



**International
Journal of
Social Sciences**

Human Resource Development Strategies and Worker's Performance in the Maritime Academy of Nigeria, Oron: An Empirical Analysis

by

Peter O. Eyo
Department of Political Science & Public Administration
University of Uyo, Uyo
+2348063223007
isangette4real@gmail.com

Abstract

This study examined the relationship between human resource development strategies and worker's performance in the Maritime Academy of Nigeria (MAN), Oron. It was premised on the observation that most institutions in Nigeria still indulge in the practice of outsourcing most of their services to consultants, sometimes at a very high cost to the organisation. The survey method was adopted to carry out the study, hence, the utilization of personal interview and administration of a structured questionnaire to sampled population of the study. The findings of the study revealed that training had a positively significant relationship with worker's performance in the Maritime Academy of Nigeria, Oron. It was also found out that training and retraining of staff could bring about a cut in the administrative and operational cost of the institution. Based on the above findings, it was recommended amongst others, the need to give priority to continuous training and retraining of staff, with particular emphasis on technical and professional areas especially for the academic staff, effective grievance redress mechanism for settling staff disputes and the provision of needed working tools/equipments and facilities.

Keywords: Human Resource; Training; Development; Performance

1. Introduction

Every organisation today depends on the quality performance of their employees to achieve their laid down goals and objectives. This implies that the overall performance of the organisation depends on the performance of the employees as their human capital. This was captured by Mello (2005) when he asserted that the performance of any organisation largely depends on the performance of its employees, and that successful organisations are increasingly realizing that there are a number of factors that contribute to performance of the organisation but human resources are clearly the most critical. Also,

the importance of human effort to the success of every organisation was recognized by Pigors and Meyers (1981) when they opined that, it is through the combined efforts of people that monetary and material resources are utilized for organizational objectives. Without human efforts, organisations cannot accomplish their objectives. Consequently, organising human efforts as well as stimulating and releasing individual motivation are central responsibilities of managers everywhere.

Today, any organisation that has no plans for the training and development of its employees is less than dynamic, for learning is a continuous process and acquired skills get obsolete when the environment changes. The academic environment, for instance, certainly undergoes rapid changes at all times. Training and development of human resources involve change in skills, knowledge, attitudes, and/or social behavior. It should be noted here that training, the core element of human resource development refers to the process of developing the competence of an individual in relation to specific tasks, as well as changing or enhancing the attitudes, dispositions and behaviour of individuals through exposure to new information, technology and practice. Hence, the principal aim of training is to improve the competence of an individual.

1.2 Statement of the Problem

In Nigeria, every public institution have instruments that can be assessed by staff for development purposes, the odds remain that most institutions in Nigeria still indulge in the practice of outsourcing most of their services to consultants, sometimes at a very high cost to the organisation. This suggests that a lacuna exist in the strength and quality of the pool of human resources available to such organisations.

In view of the above, the findings of some studies on public institutions in Nigeria have identified that most organisations are faced with a numbers of challenges like poorly defined human resources development programme objectives, poor reward management, lack of feedback on the human resources development programmes, and low budgetary provision for training and development, etc., which affects employees performance negatively (Onah, 2007 and 2008).

Consequently, a growing body of empirical evidence from research has also shown that there is a strong positive relationship between human resource development practices and employee performance, attitude and behavior (Qureshi, Tahir, Mohammad and Zubair, 2007; Tessema and Soeters, 2006; Rao, 1999; Becker and Huselid, 1998). In line with this study, the questions that come to mind are; what are the relationship between the various human resource development practices with the quality of employees and how do this impact on the administrative and operational cost of the organisation? Accordingly, why do public organisations continue to engage consultants or out-source services which would have been executed by staff employed for such purposes at extra cost to the organisation?

To this end, the research problem is: what is the relationship between human resources development strategies and workers' performance in Maritime Academy of Nigeria, Oron?

