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Effect of Manpower Development on Employee Productivity of REV. FR. Moses Orshio Adasu University, Makurdi

¹Iorwuese Tyonande, PhD & ²Selumun Solomon Kyenge

¹Centre for Entrepreneurship Studies, Rev. Fr. Moses Orshio Adasu University, Makurdi

²Department of Business Administration, Nasarawa State University, Keffi

¹Email: isaaciorwuese1@gmail.com Phone Number: 08137608438

²Email: Selumunsolomon@gmail.com Phone Number: 07030364065

Corresponding Email: **liman-albashir@hotmail.com**

Abstract

This study examined effect of manpower development on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi. The study sought to investigate the effect of manpower development variables of in-service, mentoring, conference attendance and orientation programme on employee productivity in Rev. Fr. Moses Orshio Adasu University. A cross-sectional survey research design was adopted for the study where 256 copies of questionnaire were issued to employees of Rev. Fr. Moses Orshio Adasu University but 221 were successfully filled and returned. Tables and simple percentages were used to describe the characteristics of the study respondents and variables while multiple regression analysis technique was used from where inferences were drawn. The study revealed that conference attendance has positive significant effect on employee productivity of employees of Benue state university. The study also revealed in-service training has positive significant effect on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi. The study further revealed that mentoring has a negative significant effect on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi. The study further revealed a positive significant effect of orientation programmes on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi. The study therefore concluded that manpower development has significant effect on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi. It was therefore recommended among others that Universities should invest in regular, well-structured, and role-specific in-service training programs to improve the productivity of employees. Training should be continuous, covering advancements in teaching methods, research skills, and administrative competencies.

Keywords: Manpower Development, Employee Productivity, Mentoring, In-service Training, Orientation Programme, Conference Attendance

Introduction

Every organization, whether in the public or private sector, exists to accomplish specific goals, with productivity enhancement being a key objective. Achieving sustainable improvements in organizational productivity is largely dependent on the quality, capacity, and competence of its human capital. In today's rapidly evolving and competitive business environment, organizations must not only attract talented and capable employees but also invest significantly in their development. This includes creating systems for continuous learning, mentoring, and skills enhancement to ensure that employees are adequately

equipped with the necessary knowledge, abilities, and competencies that align with strategic objectives (Afolabi & Ibrahim, 2023; Dada & Ojo, 2022).

The university education has remained a critical driver of the nation's growth and development. The effective functioning of this sector relies heavily on the competence and proficiency of teaching and non-teaching staff within the institutions that play a pivotal role in shaping the next generation of professionals for greater productivity. However, the optimal productivity of manpower in educational institutions and the university system in particular is contingent upon the adequacy and effectiveness of manpower development initiatives (Yobolo, Timidi & Okuro, 2024). Employees' productivity provides enablement that enhances the organizational strength to face the competition and have competitive advantage. Productive workplaces are built on team work and shared vision. Employee productivity is the result achieved by an employee both in quality and quantity that can be seen from the skills and abilities of employees in completing their work in accordance with set standards and responsibilities given by the organizations (Luh & Dewi, 2020).

Employee productivity is considered as one of the major determinants for organizational success which emanates from sound human resource management and through effective manpower development programs (Mohammed, Danjuma & John, 2022). For this reason, the university as an academic institution must strive in identifying significant factors that are responsible in influencing employee productivity as well as developing suitable manpower development programs that will facilitate and leads towards organizational productivity. For any organization, institution or even a nation to function effectively, there must be human and material resources. But among these resources, human resources are the most paramount, since other resources cannot be utilized without human beings. For this reason, these human beings who constitute the manpower resources in an organization, institution or nation must be well trained, informed and groomed. The act of training, educating and grooming of human resources connotes manpower development (Gbesoevi, 2019).

