

**MANPOWER DEVELOPMENT POLICY AND ITS IMPACT
ON AN ORGANISATION**

A CASE STUDY OF MUNYA LOCAL GOVERNMENT,

MINNA

BY

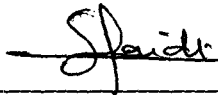
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CERTIFICATION

This research titled “**MANPOWER DEVELOPMENT POLICY AND IT IMPACT IN AN ORGANISATION (A CASE STUDY OF MUNYA LOCAL GOVERNMENT)**” was concluded by **Jiya Elizabeth Amina (Mrs.)** to meet the regulations governing the award of Postgraduate Diploma of Federal University of Technology Minna.



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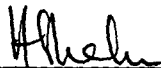
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DEDICATION

This work is dedicated to my late sister MARY TAIDI ABU (MRS), like a priceless treasure, you are irreplaceable in our hearts.

To my Dear Husband, MR. SULEIMAN JIYA, for his support encouragement and patience. I could not have done this without you.

To my son SAMUEL BABA JIYA, I love you.

ACKNOWLEDGMENT

Gratitude to the MOST HIGH GOD for his everlasting Grace and Mercy and for seeing me through this programme.

Special thanks to my supervisor DR. (MRS.) I.N MOGBO for her tireless assistance, constructive advice and encouragement.

Much thanks to my MUM, MRS. T.R TAIDI for her encouragement, prayers and baby sitting. May God give you endless strength and blessing.

My little sister ASE my personal cheer leader. Thank you for helping browse the internet for information. SAMSON, thank you for always being at hand to help out. May God Bless you.

ABSTRACT

The management of any organizational unit involves the accomplishment of objectives through use of the skills and talents of people. To meet these challenges, managers must understand the potential of human resources and then secure, retain and develop these resources. One of the major ways of carrying out such tasks is through formulation of policies which is guidance oriented. This research work on **“Manpower Development Policy and it’s Impact on an Organization”** in Munya local government council was used as the sample Organization Data was collected from respondents through questionnaires, and personal interviews. It was an attitude survey study and data collected were analysed using sample percentage scores to indicate opinion responses. Findings revealed that through the policy many staff have been trained and this has helped to improve their performance at work. However there were complaints that the policy favoured more the indigenes and male staff. Recommendations were drawn from the conclusions and suggestions for further researchers were made such as the fact that commercial organizations should improve the skill and competence of their workers, through formulating good policies that favour staff training of all workers.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

In developed countries, good utilization of resources is always a matter of great concern for achieving manpower training and development, social and economic growth. In the past various governments have endeavored to provide public and private sectors in this country with much needed manpower training and development either by direct or contractual engagements to reduce the yearnings and aspirations. Gradually, this exercise has become an integral part of our national development policy.

The concept of manpower is generally referred to as the human resources, available on any economy. According to Lewis (1975) manpower development is “the process aimed at transforming people that can contribute more effectively to the social and economic development of their society.

The goals of development are maxim possible utilization of human beings in productive activity and the fullest possible development of the skills, knowledge and capacities of labour force.

It may not be possible to separate the economic from the political, even in the realms of analysis. But for all practical purposes, it is true say that a nation’s economic self-reliance is circumscribed as its political self-determination is truncated by its dependence on foreign capital and expertise. This is true of Nigeria during the first decade after independence. Nigeria become independent of British domination in 1960, yet, Multinational Corporation dominates its post-colonial economy. Even in terms of manpower, the involvement of foreigners in managerial,

professional, technical and other skilled categories continued to be very significant.

Unmade et al (1983) indicated that between 1962 and 1970, the cumulative foreign private investment in Nigeria increased from 56.0 percent to 74.9% in the productive sector of the economy as against the period 1960-1961.

In terms of skilled manpower, not only did Nigeria continued to rely on foreigners, it also paid heavily for this dependence on the services provided by the expatriates.

The Federal Office of Statistics' industrial survey of and 1966 cited in Teribit and Kayode (1977) shows that there were more foreigners employed in the manufacturing industries than there were Nigerians, and the latter received less wages and salaries than the former.

Nigerian manpower problem was further compounded by shortages in critical area of the economy. The 1962 to 1968 six-year plan highlighted the following aspects of manpower shortage:

- Inadequacy of executive capacity;
- People with particular skills and the necessary experience were lacking;
- Too few engineers, architects, quantity surveyors and craftsmen caused logs in the preparation of projects;
- The use of foreign planners created special problems;

The colonial governments bureaucracy inherited at independence was oriented more to the administration of men than to the management of complex projects (Dean 1972:123-4).

It is important to note that part of the reason for Nigeria's management shortage was the low level of education and training in the economy. This is typified by the low enrolment in schools at independence. In 1960, there were only 2.9 million pupils in primary schools, 27,400 students in teacher

training institutions, 134,000 in secondary school and 1,399 in only two Universities in the country. (Kasim 1968;4). For a country with an estimated population growth rate 5.6 percentage in the years between 1953 and 1963 (Teriba and Kayode, 1997:14). The low enrolment figures were certain to engender dearth of skilled manpower in the future. Nigeria post colonial development pursuit become severely constrained during the first decade of independence because of short fall in manpower. It was therefore, necessary to execute effective measures to redress the problem and forestall it from having a snowball effect in sequent decades. The Ashby Commission and several others were instituted between 1960 and 1970 with a view of uplifting this educational and manpower position in Nigeria. (Akere and Affioing 1990:12). The commission recommended the establishment of additional institutions to meet the manpower needs for the economy. This gave rise to the establishment of National Manpower Board (NMB) in 1964 responsible for assessing the manpower needs as well as enacting appropriate policies for the economy. Following the observation by the International Labour Organization (ILO) that management development and training programme in Nigeria is inadequate. Therefore, the Nigeria Council for Management Development (NCMD) was established, to co-ordinate and promotes management training, consultancy and research. This was the genesis of the Centre for Management Development (CMD), the operational aim of the council established in 1973 (Akere and Effioing 1991:14). The administration Staff College of Nigeria (ASCON) established in 1973 resulted from a research conducted by the University of Ille-Ife on the training needs of the Federal Civil Service in 1967. the CMD and ASCON have similar objectives, to provide Nigeria with adequate and right caliber of management level personnel to run the affairs of the nation in

both public and private sector. These institutions have helped in the training and retraining of an expanding administrative and business management personnel since their inception (Accelerate Effiong 1990:14-17). The impact of these institutions on manpower development was only to be felt from late 1970. Manpower shortage remained critical through the first decade of independence and even in the early 1970s. Manpower needs for post-colonial development were compounded by the post-civil war rehabilitation and reconstruction requirements. In the second National Development Plan (1970-1974), the Nigeria Enterprise Decree was promulgated, the main thrust of which was an increase in the participation of Nigerians in the economic activities of the country, which was not fully realized because of lack of capable hands with entrepreneurial and management skills to participate in the economic activities. It was therefore, pertinent for Nigeria's progress and development plan, the resolve "to initiate schemes designed to promote the industrial sector" (Teriba and Kayode 1977:29). In pursuance of these development objectives, the Industrial Training Fund, was established in 1971.

1.2 STATEMENT OF THE PROBLEM

In any system of organization there is likely to be administrative problems especially in the area of implementation of manpower development policies. These problems often results to low level of achievement in the organization. The purpose of this study is, therefore, to access the manpower development policies in local government administration and the impact of this on the achievement of organizational goals and objectives.

1.3 Objectives of the Study

The main objective is to study manpower development policies, in the sample local government and their implementation. Also, the study of personnel policies to provide information for continuous reviewing of policies in line with changing environment. The study is also aimed at identifying what employees benefit from polices that affect them so that alternative ways of improving the gains can be determined.

1.4 Purpose of Study

The purpose of this study is stated as

1. To determine or identify the problems associated with manpower development policy.
2. To identify the benefits of these policies to the local government employees.
3. To determine success/failure of these polices to the local government administration.
4. To measure the impact of manpower development training has on local government administration.
5. To suggest solutions to the problems identified as affecting the effective implementation of manpower development policies.

1.5 Research Questions

For effective assessment of the impact of manpower development policies on goal achievement, the study will attempt to answer the following questions.

- a. How and to what extent are the manpower development policies implemented.

- b. What are the manpower development programmes
- c. How many employees have benefited from the programme and in what ways.
- d. What impact has the policy on the achievement of goals and objectives.
- e. What are the issues and prospects of manpower policies in the organization.

1.6 Significance of Study

The findings of this study will provide empirical data on manpower development policy and programmes in organizations. The administrative bottle-necks involved in implementation of manpower development, information on the impact of such policy on achievement of organizational goals and objectives, suggest ways to reduce any identified negative impact that occurs in the course of implementing the policy. This study will also seek to bring to light the defects in the implementation process, it also provides the researcher an avenue to recommend her views on the subject matter.

Generally, the findings and recommendations of the study will help government in planning and decision making, evaluation and feedback.

1.7 Limitation of the Study

This research work was limited to only Munya Local Government headquarters and only workers under the local government were sampled.

1.8 Operational Definition of Terms

- Manpower** - refers to the staff either junior or senior on the sampled local government
- Development** - A course of action derived to enable the individual realize his potential and improve his skill and performance in the organization.
- Training** - Is the process of sending the staff of an organization to learn more skills on the Job to equip him or her mentally and potentially.
- Establishment** - A term used to describe a government organization.
- Local government** - The term used in Nigeria to differentiate government established at the local level from that of urban level. It is the third tier of government in Nigeria.
- Policy** - The process of formulating objectives and laying down the general principles on which the organization will be operated.
- Civil servant** - Though, a general term used for government workers in Nigeria, but in this context represent local government employees.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 History of Munya Local Government Area

Munya local government area is one of the 183 new local government areas created in Nigeria on the 1st of October 1996 by the administration of late General Sani Abacha. Munya local government area was carved out of the present Shiroro local government area. Munya is in Minna Emirate.

Munya is located about 86 kilometers East of Minna, the Niger State Capital.

Generally, the local government is situated in the southern guinea zone of what is referred to in geographical terms as the savannah region.

Land Area

Munya local government has a land area of 1,200 square kilometers and in terms of physical size, it is one of the largest local government areas in Nigeria.

Population

From the National Population Census figures of 1991, Munya local government area has a population of 44,319 people, while based on the 2006 National Population and Housing Census, it has a population of 103,651.

Climate

Munya local government has two distinct seasons. The dry season lasts from November to mid April, while the rainy season last between 5-6 months starting from April. Rainfall varies between 1000 mm and 1,600mm from the North to the Southern part of the area with a mean temperature of 1 38.8C (101.84F) within March.

