Global Journal of Management and Business Research: a Administration and Management
Volume 16 Issue 10 Version 1.0 Year 2016
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

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

By Uyeri Ajiri Oghene

Delta State University

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

Keywords: *relationship, manpower development, lecturers' productivity, Nigeria.*

GJMBR- A Classification: *JEL Code: I25*

Strictly as per the compliance and regulations of:

© 2016. Uyeri Ajiri Oghene. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

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

Uyeri Ajiri Oghene

Abstract- This study was conducted to examine the relationship between manpower development and lecturers productivity in Delta State Colleges of Education. To guide the study, three research questions were raised and three hypotheses were formulated. The study was a correlation study. The population of this study was 842 lecturers in Delta State Colleges of Education in the 2014/2015 academic year. The sample used for the study was 252 lecturers of the Colleges of Education respectively selected from a population of 842 lecturers in the 2014/2015 academic year. The sampling procedure used was the random sampling technique. A survey instrument titled 'Manpower Development and Lecturers' Productivity Questionnaire (MDLPQ) was developed by the researcher to obtain data for the study. Data were analyzed using mean scores and Pearson "r". Findings of the study revealed that there is a relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State, there are challenges to manpower development and lecturers' productivity in Colleges of Education in Delta State, positive relationship exists between productivity of lecturers before and after manpower development. Based on the findings of the study, some recommendations were made as follows: That manpower training should be given top priority so as to achieve productivity in the institutions. Since manpower development enhances productivity in Delta State colleges of education, the staff should be encouraged to participate in manpower development.

Keywords: relationship, manpower development, lecturers' productivity, Nigeria.

I. Introduction

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

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

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

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

Author: Department of Educational Administration and Policy Studies, Delta State University, Abraka - Nigeria.
e-mail: ajiriuyeri@gmail.com

© 2016 Global Journals Inc. (US)

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

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

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

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

II. Statement to the Problem

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

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

III. Research Questions

The following research questions were raised to guide the study.

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

© 2016 Global Journals Inc. (US)

2. What is the relationship between the techniques used for manpower development and lecturers' productivity in Colleges of Education in Delta State?
3. What are the challenges of manpower development and lecturers' productivity in Colleges of Education in Delta State?

a) Hypotheses

The following hypotheses were formulated in the study.

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

IV. Review of Related Literature

Human capital development theory appears to be most appropriate for this study. Human capital theory as propounded by Becker (1964) is the most influential economic theory of western education, setting the framework of government policies since the early 1960's. It is seen increasingly as a key determinant of economic performance. It is recognized that the growth of physical capital stock depends to a large extent on the existence and accumulation of well developed human capital. This entails the process of increasing knowledge, skills and the capabilities of all people of the country. Becker (1964) suggested that education or training raises the productivity of workers by imparting useful knowledge and skill. Adam (2012) and Veenstra, (2011) highlighted the significance of human capital development in production. Marshal viewed education as a national investment and the most valuable of all capital is that invested in human beings. In his book "The Wealth of the Nations" (2012) Adam formulated the basis of what was later to become the science of human capital. Over the past two centuries, two schools of thought can be distinguished. The first school of thought (Classical School of Thought) distinguished between the acquired capacities that were classified as capital and the human beings themselves who were not. The second school of thought (Neo – Classical School of Thought) claimed that human beings themselves were capital. In modern human capital theory, all human behaviour is based on the economic self – interest of individual operating freely within competitive markets. Other forms of behaviours are excluded or treated as distortions of the model.

Kwon, (2009) presented a prominent explanation that a recent reformation of Human Capital Theory which has stressed the significance of education and training as the key to participation in the new global economy. In 2010, the Organization of Economics Co – operation and Development (OECD) encouraged the governments of advanced economies to embrace policies to increase innovation and knowledge in products and services as an economical path to continued prosperity. Economists are in support that it is lack of investment in human capital that has been the bane of the slow growth of less developed countries. The reason that poor countries develop less is considered to be the insufficient stock of capital. Unless such economists formulate and pursue an articulate course capital by spreading education, knowledge and know – how and raise the level of skills and physical efficiency of the people, the productivity of the physical capital is reduced especially in the educational system, (Kwon, 2009).

