

1 The Relationship between Manpower Development and 2 Lecturers' Productivity in Colleges of Education in Delta State

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6

7 **Abstract**

8 This study was conducted to examine the relationship between manpower development and
9 lecturers productivity in Delta State Colleges of Education. To guide the study, three research
10 questions were raised and three hypotheses were formulated. The study was a correlation
11 study. The population of this study was 842 lecturers in Delta State Colleges of Education in
12 the 2014/2015 academic year. The sample used for the study was 252 lecturers of the Colleges
13 of Education respectively selected from a population of 842 lecturers in the 2014/2015
14 academic year. The sampling procedure used was the random sampling technique. A survey
15 instrument titled ?Manpower Development and Lecturers? Productivity Questionnaire
16 (MDLPQ) was developed by the researcher to obtain data for the study. Data were analyzed
17 using mean scores and Pearson ?r?.

18

19 **Index terms**— relationship, manpower development, lecturers? productivity, Nigeria.

20 **1 Introduction**

21 here are number of factors that contribute to the success of any organization. These factors include: capital,
22 equipment, manpower, etc. These factors are important but the most significant factor is the human factor.
23 Since it is the people that will put the other resources to work, it should be viewed as such by management by
24 giving it due attention in order to achieve its organizational goals and objectives. Manpower planning aims at
25 ensuring that the right person is available for the right job at the right time. This involves formulating a forward
26 looking plan to ensure that the necessary human effort to make it possible for the survival and growth of the
27 organization, thus it becomes imperative to develop the employee, (Onuka, 2006).

28 Manpower development is a process of intellectual and emotional achievement through providing the means
29 by which people can grow on their jobs. It relates to series of activities, which an enterprise would embark
30 upon to improve its managerial capacity. Manpower development is important in any discussion of strategic
31 human resources management. This emphasis on manpower and development is influenced by the belief that it
32 is now desirable to focus more attention on areas which in the past has been relatively neglected because every
33 organization regardless of its size must provide for the needs, interest and desire of its employee within the work
34 environment if it is to earn loyalty, dedication, involvement and commitment necessary to compete effectively,
35 (Onuka, 2006).

36 In fact, human being constitutes the ultimate basis of a nation's wealth. This proposition applies to the
37 organization, which implies that with daily increase and complexity in the organizational activities and the
38 problem ensuring optimum productivity which is fast becoming a challenge as well as imperative for the
39 management of organization, thus, training and development of staff on whom the huge responsibility of furthering
40 these goals rest, must take top priority if the organization must continue to enjoy maximum performance from
41 the staff. The development of indigenous manpower to serve as the propelling force for national growth and
42 development is no doubt a key to Nigeria's socio-economic and political development. This is quite indispensable
43 considering the argument of the concept of transfer of technology as a propelling force for the development of
44 the developing countries of which Nigeria is one.

4 STATEMENT TO THE PROBLEM

45 However, it is important to state that the lack of adequate emphasis on manpower development as a tool for
46 development in Nigeria on the part of government as well as the organized private sector could not be far-fetched.
47 This is based on lack of understanding of both the concept and methods for manpower development in a post-
48 colonial Nigerian State in which the process of human resource development for national growth was distorted by
49 colonialism with the attendant negative orientation that was injected into political leadership. Thus, manpower

50 2 Year ()

51 A development became an elitist design that was geared to favour capitalist mode of production in which labour
52 was relegated to the background among the factors of production.

53 Thus, the central idea underlying manpower development in any sector, including the education sector, is how
54 best to keep employees current, vibrant and versatile so that they can continuously perform their roles effectively
55 in this age of rapid socio-economic, political, scientific and technological changes and globalization. In fact, in
56 has been emphasized, in education, teachers are the foundation of quality; they hold trust for the implemented
57 curriculum of formal education and therefore, are at the centre of the educative process. In fact, no education
58 system can rise above the quality of its teachers ??NERDC, 2004). This is even all the more important with
59 the institutions of higher learning whose mission include research-the expansion of the frontiers of knowledge,
60 teaching and community services, (Peretomode and Chukwuma 2005).

61 Manpower development has become an accepted phenomenon in organizations. In tertiary institutions,
62 lecturers' development programmes are considered very critical. They are planned activities which focus on
63 increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers so that they
64 can possess the necessary abilities to handle complex situations and better perform their job. Through renewal
65 activities, lecturers avoid becoming rustic. The need for lecturers to improve their knowledge, skills, attitudes
66 and behaviours while on the job is even more critical now in developing nations than ever before for a number of
67 reasons. For instance, academic programmes in our universities rarely adequately prepare candidates as "finished"
68 products for their future positions and their accompanying responsibilities. There is also the issue of knowledge
69 explosion. Tertiary institutions are also in constant flux and there are willing and unwilling lecturers to be
70 trained and retrained on regular basis as globalization and the economy and competition for talents is becoming
71 worldwide.

