

The Effect of Institutional Manpower Training on Non-Teaching Staff Performance in Nigerian Federal Polytechnics

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Abstract

Improvement of employees' performance is not limited to adaptability to new technology and production factors alone, but also depends on investing and training the employees as well. This is crucial, as it allows organisations to maximize the potential of their employees for optimal performance. The study used the descriptive research design through a structured questionnaire. The population of the study consists of 470 non-teaching staff of The Federal Polytechnic of Ilaro. Using the Taro Yamane formula, 216 was derived as the sample size. The study utilized quantitative methodology for its analysis, employing frequency table and percentage to analyse the data gathered. The findings revealed that the types of training schemes available to non-teaching staff includes communication training, interpersonal skills, training program on work life, equity and inclusion for non-teaching staff; the institution provides adequate opportunities for professional training for non-teaching staff, current institutional manpower levels have a positive impact on the morale and job satisfaction of non-teaching staff and institutional manpower has a significant impact on the performance and productivity of the non-teaching staff; and the challenges facing institutional manpower training on performance of non-teaching staff are inadequate evaluation, inadequate feedback mechanism, resistance to change, reluctance to participate in training program and lack of institution funding for institutional manpower training programs. The study concludes that there is a significant positive relationship with between

institutional manpower training and performance of non-teaching staff in the Federal Polytechnic Ilaro. Based on these findings, the study recommends that adequate institutional manpower planning methods should be put in place, the institution should continue updating its manpower plan curriculum in accordance with international best practices, and management should ensure that institutional manpower training policy is performance oriented, as this will significantly contribute to its success of the institution.

Key words: Manpower training; Institutional manpower training; Non-teaching staff; Employee performance; Federal polytechnics; Nigeria

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1. INTRODUCTION

Over the years, countries in the world have come to realize that improving employee performance is not just about new technology or production factors, but also greatly depends on investing in human resources development (Inyang, 2002). The human aspect of an organization is crucial, as it allows enterprises to maximize the potential of their human capital for optimal performance (Espeda, 2005). In Nigeria, the focus on training people started in 1960 when the expatriates held most important government roles. The exit of these foreign workers post-independence resulted in a substantial shortage of skilled native workforce, leading the Federal Government to create a Manpower Board in 1962 based on the advice of the Ashby Commission (Olalere & Adesoji, 2013).

Training is essential in any organization as it provides employees with the skills needed to develop their organizational capabilities, take on new responsibilities, and adapt to changing conditions (Elnaga & Imran, 2013). Employee training is crucial for the growth and prosperity of any organization, as employees are key determinants of organizational success. Well-trained employees can handle administrative activities efficiently, particularly non-teaching staff in tertiary institutions (Farooq & Aslam, 2011).

Employees are the most valuable asset of any organisation or institution, as they can significantly influence the organization's reputation and productivity. Proper training equips employees, both new and experienced, with the necessary information and skills to perform their jobs effectively. Employees that have undergone proper training are more likely to retain their jobs longer than those who do not (Byrne, 2011).

Training is one of the key areas of human resource development that promotes employees' performance and creates competitive advantage in various sectors and environment. Inadequate or lack of training will may lead to inefficiency and low performance (Oni-Ojo, Salau, Oludayo & Abasilim, 2014). Training can be categorised into two basic types: the on-the-job and off-the-job training. These training can be delivered through case studies, role playing, case studies, simulation, demonstration, T-group, apprenticeship, seminars, classroom, and conference. Irrespective of the training methods adopted in any organization, it is important that both trainee and the trainer review training objectives regularly to ensure that there is proper commitment of the trainees to the training programmes.

In tertiary institutions, various training methods are employed for employees, such as conferences, workshops, seminars, in-service training, on-the-job training, and special training programs. Consistent trainings are necessary for all employees, especially non-teaching staff, to perform effectively. The right training, provide significant payoffs for employers in terms of increased performance, knowledge, loyalty, and overall institutional growth. An organization's success relies heavily on the quality of trained employees. Human resources are the most dynamic assets, and their potential needs to be fully realized through effective training and development (Waleed, 2011).

