

A PPMC Study on Management Development Programs and Employee Job Performance

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Abstract

The study examined management development programs on employee job performance. The specific objectives were to; examine the impact of training programs on employee job performance, investigate the impact of seminar programs on employee job performance, assess the impact of conference programs on employee job performance and to determine the impact of workshop programs on employee job performance. The study adopted descriptive design and primary data were sourced from questionnaire. The study employed Pearson Product Moment Correlation analysis to measure the relationship between variables tested in the study. Based on the analysis, the following findings were made thus; there was a significant relationship between training programs and employee satisfaction, there was a significant relationship between seminar programs and the employee satisfaction, there was a significant relationship between conference programs and employee satisfaction and there was a significant relationship between workshop programs and employee satisfaction. The study recommended that training program is effective, but the organization should also consider enabling employees to further their studies to improve their qualifications. Also recommended that management should be involved in planning employee development programmes.

Keywords: management development programs, training programs, seminar programs, conference programs, workshop programs, employee job performance, PPMC (Pearson product moment correlation)

1. Introduction

Management development programmes have been reported to positively influence various employee behaviours in a direction that is desirable for any organisation. Management development programmes can be seen as a means to develop various competencies in employees. Arthur (2013) considers management development (MD) as an educational or developmental activity specifically designed to foster the professional growth and capacity of persons in or being prepared for management and executive roles in organisations. Hence, it contributes to improve business performance by developing managerial competences and, thereby, raising the organisation's capability of achieving the objectives necessary to satisfy the critical success factor.

Together with the rapid growth of globalization and changing organizational structure, there is an increasing demand for qualified managers along with a corresponding scarcity of a highly qualified managerial pool in labor markets. Management development (MD) has emerged as one of the most important management tools from which to gain and maintain competent managers. Management development is described as one of the key constituents of human resource policy, a source of competitive advantage, and as an instrument of organizational change.

2. Literature Review

2.1 Theoretical Framework

This study will be anchored on the following theories.

2.1.1 Theory of Human Resource Management

This theory was postulated by Decenzo and Robbins and Owen in 2005. The central postulate of this theory is that proper management of staff invariably translates into enhanced productivity. The key concepts anchored by this theory are acquisition, development, motivation and maintenance of staff. Staff development however, involves well-planned activities intended to enhance employees' productivity through the job training programmes. Staff development activities are also well documented motivators. Besides, well developed employees are easier to maintain for the overall success of an organization. This theory assumed that proper management of staff development programmes by employees and other concerned education managers with a view to enhancing employees' effectiveness. Given the thrust of this theory, the researcher posits that well developed employees are better prepared to cope with current instructional challenges compared to less developed colleagues. In line with the postulation of this theory, it is implied that staff development practices affect employees' job performance and well-planned activities enhance productivity through job training programmes.

2.2 Literature Review

Management Development Program MDP is a strategic element in organizations to develop manager's skill and the organization to achieve its goal. MDP has been known as an instrument needed in any kinds of organizations, from small organization, multinational company, as well as both profit and non-profit organizations. MDP is not only for new manager but also for existing manager who's been serving the organization (Gomez-Meja, 2017). The objectives of MDP are to improve employee ability by telling them what is expected from them, as for now and in the future, and to prepare them with suitable managerial skills needed to achieve the organization's predetermined goals. Knowledge improvement is one of training objectives that can be achieved by doing training, while improvement in work result can be achieved through learning. Improvement in organizational performance and career are affected by many other factors, such as system and organizational environment (Cole, 2007).

Management development objectives can be seen from both sides, from the manager itself and organizational perspectives. Managerial development is an essential thing to do, in order to develop competencies that will encompass managers towards better outcomes and enable them to get the opportunity of better career development. Employee career development is defined as identified existing skills, as well as skills needed in the future. In the previous time, it was human resource department who is responsible for employee career development. As the business environment changes, it is not possible to do it the same way as before. Improvement of managerial skills is usually attained through conducting a distinct training based on company needs which called as Management Development Program (MDP).

