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Effect of Manpower Training and Development on Employees' Performance in Independent National Electoral Commission (INEC), Abuja, Nigeria

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Abstract:

A noticeable disparity in skills advancement within the Independent National Electoral Commission (INEC) has become apparent, attributed to the evolving electoral landscape and the influence of international electioneering standards, prompting shifts in electoral policies and administration. This investigation focuses on the impact of personnel training and growth on the efficacy of INEC employees in Abuja, employing a survey research design. Data collection involved a questionnaire distributed among 248 respondents selected as the sample size out of a total of 657 staff. The sample size was determined using Taro Yamane formula. The study used Cronbach Alpha to test the reliability of the administered questionnaire and also adopted faced validity to test the validity of the questionnaire. The study adopted multiple regression with the aid of Statistical Package for Social Sciences (SPSS) version 20 to analyse the data. The examination of outcomes reveals a noteworthy and substantial correlation between manpower training and development and the performance of employees within the Independent National Electoral Commission (INEC) in Abuja, Nigeria. This signifies that training and development exert a constructive influence on the performance of INEC employees. Consequently, the research suggests a persistent focus on manpower training within INEC, alongside efforts to foster employee growth by facilitating ongoing learning and educational pursuits while also safeguarding their chosen career paths. They should continue to maintain standards on training and development since it has a positive and significant effect on employees' performance.

Keywords: INEC, employees' performance, manpower, training, development

1. Introduction

1.1. Background to the Study

Staff training is essential to the growth and development of an organization as blood is essential to the growth and development of human beings; as blood is essential to human existence, so is the training of staff essential to the success of an organization. Comprehensive training encompassing physical, social, intellectual, and mental aspects is crucial for enhancing performance and fostering personnel growth within any organization. However, training is the knowledge acquired, while knowledge is the ability and skill to understand the information that every individual requires to acquire in order to be able to function effectively and perform efficiently.

Malaolu (2013) affirms that Nigerian organizations prioritize employees' performance and overall efficacy through training and development initiatives, recognizing their pivotal role in achieving organizational objectives. To enhance performance and become more competitive, organizations need to train their employees to be skilled, creative, innovative, and inventive. Employee training is, therefore, an essential aspect of human resource practice that is closely linked to performance.

Employees constitute crucial organizational assets, wielding significant influence in the pursuit of corporate objectives. Recognizing their vital role, the imperative of enhancing their performance through practical training emerges. Workforce training encompasses the systematic cultivation of attitudes and skills necessary for proficient task execution within an organization (Certo, 2006). It entails behavior modification via educational instruction, developmental experiences, and learning (Rohan & Madhumita, 2012). Crafted to induce improved efficiency and heightened performance benchmarks, training is tailored to reshape employee behavior (Oliseh, 2005).

Training has been invaluable in increasing the performance of an organisation. It enhances employees resourcefully and allows them to learn their jobs and perform more competently and virtually, hence increasing not only employees' performance but also organisations' performance. Various research indicates the positive effect of training on

employees' performance. Training is a highly effective way to boost individual performance and convey organizational objectives to personnel (Ekaterini & Constantinos, 2009). In addition, Rohan and Madhumita (2012) also supported that training employees to acquire new knowledge and skills dramatically impacts the organisations' level of growth and impacts employees' performance. Training impacts employees' behaviour and working skills, resulting in enhanced performance and constructive changes (Satterfield & Hughes, 2007). It is the most helpful way of motivating and retaining high-quality human resources. Lowry, Simon, and Kimberley (2002) state that training enhances employee commitment and maximises the potential that enhances their level of performance in an organisation. According to Konings and Vanormelingen (2015), training is a tool that fundamentally affects the successful accomplishment of organisations' goals and objectives. However, the optimum goal of every organisation is to generate high revenue and maximise profit, and a vital tool to realise this is an efficient and effective workforce. Therefore, a workforce is only efficient and effective if the appropriate training is provided, leading to performance.

This study stems from the recognition that the Independent National Electoral Commission (INEC) addresses its staff training and development needs through systematic planning. INEC's training approach is organized and methodical, focusing on enhancing employees' performance by cultivating their knowledge, skills, and attitudes for proficient task execution. This training can encompass diverse contexts, including on-the-job, off-the-job, within educational institutions, or beyond them. Notably, training and development within the work sphere significantly impact overall performance, underscoring its pivotal role as a contributing work activity.