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

a) Concept of Manpower Development and Productivity

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

© 2016 Global Journals Inc. (US)

Development on the other hand, is a systematic process of educating, training and growth by which persons acquire and apply information, knowledge, skill, attitudes and perceptions. It is a long term educational process whereby managerial personnel learn conceptual and theoretical knowledge for general purpose. For other scholars development is a course of action designed to enable the individual to realize his potential growth in the organization. It also involves the preparing of employees for higher responsibilities in the future. To develop staff is to make them grow with the organization so that they can be best fitted for available higher positions within their capacity, (Dabalen, and Oni, 2010; Humble 2012 in Armstrong, 2008).

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

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

b) Productivity in Higher Education

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

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

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

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

© 2016 Global Journals Inc. (US)

c) *Relevance of Manpower Development and Lecturers' Productivity*

Once an applicant has been selected and placed properly by his organization, the next step is to transform him to meet the future requirements of the organization. Such transformation is done by means of training and development. For organizational goals and objectives to be attained; effective, proficient and adept human resource is vital and imperative in every outfit. This is because human beings constitute a vital part of any organization, thus, acts as building blocks and backbones of any organization and determines the level of productivity in the organization. Abiodun (2009) said human resources are the most potent assets that any organization possesses. Without them, machinery/ equipment, materials and even capital of the company will amount to nothing as nothing gets done without the input of the manpower resource of the organisation. Similarly, Resis (2013) affirmed that all activities of any enterprise are initiated and determined by the persons that make up these institutions. He said further that the plants, computers, automated equipment and all other machines that a modern organization uses are unproductive except for human effort and direction. He therefore concluded that every aspect of a firm's activity is determined by the competence and effectiveness of its human beings.

According to Adeniyi (2005) manpower or staff training and development is a necessary work activity that makes a very significant contribution to the overall effectiveness and profitability of an organization, for Fajana (2012) the effectiveness and success of an organization lies on the people who form and work within the organization. The observation of Onuka (2006) implies that it is the developed human capital of a nation that constitutes its wealth. It follows, therefore, that employees' performance in respect of achieving organizational goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude they have been able to acquire from constant manpower development programmes whether through committee/on the job training or in-house training programmes of out of work training courses they attended.

Omole (2014) posits that manpower development involves providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programmes. The need for improved productivity in an organization has become universally accepted phenomenon that depends on efficient and effective manpower development. It has further become necessary, in view of modern global advancement, to invest in human capital training and development. Thus, the role played by staff training and development can no longer be over-emphasized. By implication, therefore, the need for organizations to take staff development programme for their employees seriously has become an undisputable imperative. Absence of such staff development programmes in an organisation often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2010) submits that training and development is aimed at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organizational growths; while Isyaku (2010) postulates that the process of training and development is a continuous one.

Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavour makes staff development a necessity in order to keep track with current event and methods. Griffin (2008); Ajibade (2013); Akintayo (2005); Abiodun (2009) have all drawn attention of all and sundry to the inestimable value of training and development. According to them, it is an avenue to acquire additional and new knowledge; and develop further the skills and techniques to function effectively in the ever dynamic world in which we belong and live. Thus, training is obviously indispensable not only in the development of the individuals but also in facilitating the productive capacity of the workers and thus that of the company. Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance.

Researchers like Griffin (2008), Akintayo (2006) and Lawal (2006) observe the usefulness of training and development in an organization and identified the functions of training as follows: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs; eliminates obsolesce in skills, technologies, methods, products, capital management; enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise.

Pitfield (2012) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job, and efficiently develop the workers so that if they have the potentials, they would make progress, increase efficiency by reducing spoilt work, misusing of machines and lessening physical risks. Olabisi (2006) submits that training and development aimed at developing competences such as technical know-how to lead others; the need to perform one's job efficiently and the desire to meet organizational objectives of higher productivity and profitability. According to her, the main objective of setting up a company is to make profit and to achieve this organizational goal, adequate

© 2016 Global Journals Inc. (US)

manpower and development programmes should be put in place to enhance workers' performance.

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

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

d) Techniques Used for Manpower Development and Lecturers' Productivity

Nakpodia (2013) explained the techniques used for manpower development as follows: case study, conferences and seminars, T-Group section, in basket techniques, program instruction and computer assisted learning (CAL), simulation and gaming, video and audio self development program, lab training, correspondence courses, managerial grid section, a systematic approach, peer teaching, technology as a tool to engage and deliver, follow-up implementation strategies.