Recently, studies have affirmed that the Nigerian polytechnics have witnessed drastic decline in employee's performance due to some factors, such as inadequate evaluation, inadequate feedback mechanism, resistance to change, reluctance to participate in training program and lack of institution funding for institutional manpower training programs (Eze, 2016; Ofobruku & Nwakoby, 2015; Peretomode & Chukwuma, 2016). Similarly, some other challenges facing institutional manpower training and development include the following:

technological challenges, haphazard training, lack of political will, prevalence of unaccredited training consultants, knowledge based challenges, language and communication challenges.

Recognizing the importance of manpower training, the Tertiary Education Trust Fund (TETFUND) allocates 70% of training funds for academic staff and 30% for non-teaching staff (Olalere & Adesoji, 2013). To meet global educational standards, Nigerian Federal Polytechnics' management develops effective training for both academic and non-teaching staff. This initiative not only enhances staff performance but also creates a positive institutional image (Iravo & Omondi, 2011). Effective training programs help non-teaching staff stay updated with technological advancements and acquire the skills needed to perform their jobs efficiently, thereby reducing errors and improving performance. In recent times, many organizations fail to place much emphasis on the training and development of employee's performance which has a great effect on productivity of the organization thereby leading inflexibility to adapt to the changing environment (Nwachukwu, 2000).

This study aims to examine the effect of institutional manpower training on the performance of non-teaching staff in Nigerian Federal Polytechnics, focusing on Federal Polytechnic Ilaro. Hardly can any institution succeed without meeting its training needs. Organizations that neglect manpower training may struggle to survive. The significance of training in organizational development is well recognized in Nigerian polytechnics. Tertiary institutions are responsible for national manpower development therefore requires effective training to deliver the best knowledge and skills to their students. Achieving organizational goals requires human effort, and these goals cannot be accomplished without a well-trained workforce.

Despite various government interventions and programs aimed at effective manpower training for non-teaching staff in Nigerian Federal Polytechnics, significant challenges remain. Previous studies have identified that Nigerian Polytechnics suffer from a shortage of skilled manpower, inadequate funding, and insufficient facilities for effective staff training (Olatunde-Aiyedun & Ogunode, 2022). Several Federal Polytechnics do not have up-to-date training resources like computers, libraries, and other technological tools that are essential for efficient service provision. These deficits impede the correct training procedures, resulting in inefficiency among non-teaching employees. Therefore, this study aims to identify the types of training scheme available to non-teaching staff, investigate the impact of institutional manpower training on performance of non-teaching staff, and examine the challenges facing institutional manpower training on performance of non-teaching staff in Nigerian Federal Polytechnics.

2. CONCEPTUAL REVIEW

2.1 Concept of Manpower Training

Understanding the definitions of “manpower” and “manpower training” is crucial in comprehending institutional manpower training. Manpower indicates the overall pool of staff ready for particular tasks. It is viewed as a key resource for creating products and services, vital for national growth and efficient service provision (Okenwa, 2005). Therefore, manpower is essential for enhanced productivity in organizations. The concept of training for manpower is understood differently by different scholars. Some scholars perceive training as the transmission of knowledge, wisdom, and enlightenment (Ofobruku & Nwakoby, 2015). Manpower training is essential as it provides employees with the required skills for effective job performance, ultimately affecting productivity and organizational goals. Igbaekemen (2014) describes training as a method or approach to improve employees’ skills, talents, and knowledge. An effective training program enhances the growth of employees at every level, boosting their dedication and support for organizational success.

Manpower training extends beyond current job activities, preparing employees for future work requirements (Kum, Cowden, & Karodia, 2014). Effective training programs ensure a steady pool of capable workers who can replace departing employees or take on new roles. Consequently, manpower training enables employees to adapt to advanced technologies and ensures the availability of suitable manpower for expansion into new areas. Abonyi (2007) suggests that training is among the best strategies for manpower improvement, aligning employees with organizational goals for maximum productivity. The aim is to help workers acquire skills to perform at optimal levels and prepare for future opportunities within the organization. Regardless of automation, the expertise of the workforce determines efficiency and productivity.