1.2. Statement of the Problem

The changing dynamics of the electoral landscape coupled with dictates of global best practices in electioneering have made training and development programmes imperative in *Independent National Electoral Commission (INEC)*. Similarly, various studies have proven that human capacity plays a critical role in overall employment promotion, increased productivity and overall organizational performance. This capacity is usually a result of robust education and training systems. The education and training system in INEC has been huge and periodic but has not been able to supply the required skills adequately. Consequently, there is a growing mismatch between the required skills and the ones supplied. Usually, INEC employees are attached to senior staff who mentor them (Pilot study, 2021). Beyond this and further development of the new staff, they are expected to obtain higher qualifications. What is obtained presently is that new staff are found doing many jobs without the proper training and development. This is responsible for the generally low performance in the sector, as these young staff are inexperienced in performing jobs meant for senior staff (Elnaga & Imra, 2013). Moreover, shifts in electoral policies and administration necessitate enhanced training and development, encompassing on-the-job and off-the-job training, orientation, career growth, and education. The management of Independent National Electoral Commission (INEC) is yet to determine the optimal training variables for augmenting employees' performance.

1.3. Objectives of the Study

The primary aim of this study is to assess the impact of manpower training and development on the performance of employees within the Independent National Electoral Commission (INEC) in Abuja. The specific objectives encompass:

- Investigating the influence of on-the-job training on employees' performance at INEC, Abuja.
- Analyzing the impact of off-the-job training on employees' performance at INEC, Abuja.
- Ascertaining the correlation between education and employees' performance at INEC, Abuja.
- Assessing the effect of career development on employees' performance at INEC, Abuja.

1.4. Research Questions

The subsequent research inquiries are posed as follows:

- What impact does on-the-job training exert on employees' performance at the Independent National Electoral Commission (INEC) in Abuja?
- How does off-the-job training influence employees' performance at the Independent National Electoral Commission (INEC) in Abuja?
- To what degree does education correlate with employees' performance at the Independent National Electoral Commission (INEC) in Abuja?
- What is the impact of career development on employees' performance at the Independent National Electoral Commission (INEC) in Abuja?

1.5. Statement of Hypotheses

The subsequent null hypotheses are posited:

- H01: On-the-job training has no significant impact on employees' performance within the Independent National Electoral Commission (INEC) in Abuja.
- H02: Off-the-job training has no impact on employees' performance at the Independent National Electoral Commission (INEC) in Abuja.
- H03: Education has no impact on employees' performance within the Independent National Electoral Commission (INEC) in Abuja.
- H04: Career development has no significant impact on employees' performance within the Independent National Electoral Commission (INEC) in Abuja.

2. Literature Review and Theoretical Framework

2.1. Concept of Manpower Training

Buckley and Caple (2010) noted that employee training, training and manpower training are the same and training is a systematic process that helps people learn how to be more successful at work by enhancing knowledge, skills, or attitudes through learning experience to achieve adequate performance (Buckley & Caple, 2010). Samwel (2018) asserts that employee training significantly enhances organizational performance and stability, serving as a crucial tool for achieving these goals. Training has also been defined as a process that provides employees with skills, information, and an understanding of the organisation and its goals (Shaw, 2011).

Training constitutes a systematic cultivation of employees' knowledge, skills, and behavior to effectively fulfill specific tasks or roles (Naqvi & Khan, 2013). Alternatively, it encompasses learning interventions aiming to enhance current job performance (Amin & Paul, 2013). Elnaga and Imra (2013) characterize employee training as programs offering information, skill acquisition, and professional growth. It spans on-the-job and off-the-job methods, both within and beyond the organizational context. Hence, training stands as a structured initiative providing employees with knowledge, skills, and career advancement prospects (Elnaga & Imra, 2013).

2.1.1. On-the-job Methods

According to Armstrong (2019), on-the-job training involves instruction or guidance provided by experienced peers or trainers in the workplace setting, whether at a desk or a workstation. This approach can encompass individual or group tasks and projects and involve the assistance of team leaders and supervisors. Armstrong contends that on-the-job training is the primary means for cultivating and honing organizational-specific managerial, technical, team leadership, sales, administrative, and manual skills. This method offers the benefits of immediate application and experiential learning, enabling individuals to simultaneously work, learn, and develop expertise.

