

UNIBEN JOURNAL OF HUMAN RESOURCE MANAGEMENT (UJHRM)
Volume 1, No. 1, January-June, 2022

Department of Industrial Relations & Personnel Management
Faculty of Management Sciences
University of Benin
Benin City, Nigeria



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The UNIBEN Journal of Human Resource Management (UJHRM) is the official Journal of the Department of Industrial Relations and Personnel Management, University of Benin, Nigeria. UJHRM aims to become the foremost Journal of scholarly knowledge about human resource management and practice, as well as other related disciplines. The UJHRM publishes scholarly articles that are original in nature, makes significant contribution to knowledge and have not been published elsewhere. The Journal is peer reviewed and published bi-annually (June and December).

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- Text should be double spaced throughout and with a minimum of 1 inch for left and right hand margins and 1 inch also for head and foot. Text should be standard 12-point, Times New Roman, MS word format. References and citations must conform to APA (7th edition) style.

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ABSTRACT

When it comes to performing internal environmental analysis and discussing employee performance reduction, managers frequently underestimate the negative impact of social loafing. As a result, the focus has been on finding ways to deal with social loafing. The study mainly focused on social loafing and employees' performance in Pharmaceutical Industry in Nigeria. Employees' performance was negatively affected by social loafing. The research studied the how nature of task influences employee commitment in manufacturing industry and the extent to which group size affects employee efficiency in manufacturing industries. Specifically, the study used a survey research design. Taysil Pharmaceutical industry was the target population and 1000s to analyze the results. To test the study hypotheses, multiple regression analysis was used. The Taysil Pharmaceutical company completed and answered 176 questionnaires for the study. Researchers used a multi-stage sampling approach for their investigation. The first hypothesis was that the nature of the task and employee commitment had a positive link with a R^2 value of 0.783 and a p-value of 0.05, as shown by the results of regression analysis. The R^2 value of 0.788 and the p-value of 0.05 in the second hypothesis both suggest that the size of the group has a substantial impact on employee efficiency. The study also concluded that social loafing has a negative impact on employee performance.

Keywords: Employee commitment, Employee efficiency, Employee performance, Group size, Nature of task, Social loafing

INTRODUCTION

Rather than a hierarchical structure, today's organizations are made up of individuals who work together to achieve common goals. Organizational structures are interconnected and interrelated, especially in manufacturing industries, which require a coordination of tasks to deliver the production of the required quality and quantity of items. Consequently, from product design to

EMPLOYEE EFFICIENCY THROUGH EMPLOYEE SKILL MANAGEMENT IN NIGERIA DRUG LAW ENFORCEMENT AGENCY

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ABSTRACT

A company's success or failure is largely dependent on the abilities and capabilities of its workforce. Thus, the study's overall goal was to assess the impact of skill management on employee efficiency in the NDLEA Ilorin, Kwara state. The study's particular goals were to determine how employee skill training affects employee competence, and examine how employee skill development influences employee commitment. One hundred sixty-eight employees of the company were surveyed using a standardized questionnaire. SPSS was used to perform multiple regression analysis on the hypotheses that had been formulated. NDLEA employees' competence and commitment were found to have a strong relationship with employee training and employee development by the R^2 value of 0.743 and 0.764, respectively, based on the findings of the study. It follows that employees may be slow and unable to achieve better levels of production if their efficiency isn't raised through skill management, as the bulk of the factors were shown to be statistically significant when compared with its individual dependent variables. To that end, the study's findings suggest that NDLEA's top brass do their best to ensure that its workers are well-trained and equipped with the knowledge and abilities necessary to do their jobs.