A thorough examination reveals that previous definitions do not fully encompass manpower training. It involves not only knowledge and skill acquisition but also the improvement of attitudes necessary for accurate job performance. Training changes how individuals act to reach desired results by teaching them how to do their current tasks and develop skills for future success (Jones, George, & Hill, 2000; Ndibe, 2014). These definitions fail to take into account the changing nature of organizational environments, with skills needs constantly changing, particularly with the progress of information technology (Okanya, 2008). Therefore, when planning training, the Human Resources Department should take into account both current and future organizational needs (Beardwell & Holden, 2001). In this paper, institutional manpower training means the training given to staff in tertiary

institutions, including both academic and non-teaching personnel, with the goal of improving and broadening their skills, talents, and knowledge. A training program that is effective should aid in the growth and enhancement of employees at every tier.

2.2 Concept of Employee Performance

Employee performance can be enhanced indirectly when organizations provide training and development opportunities. This not only improves job performance but also helps employees understand their roles better, thereby increasing productivity (Samson & Timothy, 2014). Employee performance is also influenced by competitive levels and job satisfaction, which can be heightened when training and development expectations are met (Hallgren & Olhager, 2009).

The accomplishment of particular activities as evaluated against preset criteria for precision, thoroughness, cost, and speed is known as performance. Performance in the workplace refers to meeting a pledge and releasing the performer from contractual obligations. Performance includes efficiency, effectiveness, competitiveness, and productivity, all of which can be enhanced through training (Cooke, 2000). Kenney (1992) states that employee performance is assessed against organizational standards, with good performance reflecting how well tasks are completed.

Studies like the Hawthorne studies indicate that satisfied employees perform better and are more likely to stay with their jobs (Irene, 2009). High performance is associated with job satisfaction and motivation, leading to lower turnover rates (Kinicki & Kreitner, 2007). Competence, often achieved through effective training programs, is key to high employee performance.

Employee performance involves how well individuals fulfil their job duties and responsibilities, analyzed by input, implementation, and results in terms of goods and services produced. It is crucial for organizational success. Kenney and Reid (1986) suggest that performance is measured against set standards, considering factors like efficiency, productivity, effectiveness, profitability and quality (Ahuja, 2006). Profitability depends on continuous profit generation, efficiency on producing desired outcomes with minimal resources, and effectiveness on meeting objectives (Stoner, 1996). In this study, non-teaching performance refers to the ability of administrative and bursary staff to contribute significantly to the success of higher educational institutions.

2.3 Manpower Training and Employee Performance

Employees are great assets to every organisation. The success of any organization the function of the knowledge, competencies, skills, and abilities of the employees in the organisation. This is could be possible based on the extent of training and development given

and received by the employees. Apart from improving the employee, training and development also it gives the employees' the chance to learn virtually and perform effectively, thereby increasing employee's performance. An employee's productivity and long-term performance are contingent upon the human development that is acquired through training and development (Neo et al., 2004). Group productivity and operational profitability are directly proportional to individual productivity within an organisation. Organisational productivity and performance have been shown to be enhanced by employee training (Ameeq & Hanif, 2003; Olaniyan & Ojo, 2008; Singh & Mohanty, 2012; Kum et al, 2014; Colombo & Stanca, 2008).

Effective training programs alter the competencies of employees (Wright & Geroy, 2001). Consequently, it enhances an individual's knowledge, abilities, and disposition to succeed in both current and prospective employment, while also enabling organisations to surpass their competitors, thereby increasing productivity and profitability.

Employee development and training are influenced by a multitude of factors. Mondy et al. (2002) unequivocally assert that training and development are both influenced by and affecting change. Employee development and training may be hindered by inadequate managerial support. Many employees are opposed to training and development initiatives, contending that the education system, rather than the companies, is responsible for instructing individuals (Robbins, Odendall, & Roodt, 2003). Additionally, certain organisations emphasised that it is the individual's obligation to acquire the necessary skills to perform the position for which they were recruited, and that any investment in employee training is regarded as an extra expense for the organisation. Training and development are influenced by the level of administrative support, the commitment of experts and generalists, technology advancements, educational concepts, and organisational complexity. Insufficient positive reinforcement, insufficient opportunities to achieve the training program's objectives, disorganised programs, and disconnect between training and development and organisational requirements are among the other notable issues identified by Nwachukwu (2006), Kleiman (2003), and Perry (2007).