The following research questions were considered in this study:

- a. What is the relationship between training and worker's performance in the Maritime Academy of Nigeria, Oron?
- b. What are the challenges associated with the training of employees in the Maritime Academy of Nigeria, Oron?

- c. What measures should be adopted to enhance the effective implementation of human resources development programmes in Maritime Academy of Nigeria (MAN), Oron?

1.3 Objectives of the Study

- a. To examine the relationship between training and worker's performance in the Maritime Academy of Nigeria, Oron.
- b. To identify and discuss the challenges associated with the training of employees in the Maritime Academy of Nigeria, Oron.
- c. To make appropriate recommendations that will enhance the effective implementation of human resources development programmes in Maritime Academy of Nigeria (MAN), Oron.

2. Review of Related Literature

2.1 The Concept of Human Resource Development

Ezeani (2002) pointed that the people are the human resources and they constitute the source of supply for technical and professional skilled men who are germane for effective and efficient planning and implementation of development policies programmes, projects and daily activities. The author further summarized that the human resources of an organisation comprise of men and women, young and old who engage in the production of goods and services and who are the greatest assets of the organisation (Ezeani, 2003).

Having defined human resources as the managerial, scientific, engineering, technical, craft and other skills which are developed and employed in creating, designing and developing organisations and in managing and operating productive and service enterprise and economic institutions, Udo (1992) stated that human resources development is inclusive of education and training which emphasized an unfolding process and carries an implication of growth and maturation through the lowest formal educational level to tertiary level and development of leadership skills and knowledge in commerce, industry and public service. Ololube (2009) noted that in most developing countries, human resource development is tied to education because it is seen as the path leading to development and developed country status. The ultimate aim is to achieve economic advancement through the provision of relevant education and hence the production of the right combination of human resources.

McLean and McLean (2001) conceptualized human resource development as any process or activity to develop adults' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organisation, community, nation, or ultimately, the whole of humanity. Going further, the authors offered an expanded definition to underscore its evolutionary nature. They described it as any process or activity that, either initially or over the long term, has the potential to develop work-based knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefit of an organisation, community, nation, or, ultimately, the whole of humanity.

Yesufu (2000) drew attention to the centrality of human resources development in societal transformation. The author opined that the capacity to collate and analyze past experiences and to effect relevant innovation progressively requires a conscious effort to develop the necessary human capacity both intellectual and physical to ensure requisite

results and success on a continuing basis. According to him, it is the combination of the multi-dimensional efforts and activities that sustain and improve man's effort on current levels of economic performance and social welfare that is termed human resources. It envisages that the child once it is able to express itself and comprehend communication, needs to be helped or enabled to understand its socio and economic environment at varying stages. It also Human resources development is used to underscore a concerted effort to improve the talents, skills, endowments and capabilities of the people and how these are used to actualize the development aspirations of the society.

Dessler (2008) training refers to the methods used to give new or present employees the skills they need to perform their jobs. For this author, the training process starts with determining what training is required. Analysing training needs depends on whether you are training new or current employees. The main task in analyzing new employees' training needs is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee. Analysing current employees' training needs can be done through task analysis and performance analysis.

For Armstrong (2006), effective training can minimize learning costs; improve individual, team and corporate performance in terms of output, quality, speed and overall productivity; improve operational flexibility by extending the range of skills possessed by employees (multi-skilling); attract high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations; help to develop a positive culture in the organisation, one that is oriented towards performance improvement; provide higher levels of service to customers.

This however informed the view of Dawodu (2009) that training and development remains a major component of human resource development. By definition human resource is the manpower; employee or worker required by an organisation, be it public or private to enable it achieving its predetermined objectives, the purpose for which it is set up. It could mean the entire human resource (skilled, semi-skilled and unskilled) available within the country. Human resource development or otherwise manpower development is a continuous process of impacting new information, skills, attitude and ideas to employees dictated by the requirement of job change. It is a means of overcoming employee obsolescence through education and training. In other words, human resource development is a means by which employees are kept current on their official duties, this means in effect that it is the process of preparing the total quantitative and qualitative human asset in a nation or organisation so that they can move with the nation or organisation as they develops, change and grow. On the whole, human resource development is the process of planning and controlling the way in which a person's performance and potentials are developed by training and educational development programmes.