Keywords: Employee Commitment, Employee competence, Employee efficiency, Skill development, Skill management, Skill training

INTRODUCTION

Due to the fact that education is a continuous empowerment process, it should assist people in gaining life skills such as intra and interpersonal understanding, achieving personal development, and becoming more sympathetic people. As long as one is able to manage these

life skills in a well-established manner, the possibilities are unlimited because it aids in the improvement of one's character, habits, and way of thinking pattern. This is not confined to personal life. To be effective in the workplace, people in organizations require specific talents as well. Organizations that are committed to the future will therefore require management to be competent (Raghadevi, & Malini, 2020).

There is no doubt that enterprises all over the world are aiming for success and outperforming their competitors in their respective industries. It is necessary for organizations to acquire and use her human resource talents efficiently to do this (Nassazi, 2013). Organizations must be aware of, or face more realistically, the challenge of keeping their human resource capabilities up to date. In doing so, managers must pay particular attention to all of the core functions of human resource skill management, as this plays an important role in a variety of organizational, social, and economic related areas, among other things, that are influential to the achievement of organizational goals and the successful continuation of the organization in the market (Nassazi, 2013). Management abilities, on the other hand, have been discussed for many decades, although they are viewed differently today than they were when the term was initially formed (Kotler, Keller, Brady, Goodman, & Hansen, 2009). It is the result of a variety of circumstances, including technological advancements and the acknowledgment of employees as coworkers of managers rather than as employees of the company itself (Kotler, Keller, Brady, Goodman, & Hansen, 2009).

Managers and employees work together to produce the driving force that propels an organization's forward progress. Managers are in charge of managing and controlling the work of an organization's most valuable asset: its employees. As a result, they bear a significant amount of responsibility in selecting the appropriate management styles and processes that are most appropriate for their organization and personnel. It is for this reason that managerial abilities are required (Mullins 2007).

Employees can better understand the substance of employee and management skills when their managers explain what skills they should develop and why. As a result, the stress levels of all parties are reduced, allowing for the establishment of a positive work environment and employee well-being. Additionally, if done correctly, it will have a good impact on the overall success of a company. It is critical for everyone to understand how and why they are expected to perform their jobs, especially in the case of organizational changes that cause a great deal of fear (Keskinen 2005; Drucker 2011).

When it comes to the actions of employees, efficiency is really crucial. Something is only efficient if and when it is also successful. In other terms, something is efficient if it has a beneficial influence on the user's situation. It has to be able to function (Noordzij, 2013). As a result, it is only possible to speak about efficiency when effectiveness has already been

Employee Efficiency through Employee Skill Management in NDLEA

achieved. Efficiency is defined as the ability to act or create effectively with the least amount of waste, money, or unnecessary effort possible.

"There is, without a doubt, nothing more pointless than putting up considerable effort into something that should not be done at all."

Employee efficiency is a feature of an employee that is related to the speed and precision with which an employee completes a particular assignment. The management of skills in a company is a critical component that cannot be overlooked, especially when it comes to ensuring staff productivity and efficiency. Employees must be equipped with the required skills to ensure that their work is completed quickly and efficiently. The ability to be efficient on the job requires the possession of particular abilities, which may be technical in nature or conceptual in nature, strategic or managerial in nature.

Every management team is driven by the desire to achieve the organization's objectives. The amount of efficiency and effectiveness of an organization's human capital is a significant factor of its ability to achieve its goals. As is frequently observed, the significance and utility of the structures, positions, and duties that have been established in an organization can only be fulfilled via the activities and efforts of the organization's human capital. A large part of an organization's capacity to fulfill its objectives is dependent on the skills and capabilities of its human resource base.

Skill management is built on a foundation of fundamental information, extensive practice, and feedback on the outcomes of those practices on the skills of employees. Participation in an industrialization, skill-building, and capacity-building process that results in the optimal exploitation of human resources skill is another issue that many organizations are dealing with.