Armstrong acknowledges that the effectiveness of on-the-job training hinges significantly on the quality of guidance and coaching within the work environment. Often, team leaders and supervisors lack training skills or inclination, leading to inconsistent outcomes. Furthermore, depending solely on fellow employees for "sit by me" training introduces evident drawbacks as the instruction might prove insufficient, potentially perpetuating undesirable habits. Moreover, familiar surroundings can hinder acquiring fundamental skills due to distractions or the reinforcement of existing routines.

2.1.2. Off-the-Job Methods

Ejiogu (2012) identifies off-the-job training as encompassing methods like lectures, vestibule training, role-playing, case studies, discussions, and simulations. Armstrong (2019) expands this category to include group exercises, team building, distance learning, outdoor activities, and workshops. Armstrong adds that off-the-job training can be conducted by training department personnel, external educational institutions, or training consultants, such as guest speakers.

2.2. Concept of Employees' Development

According to Ezeuwa (2019), development can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefit or ever seen as involving the introduction of new ideas into the social structure and causing alterations in the patterns of the organisation and social structure. To develop staff (Daniels, 2013) simply refers to making them grow with the organisation so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal skills (Iwuoha, 2019). The development covers an employee's working life. It starts with staff orientation, on-the-job training, experience, short courses, professional courses, postgraduate degrees, or diplomas. According to the National Strategy for the development of the Social Service Workforce in Scotland (2015), employee development is the foundation on which the confidence and competence of individual staff are built (Robbins, 2010).

In the words of Amah (2016), career development is the building of organisational members' knowledge and skills to prepare them for new opportunities and challenges. Byars and Rue (2014) contended that career development is defined as "an ongoing, formalised effort by organisation focuses on developing and enriching organisation's human resources in light of employees' and organisation's needs." Agba, Festus, and Ushie (2010) elucidate, "Career development involves concerted efforts directed towards assessing a worker's potentials identifying likely career paths for that employee and designing and implementing various forms of training and experience to prepare that person for the more advanced job."

2.2.1. Education

Education significantly impacts employees' performance, contributing to an organization's advancement and a community's foundational assets (Lepak & Snell, 2019). In numerous regions, substantial education subsidies hinge on the belief that organizational investments in employee education bolster performance (Lanzi, 2017). If education fails to yield commensurate results relative to expenses, entities might resist tax hikes for education, relocate to areas with superior educational systems, or establish internal educational initiatives to replace publicly funded ones (Vinod & Kaushik, 2017). Education level pertains to an individual's academic achievements. While continuous, research often employs categorical measurement. In this context, "educated employees" refers to those with at least bachelor's degrees, prerequisites for numerous well-paying roles (Trusty & Niles, 2014).

2.2.2. Career Development

Career development can be observed through different stages connected with personal and business life. Studies of career stages have found that needs and expectations change as individuals move through the stages (Ivancevich, 2019). Also, different career stages require different demands from individuals, including different activities that they have to deal with and different procedures during the adaptation of personal and organisational needs. This leads to different roles that individuals play in an organisation.

2.3. Concept of Employees' Performance

The concept of employees' performance is based on the idea that the firm is a voluntary business organization of productive assets, including human, physical, and capital resources, to achieve shared objectives or organizational goals. Those providing the assets will only commit them to the organization so long as they are satisfied with the value they received in exchange relative to alternative uses of the assets (Carton, 2014).

Employee's performance is the degree to which an employee in an organization achieves goals, the degree to which an organization acquires the needed resources, the degree to which an organization maintains internal harmony and the degree to which an organization satisfies its stakeholders (Nwanzu, 2013). Employees' performance is typically assessed based on outcomes. However, behavior is also a valid perspective (Armstrong, 2012).

Ekpenyong and Ekpenyong (2016) contend that within the Human Resource domain, employee's performance denotes the capability to enhance organizational objectives with greater effectiveness and efficiency. This encompasses all factors directly or indirectly influencing and associating with employees' work. It is one measurement of work results used in determining individual attributes such as ability and experience, organizational support such as resources and technology and work effort, and the point at which individual level of motivation comes directly to be involved. Employees' performance can also be seen as an aggregate value to an organization's set of behaviours that an employee contributes both directly and indirectly to the organisation's goals.