Ugwu and Igbo (2021) see manpower development as actions specifically designed to prepare an employee with particular key learning opportunities and training and learning for higher job responsibilities. Manpower is the critical element in the development of any nation. Manpower refers to human power supplied by physical and mental work of people rather than machines (Ukaigwe, 2023). The study adopted in-service training, mentoring, orientation programmes and conference attendance as measures of manpower development in educational sector. This choice is rationalized by the fact that various authorities like (Idakwoji, & Makolo, 2022; Papka, 2024 & Uzua, Okwori & Oluwole, 2021) adopted them in their different works.

Manpower development as a human resource practices is as old as mankind. In Genesis, the building of the Tower demonstrated the meaningfulness of manpower development in relation to improve employees' higher productivity, competence and success of

organizational goals. It was in view of the meaningfulness of manpower development that President Kennedy who enacted the manpower development and training act of 1962 to help re-employ, through re-training, unemployed American workers who were displaced by automation and technology. At the organizational level, manpower development is associated with anticipating manpower shortages hence the need to equip the employees with the required knowledge and skills to ensure adequate personnel are available to implement future organizational plans (Onyekwere, 2022).

In Nigeria, it was observed that during the colonial era, all sensitive positions of responsibilities in organizations both private and government were man by expatriate staff, but at independence, they exited thereby creating a big vacuum which needed to be taken. However, the quality of personnel available was nothing to be proud of (Onyekwere, 2021). There was therefore the urgent need, in Nigeria, to build a new capable indigenous human capital to take charge of responsibilities following the exit of the expatriate personnel. Since manpower development improves employees' performance, the importance of manpower development on employees' productivity and organization performance cannot be over-emphasized. Following this, several scholars, Onyekwere (2022) acknowledged that manpower development is a high-quality instrument that guides workers' performance and also assist them to gain knowledge, aptitudes and skills needed for the achievement of organizational goals to the delight of employers of labour.

In recent times, Tertiary Education Trust Fund (TETFund), an education friendly agency of the Federal Government of Nigeria has been helping a lot in funding tertiary education in Nigeria. In addition to the massive provision of critical teaching and learning infrastructure and facilities, TETFund is also actively involved in both academic and non-academic staff development in tertiary institutions. Many Nigerian academic staff members in higher institutions have benefitted from TETFund's sponsorship of assorted staff development programmes including in-service training for post graduate degrees, locally and abroad, local and international conferences, and workshops among others (Eneasetor, Ken & Orji 2019).

The development of human capital is an essential tool for goal achievement in any university institution. The most critical aspect of educational survival when adequate supply of materials and financial resources that will bring about the desired productivity in the tertiary institutions is the development of human resource (manpower). The importance of academic staff professional renewal or development in universities cannot be over emphasized. Despite of its apparent advantage, Ukaigwe (2023) observed that management particularly in the state-owned institutions do not commit sufficient funds to the development of their staff. Most state-owned universities consider staff development as a waste of scarce resources because of the high cost involved. Against this backdrop, this study aims to investigate the effect of manpower development on employee productivity of Rev, Fr, Mosese Orshio Adasu University, Makurdi.

Objective of the Study

The main aim of the study is to investigate the effect of manpower development on the productivity in Rev. Fr. Moses Orshio Adasu University, Makurdi. The specific objectives are to:

- i. Examine the effect of in-service training on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi.
- ii. Ascertain the effect of mentoring on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi.
- iii. Assess the effect of conference attendance on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi.
- iv. Determine the effect of orientation programme on employee productivity of Rev. Fr. Moses Orshio Adasu University, Makurdi.

Review of Related Literature

Conceptual Framework

This subsection of the study attempted a review on manpower development practices and employee productivity as presented in the model below.