72 The above situation implies that lecturers need to keep abreast of the time and the trends of knowledge
73 development in their discipline so as not to become obsolete and redundant. The ultimate goal of selfdevelopment
74 is the enhancement of individual's job satisfaction and the optimization of skills, talent and task accomplishment.
75 Manpower development of lecturers in tertiary institutions should be geared towards acquiring or sharpening the
76 capabilities of lecturers required in performing various obligations, tasks, and functions associated with or related
77 to their present or future expected roles. The benefits of training and development of lecturers have been identified
78 to include increase in knowledge, skills and the development of positive attitude to work, increased personal and
79 organizational productivity, and quality services. It can bring about improvement in morale, inculcate sense of
80 belongingness, reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination
81 of both human and material resources within institutions of higher learning.

82 3 II.

83 4 Statement to the Problem

84 The human resource (manpower) is considered the most critical aspect of educational survival when adequate
85 supply of materials and financial resources that will bring about the desired productivity is available in the
86 institution. The importance of lecturers' professional renewal in colleges of education cannot be over emphasized.
87 In spite of its apparent merit, there are still many employers particularly in the education industry who do
88 not commit sufficient funds to the development of their employees. They consider staff development as a waste
89 of meagre resources because of the high cost involved. However, educational institutions plan meticulously for
90 their investment in physical and capital resources and these plans are reviewed with utmost attention while the
91 institution pay less attention to human capital investment in which the capital and equipment provided will be
92 in vain if there is no human resource to manage them. There is speculation that colleges of education do not
93 consider the necessity for a well-defined and sustained training and development for staff in order to upgrade
94 their performance.

95 Colleges of education in Delta State have lecturers of different academic status. The principal criterion for
96 promoting lecturers from one level to the other is the lecturer's productivity defined in terms of research output
97 or publications in referred national and international journals and text books. Some of these lecturers have
98 participated in self-sponsored staff development activities and few others have benefited from their institution's
99 sponsored staff development programmes. One thing that is not certain or that has not been determined
100 empirically is whether those who have participated in manpower development programmes are more productive
101 than their counterparts who have not. Hence, the need of the researcher to examine the extent to which manpower
102 development enhances the productivity of lecturers in Colleges of Education in Delta State.

103 **5 III.**

104 **6 Research Questions**

105 The following research questions were raised to guide the study. IV.

106 **7 Review of Related Literature**

107 Human capital development theory appears to be most appropriate for this study. Human capital theory as
108 propounded by Becker (1964) is the most influential economic theory of western education, setting the framework
109 of government policies since the early 1960's. It is seen increasingly as a key determinant of economic performance.
110 It is recognized that the growth of physical capital stock depends to a large extent on the existence and
111 accumulation of well developed human capital. This entails the process of increasing knowledge, skills and
112 the capabilities of all people of the country. Becker (1964) suggested that education or training raises the
113 productivity of workers by imparting useful knowledge and skill. Adam (2012) and Veenstra, (2011) highlighted
114 the significance of human capital development in production. Marshal viewed education as a national investment
115 and the most valuable of all capital is that invested in human beings. In his book "The Wealth of the Nations"
116 (2012) Adam formulated the basis of what was later to become the science of human capital. Over the past two
117 centuries, two schools of thought can be distinguished. The first school of thought (Classical School of Thought)
118 distinguished between the acquired capacities that were classified as capital and the human beings themselves
119 who were not. The second school of thought (Neo -Classical School of Thought) claimed that human beings
120 themselves were capital. In modern human capital theory, all human behaviour is based on the economic self
121 -interest of individual operating freely within competitive markets. Other forms of behaviours are excluded or
122 treated as distortions of the model. Kwon, (2009) presented a prominent explanation that a recent reformation of
123 Human Capital Theory which has stressed the significance of education and training as the key to participation
124 in the new global economy. In 2010, the Organization of Economics Cooperation and Development (OECD)
125 encouraged the governments of advanced economies to embrace policies to increase innovation and knowledge in
126 products and services as an economical path to continued prosperity. Economists are in support that it is lack of
127 investment in human capital that has been the bane of the slow growth of less developed countries. The reason
128 that poor countries develop less is considered to be the insufficient stock of capital. Unless such economists
129 formulate and pursue an articulate course capital by spreading education, knowledge and know -how and raise
130 the level of skills and physical efficiency of the people, the productivity of the physical capital is reduced especially
131 in the educational system, (Kwon, 2009).

132 Human capital development theory is relevant to this study. Since human capital is the backbone of human
133 development and economic development in every nation. Thus at the macro-level, human capital management is
134 about three key capacities, the capacity to develop talent, the capacity to deploy talent, and the capacity to draw
135 talent from elsewhere. These three capacities form the backbone of any country's human capital competitiveness.
136 There is strong evidence that organizations that possess and cultivate their human capital outperform other
137 organizations lacking human capital.