2.4. Employees' Commitment

Akintayo (2010) characterizes employees' commitment as the extent of an employee's dedication to their organization, encapsulating their attitude towards it (Zhen, Sharan & Wei, 2010). Team members' commitment is integral to team effectiveness and organizational performance (Klan, Ziauddin & Ramay, 2010). Klan Ziauddin & Ramay (2010) classify commitment into three types: affective, continuance, and normative commitment. According to Harter (2002), employees' commitment is the individual's participation and fulfillment with eagerness for work. Seijts and Crim (2006) define employees' commitment as being totally involved in and enthusiastic about one's work and caring about the future of the business.

Employees' commitment reflects an employee's involvement and psychological attachment towards an organization and the work assigned to them.

2.4.1. Employees' Attitude

Employees' attitude describes the actions of employees towards their objectives and goals. Employees' attitude includes three major dimensions: affective attitude, cognitive and individual attitude. An effective attitude includes the emotional factor, feelings of employees and values or norms. The cognitive attitude focuses on the employee's belief about the right and wrong concept. Lastly, the behavioral employees' attitude shows their intentions, decision-making will and power (Lee, Lee & Choi, 2012).

2.4.2. Employees' Job Satisfaction

Hoppock (1935) introduced the notion of employee satisfaction, defining it as employees' subjective response to the physical and psychological facets of their work milieu. This concept is also synonymous with 'job satisfaction' (Wang & Wilcox, 2006). Employees' satisfaction gauges the extent of employees' contentment with their work roles. It encapsulates individuals' contentment with their job positions (Daniel & Habibu, 2022; Moyes, 2008). This encompasses both job satisfaction and overall contentment with organizational policies and procedures. Employees' satisfaction profoundly affects job performance. Sani and Maharani (2012) highlight five determinants of job satisfaction: Compensation, Job Security, Promotion Prospects, Supervision, and Colleague Relationships.

An employee's job satisfaction is the positive and happiest feelings related to their job that come from the appraisal of the job (Locke, 1976). Individual feelings towards the job may be positive or negative, and it is also referred to as job satisfaction (Oplatka & Mimon, 2008). Employees' satisfaction is considered within empirical studies either as an overall feeling about the job or as a related set of attitudes about various aspects of the job (Spector, 2000).

2.4.3. Theoretical Framework

This study adopted social learning theory.

2.4.4. Social Learning Theory

Bratton (2007) elucidated Bandura's social learning theory, underscoring the significance of observing and emulating others' behaviors, attitudes, and emotions. It means that people learn from observing other people. Merriam and Caffarella (1991) have said that the idea of learning by observing was produced by behaviourists. However, the later researcher Albert Bandura looked to interaction and cognitive processes and noted that observation lets people see the consequences of others' behaviours, resulting in people can gain some idea of what might flow from acting in one way or

the other. In social learning theory, interval cognitive processes are said to affect behaviour, as examined by Mckenna (2006), that a person's expectations about the outcome of particular behaviour reflect these effects.

2.5. Empirical Studies

This section examines the empirical works of various scholars on both the dependent and independent variable and their relationship.

In his 2016 study, Mohammed delves into the intricate interplay between training, development, and the resultant impact on employees' performance within a specific purview: the chosen Jordanian Private Sector transportation firms situated in the Southern region of Jordan. The research centers around a set of hypotheses: HOs postulate a lack of interrelationships among the variables, whereas H1-H6 propose the existence of discernible connections among these specified variables. Employing a quantitative approach, the study accrues pertinent data through a meticulously constructed structured questionnaire. The cohort for this study comprises 254 employees, representing 60% of the complete target populace, numbering 420 individuals. Dispensing 254 structured questionnaires amongst employees stationed at their respective job locations, 212 duly completed forms were returned, of which 188 were deemed suitable for subsequent statistical scrutiny.

Employing SPSS version 16, the researchers undertake a rigorous data analysis encompassing both descriptive and inferential statistical methodologies, thoughtfully tailored to align with the research's objectives. Descriptive statistical techniques such as frequency tabulations, percentages, means, and standard deviations are meticulously computed and judiciously expounded. In pursuit of deeper insights, inferential statistics, including the Pearson product-moment correlation coefficient (r) and linear regression analyses, are deployed, aiming to ascertain the presence of a noteworthy positive correlation between the autonomous variables (training and development) and the reliant variables (performance and performance).

The research findings coalesce to establish a significant, constructive correlation between training and development initiatives and employees' performance, a result substantiated by rigorous statistical analysis conducted at a significance level of 0.05.