The majority of studies on skill management focused on organizational performance, and they are too old for this latest study, also, no study has examined how skill management affect employee performance in government agency, which serves as another challenge and demonstrates the necessity for more recent research on skill management and organizational performance management. Sutcliffe, Chan, and Nakayama (2005) conducted research on skills, skill management, and information technology skills requirements. Raghadevi and Malini (2020) conducted a study on the social qualities and life skill management of the top achievers at the university. To fill the study gap in the area of the effect of skill management on employee efficiency, this study presents recent findings on those done previously. As a result, the study intended to fill the gap and provide a well-organized inquiry into the effect of skill management (particularly the skill management connected with training and development) on staff efficiency in NDLEA Ilorin, Kwara state, in Nigeria's north-central region. This organization is used because it's a government agency that requires its employees to be efficient and smart enough to catch up against policy violators hence its necessary to examine its employees' level of

efficiency. Among the primary aims of this study is to determine the impact of skill management on the efficiency of employees. To do this, the following specific objectives will be investigated:

- i. determine whether or not an employee's training has an impact on the employee's competence; and
- ii. investigate the relationship between employee development and employee commitment.

REVIEW OF LITERATURE

Concept of Employee Efficiency

Efficiency, according to Khademfar and Amiri (2013), is the ability to accomplish tasks most effectively. Static and dynamic efficiency are two types of efficiency that are frequently discussed. Refinement of current products, processes, or possibilities; improvement in existing conditions are all examples of static efficiency. Efficiency measures the relationship between inputs and outputs or how successfully the inputs have been transformed into outputs. Efficiency is all about resource allocation across alternative uses (Kumar & Gulati, 2010).

Employee Competence

Employee Competency is defined as a set of observable dimensions such as; personal knowledge, skills, attitudes, and behaviors linked to high performance and help the organization gain a competitive advantage (Miller, 2014). Ugwu (2018) stated that competency involves assessable skills, values, and knowledge of an individual related to superior job performance. Levenson (2005) defined employee competence as a set of skills and behaviors specific to a particular job. Caniel and Kirschner (2010) classified competency into two major categories, that are personal competencies and task or job-based competencies.

Employee Commitment

In today's competitive world each organization is confronting new difficulties in regard to maintaining efficiency and creating committed workforce (Redecker & Punie 2017). Presently a day's no organization can perform at top levels unless every employee is focused on the organization's goals. Consequently, it is critical to understand the idea of commitment and its practical result. A vast quantity of studies has been directed to explore the idea of employee commitment (OC). Still, commitment is the most difficult and researchable idea in the fields of management, organisational behavior (Rahman 2009).

Theoretical Review

This study examines the human capital theory as the most fitting theory for explaining how employee efficiency can be enhanced through skill management.

Human Capital Theory (HCT)

This study investigated the Human Capital Theory (HCT), which was first proposed by Schultz (1961) and later expanded by Babalola (2003). It is explained by Human Capital Theory how education (such as training, mentoring, and coaching) boosts workers' productivity and efficiency by imparting important knowledge and skills, which in turn increases workers' future income or lifetime earnings (Netcoh, 2016; Becker, 2002). The human capital model investigates the linkages that exist between education, economic progress, and social well-being, among other things. It implies that education and training are expected to result in enhanced productivity, which is ultimately translated into financial rewards such as better salaries and an increase in the country's Gross Domestic Product (GDP).

It was decided to base this study on human capital theory because it describes how employee talents can be so valuable that they are categorized as assets in a business, and how they can be leveraged to improve the efficiency of workers. In accordance with the hypothesis, education determines the marginal output level of work and, thus, the amount of money earned. The Human Capital Theory is intertwined with the investigation of manpower training as well as employee growth and development. Manpower training, for this reason, emphasizes workers' skills, competence, and commitment, all of which contribute to improving output in the organization.

