THE KEY ROLES OF MANAGERS INFLUENCING THE ENHANCEMENT OF HUMAN DEVELOPMENT OPPORTUNITIES OF WORKFORCE WITHIN GOVERNMENT ENTITIES

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Keywords:	Abstract
Managerial roles, Organisational Culture, Leadership Style, Workforce Development, Training, Performance Management	This study examines the role of managers in enhancing human development opportunities within government entities, focusing on key managerial functions such as leadership, organizational culture, performance management, and talent development programs. Using a quantitative research approach, data was collected from 387 participants and analyzed using SmartPLS, a structural equation modeling (SEM) **tool**, to explore the relationships between these managerial factors and workforce development. The findings reveal that organizational culture and leadership style have the most significant positive impact on workforce development, emphasizing the need for a strong and adaptive work environment. However, performance management does not show a significant effect, suggesting that traditional performance evaluation methods may not directly contribute to employee growth. Surprisingly, talent development programs exhibit a negative effect, indicating potential misalignment between training initiatives and employee needs. Additionally, the interaction between organizational culture and leadership style produces a negative moderating effect, implying that rigid structures in both domains may limit flexibility in workforce development. These findings suggest that organizations should reassess training models, implement development-oriented performance management systems, and adopt a balanced leadership and cultural approach to maximize employee growth. Future research should further explore the underlying reasons for the ineffectiveness of talent development programs and investigate alternative performance management frameworks that focus on employee advancement rather than rigid evaluation metrics.

Introduction

A manager should make sure that the organization meets the expected standards as mandated by the purpose and goals. Therefore, we have found that the manager has to perform a number of roles that can be referred as the discharged of a set of duties in accordance to what is known as administration or management. These include for example organization, control, direction, coordination as well as leadership among other. Therefore, in deep study of the analysis for these roles, scholars have a keen attention. For the same reason of heterogeneity in the context of administration personnel, there is, to the best of the authors' knowledge, no, what is now considered to be a universally acceptable definition in the relevant literature. Thus, in this respect, most recently, the roles of managers have expanded, and acted and invented more than ever before.

Across human development, should be seen as within each organization as a process of expanding choice or option in front of their employees, and the managers and human resource directors and the rest of the management team of each organization make a sequentially choices for those employees, whether it is an economic development or socio- development or political development or a cultural development. If the workforce is the proper focus of development efforts of each organization, then these efforts should be directed towards increasing the available option for choice making in all fields of human activity for the total person being of every employee. Therefore, the managers should understand that the human development is both action and outcome by doing things through the important roles, which are increasing the options of their employees, and together with awareness of the results of the strengthened options.

The Arab Human Development Report published in 2022 has described the widening of the human choices as being strongly connected with two things on the one hand: capability and functioning, and opportunity on the other. The role of a person relates to the worthwhile things the person does or is (may be well-fed, lives for years, and participates in the community). The capacity indexes the various functioning that a person can bring off; it measures the possibility of bringing off functioning. Thus, enlargement of choices for a person means formation or improvement of capacities. People are endowed with potential assets that need to be developed for improving human resources, such as good health, nutrition, education, skill development etc. However, it is obvious that capabilities cannot be employed when no opportunity to engage in leisure, productive work, or social, political or cultural activities is available. While business opportunities may be regarded as more easily attained through factors such as credit, employment, etc., political opportunities will require 'polity' and other related situations. Human development therefore is an equation where on one side are placed people's capabilities and on the other side are placed economics, politics and social possibilities of using those capabilities.

Literature reviews in the work chosen area were also discussed along with the application of related theories to the realities of work organization to determine impact of different skills and different functions on the performance and work of health organizations. It was noted that if a manager is able to motivate the well-trained workforce then they are skilful and have the capacity to perform the respective duties as expected well. Thus, s/he can work to the optimum level and will cause the firm to achieve the intended objectives. In addition, s/he will be able to perform duties through interpersonal, people, and conceptual, technical skills. Depending on the management structure in the business organization, they are categorized in to three broad groups, that is; top, middle and the lower management. There are also some vocation and responsibilities in the management at respective level of management (Sunday& Somoye, 2011).

Still, another research work has revealed that the critical levels of managerial roles of managers are relatively similar irrespective of functions and the level of management while still exhibiting some of differences. More so, John Kotter in his having written widely on the behavioral studies on chief executive officers putting particular emphasis on the fact that people with a defined special functional background that are promoted into general management positions may face a very huge test may be reduced by adequate preparation (Kraut et al., 1989). For any attempt to develop managers there is also a direction that could be more effective in its endeavor to stress more on the differences between the managers rather than looking for resemblance (McGurk, 2011).

It is a fact that indicates that engagement is a measure of the extent of the extra effort that is expected of the employees and the targeted improvement of engagement is your own employees according to the different demographic characteristics of the managers. Organizational engagement in this discussion refers to the favourable disposition that employees have towards their employers. Thus, it could be conceived as containing values that are value additives of shared demographic characteristics. An engaged employee understood the business environment, collaborates with other employees in an organization to try to enhance the organizational performance in his/her job (Wyles & Hemming, 2016). Thus, the involvement of managers in a proper employees' engagement is vital to raise awareness of methods to contribute to the development of the best atmosphere of productivity and engagement in the employees. Similarly, we should place the managers under the constant and growing pressure to 'be leaders' rather than managers in terms of enhancing organizational performance and employees' support, demographic characteristics. This is because of the proximity of contact between the employees and the managers, there can be immediate impacts that are as a result of internal and external alterations. This highlights the core component of communication of the employees' attitude and perception towards the actions taken by the managers in managing the changes to enhance the performance of the support function for change management. This will enable managers to do all the tasks within the organization to change and adapt with the new incident as it should be expected in the field of industry and workmanship. Therefore there is the game of "management art" where managers should give attention to initiatives of change that should be implemented to ensure competitiveness of the organization in the industry. Mess and toybee, according to the above analysis, internal and external contexts of functioning company are dynamic in nature and if the managers do not possess the skills for coping with it, they will lose this game and the organization will lose the capacity to compete as well.