Case study: In this the individual or institution personnel is required to identify problem, develop alternative solutions and evaluate the problem. It demands discussion and participation by all participants. The case study techniques are mostly used to develop skills for analysing and solving complex and unstructured problems. Conferences and seminars: This involves a lecture delivered by a speaker. It may be a workshop without a speaker. Participants discuss and share common problems. This group discussion encourages analytical thinking. However the success of this technique depends on a good conference leader, who simulates discussion, keeps it on track and summarises consensus.

T-Group section: This is designed to help participants learn about themselves and their ways of relating to others. Members become aware of the impression they create in others and sensitivity to their reactions and feelings. It is most suitable for developing better understanding in organisation goals.

In basket techniques: This technique presents trainee or school personnel with sample problems in an in-tray or mail-box. A limited time is given to trainees to give solutions to each problem in the entire class to determine the best solution or action. This develops decision making skill of the personnel.

Program instruction and computer assisted learning (CAL): This is designed to train many personnel individually or simultaneously. It is a technique designed to lead the learner step by step toward a desired objective. It is disadvantageous to both slow and fast learners.

Simulation and gaming: With this technique an educational situation could be created in the school system. An individual trainee maybe asked to take an action on any event, get result and make a report. Information, decision data, result etc, could be stored in the computer. This technique develops decisions making skill.

Video and audio self development program: Lecturers and note learning maybe given on video and audio equipment. This method allow participant to go at their own pace and it also help in building developmental skills.

© 2016 Global Journals Inc. (US)

Lab training: It is designed for a group in the school system to clarify their values, attitude and problems in order to change attitude of members in the school system and increase problem solving probabilities in an educational institution.

Correspondence courses: Convenience is the greatest single advantage of the course. It allows the learner to complete a series of lessons at their own pace. Personnel receive training materials by mail and answers are mailed back to the institution. It covers wide range of subjects. It is suitable for development of technical and manual skill for the individual.

Managerial grid section: It is a phase program that can last from three to five years. It is usually done with the aim of upgrading the skill of administrators in the institution. It goes in phases. It has the group improvement, inter group improvement, total planning of the organisation unity, it gets to evaluation phase. It is suitable for large organisation.

A Systematic Approach: Professional development is an important component of instruction at every school and in every district, yet many schools struggle with and fail to define a systematic approach to staff development. As a result, many training sessions are not deemed meaningful (Holler, Callender and Skinner, 2007). Effective professional development should reflect the best of what we know from data-driven improvement efforts. The process should begin by referencing the mission, values and goals of the organization, as well as identifying gaps between current reality and the desired future (DuFour, 2005). Evidence such as student achievement data, school climate surveys and feedback from students and the community should be used to indicate focus areas. Once these focus areas have been established, the following principles should guide the professional development planning process: grouping messages into content chunks, peer teaching, use of technology, and use of humour and follow-up.

Peer Teaching: Learning is a social act, and the experience is deepened when adults are able to learn from one another. DuFour (2005) proclaimed that coaching and peer teaching are critical, integral parts of professional development. Joyce and Showers (2005) echoed that teamwork and partnering are needed to support new learning. However in cooperative learning, peer teachings or group learning, simple focus on working with others allows sharing of responsibilities and tasks, as well as the reinforcement of social skills. Powerful teacher and administrator education is more than a matter of learning and practicing promising techniques and best practices; it involves engagement with others in the exploration of pressing challenges and issues (Bullough, 2007).

Technology as a Tool to engage and Deliver: Technology can be used to engage participants in manpower development activities and to deliver content at individual workstations in the area of study. While it may be appropriate to have professional development offerings that are specific to particular technology tools, the value of the resources is magnified when technology is embedded into ongoing work related to student achievement areas. As with other types of professional development, the likelihood of retaining and implementing technology skills increases with regular exposure, rather than isolated, one-time events (Glatthorn & Jailall, 2005). In the words of Southern California-based technology expert and consultant Sharon Adelgais, "Today's students are dependent upon technology for most facets of their life and want to be educated with it as well. Our professional development needs have shifted focus to meet those needs. We have to train our teachers not only to use technology themselves, but on how they can best utilize it as a teaching tool to keep our students engaged in learning."