Concept of Skill Management

A skill is the ability to perform a sequence of tasks that is developed via practice and training. Skill can be defined as being able to perform a task quickly and accurately, which necessitates the acquisition of basic skills. It is possible to learn and develop one's skills by working with other people and by training oneself (Khan & Quaddus, 2018). Yusuf and Rahman (2019) define skill management as the ability to employ reason, thoughts, ideas, and creativity to produce value from the results of one's labor. To become an expert or a professional in a certain sector, one's skills need to be developed and trained through time. A person's attitude can be influenced by their skills, which can be utilized to impact their behavior. Cognitive (perception, knowledge, and belief) and affective (emotional) aspects comprise attitudes, as do conative aspects (behavior in the form of action) (Yusuf & Rahman 2019). Untrained staff members, on the other hand, will stifle the company's aims. In the case of new hires or staff with increased responsibilities, additional skills are needed to perform their duties effectively. When it comes to doing a succession of activities, the potential for skill management comes from a combination of education and experience. Think of skill as the ability to apply your brain's reasoning, thoughts, ideas, and creativity to produce value from the task you accomplish. Khan and Quaddus (2018) defined skill as "being concerned with all the factors which go to make up a competent, expert, rapid, and accurate performance."

Employee Efficiency and Skill Training

Workers are trained to improve their knowledge and abilities. Employees' ability to perform their tasks more efficiently can be improved by training that aims to alter their attitudes. All levels of the company can benefit from training. At the lower level/low level of training, "how to operate a machine" is taught" (Handoko, Gronseth, McNeil, Bonk, & Robin, 2016). Training not only improves the technical abilities of employees, but it also improves their critical thinking and creativity, allowing them to make better judgments at a faster pace and in a more efficient manner. It also helps personnel handle consumers more successfully and respond to their problems more quickly. Organizational goals can only be met with the support of employees who have been properly trained. As long as the company is doing a good job training its employees, it should see an increase in employee productivity as a byproduct of the company's efforts (Dessler, 2005).

The dimensions of skill training are:

1. On-the-Job training: Heath-Field (2021) defined that on-the-job training as a method of imparting new skills, knowledge, and competencies needed for employees to perform a specific job within the workplace. This affects employee competence massively because the more training an employee receives while on the job, the quick and fast the employee gets to understand, learn and become competent in what is been taught.
2. Off-the-Job Training: Heath-Field (2021) defined that on-the-job training as a method of imparting new skills, knowledge, and competencies needed for employees to perform a specific job outside the workplace.
3. Learning by Default: This happens in situations where employees engage more time on their assigned task. This makes employees to know the nitty-gritty of the Job as well as the intricacies which eventually makes the employee competent.

According to Ugwu (2018), a person's competency may be measured by looking at their values, abilities, and knowledge in relation to their job performance. According to Levenson (2005), "employee competence" refers to a collection of abilities and attitudes required for a given position. Personal competences and task-related competencies are the two main areas of competency. As a result, the following hypothesis was put out.

H₀₁: Employee's skill training does significantly affect employee's competence.

Employee Skill Development and Employee Efficiency

Employee development, according to Wiese and Freund (2005), is described as "activities that are particularly targeted to prepare an employee with specified important learning opportunities and training and learning for increasing job responsibilities." Another definition of employee

Employee Efficiency through Employee Skill Management in NDLEA

development provided by Ulrich and Brockbank (2005) is the method of delivering training programs to the employees. Extending its conceptual boundaries beyond technical or managerial training, such a large scope benefits practitioners. Employee development, according to Ansari, Munir, and Gregg (2012), is the process by which a company helps its employees improve their abilities and knowledge by providing them with a variety of training opportunities. Every company has a set of procedures in place that aid in an employee's professional and personal development. Helping an employee become a better worker is one of the most important benefits of employee training and education. The dimensions of employee development are:

1. Personal development: this kind of development takes place when an employee decides to work on him/herself or improve on different aspects of their work-life. It does not necessarily have to be through formal learning. This makes an employee to be more committed to work so as to get improved on the work.
2. Career development: this implies a formal learning procedure that has to do with employees' career upgrading. This mostly helps employee in promotional activities in the organization and thus boosts the commitment level of the employee.
3. Organizational development program: this is a program organized by the organization itself to improve its employees in certain areas of employee work life. This enhances the commitment level of the employees through the after-program benefits employees are likely to get.