Thus, it becomes almost inconceivable to classify and measure managers with regards to this particular group or role. The 2004 WERS classifies the Standard Occupational Classification of 'Managers and senior officials' as comprising of 11 percent of the workforce in the ninety percent of the organizations! which employed workers who acted as managers. Such cross-country comparisons of managers are contentious, for example, the 2002 Ad hoc survey the European Labor Force Survey had only 3.5 percent of the workers in Germany identified as managers or officials. Hence, the important thing to note about business division managers is that their divisions tend to be socially embedded as miniature bureaucracies, that is, they undertake bureaucratic roles at the same organization (McGurk, 2011).

As to the latter statement, it is rightfully noted that managers and supervisors are "caught in the middle" and changes impact them. Therefore, they are involved in small and significant alterations. Therefore, to successfully manage change, they have to lead their employees and demographic characteristics through change and are typically viewed as key change agents. Hence, there are five roles of managers and supervisors which include the following; communicator, liaison, advocate, manager of resistance, and a coach as postulated by (Prosci, 2012).

This paper was designed to understand Mintzberg's description and summary of various managerial roles of managers, the role of the manager as an academic researcher, the major challenges faced by the manager in performing this role, in order to increase organizational performance. On this note, it is divided into five sections as presented below. Introduction with theoretical references, then review of the managerial roles of Heny Mintzberg. Finally, section

three presents the academic researcher as the third role added to the manager's responsibilities. Section four addresses difference of approach with these roles of Mintzberg and the main tasks of the manager encountering when exercising these roles. The final part suggests conclusion and make recommendations for the further research.

Literature Review

Concept of management and manager:
PDA-E therefore concludes that one of the critical success factors for an organization lies in the constant application of improvement across the organization as well as managers who offer outstanding leadership; visibility and engagement; and commitment. It is also, therefore, important to note that while decisions makers by virtue of being in managerial capacities could be leaders, leaders in certain cases are not necessarily managers. It should be noted that when provided with a role a leader's action always leads to a better status of the organization. In general, the management is an elaborate process if a highly developed cognitive, interpersonal, presentational and political skills are to be applied successfully within the target organization. Also, the managerial competencies or characteristics are numerous and diverse: personal, technical, social, emotional, cognitive, political and so on. As a result, all the research points out that management is an interpersonal, dynamic, and perceiving process which involves becoming maintaining a fragile micro-social order for work to be accomplished (Barnard 1938).

Additionally, today the manager is not an organizer and commander of tasks and resources but rather the champ in reigniting a variety of interest groups (Dalton, 2010). There are varying approaches to defining the concept of a manager, but all of them make it quite simple to define a manager as a person who oversees an organization or some part of it. As a result, they assume a particular type of supervision regarding the control over the target group or subordinates.

The manager is considered as a crucial element for any institution that wants to achieve the best in performance and growth of the work force as per quality standards (Sunday& Somoye, 2011). For that reason, more studies have provided a definition of the term manager before discussing about them in the organization. This paper was about understanding what the term ''manager'' encompasses, the categorisation as well as the portrayal of managerial positions in today's organisations. The authors described the manager as a person who engages in the main fundamental tasks of a manager, namely planning, organizing, motivating as well as controlling and is the authority of a given human team (Cieslinska, 2007).

Moreover, according to J. Penc, the definition of the manager are defined as an employee who is assigned for managing, performing all the functions and utilizing all or a part of organizational resources with the aim of reaching the goals of the total organisation or its part (Penc, 2000). Thus, managers, who seek to manage enterprises in the right manner, have to be prepared more and more, and perform on many 'poles'. It should be noted that they should be flexible to undertake multiple tasks, change them, even develop new ones, play multiple roles, change roles, adapt them among others (Cieslinska, 2007). Management is the exercise and use of essential and efficient work related tactics such as, procuring, allocating, and applying of various crucial resources to facilitate organization objectives and achievements in an efficient manner that would ensure effectiveness of the available resources. Although the manager is someone who formulates the means, purposes, resources, and activities as well as regulates the work of the subordinate towards the

accomplishment of the major roles and objectives of the organisations in the right and efficient manner as planned.

In this case, organization's goals can be said to have been effectively achieved if a manager achieves the target level of outputs with a small amount of resources to give the required level of outcomes. Managers thus spend most of their time and energy so as to effectively plan, organise, direct, co-ordinate and monitor the work of people and other resources with a view to achieving the organisational objectives. For this reason, it tends to be initiating a view that those managers are the true power to any business system or organization. Also, they act as a tool toward the realization of the goals and aims of the organization for its survival and sustainability.

REVIEW OF MINTZBERG'S MANAGEMENT ROLES

A change manager can have various responsibilities in any organization since the concept encompasses a broad range of techniques that fit into every part of an organization. These are that they are the essence of managerial work and that they should be performed effectively over all the roles all the time with no exception for one role over another. A manager is a complete business person knowing the strategic, tactical and operational responsibilities incumbent on a manager at any given time, these responsibilities may not be written down in the manager's job description but may be expected of him/her at any one time a manager has to act like a coach, strategist, planner, negotiator, etc. These roles may vary from one day to the other but one thing that must not change is that a manager should be familiar with all of them and how to go about handling them.

This implies that, a manager should gain knowledge of the global business and organizational functions, aims, his accountability, and how to benefit all stakeholders within the organization, be they are internal or external. Therefore, as Minzerberg was trying to establish the priority of the managerial roles and behaviors in their careers of several chiefs of executive officers [CEOs], he found that, the manager spent most of his time, time to, time in executing ten particular roles.