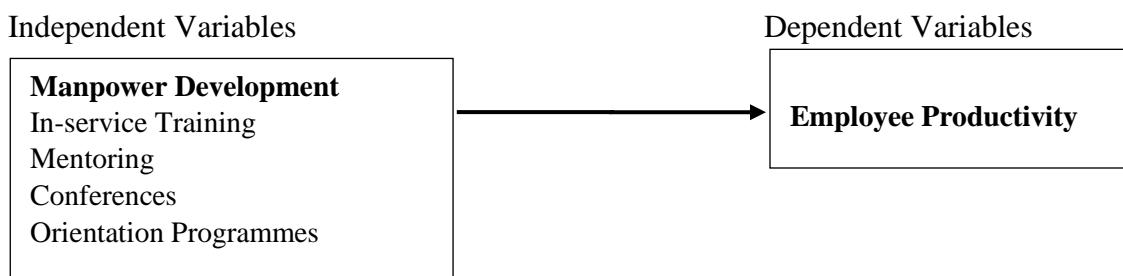


Fig. 2.1 Research Model of Manpower development and Employee Productivity

Source: Researchers' Conceptualization, 2025

The conceptual framework discusses two major variables, which are manpower development (independent variable) and employee productivity (dependent variable). Manpower development is decomposed into, in-service training, mentoring, conferences and orientation programmes. It is hypothesized that manpower development reflected by in-service training, mentoring, conferences and orientation programmes impact on employee productivity.

Manpower Development

Adenibigbe, Daudu and Fapohunda, (2022) see manpower development as an organization activity which aims at improving job performance within the organization. It is a continuous process that focuses on helping employees to broaden their knowledge and skills which help them achieve greater performance. Through this process, information and

knowledge is transferred in which employee put into practice to achieve effectiveness. Training takes place after an employee has been recruited and selected. It prepares employees for a new work system. It is also done for existing workers (Sanyal & Hisam, 2015).

According to Vinesh (2014) as cited in Adenibigbe, Daudu and Fapohunda (2022) manpower development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational setting. The importance of manpower development cannot be overemphasized as the success of an organization lies on the human factor who works within the organization. Employees are able to make meaningful contribution towards the achievement of organizational goals. Before human capital development takes place, it is important to identify training needs in which an evaluation is carried out after the training process. Organizations also need to carry out compulsory training and re-training for staff in all forms (Siddiqui, 2017).

Dimensions of Manpower Development

The study conceptualized manpower development into three dimensions of in-service training, mentoring, orientation programmes and conferences (Idakwoji & Makolo, 2022).

i. Mentoring

Mentoring is an old concept that has been practiced in many places, the world over. Cardwell and Carter (1993); Doherty (1999), as cited in Utor, Ugba and Nomhange (2023) point out that the tradition of mentoring began with Mentor, a character in Greek Mythology. Mentoring relationship involves exchange of wisdom, learning and development of skills and knowledge about the organization for the protégés career growth. Bilesanmi (2015) posits that mentoring is a set of tailor-made advice and incentive that a more experienced staff, in an innovative way can offer less experienced members in a plethora way and on a range of competencies. Mentoring is a close, developmental relationship between two people in which a partner willingly avails himself of the full range of superior experience, knowledge, skills, or status of the other partner in all spheres of human endeavour. Mentoring consist of sharing experience, listening with empathy, developing insight through reflection and professional friendship (Sachdeva, & Malhotra, 2015).

ii. Conference Attendance

The Cambridge Dictionary see the term conference attendance as “an event, sometimes lasting a few days, at which there is a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally” (Cambridge’s online dictionary, 2017). The Merriam-Webster Dictionary provides a similar definition, “conference attendance: a formal meeting in which many people gather to talk about ideas or problems related to a particular topic (such as medicine or business) usually for several days” (Merriam-Webster’s online dictionary, 2017). The common concepts in these definitions are

the nature of conferences as events that last for a few days, and the fact that they represent an opportunity for people with common interests to discuss and share knowledge