Business organizations are well aware of the importance of employee commitment and the role it plays in inspiring their staff. The purpose of this study was to examine the impact of employees' commitment on supported efficiency in Kurdish universities. Commitment to an employer is a person's emotional tie to their job and their subsequent devotion to their employer (Anwar, 2016). Nowadays, every business faces new challenges in terms of sustaining efficiency and cultivating an engaged workforce to stay competitive (Redecker & Punie 2017).

H₀: Employee's skill development does significantly affect employee's commitment.

The Relationship between Skill Management and Employee Efficiency

Employees naturally do not like to work. Thus, the work rate they provide under normal circumstances is slow and doesn't enhance efficiency in the organization. In addition to traditional efforts to gather and develop human capital, a company's HR management system should be examined for its role in acquiring and retaining qualified people (Yusuf & Rahman 2019). There must be sufficient organizational support for HR activities, as well as the ability to adapt internal people management system components, such as those relating to changes in labor market conditions, to those of the company as a whole. A company's efficiency is

determined by its ability to convert raw materials into finished goods. A surprising number of findings were drawn from both large and small businesses when it came to the impact of human capital on performance (Khan & Quaddus, 2018).

Empirical Evidence

Taruru, Keriko, Ombui, Karanja, and Tirimba (2015) investigated the Effect of Coaching Programmes on Employee Performance in Kenya. The result confirmed that both executive and business coaching exerts a negative effect on employee performance. Findings also showed that team coaching and personal development coaching exert a positive effect on employee performance.

Adelere, (2017) examines the effect of staff training and development on organizational performance with reference to Nigeria Bottling Company. The research findings from research hypothesis one shows that staff training and development has a significant positive and strong relationship with Organizational Productivity, ($r = .843$; $P < 0.05$).

Researchers Enyioko and Ikoro (2017) investigated organizational performance through employee training using Seven Up Bottling Company in Enugu State, Nigeria as a focus. According to what the study revealed, the amount to which an unsystematic approach to staff training negatively influenced organizational production was significant.

Daniel (2018) examined the impact which training has on employee performance bearing in mind that the aggregate of individual performance will culminate in organizational performance. The study showed that employee skill, knowledge and ability gained from training have a significant effect on productivity. Further findings reveal that training has effect on employee commitment to the organization.

Hanafi and Ibrahim (2018) conducted a study in Sudan to assess the effect of staff skills on service performance. Employee competencies have a considerable effect on service performance, according to what the study revealed. In addition, the findings demonstrated that the customer experience had little effect on workers' capabilities and service quality.

In addition, Onyia, Grande, and Lorenzo (2019) assessed a study on how mentorship aspects relate to organizational commitment in Nigeria, which is available online. In this study, it was revealed that the mentorship aspects have a statistically significant positive link with organization commitment.

METHODOLOGY

The survey research design was used in this study as it involves the collecting of information from persons sampled and as it is a formal design. To obtain the necessary primary data for this investigation, a structured questionnaire was developed by the researcher, validated by an

expert in the field of human resources and Cronbach alpha reliability test was conducted on it which yielded an alpha value of 0.89 which is high above the standard 0.6 alpha level of acceptance. Thus, distributed to everyone who participated in the study. The questionnaire was divided into two sections: Section A and Section B. Section A featured questions that asked for the demographic information of those who answered the survey questions. In Section B, the replies from respondents were based on a 5-point Likert Scale with questions that were pertinent to the study, and the results were tabulated. The researcher used a Likert Scale to make it easier for him or her to compare replies among different individuals who responded. The NDLEA employees in Ilorin make up the population, which totals 327 people (Branch Director 2022). The technique of probability sampling was employed. This is to make sure that every population element had an equal selection probability.

