



Manpower Training and Development and Employee Morale: A Theoretical Review

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Abstract: *The introduction of personnel training and development in management processes was driven by the necessity for a company to fulfil its goals and objectives. This study looked at the connection between employee morale and manpower training and development. It is envisaged that successful staff development and manpower training would improve workers' performances and help the business accomplish its goals and objectives. Training and development programmes are the most important factor in improving an organization's production, effectiveness, and efficiency, according to the study's findings. According to the paper, the main purpose of employee training and development is to improve employees' skill sets, knowledge, and competencies so that the organisation can increase its efficiency, productivity, and profits and gain a competitive advantage. Training and development is predicated on the premise that improving workers' mindsets, practises, and capacities is essential to achieving organisational goals and objectives. We talked about the goal, significance, and many approaches to employee training and development, as well as the variables that influence training. In light of the analysis and debate, findings and suggestions on staff development and training in Nigerian firms were made with the goal of enhancing organisational productivity and performance.*

Keywords: *Manpower Training & Development, Employee Morale, Productivity*

Introduction

Both established and emerging nations now recognise that an active personnel policy is essential to the success of their respective economic and business strategies. Any business hoping to thrive in today's cutthroat business climate must make increased productivity, efficiency, and effectiveness a top priority. In this sense, it is fair to say that groups in both advanced and developing nations have adopted the international labour organization's viewpoint on the issue.

Manpower, often known as human capital, may either be used efficiently or mismanaged. The demand for workers can be broken down into two categories: training new skills and putting current ones to use. Investment in human capital and the creation of human capital are synonymous concepts. The quality of an organization's workforce has a significant impact on its performance. People's skill levels are heavily influenced by the quality of their training and development. Organizations today place a premium on training and development for their staff,

and this has a knock-on effect on productivity. Businesses that do not invest heavily in their employees' professional growth are setting themselves up for the eventual retirement of their workers and the inability to respond to the rapid changes in today's business climate (Nwachukwu, 2000). So, without timely and efficient staff training and development, firms would struggle to survive, grow, and produce.

Employee abilities often contribute to organisational productivity, which is why firms spend so much time and money on training (Casio, 2000; Dowling & Welch, 2005). Adeniyi (1995) argues that investing in the education and growth of one's workforce is a crucial business practise that has the potential to significantly boost both output and revenue. Thus, training is essential for every business that wants to maximise output by fostering competent and motivated staff members (Taiwo, 2007).

The modern understanding that people are an organization's building blocks is a major factor in the increased focus on human resource development and training. Staff training and development is essential, as mentioned by Olaniyan and Ojo (2008), even with the best technology, supplies, and capital, a company can't get anything done without its people. It is essential for a company to put money into its employees' education and growth. Nwachukwu (2000) put it succinctly, explaining how the rapid pace of technological change makes today's methods and instruments outmoded. Thus, a key responsibility of the executive and personnel administration is to assist workers in acquiring new skills and enhancing existing ones. Training and development are the fundamental causes for the great performance of employees, organisations, and nations, as Lewis (1997) shown and strongly maintained. In addition, trained workers demonstrate increased initiative, speed, and openness to change, acquire a greater sense of personal confidence, and grow to appreciate the backing of their colleagues. In turn, the knowledge, skills, and capacities of the workforce are what determine its efficacy and productivity.

When done properly, training may have positive impacts on both the individual employee and the company as a whole, as observed by Katcher and Snyder (2003). As a result of the increased skills, knowledge, behaviour, and competencies acquired by the employees through training and development programmes, the organisation would gain an advantage over competitors; conversely, the implication of more investment in the form of training and development programmes on employees would raise expectations for performance. Companies often fail to adequately fund existing training and development activities since doing so is seen as an unnecessary additional expense (Taiwo, 2007). Many businesses, say Kum et al. (2014), only bother training in order to get their monthly Skills Development Levies (SDL) payments back from the government. Many others, seeing it as a waste of corporate resources, give employee training the lip service it doesn't deserve while enabling ineffective and wasteful training methods to proliferate.

In this study, we make a theoretical foray into researching how improvements in employee morale and manpower training and development affect business output.

Theoretical Framework

New Public Management Theory

For the first time, Hood formally proposed NPM (1991). By focusing on the essential components of public sector activity and traditional public administration, new public management highlights the defects and shortcomings of public sector performance across time. Moving away from wasteful and unproductive traditional paradigms of public administration, the New Public Management Theory ushers in a more efficient and effective new paradigm. There is an emphasis on economy, efficacy, corporate governance, technological advancement, and political parity. The "New Public Management Theory" (NPMT) is an unyielding push towards better service delivery at lower costs, more openness and accountability in allocating and monitoring those resources, and better performance management based on feedback about those resources (Pollit, 1991).