iii. **Orientation Programmes**

According to Richards (2017) employee orientation is the process of introducing new workers to their new jobs and workplace. It provides an occasion for new workers to become familiarized to their new institution, department, co-workers and work expectations. A well-done orientation provides various benefits for workers and as an entire institution. New staff in an institution can be welcomed by an orientation program that makes them feel at ease and like they are an element of the group. Orientation programs differ depending on the institution, the running style, and the overall managerial culture. An orientation program can provide workers with an appropriate introduction to the company, what's expected and where they fit into general goals. According to Richards (2017), employee orientation program benefits the company by providing a chance to introduce workers to the basics of the company and their jobs from an administrative point of view. Workers benefit from learning the vital regulations and job details and position. Employees will complete essential rules and regulations, obtain and review the employee manual, learn regarding and sign up for benefits and learn about some very basic elements of the new position.

iv. **In-Service training**

Getting training on the job by actually doing it is known as in-service or on-the-job training. In-service training involves the actual use of the equipment and materials provided during training, the trainee gains practical experience in a genuine work setting through on-the-job training (Sambo, Abubakar & Isyaka, 2024). According to Maryam (2018), the purpose of in-service training is to transfer job expertise by having trainees work under more experienced employees. The instructor or seasoned employee instructs and counsels the trainee on particular work-related approaches and techniques. It is sometimes expected of the trainee to pick up knowledge through observation of the master. The trainee is working and learning simultaneously, even though their output will not be very high (Okere et al., 2018). It entails the process of acquiring a skill while a person is employed. In cases where a staff member was hired specifically during a period of severe manpower shortage, on-the-job training was required to improve their productivity because they lacked the experience or the academic qualifications required for the position (Kuranga, 2023).

Employee productivity

Employee productivity is a measure of the performance of an employee and an essential determinant of cost efficiency. It can be used to examine efficiency and effectiveness of any activity conducted in an economy, business, government or by individuals (Naveen, & Ramesh, 2015). According to Dialoke, Ukah and Ikoro (2016), employee productivity is the driving force behind an organisation's success and profitability. Employee productivity is the link between output of goods/services and employees input. It is the measure of the input of human and non-human resources used in

the production process. In other words, productivity is the ratio of output to input. The higher the numerical value of this ratio, the greater the productivity. This implies that when the employees are efficient, they accomplish more in a given time. Public sector productivity is one feature that determines how effectively public funds are utilized (Kaimahi, 2015).

Simpson (2008) as cited in Adiele and Jide (2017) opines that in recent years, there had been several requests to improve employee productivity in the public sector which have not been responded to. This is due to the magnitude of the public, which requires large number of employees and receives funding from the federal government and the general public. Hence, it is very imperative for the public to get value for resources expended, hence the need for an effective and vibrant public sector capable of qualitative service delivery to the citizenry. Similarly, Kaimahi (2015) argues that employee productivity in the public sector is interrogated for two reasons. One of the reasons is that the public sector has been subjected to a variety of reforms and restructuring over the past fifty years.

While majority of these initiatives have been justified on the basis that they might increase productivity, the experience of many public servants has been that they have led to redundancy, proliferation of work, and an increase in activities that do not contribute to public sector productivity. It is also arguable that these reforms have resulted in lower quality services being delivered to citizens. According to Adiele and Jide (2017), the second reason why productivity issues are more difficult to deal with in the public sector is that public sector productivity is difficult to measure. Productivity is typically measured with regards to the output. It is much more difficult to measure where the service being provided has no monetary value or where services are provided generically to wide range of consumers

Human Capital Theory

This study is anchored on the Human Capital Theory (HCT), initially introduced by Schultz (1961), which posits that investments in education, training, and development significantly enhance individual productivity and, by extension, organizational performance. The fundamental premise of HCT is that education and skill acquisition constitute forms of capital that improve workers' efficiency and value (Becker, 1993). Contemporary research reinforces this view, highlighting that employee competencies acquired through structured learning and continuous professional development are critical drivers of organizational productivity and competitiveness (Inkinen et al., 2024; Olaolu & Adebayo, 2023). As such, the development of human capital remains a strategic priority for organizations aiming to sustain performance in dynamic business environments (Sambo, Abubakar & Isyaka, 2024).