3. THEORETICAL FRAMEWORK

3.1 Expectancy Theory

The theory upon which this study was anchored is the Expectancy. The Expectancy Theory developed by Victor Vroom in 1964 served as the foundation for this study. The decision to use Victor Vroom's Valence Expectancy Theory was based on the belief that the theory provides a suitable framework for analyzing employee motivation

and improving performance in an organization. The Valence-Instrumentality-Expectancy (VIE) theory is widely known and recognized. The theory's fundamental assumption is that one event will cause another, with expectancy representing the likelihood of an action resulting in a certain outcome. According to expectancy theory, the likelihood of someone behaving a certain way is based on how much they believe that their actions will lead to a particular result, and how desirable that result is to them (Vroom, 1964). In this context, attractiveness refers to the significance that the person assigns to the possible results attainable in the workplace. This theory suggests that employees, and individuals in general, will likely act in a certain way if they expect a positive outcome as a result of their actions. The expectancy theory is frequently associated with three variables.

The first is the effort performance relation to expectance, which comprises the likelihood that people believe they will finally perform as predicted after exerting a specific amount of effort. The second is the connection between instrumentality and performance rewards (Robbins, 2013). This connection or relationship is based on the idea that when people perform at a certain level, they finally achieve the intended result. The third is the connection between attraction and valence. This indicates how much weight people attach to the benefits that a particular employment is anticipated to provide.

This theory is relevant, in the sense that the extent of an individual's training for a specific task is directly connected to their belief in their ability to achieve set goals. Next, the worker must have faith that upon reaching the specified objective, they will receive appropriate recognition or compensation from the necessary departments or company based on the idea of instrumentality. Thirdly, according to the concept of valence or attractiveness, the individual must be convinced that the promised reward will ultimately meet their personal objectives.

4. METHODOLOGY

The descriptive research design was used in this study. This research design utilizes a quantitative approach for both data collection and analysis stages. Structured questionnaires were used to collect, analyze, summarize, and interpret both primary and secondary data. The population for this study are the non-teaching staff of the institution, which is 470 in number. Using Taro Yamane's formula 216 were derived as the sample size. The information gathered was examined with descriptive statistics for the responses from the questionnaire. The study utilized quantitative methodology, employing basic percentage calculations and frequency tables to aggregate data collected from surveys conducted in the field. The final data collected was analyzed using SPSS.

5. RESULTS AND FINDINGS

Table 1
Percentage Distribution of Respondents' Demographics
(N = 210)

Variable	Frequency	Percentage
Age		
18-30	30	14.3
31-40	60	28.6
41-50	30	14.3
51-60	30	14.3
60 and above	60	28.6
Total	210	100
Gender		
Male	121	57.1
Female	89	42.9
Total	210	100
Qualification		
O'level	10	4.8
ND	40	19.0
HND/MBA	90	42.9
Bsc	40	19.0
Msc/Phd	30	14.3
Total	210	100
Year of Service		
Less than a year	30	14.3
1-5 Years	60	28.6
6-10 Years	80	38.1
11 Years and above	40	19.0
otal	210	100
Staff Grade Level		
7-10	120	57.1
11-14	90	42.9
Total	210	100

Source: Field Survey (2024)

Table 2
Types of Training Scheme available to Non-teaching Staff in Nigerian Federal Polytechnics

Statement	Response					Total (Percent)
	SA Freq. (Percent)	A Freq. (Percent)	U Freq. (Percent)	SD Freq. (Percent)	D Freq. (Percent)	
The Federal Polytechnic Ilaro, offers regular technical training program to enhance non-teaching staff skills.	130 (61.9)	70 (33.3)	0 (0)	10 (4.8)	0 (0)	210 (100)
The non-teaching staff of Federal Polytechnic Ilaro have access to training on communication and interpersonal skills.	120 (57.1)	90 (42.9)	0 (0)	0 (0)	0 (0)	210 (100)
The institution offers digital literacy program to enhance non-teaching staff computer skills.	110 (52.4)	90 (42.9)	0 (0)	0 (0)	10 (4.8)	210 (100)
Training program on work life are available to non-teaching staffs of the institution	150 (71.4)	50 (23.8)	0 (0)	0 (0)	10 (4.8)	210 (100)
The institution offers training on diversity, equity and inclusion for non-teaching staffs	130 (61.9)	60 (28.6)	0 (0)	10 (4.8)	10 (4.8)	210 (100)