2.2 Employee Performance

Mathis and Jackson (2009) employee performance is associated with quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of work completed. Gungor (2011) went on to add that employee performance plays an important role for organisational performance.

Employee performance is originally what an employee does or does not do. Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness. Hence, organisations are continuously seeking to develop, motivate and increase the performance of their employees in a variety of human resources applications.

Providing support for the above view, Millar (2007) built a framework of talent management which consists of planning, recruiting, performance, learning, career development, succession planning, compensation and measuring and reporting. In order to organise an organisation effectively, management must rethink how they hire, train and reward their employees; thereby encouraging the employees to be competitive. One of the main management strategies of the organisations is to invest in their employees. According to the resource-based view, employees are the resources and assets of an organisation. Consequently, organisations need to figure out strategies for identifying, encouraging, measuring, evaluating, improving and rewarding employees' performance at work.

3. Materials

3.1 Description of Population

The population of this study comprised of the 451 staff (as at when the study was conducted) of the Maritime Academy of Nigeria (MAN), Oron. It is worthy to note that this population cuts across both junior and senior staff of the institution; as well as, the academic and non-academic staff.

3.2 Sample Size and Sample Procedure

The sample size for the study included all staff of the Academy; the decision to adopt all the staff in the institution was informed by the manageable staff strength of the Academy. The multi-stage (stratified and simple random sampling) sampling technique was employed in this study. As demonstrated by Anyanwu (2000), multi-stage sampling is a technique where one has several random decisions to make. In utilizing this sampling technique, the Academy was stratified based on the various departments and units where their staff are distributed. The questionnaires were then administered randomly based on the availability of staff on their respective duty post/offices.

3.3 Research Design

The survey design was adopted for this study. The term 'survey' is commonly applied to a research methodology designed to collect data from a specific population, or a sample from that population, and typically utilizes a questionnaire and/or an interview as the survey instrument (Robson, 1993). As observed by scholars, survey is used to obtain data from individuals about themselves, their households, or about larger institutions. Sample survey is an important tool for collecting and analyzing information from selected individuals. They are widely accepted as a key tool for conducting and applying basic social science research methodology (Rossi, Wright and Anderson, 1983).

According to Leary (1995), there are distinct advantages in using a questionnaire over an interview methodology. For him, questionnaires are less expensive and easier to administer than personal interview; they lend themselves to group administration; and they allow confidentiality to be assured. On the other hand, personal interview create room for issues that cannot be raised in the structured questionnaire which limit the extent

or degree which responses given to be made-up for. Given these reasons, the researcher chooses a survey and therefore utilises both structured questionnaire and personal interviews as survey instruments to assess the relationship between human resource development strategies and worker's performance in the Maritime Academy of Nigeria (MAN), Oron, using the staff of the Academy as the unit of analysis.

3.4 Sources and Method of Data Collection

This study utilized both primary and secondary sources of data to elicit the needed information. For the primary sources, the researcher developed a 4 point Likert scale structured questionnaire with 22 items to get information from the staff of Maritime Academy of Nigeria (MAN), Oron. The response options were strong Agree – SA, Agree – A, Disagree – D, and Strongly Disagree – SA. Similarly, personal interviews and discussions with staff at the management and non-management cadre of the Academy were also employed by the researcher to raise information for the study.

For secondary sources, various published texts, journals and government publications were consulted to come by the literature so reviewed in this study. Additionally, the internet also proved a veritable tool in obtaining published online journals for this study.