Occupation

About 80% of the population engage in farming producing both food and cash crops, while in habitants of the river lines engage in fishing and dry season (irrigation) farming.

Others include- wood carving, hunting, pottery, black smiting and petty trading.

The People/Major Tribes

The major tribe widely spoken is Gbagyi. Other indigenous tribes are Kadara, Koro and Hausa. Tribes like TIV, Igbo Yoruba, Idoma, Igbira and Igala are also present religion.

The inhabitants of Munya local government area are either Christian or Muslims with some other African traditional religion worshippers.

2.2 MANPOWER DEVELOPMENT CONCEPTS

To develop means to bring out what is latent or potential in; to bring to a more advanced or more highly organized state; to work out the potentialities of; to elaborate; to cause to grow or advance. Manpower Development within our purview and from the foregoing refers to career growth which of course cannot be attained without adequate contribution of the interrelated and integrated concepts of Education and Training. In other words, any meaningful discussion on manpower development must have recourse to education and training as concepts on the one hand and their contributions to our quest on the other. The three concepts are so interrelated that some authorities sometimes use them interchangeably.

Authorities are however unanimous in accepting that training involves the acquisition of knowledge, skills and attitude required to perform a given

job or group of jobs, duties and tasks and that it is a tool which is inevitable for the development of staff competence. The views of a few of them will suffice for our purpose. Michael Jinks (1979) for instance, defines training as an organized procedure which brings about semi-permanent change in behaviour for a definite purpose. A closely related definition is provided by Lynton and Pareek (1978) as the modification of behaviour through learning experience. Similarly, that provided by Owarish (1974) is equally reinforcing. He posits that training is a continuous process of updating competences for the effective and efficient performance of certain tasks. And for the trainee it implies acquisition of relevant and appropriate knowledge, skills and attitudes, the ability to use them effectively and changing them when no longer relevant. Development on the other hand is defined by William Tracey (1974) as an organized set of experiences, designed to improve job and to prepare personnel with potentials for advancement to a higher more responsible position in the enterprise. The views of Otto and Glaser (1970) are equally instructive. They perceive training as being related to development and education. According to them, training originally skills necessary to perform an economic task. They however later expanded their definition to encompass a broader spectrum of activities ranging from skill to individual development, to organizational change. It is this broadened definition that they regard as training. They further tried to differentiate between training and education by affirming that while training is directly concerned with improving people's performance with regards to economic activities, education has to do with "the acquisition of the art or utilization of knowledge". They perceive education as an all embracing concept that takes into consideration all learning activities, including those targeted towards profit. The authors further established a

relationship between training and development though they pointed out that the terms development and education go beyond the traditional restructured parameters of training. They finally provided another definition that could have elements of education and development which runs thus:

“Training to our way of thinking refers to teaching/learning activities carried on for the primary purpose of helping members of an organization to acquire and apply knowledge, skills, abilities and attitudes needed by that organization to carry out its mission”

Another author who made spirited efforts at establishing an interrelationship between the three concepts of education, training and development and at the same time delineating the concepts is Wyn Reilly (1979). Accordingly, he defines training as the development of a person's skills and attitudes for a vocational purpose. According to becomes a typist. He is instructed in, and practices a number of skills and acquires a certain knowledge that is specifically geared to typing. Most clerical functions, as well as non technical or specialized jobs, according to him, require the acquisition of a variety of skills and knowledge through instruction and practice. The same author sees Education as the basic development of a person's mind and personality without necessarily making any reference to a specific job. He then draws the line of demarcation by pointing out that Education, like Training, is concerned with the development of knowledge, skills and attitudes but is less oriented towards a particular vocation. Rather, it provides a base upon which a person may later be trained for a specific piece of work. In his perception, staff, personnel, or career development could be used to mean the same thing, that is, the systematic development of the individual's career so that his interests and abilities, education, formal and informal training and work responsibilities are related to each other with

the intention of realizing his full potential. In other words, development focuses on growth or progress of an individual in his chosen career, profession or occupation.

In support, Jahns (1981) argues that training is concerned with the role performance of workers in organizational systems. To buttress his argument, he cites Lynton and Pareek (1978) who feel that training is more precisely concerned with the development and maintenance of competences to perform specific roles by persons holding positions in existing systems while education is concerned with the more general growth and development of an individual. Though Jahns sees both concepts as being related, he insists that training encompasses those acts, events, and episodes in which people engage to improve their performance in specific job-related tasks. The factor that differentiates training from education he opines, is the specificity of the position, the person, and the work setting. Education therefore prepares people for relatively undifferentiated roles, positions and work settings, while trainings is concerned with an individual's performance in a specific position at a given work setting.

Jahns further X-rays staff development as intending not merely to help individuals perform in specific positions but also to maximize career potential of individuals as contributors to the organizational system. The goal of staff development, he opines, is to help individuals realize their full potential rather than merely to best fulfil the role expectations of their current positions. In effect, staff development usually requires a variety of training experiences, patterned in a way that affords individuals the opportunity to develop a broader understanding and knowledge of the organization and its various processes and more importantly, of their own capabilities and potentials as within the organization.

It could be ascertained from the foregoing that while education is generalizing and provides an individual with the basic knowledge, skills and attitudes to qualify him for a given position, training focuses on improved competences needed to perform in that position while development is concerned with enabling him contend with higher responsibilities that accompany higher positions along his career path.

One common denominator among these perceptions is learning', in that for each, learning takes place. Learning is a more or less permanent change in human capabilities or disposition not directly attributable to maturation. Sometimes, for learning to occur, there must be instruction. Instruction is the arrangement of external events to activate and support the internal process of learning. It is equally the set of events designed to initiate, activate, and support learning in a human learner. It could also entail a deliberate manipulation of the environment of an individual in order to get him to emit or engage in specified behaviour in response to specified situations. Learning occurs in two main settings namely: the Natural societal Setting; and the Formal Instructional Setting in which are institutionalized and Non-instructionalized settings.

In the Natural societal Setting, adults learn from living in their everyday experiences at work or at leisure. An adult can learn by reading, by conversation, by observing and by participating in the on-going life about him. Such learning as may occur in this setting is achieved largely by chance and it tends to be sporadic and unsystematic. Furthermore, it is casual and incidental as well as inefficient and uncertain.

In the formal Instructional Setting, the element of chance in learning is minimized. Such as setting comes into being when an individual or an institution purposely creates a situation in which the achievement or specific

learning by a specific population is under the direction and continuing supervision of an instructional agent. The formal instructional setting is characterized by:

- (i) Intention on the part of the learner to learn and the instrumental agent to provide instruction;
- (ii) Continuous supervision of the learning process by the instructional agent;
- (iii) Two-way communication between the learner and the instructional agent; and
- (iv) The material to be learned being presented in management units following a systematic analysis by the instructional agent.

These occur quite often in a classroom situation.

The learning process could be summarized as involving the learner being motivated to learn as a result of which his attention is arrested or drawn towards the ideas to be learned. The next stage is the Rehearsal and coding or encoding of the information being passed which is thereafter stored in his memory. At the appropriate time and stage probably on the job situation, the learner searches and retrieves appropriate learned information or ideas to be applied. This is thereafter applied – a concept referred to as transfer. The next stage is Response Generation during which the learning transfer is reflected on the learner's on-the-job performance. Finally, a Feedback stage which ascertains whether or not improved performance is as a result of learning that took place or due to other factors.

Learning could be said to occur at three main domains – cognitive, psychomotor and affective domains. At the cognitive domain the relevant concepts are *knowledge and understanding*. Knowledge entails a cognitive awareness as well as an intuitive comprehension. For instance, one generally

knows how an automobile works. Understanding, on the other hand, entails in-dept cognitive and affective comprehension. An example of this is, “he totally understands the mechanical and electrical functions of an automobile engine. A manager who is very sensitive to how people are feeling will be more competent in building productive relationships”.

At the Affective domain are three main concepts namely:

- (i) Value, which entails Norm or Standard; deep psychologically integrated belief etc. Example: democracy is better than military rule; it is best to own your own house; being independent is better than being dependent.
- (ii) Attitude, which entails a predisposition to behave in a particular way; a feeling or mood, a reaction to a stimulus (situation, experience, people). Example, a sales person will be enthusiastic after completing an important sale.
- (iii) Interest, which entails underlying motivation, continuing desire, psychological orientation. Example; good elementary school teachers must be vitally interested in small children.

It must be re-emphasized that a little bit of time was spent on the term “learning” because of its relative importance in cutting-across the three concepts of Education, Training and Development being discussed. A Schema for these three concepts could be developed and referred to as a three-stage formulation that starts with education and terminates with development. The scheme is as indicated below:



Scheme for the interrelatedness of Education, Training and Development

These three concepts could adequately be perceived as veritable tools for building capacities and competences of employees. An important question that comes to mind is, how are these tools used in building capacities of individuals? The answer to this question is provided by the concepts of methods and techniques.

2.3 DEVELOPMENT METHODS/TECHNIQUES

Development, as earlier noted, prepares the individual or employee for higher responsibilities in the enterprise. Since acquisition of adequate skills enables the employee perform up to the acceptable standard which thus draws a type of recognition that could instigate upward movement of the individual, training methods/techniques could together constitute a development method. This again buttresses the argument about the interrelationship between the terms training and development. Another important development method is On-The-Job Training which is very common, especially when the work involved is not complex. Trainee managers require more coaching, and may be given assignments or projects as part of a planned programme to develop their experience. Different Development methods which directly arise from on-the-job training include:

- (i) Coaching in which the trainee is put under the guidance of an experienced employee who shows the trainee how to do the job. The length of the coaching period will depend on the complexity of the job and the previous experiences of the trainee.
- (ii) Job Rotation which allows individuals to learn and practice a variety of skills and to work in a variety of organizational situations under the tutelage of experienced supervisors. Even experienced supervisors may rotate their jobs, to gain wider experience.

- (iii) **Temporary Promotion. Acting Appointment or “Holding a position against”** in which an individual is moved to his supervisor’s position while the supervisor is absent due to ill-health, attendance of external course or all forms of leave. This gives the individual a chance to experience the demands of a senior position and learns from the mistakes made while occupying such a position.
- (iv) **Understudy**, which is directly related to (iii) above is a situation where a subordinate systematically learns from a superior officer the intricacies involved in performing the job of the superior officer over a period of time. The subordinate officer acquires what it takes in terms of knowledge, skills, attitudes, experiences etc. to perform in the superior officer’s position. The overall aim of this exercise is to prepare the subordinate adequately to take-over smoothly from his superior officer who might be proceeding on one form of leave of the other or on retirement. This, we had earlier referred to as succession planning.
- (v) **Guidance** could be perceived as the process of helping an individual to understand himself and his world. As a process, it is not a single once and for all event. It involves a series of actions or steps which progressively moves towards a goal. As helping, it entails aiding, assisting or availing to an individual, preventive and ameliorating services to overcome the difficulties confronting him. As to individuals, it refers to students, course participants, employees, clients in or out of their work places or other settings. As to understanding self and his world, it means that the individual comes to know who he is; becomes aware of his personal identity; the nature of his person is clearly perceived and the aggregate of

his surroundings and the people with whom he comes into contact is clearly perceived and synchronized to a common frame of understanding.