Before defining the general concept of managers, it is important to disintegrate it to the lower levels so as to explain what takes place at organizational level when somebody is referred as a manager. He described managers as those who plan, organise, learn and control making use of the concept of the management in general. But Henry Mintzberg at the McGill University was not content with such categorization which led to carrying out a study more about the managerial roles of managers based on what really existed in their job. Naturally, Mintzberg went on to seek for what he deemed a more sustainable and helpful conceptualisation of managerial roles. In addition, he is able to give a far clearer explanation of what managers do by researching and watching in detail what managers actually do.

Thus, Mintzberg proved that manager operates three interpersonal, informational, and decisional roles within their organization. Each of the three categories gave broad responsibilities that creatively belong to the same distinct theme where those managers possess authorities that could make them take one main or sub role or another rather than have a set position in the organizational structure to perform specific responsibilities. Therefore the categorisation into three main categories was dubbed as Mintzberg's managerial roles. That include interpersonal, informational and decisional roles. (Hartzell, Sherri, 2016), and these roles are presented in Figure 1.

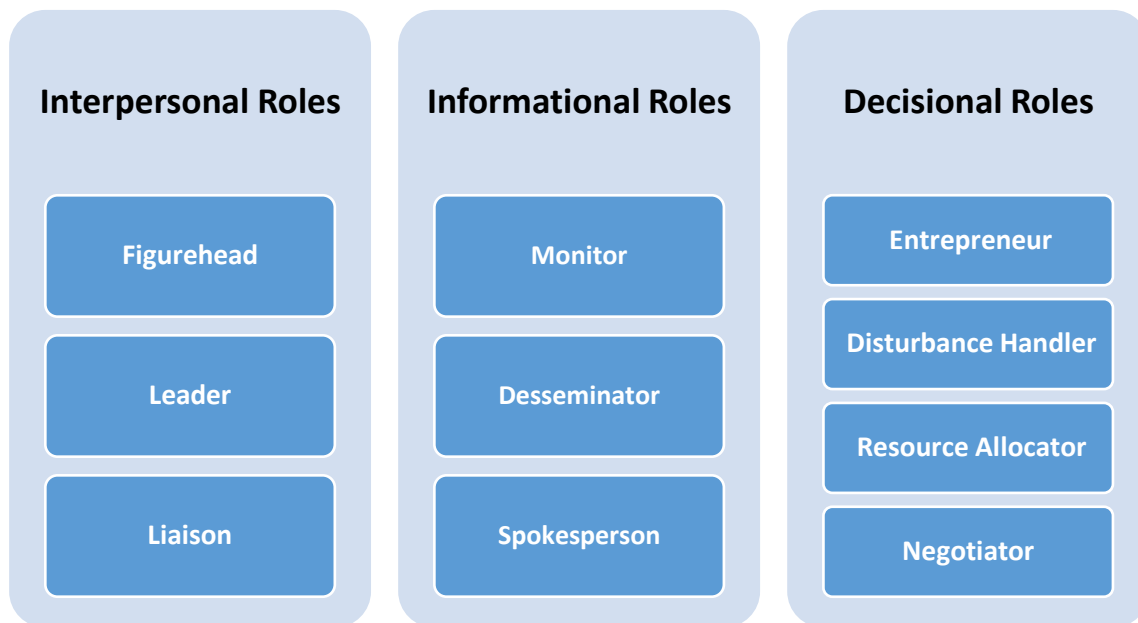| Interpersonal Roles	Informational Roles	Decisional Roles
Figurehead	Monitor	Entrepreneur
Leader	Desseminator	Disturbance Handler
Liaison	Spokesperson	Resource Allocator
		Negotiator

Figure 1: The main 10 Managerial Roles of Manager to Mintzberg's Classification

And the current study will touch on each role of the main 10 managerial roles in further clarification as follows:

Interpersonal Roles
The first of them is interpersonal role which is derived directly from formal authority because if a manager did not have such authority and status in the group, he or she would not have the same sort of relations to subordinates. In interpersonal roles, mangers deal with employees as well as their demographic factors with the intention of accomplishing organizational goals and supporting the positive interaction with the people. Thus, they perform three critical tasks which are depicted as: The figurehead roles, leadership roles and liaison roles, and each of the roles has been discussed as follows.

Leader: Different authors refer to mangers as leaders and since leaders are held responsible for the work and performance of all subordinates. Managers are expected to recruit and train people in their own line of operation as well as motivating the subordinates in order to enhance performance and seek to achieve the laid down organizational goals. On a contrasting note, managers should conduct the collection of feedback concerns by engaging the employees since not a single piece of feedback is received at once (Chew, et al, 2006). This action benefits the managers in the organization to offer support and motivation to their employees depending on their demographic characteristics at the right time and in the right manner to achieve high productivity. It is thus the reason that they are also referred to as leaders because their performance makes the difference between meritorious and worthy performance in their organization since they act as a link between the organization's goals and objectives and the employees.

Figurehead: Mangers as figureheads mean that they are the formal head of organizational sub units and their role entails performing display activities. These colleges of duty may include say, for the initial days in the organization taking a newly hired and orientated employee to lunch, going for the wedding of the employee, or even having a meeting with foreign dignitaries. While some of

these may not sound very significant in the organization, they help the organization to operate effectively. In this capacity, the managers will be in a central position to enforce discipline while at the same time motivating the members of the workforce. They have to provide a value for the symbolic exchange of goods in the form of figureheads to be given to the employees depending on demographic variables. By this value, a manager could gain their buy-in the environment of work or preserve their loyalty for the organization itself.

