Research Article

Capacity Building and Employee Commitment

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A B S T R A C T

This study undertook capacity building and employee commitment. The specific objectives of the study include: identifying the extent to which in-service training influences employee affective commitment; coaching influences employee normative commitment, and mentoring influences employee continuance commitment. Hence, three research questions and three hypotheses guided the study. This study adopted a survey research design. The study was conducted on 30 staff of 10 firms (three[3] each) in the hospitality industry from a population of 524 in Rivers State through a simple random sampling technique. The instrument for the data collection is a structured questionnaire called "Manpower Development Strategies and Performance Questionnaires" (MDSPQ) The data obtained through the questionnaire was analysed by mean (x) and standard deviation (SD). Spearman Rank order correlation was used to analyse and test the hypotheses earlier formulated by the researcher. All analyses were imputed on SPSS 22.0. In the cause of the study some capacity building like in-service training, coaching, and mentoring influence employee affective, normative as well and continuance. In the course of the findings it was observed that this method of capacity building according to this paper could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is expected that such an employee need to be positively trained, coached and mentored in line with the vision and aspiration of the organisation for effective discharge of function. Based on the findings of this study, the following recommendations were made for organisational performance, the management of organisations should invest more in in-service training of employees rather than over-turning employees, which causes more confusion in the organisation as the company would keep looking for qualified employees.

Keywords: Capacity Building, In-Service Training, Coaching, Employee Commitment, Affective Commitment, Normative Commitment, Continuance Commitment

Introduction

Each organisation and business wants to be successful and has the desire to make constant progress, and this makes every organisation highly competitive regardless of size, technology, and market focus, which is due to manpower retention challenges. This has also made organisations create a strong and positive relationship and bonds in order to maintain the organisation (Graham, 2018). Human resources or employees of any organisation are the most central part so they need to be influenced and persuaded towards task fulfilment (Tokumboh, 2022).

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Capacity building is seen as a system by which the management of an organization helps each staff or individual of the organisation to realise professionally acquired potential, develop it, and bring it to bear for the growth of the organisation (Mamoriah, 2022). It involves activities such as indoctrination and training programmes, which could be conducted at various points, systematically performed in physical locations and in the individual supervisor's performance appraisal, apprenticeship systematic coaching, sponsorship, and other comparable activities in which a selected group of young employees are groomed systematically for high-level jobs.

Capacity building in the words of Fadipe (2022), involves other specific educational devices such as participation in conferences and training programmes and the likes. It also covers a range of elaborate schemes of selection approval and placement. To achieve prosperity, organisations design different strategies to compete with the competitors and increase the performance of the organisations. Very few organisations believe that the human personnel and employees of any organisation are the main assets that can lead them to success or if not focused well, may lead to decline (McNamara, 2019). Unless and until, the employees of any organisation are satisfied, motivated for the tasks fulfilment and goals achievements and encouraged, none of the organisation can progress or achieve success (Aroge, 2022). According to Aloro 2020, capacity building is a necessary work activity that makes a very significant contribution to the overall people who form and work within the organisation. The observation of Anigbo implies that it is the developed human capital of a nation that constitutes its wealth. It follows, therefore, that employee performance with respect to achieving organisational goals and success. Is a function of the quantum of the relevant skills knowledge, and positive work attitude they have been able to acquire from constant capacity-building programmes, whether through committee/ on-the-job training or coaching in-house training programmes.

Ekwuye (2022) posits that capacity building provides learning and development opportunities, making training interventions and planning, conducting, and evaluating training programmes. The need for proven productivity in an organisation is a universally accepted phenomena that depend on efficient capacity-building strategies. Despite the increasing effects of the development of organisations, there is still limited literature on human resource issues in developing countries (Debrah & Ofori 2019) and increasing concerns from organisational customers towards quality services in the business establishment. It is further worth noting that while much is known about the economics of development in the developed world, studies of issues associated with development lie in this relation (Ignatius, 2023; Khan, 2020; Meyer, 2023) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of capacity building and employee performance.

Azarinia (2018), asserted that high organisations are associated with lower turnover and absence, but there is no clear link to performance. It is probably wise not to expect too much from commitment as a means of making a direct and immediate impact on performance. One of the constructs that can enhance organisational performance is capacity building. Many organisations have developed good manpower training and development programmes, but this has not always been easy to attain due to certain factors that impede the achievement of diverse objectives. All organisations, be it political, religious or business have predetermined goals and objectives which they intend to achieve and these are ends towards which the organisational activities are geared. All organisations strive to achieve their respective goals and purposes since this is the yardstick standard for assessing their success or failure.

The major determinant for any organisation is the presence of capable men and women with the right skills and knowledge to combine organisational goals and objectives. The manager and his subordinate must be properly equipped in order to carry out this assignment and this skill can only be imported through training and development of employees. The job of a good manager is to look into the future and plan toward it. One important way to do this is to develop subordinates so that they can cope with future challenges and demands. They have the responsibility of providing development opportunities for their subordinates so as to enable them to exercise their full potential. Both the private and public sectors of the economy are besieged by the problem of inefficiency, low-capacity utilisation, and other symptoms of poor job performance. These problems can be avoided and slowed by early identification of adequate training techniques and programmes for different levels of managers, supervisors, and operatives.