- (vi) Counseling on the other hand, refers to the process of consulting, discussing, deliberating, exchanging ideas, advice etc, to enable the counselee adjust capably to his environment. Guidance and Counselling thus aim at helping the individual to clear away the entangling and hampering tentacles so that he can be what he really is and contributes more both to himself and his fellow human beings. Guidance and Counselling can therefore be adjudged as a technique that enhances an individual's growth in his chosen career.
- (vii) Self Development and Self Assessment are concepts which personalize what we learn by applying insights to our own lives rather than merely intellectualizing. Self-development is thus learning approach adopted by individuals to increase the ability and willingness of the manager to take responsibilities for himself or herself, particularly for his/her own learning. Obviously, it is not an implied rejection of expert-based training or learning experience rather it is utilizing every-day experience into learning and thereby continuously improving practice and performance. Self-development has two dimensions: Of-Self which is concerned with the expansion and development of self as in self actualization; By Self which is essentially concerned with 'manage-it-yourself' learning. Either way, the individual takes responsibility for learning.

Self-Assessment on the other hand, determines the Worth or value of an experience, action, thought undertaken or about to be undertaken. Self assessment usually revolves on a self-critique by mirroring one's action etc. in the context of the current and future dispositions. Assessment begins by one becoming aware of the learning opportunities which we attach value or meaning to, regarding our roles, relationships and often stereotypes or half-truths which through a self-critique we come to a greater understanding.

2.3.1 APPROACHES TO TRAINING

A number of approaches is adopted by organizations to training. The particular approach or group of approaches adopted by an organization sometimes influences that organization's policy on training. Tom Boydell (1975) identifies five of such approaches as Administrative Approach, Welfare Approach, Political Approach, Organization Development Approach, and Need-based or Systematic Approach.

The approach adopted by an organization becomes administrative if, and where the organization relies on absolute numbers of those who had been trained and those who are yet to benefit from a training programme in the organization. In this approach, selection is made on the basis of 'whose turn' it is to undergo a training programme irrespective of the relevance of the course to the job the employee does or his training requirements, provided there is budgetary allocation for such training.

An organization adopts a Welfare Approach where selection for training is made on a purely motivational basis. Here, training is seen as a means of enabling the individual acquire higher qualifications that should enhance his career prospects either within or outside the organization. It is

also seen as a means of enabling the individual secure some material benefits especially where the training is to be undertaken abroad and 'estacode' allowance paid. In this case, the main purpose of selecting/nominating an individual for training is to enable him meet his personal interests rather than those of his organization. Another approach is that in which an officer is nominated/selected for training on the strength of his lobbying potential. The situation here is more or less that of 'survival of the fittest' especially where some personal benefits could be derived from the training. In this case, the most powerful lobbyist in the organization stands the greatest chance of being nominated/selected for training. Here also, training (particularly the local ones with little or no benefits) is used as a means of getting rid of some officers who are regarded as being troublesome. By the time such officers complete the course, they are already transferred to a different Ministry/Department. This is Political approach. A fourth approach is the Organization-Development approach in which officers are nominated or identified in groups for particular training programmes on the basis of their cadre or occupation. Here, if a particular cadre or occupation or section/division etc. is found not to be performing, training is organized for the entire cadre, occupation or section/division etc. A fifth approach is the systematic approach. In this approach, training is methodically undertaken starting with the first step which is a thorough identification of training needs. This exercise reveals those who really require training on the basis of their skill deficiency, and the type of training they require. They are thus nominated/selected for such training if the courses are available or in the alternative, courses are organized for them within the organization. The course attended is evaluated while it is in progress. It is equally evaluated at the end of the courses especially when the

trained is back on the job to ascertain whether or not the needs earlier identified had been resolved.

2.4 DEFINITION AND CONCEPT OF PRODUCTIVITY

Productivity has been given different definitions by various authors. Mali (1978) defines productivity as a measure of how well resources are brought together in organizations and utilized for accomplishing a set of results. It is reaching the highest level of performance with the least expenditure. He went further to say that productivity refers to effectiveness in reaching an objective, a mission or needed value without serious regard for cost incurred during the process, and without much consumption of resources. Achievements are likely to happen and hence productivity cannot occur. How well these resources are put together and used refers to efficiency of achieving results with minimum expenditure. High productivity therefore suggests minimum use of resources, and efficiency implies the attainment of a level or range of results that is acceptable but not necessarily desirable.

Prokopenko (1978) defines productivity as the "relationship between output of goods and services generated by a production system and the inputs utilized in creating the resultant output. It is the efficient utilization of resources such as labour, capital, manpower etc in the production of various goods and services. Prokopenko's definition could therefore give rise to the following meaning of production: (a) accomplishing more with the same resources.

- (b) accomplishing more or less use of resources.
- (c) accomplishing increase at a faster rate than that of inputs.
- (d) accomplishing decrease at a slower rate than that of inputs.

Tviet (1993) views productivity as something more than science, technology and management techniques of mind that rests on the strong motivation of people to constantly strive towards a better quality of life. This definition again appears slightly different from the first two above in the sense that the concept of “individual’s state of mind/attitude” and “motivation” is included. However, whatever meaning we derive from the definitions above, the basic point to note about productivity is “factor optimization”.

2.5 RELEVANCE OF MANPOWER DEVELOPMENT OF PRODUCTIVITY IN AN ORGANIZATION

The relevance of employee development in any organization be it private or public cannot be over emphasized. The growth of an organization in large and complex operations, whose structures are continuously changing, requires that many employees be prepared for new assignments and challenges in order to achieve optimal productivity levels. In furtherance of this, and the recognition of the human resources factor in production, Sherman and Chruden opined that employee development has become increasingly vital to the success of modern organization, because of rapid changes in technology, which requires that employees possess the knowledge and skills necessary to cope with new processes and production techniques being introduced.

Therefore development activities such as training are meant to develop employees, who will contribute effectively to the goal and objectives of the organization. No organization that aims at high productivity and efficiency can divorce itself from this factor.

2.6 UTILIZATION OF TRAINED MANPOWER

The Utilization of trained manpower is about the most important element of the training process, yet, it appears to be the most neglected by organizations. A trained manpower could be referred to as personnel or employee within an organization who has been exposed to a course of training with a view to improving his competences such that he performs his present or future jobs better. Utilization of trained manpower is thus the provision of opportunities for a trained personnel to put into use newly acquired skills and capabilities. It is along these lines that Bukhala (1974) perceives utilization of human resources as the matching of men, their skills, potentials and their level of development with available or projected jobs in a given process of production. However, there are two categories of utilization of trained personnel: the good, profitable or adequate utilization which involves opportunities for the application of the skills acquired; and the bad, non-profitable or inadequate utilization which Adamolekun (1985) refers to as the deployment of trained staff to a schedule that bears little or no relation to the training experience he has just acquired. Here, utilization becomes non-profitable because opportunities are not provided for the trained personnel to put into use his newly acquired competences.

Training itself is a continuous process of updating competences for the effective and efficient performance of certain tasks. And for the trainee it implies the acquisition of relevant and appropriate knowledge, skills and attitudes, the ability to use them effectively on the job, the capacity of adjusting them when necessary and changing them when no longer relevant (Owarish, 1974; and Jahns, 1981). Training is goal-oriented and also constitutes a major input to the utilization of trained personnel. The goal of

training is enhanced performance, which is achievable through adequate utilization.

2.6.1 POST-TRAINING PLACEMENTS

Having acquired knowledge, skills and attitude from a training programme, the trainee is expected to return to his office and to apply those useful things which he has learned. Adequate placement is therefore important because it is an opportunity for the trained personnel to put into use his acquired skills.

Ironically, a trained personnel may return to his organization at the end of a training programme to discover that his schedule of duties has changed as a result of redeployment to an area where the knowledge acquired would be required (Reilly, 1979). Soneye (1984) identifies this phenomenon of "redeployment after training as a factor which militates against the efforts being made by the Nigerian Government to train and develop its public officers. He contends that officers who are sent on training are deployed without the least regard to the types of training they have had and their career development Adamolekun (1985) seems to agree with Soneye when he notes that there is the avoidable problem of deploying a trained staff to a schedule that bears little or no relation to the experience he has just acquired with negative consequences for the staff and the organization. Similarly, Olugbemi (1987) and Mmobuosi (1986) contend that mal-utilization of manpower resources resulting from inappropriate personnel placement schemes had remained the bane of the Nigerian Chief Service. Thus, Aina (1983) argues that a well-coordinated training and staff development programme should be concerned about placing officers where they can make the best use of their newly acquired knowledge.

The consensus here, therefore, is that for effective utilization of trained manpower, the returning trainee should be placed by his organization on the job for which he was trained. This would provide him the opportunity to put into use the expertise acquired from the training just attended.

2.6.2 LEADERSHIP ROLES

Factors, other than appropriate post-training placement, may enhance or more the utilization of skills acquired through training. One such factor identified by Fleishman et al (1982), Weise et al (1980) and Brooks et al (1982) is the leadership support of the supervising officers in allowing the application of acquired skills. The supervision officers provides this support by accepting the new ideas acquired through training. He also provides facilities such as physically conducive office environment, opportunities and encouragement as well as ensuring the acceptance of the new idea by other colleagues. By so doing the newly acquired ideas will be collectively implemented. Where the superior officer refuses to co-operate, the returning trainee is frustrated in which case acquired skills and ideas will not be put into use. According to Fleishman et al (1955), role conflict borne out of differential orientations results where returning trainees insist on the application of the knowledge newly acquired by them.

That the support of bosses and superiors significantly enhance the prospects of successful implementation of acquired skills and knowledge has been confirmed in separate studies by Jago (1982), Weiss et al (1980) Brook et al (1982) and Maduabum (1985). But while Maduabum explains this support in terms of the commonality of perceptions achieved by people reared in identical or similar environment, Mmobuosi (1983) contends that this needs not be so since people reared in the same situation are known to have different orientation.