Therefore, the new theory of public administration addresses the structural underpinnings of institutional and organisational reconfiguration with the purpose of improving performance by way of higher service quality. The result is given more weight than the process by which it was attained. Different theories of public administration provide different parameters for evaluating performance and making decisions. (Hood, 1991). Accordingly, Hood enumerated the principles as follows: transparency and accountability; cost-cutting in government; better utilisation of resources through disciplined labour; decentralisation of power to increase efficiency; emphasis on outcomes rather than processes; and so on.

Modern public management philosophy, rather than focusing on what to do, emphasises how to do it better. The idea here is that if government agencies are run like businesses, they can increase their efficiency and effectiveness with less money and collateral damage. Synthesising different viewpoints allows us to conclude that New Public Management (NPM) theory is helpful for analysing the problem of personnel training and development, notwithstanding NPM's faults. This is due to the fact that in contemporary debates on the efficacy and efficiency of public organisations, NPM is frequently mentioned.

Thanks to the theory's promise in the realm of workforce training and development, we may also hone in on potential causes of low performance and productivity in the Nigerian public sector. This theory is suitable for the study (performance) because it is dependent on the input (the number and quality of applications). Our efforts to conceptualise the various processes assist us get a knowledge of the positive influence of human resources management strategies on organisational efficiency and employee morale, which is the primary emphasis of our research.

Literature Review

Using this model, the complex interplay between independent and dependent variables can be reduced to a manageable set of relationships. Relationships among themselves and with others are spelt out. The variables to understudy here are the predictor or independent variable- manpower training and development with its four (4) dimensions- orientation, on the job, apprenticeship and vestibule. The criterion variable is the Employee morale with its measures- Efficiency, growth, profitability and size (Net sale).

Orientation

This is an introduction, as to guide one in adjusting to new environment, employment or any activity. Once a candidate has been deemed employable, it is expected that he or she will need to be positively oriented in line with the vision and objectives of the organisation in order to effectively discharge the function for which he or she has been hired.

Types of Orientation

An employee receives both formal and informal orientation in the workplace because his or her performance is largely determined by how the employee interprets the organization's rules and ideals. Employees' performance can be affected by both their formal orientation towards their jobs and their informal orientation towards the social interactions they have with coworkers and superiors (Koontz, Donnel, & Welhrich, 2008). For this reason, orientation as a kind of human resource training and development is crucial for maintaining a competitive edge in the global market by improving the productivity of one's workforce.

On-the-job method of manpower training and development

A real or close-to-real working environment is used to learn the new skills and knowledge required for the job. The primary distinction between this and the induction approach is that the latter occurs immediately upon joining the organisation, whilst the former involves the gradual accumulation of information and experience gained via exposure to various situations and tasks over time. The following are components of this approach:

Coaching: In this sort of on-the-job training and development, a junior worker is paired with an experienced worker so that the latter may impart the skills and information the former lacks (Igbokwe-Ibeto & Osawe, 2014; Yalokwu, 2000).

Job Rotation: Transferring personnel from one formal assignment or department to another is one example of this practise. That is, an employee who has been promoted because of the acquisition of new ability or knowledge is given more responsibility, either in the form of a promotion or a promotion with additional responsibilities (Lawal, 2006; Yalokwu, 2000).

In-House Training and Development: Training employees formally while they are on the job involves holding seminars and workshops for the purpose of teaching them new techniques and information relevant to their work (Igbokwe-Ibeto & Osawe, 2014; Lawal, 2006).

Vestibule Training and Development Method

Method of developing and training human resources by gaining experience in a relevant workplace (Igbekwe-Ibeto & Osawe, 2014). According to this strategy, the student employs the same tools he would encounter or be expected to use on the job (Nongo, 2005). Use this approach

when nothing short of absolute perfection will do. Therefore, the goal is to facilitate excellence in performance.

Apprenticeship Method

This strategy for developing and training human resources relies on the student acquiring abilities via sustained, repeated practise. This tool for developing and training staff could take a formal or informal shape. In informal settings, the apprentice is bound to the master and must pay for a predetermined amount of time (Nongo, 2005). However, in a more formal setting, an employee could be placed under apprenticeship in the organisation while still being compensated for their time.