138 **8 a) Concept of Manpower Development and Productivity**

139 Manpower development is a long term educational process whereby managerial personnel and other category of
140 employees learn conceptual and theoretical knowledge for general purposes, (Alimi, Bukar and Ahmadu 2012).
141 Prior to this, there must be a sort of human resource planning. Invariably, this is a process of systematically
142 forecasting the future manpower requirements of an organization and providing plans to acquire develop and
143 deploy the human resources required to achieve the objective of that organization, (Babalola, 2007). Manpower
144 development which aims at preparing the employees for higher responsibilities in the future can be a valuable
145 aid or can complement training but it is usually difficult to carry out effectively. Here, staff personnel or career
146 development are used to mean the same thing; namely, the systematic development of the individuals career so
147 that his interest and abilities, education, formal and informal training and work responsibilities are related to
148 each other with the intention of realizing his full potentials. Apparently, it has two complementary objectives.
149 In the first instance, it is intended to help the individuals to make the most of his abilities and thus to do as
150 well as possible in his career. Secondly, it aims to help the service as a whole by improving the motivation and
151 effectiveness of the individual, (Alimi, et al 2012).

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155 Development on the other hand, is a systematic process of educating, training and growth by which persons
156 acquire and apply information, knowledge, skill, attitudes and perceptions. It is a long term educational
157 process whereby managerial personnel learn conceptual and theoretical knowledge for general purpose. For
158 other scholars development is a course of action designed to enable the individual to realize his potential growth
159 in the organization. It also involves the preparing of employees for higher responsibilities in the future. To

12 ECONOMIC FACTORS: C) RELEVANCE OF MANPOWER DEVELOPMENT AND LECTURERS' PRODUCTIVITY

160 develop staff is to make them grow with the organization so that they can be best fitted for available higher
161 positions within their capacity, (Dabalen, and Oni, 2010; Humble 2012 in Armstrong, 2008).

162 Organization experts assert that planned human resources development programme through training is
163 essential in any organization in terms of increased productivity, heightened morale, reduced costs and greater
164 organizational stability and flexibility to adapt to changing external requirements. For a plan to be effective,
165 training and development should start with induction and to continue systematically and progressively throughout
166 the subsequent services. That it should include on the job training, instruction on semiskilled work,
167 specialist training for highly technical work and also training for supervisors and training for managements
168 (www.wikipedia.com). However, the role that training can play in human resource development especially in our
169 modern day institution and organization is inestimable and unquantifiable. It is a truism of course that training
170 of staff enhances productivity.

171 Ultimately, the causes of inadequate performance are due to such factors as work location, organizational
172 constraints, and low motivation, (Isyaku 2010). In a nutshell, manpower development is a systematic process of
173 developing all levels of effective managers/employees to meet the requirement of their organization in general and
174 educational institution in particular which involve the analysis of the present, the existing, and potential skills of
175 employees and meet this requirement. Harbison and Myers (2014) defined manpower training as 'the organized
176 producer by which people learn knowledge/skills for definite purpose', while development as they put it " is a
177 broad method of training that is less job oriented but more career oriented" The focus is to harness employee
178 potential, once it can be recognized. By and large, a training and development activities in an organization to
179 some extent is dependent on the policy and strategies of the organization.

180 11 b) Productivity in Higher Education

181 Inyang (2005) defined productivity as the output and input ratio within a given time frame and with special
182 attention to quality and the efficient use of resources. The National Productivity Centre (2011) in the information
183 booklet defines productivity as doing the right things the right way, getting more output within less input, getting
184 more output with the same input, punctuality and promptness, elimination of wastes in all forms, justifying your
185 pay, improvement in all aspects of life, producing more and more of better quality. The summary of all definitions
186 of productivity is the balance between all factors of production that will give the greatest returns for the smallest
187 efforts, ??Oladunni, 2008). Since staff personnel are the essential in all organizations, especially the educational
188 sector, the effective management of staff personnel no doubt has a great influence on productivity.

189 Productivity is a measure produced by input/output analysis. It can be expressed as the Naira value output
190 per man-hour work. Measurement experts on work management agree that productivity could and can be
191 measured. However, there is differing opinion amongst experts as how precise the productivity of the individual
192 or organization could be ascertained especially in such areas as the service industry like the school system.
193 Productivity can be measured at the national, organizational and individual levels. Technically speaking, when
194 productivity is measured, we are actually measuring the efficiency of the organization or the individual in question.
195 Given different industries as well as the fact that there are many interpretations of productivity, the different
196 industries employ different yardsticks to measure productivity. It is generally accepted that productivity measure
197 indicates a rate of growth in capabilities of respective companies and organizations to accomplish and indeed
198 fulfil their mission goals and ensuring that consumers receive the goods and services in good condition, promptly
199 and at affordable prices ??Oladunni, 2008).

200 In the service industry, the relationship between output and input is complex hence it is not to be viewed
201 in a simplistic manner. Indeed experts opine that outcome resulting from the input/output calculations and
202 the standards by which outcomes are measured are often ambiguous. In education, a service industry, one
203 preoccupation with productivity is to look at the main causes of low productivity with a view to promoting
204 higher production. According to Nwachukwu (2012) the major causes of low productivity in Nigeria are economic,
205 sociological, managerial and technological.