Since the technology in automobiles is foreign a lot of money will be required for sponsoring various training programmes both locally and overseas as well as providing training and development facilities for the organisation. Records show that many organisations are not making enough effort to train and develop their employees. Some informed authorities blame this lack of interest in capacity building on the fact that some of the beneficiaries do not always work towards increasing their productivity. Another school of thought blames it on poor funding for planning and executing development programmes for staff.

It is still contestable that within the last decade, the commitment of employees has also gained so much

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attention in both academia and work arenas. So much so that in the minds of some management scholars, employee commitment is an intangible asset that has a considerable effect on the long-term survival and maintenance of any organisation, especially where the quest for constructs in management literature is yet to completely predict employee commitment levels (Afza & Nazir, 2022). According to Afza and Nazir (2022), the strong competition that takes place in our current global society has compelled managers the world over to set very high targets for their employees. Organisational performance implies the ability of an organisation to access and use resources to achieve its aims (Dianna, 2019). The performance of any organisation is largely determined by the manner of work coordination, the level of workers' commitment to the entity, and the extent to which workers cooperate with management, and the community (Okeke, 2020). In realising set goals, organisations formulate strategies from which their structures are designed and set targets are achieved. Organisations conduct periodic assessments to ascertain the level of objectives attained. The process of determining the extent of its performance is called organisational effectiveness. The concept of organisational effectiveness is otherwise called organisational success or organisational worth which is associated with goal attainment.

Accordingly, employees feel hyper-stress and anxiety (Ellinger & Bolstrum, 2022). Ultimately, there has been also a sense of generating a situation that makes employees experience poor health and social interactions. In such a climate of suffering, building a spiritual presence of God's values at the workplace that is, care, affection, love, and peace is vital for satisfying employees' inner lives and commitment levels (Evered & Sleman, 2019). It is against this backdrop that most recognised organisations like International Business Machines (IBM), Google, and Microsoft are currently deploying spiritual lecture sessions, not only to nourish their employees' moral and spiritual lives but to overcome their employees' anxiety and hyper stress and predicting the kinds of commitment levels envisaged while relating with its workers (Ives, 2018). These companies have come to terms that only monetary rewards and other related concerns are not sufficient enough for predicting employees' commitment levels as shown by various studies on organisational commitment.

Consequently, conventional organisations and managers are changing their approach to meet the current wave of things to support the desires of workers. An organisation that is supportive is committed to its workers and a supportive organisation is abreast of the changing phase of organisational practice. Change has taken a central place in the global lexicon. This age is especially notorious or renowned for change. These changes have cut across race, colour, organisation, and nations. The increasing rate of change and quest for relevance in a highly competitive society like ours have placed enormous challenges on owners of organisations to change strategies. The demand for change has also compelled employers to adopt new approaches to win employee loyalty and commitment, today employees are desiring more from their work environment, and managers are craving passionately for ideas that will lead to better employee commitment through capacity building. It is against the backdrop that this study deemed it fit to examine the interconnectivity existing between capacity building and employee comment

Statement of the Problem

Human resources (manpower) is considered the most critical to any organisation's survival because it is that resource that ensures an adequate supply of material and financial resources are made available and effectively utilised to bring about the desired goals of the organisation (Ezeh, 2023). However, most organisations plan meticulously for their investment in physical and capital resources, which are reviewed with utmost attention to detail, while rarely do such organisations pay attention to human investment in which the capital and equipment will be in vain. Not many organisations consider the necessity of well-defined and sustained capacity building for staff in order to upgrade their performance (Conroy, 2020). The very few organisations that give thought to this very important aspect of staffing functions do so with a lack of seriousness, all-round attention, and continuity. The programmes are carried out not only once in a blue moon but are also lopsided in terms of content and staff participation. As a result of this, lackadaisical attitude of management towards capacity building, there has been a progressive decline in the ability of manpower to cope with the challenges that attend to the unfolding new dispensation in the industry. In this circumstance, what we find is that the rise in industrial output is inconsequential in spite of the enormous wave of modern technology that now exists in industrial activities. It is the opinion of the industry to observe that the poor performance of employees follows from their inability to keep abreast with the new technology due to their lackadaisical attitude to appropriate sufficient capacity-building strategies. Based on the foregoing, it is therefore the aim of this paper to examine the extent to which capacity building influences employee commitment, especially in the public sector.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does in-service training influence employee affective commitment?

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2. To what extent does coaching influence employee normative commitment?
3. To what extent does mentoring influence employee continuance commitment?

Research Hypotheses

From the foregoing research questions, the following null hypotheses were formulated to further draw inferences from the study:

1. There is no significant relationship between in-service training and employee affective commitment.
2. There is no significant relationship between coaching and employee normative commitment.
3. There is no significant relationship between mentoring and employee continuance commitment.