Review of Related Literature

Using maritime institution as a case study, Yobolo, Timidi and Okuro (2024) investigated the nexus between manpower development initiatives and the productivity of

lecturers in maritime institutions across Nigeria. The study adopted correlation research design. It was concluded that manpower planning, manpower training, motivation, job security, supervision activities significantly relates to Lecturers productivity in Marine Institutions in Nigeria. In Ghana, Ruby, Mary, Justine and Emefa (2024) examined the impact of professional development on employee productivity at the Ghana Atomic Energy Commission (GAEC), a research institution. The study adopted the survey research design for both academic and non-academic staff. A total of 360 respondents were randomly selected from a population of 530 people. The study revealed that the majority of respondents have participated in some professional development programs and viewed the professional development programs as an effective tool to enhance productivity.

With a sample size of 98 respondents, Sambo, Abubakar and Isyaka (2024) examined the employee training and development on employee productivity in deposit money banks in Gombe state. The study found a negative correlation between the training and development methods and the productivity of DMBs in the state of Gombe, a negative correlation between the training design and the productivity of DMBs in Gombe, and a positive correlation between the training delivery style and the productivity of DMBs in Gombe. Employing a descriptive research design, Justice and Diana (2024) analyzed the effect of employee development practices on overall performance outcomes within the higher education sector. The study adopted Pearson correlation for data analysis. The empirical findings of this research unveil a robust and affirmative correlation between employee development practices and performance.

Using data collected from five tertiary institutions in Rivers state, Alikorriwo and Adiele (2024) established a positive and statistically significant relationship between employee development and the measures of information success (time optimization and quality decision-making. In Ethiopia, Tamirat (2024) examined the effect of human resource development practices on employee performance, with job satisfaction as a mediating variable among academic staff at Mizan Tepi University. A standardized Likert-scale questionnaire was administered to academic staff members selected through stratified random sampling from eight colleges at Mizan Tepi University. Descriptive and inferential statistics, including a structural equation model and t-tests, were used for data analysis. The results of the regression analysis using the SEM model revealed that job satisfaction, training and development, and teamwork positively affect academic staff performance while negatively affecting academic career development and counseling. Academic career development, teamwork, counseling, and succession planning were found to have a positive effect on job satisfaction.

Oigbochie et al. (2023) investigates the impact of human capital development on employee performance within the Nigeria Civil Service. The study employs descriptive statistics to analyze responses collected via questionnaires from a sample of 214 respondents across various ministries in the Federal Capital Territory, Abuja. Qualitative analysis was

conducted on the gathered data. The findings suggest a correlation between human capital development and improvements in service accountability and leadership supervision. Ibrahim, Mohammed and Yusuh (2023) investigated the influence of librarian professional development on job performance in public polytechnic libraries in North-Central Nigeria. The study was guided by three research questions and three hypotheses. The researchers adopted a descriptive survey design, targeting a population of 700 librarians from 13 public polytechnic libraries in the region. A sample of 300 librarians from 10 selected polytechnic libraries was used. Data were collected using a 15-item structured questionnaire titled "Librarians Professional Development and Job Performance Questionnaire (LPDJQP)." The study revealed a significant influence of professional development on job performance of polytechnics librarians.

In Nigeria, Utor, Ugba and Nomhwange (2023) examined the effect of Career development on Employee Performance of Deposit Money Banks in Makurdi Metropolis, Benue State-Nigeria. The findings revealed that career education, career mentoring and career commitment have positive and significant effect on employee performance of Deposit Money Banks in Makurdi Metropolis. Based on the results from data analysis and findings of this study, it was concluded that the usage career development through career education, career mentoring and career commitment has improved the employee performance of deposit money banks in Makurdi metropolis. Employing a cross sectional survey research design, Osazeobarun, Young and Akpomiemie (2023) examined human resources development and organizational productivity of selected banking industries in Asaba, Delta State. A sample size of 154 employees of the selected banks was chosen from a total population of 250 employees.