4. Methods

4.1 Presentation and Analysis

This work has focused on the various strategies employed by the management of MAN, Oron which is expected to improve the performance of staff, thereby leading to the achievement of organisational goals and objectives. Thus far, this chapter presents data gathered from the field. The statistical technique of analysis, test of hypotheses, and distribution of responses and discussion of findings based on the test are also presented here.

The data from the questionnaires are presented and analysed using frequencies and percentages, while the hypotheses are tested using the Pearson Product Moment Correlation (PPMC) analysis.

Presented below is the demographic data of respondents:

Table 4.1: Demographic characteristics of respondents

Characteristics	Frequency (N= 369)	Percentage%
<u>Sex</u>		
Male	178	48
Female	191	52
Total		100
<u>Age (Years)</u>		
18-27	55	15
28-37	143	39
38-47	107	29
48&Above	64	17
Total		100
<u>Educational Qualification</u>		
SSCE	45	12.2
B.Sc./HND	186	50.4
PG	79	21.4
Other Qualifications	59	16
Total		100
<u>Years in Service</u>		
1-10	177	47.9
11-20	87	23.6
21-30	60	16.3
31-35	45	12.2
Total		100
<u>Cadre</u>		
Academic Staff	53	14.4
Non-Academic Staff	306	82.9
On-contract	10	2.7
Total		100

Interpretation of Demographic Characteristics Table:

From Table 4.1, the gender distribution showed that 48% of the respondents were females, while 52% of them were males. The table also showed that the age distribution of respondents in the following order: 18 – 27 (15%), 28 – 37 (39%), 38 – 47 (29%), 48 and above (17%). The educational qualification distribution of the respondents revealed that 45 respondents representing 12.2% had SSCE, 186 respondents representing 50.4% had B.Sc./HND, 79 respondents representing 21.4% PG qualifications while 59 respondents representing 16% other forms of educational/professional qualifications. The table also revealed percentage distributions of respondent’s years-in-service in the following order: 1 – 10 years (47.9%), 11 – 20 years (23.6%), 21 – 30 years (16.3%), and 31 – 35 years (12.2%).

Finally, the table also revealed that 14% of the respondents were Academic Staff, 83% were Non-academic Staff, while 3% were on contract.

4.2 Result and Findings

There is no significant relationship between training and employee’s performance.

Table 4.2: Pearson Product Moment Correlation (PPMC) analysis of training and employee's performance.

Variables	ΣX	ΣX^2	ΣXY	r	N
	ΣY	ΣY^2			
Training (X)	4,795	63,497	114,808	0.446	369
Employee's performance (Y)	8,765	211,703			

r = Correlation Coefficient; N = No. of Respondents; Significant at 0.01 significance level.

Decisionrule: when $r = 1$, there is a perfect positive relationship between the two variables X and Y. This implies that when X increases, Y increases. Accordingly, when $r = -1$, there is a perfect negative relationship between the two variables X and Y, hence, when X increases, Y decreases and vice versa.

In the Pearson Product Moment Correlation (PPMC) analysis of the relationship between training and employee's performance presented above in Table 4.2, the correlation coefficient of 0.446 was obtained. This statistical value revealed a positive significant relationship between training and employee's performance in the Maritime Academy of Nigeria (MAN) Oron. This implies that any increase on the efforts of employee training in the Academy will lead to a corresponding increase on employee performance in the Maritime Academy of Nigeria, Oron.

4.2.1 Discussion of Findings

Based on the above statistical analysis, it was revealed that training of worker's in an organisation can enhance the performance of the employees in the organisation. This finding agrees with the view of Armstrong (2006) who emphasized that effective training can minimize learning costs; improve individual, team and corporate performance in terms of output, quality, speed and overall productivity; improve operational flexibility by extending the range of skills possessed by employees (multi-skilling); attract high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations; help to develop a positive culture in the organisation, one that is oriented towards performance improvement; provide higher levels of service to customers.