Review of Related Literature

Conceptual Framework
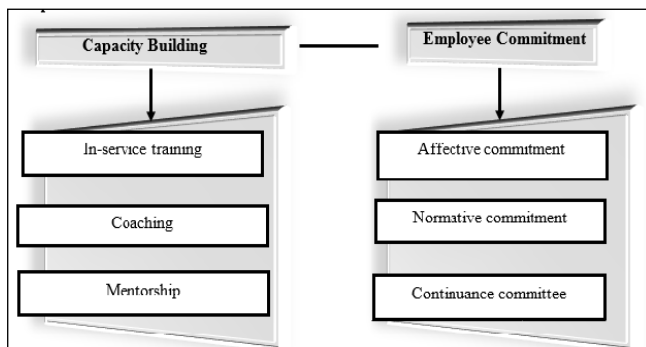
Figure 1.Conceptual Framework of Capacity Building and Employee Commitment

Concept of Capacity Building

The concept of capacity building has become an important word in organisational reform discourse internationally both in developed and emerging economies (Egbo, 2021). Capacity is "The ability to understand or do something" and development is "an increase in the amount of something over a period of time." Capacity is the ability of individuals, organisations, or systems to perform their functions effectively, efficiently, and sustainably. Therefore, capacity building is the process by which individuals, groups, organisations, institutions and societies increase their abilities to (a). Perform core functions, solve problems, define and achieve objectives; and (b). understand and deal with their development needs in a broad context and a sustainable manner. Consequently, Williamson, Rajabifard, and Feeney, (2023), asserted that capacity building as a concept is closely related to education, training, and human resource development. This conventional concept has changed in recent years towards a broader and more holistic view, covering both institutional and country-specific initiatives.

Groot and Molen (2020) defined capacity building as the development of knowledge, skills, and attitudes in individuals and groups of people relevant to the design, development, management, and maintenance of institutional and operational infrastructures and processes that are locally meaningful. This is a broader approach while still focusing mainly on education, training, and human resource development. Therefore, based on this definition, capacity building for employees in a broad sense may refer to improvements in the ability of all employees to perform appropriate tasks within the broader set of performance standards of the organisation.

According to the United Nations Committee of Experts on Public Administration (2019), capacity building takes place at three levels, that is, at the individual level, the institutional level, and the societal level. Capacity building on an individual level means the development of conditions that enable individuals to build and enhance existing knowledge and skills. Additionally, it requires conditions that will allow individuals to engage in the process of learning and adapting to change (UNCEPA, 2019). Institutional-level capacity building should involve modernising existing institutions and supporting them in forming sound policies, organisational structures, and effective methods of management and revenue control. The establishment of a strong interactive public administration system that receives feedback from the population and makes public administrators more accountable and responsive is the goal of societal-level capacity building (UNCEPA, 2019).

Alma (2021) suggested that capacity development concerns competencies, resources, and motivation. Groups and individuals are high in capacity if they possess and continue to develop knowledge and skills and if they are committed to putting in the energy to get important things done collectively and continuously. According to Uwakwe, capacity development is the process of equipping individuals with the understanding, skills, and access to information, knowledge, and training to increase their abilities to (a) perform core functions, solve problems, define and achieve objectives and (b) understand and deal with their job performance needs and in a sustainable manner.

In-service Training

In-service training is training given to principals in public secondary schools to enable them to develop skills in specific areas of their jobs. In most cases, it is conducted during work schedule breaks, for example, long vacations. This sometimes takes the form of sandwich programmes where principals pursue higher degrees in education. In such programmes, a principal through admission into the university is equipped with leadership competence and new administrative techniques. In-service training involves provisions made by the administration of an institution to

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improve the quality of its personnel (Sergiovanni & Starrat, 2019). He further asserted that in-service education is prompted by assumed deficiency. In-service programmes involve staff development exercise, which enhances staff capacity in terms of competence, commitment, and capacity to change, which are fundamental. The in-service training programme creates an avenue for individuals to work as a team in solving problems, which are of common concern to all staff as well as contributing to the development of the educational objectives of the school system. Therefore, to encourage growth in performance in service training and other forms of staff development must be practised.

To Iwundu (2018) service training is the education received in a structured setting that enables one to become more competent professionally, to further develop technical subject matter competencies in order to keep abreast of and if possible ahead of changes to explore educational and technological content and processes in varying depths and to increase personal competences. It is training activities engaged by principals and teachers to improve their professional knowledge, skills, and attitudes in order to effectively increase their leadership performance in schools.

Coaching

Despite this there is still no universally agreed definition of coaching in business contexts, or indeed a clear consensus on how it should be labelled. However, recent definitions tend to define coaching as a process that draws a stronger link with learning and development and assisting individuals or teams to reach their full potential (Grant, 2019; Peterson, 2019; Kampa-Kokesch & Anderson, 2021). Coaching is a process of guiding an employee from one level of competency to another. Employees who engage in coaching are more likely to improve their self-confidence and grow in their ability to: communicate effectively, work constructively with others, meet commitments, take responsibility for their actions, and set goals and take action to achieve them.