206 There should be correlation between effort expended by an employee and the reward that he receives in the
207 organization when an employee believes that equity does not prevail, he is bound to withhold a measure of his
208 productivity. Because of inadequate compensation to employees, there appears to be no commitment. Sociological
209 Factors: Employees treasure a sense of belonging to their organization and would resent any effort on the part
210 of management to perceive and treat them only as agents of production. Many Nigerian employees lack a sense
211 of belonging to their organization and they behave as strangers.

212 12 Economic Factors: c) Relevance of Manpower Development 213 and Lecturers' Productivity

214 Once an applicant has been selected and placed properly by his organization, the next step is to transform
215 him to meet the future requirements of the organization. Such transformation is done by means of training
216 and development. For organizational goals and objectives to be attained; effective, proficient and adept human
217 resource is vital and imperative in every outfit. This is because human beings constitute a vital part of any
218 organization, thus, acts as building blocks and backbones of any organization and determines the level of
219 productivity in the organization. Abiodun (2009) said human resources are the most potent assets that any

220 organization possesses. Without them, machinery/ equipment, materials and even capital of the company will
221 amount to nothing as nothing gets done without the input of the manpower resource of the organisation. Similarly,
222 Resis (2013) affirmed that all activities of any enterprise are initiated and determined by the persons that make
223 up these institutions. He said further that the plants, computers, automated equipment and all other machines
224 that a modern organization uses are unproductive except for human effort and direction. He therefore concluded
225 that every aspect of a firm's activity is determined by the competence and effectiveness of its human beings.

226 According to Adeniyi (2005) manpower or staff training and development is a necessary work activity that
227 makes a very significant contribution to the overall effectiveness and profitability of an organization, for Fajana
228 (2012) the effectiveness and success of an organization lies on the people who form and work within the
229 organization. The observation of Onuka (2006) implies that it is the developed human capital of a nation
230 that constitutes its wealth. ??t Pitfield (2012) is of the opinion that the objectives of training are to: provide the
231 skills, knowledge and aptitudes necessary to undertake required job, and efficiently develop the workers so that
232 if they have the potentials, they would make progress, increase efficiency by reducing spoilt work, misusing of
233 machines and lessening physical risks. Olabisi (2006) submits that training and development aimed at developing
234 competences such as technical know-how to lead others; the need to perform one's job efficiently and the desire
235 to meet organizational objectives of higher productivity and profitability. According to her, the main objective
236 of setting up a company is to make profit and to achieve this organizational goal, adequate manpower and
237 development programmes should be put in place to enhance workers' performance.

238 Training and development may probably mean the same things to a lot of people because they both lead
239 to the improvement of an individual productivity in an organization but there are some significant differences.
240 Training means to educate someone normally, mainly by instruction, drill, and discipline. It is regarded as
241 applying principally to the improvement of skills and hence to learning how to perform specific tasks. In
242 contrast, development emphasizes an unfolding process of bringing to an advanced state; significant consequence
243 of continuous growth, progress and innovativeness, (Onuka and Ajayi 2012). Nwachukwu (2012) is of the view
244 that an organization may have employees with the ability and determination, with appropriate equipment and
245 managerial support yet productivity could still fall below expected standards. This missing link is often caused
246 by the lack of acquisition and by extension utilization of adequate skills and knowledge as well as positive work
247 attitude by employees, which are normally acquired through training and development. For an organization to
248 survive and achieve a reasonable return on investment, the need to train and develop available staff to handle the
249 operations of the organization is essential. Every organization must have a system, which informs its employees
250 about the job requirement; develop knowledge and skill to perform the job efficiently; and this system is built
251 through the mechanism of manpower training and development.

252 Therefore, the concept of manpower development encompasses organizational subsisting staff training and
253 re-training programmes in order to meet up with organizational goals and objectives, as well as the sustaining
254 human resource needs for organizational growth and development. The availability of human capital and its
255 regular development must be combined with effective utilization of all other resources if were not to be a mirage.
256 Thus, manpower development in an organization is the main stay of an organization provided it is put to effective
257 use, (Onuka and Ajayi 2012). Human resource is very critical to any organizational survival and accomplishment
258 of the desired goals of any organisation. However, it has been generally observed that there has been a progressive
259 decline in the ability of the available manpower in Nigeria to cope with the challenges facing many organizations.
260 This trend could be viewed to have resulted to inadequate level of skill acquisition by the employees or their
261 inability to keep abreast with the new modern technological development because of the absence of appropriate
262 and sufficient staff training efforts by organisations, (Onuka and Ajayi 2012).

263 **13 d) Techniques Used for Manpower Development and**

264 Lecturers' Productivity Nakpodia (2013) explained the techniques used for manpower development as follows:
265 case study, conferences and seminars, T-Group section, in basket techniques, program instruction and computer
266 assisted learning (CAL), simulation and gaming, video and audio self development program, lab training,
267 correspondence courses, managerial grid section, a systematic approach, peer teaching, technology as a tool
268 to engage and deliver, follow-up implementation strategies.