Liaison: Liaisons also involve the responsibilities of mangers with their organization, subunits and other people outside the organization. Being an action, it helps managers to make contacts with their colleagues, customers and supplies which can become the source of information. This role entails interaction with other workers in the organization as well as the outside worker. In the process of executing their responsibilities, the managers must make sure that the communication plays its critical role in dissemination and, therefore, proper reception of information by all personnel involved (Chew et al., 2006).

Considering the fact that each one of the individual roles within interpersonal roles will lead respectively to the second role of managers. The interpersonal roles can provide them with excellent opportunities to gain access to key pieces of information that contribute to the informational roles. Thus, without formal interpersonal roles any mangers would not be in a position to obtain such information in the first place and more so, when it is appropriate to serve their organizations.

Informational Roles

Furthermore, managers have the responsibility of collecting information, transmitting information as well as disseminating information. They will be proactive in creating and dissemination of the rightful knowledge for the achievement of organizational objectives. This is because, in their informational capacity, managers act as a monitor, as well as a disseminator of information and as a spokesperson.

Monitor: In this role, managers are supposed to look for information in the environment through researching, identifying and selecting the desired information from an ideal source. This information can be received from managers over a large number of networks and may be either requested or offered. Managers should inform themselves on the current situations, trends and changes taking place in the international environment of business to pass the information to the team. In this role he is monitoring the team, ensuring that the performance standard being attained reflects their target regularly and identify possible altercations in the business or the industry.

Monitor: Another role of the managers entails processing valuable information that he has acquired as a monitor then passing the information to other relevant individuals.

This role is so crucial in the organization where subordinates would not access such information that is essential to them in their functioning and specifically most probably, they are bereft of the wide network of contacts that managers possess for performing their tasks as per the current guidelines of industry and business.

The final one is the informative role of a manager and that is being a spokesperson. In this role, managers transfer information to other parties outside the organization. It may be in front an investors' conference, a congressional hearing or a talk with a supplier or any other business

partner, depending on the terrain of the business. Apart from working for the subordinates, the managers have many demands in terms of relationships with the stakeholders such as investors, suppliers, creditors and government agencies among others. Speaking up for the work group still fall under this category it involves expressing the needs of ones work group to others helping subordinates in dealing with the other groups, and representing the work group (Kraut et al., 1989).

Since information workers' roles include providing information for managers, the latter now have what is needed to make a decision on the specific basis to minimize the risks to the organization.

Decisional Roles This occurs because this is the most important component of the management activity. It is a way of applying the right information where it is required to take a decision. In this capacity, managers are going to contribute to the making-decision of their organization or subunit, and that is in large part because of the level of information they receive from diverse sources. The responsibilities entails the manger as a decision-makers in an organization and in this they also function as an: Information is thus sought for by the managers as an entrepreneur in order to enhance the organization or subunit while accruing the benefits of these opportunities detected as a result of the information. Also, the manager may own the business, sometimes he may not own it, but, at any rate the manager has to coordinate the resources of the firm to achieve the intended aims and objectives of the firm (Sunday & Somoye 2011). In general, this role implies improvement process in the sense that the manager defends productivity and effectiveness within their organisation and attempts to influence the change from the development phase to the implementation one.

Disturbance Allocator: This interventionist call is also known as the conflict officer for the manager takes corrective action in the time of conflict. The following defines the role of the managers in relation to such conditions byproviding a response to an event or situation that has a tendency to prevail beyond the management's control and since they incorporate taking that which is deemed to be the best course of action so as to eradicate some factors that hampers the success of an organization.

As a resource allocator the managers determine who in their organization or subunit is to benefit from which resource. This requires things to be planned, reassigned, prescribed, or supervised in tune with the organization's directions such as; time, people, important contacts mean, information, capital, instruments, or even premises. Thus, the manager has the task of identifying where or how to allocate resources to meet the organization's objectives. Apart from resource allocation, the managers also define the organizational structure of their units and sanction decisions before their enactment and also make sure that the delegation is done at the right time.

Negotiator: Another role of managers is that they are negotiation agents of their organizations during contracts and deals with other parties. They are privileged to use organizational resources and also receive information hence managers are distinctive negotiators for the organization. Managers often use negotiations in various situations for the performance of the organization's activities such as; handling of employees' grievances and signing of employment contracts. Particularly, the implementation of these activities is connected with the parties that are outside of the organization, for example suppliers, contractors, and tenders.

Thus, each of these ten managerial roles gives a more realistic picture of what managers are able to do. In addition, each of the managerial roles can be seen as unique and the whole of the

managerial roles is certainly more than the mere aggregate of the parts. Let us for instance consider a manager who is unable to get information. Then, how would they make accurate and timely decisions with the available decision-making information and technique Decision making is crucial in all organizations because: How can they plan, decide on what to fund, bargain or even search for new good investments for the organisation? (Alanis, 2016).

While they have the great authority in providing orders, giving instructions, delegating powers to others or even providing delegations, the responsibility of how the work is done rightly or otherwise rests with the managers. Regrettably, numerous managers fail to understand how much like and unlike other managerial jobs are at the various organizational levels and fields. Therefore, recognising some general and specific tasks for managers, we are able to design and implement methods making these managers equipped with the necessary skills to provide a successful team.

Apart from being in a position to facilitate work, coordinate work better among personnel who are in the managerial posts, then there are other benefits of being flexible in comprehending similarities and differences in managerial jobs. For instance, they are more capable of: (1) Defining performance outcomes and appraising them to the subordinate managers. (2) Prepare others and themselves for transitions to higher organizational levels or different functions. (3) How the new unofficial managers would perform if promoted or transferred to other function. (4) It is certain that management training and development programs are to be matched the needs of the managers as they are promoted or transferred from one position to another. (5) Identify and address the issue of role ambiguity of managers and their subordinates and priorities.