The size of the sample was determined by the Krejcie and Morgan (1970) formula, which yielded a total of 177 samples while retaining a 5 percent margin of error. Employees were given one hundred and seventy-seven (177) copies of questionnaires, and one hundred and sixty-eight (168) copies of questionnaires were accurately completed and returned by those who participated in the survey. With the help of the SPSS version 23, the hypotheses that had been generated for the study were tested using multiple linear regression.

Model used for this study is specified below:

As the study makes use of multiple linear regression analysis, the model used therefore are:

Regression model 1:

Ho₁: Employee's skill training does significantly affect employee's competence.

$$EC = a + b_1OnJ + b_2OffJ + b_3LD + \epsilon \dots\dots\dots (1)$$

Where: EC means Employee Competence (dependent variable), A means the constant, b means the gradient/slope of each variable, [OnJ means On-the-Job, OffJ means Off-the-Job, and LD means Learning by Default; (independent variables)], ϵ means error or residual.

Regression model 2:

Ho₂: Employee's skill development does significantly affect employee commitment.

$$EC = a + b_1PD + b_2CD + b_3ODP + \epsilon \dots\dots\dots (2)$$

Where: EC means Employee Commitment (dependent variable), A means the constant, b means the gradient/slope of each variable, [PD means Personal Development, CD means Career Development, ODP means Organizational Development Program; (independent variables)], ϵ means error or residual.

RESULTS AND DISCUSSION

Demographic Data of the Respondents

Table 1: Respondents' demographics

Gender of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	54.2	54.2	54.2
	Female	77	45.8	45.8	100.0
	Total	168	100.0	100.0	
Age of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25 Years	36	21.4	21.4	21.4
	26-33 Years	55	32.7	32.7	54.2
	34-41 Years	49	29.2	29.2	83.3
	42-49 Years	21	12.5	12.5	95.8
	50 Years and above	7	4.2	4.2	100.0
	Total	168	100.0	100.0	
Marital Status of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	84	50.0	50.0	50.0
	Married	70	41.7	41.7	91.7
	Divorced	14	8.3	8.3	100.0
	Total	168	100.0	100.0	
Highest Educational Qualification of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	OND/NCE	36	21.4	21.4	21.4
	B.Sc/HND	104	61.9	61.9	83.3
	M.Sc./MBA	28	16.7	16.7	100.0
	Total	168	100.0	100.0	

Source: Field Survey 2022

Table 1 shows the respondents' demographic data. 54.2% of the respondents were male while others were female. The organization has more employees within the age range of 26-33 years than any other categories of age due to its high percentage of 32.7%. Also, most of the employees in the organization are single as the number of single employees recorded from the

data collected are 84 with 50%. Lastly, 104 of the respondents representing 61.9% are B.Sc./HND holders.

Test of Hypotheses

Hypothesis one: Employee's skill training does significantly affect employee's competence.

Table 2: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.862 ^a	.743	.743	.23258	.670

a. Predictors: (Constant), Learning by default, Off-the-Job, On-the-Job

b. Dependent Variable: Employee competence

Source: SPSS Output, 2022

The result shows the R^2 which is the coefficient of determination gives approximately 74.3%. This implies that 74.3% of employee's competence (dependent variable) is affected by employee's skill training (independent variable) while the remaining percentage of the employee's competence may be affected and determined by other unexplained factors. Also, the R which is the level of correlation between the two variables i.e. employee's competence and employee's skill training shows .862 which indicate that there is high degree of correlation between the variables. This implies that employee's skill training as a proxy of skill management is positively related to employee's competence. Also, since the Durbin-Watson value of .670 is less than 2, thus, the variables are significant.