Findings showed that employee training, employee education and career development have a positive significant effect on organisational productivity. Idakwoji and Makolo (2022) investigated the impact of staff development programmes on the performance of academic staff in colleges of education in North - Central Geographical Zone, Nigeria. The study adopted a descriptive survey design and the target population was 3642 academic staff in the 15 Colleges of Education in North-Central Geographical Zone of Nigeria. The findings of this study revealed that in-service training programmes, mentoring and orientation have several impact on the job performance of academic staff of Colleges of Education in the North-Central Geographical Zone of Nigeria. Also, Conferences, Seminars.

Methodology

The target population comprised only academic staff of Rev. Fr. Moses Orshio Adasu University Makurdi. Although the university is made up of academic and non-academic staff, the study focused on academic staff. The choice of only academic staff is based on the fact most manpower development programmes in Nigerian universities are mostly targeted at this category of staff. In addition, academic staff are regarded as the most

productive wing of the university. This study adopted a cross-sectional survey design. The choice of survey research design is premised on the ground that a sample of the responses from the population will be used in making generalization. . A sample size of 256 was determined from a population of 709 employees of Rev, Fr, Moses Orshio Adasu university , Makurdi using Taro Yamane's (1964) formular. Formula and its application is as shown below:

$$n = \frac{N}{1+N(e)^2}$$

Where N = Population size

n = Sample size

e = level of significance

The researcher assumed 95% confidence

$$n = \frac{709}{1 + 709(0.05)^2}$$

$$n = \frac{709}{1+709(0.0025)}$$

$$n = \frac{709}{2.773}$$

$$n = 256 \text{ Staff}$$

The validity of questionnaire content was verified by the expert opinions of five experienced human resource managers to ascertain if the questionnaire items actually measured what they ought to measure. The study used Cronbach's alpha to test and detect the reliability of the instrument by calculating the internal consistency of each scale.

Table 1, depicts the reliability of the research instrument. The reliability of the items is discussed below

Table 1: Cronbach's Coefficient Alpha

Construct	Cronbach's Alpha	Decision
In-service Training	.914	Very good
Mentoring	.854	Very good
Conference Attendance	.925	very good
Orientation Programme	.855	very good
Employee Productivity	.872	very good

Source: Researcher's Computation from SPSS Output, 2025

The value of Cronbach's coefficient alpha of the employee productivity and dimensions of manpower development ranging from low 0.854 to a high 0.925 are within the acceptable values of alpha, ranging from 0.70 to 0.95, the criterion suggested by

Nunnally (1978) and are therefore considered good indicators of the reliability of the instrument. 256 copies of questionnaire were issued out but only 221 validly answered copies of the questionnaires were retrieved. Multiple regression analysis was used to test the effect of the four manpower development constructs on employee productivity of Rev, Fr, Moses Orshio Adasu University, Makurdi.

The regression equation for the study was thus: $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon$.

Where

Y = Employee Productivity

x_1 = In-service training

x_2 = Mentoring

x_3 = Conference Attendance

x_4 = Orientation Programme

β_0 = Intercept of the model (Constant)

$\beta_1, \beta_2, \beta_3, \beta_4$ = Regression Coefficients

Thus, it was hypothesized as follows;

H₀₁: In-service training does not have a significant effect on employee productivity in Rev, Fr, Moses Orshio Adasu University, Makurdi

H₀₂: Mentoring does not have significant effect on employee productivity in Rev, Fr, Moses Orshio Adasu university, Makurdi.

H₀₃: Conference Attendance does not significantly affect on employee productivity in Rev, Fr, Moses Orshio Adasu University. Makurdi.