Though coaching is not mentoring, counselling, or teaching, the one-on-one sessions provide crucial space for personal development, which can improve employee commitment and performance. Common focus areas for coaching include Communication, conflict resolution, decision-making and problem-solving, goal setting and strategic thinking and planning, leadership and team development, organisation and time management, and teamwork and relationship building.

Mentoring

Mentoring is a learning process where helpful, personal, and reciprocal relationships are built while focusing on achievement; emotional support is a key element. Within mentoring relationships, mentees develop and learn through conversations with more experienced mentors who share knowledge and skills that can be incorporated into their thinking and practice. By comparison, tutoring or coaching is the provision of academic and professional assistance in a particular area with a sole focus on competence. The process of mentoring may be viewed under three models – the apprentice, competency, and reflective models. In the apprentice model, the mentee observes the mentor and learns (Wong & Premkumar, 2022). In the competency model, the mentor gives the mentee systematic feedback about performance and progress. In the reflective model, the mentor helps the mentee become a reflective practitioner. This learning object subscribes to the reflective model in which mentoring is seen as an intentional, nurturing, and insightful process that provides a powerful growth experience for both the mentor and mentee. Mentoring relationships can be formal or informal. Formal mentor relationships are usually organised in the workplace where an organisation matches mentors to mentees for developing careers. Informal mentor relationships usually occur spontaneously and are largely psychosocial; they help to enhance the mentee's self-esteem and confidence by providing emotional support and discovery of common interests (Wong & Premkumar, 2022).

This method of manpower development could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is expected that such an employee needs to be positively mentored in line with the vision and aspiration of the organisation for effective discharge of function. Employee function in an organisation is basically affected by this perception of the organisation vis-à-vis the rules and principles that exist in the organisation. It therefore follows that an employee undergoes mentoring in the place of work. Mentoring, therefore, as a method of manpower development is quite indispensable because it helps in boosting the productivity of workers which is needed for competing in the global market of the 21st century. Mentoring is important in the following ways:

- **Recruitment:** Mentoring helps an organisation in identifying suitable candidates from internal sources of recruitment as well as from outside.
- **Building relationships:** It helps in building the structure of the organisation.
- **Motivation to employees:** It also helps the employees acquire motivational trends from the mentors.
- **Securing knowledge capital:** Mentoring assists in securing knowledge capital apart from physical capital.

Employee Commitment

Organisations value commitment among their employees because it is typically assumed to reduce withdrawal behaviour, such as lateness, absenteeism, and turnover. Hence, there is no doubt that these values appear to have

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potentially serious consequences for overall organisational performance. The study of employee commitment is important because; (a). As Low (2020) noted employees with a sense of employee commitment are less likely to engage in withdrawal behaviour and more willing to accept change. Hence, there is no doubt that these values appear to have potentially serious consequences for a core of committed individuals who are the source of organisational life; (b). Workers who become less committed to an organisation will route their commitment in other directions; thus, it is important to know how to develop the right type and level of employee commitment to ensure that better employees are retained; (c). Employees who develop a high level of employee commitment tend to be highly satisfied and are fulfilled by their jobs; (d). In the current global economic scenario, organisational change is a continuous process that requires the support of all employees in the hierarchical structure. Most organisations have realised that the performance of their workers plays a vital role in determining the success of the organisation (Zhang & Jia, 2020; Arnold & Cooper & Robertson, 2020). As such, employers and managers who are alike need to know how to get the best out of their workers. One of the antecedent determinants of workers' performance is believed to be employee commitment (Ahiauzu, 2020).

Affective Commitment

Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with his/ her organisation and goals. Mathieu and Zajac (2020), further characterised affective commitment by three factors (1) "belief in and acceptance of the organization's goals and values, (2) a willingness to focus effort on helping the organisation achieve its goals, and (3) a desire to maintain organisational membership". Naser (2017) also further stated that effective communication is "when the employee identifies with a particular organisation and its goals in order to maintain membership to facilitate the goal".

Affective commitment (AC) is defined as the employee's positive emotional attachment to the organisation. Meyer and Allen pegged AC as the "desire" component of organisational commitment. An employee who is affectively committed strongly identifies with the goals of the organisation and desires to remain a part of the organisation. This employee commits to the organisation because he/ she "wants to". This commitment can be influenced by many different demographic characteristics: age, tenure, sex, and education but these influences are neither strong nor consistent. The problem with these characteristics is that while they can be seen, they cannot be clearly defined. Meyer and Allen gave this example that "positive relationships between tenure and commitment may be due to tenure-related differences in job status and quality" In developing this concept, Meyer and Allen drew largely on Mowday, Porter, and Steers's (2006) concept of commitment, which in turn drew on earlier work by Marques (2020) stated that…"affective commitment was found to be an enduring, demonstrably indispensable, and central characteristic of organisational commitment".