Kuruppu, Kavirathne, and Karunarathna (2021) examine the influence of training on performance among operational-level employees in a specific Sri Lankan apparel organization. Analyzing 60 responses from a randomly selected sample of machine operators, the study reveals a robust, positive, and statistically significant correlation (0.817) between training and performance. Furthermore, regression analysis highlights a noteworthy positive impact of training content and operational factors on employees' performance.

In their 2019 study, Rumin and Matovu explore the interplay between on-the-job training and employees' performance within Ugandan petroleum companies. Employing a correlational research design, the investigation employs a self-administered questionnaire for data collection. Findings reveal significant positive relationships:

- Firstly, job rotation and employees' performance exhibit statistical significance ($r = .492, p < .05$),
 - Secondly, coaching and employees' performance are significantly positively related ($r = .619, p < .05$) and
 - Thirdly, induction and employees' performance also display a significant positive relationship ($r = .670, p < .05$).
- These outcomes underscore the intrinsic linkage between the three tested variables and employees' performance within Uganda's petroleum sector.

3. Research Methodology

3.1. Research Design

The research employed a blend of descriptive and explanatory designs. Primarily descriptive, it portrayed the impact of training and development on employees' performance. Furthermore, it assumed an explanatory role, elucidating the link between training, development, and employees' performance. Exploratory-design study allows a more in-depth discovery of subject matter while pursuing the intended research objectives. Also, a survey approach was chosen because the study's data are cross-sectional. Questionnaires were administered to respondents to gather information and ensure a clear analysis of the findings.

3.2. Area of the Study

Established in 1998, the Independent National Electoral Commission (INEC) is responsible for supervising elections in Nigeria.

3.3. Population of the Study

The research encompassed the complete staff of the Independent National Electoral Commission (INEC) in Abuja, comprising 657 employees, as recorded by the Registry in 2019.

3.4. Sampling Techniques

The research employed a stratified-random sampling method to select and administer questionnaires to Independent National Electoral Commission (INEC) staff in Abuja. This approach facilitated targeted questionnaire distribution to all departments and units. This was done by first dividing the overall sample into strata by cadre (strategic, operational, and tactical levels); then, in each stratum (cadre), we carried out random sampling by balloting. The researcher placed the questionnaire in each unit, and respondents were randomly selected in the unit/department.

3.5. Sample Size of the Study

This study uses Taro Yamane's (1967) formula to draw the sampling size and, as stated below:

$$n = N / (1 + N(e)^2)$$

Where:

N is the population size

e is the margin error (assume 5%)

1 = constant =

e = 0.05

$$n = 657 / (1 + 657 (0.05)^2)$$

$$n = 657 / (1 + 657 (0.05)^2)$$

$$n = 657 / (1 + 657 (0.0025))$$

$$n = 657 / 2.6425$$

$$n = 248$$

The sample size of the study is 248.

The above 248 sample was appropriated using a simple proportion technique of ensuring each department got what was proportionally due to her.

Cadre	Number	% of Population (Number/657) * 100%	Sample Size (% of population * Total Sample Size)
Strategic Level	75	12	30
Operational Level	382	58	144
Tactical Level	200	30	74
Total	657	100.0	248

Table 1: Apportioning of the 248 Employees across the Three Employee Categories

Source: Field Survey, (2023)

3.6. Sources of Data

Utilizing questionnaires, the research gathered primary data from respondents, serving as a fundamental data collection tool. The sample size was randomly allocated through the questionnaire distribution. This primary data corroborated respondents' viewpoints on the influence of training and development on employees' performance at Independent National Electoral Commission (INEC), Abuja.

3.7. Method of Data Collection

Structured questionnaires were used to gather responses. It played a crucial role in data collection. The study was divided into two sections: Section A covered demographic details, while Section B furnished data for analysis and testing the formulated hypotheses.