However, Mmobuosi and Ekpunobi (1985) and Stifel (1974) demonstrated that perceptual consensus is achievable when bosses and subordinates can obviate the encoder-decoder communication differential, that is, the appreciation of common language in transmitting new ideas may enhance acceptability and application (Havelock 1970).

The foreign highlights a very interesting dimension to the factors enhancing or impeding the effective utilization of trained manpower. That is, the role of the superior officer whose subordinate attended a training programme. Two points seem to emerge therefore: (i) the superior Officer has tremendous influence in placing his trained subordinate since, he among other things, allocates work to his subordinates (Georgenson, 1982), and also creates the conducive atmosphere including providing the tools for carrying out the work (Hoffman, 1982). (ii) if the superior officer had earlier attended a similar course which his subordinate has just attended he is likely to encourage the returning trainee by the provision of facilities including rewards, to apply the expertise acquired from the course (Kelly, 1982; Schein, 1973; Maduabum, 1985; Mmobuosi and Ekpunobi, 1985; Stiefel 1974, and Havelock, 1970).

2.6.3 POST-TRAINING REWARD SCHEME

Another area of interest to our quest is the provision of adequate reward or incentives to a trained personnel to enable him put into use his acquired knowledge and skills. This could be done by creating the right organizational climate which includes provision of adequate materials and financial resources for implementing acquired ideas (Jahns, 1981; and Zaltman et al, 1973). In a similar vein, Aina (1983) points out that a trained personnel can be motivated by providing a conducive organizational climate, conditions and structure that will make his output more than routine

contribution. Different incentives are classified by Otto and Glasser (1970) as: achievement motivation, for which the reward is success; anxiety, for which the reward is the avoidance of failure; approval motivation for which the rewards is approval in its many forms; curiosity, for which the reward is increases productivity to explore the environment and be exposed to novel stimuli; and acquisitiveness, for which the reward is something tangible such as money or materials. In his study of 50 Nigerian senior managers, Mmobuosi (1986) also identified absence of reward for introduction new ideas as one of the factors affecting the application of acquired ideas from training.

The above views seem arguable in that a returning trainee may not necessarily need financial rewards to enable him put into use his acquired exercise. This is because, it seems more likely that the trainee, bubbling with enthusiasms will be very willing to practice what has been acquired without necessarily waiting to be motivated with rewards before he can practice what he has learnt. However, where such incentives are in from of promotion, it might encourage others who require training to undertake such training. It might also encourage the trainee to remain in the organization and thus resist the temptation of being “poached” by sister organizations that will likely take advantage of his training by offering him higher remunerations. However, the greatest benefit of such an incentive is where it is given as a result of introduction of new skills and ideas acquired from training.

2.6.4 EVALUATION OF POST-TRAINING JOB PERFORMANCES

One way of determing skills usage after training or the introduction of new ideas acquired from training is by monitoring or evaluating the job performances of the trained personnel. Monitoring the performance of a trained officer basically involves the assessment of the performance of the

officer before, and after training. This is so because an awareness of a pre-training situation would aid its comparison with a post-training situation. The ultimate test of the effectiveness of training lies on how well the trained staff does his job. Monitoring therefore is to evaluate the value or worth of the training to the trainee and to the organization. However, an assessment of his performance prior to the training should have necessitated his being selected for the course. Therefore, an improved performance on the job is being anticipated after the course. Thus the purpose of evaluation as seen by Kemfer (1955) is to stimulate growth and that whatever other worthy purposes which exist are only facets of all inclusive efforts to assess present conditions as a basis for achieving better ones. Hence, Odiorne (1964) takes the position that the consummate benefit of a person's training is the economic blessing it confers on the organization that has spent valuable and scarce money on it. Odiorne's stand was, however, criticized as extreme because, as Mahler (1953) before him points out, managerial performance cannot be easily evaluated, being more qualitative than quantitative.

Knowles (1970), one of the authorities that see Odiorne's stand as being extreme, explains that firstly, human behaviour is too complex, and the number of variables affecting it are too many for us to ever be able to prove that it is our training programme alone that produces desired changes. Secondly, the social sciences have not yet produced the vigorous research procedure and instruments for obtaining the kind of hard data required for evaluating many of the subtle and more important outcomes of a training programme. Thirdly, the kind of intensive and extensive scientific evaluation usually advocated requires investments of time and money that many policy makers are unwilling to make simply to document the worth of training which they already assume as valuable. Nonetheless, ignoring evaluation

entirely is as extreme as insisting on economics as the only ultimate value of training. Whitelaw, (1972), hence considers that some way between the extremes should be possible and pursued in organizations. This compromise may give an approximation of the value of a particular training programme.

Our contention, therefore, is that monitoring the job performance of a returning trainee, an assignment that should be undertaken by the superior officer in exercising his leadership role, is important because, in addition to being a necessary step in the training cycle, it constitutes part of the leadership support element for adequate utilization of a trained personnel. Owarish (1974), and Aina (1984) provide some guides to be followed in monitoring the effect of training programmes on behavioural changes on the job.

They are that:

- (i) A systematic appraisal should be made on on-the-job performance on a before-and-after basis.
- (ii) The appraisal and performance should be made by one or more of the following groups;
 - (a) a person receiving the training
 - (b) his superior or superiors;
 - (c) his subordinates; and
 - (d) his peers or other people thoroughly familiar with his performance.
- (iii) A statistical analysis should be made to compare before and after performance and relate changes to the training programme.
- (iv) A post-training appraisal should be made three months or more after the training so that the trainees have an opportunity to put into practice what they have learnt. Subsequent appraisal may add to the validity of the study.

- (v) A control group (not receiving training) should be used to compare effectiveness of training on the trained officer.

Certain instruments could be used to measure the post-training job performance. They include, performance appraisal forms, observation, interviews and questionnaires. As earlier noted, the direct supervisor of the trained personnel is focally responsible for undertaking the measurement of the post-training job performance of his trained subordinate (Maduabum, 1985; and Imanyi and Mmobuosi, 1985). Where improved performance does not occur we could either re-visit the first step or segment of the training process, that is, identification of training needs to identify possible faulty determination of the needs or we look at the job design for possible over-utilization or under-utilization. Where the latter is the cause, then the officer's job could be re-designed.

Some authorities attribute inadequate utilization trained personnel partly to the failure of organizations to evaluate the effect of training. This is because where the organization does not adopt the monitoring of job performances of a trained officer, the tendency is for the trained officers to resort to the 'status quo' at the end of the training. We therefore posit that monitoring the post-training job performances of a trained officer is a *sine qua non* for effective utilization of trained manpower.

2.6.5 TRAINING POLICY

Another area of interest or a contributing factor to our quest is training philosophy or policy. Effective utilization of trained personnel in any organization is a function of that organization's philosophy of training or its training policy. Policy is conceived by Reilly (1979) as the broad concept of ideas and objectives which provides the framework or guidelines for detailed plans of action. A training policy thus entails setting out in great detail the

objectives of training and staff development, the agencies visa-vis Education and Training department, planning and resource utilization, budgeting and costing, validation and evaluation as well as nomination procedures for various types of training course (Kenny et al 1972). In the absence of a training policy, staff training and development could be a "hit and miss" exercise which could militate against the realization of organizational objectives with respect to manpower development.

In his report on the training needs of the Federal Civil Service of Nigeria, Professor, C. P. Wolle (1968) urged the Federal government of Nigeria to accept as policy that training as the instrument for development of an employee is an aspect of efficient manpower utilization. In reaction to Professor, Wolle's Report, the Federal Government in its white paper (1969) titled "A Statement of the Federal Government Policy on Staff Development in the Public Service," noted among others, that training was done haphazardly because there was no effective machinery for analyzing work situations from time to time and deciding when training will help and who should be given training. Bukhaka (1974), thus argues that objectives which arise from policy, where poorly conceived, result not only in the displacement of orientation and intended action, but also unwise selection of training facilities and staff, and consequently high costs. In a situation where there is no clear cut policy or where the policy is not implemented there is no question of integrating the trained individual with his organization since the individual and not his organization may benefit from such training. Mmobuosi (1983) agrees along this line when he noted that in some organizations, those who do not require training are sent on training with the result that such trainees would have nothing to apply in their work situation

when they return. This situation could be controlled in organizations that have a serious and workable training policy.

Lack of organized training policy, or the adoption of different policies by different organizations could be evident from the different approaches to training discussed by Boydell (1975). He identifies five different approaches to training which influence the type of training policy adopted by organizations. These, as earlier enumerated are: the administrative approach, the welfare approach, the political approach, the organization development approach and the systematic or need based approach. See detailed discussions on these approaches in chapter 5. Boydell's contention is that an organization's training policy should be informed by all of these principles.

Lack of training policy based on certain criteria therefore account for failure in the management of training function in organizations. These criteria include:

- (i) a clear statement of the philosophy and commitment of an organization to its human resources development;
- (ii) a clear and unambiguous statement of the policy objectives of training;
- (iii) a statement of the role which training is expected to play in the achievement of organizational goals;
- (iv) a clear statement of the annual budget for training as well as the target group to be trained within an organization; and
- (v) the establishment of a collaborative relationship of training division and other divisions within the organization (Knowles, 1970; and Kenny et al 1972)

Knowles places a lot of importance on these criteria since, according to him, they constitute the policy guidelines that would ensure that employees are

trained with specific purpose while ensuring that they come back to the organization at the end of the training to fulfil such purpose which would be beneficial to the individual and the organization.

Thus, the existence of a training policy in an organization positively or negatively affects effective utilization of trained manpower in that organization. This is because, as we proposed elsewhere, adherence to one or more of the elements that constitute the model of utilization of trained manpower is determined by the training policy of that organization. If, for instance, an organization adopts a systematic approach to training, its training policy will provide for a thorough identification of training needs on the basis of which employees would be selected to attend particular training programmes and would thus be adequately placed and encouraged at the end of the programme to apply acquired expertise on the job. On the other hand, where an organization's training policy is influenced by either welfare, administrative, or political approaches or where the policies are not clearly stated on the basis of known criteria, the tendency is for utilization of trained manpower to be impeded. Some organizations, training is haphazardly done thus impeding the effective utilization of trained manpower.