269 Case study: In this the individual or institution personnel is required to identify problem, develop alternative
270 solutions and evaluate the problem. It demands discussion and participation by all participants. The case
271 study techniques are mostly used to develop skills for analysing and solving complex and unstructured problems.
272 Conferences and seminars: This involves a lecture delivered by a speaker. It may be a workshop without a speaker.
273 Participants discuss and share common problems. This group discussion encourages analytical thinking. However
274 the success of this technique depends on a good conference leader, who simulates discussion, keeps it on track
275 and summarises consensus. T-Group section: This is designed to help participants learn about themselves and
276 their ways of relating to others. Members become aware of the impression they create in others and sensitivity
277 to their reactions and feelings. It is most suitable for developing better understanding in organisation goals. In
278 basket techniques: This technique presents trainee or school personnel with sample problems in an in-tray or
279 mail-box. A limited time is given to trainees to give solutions to each problem in the entire class to determine
280 the best solution or action. This develops decision making skill of the personnel.

281 **14 Program instruction and computer assisted learning (CAL):**

282 This is designed to train many personnel individually or simultaneously. It is a technique designed to lead the
283 learner step by step toward a desired objective. It is disadvantageous to both slow and fast learners. Simulation
284 and gaming: With this technique an educational situation could be created in the school system. An individual
285 trainee maybe asked to take an action on any event, get result and make a report. Information, decision data,
286 result etc, could be stored in the computer. This technique develops decisions making skill.

287 **15 Video and audio self development program: Lecturers and
288 note learning maybe given on video and audio equipment.
289 This method allow participant to go at their**

290 Lab training: It is designed for a group in the school system to clarify their values, attitude and problems in order
291 to change attitude of members in the school system and increase problem solving probabilities in an educational
292 institution. Correspondence courses: Convenience is the greatest single advantage of the course. It allows the
293 learner to complete a series of lessons at their own pace. Personnel receive training materials by mail and answers
294 are mailed back to the institution. It covers wide range of subjects. It is suitable for development of technical
295 and manual skill for the individual. Managerial grid section: It is a phase program that can last from three to
296 five years. It is usually done with the aim of upgrading the skill of administrators in the institution. It goes in
297 phases. It has the group improvement, inter group improvement, total planning of the organisation unity, it gets
298 to evaluation phase. It is suitable for large organisation. A Systematic Approach: Professional development is
299 an important component of instruction at every school and in every district, yet many schools struggle with and
300 fail to define a systematic approach to staff development. As a result, many training sessions are not deemed
301 meaningful (Holler, Callender and Skinner, 2007). Effective professional development should reflect the best of
302 what we know from data-driven improvement efforts. The process should begin by referencing the mission, values
303 and goals of the organization, as well as identifying gaps between current reality and the desired future ??DuFour,
304 2005). Evidence such as student achievement data, school climate surveys and feedback from students and the
305 community should be used to indicate focus areas. Once these focus areas have been established, the following
306 principles should guide the professional development planning process: grouping messages into content chunks,
307 peer teaching, use of technology, and use of humour and follow-up. Peer Teaching: Learning is a social act,
308 and the experience is deepened when adults are able to learn from one another. DuFour (2005) proclaimed that
309 coaching and peer teaching are critical, integral parts of professional development. Joyce and Showers (2005)
310 echoed that teamwork and partnering are needed to support new learning. However in cooperative learning, peer
311 teachings or group learning, simple focus on working with others allows sharing of responsibilities and tasks, as
312 well as the reinforcement of social skills. Powerful teacher and administrator education is more than a matter
313 of learning and practicing promising techniques and best practices; it involves engagement with others in the
314 exploration of pressing challenges and issues ??Bullough, 2007).

315 **16 Technology as a Tool to engage and Deliver:**

316 Technology can be used to engage participants in manpower development activities and to deliver content at
317 individual workstations in the area of study. While it may be appropriate to have professional development
318 offerings that are specific to particular technology tools, the value of the resources is magnified when technology
319 is embedded into ongoing work related to student achievement areas. As with other types of professional
320 development, the likelihood of retaining and implementing technology skills increases with regular exposure,
321 rather than isolated, one-time events (Glathorn & Jailall, 2005). In the words of Southern California-based
322 technology expert and consultant Sharon Adelgais, "Today's students are dependent upon technology for most
323 facets of their life and want to be educated with it as well. Our professional development needs have shifted focus
324 to meet those needs. We have to train our teachers not only to use technology themselves, but on how they can
325 best utilize it as a teaching tool to keep our students engaged in learning." Follow-Up Implementation Strategies:
326 The ineffectiveness of the often misused "sit and get" approach to training is no secret. The very strategies that
327 teachers are taught to use to engage students for brain-based learning and retention of information are seldom used
328 in the training of adults ??Gardner, 2008; ??Carthy, 2009). Frequent discussions are needed to support the new
329 professional development conversations and to address the challenges when trying to implement anything new.
330 Unfortunately, that follow up component is the one most often disregarded when time runs short (Byrne-Jimenez
331 & Orr, 2007). Regardless of how powerful and meaningful the training, the follow-up activities are what matter
332 most. Depth of learning and daily use of new skills are attributed to a system where educators continuously seek
333 and share learning, and then act on their learning in subsequent trainings, meetings and informal discussions
334 ??Bullough, 2007).