3.8. Method of Data Analysis

Descriptive statistics of simple percentage was used to describe the data presented. The mean was used to measure the average number and the condition for the mean is that it must be above 3.00. Ordinary least Square regression techniques were used for the analysis and correlation. Regression was used to estimate employees' performance, which is the dependent variable used to regress on the independent variable proxies comprising the following: training and development, while correlation measures the strength of the relation. Some statistical test was used to evaluate the regression. This assesses the variable interrelationship's magnitude. The coefficient of determination, R-square, gauges the proportion of dependent variable variance accountable to independent variables. F-statistics and T-statistics coefficients gauge respective dependent variable significance. The Durbin-Watson test detects errors' autocorrelation in the regression equation. The output showed that the t-statistics and p-value for the co-efficient will result in either rejection or acceptance of the null hypothesis. The p-value, which is the probability of getting a result that is as extreme as the critical value, will help accommodate the error factors of the study. The coefficient of determination (R^2) will be disclosed, quantifying the proportion of the dependent variables explicated by the regression model. Ranging from 0% to 100%, higher R^2 values imply more independent variables, clarifying variation in the hypothesized dependent variable. Significance levels of 1%, 5%, and 10% will guide null hypothesis acceptance or rejection decisions.

4. Data Presentation and Analysis

4.1. Test of Hypotheses

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.950 ^a	.902	.899	.43145

Table 2: Regression Results for the Hypotheses

a. Predictors: (Constant), CD, ONJ, OFF, ED

With an R^2 value of 0.90, 90% of the training variation elucidates employees' performance in Independent National Electoral Commission (INEC), Abuja. The remaining 10% is attributed to unaccounted factors, referred to as the error term in the regression model.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	222.734	4	55.683	299.134	.000 ^b
	Residual	24.199	130	.186		
	Total	246.933	134			
a. Dependent Variable: EP						
b. Predictors: (Constant), CD, ONJ, OFF, ED						

Table 3: Analysis of Variance- f statistics

The regression result shows that the model is fit for the study since the f-statistics is significant at 5% level of significance. This implies that all the variables used in the study fit into the model and can be used to explain their effect on each other.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.192	.817		-8.802	.000
	ONJ	.692	.141	.253	4.909	.000
	OFF	-.091	.153	-.039	-.593	.554
	ED	.790	.115	.538	6.870	.000
	CD	1.002	.182	.283	5.499	.000
a. Dependent Variable: EP						

Table 4: Correlation Coefficient

Source: Econometric Output, 2021

The outcome indicates a substantial and positive impact of on-the-job training on employees' performance at Independent National Electoral Commission (INEC) in Abuja, Nigeria. Significance is evident as the p-value is below 5%. Therefore, it is concluded that on-the-job training notably and positively affects employees' performance at INEC, Abuja, Nigeria.

The findings further reveal that off-the-job training yields a non-significant and adverse impact on employees' performance within Independent National Electoral Commission (INEC) in Abuja, Nigeria. This lack of significance arises due to the P-value exceeding 5%. Consequently, it is established that off-the-job training bears a negative and inconsequential effect on employees' performance at INEC, Abuja, Nigeria.

In addition, the outcomes demonstrate a substantial and positive correlation between education and employee's performance at Independent National Electoral Commission (INEC), Abuja, Nigeria. The significance of this relationship is evidenced by the P-value falling below 5%. Thus, the deduction is made that education indeed exerts a constructive and significant influence on employees' performance within INEC, Abuja, Nigeria.

Furthermore, the results underscore a noteworthy and positive relationship between career development and employees' performance at Independent National Electoral Commission (INEC) in Abuja, Nigeria. This linkage's significance is indicated by the P-value being less than 5%. Hence, the conclusion is drawn that career development effectively wields a favorable and substantial impact on employees' performance within INEC, Abuja, Nigeria.

4.2. Major Findings

The key findings are as follows:

- On-the-job training significantly and positively impacts employees' performance at Independent National Electoral Commission (INEC), Abuja, Nigeria.
- Off-the-job training exhibits a non-significant, negative association with employees' performance within INEC, Abuja, Nigeria.
- Education significantly and positively influences employees' performance at Independent National Electoral Commission (INEC), Abuja, Nigeria.
- Career development significantly and positively affects employees' performance at Independent National Electoral Commission (INEC), Abuja, Nigeria.

4.3. Discussion of Findings

The outcomes of the analysis revealed a statistically significant positive correlation between manpower training and development and employees' performance within the confines of the Independent National Electoral Commission (INEC) located in Abuja, Nigeria. This underscores the premise that enhancing employees' competencies through training

and development initiatives holds a constructive sway on their performance levels at INEC, Abuja. This finding aligns with the conclusions drawn by Mohammed (2016), who similarly identified a statistically significant relationship between employees' performance and training. Nonetheless, a departure from these conclusions is evident in the study of Ofobruke et al. (2015), whose research yielded inconclusive results regarding the impact of training and development on employees' performance.