Table 3: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	109.350	3	36.450	673.828	.000 ^b
Residual	8.871	164	.054		
Total	118.222	167			

a. Dependent Variable: Employee competence

b. Predictors: (Constant), Learning by default, Off-the-Job, On-the-Job

Source: SPSS Output, 2022

The F-statistics are shown from the ANOVA table is significant since the ANOVA significance of .000 is less than the alpha level of .05, thus the result is achieved. Also, the regression sum

of square of 109.350 is greater than residual sum of square of 8.871, this further shows the significance of the overall model, therefore, the proxies which are on-the-job, off-the-job, as well as learning by default are major determining factors affecting employee's competence.

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.786	.276		-2.844	.005
	On-the-Job	.322	.054	.396	5.915	.000
	Off-the-Job	.272	.048	.362	5.655	.000
	Learning by default	.506	.078	.248	6.467	.000

a. Dependent Variable: Employee competence

Source: SPSS Output, 2022

The coefficient of individual independent variables indicated that on-the-job (.396), off-the-job (.362), and learning by default (.248) all have a fair effect respectively as proxies of skill training on employee competence since all the beta values are below 0.5. In addition, the (probability) and t-statistics value of on-the-job (.000) and 5.915, off-the-job (.000) and 5.655, as well as learning by default (.000) and 6.467 further suggest that the relationship between on-the-job, off-the-job, learning by default and employee's competence is significant since alpha level of 0.05 is greater than the p-values of 0.000, 0.000, and 0.000. The conclusion, therefore, is that on-the-job, off-the-job, and learning by default have influence on employee's competence.

Since R^2 of 74.3% is positive and the ANOVA significance of .000 is less than p-value of .05, therefore, the hypothesis which state that "Employee's skill training does significantly affect employee's competence" is accepted and the null hypothesis is rejected.

a. Dependent Variable: Employee Competence

b. Predictors: (Constant), Organizational Development, Personal Development, Career Development

Source: SPSS Output, 2022

Hypotheses two: Employee's skill development does significantly affect employee's commitment.

Table 5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.874 ^a	.764	.763	.25640	1.005

a. Predictors: (Constant), Organizational development, Personal development, Career development

b. Dependent Variable: Employee Commitment

Source: SPSS Output, 2022

The result shows the R^2 which is the coefficient of determination gives approximately 76.4%. This implies that 76.4% of employee's commitment (dependent variable) is affected by employee's skill development (independent variable) while the remaining percentage of the employee's commitment may be affected and determined by other unexplained factors. Also, the "R" which is the level of correlation between the two variables i.e. employee's commitment and employee's skill development shows .874 which indicate that there is high degree of correlation between the variables. This implies that employee's skill development as a proxy of skill management is positively related to employee's commitment. Also, since the Durbin-Watson value of 1.005 is less than 2, thus, the variables are significant.

Table 6: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	198.885	3	66.295	1008.436	.000 ^b
	Residual	10.781	164	.066		
	Total	209.666	167			

a. Dependent Variable: Employee Commitment

b. Predictors: (Constant), Organizational development, Personal development, Career development

Source: SPSS Output, 2022

The F-statistics are shown from the ANOVA table is significant since the ANOVA significance of .000 is less than the alpha level of .05, thus the result is achieved. Also, the regression sum of square of 198.885 is greater than residual sum of square of 10.781, this further shows the significance of the overall model therefore the proxies which are personal development, career development, as well as organizational development program are major factors affecting employee's commitment.

Table 7: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.261	.119		10.625	.000
	Personal development	.517	.047	.623	10.939	.000
	Career development	.579	.060	.673	9.709	.000
	Organizational development	-.378	.061	-.331	-6.171	.000

a. Dependent Variable: Employee Commitment

Source: SPSS Output, 2022

The coefficient of individual independent variable indicated that personal development (.623), career development (.673), and organizational development program (-.331) all have moderate, fair, moderate and fair effect respectively as proxies of employee's skill development on employee's commitment. In addition, the (probability) and t-statistics value of personal development (.000) and 10.939, career development (.000) and 9.709, as well as organizational development program (.000) and -6.171 further suggest that the relationship between personal development, career development, organizational development program and employee's commitment is significant since alpha level of 0.05 is greater than the p-values of 0.000, 0.000, and 0.000. The conclusion, therefore, is that personal development, career development, and organizational development program influence employee's commitment.