To support the above findings are the excerpts of the personal interviews and informal discussions with some management and non-management staff of the Academy. Responding to the question on the role of training on workers' performance in Maritime Academy of Nigeria, Oron, the head of School of Marine Engineering opined that the training and re-training of academic staff in the Academy in the various maritime technical courses has directly impacted on the permanent pool of available manpower under the academic cadre. The respondent also noted that the Academy now have the capacity to handle most of the maritime technical and professional courses that were hitherto not offered by the Academy.

Accordingly, the head of works while responding to the above question also expressed that staff training in the Academy has limited the number of outsourced jobs to consultants because most of these jobs are now handled by the Academy staff that are

now better trained and equipped. The respondent posited that most of the projects executed in the Academy are effectively supervised by staff of the Maritime Academy. In addition, it was noted that performance appraisal has help the management to take decisions on the engagement of employees on the various technical and professional areas. The implication of these findings are that the Maritime Academy as an institution of higher learning in a specialised field can now compete effectively with other institutions engaged in this type of training.

Similarly, these findings are also in line with the views of Dessler (2008) who opined that training refers to the methods used to give new or present employees the skills they need to perform their jobs; and Armstrong (2006) who also posited that training is the planned and systematic modification of behaviour through learning events, programmes and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

In the course of interacting with some of the staff while responding to the questionnaires, it was discerned that some measure of in-fighting exist among the staff because of the choice of who to be selected for a particular training or not. Some of the staff also opined that the decision of who is selected for a particular training is defined by the organisational politics that exist in the Academy, while some have also concluded that most these decisions are sometimes subjected to ethnic bias at the various departments/units. These challenges have made self-identified training and development efforts an up-hill task for the individual staff, especially those at the non-management cadre to achieve. Some respondents also opined that personal development efforts are sometimes not attainable due to lack of funds.

In the overall, this study has revealed that training and development; can help organisations in cutting operational and administrative cost if properly implemented, as well as, boost the strength and quality of their pool of human resources.

4.3 Conclusion and Recommendations

The objective of this study was to evaluate the relationship between human resource development strategies and worker's performance in Maritime Academy of Nigeria. Accordingly, the subsidiary objectives were interested in examining the impact of training on worker's performance in the Maritime Academy of Nigeria; to identify and the challenges associated with staff training in the Maritime Academy of Nigeria; as well as, to appropriate recommendations that will enhance the effective implementation of human resources development programmes in Maritime Academy of Nigeria (MAN), Oron.

To achieve these objectives, the survey research design was adopted. Hence, a structured questionnaire and personal interviews with the staff of the Academy as the unit of analysis were effectively utilized. The result revealed that, training and retraining of staff has a positive relationship with worker's performance in the Academy. The implications of all these findings are that proper implementation of human resource development strategies in an oraginsation can help in cutting administrative and operational cost.

Based on the findings emanating from this study, the following recommendations are hereby advanced towards the effective implementation of human resources development programmes in Maritime Academy of Nigeria, Oron:

- i. The management should give priority to continuous training and re-training of staff with particular emphasis on technical and professional courses that will aid in the delivery of the highest level of Certificate of Competence (CoC). Furthermore, specific training should always be recommended for the technical staff because of their job description. Accordingly, the institution should also liaise with other maritime institutions outside the country for specialised training and research on maritime studies for both staff and students. Finally, as a source of motivating staff to go on training, more funds should be provided for research and development in maritime studies.
- ii. Management should ensure that the appropriate tools/equipments and facilities are made available for the staff, while opportunities available for staff training and development should be properly communicated to all staff through their various heads so they can get themselves involved.
- iii. Staff should be encouraged to take all internally arranged development programmes like seminars and conferences seriously through prompt attendance and being involved in the discussions.
- iv. Effective staff grievance mechanism should be put in place to redress disputes between staff in the Academy. This will institute peace among staff members, as well as, promote team work within the institution.
- v. More funds should be allocated to research and development in maritime studies. This is to ensure that the institution break new grounds that will attract the interest of international students to assessing the various services and facilities of the institution.

