate and sufficient staff training. It is against this background that the researcher considered the effect of manpower training and development in employee morale, however, the researcher used Oredo Local Government Area of Edo State as a case study.

### **1.3 Objectives of the Study**

The overall aim of this study is to critically examine the effect of manpower training and development in employee morale using Oredo Local Government Area of Edo State as a case study. Hence, the study will be channeled to the following specific objectives;

1. Determine whether there is a significant relationship between manpower training/development and employee morale.

2. Ascertain whether the implementation of manpower training/development programme enhances employees' job satisfaction.
3. Ascertain whether the implementation of manpower training/development programme improves employees commitment and productivity.
4. Find whether there is an adequate implementation of manpower training/development programme in Oredo Local Government Area of Edo State.
5. Make recommendation to any challenge that will be discovered in the cause of the research review

#### **1.4 Research Question**

The study sought answer to the following questions.

1. Is there a significant relationship between manpower training/development and employee morale?
2. Does the implementation of manpower training/development programme enhance employee's job satisfaction?
3. Does the implementation of manpower training/development programme improve employee's commitment and productivity?
4. Is there an adequate implementation of manpower training/development programme in Oredo Local Government Area of Edo State?

#### **1.5 Research Hypothesis**

**Ho:** There is no significant relationship between manpower training/development and employee morale.

**Ha:** There is a significant relationship between manpower training/development and employee morale.

## **1.6 Significance of the Study**

This study when successfully completed will be immense important to employees of labour in order to know the quality and effect of industrial training programmes offered by ITF. It will be of importance to government to know how the fund has been fairing and make recommendations where necessary.

It will also enable non-contributing companies or nonmember to know the skill content of the fund and decided whether the fund is living up to expectation.

The analysis will act as a catalyst in funding remedies to operational problem of the fund thereby providing solutions where it is lacking.

## **1.7 Scope of the Study**

The scope of the study covers the effect of manpower training and development in employee morale using Oredo Local Government Area of Edo State as a case study. Hence, the study will be limited to Oredo Local Government Council of Edo State.

## **1.8 Limitation of the Study**

This research project, like all human endeavors, had some challenges that threatened to derail the study's completion. One of the reasons is that the time allotted for this work was so limited that the researcher did not have enough time to complete the task thoroughly. During data collection, the researcher also had to put forth extra effort to understand the respondents' interview schedules, several of whom fell into the incomprehensible age group. Also, there were financial and transportation constraints to deal with. Insufficient funds tend to impede the efficiency of the researcher in sourcing the relevant materials, literature, or information and in the process of data collection (internet, questionnaire and interview).

## 1.9 Definition of Terms

- a) **Training:** Training as an activity which aims to improve and develop the attitudes, behaviour, skills, and knowledge of employees in accordance with the wishes of the company.
- b) **Manpower:** The number of workmen needed for a certain type of work in an organization. It is also a measure of the power of one man at work.
- c) **Development:** The act or action of developing or the state of being developed; a gradual unfolding.
- d) **Employee:** This is defined as an individual who works as part-time or full-time under a contract of employment, whether oral or written, express or implied, and has recognized rights or duties.
- e) **Performance:** The action or act of performing something especially very well of people or machines. It is also the ability to do something.
- f) **Organization:** A group of people with a special purpose, such as a club or business.
- g) **Productivity:** Productivity is defined as the ratio of output (goods and services) and input (labour, capital and management).
- h) **Management:** Its function, it is centered on the running and controlling of the organization, the way the directors perform their function to attain a successful operation.

### **1.10 Organizations of the Study**

The study is categorized into five chapters. The first chapter presents the background of the study, statement of the problem, objective of the study, research questions and hypothesis, the significance of the study, scope/limitations of the study, and definition of terms. The chapter two covers the review of literature with emphasis on conceptual framework, theoretical framework, and empirical review. Likewise, the chapter three which is the research methodology, specifically covers the research design, population of the study, sample size determination, sample size, and selection technique and procedure, research instrument and administration, method of data collection, method of data analysis, validity and reliability of the study, and ethical consideration. The second to last chapter being the chapter four presents the data presentation and analysis, while the last chapter (chapter five) contains the summary, conclusion and recommendation.

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## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.0 Introduction**

Our focus in this chapter is to critically examine relevant literature that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

Conceptual Review

Theoretical Review

Empirical Review

#### **2.1 Conceptual Review**

##### **Human Resource Development**

Human expertise through organization development (OD) and personnel training and development (T&D) for the purpose of improving performance (Swanson & Holton, 2001; 90)

Human Resource Development is an organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization (Rouda & Kusy 1995). This includes the areas of training and development, career development, and organizational development. Employee need to learn new skills and develop new abilities, to respond to these changes in workplace. The process of enhancing and enriching the skills and knowledge of employees through training and refreshing

courses is called human resource development. The goal of Human Resource Development is to improve the performance of organizations by maximizing the efficiency and performance of our people. This is going to develop our knowledge and skills, our actions and standards, our motivation, incentives, attitudes and work environment.

Generally speaking, human resource development ensures the effectiveness and advancement of individual employees, collective departments, and the organization itself.

### **Training**

Training is an investment which is a commitment of resources for the acquisition of assets which in turn allows a stream of resources to be generated in the future. The training from this perspective Udoudo Aka (1982) defined it as the development of specific skills and attitude needed to perform a particular job or services to maximize the productivity of the industry and improve the overall organizational efficiency. Training has been defined as the overall process whereby individuals behaviour is modified to conform to a predefined and specific pattern. Also Mc-Gehee and Thayer (1985) defined it as A the formal procedure which a company uses to facilitate employees learning, so that their resultant behaviour constitute to the attainment of the company's' goals and objectives Stemmets perceives training as a short educational process utilizing a systematic organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. One thing to note in Udo Udo-akas definition is that training is an organized procedure by which people learn knowledge and skill for a defined purpose. The objective of training is to affect a

change in the behaviour of those trained, for effective performance on the job and to aid in the achievement of organizational goals. Although, the researcher agrees with Udo Udo-Akas definition, many organizations see training of workers as an extra activity to be supported only if they can afford it. The view of Ordiome seems to support our second definitions of training. He maintained the specific definition of a behaviour change objectives requires that the present level be defined. In training, the difference, the two companies objectives of training, sometimes called the training need. Ordiome continued by emphasizing that training should lead to changed behaviour. If it does not it may be that the trainee does not have the intelligent quotient to understand or has a boss who conflict with the training behaviours would work or be suitable.

McGehee and Thayer's definition of ITF Industrial Training reaffirmed the need for industrial training as a foot hold for the achievement of the organizational goal. Not that the definition by Mc-Gehee and Thayer however emphasized the fact that it is the company that should sponsor the training. Mc-Gehee and Thayer also emphasized that training encompasses activities ranging from the development of a complex knowledge, inculcation of elaborate administrative skill and the development of attitudes towards intricate and controversial social issues. Diefamaoh, commenting on the effort of training, observed that energies, skill and knowledge of people purely for economic purposes are but a dimension of human endowment and that it also embrace the thought, motives, beliefs, feelings, aspirations and culture of human beings which are beyond the place of work. Reasoning from the above perspective, Steiznets observed that the major capital stock of an industrially advanced country is not its

physical equipment, it is the body of knowledge amassed from tested, findings and discoveries of empirical sciences and the capacity and training of its population to use the knowledge. The researcher views Steinznets definition of training as being myopic or restricted. In the first instance, it depicts that only non-managerial personnel can benefit from training. In the second place, the definition purports to show that training must be short in duration, a significance point to infer from this definition is that while substantial on-the job training exists in most organizations under the guidance of experienced employees, there is no discernible policy on training to prepare people for future management responsibilities. This explains the reason why we usually lack management development. The Central Ideal in the above view is that manpower is the life wire of any organization or economy. It produces a control to other factors of production and hence requires thoughtful provision, utilization and preservation.