*SA, A, SD U and D represent (strongly agreed, agreed, undecided, strongly disagreed and disagreed

Source: Field Survey (2024)

As presented in Table 1, 30 respondents are between the age of 18 to 30 years, 41-50 and 51-60 years respectively representing 14.3% of the total sampled respondents. Also, respondents within the ages of 31-40 years and 61 and above are 60 representing 26.6% of the total sampled respondents. This indicate that majority of the respondents are qualified and matured enough to give independent opinion about institutional manpower training and non-teaching performance. The data shows that male has the highest number of respondents with 120 sampled respondents which represents 57.1% of the total sampled respondents while female respondents are 90 representing 42.9% of the total sampled respondents. The result shows that majority of respondents are male. Although, this study is not gender based, therefore have no effect on the result of the study.

Also shown in the table is educational qualifications of the respondents, 10 respondents have O'level representing 4.8% of the total sampled respondents, 40 respondents have National Diploma and BSc. certificate respectively representing 19.0% of the total sampled respondents, 90 respondents have Higher National Diploma/MBA, representing 42.9% of the total respondents, while 30 respondents are MSc. / PhD. holder representing 14.3% of the total sampled respondents. The education qualification shows that respondents will be able to understand and answer variables in the research instruments. In term of years of service, 30 (14.3) % respondents are less than a year in the service, 60 (28.6) % respondents are 1-5 years in the service, 80 (38.1) % respondents are 6-10 years in the service while, 40 (19.0) % of the respondents are more than 11 years in the service. Also, on the result of grade level, 120 respondents are in level 7-10 representing 57.1 % of the total sampled respondents while 90 respondents are in 11-14 representing 42.9% of the total respondents. The result shows that the respondents have enough experience to give necessary information on the study.

As shown in Table 2, the first variable on the if Federal Polytechnic Ilaro, offers regular technical training program to enhance non-teaching staff skills, the findings shows that 130 (61.9) % strongly agreed with the statement while 70 (33.3) % of the respondents agreed with the statement. However, it can be concluded from the findings that Federal Polytechnic Ilaro, offers regular technical training program to enhance non-teaching staff skills. When examining on if non-teaching staff of Federal Polytechnic Ilaro have access to training on communication and interpersonal skills, 57.1% (120) of the respondent strongly agreed while 42.9% (90) agreed to the statement that non-teaching staff of Federal Polytechnic Ilaro have access to training on communication and interpersonal skills. However, the result indicates that non-teaching staff of Federal Polytechnic Ilaro have access to training on communication and interpersonal skills

Also, administration on if institution offers digital literacy program to enhance non-teaching staff computer skills was examined and 52.4% (110) of the respondent are of the opinion that institution offers digital literacy program to enhance non-teaching staff computer skills while 42.9% (90) of the respondent agreed. The table also shows the responses of respondents on the claim that, training program on work life are available to non-teaching staffs of the institution the outcome of the findings showed that 150 (71.4) % strongly agreed to the claim while 50 respondents representing 23.8% agreed. The institution offers training on diversity, equity and inclusion for non-teaching staffs. This was as a result of 61.9% (130) of the respondents who strongly agreed also 28.6% (60) respondents agreed. This shows that percentage of agreement is greater therefore it can be concluded that institution offers training on diversity, equity and inclusion for non-teaching staff.