ACADEMIC RESEARCHER AS ADDITIONAL MANAGER'S ROLE

Beside the roles pointed out by this study, and even though its importance as an integrated unit can guide managers to take over their responsibilities and perform all duties and tasks required efficiency and effectively. Yet, there are some critical roles that should still be considered as triggers to distinguish the outstanding managers in which how they manage their organization on a sound scientific basis, rather than managers not thinking outside the box in order to develop the institutional and individual performance of their organizations. The manager should adopt critical thinking or global thinking in order to understand and accommodate rapid changes surrounding workplace whether or not according to the industry area, rather than those that only depend on rigorous templates or stereotypes within the work could not be supported to the creation or innovation areas in particular the ideas that are extracted from the employees continually inside the work places, as well as it don not look to fabrication new solutions or alternatives means could be easy, efficiency, and supportive for the excellence levels of their organizations.

In addition, choosing not to cope with innovation and change is one of the causes to an organization's failure; therefore, the manager should adopt open-mindedness including open discussion of mistakes, negative feedback when warranted, and a culture that is willing to learn (Finkelstein, 2003). Since there are, presumably, few managers aimed at meeting the needs of careers according to the industry standards. So the managers should interest in studying DBA as an important approach for the development of research's role of managers. Especially, DBA is concerned with improving the professional practice of managers, and it is specifically designed to meet the needs of practicing managers, as such, has a great emphasis on the integration of the theory and practice. DBA is aimed at practicing managers in order to develop them in research and analytical skills (Bareham et al., 2000)

The manager should play the role of academic researcher in its content but in essence s/he should adopt the action research to solve different business' issues or problems, and to generate and renew information constantly to ensure the sustainable growth of the organization properly. In addition, action research can contribute to generate knowledge about the problems of practice and how to solve them. Furthermore, its goals are the understanding and improvement of practice, the enhancement of practitioners' ability and their problem-solving capacities to improve their practice, and finally, the generation of knowledge about practice and the improvement process; which is called as a process of collaborative problem solving (Robinson,1993).

On the other hand, while adopting this role, managers role needs to know what action research technologies or strategies they will adopt. Whereas, evolving from action research two of the most popular technologies or strategies are in use today, action learning and action science. Besides the needs to take into account the difference between the two styles, in which action learning is considered a technology leading the discovery of alternative and creative techniques that could enable the managers to accomplish their objectives effectively by solving problems arising in their own work setting in real-time, i.e., their focus will be how to solve any problems based on realistic and their readiness to facing it optimally. While action science is considered as an intervention technology that aims to narrow inconsistencies between one's espoused theories and one's theories in use, and then uncover about theories in use, and in another meaning it can improve managers' interpersonal and their organization's effectiveness by uncovering the hidden beliefs underlying their practical actions in the workplace (Raelin, 1997). In the context of the above, the study suggested an improvement in the managers' managerial roles based on the 10 Mintzberg's managerial roles by redistribution these roles. This model represents the current study's perspective to ensure the alignment and adjustment between these roles actually within the workplace, and at the same time to cover the new roles that are considered pretty important for any manager. It will try to combine research and practice to achieve the most benefit for the organization, as well as it ensures that manger has to be involved in all techniques necessary to reinforce the organization' performance to exceed the expectation in the industry.

Methods

This study uses quantitative research design to test the relationship and association between variables. SmartPLS a structural equation modeling (SEM) tool to analyse data of 387 participants. Its handling of complex relationships among multiple variables and the measurement errors are what justifies this approach. By adopting a quantitative method of selection, a study on impact of managerial roles on human development opportunities within the government entities is achievable with objectivity, reliability and statistical validity. Through this, the study can adopt a structured research design which allows for the measurement of numerical data, the analysis being systematic where the relationships, patterns and causal effects can be identified. The 387 sample participants provide support for greater generalization of the findings of the study and give more confidence that the study's conclusions are based on solid statistical evidence.

Particularly, SmartPLS justifies its use because it makes use of Partial Least Squares Structural Equation Model (PLS-SEM) integrated to deal with latent variables and complex models. PLS-SEM does not require multivariate normality as required in covariance based SEM techniques (Hair et al. 2011a) and is therefore much more suitable for real world data that doesn't hold normality assumptions. Moreover, the use of SmartPLS also suits scenarios having reflective and formative constructs, both of which could be studied when investigating managerial roles and their

extensive effects on the workforce development process. In addition, the software has predictive ability to evaluate how well the managerial roles that have been identified contribute to employee development outcome. To deal with the complexity of the investigated relationships, SmartPLS offers an advanced statistical framework based on the firm principle that the model estimation and hypothesis testing should always be accurate.

It is justified that the choice of 387 participants gives enough power for SEM analysis. However, according to structural modeling guidelines, robust parameter estimates and stable model are achieved when size of the sample is over 200. The study includes 387 participants, thus ensuring good statistics to minimize the chances of overfitting or underfitting the model. Additionally, an adequate sample size helps promoting external validity, allowing generalization of the findings to other contexts with similar organizations. The study incorporates quantitative methods, advanced statistical modeling, and the data analysis approach, which improves their reliability and credibility, and therefore presents a data based evaluation of the contributions of managers to develop workforce development in the government sector.

Analysis and Discussion

Table 1 Construct reliability and Validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
HD				
OW	0.919	0.920	0.939	0.755
LS	0.910	0.911	0.937	0.788
OC	0.845	0.864	0.891	0.625
PM	0.933	0.990	0.952	0.831
TDP	0.867	0.870	0.909	0.715

Cronbach's alpha, composite reliability, i.e. rho_a and rho_c, and average variance extracted (AVE) were used to evaluate the reliability and validity of the constructs in this study. The internal consistency and convergent validity for all constructs are strong. Reliability of all variables is confirmed by Cronbach's alpha values above 0.70. Human Development Opportunities in the Workforce (HDOW) Cronbach's alpha was 0.919, Leadership Style (LS) 0.910, Organizational Culture (OC) 0.845, Performance Management (PM) 0.933, and Talent Development Programs (TDP) 0.867. These values suggest that the survey items measuring each construct are very reliable and internally consistent.