The foregoing exploration was deliberately undertaken to buttress our belief and position that adequate utilization of trained manpower should be an integral segment of the manpower development process. This aspect of our discussion is equally devoted to a full chapter for the same simple reason of having enough time and space to address the issues. This is because, authorities seem divided on their postulations on the training systems or process. For instance, whereas some of them, such as Tom Boydell, Rolf Lynton and Udai Pareek, Wyn Reilly, Michael Jinks, F. Owarish, etc. seem to terminate their models at the follow-up component of evaluation in which

the trainer monitors the returning trainee to see whether or not he is applying acquired skills and ideas on the job thereby unwittingly allocating the responsibility of application of acquired skills on the trainer, others such as E. Weise et al, H. Kelly O.F. Hoffman, I.B. Mmobuosi etc seem to concentrate action on post-training activities. The belief of this group is that unless the organisation as represented by its leadership, (superior officer) peers and even subordinates support such application the individual trainee, even when initially enthusiastic at the application of acquired ideas would either resort to the status quo, or get frustrated and in some extreme cases take the exist option.

Our own position however, is an integrated approach of the pre and post-training activities. This metamorphosed to our model which we refer to as Model for Adequate utilization of Trained Officers (MAUTO). The sequencing is as follows:

- (i) A prior determination of skill deficiencies in advance of training action;
- (ii) Identification and selection of personnel who are deficient (need) in skills and are anxious to improve through training;
- (iii) Identification, selection and use of training programmes which have high potentials for the acquisition of the required skills.
- (iv) The determination and administration of post training placement scheme with ample opportunities for the use of skills acquired through training;
- (v) Identification and administration of an adequate post-training reward scheme to motivate the newly trained to apply the skills he has acquired; and
- (vi) Leadership support for the application of acquired skills and ideas.

2.7 MANPOWER DEVELOPMENT:THE NIGERIAN SITUATION

In Nigeria, as in most other countries, Government had become a big business. This is in response to the pressure to accelerate the pace of socio-economic development to ameliorate the increasing incapacity of individuals and/or groups to adequately provide for themselves. The expanded jurisdiction of government in a situation of expanded demand levels and rapid technological changes demands the consent updating of the skills of personnel of public bureaucracy for efficiency and effectiveness in the prosecution of the purpose of government. Consequently, the Nigerian Government has since independence, engaged the Nigerian Government has since independence, engaged in the training and re-training of its staff.

Available indices reveal that the Nigerian Federal Government has in the last thirty years, committed about N500 million to the development of skills in the Public Service. Within the same period, a number of institutions, notably, the Administrative Staff College of Nigeria, (ASCON), the Centre for Management Development (CMD), The Nigerian Institute of Policy and Strategic Studies (NIPSS). The Industrial Training Found (ITF), The Nigerian institute of Management (NIM), The National Centre for Economic Management and Administration (NCEMA), The Agricultural and Rural Management Training Institute (ARMT), Six Federal Training Centres, and of course about thirty six Universities, forty five Polytechnics, and sixty two Colleges of education among others, have been established for the purpose of upgrading the skills of public servants. Besides, the government had taken advantage of bi-and multi-lateral technical assistance Programmes to strengthen the technical and managerial capabilities of its personnel in foreign institutions. The Private sector organizations are equally not left out, in that, part of the mandate of the Industrial Training Fund (ITF) is to

compel the private sector organizations to provide training opportunities to the broad spectrum of their staffers. And, as a way of ensuring this, to refund to such organizations 60% of their contributions to IFT if found to have satisfactorily responded to the directive of training their staff.

Indeed, manpower development had received so considerable an attention that it can be safely said that it has become a way of life of Nigeria's Government bureaucracy and its private sector counterpart of the Federal Government to manpower development as a means of upgrading the competences of staff for effective management of public and private affairs.

The point being made is that the diffusion of the training culture as a means of enhancing individual, and corporate productive capacity by extension, is rapid and pervasive in Nigeria. Despite this however, there seems to be an apparent paradox between public service efforts and expenditure on manpower development on the one hand, and expenditure on manpower development on the one hand, and the seeming unameliorated poor performance of its staffers and agencies on the other. For instance, in Nigeria, both the government and society at large are unanimous in the belief that the huge investments made in the training of public servants had not been correspondingly compensated for by enhanced performances. This is demonstrated by the complaints by government itself on a number of occasions through personnel purges and institutional reforms.

One consequence of the above paradox is the tendency to question the value of manpower development efforts as a means of enhancing the productive capacity of organizations. A second less embarrassing but more problem solving tendency is to attribute the unameliorated poor performance of the Government bureaucracies to poor or inadequate management of manpower development efforts. One prominent area of deficiency in the

management of the manpower development efforts is the method of identifying and selecting trainees in both public and private sector organizations in Nigeria which is acknowledged as the overriding factor in updating the skills and competences of the staffers of these organizations.

2.7.1 SITUATION IN THE PUBLIC SECTOR

In the Nigerian Public Service, little if any conscious efforts are made to scientifically determine the employees who need training and selection done on that basis at least along the lines indicated in chapters five and six. Although, it must be submitted that there is no one strict method or instrument(s) that must be used in identifying trainees. This is because, the situation, circumstances and type of training problem would determine the type of method to be adopted. However, the fact still remains that while some efforts are made in this direction in large parastatal organizations such as the National Electric Power PLC (NEP), Nigerian Railways, Nigerian Ports Authority etc, these efforts are on the low side in the civil service. Generally speaking, these organizations, it must be admitted, acknowledge identification of training needs exercise as a veritable tool that is invaluable for scientifically selecting the appropriate trainees for appropriate training programmes, yet it is rarely adopted either due to the rigours involved in the design of the appropriate instruments or the endurance needed for carrying out the survey or both. What methods are therefore used in identifying and selecting trainees in the service? The answer is provided by subsequent explanations.

Our recently carried out survey reveals that schedule officers, particularly the Departmental Training Officers (DTOs) rarely admit that they do not select their trainees based on training needs identification exercise. Their argument most of the time, which seems justifiable however,

is that they do not need to construct and administer instruments such as structured interview, questionnaire etc. to identify who really needs training. The situation is that most of the DTOs rely on reports from superior officers and heads of departments in identifying trainees. For instance, a superior officer is capable of ascertaining and locating files, treating correspondences or the knowledge of relevant government rules and regulations.

By the provisions of Decree No. 43 of 1988 on the Civil Service Reorganization (Civil Service Reforms), training has become a shared responsibility between the Government's central organ for that purpose- the Office of Establishment and Management Services in the Presidency on the one hand, and the individual Ministries on the other. It should be recalled that prior to the promulgation of Decree No. 43 of 1988, the Office of Establishment and Management Services was solely responsible for training in the service. The training vote for the entire service was centralized and controlled by that Office. It adopted certain strategies for selecting officers for training which it practices up till today. In this strategy, as soon as the training estimates for the various 'quarters' were approved, it sent out "call circulars" to the various ministries, requesting them to nominate officers for training. On receipt of these circulars, the individual ministries adopted their own strategy of nominating officers which quite often was done not necessarily due to skills' deficiency but at the 'whims' and 'caprices' of the Heads of Departments and the Schedule officers.

The Office of Establishment and Management Services therefore acted more or less as a 'clearing house' since nominations from all the ministries came to it. The final selection of who to attend a training programme was therefore done by that office. In the selection process, the office utilized an official guideline in which certain factors must be

considered. These factors were: Seniority, Geographical spread, Relevance of the intended course to the officer's schedule, and Equity (that is given a chance to those who are yet to benefit from a training programme). In practice however, some other factors come to play in this selection process.

These factors are:

- (i) "Training as a favour" in which the administration of training programme is seen as a favour of some sort to the beneficiary rather than as a service to the corporate body. In this circumstance, friends of the schedule officers or those in their "good books" are sure to be so selected if they indicate interest.
- (ii) Lobbying to be selected for training:- This is directly related to (i) above and is a common feature in the service. Prior to the implementation of the civil service reforms of 1988, lobbying for selection to a training programme was more pronounced mainly when overseas training programmes from where 'estacode allowances' could be earned were involved. In this case, training was seen as a potential means of getting some material benefits.

The post reform situation has even made these factors more critical in that they apply both for local and foreign courses. This is because, the reform made successful attendance to a training programme one of the criteria for ascertaining officers' promotability in the service. The tendency therefore is for every officer to strive to satisfy this requirement by attending any' training programme. In the case of overseas courses, economic benefit is enormous. A simple explanation will suffice here. With the current exchange rate of the naira, (i.e. one hundred and twenty Naira (N120.00) to the pound sterling, and an officer is on an estacode allowance of £100 per day and for thirty days, it comes to £3,000. Where he makes a savings (which most

officers compulsorily make by placing 'themselves on' strict self-imposed diets') of about £2,000, from his £3,000 estacode allowance, that officer will at the end of one month's course pocket (2,000 x 120 = N240,000) two hundred and forty thousand Naira. This is an amount which no public servant earns in a year. Yet officers attend courses that last as much as three months. Little wonder then that selection to attend overseas courses has assumed the "survival of the fittest" dimension.

The situation in the individual ministries is akin to what obtains at the central agency (i.e. the Office of Establishment and Management Services). We shall however approach the discussion from two phases in this regard viz: the pre and post reform phases.

2.7.2 THE PRE-REFORM PHASE

Following the recommendations of Professor C.P. Wolle, who carried out a survey of the Identification of Training Needs in the Nigerian Civil Service between 1967-68 and the acceptance of his recommendations by Government in its "White Paper" in 1969, every Ministry/Extra-Ministerial Department was mandated to appoint and designate an officer a Departmental Training Officer (DTO). The DTO, according to the recommendations should carry out a periodic identification of training needs survey; design and/or nominate officers to attend relevant training programmes based on the needs identified and assess the value of the training received through post- training job performances. This same provision was later re-echoed with greater emphasis by the Udoji Commission of 1972-74 in paragraph 75 of its report.

However, in implementing this recommendation between 1969 and 1987, the practice in the service was that each Ministry/Extra-ministerial department assigned a relatively inexperienced and untrained Assistant

Secretary on GL. 08 or GL. 09 the training schedule as part of his schedule of duties. Due to his inexperience, low status in the ministry and above all, amateur disposition, he gave little or no attention to training activities. He neither prepared training budgets nor arranged any form of training programmes. In fact between him and the Management of his ministry/department there was no meeting point since he was too junior to attend Management meetings. As far as he was concerned, his training schedule entailed nominating ANY officer in his Ministry to attend a training course in response to a call-circular from the then Manpower Development Department of the defunct Office of Head of Service (the Central Agency) responsible for training which should provide whatever training it deemed fit for officers. Most often, friends of the schedule officer who saw training as either a "paid holiday" or opportunity to gain other material benefits through "Estacodes" paid in the case of overseas courses or better still, to acquire advanced qualifications that result was that while few officers attended several training programmes, many others were never nominated for any training, not even the induction course. About this, the 'Dotun Phillips Study Team had this to say:

"In practice, manpower development in the Civil Service has been generally haphazard and purposeless. The limited training done in the service is not based on carefully identified training needs of both the individual officers and that of the service. Officers tend to be nominated for courses (particularly for overseas courses), as a favour. Thus, instead of using training opportunities to meet the manpower needs of the service, those who administer the programmes use such opportunities as instruments of patronage. In our opinion, sending

civil servants for training for the sake of training is a mis-allocation of human and financial resources”

The study team further noted that training has not been systematically integrated into a comprehensive scheme for the continuous development of the civil servant throughout his working life. It also emphasized that unless training is linked with career development, civil servants or any employee for that matter cannot take it seriously. The consequence of all these, it concluded, is that training was not treated with the seriousness it deserves even by the managers of the service.