Table 3
Impact of Institutional Manpower Training on Performance of Non-teaching Staff in Nigerian Federal Polytechnic

Statement	Responses					Total
	SA Freq. (Percent)	A Freq. (Percent)	U Freq. (Percent)	SD Freq. (Percent)	D Freq. (Percent)	
The institution provides adequate opportunities for professional's developments and training for non-teaching staff	190 (90.5)	10 (4.8)	0 (0)	0 (0)	10 (4.8)	210 (100)
The institution manpower planning aligns with the needs and demands of the non-teaching staff roles	110 (52.4)	90 (42.9)	0 (0)	0 (0)	10 (4.8)	210 (100)
The current institutional manpower levels have a positive impact on the morale and job satisfaction of non-teaching staff	160 (76.2)	40 (19.0)	0 (0)	0 (0)	10 (4.8)	210 (100)
The institutional manpower has a significant impact on the performance and productivity of the non-teaching staff.	160 (76.2)	40 (19.0)	0 (0)	0 (0)	10 (4.8)	210 (100)
The current institutional manpower adequately supports the performance of non-teaching staff	140 (66.7)	50 (23.8)	0 (0)	20 (9.5)	0 (0)	210 (100)

*SA, A, U, SD and D represent (strongly agreed, agreed, undecided, strongly disagreed and disagreed

Source: Field Survey (2024)

The Table 3 examined the impact of Institutional Manpower Training on Performance of Non-teaching s Staff in Nigerian Federal Polytechnics.

As shown in Table 3. The sampled respondents were asked to react if the institution provides adequate opportunities for professional's developments and training for non-teaching. Their reaction to this first variable shows that 90.5% (190) of the total sampled respondents strongly agreed with the statement, while 4.8% (10) of the total sampled respondents disagreed. This shows that percentage of agreement is greater than that of disagreement on this variable therefore it can be concluded that the institution provides adequate opportunities for professional's developments and training for non-teaching staff.

On the ground that institution manpower planning aligns with the needs and demands of the non-teaching staff roles, the finding reveals that 110 respondents representing 52.4% strongly agreed, 90 respondents

representing 42.9% agreed while 10 respondents representing 4.8 percent strongly disagreed. Thus, the implications of this finding shows that 110 respondents strongly agreed that institution manpower planning aligns with the needs and demands of the non-teaching staff roles. In term of the third variable examined, respondents were asked to react on the statement that the current institutional manpower levels have a positive impact on the morale and job satisfaction of non-teaching staff. Their reaction to this variable shows that 76.2% of the total sampled respondent strongly agreed and 19.0% agreed respectively that current institutional manpower levels have a positive impact on the morale and job satisfaction of non-teaching staff. The result shows higher number of agreements to the variable than disagreement thus, current institutional manpower levels have a positive impact on the morale and job satisfaction of non-teaching staff.

On the notion that institutional manpower has a significant impact on the performance and productivity

of the non-teaching staff, it was shows that the significant level of acceptance is high. This was supported by 160 (76.2%) respondents and 40 (19.0%) respondents who agreed and strongly agreed respectively with the statement. On the last variable the respondent were asked if current institutional manpower adequately supports the performance of non-teaching staff, the finding reveals

that 140 respondents representing 66.7% strongly agreed. 50 respondents representing 23.8% agreed while 20 respondents representing 9.5 percent strongly disagreed. Thus, the implications of this finding shows that 140 respondents strongly agreed that current institutional manpower adequately supports the performance of non-teaching staff.

Table 4
Challenges facing Institutional Manpower Training on Performance of Non-teaching Staff in Nigerian Federal Polytechnics

Statement	Response					Total
	SA Freq. (Percent)	A Freq. (Percent)	U Freq. (Percent)	SD Freq. (Percent)	D Freq. (Percent)	
Inadequate evaluation and feedback mechanism limit the effectiveness of institutional manpower training program for non-teaching staff.	130 (61.9)	60 (28.9)	0 (0)	0 (0)	20 (9.5)	210 (100)
Lack of support from institution leadership and management undermines the importance of training for non-teaching staff.	100 (47.6)	80 (38.1)	0 (0)	20 (9.5)	10 (4.8)	210 (100)
Lack of institution funding for institutional manpower training programs negatively impacts the performance non-teaching staff	130 (61.9)	50 (23.8)	0 (0)	20 (9.5)	10 (4.8)	210 (100)
Limited availability of qualified trainers and facilitators hinder the quality of institutional manpower training for non-teaching staff	110 (52.4)	60 (28.6)	0 (0)	20 (9.5)	20 (9.5)	210 (100)
Resistance to change and reluctance to participate in training program among non-teaching staff pose significant challenges to manpower training efforts	150 (71.4)	50 (23.8)	0 (0)	10 (4.8)	0 (0)	210 (100)