H₀₄: Orientation programme has no significant effect on employee productivity in Rev, Fr, Moses Orshio Adasu University, Makurdi.

Data collected from the respondents were analysed using correlation and regression analyses with the aid of the Statistical Package for Social Sciences (SPSS 23) Software.

Table 2: Manpower Development and Employee Productivity

No. of Obs	402			
Prob>f	0.0000			
R –squared	0.9178			
EE	Coefficients	Std Dev	T	Prob>/t/
IT	0.747	0.091	8.15	0.000
ME	-0.302	0.121	-2.50	0.013
CFA	0.365	0.116	3.11	0.002
OP	0.173	0.052	3.32	0.001
Constant	0.120	0.081	1.49	0.139

Source: Researcher's compilation, 2024.

Table 4.15 indicates that Manpower development accounts for 91.78% of variations in employee productivity while 8.22% of such variations are accounted for by factors not considered in this study. This means that manpower development is very necessary for employees to be productive. Since manpower development has accounted for most of the variations in employee productivity, it is a major determinant of employee productivity.

The table also shows that an increase in in-service training by one unit will lead to increase in employee productivity by 0.747 (74.7%). This implies that in-service training has the potentials to positively influence employee productivity of Rev, Fr, Moses Orshio Adasu university. As in-service training has positive effect on employee productivity, it shows that the Rev. Fr. Moses Orshio Adasu University train their staff from time to time to enable them to update their knowledge and skills for effective running of their universities.

The table also shows that, a unit increase in mentoring will reduce employee productivity by 0.303 (30.3%). The negative coefficient (-0.303) suggests that the current mentoring practices in Rev Fr Moses Orshio Adasu University are counterproductive. This serves as a wake-up call for management to revisit the design, delivery, and goals of mentoring programs. Accordingly, the statistical result here rebunked the study expectation that the mentoring can improve employee productivity.

More so, an increase in conferences attendance will improve employee productivity by 0.361 (36.1%). This suggests that conferences have the ability to enhance employee productivity implying that the knowledge gained through such conferences can add value and experience to the employees and also their connectivity to external parties. This result validates the study expectation that employees will be highly valued when improve on their know-how and they employ new ways of doing things. This improves not only the employee in question but as knowledge is shared, the entire workforce is effected by individuals who attend conferences.

Also, a unit increase in orientation programmes will improve employee productivity by 0.173 (17.3%). This means that employee who are given orientation at the beginning of their service will know the rules and regulations of the university and also understand how to perform their tasks in an effective manner. This is good because the employee is made to know what is expected of him on time and this prepares him to brace up for the task ahead.

However, if manpower development is ignored, other factors will insignificantly improve employee productivity by 0.120 (12.0%). This confirms the high explanatory power of this model as it is over 90% and this is a good omen to the sampled university although it is costly to train employees as a way of motivating them.

Discussion of Results

From objective one, the study found that in-service training has significant positive effect on employee productivity Benue state university, Makurdi. With this result, it implies that a well trained employee will be very equipped to perform task in the most effective manner. It suggests that a well trained employee can understand the modulus operandi of the university and work in order to ensure the achievement of its stated mission and vision. This result agrees with those Utor, Ugba and Nomhwange (2023); Idakwoji, Makolo and Charity (2022).

The result of this study has shown that there is a significant negative effect between mentoring and employee productivity. This may be so because of the importance of mentoring in development of staff, as it encourages mentors and mentees to have cordial working relationships that goes beyond personal ties and company bonds. The negative sign of the effect could imply that the effectiveness of the mentee heavily depends on the expertise, experience and readiness of the mentor in coaching the mentee. If the mentor has lapses in conduct and actions and he mentors an employee, the employee too will follow his mentee and this will have negative outcome of the effectiveness of the employee. The result of this study agrees with that of Idakwoji and Makolo (2022).