2.7.3 THE POST REFORM PHASE

This is the period that spans 1988 to date. As the concept of the Reform suggests, it appears to have witnessed a complete transformation of the ‘status quo’ starting with putting the right structures in place to ensure that the provisions of the Decree No. 43 of 1988 in this regard were implemented. What with the establishment of the Ministerial Training Committee (MTC) and more importantly the complete review of the status and functions of the Departmental Training Officers (DTOs). It should be recalled, for instance, that circular number 1907/48 of 13th January 1987 stated that:

“Each Ministry and Extra-Ministerial Department should identify a senior officer on salary, not below grade level 15, with the right type of aptitude and appoint him as its Departmental Training Officer (DTO) and his own staff complement and financial allocation provided for in the budget. The Departmental Training Officer should have the responsibility for assessing staff development needs of non-pool officers on salary GL 01-14 in his organization, preparing a programme as to how their training needs can be met and ensuring

that once the programme is approved, every effort is made to implement it.”

Similarly, Decree No. 43 of 1988 on the Civil Service Reforms re-echoed the recommendations of the Udoji Commission as provided in its model in paragraph 75 of its report earlier cited in Chapter 6. And, in a seeming agreement with Professor ‘Dotun Phillips’ that “periodic training has become a right of the civil servant and an obligation on the government”, the Decree identified training as one of the criteria for promoting officers in the service. It consequently allotted 15 out of 100 points to “Additional Qualification/Examination” which is interpreted to mean successfully undertaking requisite training course.

To ensure the implementation of the provision of the reforms regarding systematic training, series of courses were designed and mounted by the Administrative Staff College of Nigeria (ASCON) in collaborating with the then Management Services and Training Office in the Presidency for the newly designed Departmental Training Officers. While a few DTOs soon “chickened out” after enjoying the overseas component of their training programme and the ‘estacode allowances’ attached thereto, others swung into action by preparing and defending adequate training proposals. The training budgets arising therefrom accorded with the provisions of Circular Number 1907/48 of 13th January, 1987 on the appointment of DTOs could do in this regards as no other form of systematic training was adopted thereafter. Neither were conscious identification of training needs undertaken nor were officers who really require training so nominated to relevant training programmes.

The current situation is such that there is an upsurge in the number of officers demanding training. This seems to have been instigated by the need

to fulfil promotion requirement rather than for the acquisition of relevant skills which the system is in dire need of. There is no doubt that the training consciousness in the service had increased to an all time height. There is also no doubt that budgetary allocation to training had increased phenomenally thereby leading to increased number of officers being exposed to one form of training or the other. This is made possible because, unlike in the pre-reform situation, training has become a shared responsibility between the Central Agency responsible for training (the office of Establishment and Management Services) and the individual Ministry/Extra-ministerial Department. Hence, while the Office of Establishment and Management Services still performs the 'clearing house' role of selecting and sponsoring officers from among the list submitted to it by the various ministries, individual ministries in addition, select and sponsor their officers from their training votes. The fact however remains that these officers were hardly identified and selected on the basis of "Needs", rather "lobbying" as a factor as well as other primordial considerations, play a more leading role in the decision as to 'who to send on what training'. This thus confirms that Political Approach rather than Systematic Approach to training is the in-thing in the Nigeria Public Service as at the moment.

The overall conclusion from the discussion in this Chapter so far is that the public service could not have maximized the benefits of its staff training efforts on account of a "selection for training" process which accords greater significance to factors other than skill deficiency. Yet, the service goes on training its staffers ostensibly to acquire skills to stimulate higher performance levels. The question to which we seek an answer is the appropriateness of the training programmes the service uses for its needs as

inappropriate training programmes may further undermine the realization of maximum benefits from training efforts.

The purpose of training, we earlier deposed, is either to correct identified skill deficiencies or to upgrade existing skill levels to meet anticipated challenges. The ultimate goal, either way, is the enhancement of the capability of the worker and of the institution of which he is a member. To the trainee, training when adequately planned and executed is intrinsically satisfying on account both of the greater independence, dexterity and brighter career advancement prospects it confers. To fulfil these purpose, training institutions and programmes need be relevant to the needs of their users.

A training institution is relevant and when it administers training programmes at a level requisite for the needs of its clients and is adjusted to have adequate capacity so to do. On the other hand, a training programme is relevant to the extent that it adequately addresses the felt needs of users. The implication of this conceptualization is that some training institutions and programme are more relevant to the needs of some clients than they do for others. It behoves management, therefore, to select for the use of their agencies only those institutions and training programmes known to be capable of satisfying their needs.

A few studies we have been able to carry out reveal that there are essentially two types of courses run by client training institutions such as ASCON, CMD, ITF, NIM, etc. The courses are tailor-made courses which sometimes includes seminars, workshops etc and residential courses. A tailor-made course is what NIM in its brochure refers to as “inplant training programme”. It is usually conducted at the request of the client organization with inputs from such organizations, and specifically tailored to the

requirements of the client organization. This type of course is usually short and never exceeds two weeks. Due to its nature it is rarely run as a residential programme rather, training institutions mount such programmes at convenient venues chosen by the client organization. The venues are often within the premises of the client organization. In addition to dictating the course contents of such programmes, the client organization has control over the delivery of the programme as it closely monitors the programme. This is the only situation where the service inputs into the curriculum design of its client training institutions. One bad omen at the horizon however is the growing popularity this enjoys not necessarily because of its benefits to the organization but because of the tendency to patronize private consultants most of whom have questionable credentials. Here, the ultimate goal is this patronage and not necessarily the acquisition of skills for the benefit of the service.

The other type of training programme mounted by training institutions is the residential programme. The type of programme is exclusively designed by the training institutions though for categoric groups in both public and private sector organizations as the case may be, but public and private sector organizations as the case may be, but with no specific skill deficiency in mind and hence no specific content. In other words, the course contents are not based on any identified need and the service does not contribute in any way to the design of the courses. The programmes are several and varied as could be found in the Brochures of the training institutions as well as the Prospectus of the Nigeria Universities.

The residential programmes afford the trainee the opportunity of attending courses outside his usual location while his salary is being paid. In fact some trainees refer to this opportunity as “paid holiday”. The pay-off is

highest where and when such programmes are mounted by foreign institutions in foreign countries. According to Adamolekun and Gboyega (1979):

“The practice of paying salary to officers at home while they attend courses abroad appears to be the major reason for the officers’ interest in foreign training programmes.”

In addition, officers attending residential programmes abroad have privilege of being paid ‘Estacode Allowances’ in ‘hard currency’, hence the material benefit from such a programme is enormous. Although some of these overseas training institutions are acknowledge as being fully equipped and hence Nigerian public servants are exposed to them, nevertheless Adamolekun and Gboyega (1979) described them as possessing programmes of “dubious qualities”.

In terms of adequacy and equipment the training institution of interest to us is that which possesses course contents that are designed on the basis of identified needs of the service. And neither training institutions abroad to which Nigerian public servants are exposed nor those locally, possess such adequacy. It should however be noted that the Administrative Staff College of Nigeria (ASCON) carried out a number of pilot studies prior to arriving at the contents of most of its programmes. One of such pilot studies took place at Bagauda Lake Hotel Kano in 1974 and in form of a “Users Conference” during which leaders of the eventual beneficiaries of ASCON Courses made significant inputs to what finally emerged as the contents of the courses mounted by ASCON thereafter.

In the area of utilization of trained manpower, it is not effectively undertaken in the Nigerian Public Service. Our submission on this would be based on the three variables of post-training job placements, post-training

reward schemes and leadership support for acquired skills. In the area of post-training job placements, we discovered that most of the time, trained officers return to their pre-training jobs. Since the relevance of such jobs to the training course was not considered at the time of nomination/selection for the course, the trained officers quite often discover that the skills acquired from the course are irrelevant to the jobs to be performed after the course. This situation occurs because training is seen as a mere routine exercise. Occasionally, when there is an establishment relevance between the officers' pre-training job to which he is expected to return after the course and the skills acquired, one discovers that the trained officers never return to such jobs because they had been transferred to other jobs. This is an element of what we call the "politics of selection for training" which in effect, undermines training effort. Both situations results in a lack of fit between the technical skills acquired through training and post-training placements. Appropriate post-training placement does not therefore appear to be regular and vital component of departmental training activities in the Nigerian Public Service.

With regards to post-training reward system, it is clear that no appreciable form of reward is provided for the successful completion of a training programme in the service. In consequence, the trained is not induced to apply the skills he had acquired on his job. This gap in the management of training effort had to demotivate others who may have been interested in training not just as a mere routine exercise but as a facilitator to corporate goal attainment.

The only evidence of any form of reward is the provision in Decree No. 43 of 1988 on the Civil Service Reforms which indicates that 15% of the total score for promotion be allocated to Additional

Qualification/Examination (one of the criteria for promotion). Even this, is not likely to be regarded by many as a sufficient compensation for successfully completion a training programme because:

- (i) a mere 15% is not a dominated score in the promotion exercise;
- (ii) an officer who successfully completes a training course but who is frustrated because he is not opportuned to put into use his acquired skills may not perform well in the other important scores on the promotional programme; and
- (iii) the seemingly non-discriminatory nature of the 15% assigned to the benefits of training suggests that all officers who successfully completed their training are treated alike regardless of the differential levels of success they may have achieved.

Reward for successful completion of a training programme is therefore, practically speaking, non-existence in the service.

For leadership support for acquired skills, it is equally evident that superior officers in the service do not support the introduction of skills and ideas acquired by their subordinates from a training course apparently because of the tendency to prefer the “comfort of the present” to the “uncertainties of the future” which might accompany the introduction of such acquired skills and ideas. The “fear of the unknown” syndrome tends to reinforce a preference for maintenance of the ‘status quo ante’. Consequently, whatever will disrupt the rigid job performance expectations is resisted –an attitude that is encouraged not only by the widely known bureaucratic disdain for innovations but also by the role expectations prescribed in such manuals as the Civil Service Rules, Financial Regulations, Gazettes and Circulars. The implications of all these are that: the enthusiasm of the trained subordinate is dampened; he is likely to

withdraw, thus leading to loss of productivity in the service and can as a last resort opt out of the service.