Other measure of construct reliability was to also examine composite reliability (rho_a and rho_c) in addition to Cronbach's alpha. All the constructs have composite reliabilities (rho_c) higher than 0.89, which attests to high construct reliabilities. The results showed that HDOW obtained rho_c of 0.939, LS observed 0.937, 0.891 for OC, PM reached 0.952, and TDP reached 0.909. The values of these constructs are all greater than 0.70, thereby showing that these constructs are high in terms of reliability and low in terms of measurement error.

Also, the average variance extracted (AVE) values are the indicators of convergent validity, and as all constructs were higher than the recommended 0.50 value, a great portion of the variance is described by its respective construct. In HDOW, the AVE recorded was 0.755, LS recorded 0.788, OC scored 0.625, PM had 0.831, and TDP scored 0.715. As all the AVE values are greater than 0.50, it implies that the scales are convergent valid, implying all the indicators measure the underlying theoretical constructs properly. These results confirm robustness of the measurement model such that these constructs are truly reflective of the intended theoretical concepts and appropriate for conducting structural equation modeling analysis.

Table 2 Discriminant Validity

	HDOW	LS	OC	PM	TDP	OC x LS	OC x TDP	OC x PM
HDOW								
LS	0.653							
OC	0.769	0.668						
PM	0.071	0.092	0.161					
TDP	0.330	0.592	0.549	0.155				
OC x LS	0.394	0.380	0.392	0.037	0.203			
OC x TDP	0.263	0.282	0.348	0.077	0.244	0.708		
OC x PM	0.093	0.060	0.094	0.133	0.085	0.157	0.205	

Via the correlation matrix, the strength and direction of relationship concerning the key constructs of the study such as Human Development Opportunities in the Workforce (HDOW), Leadership Style (LS), Organizational Culture (OC), Performance Management (PM), Talent Development Programs (TDP), and their interaction terms are gained. The conclusion is that there was some association between these variables in varying degrees depending on the other associations.

OC is observed to be in a significant positive relationship with HDOW (0.769) indicating that there exists a positive relationship between OC and the promotion of human development opportunities in the workforce. Similarly, LS and HDOW (0.653) have a positive correlation in that the effective leadership styles helps in the development of workforce. Moreover, it is also found that LS has a strong positive relationship with OC (0.668) which signifies that leadership style and organizational culture are interdependent factors and impact together on workforce related outcomes.

With a correlation of PM (0.071) and TDP (0.330), HDOW has a lower correlation to those, representing a weaker direct association. Similarly, relatively weak relationships are suggested in the correlation of PM and LS (0.092) and PM and OC (0.161). TDP has higher correlations with LS (0.592) and OC (0.549) than with LD (0.332) indicating a stronger connection between talent development programs and both leadership styles as well as organizational culture. This indicates that the nature of talent development initiatives depends on leadership and organizational culture.

When examining the interaction terms, we see that OC x LS (0.394) and OC x TDP (0.263) are both medium correlations with HDOW indicating that the simultaneous impact of organization culture and leadership style and organization culture and talent development programs is related to workforce development. Furthermore, OC $\times$ PM (0.093) also has a weak relationship with

HDOW, suggesting little effect of organizational culture and performance management interaction on the workforce development opportunities. Further strengthening the moderating influence of organizational culture on the outcomes of leadership and talent management are the interactions between organizational culture and leadership style (0.708) and between organizational culture and talent development programs (0.244).

In particular, the results reveal that organizational culture and leadership style are the most important factors, while performance management has only a weak direct influence. The correlation between talent development programs and various key variables is of a moderate level, which implies that the latter are mediator between leadership, organizational culture and workforce growth. Additionally, the interaction effects also imply that organizational culture accentuates the influence of leadership style and talent development programs on workforce development in organizations; and thus, it plays a vital role in shaping human development opportunities in organizations.

Table 3 Outer Loadings

	HDOW	LS	OC	PM	TDP	OC x LS	OC x TDP	OC x PM
HDOW1	0.869							
HDOW2	0.907							
HDOW3	0.848							
HDOW4	0.873							
HDOW5	0.846							
LS1		0.845						
LS2		0.892						
LS3		0.903						
LS4		0.909						
OC1			0.593					
OC2			0.786					
OC3			0.872					
OC4			0.854					
OC5			0.815					
PM1				0.869				
PM2				0.945				
PM3				0.905				
PM4				0.924				
TDP1					0.853			
TDP2					0.878			
TDP3					0.856			
TDP4					0.795			
OC x PM								1.000
OC x LS						1.000		
OC x TDP							1.000	

Finally, the factor loadings as presented in the table provide an assessment of how well the relationships between observed indicators and their respective latent constructs (reliability) and validity. All the results indicate that most indicators load substantially on the corresponding construct, supporting that the selected indicators represent their corresponding constructs.

Indicators of HDOW1 to HDOW5 indicate that these indicators have loadings of 0.846 to 0.907 hence indicating that these indicators strongly measure the construct of Human Development Opportunities in the Workforce (HDOW). Because these values converge to one, these values indicate that the construct of human development opportunity within the workforce is well defined and each item is significant in measuring the concept.

On the same token, the Leadership Style (LS) construct has high loadings on its four indicators (0.845 to 0.909). LS4 has the highest loading of 0.909 which indicates that the representation of leadership style of this item is strongest. This measurement model is validated by robust factor loadings and consistent strong loadings.