Training and Development

There is no universally agreed-upon definition of either training or development. According to the definition provided by Mondy et al. (2002), training involves anything done to provide trainees with the knowledge and skills necessary to perform their current responsibilities successfully. It's an effort by the organisation to provide employees with the core skills they'll need to do their jobs well. Promotion entails any action made to allow an individual to take on more responsibility or move up the organisational ladder (Nwachukwu, 2006; Peter & Bunce, 1995). Individuals undergo this process in order to acquire the abilities, knowledge, and mindset necessary to perform the duties of a certain job, collection of jobs, or function in any industry (Aderinto, 1986; Ruhert, 1992; Zigon, 2002).

Training has the potential to close the performance gap between the current state and the ideal state. This is achieved through influencing people to alter their habits and routines in order to meet expectations by providing them with the education, training, and encouragement they need to succeed (Richard, 2005; Craig, 1997; Joerg, 1995; Zymelmen, 1990). According to Abiodun (1999), training is "the planned process of enhancing individuals' capacities to execute a job successfully by providing them with the information, practise, and feedback necessary to grow professionally and individually." According to Adeniyi (1995), who offered comments on the impacts of training, staff training and development is a work activity that may make a very large contribution to the overall efficacy and profitability of a company. Thus, proper training is fundamental to maximising productivity within established organisational frameworks.

Employee Development

Increasing an employee's potential for advancement within the company is a primary goal of management training and education. According to Nwachukwu (2006), development is all about the steps taken to prepare a person for more responsibilities and higher ranks within a company. According to Oribabor (2000), training and development aims to help individuals and businesses grow by improving their technical, human, conceptual, and management competence.

Productivity is the rate at which output resources are created from input resources for people, businesses, and entire economies. It's the ratio of output to inputs used to calculate efficiency (Lipsey, 1989). Efficiency in production refers to how well goods and services are created using available resources. To put it another way, productivity is the ratio of output to input that is maximised while minimising costs.

Objectives of Employee Training and Development

An organization's training and development efforts always aim to improve the workforce in some way. According to Olaniyan and Ojo (2008), the main purpose of training and development is to improve trainee qualities through the setting of needs-based and method-specific training and development goals. Capital enhancement, morale building, and adaptability to global change are just a few of the training aims stated by Katcher and Snyder (2003). They argue that employees may be hesitant to change because of the uncertainty it brings. A properly designed training programme, on the other hand, may teach workers to welcome change and even anticipate it.

Employee training and development serve four primary goals, according to Nwachukwu (2000): skill building, attitude adjustment, knowledge expansion, and professional growth. According to him, training programmes should focus on increasing staff productivity because that's what makes the difference between success and failure for a business. Training's goals can include boosting productivity, reducing employee turnover, boosting morale, and better coordinating daily operations. Ameerq and Hanif (2003) argue that training and development are crucial because they improve job performance and prepare employees to take on leadership roles. There are several reasons to invest in training and development, including the need for increased productivity, more efficient staff, less wasted time, and a competitive advantage in the marketplace. The major purpose of training and development, as stated by Mondy et al. (2002), is to aid in the process of adjusting to novel circumstances. Beardwell et al. (2004) noted that many employees have realised that their organization's performance is tied to their individual abilities and that the company must devote considerable resources to their professional growth.

Advantages (Benefits) of Staff Training and Development

Training and development courses benefit both employees and businesses. It's useful in many ways than merely increasing output. Nwachukwu (2000) listed four main advantages of training as higher morale, lower turnover, a sense of business loyalty, and the development of the appropriate frame of mind and set of skills. According to Cole (2011), training and development can boost morale, cut production costs, reduce turnover, facilitate change, raise the availability and quality of employees, provide opportunities for greater responsibility and pay, and even lead to promotions. As Oguntimehin (2001) pointed out, training "increases productivity, improves the quality of work, and enhances the trainee's abilities, knowledge, understanding, and attitude, as well as the individual's usage of equipment and machinery." The results are a decrease in wastage, safety incidents, and employee attrition.

Good performance also improves the quality of final products and services (Kum et al., 2014). When it comes to improving organisational output, training and development have a number of positive consequences, as noted by Nel et al. (2004). They include higher quality product success, fewer project failures and defects, lower employee turnover, and less supervision requirements. Worker behaviour and output changes are also taken into account. Taylor (2000:455) argues that expensive components of compensation schemes are training and development that can be listed on the employee's resume.