However, there is a tendency to be supportive of innovations introduced by trained subordinates where a superior had himself had exposure to the same or similar training programme.

2.7.4 THE PRIVATE SECTOR EXPERIENCE

In the Private Sector, the situation is slightly different in that the corporate goals and orientation as well as general modus operandi in the sector is reflected in its method of identifying and selecting trainees. For instance, the survival of the average private sector organization depends on the day-by-day profit generated by its staffers. Hence, due to a more concrete and measurable output, it is easier to observe when an employee in such an organization is performing below the standard or target set for him.

To further elucidate the point being made we easily categorize two main types of training in the private sector viz: Managerial and technical Training. The technical training is more pronounced among the operational or junior staff who require skills with which to perform given technical jobs. The scheme referred to as Managerial Grid which is indicated overleaf provides a clearer picture of the relationship between managerial and technical skills requirement.

MANAGERIAL SKILLS REQUIREMENT

As is indicated in the scheme, an operative may one day become a manger. But as an operative what he requires is technical skill because every job available to him is technical. In commencing his movement up the ladder in the organization, he will, based on outstanding performance and experience, be promoted to the position of a supervisor or foreman, thereafter to middle-

level manager, then to senior manager and finally to top-level manager as the case may be. Each movement brings the staff to a new set of jobs and consequently to new skills requirement. Though the knowledge component is more prominent because of the anxiety to produce more goods. Thus, a private sector employee at the level of an operative is said to require technical training where and when his performance skills fall short of expectation. The greatest instrument with which this is identified is observation. The practice in the private sector is such that there is closer supervision and monitoring of the operatives by the foreman hence skill requirement is easily observed.

Another mode of selecting trainee operatives in the private sector is on recruitment. Here, the assumption is that the newly recruited is an amateur and hence knows next-to-nothing about the operations in the Assembly line. A conscious programme of orientation spanning between three and six months is thus, designed and mounted for the new recruits. At the end of the period, they are tested not in the classroom but in the field and on how to operate the machines, the success of which guarantees full employment of the individual. Failure at such a test means that the employee has lost his job since the company cannot continue to invest huge sums of money on providing more of such orientation programmes for the staff.

There is also the Performance Assessment Form which is an instrument for monitoring and recording the performance of staff. In most companies the form is completed twice yearly and in the process skills requirement is identified and recorded. This is applicable in both technical (for operatives and foreman) and management (for supervisors and managers). Information in this regards could thus be obtained from the performance assessment form.

Generally speaking, at the managerial level, similar situation as highlighted with regards to the public sector subsists. The culture of the private sector organization is such that every manager is given a monthly target. The achievement of such a target determines his continuous survival and subsequent promotion in the company. Orientation programmes are mounted and staff seminars are periodically organized to assist the managers in realizing what is expected of them as well as providing the opportunity of pointing up problems encountered in the field and to seek ways and means of resolving such problems. However, there is usually no conscious effort at identifying the Training Needs of such managers. They are occasionally randomly selected to attend a few days workshop or seminars mounted by either the Nigerian Institute of Management (NIM), Centre for Management Development (CMD), Lagos Business School or Private Consultants some of which have doubtful credentials. And the contents of such programmes, they don't usually inputs into. Sometimes, initiation for sponsorship to such workshops and seminars emanates from individual managers. However, it is generally observed that every field manager in particular is always on 'his toes' and very anxious to meet the target set for him since his survival in the company depends on that. Little wonder then that such managers will divert his attention from his scheduled even for one day. The indication therefore is that the category of managers that are either randomly selected for training workshops or seminars or those who initiate their nomination are those who perform essentially Administrative and Accounting jobs commonly referred to as "supportive" responsibilities.

A common phenomenon among leaders of private sector organizations is the perception of attitudinal problems among their staff both at the junior and managerial levels. The belief among this group is that the

average Nigerian worker lacks the right attitude to work and they appear worried by this belief. This however appears debatable in that when viewed from the workers perspective, it appears the leadership is worried because of either its inability or staff resistance to being exploited to breaking point.

The point however has to be made that where there is no conscious or institutionalized procedure for identifying training needs of workers in the private sector by experts, in the area of lack of knowledge, skill deficiency or poor attitude, mere perception by owners or leaders of private sector organizations do not present enough evidence to pass a judgment on the attitude of the Nigerian worker to his job in the private sector. One quickly recalls Professor Pita Ejiofor's findings after an extensive research that the Nigerian worker is one of the best in the world as evidenced by attitudes towards their private business or community development assignments.

In the area of post-training utilization, using our usual variables, it is evident that there is a positive correlation between skill deficiency as observed by the supervisor, training activities aimed at resolving the deficiency, and job placements of the trained who is required to improve his performances on the job. The companies that constitute the private sector each, operate closer system than the Public Service organization. For instance, the private sector organizations do not have a central agency responsible for training with attendant coordinating responsibilities and influences as the Office of Establishment and Management Services of the Presidency. In other words, this agency which is a public sector outfit hasn't an opposite number in the private sector operates a closer system, the prospects of relocating a trained staff away from his pre-training job is non-existent. There is equally enthusiasm on the part of the trained to improve his performances. He would as a result, like to apply acquired skills to aid

his goal of improved performances. There is equally a leadership support and provision of facilities for the introduction of new ideas and skills acquired through training.

All these are made possible because of the single factor of survival and growth for which the companies are associated with. Similarly, introduction of innovative ideas that would contribute to the growth of the company through increased profitability is encouraged and rewarded. So, where innovative ideas are acquired through training, their introduction would be enthusiastically encouraged by the managers of the company. However, reverse is the case where the introduction of such ideas lead to losses to the company. Various punishments including dismissal, depending on the magnitude of such losses are equally meted out.

The third variable which is Reward for successfully completing a training course is non-existent in the private. Such rewards only come through promotion and other monetary compensation where the introduction of innovative ideas acquired through training leads to increased productivity for the company or where acquired skills from the training aids the improvement of the performances of the trained staff.

Overall, the performance of the private sector in Manpower Development as conceptualized in this book far outstrips that of its public sector counterpart. The reasons are not far fetched. Their goals, circumstances and situations, modus operatic etc differ, so do their attitude to manpower development. Our prescriptions therefore, which of course underscore our position are more for the benefit of the public sector than for the private sector. For an effective manpower development, systematic training as a strategy is a sine qua non. In this strategy, we should adopt a conscious effort at carrying out identification of training needs (ITN).

Identification of Training Needs, when and where adequately carried out does not only expose officers who require training but also reveals the type of training to which such officers must be exposed. Armed with this knowledge, an adequate design should be carried out to locate appropriate training programmes. Thereafter, implementation of the programme ensues either in-house, that is, within the organization through in-plant programmes or off-house through attendance at professional training institutions or informally through on-the-job training. At the end of the training, trained employees are adequately utilized.

Utilization of trained employee, we reiterate entails matching the employee, his skills, potentials and his level of development with available or projected job. The relationship between identifying the training needs and utilizing the trained personnel is that after the whole gamut of training activities based on needs identified; the trained personnel should be put on the job for which he was trained. It is only by so doing that it can be ascertained whether or not the performance gap earlier identified has been bridged. In realization of this, the Federal Government stated in its circular No. SMD 1970/47 of 13th February, 1987 that all training courses to which officers should attend “must not only be relevant to the functions of the organization and the schedule of duties of the officer, they must also be necessary for the enhancement of the officer’s performance on the job”.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methods and procedures used in data collection and analysis in the study. It also deals with the research design, the construction of the instrument used and its validity. It further describes the administration of the questionnaires and the report of returns of the questionnaires.

The method for this study was the altitude survey method, since it involves the expression of attitude to a variety of issues affecting the welfare of workers and the achievement of organizational goals.

This research work was strictly a survey of opinions of workers in the sampled organization.

3.2 Research Design

The research design used for this study is the simple descriptive survey design. Following areas were also considered

1. Construction of questionnaire for sampled workers in the organization.
2. Interview conducted with key officers of the local government and some junior staff to express their opinions according to their level of understanding. This also raised the response received since some officers could not spare time from their tight schedule to fill in questionnaires.
3. Observation of actual impact of manpower development policy on the staff performance.

4. Analysis and computation of data collected relating to actual findings to expected out comes as revealed in the review of literature.
5. The interpretation of findings based on the analysis.

3.3 Population and Sample

The target population for the study comprise of all the people in Munya Local Government area.

Munya local government has a strength of 691 they are made up of different tribes namely Gbagyi, Hausa, Nupe and some minor tribes. The staff also practice different religions. The sample was selected using simple sampling techniques. One hundred staff of the local government were selected, with all staff having equal chance of being selected.

3.4 Research Instrument

A structured questionnaire containing items of varying nature was designed and administered on respondents. The items required the respondent to tick in the appropriate column. Some of the questions required the respondents to indicate the most appropriate answer.

Interview question were also used.

3.5 Method of Data Collection

This involved personal visit to the local government headquarters and thus enabled the researcher to administer the questionnaires, herself and to

-Explain certain items in the questionnaire that might have appeared confusing.

-Observe activities of the workers in the local government

-Receive genuine “on the spot” response from the respondents.

3.6 Method of Data Analysis

The statistical procedure for method of Data analysis was used.

The analysis was based on the research questions formulated in chapter one.

All information gathered through administered questionnaire and personal interview were analyzed through the following.

- a. Tables were used to present data.
- b. Sample percentages of the responses made by the respondents
- c. Narrative method was used to explain statistical analysis on each table.

A higher percentage indicated positive performance. However, in order to arrive at a decision level, the mean of the total percentages under each item on a scale was found. 50 percent (50%) was chosen as the average or neutral point.

The concept of percentages is useful, because it enables the layman to see at a glance the relation between scores.

The validity of the instrument used in this study was guaranteed by the following process.

1. In the process of constructing the questionnaires, similar questionnaires used by other researchers who studied different aspects of impact of manpower development policy on organizations (Yusuf 2001, loventry, 1970; Briat 1995, Ibrahim 2002) were reconstructed in the light of the information which the researcher gathered from the review of literature.
2. The first draft of the questionnaire was presented to the researcher's supervisor and adviser for review, suggestions and elimination of defects.
3. The corrections and comments made helped in tidying up and producing the final draft of the questionnaire to ensure that it contained items of relevance to the purpose and topic of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Presentation and interpretation of tables

Research question 1: Do you know about Manpower Development Policy in your organization? Yes or No.