Follow-Up Implementation Strategies: The ineffectiveness of the often misused "sit and get" approach to training is no secret. The very strategies that teachers are taught to use to engage students for brain-based learning and retention of information are seldom used in the training of adults (Gardner, 2008; McCarthy, 2009). Frequent discussions are needed to support the new professional development conversations and to address the challenges when trying to implement anything new. Unfortunately, that follow up component is the one most often disregarded when time runs short (Byrne-Jimenez & Orr, 2007). Regardless of how powerful and meaningful the training, the follow-up activities are what matter most. Depth of learning and daily use of new skills are attributed to a system where educators continuously seek and share learning, and then act on their learning in subsequent trainings, meetings and informal discussions (Bullough, 2007).

e) Challenges of Manpower Development and Lecturers' Productivity

The end of the teacher shortage simultaneously with the reduction in funding for the encouragement of innovation returns that burden of program improvement squarely to local school districts throughout the nation. Although assistance will continue from intermediate units, state education department and to some extent, federal agencies and philanthropic foundations, a much greater effort must be generated at the local level. The major vehicle for meeting this challenge appears to be assuming the form of staff development strategies, (Firth, 2007). Staff development strategies are usually associated with certain problems and these problems as opted by Firth (2007) include: concept, basic purpose, common priorities, strategies, participation and alternatives.

Concept: The issue of staff development strategies focuses on the extent to which the concept can be

© 2016 Global Journals Inc. (US)

continuous and integrated into education. Too often administrators view change in limited perspective, taking comfort in changes that occur one step at a time. Each change is intended to bring faculty members into line with current practice, to emulate neighbouring schools, or perhaps to eliminate the most obvious weaknesses. Teachers currently are developing a strong philosophical commitment to change as a professional credo. They also share the same tendency to consider change in small doses. Teachers tend to move down a particular path to a specific point or, in more graphic terms, to jump from rock to rock. Administrators must create an environment with long-range perspective that assumes that a change is merely a plateau enroute to another. In like manner, if teachers aspire to attain status as professionals, they must accept the fact that their circumstance have change, are changing and will continue to change.

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

Common priorities: This issue involves the extent to which direction can be set on common priorities for staff development. Administrators expect to determine the desired changes to be sought in member of the faculty. They seem to provide leadership in installing changes that are deemed appropriate to a particular school situation. The setting of even general priorities to which all schools can subscribe is extremely difficult. Teachers expect to determine their own personal needs for improvement. Preferences often are set on the basis of general needs or frequency of requests. Differences in preparation and experience tend to be perpetuated by the single salary schedule, but far more significant differences in intelligence, personality, interests and similar factors that affect responses to student behaviour and learning styles are not taken into account. Priorities often are set on the basis of general factors or the frequency of requests.

Strategies: The strategies itself is another major concern in staff development, the extent to which appropriate strategies or activities for staff development can be selected. Administrators seeking change in the school program utilize strategies that modify the environment in which the teachers function. Some introduce an element or a change in the school agent from outside the system into the existing situation. Others retain a task force or team typically composed of individual demonstrating potential for leadership by brief immersion in a different situation before returning to operate in the target system. Still others concentrate personnel supportive of the change by redeployment, transfer, or removal from a particular school.

Participation: This issue focuses on the extent to which participation can be obtained in staff development activities. Administrators expect all staff members to engage in most activities that those leaders conduct or approve. In attempting to involve as many as possible in a brief time period, leaders invariably sacrifice quality. The obsession to involve the staff in the same program ignores the fact that one program, no matter how comprehensive or flexible, cannot serve the needs of all teachers simultaneously. Even a highly efficient operation is unable to bring all teachers to the same level of competence. Staff losses due to resignation, retirement, or new teaching assignments, and new entrants as replacement or additions make "single treatment" staff development programs impractical. Unless a range of activities is available, those who cannot benefit from one program must bide their time until the next phase can be created.

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

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

Lack of equipment in school: Access to instructional materials like computer, video, and other technical aids are so expensive that so many schools do not have them. This makes development rather incomplete.

Lack of technical ability: To develop techniques like program instruction, simulation and gaining and even the use of lacking materials in our schools.

© 2016 Global Journals Inc. (US)

Cost of living: The economy is beating very hard on people that most people are no more interested in learning, theirs is to struggle from morning till night to keep body and soul together that they hardly remember to take courses in developing themselves on the job.

Failure to organise development program: Nigerian secondary schools now hardly organise programs such as seminars and workshop, conference etc, the work force has been dominant because of this.