335 17 e) Challenges of Manpower Development and Lecturers' 336 Productivity

337 The end of the teacher shortage simultaneously with the reduction in funding for the encouragement of innovation
338 returns that burden of program improvement squarely to local school districts throughout the nation. Although
339 assistance will continue from intermediate units, state education department and to some extent, federal agencies
340 and philanthropic foundations, a much greater effort must be generated at the local level. The major vehicle
341 for meeting this challenge appears to be assuming the form of staff development strategies, ??Firth, 2007).
342 Staff development strategies are usually associated with certain problems and these problems as opted by Firth
343 (2007) include: concept, basic continuous and integrated into education. Too often administrators view change
344 in limited perspective, taking comfort in changes that occur one step at a time. Each change is intended to bring
345 faculty members into line with current practice, to emulate neighbouring schools, or perhaps to eliminate the
346 most obvious weaknesses. Teachers currently are developing a strong philosophical commitment to change as a
347 professional credo. They also share the same tendency to consider change in small doses. Teachers tend to move
348 down a particular path to a specific point or, in more graphic terms, to jump from rock to rock. Administrators
349 must create an environment with long-range perspective that assumes that a change is merely a plateau enroute
350 to another. In like manner, if teachers aspire to attain status as professionals, they must accept the fact that
351 their circumstance have change, are changing and will continue to change.

352 Basic purpose: This issue concerns the degree to which agreement can be reached on basic purposes for staff
353 development. Administrators expect conformation to program requirements and situation responsibilities. Their
354 belief persists that staff development is something that is done to and for teachers. Many administrators attempt
355 to set the standards that they consider acceptable and, with more candidates available than teaching vacancies
356 to fill, attempt to enforce these standards upon teachers. Teachers desire improvement of their own particular
357 capabilities and professional careers. In many states, teachers have taken responsibility for staff development
358 into their own hands in the belief that such program should be controlled by the teachers themselves. Through
359 contract negotiation, litigation, and other means, teachers have demonstrated the intention to exert a stronger
360 influence in shaping their own destiny. Administrators must recognize the collision course that is inevitable and
361 perhaps imminent if they press to impose their demands upon teachers. The latter must recognize the need to
362 temper their demands with the realization that the school is making a substantial investment in the program.
363 If staff development is to be successful, administrators and teacher must collaborate to establish purposes that
364 encourage teachers to improve their skills within a program that concurrently advances the school enterprise
365 compatible with the intentions of the administration.

366 Common priorities: This issue involves the extent to which direction can be set on common priorities for staff
367 development. Administrators expect to determine the desired changes to be sought in member of the faculty.
368 They seem to provide leadership in installing changes that are deemed appropriate to a particular school situation.
369 The setting of even general priorities to which all schools can subscribe is extremely difficult. Teachers expect
370 to determine their own personal needs for improvement. Preferences often are set on the basis of general needs
371 or frequency of requests. Differences in preparation and experience tend to be perpetuated by the single salary
372 schedule, but far more significant differences in intelligence, personality, interests and similar factors that affect
373 responses to student behaviour and learning styles are not taken into account. Priorities often are set on the
374 basis of general factors or the frequency of requests. Strategies: The strategies itself is another major concern in
375 staff development, the extent to which appropriate strategies or activities for staff development can be selected.
376 Administrators seeking change in the school program utilize strategies that modify the environment in which
377 the teachers function. Some introduce an element or a change in the school agent from outside the system
378 into the existing situation. Others retain a task force or team typically composed of individual demonstrating
379 potential for leadership by brief immersion in a different situation before returning to operate in the target
380 system. Still others concentrate personnel supportive of the change by redeployment, transfer, or removal from a
381 particular school. Participation: This issue focuses on the extent to which participation can be obtained in staff
382 development activities. Administrators expect all staff members to engage in most activities that those leaders
383 conduct or approve. In attempting to involve as many as possible in a brief time period, leaders invariably
384 sacrifice quality. The obsession to involve the staff in the same program ignores the fact that one program,
385 no matter how comprehensive or flexible, cannot serve the needs of all teachers simultaneously. Even a highly
386 efficient operation is unable to bring all teachers to the same level of competence. Staff losses due to resignation,
387 retirement, or new teaching assignments, and new entrants as replacement or additions make "single treatment"
388 staff development programs impractical. Unless a range of activities is available, those who cannot benefit from
389 one program must bide their time until the next phase can be created.

390 Nakpodia (2013) stated the following as the problems facing staff development strategies in Nigeria context.

391 18 Cost:

392 The cost of developing content and materials for the program has been come so high especially with economic
393 recession that carrying out development program regularly becomes a colossal problem.

394 19 Lack of equipment in school:

395 Access to instructional materials like computer, video, and other technical aids are so expensive that so many
396 schools do not have them. This makes development rather incomplete.

397 20 Lack of technical ability:

398 To develop techniques like program instruction, simulation and gaining and even the use of lacking materials in
399 our schools.