Table 1: Awareness of Manpower Development Policy

Total no of Responses	Yes	No	% Yes	% No	Remarks
95	75	20	78.9	21.1	More employees are aware of the manpower policy

Table one shows clearly that 78.9% of workers are quite aware of the organizations policy.

Research question 2: As an employee of the local government, have you benefited from the policy?

Table Two: Response to policy benefits

Total no of Responses	Yes	No	% Yes	% No	Remarks
95	70	25	73.7	26.3	A higher number of local government staff have benefited from the policy

Table two shows clearly that 73.7% of the workers are benefited from the policy.

Research question 3: How did you benefit from the policy?

Table 3: Positive Response to Policy Benefits.

Total no of responses	Promotion	In service Training	Seminar	Workshop and conf.	% prom	% in service training	% seminar	% workshop and conf	Remarks
70	32	15	10	13	45.7	21.4	14.3	18.6	More staff have benefited from the policy through promotion

Table 3 shows that 45.7% of the local government staff have benefited through promotion 21.4% through in service training, 14.3% through seminars and 18.6 through workshop and conferences.

Research question four: How effective is the implementation of the policy

Table 4: Response to the Effectiveness of Policy Implementation.

Total no of Responses	Excellent	Good	Fair	Bad	% Excellent	% Good	% Fair	% Bad	Remarks
95	65	10	20	Nil	68.4	10.5	21.1	Nil	The policy has been effectively implemented to an extent

Table 4 shows clearly that 68.4% of workers believe that the effectiveness of the policy is excellent, 10.5% believe that it is good 21.1% think it is fair while none agree that it is bad.

Research question five: Do you think that the manpower development has:-

Table 5: Impact of Manpower Development on Local Government Operations.

Total no of Responses	Improved local L/G	Not Improved L/G operations	Hindered L/G operation	% improved	% Not improved	% Hindered	Remarks
95	85	2	8	89.5	2.1	8.4	Manpower development policy has improved L/G operations

Table 5 shows clearly that 89.5% of workers indicate that the policy has improved local government operations, 2.1% indicate that the policy has not improved operations and 8.4% indicate that the policy has hindered local government operations.

Research question 6: Has this government policy on manpower development helped in improving your working standard?

Table 6: Response to the Improvement of Working Standard.

Total no of Responses	Yes	No	% Yes	% No	Remarks
95	85	10	89.5	10.5	Manpower development policy has improved working standard

Table 6 clearly shows that the policy has improved the working standard of 89.5% of the workers while 10.5% have not improved.

Research question 7: What Criteria is the Government policy of manpower Development centred on?

Table 7: Response to the Criteria for Participation

Total no of responses	Tribalism	Religion	Quota system	Qualified employees	% tribalism	% Religion	% Quota	% Qualified	Remarks
15	20	12	48	15.0	21.1	12.6	50.5	Most of the employees are not sure of the criteria used for participation	

4.2 DISCUSSION OF RESULT

As shown in Table 1, 78.9% of respondents indicated that they are aware of the manpower development policy in their local government, these respondents represent a high percentage of the population sample, while 21.1% of the respondents indicate that they do not know about the manpower development policy in their local government.

This suggest that, although most of the staff know about the manpower development policy, communication has to be improved in the organization to ensure that every employee is aware of and understands the policy and programmes that effect them and especially those designed to motivate and enhance the productivity of staff.

Table 2 shows that 73.3% of the respondents have benefited from the different manpower development programmes of the local government, while 26.3% of the respondents are yet to benefit from any form of training.

This suggests that quite a considerable number of the local government staff have benefited from one form of the manpower development training or the other, as 73.7% represent a large portion of the sample population.

Table 3 shows that 4.3% of the total respondents that have benefited from the manpower development programme of the local government, did so

through, promotion, 21.4% benefited through in-service training, 14.3% through seminar and 18.6% through workshops and conferences.

As shown in Table 4, 68.4% of the respondents indicate that manpower development policy of the local government is almost flawless and effective, 10.5% indicate that the implementation so far is good but with the flaws, 21.1% of the respondent indicate that although the local government is trying, a lot still need to be put in place to ensure a more effective implementation.

Table 5 shows that 89.5% of the respondents agree that the manpower development policy has improved the local government operations, especially through the improvement of skills and working standards of the beneficiaries of such training programme.

2.1% of the respondents indicate that manpower development programmes of the local government has not improved local government operations, their reason being that the beneficiaries are not a large enough number to make such an impact.

8.4% of the respondents indicate that the policy has hindered local government operations. They argue that the process of nominating qualified candidate is questionable and most of the staff are not happy about, this they say affects the productivity of the respondents.

Since a very large portion of the respondents (89.5%) agree that these programmes have improved the operations of the local government significantly, it is safe to say that manpower development policy of the local government has impacted positively on the general local government operations.

Table 6 shows that 89.5% of the respondents admit that the manpower development policy has improved their working standard tremendously, only 10.5% indicate the contrary.

This also shows that the manpower development policy of the local government has impacted positively and significantly on the employees and the local government as a whole.

In table 7 15.8% of the respondents believe that the criteria used for the nomination of candidate for training is based on tribe; that if you were of a particular tribe, the higher will be your chances of being nominated.

21.1% of them believe that it is based on religion; that if you are of a particular faith, you also have a high chance of being nominated whether you are qualified or not 12.6% believe that it is based on some form of quota system.

50.5% believe that nomination of staff for training is based on the qualification of the employee.

This suggest that the management of the local government need to be more open as to what criteria they use to nominate staff for development training.

4.3 MAJOR FINDINGS OF THE STUDY

- 1. The manpower development policy is existing in Munya local government and is accorded priority in it's implementation.**
- 2. More than 70% of the total number of employee have benefited from the programme.**
- 3. The manpower development training programmes of the local government include:- in service training, seminars, promotion, workshop and seminars.**
- 4. The manpower development policy has greatly impacted on the local government through, improvement of working standard of the employees and improvement of local government operations.**
- 5. Some of the issues that still need to be tackled concerning the policy include:- communication, gender sensitivity and lobbying.**

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 SUMMARY OF THE STUDY

This research sought to find out the impact of Manpower Development Policy in an organisation with Munya Local Government Council as its case study.

After the application of questionnaires on a selected sample population and interpretation of such questionnaires, the researcher was able to find out that-the Manpower Development Policy Programme in Munya local government is a policy that is gradually gaining momentum and it is safe to say that in the very near future, the policy will have fully gained ground.

Almost all the employees agree that it is a good policy and very beneficial to them and the local government as a whole. This is because, the various training programmes have improved their working standard and skills thus tremendously improving the general operations of the local government.

Even though the policy programmes are of significant benefit and it's impacts are being felt by the local government and the staff in general, a few

flaws and problems were noticed that could hinder the manpower development policy of Munya Local Government from being a total success.

Some staff of the local government (a negligible few of them) indicated that they did not know about the manpower development policy while some were not sure about the criteria used in nominating participants for training programmes, this goes to show that there are a few communication problems that need to be sorted out so all employees are familiar with the policy and how the local government is running it.

It was also observed that female staff were not given a fair chance to participate in any training so also the junior staff.

There was also the problem of some employees lobbying for section for raining as they saw training as a potential means of getting some material benefits.

Also among the flaws of the policy especially for Munya local government area was the visible absence of post training evaluation.

5.2 RECOMMENDATIONS

The following are the researcher's recommendation from the data collected and analysed during the course of this research work.

1. Explore other forms of manpower development training programmes to include:- Lectures, field trips, group discussion and brain storming.

This will ensure that every staff of the local government is involved as these are cheaper forms of training and will be more meaningful to junior staff.

2. Appoint departmental training officers (DTOs) who will be responsible for managing training, assess the training need of staff in the local government; design the most relevant training effort to meet these needs, select the most appropriate persons to participate in the training efforts, place the persons who have undergone the training back on the jobs for which they were trained and evaluate the worth of the training in terms of increased employee effectiveness.
3. To be effective, training must be based on organizational and individual needs. Training for trainings sake should not be the aim. Training objectives should spell out what problems are to be solved.
4. Communication and transparency should be improved upon authorities of the local government have to be more open about the implementation of the manpower development policy, especially in the areas of what are the criteria used for nomination, purpose of training and level of qualification. This will help in solving the lobbying problems and will make more staff open to the policy.

5. Training should cut across all cadre of staff, especially the female employees.

5.3 CONCLUSION

The importance of manpower development in any goal oriented organization cannot be over emphasized, as it guarantees improved quality of acquired staff though the provision of needed skills for growth in the organisation.

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APPENDIX
MANPOWER DEVELOPMENT POLICY QUESTIONNAIRE

Title - Manpower Development Policy and its impact in an organization. A case study of Munya Local Government.

The researcher is a postgraduate student of Business Management Technology of Dept of General studies, FUT Minna, carrying out a study on the above topic in partial fulfillment of the requirement for the award of Postgraduate Diploma in Business Management Technology. Be assured that any information given will be treated with strict confidentiality.

Please fill and tick as appropriate

Section A Socio-Demographic Data

- 1. Name (optional)**
- 2. Gender**
 - a. Male**
 - b. Female**
- 3. Marital Status**
 - a. Single**
 - b. Married**
 - c. Divorced**
 - d. Widowed**
- 4. Age**
 - a. Below 21**
 - b. 21-30**
 - c. 31-40**

d. 41-50

e. 51-60

f. Above 60

5. Tribe

6. Religion

7. Your duration in service?

a. 6 years and below

b. 7-12 years

c. 13-18 years

d. 19-24 years

e. 25-30 years

f. Above 30 years

8. Educational Qualification

a. Not educated

b. primary School certificate

c. GCE/SSCE/Grade II

d. NCE/OND/ND

e. BA/B. Engr/Bsc

9. Department

10. Grade level and step

11. Position/Rank

Section B

1. Do you know about the manpower development policy in your organization Yes No
2. As an employee of the local government, have you benefited from the manpower development policy? Yes No
3. In what way

- a. Promotion b. In-service training c. seminars
 - d. Workshops and conferences
4. How effective is the implementation of the government policy
- a. bad b. fair c. Good d. excellent
5. Do you think that government policy on manpower development has:-
- a. Improved local government operations
 - b. Not improved local government operations
 - c. Hindered local government operations
6. Has this government policy on manpower development helped you in improving your working standard Yes No
7. is the government policy on manpower centered toward
- a. Tribalism b. Religion c. Quota system d. qualified employees.
8. Can you provide any other relevant information to assist the researcher that concerns this study?