Therefore, since R^2 of 76.4% is positive and the ANOVA significance of .000 is less than p-value of .05, therefore, the hypothesis which states that "Employee's skill development does significantly affect employee's commitment" is accepted and the alternate hypothesis is rejected.

Table 8: Summary of Result

Variables	Model I	Model II
R	.862	.874
R ²	.743	.764
Adjusted R ²	.743	.763
F Statistics	673.828	1008.436
Probability (F Statistics)	.000	.000
Durbin-Watson	.670	1.005
Number of Observation	168	168

Source: Field Survey 2022

Discussion of Findings

The analysis of the first objective revealed that employee's skill training such as on-the-job, off-the-job and learning by default have impact on employee's competence. It was observed from the finding that the employee's skill training can influence the employee's competence specifically the employees of NDLEA. From the study, it was demonstrated that employee's competence was affected by 97% of employee's skill training while other unexplained factors account for the remaining percentage. Thus, employee's skill training is significantly significant to employee's competence at NDLEA. This implies that the competence level of an employee is determined by the skills they possess through training. The training makes employees more capable and efficient on their job. The study of Daniel (2018) on the impact which training has on employee performance bearing in mind that the aggregate of individual performance will culminate in organizational performance. Found that employee skill, knowledge and ability gained from training has a significant effect on productivity. Further findings reveal that training affects employee competence and commitment to the organization. This supports the findings from this study.

The analysis of second objective also demonstrates that employee's commitment is influenced by employee's skill development. The p-values of proxy give 0.000 which are less than the alpha level of 0.05 which implies that the personal development, career development, and organizational development program as a proxy of employee's skill development determines employee's commitment. Thus, employee's skill development is significant to employee's commitment. Employees commitment towards an organization is enhanced by the career development, organizational development program and the level at which employees personally

develop their skills at work. This facilitates their effective functioning in the organization thereby making them more active and efficient as work. Cetin, Kizil and Zengin (2013) also examined the Impact of Mentoring on Organizational Commitment and Job Satisfaction in Turkey. They found that mentoring variables (career development, gender, and age) significantly influence organizational commitment. This also supports the findings from this study.

CONCLUSION AND RECOMMENDATIONS

Based on the summary above on skill management and employee efficiency, employee's skill training should be given consideration when discussing factors affecting employee's competence. On-the-job, off-the-job, and learning by default are significant to maximize employee's competence. It is therefore important to realize that employee's skill training should not be limited to one dimension, but also other factors relating to employee's skill training.

Also, employee's skill development had a significant influence on employee's commitment. Employee's skill development such as personal development, career development, and organizational development program are an important factor affecting the employee's commitment.

This study examined the work rate of the employees by studying employee efficiency through skill management. Therefore, to increase the level of organization employees' efficiency in NDLEA in order to achieve improved performance from its workers as well as organizational goals while minimizing time frame should introduce and implement such skill management techniques like employee's skill training in the form of on-the-job, off-the-job, and learning by default as it significantly influence employee's competence positively and employee's skill development in the form of personal development, career development, and organizational development program as it significantly influence employee's commitment positively.

In view of the findings of the result given above, the following recommendations were suggested; NDLEA management should endeavor to train its employees enough for them to be capable and have every required skill for their job to enhance their employees' competence; NDLEA management should ensure that its employee skills are developed in the organization in order to achieve the commitment of the employees. Also, There is a usual practice of extreme autonomy in government agencies which negatively affects employees in area of development and training as they always feel free and relax without urge for skill upgrade. Thus, NDLEA management should incorporate a presentation of certification on relevant skill upgrade and developmental programs into its promotional exercise so as to change employees non-challant notions on skills upgrade and development.

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