400 21 Cost of living:

401 The economy is beating very hard on people that most people are no more interested in learning, theirs is to
402 struggle from morning till night to keep body and soul together that they hardly remember to take courses in
403 developing themselves on the job. Failure to organise development program: Nigerian secondary schools now
404 hardly organise programs such as seminars and workshop, conference etc, the work force has been dominant
405 because of this.

406 22 V. Materials and Method a) Research Design

407 In this study, correlation survey was used. Correlation research allows for the measurement of number of variables
408 and their relationship simultaneously. The design is considered the most appropriate, since the study presents
409 relationship analysis by comparing conditions between Manpower Development and Lecturers' Productivity.

410 23 b) Population of the Study

411 The population of this study was 842 lecturers in Colleges of Education in Delta State in the 2014/2015 academic
412 year.

413 24 c) Sample and Sampling Technique

414 The sample used for the study was 252 lecturers of the Colleges of Education respectively selected from a
415 population of 842 lecturers in the 2014/2015 academic year. The sample represented 30% of the each college
416 population.

417 25 d) Research Instrument

418 A survey instrument titled 'Manpower Development and Lecturers' Productivity Questionnaire (MDLPQ) was
419 developed by the researchers to obtain data for the study after an extensive review of the related literature on
420 manpower development and productivity. The questionnaire consisted of two sections. Section A was use to seek
421 for demographic variables. While section B respondents were required to rate in four-point Likert-type scoring
422 scale of 1-4 with 4 = strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree.

423 26 e) Validity of the Instrument

424 The face and content validity of the instrument were established by the researcher's supervisor and some lecturers
425 in Educational Administration and Policy Study and Measurement and Evaluation department to evaluate the
426 suitability and appropriateness of each item and the adequacy of the instrument. Their useful comments,
427 corrections and suggestions for improvement were taken into consideration in preparing the final survey instrument
428 for the study.

429 27 f) Reliability of the Instrument

430 The reliability of the instrument was determined by the test-re-test method. The instrument was administered
431 to 20 lecturers, from College of Education Ekiadolor Edo State an institution outside the area of study. After two
432 weeks, the same survey instrument was again administered on the same lecturers. Thereafter, the test-re-test
433 reliability coefficient was calculated using the Cronbach Alpha and 0.77 Coefficients was obtained. This high
434 positive reliability coefficients were indications on evidence of the reliability of the constructed instrument.

435 28 VI.

436 29 Results and Discussion a) Hypothesis 1

437 There is no significant relationship between manpower development and lecturers' productivity in Colleges of
438 Education in Delta State. Table ?? showed that the r-calculated of 1.00 is higher than the r-critical value of 0.139
439 at 0.05 level of significant the null hypothesis of there is no significant relationship between manpower development
440 and lecturers' productivity in Colleges of Education in Delta State was retained. While the alternative hypothesis
441 of there is a significant relationship between manpower development and lecturers' productivity in Colleges of
442 Education in Delta State was accepted.

443 30 Global Journal of

444 31 b) Hypothesis 2

445 There is no significant relationship between the challenges of manpower development and lecturers' productivity
446 in Colleges of Education in Delta State. Table ?? showed that the r-calculated of 0.98 is higher than the r-
447 critical value of 0.139 at 0.05 level of significant the null hypothesis of there is no significant relationship between
448 the challenges of manpower development and lecturers' productivity in Colleges of Education in Delta State was
449 retained. Thus the alternative hypothesis of there is a significant relationship between the challenges of manpower
450 development and lecturers' productivity in Colleges of Education in Delta State was accepted.

451 32 c) Hypothesis 3

452 There is no significant relationship between manpower development as related to the productivity of male and
453 female lecturers in Colleges of Education in Delta State. Table 10 showed that the r-calculated of 0.88 is
454 higher than the r-critical value of 0.139 at 0.05 level of significant the null hypothesis of there is no significant
455 relationship between manpower development as related to the productivity of male and female lecturers in
456 Colleges of Education in Delta State was retained. Thus the alternative hypothesis of there is a significant
457 relationship between manpower development as related to the productivity of male and female lecturers' in
458 Colleges of Education in Delta State was accepted.

459 33 d) Discussion of Findings

460 The finding on manpower development and lecturers' productivity agrees with Alimi, Bukar and Ahmadu
461 (2012) who stated that manpower development is a long term educational process whereby managerial personnel
462 and other category of employees learn conceptual and theoretical knowledge for general purposes. Manpower
463 development which aims at preparing the employees for higher responsibilities in the future can be a valuable aid
464 or can complement training but it is usually difficult to carry out effectively. The study is also in line with Humble,
465 (2012) and Armstrong, (2008) who stated that manpower development involves the preparing of employees for
466 higher responsibilities in the future. To develop staff is to make them grow with the organization so that they
467 can be best fitted for available higher positions within their capacity. Planned human resources development
468 programme through training is essential in any organization in terms of increased productivity, heightened morale,
469 reduced costs and greater organizational stability and flexibility to adapt to changing external requirements.