According to Oshiami (1997) Develop does not start with people and their education, organization and discipline. Without there, three all resources remain latent and untapped potential. Every country no matter how devastated, which has a high level of education, organization and discipline produce an economical. That is, there is need for continual training and retraining especially with the impact of rapid technological changes and automation on existing skills and jobs. Thus training is a continuous process and the programme for retraining employees for new occupation and jobs in the organization is increasingly necessary. The researcher is of the view that availability of manpower is not always the question. What is usually the problem is whether the available manpower meets the needs of the economy.

## **Training and Development**

As jobs are becoming more and more complex, it becomes imperative for employers of labour to train their workers unlike when jobs were simple and little technical knowledge was required from the workers. Manpower training and development are two interrelated processes whose importance cannot be overemphasized in any discussion of strategic human resource management as this relate to series of activities, which an enterprise would need to embark upon to improve the quality of its managerial capital. Manpower development has been described as the systematic process which an organization has to go through to ensure that it has the effective managers it requires to meet its present and future needs.

According to Phillips and Phillips (2007), training is a process when under company auspices seeks a planned, coordinated and conscious manner to develop in the employees those understanding skill and attitude, which will maximize individuals present and future efficiency and effectiveness of the overall company operations. Training is a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. Development is concerned with specific programmes designed to prepare and groom a worker with particular education and training for higher responsibilities (Onasanya, 2006). Training as defined by Peretomode et al. (2001) is the planned organizational efforts or activities conceived with helping an employee acquire specific and immediately usable skills, knowledge, concepts, altitude and behaviours to enable him or her perform more efficiently and effectively on his present job. Obadan (2000) saw training as a specialized process through which one

learns to perform direct tasks of varying complexity and acquire expected job behaviours. these definitions implies that training is an organized procedure by which people learn and acquire knowledge and skills for a definite purpose, and a continual process of helping employees to perform at a high level (Donnelly, 2004). Thus, training is a process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. While development according to Beardwell and Helen (2001) is the process of becoming increasingly complex, more elaborate and differentiated by virtue of learning and maturation.

Training is seen as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities (Osborne, 1996). Rouda & Kusy (1995) views training and development as the acquisition of knowledge, competencies and skills, and adopting behaviors that improve performance in current jobs, including: adult learning theory and applications, instructional systems design, train-the-trainer programs, and instructional strategies and methods. Management development and training has been seen as a process by which employee are recruited selected trained motivated and required within an economic system. Obisi (2011) observed that the concepts of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specific. Development covers not only those activities which improve job performance, but also those which bring about growth of personality. Steinmetz, Lawrence (1996) notes that training is a short-term process, utilizing a systematic and organized procedure by

which non-managerial personnel learn technical knowledge and skill for a definite purpose development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

According to Alao (2010), formal management development programme began to appear in large cooperation in 1940 and early 1950s. Since then there has been growing sophistication in the organization and contest of such endeavours. In the past few decades, there has been an increasing amount of research and general knowledge of the principle and techniques of administration. The rapid rate of technological and social changes has made it imperative to have managers and workers who are trained to cope with these changes. The ever increasing technological sophistication especially in this age of computer technology has really paved way for management training to meet changing situation. In the recent years, industries have concerned with the development of all workers and these in management position both to improve performance in their present job and to provide a solid basis for those who are growing up. Those developments have been given impetus with the research of Taylor, which emphasized continued necessity of scientific discoveries of human potentials through training. It was in this climate of technological and social changes taking place in the 19th century that manager started to seek better ways of coping with increasing complexities taking place in their enterprises. Taylor was one of the pioneers who recognized that worker are important and efficient as machine (Alao, 2010). Taylor asserted that it is the workers and management that set the pace for production hence, the need for manpower training and development in order to enhance the

organizational predetermined goal. he emphasized that scientific management is not a collection of technique only to increase efficiency, but rather a philosophy of being accomplished by workers training and development. In Nigeria, the genesis for manpower training and development can be traced to the Ashby commission set up in 1959 to conduct an investigation into Nigeria's need in the field of post secondary certificate and higher education over the next twenty years (Alao, 2010).

Following his development, the federal government has since established a number of training institutions such as The Industrial Training Fund (ITF) in 1971, The Nigerian Council for Management Education and Training The Association Institution known as Center for Management Development (CMD) in 1972. The Administration Staff College of Nigeria (ASCON), the Agricultural and Rural Management Training Institution (ARMTI) as well as the Nigeria Institute for Policy and Strategy (NIPSS) and Institute for Labour Studies. Apart from the aforementioned, there are various federal and state training centers all over the country. in the private sectors, we also see a lot of organization that have established their own training centers and schools while many others depend on university sponsored programmes and seminar as well as executive development and general management courses run by the Nigeria Institute of Management (NIM) and that of Institute of Personnel Management (IPM). Hence, for an organization to achieve its objectives there must be a continuous review of manpower training to ensure their effectiveness throughout the organization. it is also believed that a vast majority of new employees have not been prepared to perform the job they may encounter in their organization in respective of the technical or professional education received. There is therefore need for training and retraining of

the workers to perform new jobs and adapt to changing technology. Training needs arise mainly from the problems that lack of training may have created. Rapidly changing technology in both factories and offices has also created shortage of skilled labour.

Also, the growing awareness of many organization responsibility in our society has accelerated the entrance of less qualified groups in the workforce management has realize that for well qualified workers to man all the different tasks, it is necessary to train their staff. Training is therefore needed because of transfer, promotion and changes in work schedules. Training is needed when job delegation takes places. Training is required when job are enlarge and employees rotates from job to job. Training becomes imperative when scientist discoveries result in innovation in product and equipment. Dorman (2000) emphasized the role of training in management activity especially in the area of human resources management. According to him, the training function is a management activity in which the personnel department provides the necessary specialist knowledge and usually carries out in addition to the administrative requirements so that the function operates effectively within the organization. He went further to state the basic stages in establishing training function with the view to improving on the manpower development.

These stages are:

to find out the training needs of the particular needs of the particular company at all levels.

to formulate a training policy which will meet the needs of the organization?

to evaluate the resources both financial and material which could be required?

to provide the necessary specialist training officers who will be responsible for implementing both the training policy and the training plan.

A training need can be said to exist when there is a gap between the existing performance of an employee (or group of employees), and the desired performance to assess whether such a gap requires a skill analysis. The analysis has five stages:

To analyze and determine the main requirements of the particular job.

To identify the task required to be undertaken to meet the job requirements.

To understand the procedures required to perform the task.

To analyze the knowledge and skill required to perform the processes.

To identify and specify problems of the job and to analyze any particular skill required to solve the problem.

But if we consider a situation where not training function exists in the organization, the skills analysis should be undertaken initially of these jobs or areas, which appear to present the most urgent training needs and this can be followed up by a skill analysis of all jobs when the training function has been established.