*SA, A, SD and D represent (strongly agreed, agreed, disagreed and strongly disagreed)

Source: Field Survey (2024)

As shown in Table 4, the first variable on the challenges facing institutional manpower training on performance of non-teaching s staff in Nigerian Federal Polytechnic, the findings shows that 130 (61.9) % strongly agreed that inadequate evaluation and feedback mechanism limit the effectiveness of institutional manpower training program for non-teaching staff while 60 (28.9) % of the respondents agreed with the statement. However, it can be concluded from the findings that inadequate evaluation and feedback mechanism limit the effectiveness of institutional manpower training program for non-teaching staff. When examining if lack of support from institution leadership and management undermines the importance of training for non-teaching staff, 47.6% (100) of the respondent strongly agreed, 9.5% (20) also strongly disagreed to the statement that lack of support from institution leadership and management undermines the importance of training for non-teaching staff. Also, question on if lack of institution funding for institutional manpower training programs negatively impacts the performance non-teaching staff was examined, 61.9% (130) of the respondent are of the opinion that lack of institution funding for institutional manpower training programs negatively impacts the performance non-teaching staff by strongly agreeing with the statement while 9.5% (20) of the respondent strongly disagreed with the statement.

The table also shows the responses of respondents on the claim that limited availability of qualified trainers and facilitators hinder the quality of institutional manpower training for non-teaching staff, the outcome of the findings showed that 110 (52.4) % strongly agreed to the claim that limited availability of qualified trainers and facilitators hinder the quality of institutional manpower training for non-teaching staff while 20 respondents representing 9.5 strongly disagreed and disagreed respectively with the claim. This was as a result of majority of the respondent supported the claim. Resistance to change and reluctance to participate in training program among non-teaching staff pose significant challenges to manpower training efforts. Majority of the respondents agreed the statement. This was as a result of 71.4% (150) of the respondents who strongly agreed. In contrary to the claim, 4.8% (10) respondents strongly disagreed.

In summary, the types of training schemes available to non-teaching staff includes communication training, interpersonal skills, training program on work life, equity and inclusion for non-teaching staffs. The findings also attested that institution provides adequate opportunities for professional training for non-teaching staff, current institutional manpower levels have a positive impact on the morale and job satisfaction of non-teaching staff and institutional manpower has a significant impact on the performance and productivity of the non-teaching staff. The challenges facing institutional manpower training

on performance of non-teaching staff are inadequate evaluation, inadequate feedback mechanism, resistance to change, reluctance to participate in training program and lack of institution funding for institutional manpower training programs.

Table 5
Correlation Matrix of the Relationship between Manpower Training, Training Scheme

		Manpower Training	Training Scheme	Employees Performance
Manpower Training	Pearson Correlation	1	.876**	.699**
	Sig. (2-tailed)		.000	.000
	N	210	210	210
Training Scheme	Pearson Correlation	.876**	1	.626**
	Sig. (2-tailed)	.000		.000
	N	210	210	210
Employees Performance	Pearson Correlation	.699**	.626**	1
	Sig. (2-tailed)	.000	.000	
	N	210	210	210

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

The correlation table (Table 5) gives information on the relationships between manpower training, training methods, and employee performance. There is a moderate to significant positive connection (0.699) between manpower training and employee performance, indicating that employees who are properly trained are more likely to perform well in their professions. Furthermore, the connection between training schemes and employee performance (0.626) demonstrates that structured training programs improve employee outcomes, but with a little lesser effect than direct personnel training. While a well-defined training program is necessary, its effectiveness is dependent on proper implementation. Organisations should not only create successful training programs, but also ensure that they are implemented properly in order to maximise their impact on employee performance.