Normative Commitment

Normative commitment is the commitment that a person believes that they have to the organisation or their feeling of obligation to their workplace. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. Therefore when it comes to one's commitment to their place of employment they often feel like they have a moral obligation to the organisation (Porter et al., 1974). In this case, the individual commits to and remains with an organisation because of feelings of obligation, which reflects this component of employee commitment. These feelings may derive from a strain on an individual before and after joining an organisation. For example, the organisation may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organisation to 'repay the debt.' It may also reflect an internalised norm, developed before the person joins the organisation through family or other socialisation processes, that one should be loyal to one's organisation. The employee stays with the organisation because he/ she "ought to". But generally, if an individual invests a great deal they will receive "advanced rewards." Normative commitment is higher in organisations that value loyalty and systematically communicate the facts to employees with rewards, incentives, and other strategies. Normative commitment in employees is also high where employees regularly see visible examples of the employer being committed to employee well-being.

Normative commitment develops as a result of earlier experiences of an individual on the benefits given by the organisation or employer. Normative commitment can increase through beliefs that the employees have that employers provide more than they can give. The normative aspect develops as individuals' perception of their moral obligation to remain with a specific organisation, irrespective of how much status improvement or fulfilment the organisation gives the individual over the years (Manion & Bartholomew, 2022).

Continuance Commitment

Continuance commitment is the willingness to remain in an organisation because of the investment that the employee has with "non-transferable" investments. Non-transferable investments include things such as retirement, relationships with other employees, or things that are special to

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the organisation Miller and Lee (2021) further explain that employees who share a continuance commitment with their employer often make it very difficult for an employee to leave the organisation.

Continuance Commitment is the "need" component or the gains versus losses of working in an organisation. "Side bets," or investments, are the gains and losses that may occur should an individual stay or leave an organisation. An individual may commit to the organisation because he/ she perceives a high cost of losing organisational membership (as cited from Becker's 1960 "side bet theory" Things like economic costs (such as pension accruals) and social costs (friendship ties with co-workers) would be costs of losing organisational membership. But an individual doesn't see the positive costs as enough to stay with an organisation they must also take into account the availability of alternatives (such as another organisation), disruption of personal relationships, and other "side bets" that would be incurred from leaving their organisation. The problem with this is that these "side bets" don't occur at once but that they "accumulate with age and tenure". Somers (2020) suggests that continuance commitment can be sub-divided into high-sacrifice commitment ("personal sacrifice" associated with leaving) and low alternative commitment ("limited opportunities" for other employment). He believes that continuance commitment develops once an individual understands that he or she loses investments (the money they earn as a result of the time spent in the organisation), and/ or perceives that there are no alternatives. He further expresses that the awareness individuals have or consideration about expenses and threats linked to leaving the organisation actually forms the basis of commitment (Meyer & Allen 2017). Meyer and Allen (2017) also specified that individuals whose most important connection with the organisation is based on continuance commitment stay with the organisation simply because they have no choice.

Theoretical Review

This study is founded on the Human Capital theory. This theory was propounded by Becker (1962) and Rosen (1976). The theory argues that individual workers have a set of skills or abilities that can be improved or accumulated through training and education. The Human Capital Theory posits that human beings can increase their productive capacity through greater education and skills training. In the 1960 economists Gary Becker and Theodore Schultz pointed out that education and training were investments that could add to productivity. As the world accumulated more and more physical capital, the opportunity cost of going to school declined. Education has become an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and broadly as human capital. Relating

Human Capital Theory to the research on the ground, it went on to voice that;

i) Education is very important in our society today, including the workers in their various places of work, in order to enhance their skills and their intellect based on their area of specialisation. If a worker is educated or undergoing a programme, either regular or part-term, it goes a long way in improving such a worker, in the sense that with his wealth of knowledge acquired, he can stand out, or work in any department assigned to him, with a little training giving to him, he can perform excellent well.

ii) Training has been an important variable in increasing organisational productivity; it could be in the form of on-the-job training; mentoring, coaching, lecturing, Job Rotation, Orientation, etc. Many researchers (for instance) showed that training is a fundamental and effectual instrument in the successful accomplishment of the firm's goals and objectives, resulting in higher productivity. Training builds and makes a team to be effective, efficient, and well-motivating, thereby enhancing the confidence and self-esteem of employees. The employees' knowledge and skills are thus developed to adapt to new technologies and other organisational changes. It also creates chances for the promotion of employees to replace those who have left the organisation. Indeed, the benefits of training as manpower development are innumerable. Training serves as a motivating force in improving the efficiency and productivity of the workers, and many organisations have seen it as a veritable tool to enhance their organisational performance. It is evident from the above submissions of these and other management intellectuals, that manpower development strategies are a dynamic process designed to equip with the necessary knowledge and skills required to enable the employees to adapt to the ever-changing environment.