### **Important of Training and Development**

Employee training and development programs are essential to the success of businesses worldwide. Not only do these programs offer opportunities for staff to improve their skills, but also for employers to enhance employee productivity and improve company culture. They also can reduce employee turnover and a 2020 Work Institute study shows just how important that can be for a company's bottom line. Voluntary employee turnover, according to the report, costs U.S. businesses more than \$630 billion annually. It's no surprise that employees who get regular opportunities to

learn, develop, and advance are more likely to stay with a company. Bob Nelson, author of *1,001 Ways to Engage Employees*, reports that learning and development are among the top factors in employee engagement. Employee development is the continuous effort to strengthen work performance through approaches like coaching, training sessions, and leadership mentoring. Training is a specific event that teaches new information or skills, often provided to new or newly promoted employees. Both are key functions of corporate human resources staff, who typically are responsible for planning and implementing these efforts. A bachelor's degree in human resource management can help prepare you to lead training and development programs at your organization.

### **The Distribution between Training Education, Manpower and Development**

A number of writers have discussed the nature of education and training in industry and have pointed out to the problems which arrive from the different meaning attitude to the last two words. The word education, for example is at times narrowly used to mean the formal process of studying a syllabus of word which usually involves attendance at an educational institution. It is used in the very much sense of life itself as the best education developing individuals. Here, the meaning is conveyed that of personality attributes and knowledge of itself large or wholly independent of formal or institutionalized education. Similarly, the word training is used both as a synonym for education and in the restricted sense of learning behaviour which is usually capable of precise definition. According to Kennedy and Donnelly (1978) education and training differ in four main areas:

a) In the degree to which their objectives can be specified in behaviour terms.

- b) In the time normally needed to achieve this objectives.
- c) In their methods learning.
- d) In the learning material involved.

A characteristic of training objective is that they are capable terms. They can and should specify the work behaviour required in a trainee at the end of his training. For instance the criterion behaviour specified the taste procedures, techniques and skills that the trainee should be able to perform and the standard of performance required. Another characteristics of a training objective in a business setting is that it is job rather than person oriented and this often implies a uniformity of performance behaviour. Education objectives are less amenable to differing behavioural terms because they are too complex or because the behaviour that result in successful accomplishment in many instances are now known in absence of behavioural performance. Standard education objectives have to be more general or abstract terms. They aim to provide the learner with a basic understanding which he is expected to interpret and apply in his own way to specific situations. Education objectives seek to stimulate personal development and so can be thought of as a person rather a job oriented. On the 2nd point, a training objectives can normally reached in a relatively short period of time while other many years are needed to accomplish educational objectives. Some approaches to learning are more appropriate to education than training and it is useful to refer to technical distinction between mechanistic and organic learning.

## **Methods of Manpower Training and Development in Organizations**

The tools and methods for manpower development in organizations differs, and it is largely determined by the objectives of organizations; the idiosyncrasy of management staff or the chief executive, the organizational policy, as well as the organizational environment to mention a few. Thus, it is a common feature to see methods of manpower training and development varying from one organization to the other, just as a given organization can be tailored at adjusting different methods at different times or a combination of techniques at the same time. However, three basic techniques of manpower training and development have been identified. They include:

**On-the-job method of manpower training and development:** this method is basically different from the induction method in that induction is at the point of entry into the organization; while on-the-job method is a process through which knowledge and experience are acquired over a period of time, either formally or informally. This method involves the following:

**Orientation:** This method of manpower training and development could be said to be an integral part of the recruitment exercise in that once an applicant has been found employable, it is expected that such an employee need to be positively oriented in line with the vision and objectives of the organization for effective discharge of function. In addition, since employees function in an organization is basically affected by his perception of the organization vis-à-vis the rules and principles that exist in the organization; it therefore follow that an employee undergoes formal and informal orientation in a place of work. While the formal orientation focuses on job specification and occupational demands placed on the employee, the informal

orientation involves the social interactions that take place in the place of work which could either boost performance or be detrimental to it (Koontz, Donnel, & Welhrich, 2008). Therefore, orientation as a method of manpower training and development is quite indispensable because it helps in boosting the performance of employees which is needed for competitive advantage in the global market.

**Coaching:** this is a method of an on-the-job training and development in which a young employee is attach to a senior employee with the purpose of acquiring knowledge and experience needed for the performance of tasks (Igbokwe-Ibeto & Osawe, 2014; Yalokwu, 2000).

**Job Rotation:** this method involves 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 (Lawal, 2006; Yalokwu, 2000).

**In-House Training and Development:** this involves a formal method of on-the-job training in which skills and knowledge are acquired by employee through internally organized seminars and workshops geared towards updating the workers with new techniques or skills associated with the performance of their jobs (Igbokwe-Ibeto & Osawe, 2014; Lawal, 2006).

**Apprenticeship Method:** this method of manpower training and development involves the acquisition of skills through extensive practice for over a period of time by the trainee. This type of manpower training and development device could either be formal or informal. In the informal environments, the trainee is attached to the trainer,

and he/she is expected to pay for an agreed period of apprenticeship (Nongo, 2005). In the formal environment, on the other hand, an employee of an organization could be placed under apprenticeship in the organization with pay.

**Off-The-Job Techniques of Training and Development:** this method of training and development takes place outside the actual job environment example, training centres, training institute, management development centres, etc. these techniques includes the following:

**In-Service Training and Development Techniques:** 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 worker (Lawal, 2006).

**Committee/Work Discussion Group Method:** this method of training and development according to Igbokwe-Ibeto & Osawe (2014; 24) entails manpower development through the involvement of employees in meetings, conferences, committees and work group discussion geared towards injecting inputs in form of decision making as regard solving organizational problem, in this approach, individuals with common interest are brought together to discuss and attempt to solve problems. A group leader is appointed to supervise and keep the discussion on course to ensure that the group does not deviate from the subject. The main focus of this method of training and development is to provide the participants an environment in which they solve problems which are occurring in their day-to-day activity. This method is quite indispensable, especially in or heading organizational units or departments.

Vestibule Training and Development Method: this is a method of manpower training and development through the acquisition of skills in a related working environment (Igbekwe-Ibeto & Osawe, 2014:26). Under this method the trainee practices his skills with identical equipment that he uses or he is expected to use in his actual place of work (Nongo, 2005). This method is most suitable for sensitive operation where maximal perfection is expected. The purpose is therefore to enable perfection at work place.

**Simulation or Management Development Method:** simulation or management development method is carefully developed exercise modeled on realistic situation in which trainees participate and receive feedbacks management development techniques is mainly for an organizational managers. They are also useful for job in which the risk and cost of mistakes are high example, pilot training. The techniques include the following:

In-Basket Training and Development Method: This is also known as the "In-Trail" method. Under this method, there are reports, telephone messages, and memoranda that will typically be available on a managers desk or table. The documents are presented in no particular order for actions ranging from urgent to routine handling. Before anything is done with the information in those documents, each issue must first be ranked in order of importance (Walker and Thomas, 2007).

**Case Study Analysis Method:** Here, participants or trainees are given a simulated business problem. They are expected to study the information that is given in the case, and make decisions based upon the situation (Walker and Thomas, 2007). Role Playing: Role playing is used in teaching interpersonal skills such as managerial or

sales interaction. Trainees adopt relevant roles, e.g. the role of manager and staff; it can also be customer-client relationship (Igbokwelbeto & Osawe, 2-14:26).