MDP is a program which aims to improve employee managerial competencies. It is seen that the objectives of management development program are to improve managers' ability so that their performance is improved as well; and give a positive impact to organizational performance. Most of the definitions state that management development as an activity that more concern to organization objectives rather than individual or personal aspiration. It also views managers as organizations resources, and management learning as a catalyst of functional performance; emphasizing in improvement of managerial skills to achieve organization or company performance objectives; as a planned and structured strategic activity (Kenney, 2012). Indeed, there are a lot of companies that perceive less impact of MDP training to employee performance. How training can give a positive impact to performance is a question to be answered in this research.

Management development (MD) programmes include training and development practices. This implies that, within fast-changing and severe competitive business markets, training and development activities are of an increasing importance to both employees and the organization. To reach the success factor, several Human Resource Development (HRD) activities and interventions are used. Management development program (MDP) as one of the most common activities of HRD which plays a strategic function in organizations by unleashing human expertise and development for the purpose of improving performance. Literature review suggests that the definition of MD will be various, discrete, and possibly contradictory. However, this study will focus on personnel development (PD) and organizational development (OD) perspective (Cascio, 2003; Daver, 2005; Cole, 2007; Noe, 2000; Evans & Lindsay, 2004; Evborokhai, 2003; Okoli, 2012; Zaccarelli, 2010).

2.3 Employee Performance

Programs effect on behavior of employees and their working skills which resulted in enhanced employee

performance and further constructive changes that serves as increase employee performance (Knetner, 2012; Neo, 2000). Benefits of programs are also related to technical skills of the employees. For instance, Nmady (2019) developed two researches with approximately 300 contributors with the help of behavior-model training and remained capable to increase significantly computer skills. Psychologically practicing tasks permitted trainees to grow learned knowledge, abilities and task.

These programs positively affected the employee performance during a qualitative study concerning mechanics in India. Nwachukwu (2007) originates that on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees. Reference to invention, management programs increased the educated mechanics to figure up two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. Concerning to implicit skills, He described in his study that profession of a mechanic needs “feel” to remain successful. Nmady (2019) described in the result of an effective training that a mechanic had worthy emotion of how to hit the metal at the particular spot so that work must be performed in a systematic and proper way.

3. Materials and Methods

This study adopted descriptive design and it refers to the type of research question, design and data analysis that is applied to management development program. The researcher personally visited the organization and administered the instrument, using survey method. The collection and analyzing of the questionnaire took some days to ensure validity of the research. The study employed Pearson Product Moment Correlation analysis to measure the relationship between variables tested in the study.

4. Data Analysis

4.1 Test of Hypotheses

Hypothesis one:

Ho: There is no significant relationship between training programs and employee job performance.

Independent variable: training

Dependent variable: employee satisfaction

Test statistic: Pearson Product Moment Correlation Coefficient

The analysis showed a correlation coefficient of 0.872 indicating the existence of strong positive relationship between training programs and employee job performance. The test was significant at 0.01 significant level, and led to the rejection of the null hypothesis which states that there is no significant relationship between training programs and employee satisfaction. Consequently, the alternative hypothesis was accepted and conclusion reached that there is a significant relationship between training programs and employee satisfaction.

Table 1. Correlation result of relationship between training programs and employee satisfaction

		TP	ES
TP	Pearson Correlation	1	.872**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	138.58	171.21
	Covariance	.250	.236
	N	81	81
	Pearson Correlation	.872**	1
ES	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	176.41	622.44
	Covariance	.336	1.51
	N	81	81

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

Source: SPSS Analysis.

Hypothesis two:

H₀: There is no significant relationship between seminar programs and employee satisfaction.