Empirical Review

Emmanuel and Philip (2019), primarily ascertain whether capacity building has a significant effect on employee performance, with specific reference to MTN Communication Limited. The study considered the aspect of capacity building that deals with the development of the individual or a group of people. Using questionnaires, the researchers collected facts and analysed them. The results of the study revealed that training when given properly has a significant effect on employee performance. However, it also established that training does not always answer job performance problems. Reward systems such as salaries, bonuses, and allowances were the major ingredients that fuel the performance of employees.

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Wekhuyi (2022) embarked on the same study on the extent to which exposure to management training by KEMI, attendance of annual conferences, and pursuit of higher education influence principals' effectiveness in the management of finances and human resources. The study was based on the human capital theory originally proposed by Schutz in 1961. The study employed the descriptive survey research design. It targeted all the 100 secondary schools in the county. The study targeted all the 100 public secondary schools in the county. Simple random sampling was used to get 40 principals and stratified random sampling to get 284 teachers as the respondents. Two questionnaire sets were used to collect the required information from the principals and the teachers. Data was analysed using the Statistical Package for Social Sciences (SPSS) which was used to generate the frequencies, and descriptive and ANOVA statistics that were used to answer the research questions. It was established that KEMI's programme for the principals effectively addressed the management of teaching staff (n = 32, mean = 1.7812), the budgetary process (n = 32, mean = 1.7812); management of staff discipline (n = 32, mean = 1.7812); management of support staff (n = 32, mean = 1.8437); budget control (n = 32, mean = 1.8750); recruiting process (n = 32, mean = 2.00); handling of disadvantaged groups like HIV positive staff (n = 32, mean = 2.0625); staff appraisal (n = 32, mean = 2.0937); handling of the staff welfare (n = 32, mean = 2.1563); auditing (n = 32, mean = 2.1875); management of income generating activities (n = 32, mean = 2.2812); staff training and development plan (n = 32, mean = 2.2813); and resource mobilisation (n = 32, mean = 2.3125) and the general running of the school. The annual conferences were only effective in addressing the management of teaching staff (n = 32, mean = 2.1250), management of supporting staff (n = 32, mean = 2.1875), and resource mobilisation (n = 32, mean = 2.3125). the principal's level of education had no influence on their management of finances (p > 0.05) and human resources (p > 0.05). it was also established that the principal's pursuit of higher education had no influence on their management of finances and human resources (p > 0.05). Some of the challenges that principals face in day-to-day school operations include high BOG drawings, fraud in their accounts department, salary delays for workers, lack of parental support, collection of fees, incompetence of the accountants, rising food prices, delay in disbursement, and inadequate funding. Further research was suggested on factors that affect effective human and financial management in secondary schools.

Umar (2019) in their study on employee commitment and performance of manufacturing firms the objectives of the research are to identify the employees' organisational commitment; to establish the relationship between employee commitment and job satisfaction that leads to organisational performance; and to identify factors that will enhance employee commitment. Primary data used for the study were generated through questionnaires administered to the respondents. respondents of Dangote Flour Mills were randomly selected. Tables and percentages were used to present the data collected. Pearson correlation analysis and multiple regression were used to test the hypotheses of the study. The findings of the study show that 57.2% of the respondents have a high commitment to their organisation. Correlation analysis shows that there was a positive correlation (+ 0.445) between job satisfaction and employee organisational commitment. Multiple regression revealed that pay and job promotion are the important elements that influence employee commitment. It is recommended that manufacturing organisations emphasise pay and job promotion to enhance higher employee commitment that will engender high productivity

Method

This study adopted a survey research design. The study was conducted on 30 staff of 10 firms (three each) in the hospitality industry from a population of 524 in Rivers State through a simple random sampling technique. The instrument for the data collection is a structured questionnaire called "Manpower Development Strategies and Performance Questionnaires" (MDSPQ). The questionnaire responses were patterned in four options: High Extent (HE), Moderate Extent (ME) Low Extent (LE), and Not at All (NA). The research instrument was given to some other experts in the test and measurement to validate the instrument in terms of the content of structure as it relates to the research questions. Their suggestions, corrections, and criticism were strictly adhered to in the final draft of the instrument. The instrument was subjected to a test-re-test method and analysed through the Pearson Product Moment Correlation Coefficient to obtain a reliability index of 0.86, which showed that the instrument was reliable. The data obtained through the questionnaire was analysed by mean (x) and standard deviation (SD). Spearman Rank order correlation was used to analyse and test the hypotheses earlier formulated by the researcher. All analyses were imputed on SPSS 22.0.

Results

Research Question 1: To what extent does in-service training influence employee affective commitment?

Table 1 shows that on the extent in-service influences employee affective commitment, item 1 with mean response 3.1 implies that job rotation promotes organisational flexibility through generating flexible human resources. Item 2 with mean response 3.3 implies that job rotation supplies fresh viewpoints are periodically introduced to the various units. Item 3 with mean response 3.1 implies that during

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job rotation departmental cooperation is encouraged in the organisation among employees. Item 4 with mean response 3.4 implies that under job rotation employees gain a general background and thus an organisation point of view. On the whole, the average mean response of 2.8 implies that the extent to which in-service influences employee affective commitment is very high.