### **Benefits of Training and Development**

The adoption of changing technology in this era of globalization and the emergence of new technologies, organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. They have to position themselves in order to keep abreast with the new technologies and business development globally. Employees need to be trained and developed regularly so as to deliver even when the external environment changes lead to obsolescence of the current technology in place with the organization Nadler (1984). Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is need to ensure that there is synchronization and standardization in how things are carried out in organizations. Beardwell and Holden (1997) human resource management has emerged as a set of prescriptions for managing people at work. The central claim is that by matching the size, skills of the workforce to productive requirements of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated. Training and development leads to increased employee motivation (Seligman, 1978). The management can motivate people through such methods as pay, promotion, praise and training. Gale (1994), states that motivating other people is

about getting them to move in the direction you want them to go in order to achieve a result. Motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Training and development also enhances competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organization to capitalize on opportunities in the market place and avoid threats to its desired position: Gellatily (1996). Armstrong (2003), many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical response. A reason for training and development is to give the organization a competitive edge.

Training and development ensures increased productivity. Armstrong (2003) all organizations are concerned with what should be done to achieve sustainable high level of performance through people. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of management. It also enhances customer relations. Muchelle (2007) suggests the following aspects that enhance customer relations with the clients like being good listeners to the customers and communicating well with them, being sensitive and tactful, employees being sincere with the information they provide, making promises they can keep, loyal to customers, associates and the company.

### **Training Process**

Mainly, there are two methods of training used by educational organization, which are on-the-job training and off-the-job training:

On-the-job training: Is training given at a work place by superior within short period. It is cheaper and less time consuming. The training can be impacted by coaching. The superior guides his sub-ordinates and gives him job instructions. The superior points out the mistakes and gives suggestions for improvement. Also, Job rotation is another system of on-the-job training, the trainees move from one job to another, so that they may acquire different job experiences. This enables the employees to perform any type of job within the organization. A teacher in this regard can acquire various techniques of teaching in various subject areas. Dajur and co (2010) stated that, usually executive training is done on- the-job. An executive is supposed to learn his work while working. This type of training has so many advantages. The trainee learns the job in the actual work place. He can size up his subordinates and in turn, be appraised by them, without artificial support. He can demonstrate independently his potentials leadership questions. It is argued that the best executives will rise to their opportunities without the support of formal training.

**Off-the-Job Training:** Is a training method given outside the actual work place such as lecture and conferences, films, simulation exercises, vestibule training, role-play, in-basket exercise and management games. Simulation exercise is a training activity that explicitly places the trainees in an artificial environment that closely mirrors actual working conditions. The activities include; case experiences, experiential exercises, vestibule training, management games and role-play. According to Dajur and co (2010) training can be given through this method. The most commonly used off-the-job training through this methods are problem solving, conference and the case study methods.

## **Concept of Employee Morale**

In a study on employee morale, Behm (2009) defines as an extent to which an employee is happy in his or her work environment. Employee morale includes constructs such as intrinsic motivation, job satisfaction and organisational commitment, meaningfulness of the job and work pride. Mehok (2013) describes employee morale as a basic nature of humans to want to achieve expectations which are attainable. He believes that employee morale is based on open communication and clear guidelines for expectations at work, with responsibilities and mutual trust. Weiss (2011:23) describes employee morale as a state of mind that consists of confidence, zeal and courage amongst a united group of people with mutual effort. Hence, it is the backbone of increase in workforce productivity through empowerment and incentive. Additionally, Pillay (2010:27) defined morale as a state of the spirits of a person or group as shown by confidence, cheerfulness, discipline, and the performance of assigned tasks. It is clearly known that productivity is driven by morale.

Seroka (2009) explains employees morale as the overall confidence level or confidence displayed by someone or group of persons, mostly when it relates to disposition and discipline. Morale has been viewed as the fuel that moves a firm forward or the fuel that improves employees poor job performance and discontentment (Ewton, 2007). Morale is an intangible factor and relates to the conditions of an individual and group about determination, confidence and enthusiasm in the performance of duty (El-Said, 2014:213). In his work, Hearn (2016:28) refers to employee morale as the complete attitude, satisfaction and contentment of a firms

employee which is traditionally linked to productivity increase. Hence, content workers are more positive and can perform well.

### **Dimensions of Morale**

Morale is mostly coined to be high and low. High morale comprises of a favourable attitude of employees to their bosses, peers and juniors, the job, organisational policies and practices (Kathirvel, 2010:61). Similarly, Mazin (2010) agrees that high employees morale is tantamount to better communication, minimal gossiping time, punctuality and more creative ability. More so, MacInnes, Walker and Kelly (2012:3) believes that positive morale is a contributory factor to an environment of motivation with passion which inspires employees to work hard as a team. On the other hand, low morale is encompassed with negative defiance to the job and organisation, and includes job dissatisfaction, low levels of commitment, and lack of interest in the job (MacInnes et al., 2012:3). According to Mehok (2013), the fastest way to lower morale is to set unrealistic or unattainable goals for your people. MacInnes et al. (2012:3) points out that poor morale breeds a culture of apathy in which employees of a firm do not truly buy into the goals of the company and would less likely work towards achieving its goals. Employees with low morale are recognized as being disengaged mentally from the work and this is a conversant issue with a lot of managers. Psychologically disoriented employees develop a propensity to display reduced job performance, and may intentionally or non-intentionally perform at lower levels (MacInnes et al., 2012:3). Kathirvel (2010:63) suggests that low morale can be described in using words such as apathy, jealousy, betrayal to the organisation, lack of interest to the job and laziness, while high morale is characterised using terms like

enthusiasm, team spirit, allegiance and trustworthiness. When the contact centre employees become insecure and are not able to satisfy their personal motives independent of the attainment of organizational objectives, these employees may decide not to attach any significant importance to their job efforts, though their morale may be high (MacInnes et al., 2012:3). Low morale has a rippling result, such that employees with low morale also display other behaviours that have an undesirable impact on them and their colleagues. These include tardiness and malingering on the job. Low morale can also amount to workplace conflict (MacInnes et al., 2012:3). Amudha (2009) warns that most managers do not recognise the deterioration in morale until faced with a crisis. Hence, most significant threatening indications of low morale includes:- increase in rate of malingering, lateness, increase in labour turnover, sabotage with work shutdown, wastage and lack of flow with the job.

### **Factors that Influence Employee Morale**

According to Vasantham (2014:1) employee morale is influenced by many factors which includes, firstly, compatibility with other employees, when an employee feels accepted in a work environment by her colleagues, individuals develops confidence in their job hence an increase in morale can be noticed. Secondly, jobs satisfaction if employees are empowered to prove their talents, they do all they can to achieve the best results on the job, hence, they gain satisfaction on the job. When an employees' morale is high, job satisfaction is attained. The more satisfied an employee is in relation to the professional performance, the more likely that morale increases and the productivity level boosted. Generally, job satisfaction concentrates more internally on the state of fulfillment or discontent about ones' job (Thompson and Phua, 2012).

Positive experiences such as friendly colleagues, adequate remuneration, empathetic supervisors and good jobs produce high levels of job satisfaction (Giannikis and Mihail, 2011). Simply put, the more an employees work environment accomplishes their needs, morals or personal features, the better the extent of job satisfaction (Yee, Yeung and Cheng, 2010). When employees are satisfied, they become more committed to their work, contribute more robustly and effectively in the job-related functions and are less likely to abandon the organization. According to Agarwal and Ferratt, (2001) the following features of an organization, serve the critical impetus on morale.

Objectives of the organisation, where employees morale increases when their personal goals and aims are in tune with the organisational objectives.

The size of the organisation where the size of an organisation matters a lot because individual employee can ascend faster during promotion to a higher position.