470 The study is also in line with Yusufu, (2010) who opines that training of lecturers in higher institution
471 enhance productivity. According to him "education and training are generally indicated as the most important
472 direct means of upgrading the human intellects and skills for productive employment". Also, the study is in
473 line with Oguntimehin, (2011) who argued that effective manpower training help brings incumbent to that
474 level of performance which needs the performance for job, enhance the implementation of new policies and
475 regulations; prepares people for achievement, improves manpower development and ensure survival and growth
476 of the organization.

477 However, the study disagreed with Dyer (2010), who stated that not all professional problems can be solved
478 by training. Training should therefore not be used when: the potential benefits of the training are questionable
479 in view of the necessary expenditure of resources, the time required for the training is not justifiable in terms
480 of the potential benefits, the resulting changes in behaviour are not functional or useful given goals of the
481 organization, more effective results may be achieved by methods that cost less and or require less time. Abiodun
482 (2009), who said human resources, is the most potent assets that any organization possesses. Without them,
483 machinery/equipment, materials and even capital of the company will amount to nothing as nothing gets done
484 without the input of the manpower resource of the organisation.

485 Similarly, Resis (2013) affirmed that all activities of any enterprise are initiated and determined by the persons
486 that make up these institutions. He said further that the plants, computers, automated equipment and all other
487 machines that a modern organization uses are unproductive except for human effort and direction. He therefore
488 concluded that every aspect of a firm's activity is determined by the competence and effectiveness of its human
489 beings. According to Adeniyi (2005) manpower or staff training and development is a necessary work activity
490 that makes a very significant contribution to the overall effectiveness and profitability of an organization, for
491 Fajana (2012) the effectiveness and success of an organization lies on the people who form and work within the
492 organization. The observation of Onuka (2006) ^{1 2 3}

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²The Relationship between Manpower Development and Lecturers' Productivity in Colleges of Education in Delta State

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a) Hypotheses

The following hypotheses were formulated in the study.

1. There is no significant relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State.
2. There is no significant relationship between the challenges of manpower development and lecturers' productivity in Colleges of Education in Delta State.
3. There is no significant relationship between manpower development as related to the productivity of male and female lecturers in Colleges of Education in Delta State.

[Note: 1. What is the relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State? 2.]

Figure 1:

programme for their employees seriously has become an undisputable imperative. Absence of such staff development programmes in an organisation often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2010) submits that training and development is aimed at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organizational growths; while Isyaku (2010) postulates that the process of training and development is a continuous one. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavour makes staff development a necessity in order to keep track with current event and methods. Griffin (2008); Ajibade (2013); Akintayo (2005); Abiodun (2009) have all drawn attention of Researchers like Griffin (2008), Akintayo (2006) and Lawal (2006) observe the usefulness of training and development in an organization and identified the functions of training as follows: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the follows, therefore, that employees' performance in respect of achieving organizational goals and successes is a

33 D) DISCUSSION OF FINDINGS

1

| S/N | Names of institution | No of lecturers | 30% of lecturers |
|-------|---|-----------------|------------------|
| 1. | College of Education Agbor | 268 | 80 |
| 2. | Fed. Govt. College of Education (Technical) Asaba | 148 | 44 |
| 3. | College of Education Warri | 426 | 128 |
| Total | | 842 | 252 |

Source: Researcher's Field Survey

Figure 3: Table 1 :

2

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Figure 4: Table 2 :

3

| Variables | Mean | Df | r | r-crit. | Level of significant | Decision |
|------------------------------------|-------|-----|------|---------|----------------------|-------------|
| challenges of manpower development | 174.9 | 250 | 0.98 | 0.139 | 0.05 | Significant |
| Lecturers' productivity | 79.7 | | | | | |

Figure 5: Table 3 :

4

| Variables | Number | Mean | DF | r | r-crit. | Level of significant | Decision |
|------------------|--------|-------|-----|------|---------|----------------------|-------------|
| Male Lecturers | 87 | 20.13 | 250 | 0.88 | 0.139 | 0.05 | Significant |
| Female Lecturers | 165 | 20.69 | | | | | |

Figure 6: Table 4 :

as technical, human, conceptual and managerial for the furtherance of individual and organizational growths; while Isyaku (2010) postulates that the process of training and development is a continuous one. Graig (2006), Akintayo (2006) and Oguntomehin (2011) observe the usefulness of training and development in an organization and identified the functions of training as follows: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs; eliminates obsolescence in skills, technologies, methods, products, capital management; enhances the implementation of new policies and regulations; prepares people for 75

It follows,

therefore, that employees' performance in respect of achieving organizational goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude they have been able to acquire from constant manpower development programmes whether through committee/on the job training or in-house training programmes or out of work training courses they attended. Omole (2014) posits that manpower development involves providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programmes. The need for improved productivity in an organization has become universally accepted phenomenon that depends on efficient and effective manpower development. It has further become necessary, in view of modern global advancement, to invest in human capital training and development. Thus, the role played by staff training and development can no longer be over-emphasized. By implication, therefore, the need for organizations to take staff development programme for their employees seriously has become an undisputable imperative. Absence of such staff development programmes in an organisation often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2010) submits that training and development is aimed at developing competences such

Figure 7:

33 D) DISCUSSION OF FINDINGS

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