Research Question 2: To what extent does coaching influence employee normative commitment?

Based on the extent coaching influences employee normative commitment, item 1 on Table 2 with mean response 2.9 implies that coaching enables employees to work towards the firm's aims and objectives. Item 2 with a mean response of 2.8 implies that during coaching employees acquired the ability to work without wastage. Item 3 with a mean response of 3.1 implies that during coaching employees obey rules and regulations to the letter. Item 4 with a mean response of 3.0 implies that coaching employees

portray a good picture of the organisation. Finally, with an average mean response of 3.0, therefore, implies that coaching influences employee normative commitment to a very high extent.

Research Question 3: To what extent does mentoring influence employee continuance commitment?

As can be seen in Table 3, based on the extent mentoring influences employee continuance commitment, it was obvious that item 1 with mean 3.1 implies that mentoring enables new employees attached to old ones to do better. Item 2 with a mean of 3.3 implies that employees are supplied with up-to-date knowledge of their job. Item 3 with a mean of 3.1 implies that through mentoring employees work under less supervision. And item 4 with mean response 3.4 implies that with mentoring employees deliver their job/ duties just in time. Finally, an overall average mean response of 3.3 implies that mentoring influences employee continuance commitment to a very high extent.

Table 1.Summary of Mean and Standard Deviation on the Extent In-service Influences Employee Affective Commitment

S. No.	Opinion	Responses				Total	Mean (x)	Std.	Decision
		HE	ME	LE	NA				
1	It promotes organisational flexibility by generating flexible human resources	7	15	5	3	30	3.1	1.48	High extent
2	Fresh viewpoints are periodically introduced to the various units	10	13	3	4	30	3.3	1.50	High extent
3	Inter-departmental cooperation is encouraged in the organisation	7	9	8	6	30	3.1	1.44	High extent
4	The employee gains a general background and thus an organisational point of view	8	12	5	5	30	3.4	1.51	High extent
	Total/ Average mean/ Std.						2.8		

Source: Field survey, 2022

Table 2.Summary of Mean and Standard Deviation on the Extent Coaching Influence Employee Normative Commitment

S. No.	Opinion	Responses				Total	Mean (x)	Std.	Decision
		HE	ME	LE	NA				
1	Employees work towards the firm's aims and objectives	9	11	6	5	30	2.9	1.10	High extent
2	Ability to work without wastage	7	13	7	3	30	2.8	1.10	High extent
3	Employees obey rules and regulations to the letter	9	12	6	4	30	3.1	0.74	Moderate extent
4	Employees portray a good picture of the organisation	10	12	5	3	30	3.0	0.81	High extent
	Total/ Average mean/ Std.						3.0		

Source: Field survey, 2024

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Table 3.Summary of Mean and Standard Deviation on the Extent Mentoring Influences Employee Continuance Commitment

S. No.	Opinion	Responses				Total	Mean (x)	Std.	Decision
		HE	ME	LE	NA				
1	New employees attached to old ones do better	11	12	5	2	30	3.1	1.48	High extent
2	Employees are supplied with up-to-date knowledge of their job	14	13	3	0	30	3.3	1.50	High extent
3	Employees work under less supervision	9	15	6	1	30	3.1	1.44	High extent
4	Employees deliver their job/ duties just in time	15	12	3	0	30	3.4	1.51	High extent
	Total/ Average mean/ Std						3.3		

Source: Field survey, 2024

Research Hypotheses

- **Ho$_1$:**There is no significant relationship between in-service training and employee affective commitment.

The result from Table 4 shows that at 366 degrees of freedom and a .05 alpha level, the critical r value from tables is 0.139. Since the r$_{cal}$ is greater than the r$_{crit}$, the null hypothesis is rejected. Thus, there is a significant relationship between in-service training and employee affective commitment.

- **Ho$_2$:** There is no significant relationship between coaching and employee normative commitment.

The result from Table 5 shows that at 366 degrees of freedom and a .05 alpha level, the critical r value from tables is 0.139. Since the r$_{cal}$ is greater than the r$_{crit}$, the null hypothesis is rejected. Thus, there is a significant relationship between coaching and employee normative commitment.

- **Ho$_3$:** There is no significant relationship between mentoring and employee continuance commitment.

The result from Table 6 shows that at 366 degrees of freedom and a .05 alpha level, the critical r value from tables is 0.139. Since the r$_{cal}$ is greater than the r$_{crit}$, the null hypothesis is rejected. Thus, there is a significant relationship between mentoring and employee continuance commitment.