Organisational structure where the structure of an organisation that facilitates work flow to all the levels of employees.

Personal factors where the interest an organisation has in their employees in relation to education, training and upkeep of the employees and promotional opportunities, motivates and boosts employees morale.

Rewards when adequate compensation is always expected by employees that dedicated and render good services to the organisation. A good pay system, salaries with other incentives affect employees morale positively. When an employee is acknowledged for his or her hard work by promoting them, it signals the other staff to dedicate and perform well on the job too (Root 2013). Good leaders and supervisors

when attitudes and disposition of employees at work speaks volume in terms of the supervisors' nature. The supervisor has influence on the employees in terms of the activities they engage in because they have a direct contact with the employees.

Work environment where employee morale is also affected by the work tools used to carry out the job such as the machine conditions, tools used, medical aid and occupational safety policies in place. Nonetheless, when an employee notices that the organisation he or she work for does not recognise loyalty, dedication and hard work, the morale decreases drastically and can lead to staff turnover.

Employers therefore need to understand what the employees need to retain and attract top performers (Milkovich Newman and Gerhart, 2014). Also, management needs to have a medium to communicate feedbacks to their employees and this can be done through the performance management systems.

### **Impact of In-service Training on the Performance of Staff in Organization**

Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. It also enables them to perform effectively as well as versatile in skills utilization. Ojo (1998) stated that, it provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training). . In-service refers to periodic upgrading and additional professional development received on the job, during employment (Ingersoll and Perda, 2011). No matter the quality of the type of training initially acquired by a teacher additional knowledge is necessary to improve and enhance his performance. Pauline (2013) said, all teachers require continuing support once they reach the

classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak learners. Teachers who have received some in-service training are generally, found to teach better than those who have not, although it depends on the purpose and quality of the training. According to Tahir, Yousafzai, Jan and Hashim (2014) the in-service training and professional development of teachers cannot and should not be glossed over nor handled with levity. In addition to the above assertion, NPE (1989) Tahir, Yousafzai, Jan and Hashim (2014) put in that, no matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and or count towards future advancement.

### **Impact of Conference on the Performance of Staff in Organization**

Staff development programmes can by far influence the performance of teachers in many spheres, most especially where technocrats share ideas on new development. To the fact that Dare (lecture note on school plant) opined that nothing is permanent except change. This signifies that, over time things may change as such researches must be conducted and new ideas be generated and shared. Okotoni and Erero (2005) believe that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Conference of teachers, aims primarily to enable them perform their current jobs and help them acquire the knowledge and skills they need to

be effective performers, which will facilitate the process grooming the needed type of crops of youth the nation needs for sustainable development. They went further to say that development on the other focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. Ezenne (1998) said that, conferences are usually used to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussions, workshops etc. Conference mostly comprises of different personalities in the field of education with bountiful of ideas. Robinson (1996) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized its strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Teachers have access to a broad range of ideas through conferences which lead to enhanced performance. Kirsten (2011) emphasized that, Generic professional development run within the school does not always assist teachers to gain new ideas and resources to better support them in their roles as teachers of physical education. Attending a conference allows teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.

### **Impact of Workshops on the Performance of Staff in Organization**

For many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the

work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. Through workshops, teachers are exposed to new skills which they may not necessarily acquire in the school. Harwell (2003) indicated that, I will describe the characteristics of high quality-professional development and make a case for an unconventional approach to professional development that, unlike one shot workshops and in-service days, allows teachers to acquire and practice new skills over time. Workshops can assist teachers acquire skills in various aspect of teaching and learning. Harwell (2003) affirmed that, for many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. Although staff development programmes are beneficial to teachers, there is little opportunities. Harwell (2003) stated that the problem to date has not been a lack of professional development opportunities per se. To the contrary, professional development for teachers has been included in every major initiative designed to improve student performance. The problem is that the quality of those programs has been inconsistent, and there has been no consensus on what constitutes quality. Many professional development activities stop short of producing their intended results; they point out problems with traditional teaching but offer little help in changing what happens in the classroom and provide no opportunities for participants to practice what they learn. In order to ascertain the

claim in the above paragraph, Harwell (2003) proffers that, professional development should;

deepen teachers' knowledge of the subjects being taught;

(2) sharpen teaching skills in the classroom;

(3) keep up with developments in the individual fields, and in education generally; (4) generate and contribute new knowledge to the profession; and

(5) increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching.

### **Impact of Seminar on the Performance of Staff in Organization**

Seminar is a more rigorous activity that facilitates learning through presentations about a subject that a teacher teaches or interested in. A seminar being a topic-oriented event is designed to educate, inform an audience about subject of interest, (Altalib, 1993). A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resources person from outside especially from universities and or ministries of education), come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue, may allow time to the organizers of such programme give pre-programme test or questionnaires to participants to assess their entry knowledge or skill, and at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise (Akinyemi, 2010).

## **Impact of Mentoring on the Performance of Staff in Organization**

As it is, training on the job is of paramount importance, this is mainly because many teachers learnt the art through senior colleagues without which they might face numerous challenges. OECD (2009) stated that, the main challenges facing beginning teachers are remarkably similar across countries, such as motivating students to learn, classroom management, and assessing student work. Induction and mentoring programmes may help new teachers cope with these challenges and combat early dropout from the profession. Mentoring is a term generally used to describe a relationship between a less experienced individual called a mentee or protégé and a more experienced individual known as a mentor. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Santamaria, 2003). Thus, Mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is stated that most of the literature primarily examines mentoring in relation to individual career development, with the mentor as a friend, career guide, information source, and intellectual guide. This review promotes mentoring with peers where those in the mentoring relationship are colleagues. Both participants in peer mentoring have been known to achieve a level of mutual expertise, equality and empathy frequently absent from traditional mentoring relationships (Zachary (2002). In trying to indicate how mentoring and induction support the teacher, Gold (1999); Hegstad (1999); Feiman-Nemser (2001) and Ganser (2002), in Ingersoll and Perda (2011). Hence, this perspective continues, there is a necessary role for schools in providing an environment where novices are

able to learn the craft and survive and succeed as teachers. Another broader definition of mentoring is someone who helps a protégé learn something that he or she would have learned less well, more slowly, or not at all if left alone (Bell 2000). All mentors are not supervisors or managers. But all effective supervisors and managers should be mentors. Mentoring must become that part of every leader's role that has growth as its Primary component" (Bell, 2000). The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance, and prevent the loss of, teachers' human capital, with the ultimate aim of improving the growth and learning of students Every organization has its own tradition of inculcating into its students' knowledge. Harwell (2003) stressed that, collaborative, face-to-face professional learning and work are the hallmarks of a school culture that assumes collective responsibility for student learning. Dunst (1991) has suggested that mentoring consists of two elements: provide the experiences that increase self-determination, freedom, making decision, and responsibility in the work place, and giving opportunity to the employees to show their abilities as well as learning skills that foster their functioning (Dunst, 1991). In the strategic performance mentoring model, the necessary elements for employees' mentoring in the organization includes: supervisor or colleagues modeling, mentoring of subordinates, and organizational development (Geroy, Wright, & Anderson, 1998). Bowen & Lawler (1992) define mentoring as "sharing with frontline employee's four organizational ingredients: information about organization's performance, rewards based on the organization's performance, knowledge that enables employees 22 to understand and contributes to organizational performance, and power to make decisions that influence

organizational direction and performance (p.32). Short and Rinehart (1992) identify six dimensions to mentoring: decision making, professional growth, status, self-efficacy, autonomy, and impact. Many people may not have the opportunity to develop a mentoring relationship in an informal way. The organization has an investment in all its members and must develop each employee to the greatest extent possible. This is why formal mentoring programs are developed and operated within organizations. Formal mentoring is not as powerful as informal mentoring in some ways, but it is a process the organization should still pursue. The benefits are too important to pass up. The organization should develop a mentoring program that is well thought out and implemented, with adequate resources. There are benefits of mentoring for the protégé, the mentor and the organization. Mentored individuals tend to enjoy more advancement opportunities and higher wages than their non-mentored counterparts (Nemanick, 2000). For the protégé one paper noted a number of positive factors. People tend to relate more readily and positively to peer assistance than to supervisory direction. Mentoring provides a non-threatening environment for learning and growth to occur. Also, mentors and mentoring have a positive and powerful impact on professional growth, career advancement, and career mobility for the protégé. Mentoring promotes six things a person moving into a management or leadership role must learn:

- (a) politics of the organization,
- (b) norms,
- (c) standards,
- (d) values,

(e) ideology, and

(f) history of the organization.

This leads to increased job satisfaction (Williams, 2000). There are also benefits for the mentor. Mentors share and take pride in their protégé's accomplishments, mentoring invigorates and renews their commitment to their job and their profession, and a legacy of the mentor is left (Williams, 2000). The benefits for the organization are both tangible and intangible. The organization benefits with more employees successfully completing their probationary periods. The mentoring creates enthusiasm, camaraderie, and professionalism, and impacts positively the entire culture of the organization, promoting organizational values, norms, and standards (Williams, 2000). Perrone (2003) states that mentoring should be seen as a critical element in helping the organization achieve its strategic goals. The reasons for establishing a mentoring program must be linked to an organization's business goals. A benefit for the organization is that it gets a leadership team ready to accomplish its objectives (Benabou & Benabou, 2000). Mentoring improves employee performance, increases commitment to the organization, improves flow of organizational information, and supports leadership and management development.

### **Roles of Staff Training and Development in an Organization**

Developing a national role in training is important for an employers' organization for several reasons. First, it enables the organization to contribute to the development of a country's human capital, through its influence on education policies and systems and training by public training institutions, to better serve business needs. It also enables it to influence employers in regard to the need for them to invest more in training and

employee development - which employers should recognize as one key to their competitiveness in the future. Second, it provides an important service to members, especially in industrial relations in respect of which sources of training for employers in developing countries are few. Third, it is an important source of income provided the organization can deliver relevant quality training. Fourth, it compels its own staff to improve their knowledge without which they cannot offer training to enterprises through their own staff. Fifth, the knowledge required for training increases the quality of other services provided by the organization - policy lobbying, advisory and representation services. Sixth, it contributes to better human relations at the enterprise level and therefore to better enterprise performance, by matching corporate goals and people management policies. Finally, it improves the overall image of the organization and invests it with a degree of professionalism, which can lead to increased membership and influence.

### **Impact of Training and Development on Organisational Performance**

Scholars and practitioners alike (Jain & Moreno; 2015: p. 15; Meyer, Bushney, Katz, Knoke, Ludike, Meyer, Nel, Schenk, Smith, and Wolfson, 2016; Moullin, 2016; Niazi, 2011; Ongori & Nzozzo, 2011) in recent years have increasingly recognised the impact of T & D on organisational performance. Ongori and Nzozzo (2011: p. 187) emphasise that T & D guarantees that the organisation has operative employees to encounter the challenges of its vigorous market. The process of T & D embraces a wide assortment of knowledge activities, and enhances an organisation strategy, thus converting it into a learning organisation (Niazi, 2011: p. 45). Jain and Moreno (2015: p. 15) emphasise that in a learning organisation, employees recurrently expand their

capabilities in order to achieve the outcomes demanded. Scholars such as Moullin (2016) and Meyer et al. (2016) have worked on T & D globally and nationally, however, a study on An evaluation of the Impact of Training and Development on Organisational Performance: A Case Study of the Gauteng Provincial Department of Economic Development has never been carried before.

In regard to government departments, the concept of T & D is not new, and contemporary T & D matters and organisational performance have attracted various scholars (Gaffor & Cloete, 2010; Green, 2016; Mafini & Pooe, 2013; Mporu & Hlatwayo, 2015; Nkosi, 2015; Tshilongamulenzhe, 2012). The failure of an organisation to accomplish its objectives with current capabilities results in skills gap, and thus HRD is one of the key solutions to those identified skills gaps (Memon, 2014).

Relationship between Training and Development and Employee Morale Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders investment. The shareholders are therefore benefiting from increased returns on their investment in the business. In addition, good financial performance also attracts new shareholders to the business. Suppliers will be eager to do business with the company due to its financial

strength and its positive reputation. The company is therefore able to negotiate friendly purchase terms with suppliers. This example illustrates the virtuous circle as described by Lisk (1996) where there is a reciprocal relationship between training and development and performance. Learner (1986), to further illustrate this reciprocal relationship, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase. According to Noe (2001), organizations that embrace training and development practices are able to retain customers, suppliers, employees, stakeholders and shareholders in the long-run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.

### **Effect of Employee Training on Employee Performance**

Trainers must be knowledgeable on the relationship between training and profit (Pont, 2003). Training for the sake of training is no longer the order of the day. It must yield a competent workforce that can keep up to pace with the high level of skills and capabilities that are essential in today's dynamic work environment and prepare employees for future demands. It is then expected of trainers to use each opportunity as a response to achievements, mostly on the effect on the business to senior management (Pont, 2003). If the training provided is not delivered professionally, the

quality of learning diminishes causing reduced individual competence and ultimately having an unfavourable effect on business performance (Biech, 2009).

In a dynamic world of business and economic uncertainty, organizations acknowledge their plight in handling challenges that arise (Tai, 2006). As a result, firms should invest in training programs to ensure their employees are capable and competent to face uncertainties and take timely and effective decision, to maintain a competitive edge in the market. Effective training is of immense value to organizations as vital in capacity development, for the individual and organizational levels, as such influencing organizational performance (Ezigbo 2011). Furthermore, it decreases the employee turnover and prevents employees changing jobs rapidly (Shaw, Gupta & Delery 2005). It is also indicative of the organisations dedication to its employees which in turn leads to an increase in their motivation. Training also helps improve quality of products/services, productivity, consumer satisfaction, morale, viability, management succession, business development, and organizational performance. In most organisations, individual and organisational appraisals are performed to identify needs before training programmes are planned and implemented (Olaniyan & Ojo, 2008:327). A post training evaluation is also done to determine the usefulness of the program in accordance with the needs identified (Olaniyan & Ojo, 2008). The evaluation provides insight into the level of impact the training has on employees' productivity. These steps are important because an organization succeeds when its employees possess and apply the required knowledge and skills.

## **2.2 Theoretical Framework**

A theoretical framework was defined as a collection of interrelated ideas based on theories. It includes a reasoned set of prepositions, which are derived from supportive data or evidence (Kombo & Tromp, 2006: 56).

Employee training has two major theoretical approaches, which are, the human capital approach and the technology-based approach. The human capital approach suggests that training is an investment in human capital whereby gains achieved from increased productivity levels are greater than the cost of training (Luo, 2000). The technology-based approach suggests that training is a skill formation process. According to this approach, training in the contemporary period is driven by a rapid change in technology and work reforms. To reform employee performance and growth, this type of training is preferred as it explores the needs of an organisation.