Furthermore, the study resonates with the principles of social learning theory, which underscores the influential role of observational learning and behavioral modeling in shaping individuals' behaviors, attitudes, and emotional responses. This substantiates the notion that individuals learn and augment their performance by observing and emulating the actions of others.

The investigation also disclosed a noteworthy positive and statistically significant association between on-the-job training interventions and employees' performance within INEC, Abuja, Nigeria. This implies that providing training within the work context contributes favorably to employees' performance levels at the institution. This corroborates the findings of Mohammed (2016) and those of Kuruppu, Kavirathne, and Karunarathna (2021).

Conversely, the study unearthed a lack of substantial positive impact stemming from off-the-job training on employees' performance at INEC, Abuja, Nigeria. This underscores that training conducted outside the immediate work environment fails to yield significant enhancements in employees' performance within the INEC context.

Moreover, the investigation identified a constructive and statistically significant nexus between education and employees' performance at INEC, Abuja, Nigeria. This accentuates the constructive contribution of educational pursuits to enhancing employees' performance within the institution. These observations align with the assertions of Ahmed (2012) and the research of Juliana and Baraka (2017).

Lastly, the study underscored a constructive and statistically significant relationship between career development opportunities and employees' performance at INEC, Abuja, Nigeria. This substantiates the premise that fostering employees' career progression positively influences their performance within the institution.

In sum, the analysis underscores the affirmative influence of manpower training and development, on-the-job training, education, and career development on employees' performance within the purview of the Independent National Electoral Commission (INEC) in Abuja, Nigeria. These findings resonate with established literature in the field while also offering nuanced insights into the complex interplay between training, education, and career development in organizational performance dynamics.

5. Summary, Conclusion and Recommendations

5.1. Summary of Findings

This study primarily aims to assess the impact of manpower training and development on employees' performance within the Independent National Electoral Commission (INEC) in Abuja. To achieve this goal, a comprehensive analysis was conducted based on collected data, aligning with specific objectives, research inquiries, and hypotheses. The ensuing findings from the data analysis and hypothesis testing are presented as follows:

- On-the-job training significantly and positively affects employees' performance at INEC, Abuja, Nigeria.
- Off-the-job training holds a non-constructive and insignificant influence on employees' performance at INEC, Abuja, Nigeria.
- Education notably and positively correlates with employees' performance at INEC, Abuja, Nigeria.
- Career development considerably and positively contributes to employees' performance at INEC, Abuja, Nigeria.

5.2. Conclusion

The study's findings ascertain the distinctiveness of training and development practices within Independent National Electoral Commission (INEC), Abuja, to bolster employees' performance. This implies that on-the-job and off-the-job training, coupled with education and career development, collectively amplify employees' performance at INEC, Abuja. Both the organizations' initiatives in providing on-the-job and off-the-job training have the potential to contribute to employees' performance. Similarly, the organizations' efforts in facilitating employee education and guiding suitable career advancement are geared towards heightening employees' performance at INEC, Abuja, Nigeria.

5.3. Recommendations

In light of the study's findings, several recommendations emerge:

- Independent National Electoral Commission (INEC) in Abuja, Nigeria, should persist in implementing on-the-job training strategies, including facilitating employees' learning through job rotation. It is crucial to uphold high standards in on-the-job training due to its substantial and positive impact on employees' performance. These measures will significantly enhance employees' proficiency while seamlessly integrating with operational workflows.
- INEC, Abuja, Nigeria, should reconsider or restructure its approach to off-the-job training, given its observed adverse and inconsequential influence on employees' performance within the organization. A reassessment of the training methodology is warranted.
- INEC, Abuja, Nigeria, should actively promote and support employees' pursuit of further education. Allocating time for employees to engage in additional educational endeavors will markedly contribute to elevating the organization's overall performance.

- INEC, Abuja, Nigeria, should persist in fostering employees' career advancement in alignment with their respective fields of expertise. Recognizing the pivotal role of career development in enhancing employees' performance, the organization should continue to facilitate career growth opportunities.

Adhering to these recommendations will enable INEC, Abuja, Nigeria, to optimize its training practices, educational support, and career development initiatives, thereby effectively bolstering employees' performance across the organization.

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