The Organizational Culture construct has factor loadings that range from 0.593 to 0.872 with OC1 having the lowest factor loading of 0.593. While all the indicators still have high loadings greater than 0.75, OC1 lower loading may signify that the item is not very representative of the overall organizational culture construct. Whilst the overall reliability is strong as other items (OC2 – OC5) show loadings.

Performance Management 's (PM) construct also reveals high factor loadings of 0.869 – 0.945, with PM2 showing most load of 0.945, implying that this item is most dominant measure of performance management practice. This construct has reliability of these values and because they are consistent.

Factor loadings of TDP construct vary from 0.795 to 0.878 with TDP4 having the lowest value of 0.795. All loadings (all > 0.70), which derive from good convergent validity, are higher than the recommended threshold of 0.70, except for TDP4 which seems to be a weaker indicator with a slightly lower loading.

The remaining loadings of the interaction terms (OC × LS, OC × TDP, and OC × PM) are all 1.000, as expected, since they are interaction terms obtained numerically mathematically. The values of these confirm even further that the interaction constructs are measured without any measurement error in the model.

Therefore, the results show that all the constructs have strong reliability and convergent validity, and most of the factor loadings are greater than 0.70, suggesting that the observed indicators well measure the respective constructs. OC1 and TDP4 exhibited slightly lower loadings, which possibly warrants revision in future studies, yet their inclusion is justified, since they add to the portrayal of their constructs. The strong factor loadings across most of the indictors further strengthens the rigidity of the measurement model, thereby demonstrating that the cumulative constructs are clearly delineated and can be used for the purposes of further structural equation modeling analysis.

Table 4 Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
LS -> HDOW	0.328	0.325	0.054	6.114	0.000
OC -> HDOW	0.520	0.522	0.049	10.669	0.000
PM -> HDOW	-0.013	-0.011	0.039	0.339	0.735
TDP -> HDOW	-0.125	-0.121	0.047	2.646	0.008
OC x LS -> HDOW	-0.090	-0.087	0.037	2.444	0.015
OC x TDP -> HDOW	0.077	0.079	0.053	1.452	0.146
OC x PM -> HDOW	-0.032	-0.033	0.040	0.793	0.428

The results of path coefficients from the structural model provide insights about the relationship between LS, OC, PM, TDP and HDOW in the workforce. Sample, original estimates (O), sample means (M), standard deviations (STDEV), t-statistics, and p-values of these relationships provide the basis for an assessment of the significance and strength of these relationships.

There is a convincing positive and significant effect of organizational culture (OC) on HDOW with the path coefficient 0.520, standard deviation 0.049 and t-statistic 10.669. This relationship is very significant since it is confirmed with a p value of 0.000; therefore a strong organizational culture is significant in bringing about human development opportunities in the workforce. Similarly, leadership style (LS) is significantly positively related with HDOW with path coefficient of 0.328, standard deviation of 0.054 and t-statistics (6.114). With p-value: 0.000, this relationship is further supported, and as a result, leadership style is a crucial effective factor of workforce development.

On the other hand, performance management (PM) has an insignificant impact on HDOW as measured by the path coefficient of -0.013; standard deviation of 0.039; and t statistic of 0.339. Finally, it is conclusive from the p-value which is (0.735) that there is no meaningful relationship between performance management practices and human development opportunities. In the same vein, organizational culture and performance management interaction (OC × PM) is also not a significant influence on HDOW with a path coefficient of -0.032, Sd = 0.040, t-statistic = 0.793 and p-value = 0.428. These results indicate that increasing performance management alone or along with organization culture does not contribute to the workforce development opportunities.

The results for talent development programs (TDP) has a negative & significant effect on HDOW, with path coefficient of -0.125, s.d. of 0.047, t-statistic of 2.646 and p-value of 0.008. The organization's workforce may not always benefit from these programs, thus creating issues such as implementation of these programs or their alignment to organizational needs, this finds out. The

path coefficient and standard deviation for OC × TDP interaction are 0.077 and 0.053, the t-statistic is 1.452, and the p-value is 0.146, where there is no statistically significant effect being found. This result indicates that organizational culture combined with a talent development program does not play a significant role in workforce development.

The independent effect of OC × LS is negative and significant with a path coefficient of -0.090, and a standard deviation of 0.037 and t-statistic of 2.44, and p value of 0.015. It seems therefore, that the two factors, namely organizational culture and leadership style, have individually positive impact on workforce development, but when combined, they create some complexities or contradictions that will have adverse effect on human development opportunities.

The findings generally reflect that organizational culture and leadership style are significant enablers for the workforce development opportunities while performance management was not having a direct impact. Moreover, talent development programs have a negative effect, implying possible problems with program implementation or effectiveness. Finally, the interaction effects show that the joint effect of leadership and organizational culture may present challenges not foreseen before, and thus a deeper investigation into how these two interact in reality will be needed to uncover the truth.

Discussion

This study offers important implications to understand the relationship of organizational culture, leadership style, performance management and talent development programs to the human development opportunities at workforce (Chew et al., 2006). In the results, it is evident that organizational culture and leadership style have a strong positive effect for workforce development and are extremely important for facilitating the environment in which employees will be developed and skills enriched (Mukhuty et al., 2022). The highest positive effect (β = 0.520, p = 0.000) is organizational culture, implying that a solid culture in which the employees' development, values, and engagement advocate for expansion of human development opportunities. This is in line with existing literature on the influential role organizational culture plays towards achieving job satisfaction, improving motivation of employees and fostering professional development. Where culture is very strong, employees learn, improve and strengthen the relationship between culture and workforce development.