Factors Affecting Training and Development

There are a lot of factors that can effect training and development programmes for employees. According to research by Mondy et al. (2002), change is both a driver of and a beneficiary of development and education. Employees may push back on the change at work if they feel it will negatively affect them. Management should make an effort to explain the goal of training and development programmes to the employees who are to engage in such programmes in order to prevent willful sabotage due to worry over change. A training programme may be a waste of time and money if the emphasis area is not well chosen and accepted by the trainees. A concerted attempt to identify potential sources of stress in the training programme helps reduce trainees' frustration and demoralisation. Without backing from above, it might be difficult to invest in your staff's education and growth. Robbins et al. (2003) found that a major reason why employees are hesitant to participate in training and development programmes is that they believe that educational institutions, not enterprises, should be responsible for employee education. In addition, some businesses instill in their workers the idea that it is their own obligation to become proficient in the tasks of their position, seeing any expenditure on staff training as an unnecessary overhead.

Training and development can be affected by a variety of factors, including management's interest and involvement, the expertise and dedication of specialists and generalists, technological advances, learning principles, and the complexity of an organisation (Mondy et al., 2002). Kleiman (2003), Nwachukwu (2006), and Perry (2007) all highlight additional significant issues, such as a lack of positive reinforcement, a lack of opportunity to accomplish the objectives of the training programme, poorly structured programmes, and non-alignment of training and development with company needs. Employers rarely evaluate the efficacy of a training or development programme after a single session, making it difficult for trainees to gauge their own progress.

Training and Development and Organizational Productivity

Workers' expertise determines a company's long-term viability and profitability. Of course, this depends on how well the initiatives are designed to help workers grow and develop. An organization's output rises as a direct result of its personnel' improved ingenuity and the opportunities provided by training and development programmes. Organizational output is boosted thanks to training, as stated by Oguntimehin (2001). Akineju (1999) argues that companies may boost productivity by investing in training. Human capital, which is built up via education and experience, is what ultimately determines an employee's effectiveness in their job, as stated by Neo et al. (2004). The productivity of an organization's employees is proportional to the productivity of its employees as a whole, which in turn is proportional to the productivity of the group as a whole and the profitability of its operations. Several studies (including Ameerq & Hanif, 2003, Colombo & Stanca, 2008, Kum et al., 2014, Olaniyan & Ojo, 2008, and Singh & Mohanty, 2012) have found that investing in employee training increases both productivity and profitability.

Wright and Geroy (2001) highlight the importance of training courses in altering employees' skill sets. As a result, not only does it enhance an employee's ability to do their current and future jobs well, but it also helps an organisation perform better overall, giving it an edge over its rivals and increasing its productivity and profits.

Summary

In today's fast-paced, ever-evolving business world, training and development programmes are seen as an essential tool for improving a company's bottom line and its ability to compete and thrive. Every day, new tools and techniques are created to help companies be more creative and competitive. A worker who lacks formal education is a detriment to any organisation. A stagnant and rigid workforce is exacerbated if employers do not invest in or place a low value on their employees' education and development. So, management's inability to meet employees' demands for training and development may contribute to their failure to do their jobs. Investing in employee training and development may help businesses gain a strategic and competitive edge in the global business sector by fostering the development of core skills and a culture of innovation. Training, retraining, and staff development must be aggressively sought and incorporated into an organization's strategic strategy and business strategies if it is to adapt to, survive in, and thrive in today's business environment.

Conclusion

The preceding analysis leads to the following inferences: Organizations in Nigeria should actively seek and make compulsory the training, retraining, and development of their personnel if they want to attain their preset or emergent aims and objectives. If current workers are well-educated and trained, it will cost less to replace them. In addition, there should be a system in place to provide staff feedback after each training and development programme so they can learn where they are and what they can do to improve.

Organisations should ensure their training and development programmes are well-articulated and planned to achieve the program's objectives and are tied to the business's needs and growth profile since operational efficiency and effectiveness are critical to growth and profitability.

Recommendations

Based on the results of this investigation, the following are suggested:

1. In order to keep up with the latest developments in human resource management and the best practises in other sectors, businesses should revise their training and development programmes for staff.
2. An increase in productivity in any workplace requires a shift in individuals' dedication and outlook on their jobs. It is imperative for businesses to adopt the NPM tenet that objectives and targets be clearly articulated and quantifiable in order to gauge progress. Curriculum for personnel training and development, however, should be driven by the requirements of the business, with officers chosen for training and development based on both merit and the requirements of the business.
3. With technology playing such a central role in the modern workplace, it is imperative that managers take advantage of the opportunities afforded by the Internet and other forms of electronic communication in their quest to improve their employees' knowledge, skills, and ultimately, the productivity of their businesses.

4. In order for government development goals and programmes to be carried out effectively, there must be a connection between manpower training and development and national objectives and policy.

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