Table 4.Summary of PPMC's Significant Relationship between In-service Training and Employee Affective Commitment

Variables	∑X ∑Y	∑X² ∑Y²	∑XY	r$_{cal}$	df	r$_{crit}$	Decision
In-service training	1028	3088	4901	0.716	366	0.139	Reject null hypothesis
Employee affect commitment	1763	8531					

Significant @ 0.05 alpha level

Table 5.Summary of Spearman's Correlation on the Relationship Between Coaching and Employee Normative Commitment

Variables	∑X ∑Y	∑X² ∑Y²	∑XY	r$_{cal}$	df	r$_{crit}$	Decision
Coaching	1028	3088	4901	0.716	366	0.139	Reject null hypothesis
Employee normative commitment	1763	8531					

Significant @ 0.05 alpha level

Table 6.Summary of Spearman's Correlation on the Relationship Between Mentoring and Employee Continuance Commitment

Variables	∑X ∑Y	∑X² ∑Y²	∑XY	r$_{cal}$	df	r$_{crit}$	Decision
Mentoring	1028	3088	4901	0.716	366	0.139	Reject null hypothesis
Employee continuance commitment	1763	8531					

Significant @ 0.05 alpha level

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Discussion

The result from Table 4 shows that at 366 degrees of freedom and a 0.05 alpha level, the critical r value from tables is 0.139. Since the r_{cal} is greater than the r_{crit}, the null hypothesis is rejected. Thus, there is a significant relationship between in-service training and employee affective commitment. Also in the findings of Mamoria (2022), the major objective of position rotation development is to help in broadening the background of the trainee in the business. Rotation involves temporarily assigning the employee to function in a position other than his own. According to Mamoria (2022), the advantages of job rotation as a training technique are that it provides a general background and thus an organisational point of view; It encourages inter-departmental cooperation; fresh viewpoints are periodically introduced to the various units; it promotes organisational flexibility through generating flexible human resources; comparative performance appraisal can be accomplished more objectively; and it acquires all the advantages of on-the-job coaching in each situation.

The result from Table 5 shows that at 366 degrees of freedom and a 0.05 alpha level, the critical r value from tables is 0.139. Since the r_{cal} is greater than the r_{crit}, the null hypothesis is rejected. Thus, there is a significant relationship between coaching and employee normative commitment. This is the most direct and effective way for a person to influence the behaviour of another. In tandem with the findings of Nwachukwu (2017), coaching represents a continuing learning experience in which the individual is given the opportunity to inform, is informed of the results he is expected to accomplish and is counselled on the results he actually achieved. Frequently, the individual being coached is exposed to a series of planned experiences to accelerate his development. He may be given a special assignment, perhaps as a member of a committee or task force, he may fill in for the boss or be delegated part of his responsibility, his job may be enlarged, or he may be systematically related through a series of jobs.

The result from Table 6 shows that at 366 degrees of freedom and a .05 alpha level, the critical r value from tables is 0.139. Since the r_{cal} is greater than the r_{crit}, the null hypothesis is rejected. Thus, there is a significant relationship between mentoring and employee continuance commitment. This finding is in collaboration with the findings of Ekpo (2019) who observed that this method of manpower development according to could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is expected that such an employee need to be positively mentored in line with the vision and aspiration of the organisation for effective discharge of function. Hence, employee function in an organisation is basically affected by this perception of the organisation vis-à-vis the rules and principles that exist in the organisation. It therefore follows that an employee undergoes mentoring in the place of work. Mentoring, therefore, as a method of manpower development is quite indispensable because it helps in boosting the productivity of workers which is needed for competing in the global market of the 21st century.

Recommendations

Based on the findings of this study, the following recommendations were made for organisational performance.

1. Management of organisations should invest more in in-service training of employees rather than over-turning employees, which causes more confusion in the organisation as the company would keep looking for qualified employees.
2. The findings showed that coaching is important to the organisation. Hence, the management of hotels should utilise experienced employees in coaching the new employees so as for them to meet up with the day-to-day job delivery in the organisation. This will eliminate wastage.
3. The findings also showed that mentoring is of utmost importance to all organisations including business and service-oriented. Therefore, there is a need for the management of organisations to put more effort into mentoring activities for their employees to acquire new experiences.

Conclusion

Capacity building is a necessary work activity that makes a very significant contribution to the overall persons who work within the organisation. It improves quality in the workplace and avoids operational mistakes among workers like; inefficiency, low capacity utilisation including poor job performance. In the cause of the study some capacity building like; in-service training, coaching, and mentoring influence employee affective, normative as well and continuance. In the course of the findings, it was observed that this method of capacity building according to this paper could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is expected that such an employee need to be positively trained, coached and mentored in line with the vision and aspiration of the organisation for effective discharge of function. Hence, employee function in an organisation is basically affected by this perception of the organisation vis-à-vis the rules and principles that exist in the organisation. It therefore follows that an employee undergoes in-service-training, coaching, and mentoring in the place of work, therefore, as a method of capacity building is quite indispensable because it helps boost the

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employee commitment as well as productivity of workers which is needed for competing in the global market of the 21st century.

Source of Funding:

Conflict of Interest:

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