Likewise, leadership style (LS) has a strong positive and significant relationship with HDOW (β = 0.328, p = 0.000), which suggests that an effective leadership sets the pace for its employees when it comes to skill and growth acquisition. Transformational, participative, or coaching leadership style of leaders creates a learning supportive and enabling environment for continuous learning, organizational development and engagement (Al Naqbi et al., 2024). Thus, this confirms previous theories that leaders who mentor, give workers feedback, and encourage them for career progress and better workforce improvement. It is also found that organizational culture and leadership styles do not work in isolation, but in conjunction in offering human development opportunities. Surprisingly, however, the use of an interaction term between OC and LS, shows a negative and significant relationship (β = –0.090, p = 0.015), which implies that when both organizational culture and leadership style are strong at the same time, they may have their combined effect of creating unknown or hitherto unforeseen challenges. If this is the result, it may suggest that employees in organizations in which leadership is dominant and culture too has more of a role to play, may sense pressure to match the cultural norms of the organization, reducing the

autonomy in skill development. Alternatively, it might suggest that such a culture and leadership, too, tightly defined, can stifle innovation or restrict diversity of practices in employee growth (Sukmana and Hakim, 2023).

Compared to HDOW, performance management (PM) does not have a significant effect (β = -0.013, p = 0.735) on the HDOW, which implies that organizations cannot rely only on performance management systems to provide human development opportunities. This finding contradicts the general premise that performance evaluations, feedback systems, and systems of reward directly result in workforce development (Ullah et al., 2023). Such result may be attributed to the fact that in most organizations, performance management is generally perceived as a compliance based process and not a development tool for humans' capital growth. If performance appraisals emphasize measuring results more than aiding employee learning and development, then they are unlikely to be an element in the enhancement of human development opportunities. Furthermore, interaction of OC and PM (of β = 0.032, p = 0.428) is not significant supporting the notion that the incorporation of performance management in organizational culture does not significantly impact workforce development. This indicates that organizations should reconsider how performance is managed in the broader developmental goals, rather than considering only the evaluation metrics.

According to a particularly notable and counterintuitive finding, talent development programs (TDP) and HDOW are negatively and significantly related (β = -0.125, p = 0.008). Traditionally, talent development programs are expected to be workforce skills and opportunity enhancing and the finding is incongruent with these expectations as they may suggest some design, implementation and alignment problems, as well as an employee need (Khassawneh and Abaker, 2022). This negative effect can be explained by several possible explanations. Secondly, talent development programs may not be properly customized to employees for their aspirations and career paths, hence employees can get disengaged and dissatisfaction. In case the employees identify the training programs as not relevant, general or without career progression prospects, it may as well mean that there will be no enthusiasm in participating in the development programs for the workforce. Secondly, the structural problems in the delivery of the program include limited (access), poor (execution) and lack of a follow up mechanism which prevents the actual application of acquired skills at work. Lastly, talent development programs may be seen as selective or exclusive, and therefore provide opportunities of professional growth just to a subset, not to the whole workforce, thereby contributing to disparities in professional growth opportunities.

There is no significant relation between OC and TDP (β = 0.077, p = 0.146) which implies that the combination of organizational culture together with talent development programs does not further development of the workforce. One interpretation of what this suggests is that although a powerful organizational culture promotes employee development, development programs must independently make structural organic improvements in order to be successful. Needs assessment, tailoring of training programmes and providing learning opportunities in direct relation to career growth and connect with reality must be done by organisations.

Therefore, from these findings, organizational culture and leadership style are key motivating factors in workplace development, whereas performance management does not facilitate employee development. Additionally, concerns are expressed about talent development programs that have a negative effect on workforce growth, to the extent that the potential effectiveness of these programs should be re-evaluated and a fundamental reassessment is in order of how they are

designed and implemented. In addition, interaction effects show that the collectively strong influence of leadership and organizational culture are not always synergistic and may sometimes act as constraints on any developmental opportunities. Consequently, these results highlight the significance of organizations moving towards the holistic development of the workforce by not only developing well structured leadership practices, cultural framework and talent program but also making sure that the tradition of development is aligned with the changing needs of the workforce. To overcome these challenges, training models will need to be reassessed, there will have to be a change of performance management philosophy, leadership style will have to be flexible and inclusive enough to allow human development opportunities are maximized in a dynamic and supportive work environment.

Conclusion

This study confirms the importance of organizational culture and leadership style in facilitating the availability of human development opportunities within the workforce, as well as the shortcomings of performance management, and the side effects of positive impact of talent development programmes. A well structured, employee centered work environment with a strong positive organizational culture has strong positive influences on providing better opportunities for a professional growth. Similarly, leadership style also represents significant role that good leaders initiate engagement, mentorship, and career development. However, the negative interaction effect between leadership and organizational culture implies that excessive structural rigidity in both domains may produce inadvertent negative impact on workforce development which, however, requires a balanced approach. The insignificant effect of performance management prompts the question on the prevailing performance evaluation models, as well as cause suspicion that traditional appraisal systems do not really help to develop skills and promote career growth. In addition, the fact that talent development programs have a negative effect alludes to the fact that a deficit may exist in the design, accessibility, or relevance of these programs, highlighting the importance of organizations going back and thinking about how to carry out these programs in a manner that is consistent with what employees actually need and in actuality want to achieve in their respective career.

Practically, these leadership, cultural initiatives, and talent programs must work in harmony to bring business strategy and human performance together. Future research may be focused on appropriate ways to reverse the negative impact, by studying what kind of structure problem or personalization problem or employee perception problem made that talent development programme ineffective. By the same token, further studies should be conducted to explore other performance management frameworks based on the development of approaches instead of rigid evaluation metrics. The future research may also capture the longitudinal effects, such as change in the leadership styles, cultural shift and changes made in the policy that affects the workforce development in the long run. The organizations should make use of these insights to develop employee driven development models, which dynamic enables all initiatives to positively contribute to the sustainable workforce growth and long term business success.

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