Independent variable: Seminar

Dependent variable: Employee satisfaction

Test statistic: Pearson Product Moment Correlation Coefficient

The analysis showed a correlation coefficient of 0.845 indicating the existence of strong positive relationship between seminar and employee satisfaction. The test was significant at 0.01 significant level, and led to the rejection of the null hypothesis which states that there is no significant relationship between seminar and employee satisfaction. The alternative hypothesis was consequently accepted and conclusion reached that there is a significant relationship between seminar and employee satisfaction.

Table 2. Correlation result of relationship between seminar programs and employee satisfaction

		SP	ES
SP	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	301.74	116.94
	Covariance	.421	.305
	N	81	81
ES	Pearson Correlation	.845**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	176.94	159.32
	Covariance	.305	.201
	N	81	81

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

Source: SPSS Analysis.

Hypothesis three:

H₀: There is no significant relationship between conference programs and employee satisfaction.

Independent variable: Conference

Dependent variable: Employee satisfaction.

Test statistic: Pearson Product Moment Correlation Coefficient

The analysis showed the existence of strong positive relationship between conference programs and employee satisfaction. The test was significant at 0.01 significant level, and led to the rejection of the null hypothesis which states that there is no significant relationship between conference and employee satisfaction. This led to the rejection of the null hypothesis in favour of the alternative hypothesis which states that there is a significant relationship between conference programs and employee satisfaction. The conclusion was that conference programs significantly related with employee satisfaction.

Table 3. Correlation result of relationship between conference programs and employee satisfaction

		CP	ES
CP	Pearson Correlation	1	.809**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	33.32	124.92
	Covariance	.517	.404
	N	81	81
ES	Pearson Correlation	.809**	1
	Sig. (2-tailed)	.000	

Sum of Squares and Cross-products	127.92	318.28
Covariance	.404	.649
N	81	81

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

Source: SPSS Analysis.

Hypothesis four:

H₀: There is no significant relationship between workshop programs and employee satisfaction.

Independent variable: Workshop

Dependent variable: Employee satisfaction

Test statistic: Pearson Product Moment Correlation Coefficient

The analysis showed a correlation coefficient of 0.867 indicating the existence of strong positive relationship between workshop and employee satisfaction. The test was significant at 0.01 significant level, and led to the rejection of the null hypothesis which states that there is no significant relationship between workshop and employee satisfaction. The alternative hypothesis was consequently accepted and conclusion reached that there is a significant relationship between workshop and employee satisfaction.

Table 4. Correlation result of relationship between workshop programs and employee satisfaction

		WP	ES
WP	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	301.74	116.94
	Covariance	.421	.305
	N	81	81
	Pearson Correlation	.845**	1
ES	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	176.94	159.32
	Covariance	.305	.201
	N	81	81

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

Source: SPSS Analysis.

4.2 Summary of Findings

The major findings of the study include; there is a significant relationship between training programs and employee satisfaction, there is a significant relationship between seminar programs and the employee satisfaction, there is a significant relationship between conference programs and employee satisfaction and there is a significant relationship between workshop programs and employee satisfaction.

5. Conclusion/Recommendations

The study portrays management development programs and employee job performance. Management Development Programmes have been reported to positively influence various employee behaviours in a direction that is desirable for any organisation. Management development (MD) in any organization specifically designed to foster the professional growth and capacity of persons in or being prepared for management and executive roles in organisations. Hence, it contributes to improved business performance by developing managerial competences and, thereby, raising the organisation's capability of achieving the objectives necessary to satisfy the critical success factor. It helps to ensure that organizational members possess the knowledge and skill they need to perform their jobs effectively; take on new responsibilities, and adapt to changing conditions. The following recommendations are made:

- 1) Training program is effective but the organization should also consider enabling employees to further

their studies to improve their qualifications.

- 2) It is important for the organization to understand that seminar program does not have an impact on just employee performance but on overall performance of the organization. There should be a willingness thereof, to invest in employee training with the understanding that it is an investment that will yield returns.
- 3) Management should be involved in planning employee development programmes.

The involvement of employees will guarantee that the workshop programme to meet their needs and interest.

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