5. References

- Anyanwu, A. (2000). *Research Methodology in Business and Social Sciences*. Owerri: Canun Publishers Nigeria Limited.
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. 10th ed., London: Kogan Page Limited.
- Becker, B. E. and Huselid, M. A. (2006). Strategic Human Resources Management: Where do we Go from Here? *Journal of Management*, 32(1): 898-925.
- Dawodu, A. (2009). *Human Resources Development Challenges in the Face of the Current Global Economic Meltdown: The Nigerian Perspective*. Lagos: DAAM and Associates Nigeria Ltd.
- Dessler, G. (2008). *Human Resource Management*. New Jersey: Pearson Prentice Hall.
- Ezeani, E. O. (2002). Basic Elements for Effective Human Resources Management in the Local Government System in Nigeria. In: Ezeani, E. O. and Nwankwo, B. C. (Eds.). *Human Resources Management in the Local Government System in Nigeria*. Nsukka: AP Express.
- Ezeani, E. O. (2003). *Public Accountability in Nigeria: Issues and Perspectives* (ed.). Enugu: Academic Publishing Company.
- Gungor, P. (2011). The Relationship Between Reward Management System and Employee Performance. *Procedia Social and Behavioural Sciences*, 24(10): 1510-1520.
- Leary, M. R. (1995). *Behavioural Research Methods*. Pacific Grove: Brooks/Cole Publishing Company.
- Mathis, R. L. and Jackson, J. H. (2009). *Human Resource Management*. Mason, OH: South-Western Cengage Learning.

- McLean, G. N. and McLean, L. D. (2001). If We Can't Define HRD in One Country, How Can We Define It in an International Context? *Human Resource Development International*, 4(3): 313-326.
- Mello, J. A. (2005). *Strategic Human Resources Management*. 2nd ed., Winfield: South-Western College.
- Millar, B. (2007). Building an Integrated Talent Management Strategy. A Briefing Paper for the Economist Intelligence Unit, Oracle, November 8, p.8.
- Ololube, N. P. (2009). *Understanding Professional Competencies for Education Effectiveness*. Owerri: Springfield Publishers.
- Onah, F. O. (2007). Civil Society and Democratic Governance in Nigeria: Predicaments and Hopes. *Journal of Government and Politics*, Vol. 3. March, 7-15.
- Onah, F. O. (2008). *Human Resource Management*. 2nd ed., Enugu: John Jacob's Classic Publishers Ltd.
- Pigors, P. and Myers, C. A. (1981). *Personnel Administration: A Point of View and a Method*. 9th ed., Auckland: McGraw Hill International Book Company.
- Qureshi M., Tahir, R. I., Mohammad, M. and Zubair. A. (2007). *Impact of Human Resource Management (HRM) Practices on Employees Performance*. Islamabad: Muhammad Ali Jinnah University
- Rao, T. V. (1999). *HRD Audit: Evaluating the Human Resource Function for Business Improvement*. New Delhi: Response Books.
- Robson, C. (1983). *Real World Research*. Oxford: Blackwell
- Rossi, P. H., Wright, J. D. and Anderson, A. B. (1983). *Handbook of Survey Research*. Orlando: Academic Press.
- Tessema, M. T. and Soeters, J. L. (2006). Challenges and Prospects of HRM in Developing Countries: Testing the HRP-performance Link in Eritrean Civil Service. *International Journal of Human Resource Management*, 17(1): 86–105.
- Udo, A. (1992). Human Resources Development and Utilization Policies and Practices in Nigeria. In: Yahaya, A. and Akinyele, C. I. (Eds.). *Human Resources Development and Utilization: Policies and Issues*. Badagry: ASCON.
- Yesufu, T. M. (2000). *The Human Factor in National Development*. Ibadan: Spectrum Books.