Table 6
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699a	.489	.484	.513

Table 6 is used to evaluate the regression model's ability to explain the connection between the independent variables and employee performance. The R value (0.699) is the correlation between the observed and predicted values of the dependent variable, suggesting a significant positive association. The R Square (0.489), also known as the coefficient of determination, indicates that the independent variables (such as manpower training and training plan) in the model account for about 48.9% of the variation in employee performance. The Adjusted R

Square (0.484) shows that the model is not overfitted and remains a decent match for the data.

Table 7
ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.097	2	26.048	99.147	.000b
	Residual	54.384	207	.263		
	Total	106.481	209			

The Table 7 provides statistical evidence to support the regression model's overall relevance. The F-statistic (99.147) determines if the regression model effectively explains the variation in the dependent variable. A high F-value indicates that at least one independent variable has a significant effect on employee performance. The corresponding p-value (Sig. = 0.000) is less than the normal significance level of 0.05, showing that the model is statistically significant and that manpower training and training plans have a substantial impact on employee performance. This demonstrates that the independent variables have a major role in explaining variances in employee performance, hence validating the model.

Table 8
Contributions of the explanatory variables to Employees' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.434	.207		6.922	.000
1 Manpower training	.625	.099	.647	6.286	.000
Training scheme	.059	.102	.060	.579	.563

Table 8 presents the contributions of manpower training and training scheme to employees' performance, using both unstandardized and standardized coefficients. The constant (B = 1.434, Std. Error = 0.207, t = 6.922, p = 0.000) represents the predicted value of employees' performance when both manpower training and training scheme are zero. Since the constant is significant (p < 0.05), it indicates that even in the absence of these factors, some level of employee performance is expected.

For manpower training, the unstandardized coefficient (B = 0.625, Std. Error = 0.099, t = 6.647, p = 0.000) suggests that for every one-unit increase in manpower training, employees' performance increases by 0.625 units, holding the training scheme constant. Conversely, training scheme (B = 0.059, Std. Error = 0.102, t = 0.579, p = 0.563) has a much smaller and statistically insignificant effect (p > 0.05), meaning that variations in training schemes do not significantly impact employees' performance when manpower training is already considered.

In general, the results suggest that manpower training plays a significant role in improving employees'

performance, while training schemes alone do not have a statistically meaningful impact. This could be due to factors such as the quality of training implementation, employee engagement, or the need for better alignment between training schemes and practical job requirements. Organizations should therefore focus on enhancing manpower training rather than just designing structured training schemes without ensuring their effectiveness.

6. DISCUSSION OF FINDINGS

These findings showed that there is a positive relationship between manpower training and employee productivity, which implies that, manpower training has significant effect on employee productivity. These findings implies that there is high significance level on the ground that impact of Institutional Manpower Training on Performance of Non-teaching s Staff in the study area. The study shows that manpower training plays a significant role in improving employees' performance, while training schemes alone do not have a statistically meaningful impact.

7. CONCLUSION

The study concluded that there is a significant positive relationship with between institutional manpower training and performance of non-teaching staff in the Federal Polytechnic Ilaro. The study established and revealed that the institution offers digital literacy program to enhance non-teaching staff computer skills and also offers regular technical training program to enhance non-teaching staff skills. Further, the study indicated that resistance to change and reluctance to participate in training program among non-teaching staff and inadequate evaluation and feedback mechanism among others limit the effectiveness of institutional manpower training program for non-teaching staff. Organizations should therefore focus on enhancing manpower training rather than just designing structured training schemes without ensuring their effectiveness.

8. RECOMMENDATION

Based on the findings, the following were recommended:

- i. Adequate institutional manpower planning methods should be adopted in Federal Polytechnic Ilaro in order to enhance non-teaching performance.
- ii. The company should establish suitable hiring and selection procedures that will support the hiring of competent employees.
- iii. Federal Polytechnic Ilaro, Ogun State should continue updating its manpower plan curriculum in accordance with international best practices and enhance the current institutional manpower training planning approach.

iv. Management must ensure that institutional manpower training policy is performance oriented, as this will significantly contribute to its success

v. In order for an organization to accomplish a goal with the greatest amount of efficiency and effectiveness, the majority of its workforce must receive proper and efficient training.

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