The result also revealed that conference attendance has significant positive effect on employee productivity. This is because conferences expose employees to the outside where they interact with different people outside their place of assignment to brainstorm on pertinent issues affecting the well-being of both the employees and their organisations. Attendance to conferences and workshops train employees on far reaching strategies and procedures that are necessary in influencing the way and manner employees handle multi-faceted tasks. The ideas shared and experiences gotten are capable of motivating employees' on-the-job morals and ethics culminating into improved employee effectiveness. The result of this study agrees with those of Ubani, Fred and Mbah (2024); Alikorriwo and Adiele (2024); Ruby, Mary, Justine and Emefa (2024);

This test reveals that orientation programmes has a significant positive effect on employee productivity of the Benue state university. This implies that orientation programmes are effective when it comes to employees meeting the overall goals of an organisation because employees tend to adhere to the rules and regulations as discussed during the orientation stage. This makes them to understand and follow the way they were given instructions and informations about their conduct and work schedules. This result is in line with those of Onyekwere (2022); Nosike (2022); Idakwoji and Makolo (2022).

Conclusion

The examination of the effect of manpower development on employee productivity shows that all the variables of manpower development (conference attendance, mentoring,

conferences and orientation programmes) have significant effect on employee productivity. It is therefore concluded that manpower development actually contributes to the productivity of employees of Benue state university, Makurdi. Therefore, manpower development is a major determinant of employee productivity of Benue state university, Nigeria.

Relatedly, the study which was anchored on human capital theory also further authenticates the provision of the theory given that, the findings of this study arguably link well with human capital theory which postulate that human resources are vital and primary components of any organization's productive process and hence must be developed, nurtured and nourished at all times with the right mix of qualitative development methods and adequate motivational job incentives

The result of this study corresponds with the human capital theory which states that education is a human capital because it improves knowledge and skills in employees which give them the impetus to be productive at work as seen the outcomes of this study. Training, conferences, workshops and other employee-enhancement activities and developments are needed for the maintenance of employee loyalty that possibly makes them productive. The study considered all the relevant dimensions of manpower development namely in-service training, mentoring, orientation programme and conference attendance. The study was restricted to only Benue state university and educational sector in general; its findings cannot be generalized to other sectors of the economy.

Recommendations

From the findings, the following recommendations were made:-

- i. Universities should invest in regular, well-structured, and role-specific in-service training programs to improve both employee effectiveness and efficiency. Training should be continuous, covering advancements in teaching methods, research skills, and administrative competencies
- ii. The negative of mentoring impact on productivity suggests a need for improvement. Universities should establish formal mentoring guidelines, ensuring mentors are well-trained, supportive, and aligned with institutional goals. Mentorship should foster innovation and independence rather than restrict employees.
- iii. Management of Rev, Fr, Mosese Orshio Adasu University and universities generally should encourage attendance to conferences, workshops, seminars and so on to keep their employees abreast with new and current wave of issues and trends which have become pertinent to organizations and disciplines. This will not only help the employees develop themselves but will also give them an opportunity to share ideas across different climes and people. This will help in improving the productivity of those employees that attend such conferences. The knowledge is shared with all employees

- and this has multiplier effect on the productivity of all employees and needs to be encouraged, sustained and given the deserved financial backing.
- iv. Orientation programmes should also be made as a mandatory requirement for new employees to enable them understand the rules and regulations of the universities right from their point of entry into the service. This will guide and give them a focus on the does and donts of the universities so that they don't fall victims of circumstances. These orientations programmes are very helpful to the point that they act as a signal of early warnings to employees and it guides and gives them sense of direction as they join the universities.
 - v. Management of universities should imbibe the spirit of employee development because developed employee stand a better chance of helping the organizations achieved their overall targets and at the same time, help the organization to maintained her resources and reduce cost of operations and programmes. This has the ability to promote employees' willingness to be ethical and accountable for their actions and inactions.

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