Luo (2000) says that organisations face challenges with trainings as a result of four different factors. Firstly, trainings that are conducted are not essentially tied to the technicality of the role. Secondly, prior needs assessments are rarely performed, despite suggestions to do so in most training guides. Third, training instructors and organizations rarely evaluate outcome(s) resulting from trainings. Evaluation, when one is done, is often focused on how trainees feel about the training and not what was learnt. Feedback forms often referred to as "smile sheet", as the response from trainees to determine the impact of the training. Fourthly, the rapid expansion of personal development and training has taken place with little or no consideration of scientific evidence that may link such training with improvements in organizational goals.

### **2.3 Empirical Review**

A study conducted by Barinua, & Nnordee (2022), examined manpower training and development on employee morale and organizational productivity. It is obvious that effective manpower training and development of employees would enhance their performances thereby contributing effectively in achieving organizational set objectives and goals. The paper observed that improved productivity, effectiveness and efficiency of organizations depend mainly on skills, attitudes, knowledge and competencies of their employees which are being generated mainly through training and development. The paper noted that the main objective of employee training and development is to develop employee skills, knowledge and competencies which are vital in the enhancement and promotion of organizational effectiveness, productivity and profitability, as well as in the development of some competitive edge over competitors. Training and development are based on the premise that the attitudes, skills, behaviours, capabilities and competencies of employees need to be improved in order to achieve organizational set goals and objectives. The purpose, importance and some methods of employee training and development, as well as factors affecting training were discussed. Based on the review and discussion made, conclusions and recommendations which aim at improving organizational productivity and performance were made with regard to employee training and development in Nigerian organizations.

Sothy (2019), carried out a study to examine the impact of training and development on employee performance: a case study of selected private secondary schools in Phnom Penh Cambodia, The study took a sample size of 90 respondents

from the target population of 220 employees from the entire staff namely: principals, coordinators, and teachers of six (06) reputable private secondary schools in Phnom Penh, Cambodia used as a case study. However, 74 respondents were collected. Statistical Package for Social Sciences (SPSS) and ANOVA method were used. From the results of the study, it can be concluded that there were benefits of training and development on employee performance which enabled the school to maintain its competitive advantage, increase in job satisfaction, and reduce employee turnover. Training and development provided new employees skills, and enhanced competence they need to perform their jobs to contributed to higher productivity and promoted successful succession planning aligns with school objectives. However, the school needs to have a necessary training and development policy for effective implementation. The study hypothesized that; there is a positive relationship between training and development and employee performance.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

#### **3.1 Research Design**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e. mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

#### **3.2 Population of the Study**

According to Udoyen (2019), a study population is a group of elements or individuals, as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study

population is that it constitutes individuals or elements that are homogeneous in description.

This study was carried out to examine the effect of manpower training and development in employee morale using Oredo Local Government Area of Edo State as a case study. Hence, the population of the study comprises of civil servant of Oredo Local Government Area of Edo State.

### **3.3 Sample Size Determination**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

### **3.4 Sample Size Selection Technique and Procedure**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of the entire civil servant of Oredo Local Government Area of Edo State, the researcher conveniently selected 57 participants as sampled size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

### **3.5 Research Instrument and Administration**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

### **3.6 Method of Data Collection**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

### **3.7 Method of Data Analysis**

The responses from the field survey will be analyzed using simple percentage presented in frequencies and tables which provided answers to the research questions, while the hypotheses was tested using Pearson correlation statistical tool, SPSS v23.

### **3.8 Validity of the Study**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to

critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

### **3.9 Reliability of the Study**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to Taber (2017) the range of a reasonable reliability is between 0.67 and 0.87.

### **3.10 Ethical Consideration**

The study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

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## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of fifty-seven (57) questionnaires were administered to respondents of which fifty (55) were returned while 50 were validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 50 was validated for the analysis.

#### 4.2 DATA PRESENTATION

The table below shows the summary of the survey. A sample of 70 was calculated for this study. A total of 55 responses were received while 50 was validated. For this study a total of 50 was used for the analysis.

**Table 4.1: Distribution of Questionnaire**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Sample size	57	100
Received	55	96.57
Validated	50	90.43

**Source: Field Survey, 2021**

**Table 4.2: Demographic data of respondents**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	18	36%
Female	32	64%
20-30	24	48%
30-40	18	36%
41-50	08	16%
51+	0	0%
HND/BSC	38	76%
MASTERS	12	24%
PHD	0	0%
Single	12	24%
Married	4	8%
Separated	14	28%
Divorced	10	20%
Widowed	12	24%

**Source: Field Survey, 2022**

### **4.3 ANSWERING RESEARCH QUESTIONS**

**Question 1:** Is there a significant relationship between manpower training/development and employee morale?

**Table 4.3:** Respondent on question 1

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	27	54
A	14	29
D	6	11
SD	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 54% of the respondents strongly agreed, 29% of the respondents agreed, 11% of the respondent Disagreed while 6% of the respondent strongly disagreed.

**Question 2:** Does the implementation of manpower training/development programme enhances employees' job satisfaction?

**Table 4.4:** Respondent on question 2

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	24	48
A	16	32
D	10	20
SD	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 48% of the respondents strongly agreed, 32% of the respondents agreed, 20% of the respondents disagreed while 0% of the respondents strongly disagreed.

**Question 3:** Does the implementation of manpower training/development programme improves employees commitment and productivity?

**Table 4.5:** Respondent on question 3

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	25	50
A	13	26
D	6	12
SD	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 50% of the respondents strongly agreed, 20% of the respondents agreed, 12% of the respondent disagreed while 12% of the respondents strongly disagreed.

**Question 4:** Is there an adequate implementation of manpower training/development programme in Oredo Local Government Council of Edo State?

**Table 4.6:** Respondent on question 4

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	13	26
A	24	48
D	10	20
SD	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 26% of the respondent strongly agreed, 48% of the respondent agreed, 20% of the respondents disagreed while 6% of the respondent strongly disagreed. .

**Question 5:** Have you being engage in any form of training?

**Table 4.6:** Respondent on question 4

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	30	60
A	11	22
D	5	10
SD	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 60% of the respondent strongly agreed, 22% of the respondent agreed, 10% of the respondents disagreed while 8% of the respondent strongly disagreed. .

**Question 6:** Is the training in form of seminal or degree programme?

**Table 4.6:** Respondent on question 6

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	27	54
A	13	26
D	6	12
SD	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 54% of the respondent strongly agreed, 26% of the respondent agreed, 12% of the respondents disagreed while 8% of the respondent strongly disagreed.

**Question 7:** Was it sponsored by the organisation?

**Table 4.6:** Respondent on question 7

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	20	40
A	13	26
D	8	16
SD	9	18
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 40% of the respondent strongly agreed, 26% of the respondent agreed, 16% of the respondents disagreed while 18% of the respondent strongly disagreed. .

**Question 8:** After the training, was there relative promotion?

**Table 4.6:** Respondent on question 8

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	21	42
A	16	32
D	9	18
SD	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 42% of the respondent strongly agreed, 32% of the respondent agreed, 18% of the respondents disagreed while 8% of the respondent strongly disagreed. .

**Question 9:** Was the training effective to the organisation?

**Table 4.6:** Respondent on question 9

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	35	70
A	14	28
D	1	2
SD	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 70% of the respondent strongly agreed, 28% of the respondent agreed, 2% of the respondents disagreed while 0% of the respondent strongly disagreed. .

**Question 10:** Will you wish to be involve in a similar training again?

**Table 4.6:** Respondent on question 10

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	35	70
A	12	24
D	2	4
SD	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 70% of the respondent strongly agreed, 24% of the respondent agreed, 4% of the respondents disagreed while 2% of the respondent strongly disagreed. .

**Question 11:** Does your previous training has an effective impact on your social well-being?

**Table 4.6:** Respondent on question 11

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	40	80
A	9	18
D	1	2
SD	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 80% of the respondent strongly agreed, 18% of the respondent agreed, 2% of the respondents disagreed while 0% of the respondent strongly disagreed. .

**Question 12:** If you are opportune, would you want to advance your knowledge in relative training

**Table 4.6:** Respondent on question 12

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	30	60
A	19	38
D	1	2
SD	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 60% of the respondent strongly agreed, 38% of the respondent agreed, 2% of the respondents disagreed while 0% of the respondent strongly disagreed. .

**Question 13:** During the period of training, is there any major challenge?

**Table 4.6:** Respondent on question 13

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
SA	27	54
A	15	30
D	7	14
SD	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 54% of the respondent strongly agreed, 30% of the respondent agreed, 14% of the respondents disagreed while 2% of the respondent strongly disagreed. .

**Question 14:** Does manpower training and development affect employee's morale

**Table 4.6:** Respondent on question 14

Options	Frequency	Percentage
SA	41	82
A	6	12
D	3	6
SD	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 82% of the respondent strongly agreed, 12% of the respondent agreed, 6% of the respondents disagreed while 2% of the respondent strongly disagreed. .

**Question 15:** Does manpower development affect employee's performance?

**Table 4.6:** Respondent on question 15

Options	Frequency	Percentage
SA	40	80
A	6	12
D	3	6
SD	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 80% of the respondent strongly agreed, 12% of the respondent agreed, 6% of the respondents disagreed while 2% of the respondent strongly disagreed. .

#### **4.4 TEST OF HYPOTHESES**

**Ho:** There is no significant relationship between manpower training/development and employee morale.

**Level of significance:** 0.05

**Decision Rule:**

In taking decision for “r”, the following rules shall be observed;

- i) If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis ( $H_1$ ) and reject the null hypothesis ( $H_0$ ).
- ii) If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis ( $H_0$ ) while the alternative hypothesis is rejected

**Table 4.8: Pearson Correlation Table showing the relationship between manpower training/development (MTD) and employee morale(EM).**

MTD		MTD	EM
	Pearson Correlation	1	.821**
	Sig. (2-tailed)		.000
	N	50	50
EM	Pearson Correlation	.821**	1
	Sig. (2-tailed)	.000	
	N	50	50

Source: Survey data, 2023

\*\* . Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.7 contains the degree of association between MTD and EM. From the result, the Pearson correlation coefficient, r, value of 0.821 was positive and statistically significant at ( $p < 0.000$ ). This indicates that there is a significant relationship between manpower training/development and employee morale.

Thus, MTD and EM are correlated positively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:**

#### **5.1 Introduction**

This chapter summarizes the findings on the effect of manpower training and development in employee morale using Oredo Local Government Area of Edo State as a case study. The chapter consists of summary of the study, conclusions, and recommendations.

#### **5.2 Summary of the Study**

In this study, our focus was to examine the effect of manpower training and development in employee morale using Oredo Local Government Area of Edo State as a case study. The study was specifically carried out to determine whether there is a significant relationship between manpower training/development and employee morale, ascertain whether the implementation of manpower training/development programme enhances employees' job satisfaction, ascertain whether the implementation of manpower training/development programme improves employees commitment and productivity, and find whether there is an adequate implementation of manpower training/development programme in Oredo Local Government Area of Edo State.

The study adopted the survey research design and randomly enrolled participants in the study. A total of 50 responses were validated from the enrolled participants where all respondent were civil servant of Oredo Local Government Area of Edo State.

### **5.3 Conclusions**

Based on the findings of this study, the researcher concluded that;

- There is a significant relationship between manpower training/development and employee morale.
- The implementation of manpower training/development programme enhances employees' job satisfaction.
- The implementation of manpower training/development programme improves employees commitment and productivity.
- There is no adequate implementation of manpower training/development programme in Oredo Local Government Area Of Edo State.

### **5.4 Recommendation**

Based on the responses obtained, the researcher proffers the following recommendations:

- i. Firms should improve on the current manpower training and development planning strategy and continue to update its manpower development curriculum in line with the global best practices.
- ii. To achieve better performance in an organization, employees' commitment and attitude to work, firms should imbibe the prescripts of NPM that goals and targets should be defined and measurable as indicators of organizational performance. Yet manpower training and development curriculum should be based on organizational needs while officers selected for training and development should be based on merit; and training and development needs.

- iii. Given the pivotal role that technology plays in the 21st century, management should avail themselves of the opportunities that information technology presents in its drive to further enhance employees' skills, knowledge, and abilities that will invariably improve organizational performance.
- iv. Authorities in government should ensure that there is a bearing between manpower training and development with national objectives and policy because this is the only way government could have a pool of competent employees to drive and implement its development policies and programmes.

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**APPENDIX**  
**DEPARTMENT OF PUBLIC ADMINISTRATION**  
**FACULTY OF SOCIAL SCIENCES**  
**UNIVERSITY OF BENIN, BENIN CITY**

Dear Respondent,

I am an undergraduate student in the above named Department. As part of the requirement for the programme, I am conducting a research on **Effect of Manpower Training and Development on Employee's Morale in Nigeria (A Case Study of Oredo Local Government Area of Edo State)**. In this regard, you have been randomly selected as a sample. I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only.

Thank you for your cooperation.

Yours faithfully,

**SECTION A: PERSONAL DATA**

**INSTRUCTION:** Please tick (✓) the appropriate choice or write the answer where necessary.

Sex: Female [ ] Male [ ]

Age range: 20 – 30 [ ] 31 – 40 [ ] 41 – 50 [ ] 51 and above [ ]

Occupation: Civil servant [ ] Entrepreneur [ ] Engineers [ ] others [ ]

Religion Background: Christian [ ] Muslim [ ] Traditionalist [ ]

Working Experience: 5-10 years [ ] 10 -15 years [ ] 15-20 years [ ] 20-25 [ ]  
25-30 [ ]

**SECTION B:**

Please indicate your degree of agreement and disagreement with the following factors by ticking the appropriate column.

**NOTE:** SA – Strongly Agree                      A – Agree  
SD - Strongly Disagree                      D – Disagree.

S/N	Question	SA	A	SD	D
1	Have you being engage in any form of training				
2	Is the training in form of seminal or degree programme				
3	Was it sponsored by the organisation				
4	After the training, was there relative promotion				
5	Was the training effective to the organisation				
6	Is there significant relationship between manpower training/development and employee's morale				
7	Dose the implementation of manpower training/development programme enhance employee job-satisfaction				
8	Does the implementation of manpower training/development programme improve employee's commitment and productivity				
9	Is there an adequate implementation of manpower training/development programme in Oredo Local Government Area				
10.	Will you wish to be involve in a similar training again				
11.	Does your previous training has an effective impact on your social well-being				
12.	If you are opportune, would you want to advance your knowledge in relative training				
13.	During the period of training, is there any major challenge				
14.	Does manpower training and development affect employee's morale				
15.	Does manpower development affect employee's performance				