V. Materials and Method

a) Research Design

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

b) Population of the Study

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

Table 1: Population Distribution of Lecturers in Delta State Colleges of Education, 2014/2015 Academic Year

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

Source: Researcher's Field Survey

c) Sample and Sampling Technique

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

d) Research Instrument

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

e) Validity of the Instrument

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

f) Reliability of the Instrument

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

VI. Results and Discussion

a) Hypothesis 1

There is no significant relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State.

Table 2: Pearson 'r' on Manpower Development and Lecturers' Productivity

Variables	Mean	DF	r	r-crit.	Level of significant	Decision
Manpower development	172.3	250	1.00	0.139	0.05	Significant
Lecturers' productivity	79.7					

© 2016 Global Journals Inc. (US)

Table 8 showed that the r-calculated of 1.00 is higher than the r-critical value of 0.139 at 0.05 level of significant the null hypothesis of there is no significant relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State was retained. While the alternative hypothesis of there is a significant relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State was accepted.

b) Hypothesis 2

There is no significant relationship between the challenges of manpower development and lecturers' productivity in Colleges of Education in Delta State.

Table 3: Pearson 'r' on Challenges of Manpower Development and Lecturers' Productivity

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

Table 9 showed that the r-calculated of 0.98 is higher than the r-critical value of 0.139 at 0.05 level of significant the null hypothesis of there is no significant relationship between the challenges of manpower development and lecturers' productivity in Colleges of Education in Delta State was retained. Thus the alternative hypothesis of there is a significant relationship between the challenges of manpower development and lecturers' productivity in Colleges of Education in Delta State was accepted.

c) Hypothesis 3

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

Table 4: Pearson 'r' on Techniques Used for Manpower Development and Lecturers' Productivity

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

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

d) Discussion of Findings

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

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

However, the study disagreed with Dyer (2010), who stated that not all professional problems can be solved by training. Training should therefore not be used when: the potential benefits of the training are

© 2016 Global Journals Inc. (US)

questionable in view of the necessary expenditure of resources, the time required for the training is not justifiable in terms of the potential benefits, the resulting changes in behaviour are not functional or useful given goals of the organization, more effective results may be achieved by methods that cost less and or require less time. Abiodun (2009), who said human resources, is the most potent assets that any organization possesses. Without them, machinery/equipment, materials and even capital of the company will amount to nothing as nothing gets done without the input of the manpower resource of the organisation.

Similarly, Resis (2013) affirmed that all activities of any enterprise are initiated and determined by the persons that make up these institutions. He said further that the plants, computers, automated equipment and all other machines that a modern organization uses are unproductive except for human effort and direction. He therefore concluded that every aspect of a firm's activity is determined by the competence and effectiveness of its human beings. According to Adeniyi (2005) manpower or staff training and development is a necessary work activity that makes a very significant contribution to the overall effectiveness and profitability of an organization, for Fajana (2012) the effectiveness and success of an organization lies on the people who form and work within the organization. The observation of Onuka (2006) implies that it is the developed human capital of a nation that constitutes its wealth. It follows, therefore, that employees' performance in respect of achieving organizational goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude they have been able to acquire from constant manpower development programmes whether through committee/on the job training or in-house training programmes of out of work training courses they attended.

Omole (2014) posits that manpower development involves providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programmes. The need for improved productivity in an organization has become universally accepted phenomenon that depends on efficient and effective manpower development. It has further become necessary, in view of modern global advancement, to invest in human capital training and development. Thus, the role played by staff training and development can no longer be over-emphasized. By implication, therefore, the need for organizations to take staff development programme for their employees seriously has become an undisputable imperative. Absence of such staff development programmes in an organisation often manifests tripartite problems of incompetence, inefficiency and ineffectiveness.

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

Pitfield (2012) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job, and efficiently develop the workers so that if they have the potentials, they would make progress, increase efficiency by reducing spoilt work, misusing of machines and lessening physical risks. Olabisi (2006) submits that training and development aimed at developing competences such as technical know-how to lead others; the need to perform one's job efficiently and the desire to meet organizational objectives of higher productivity and profitability. According to her, the main objective of setting up a company is to make profit and to achieve this organizational goal, adequate manpower and development programmes should be put in place to enhance workers' performance. The finding on techniques used for manpower development and lecturers productivity agrees with Nakpodia (2013) who explained the techniques used for manpower development. These include; case study, conference and seminar, lecture method, T-Group section, in basket techniques, program instruction and computer assisted learning, simulation and gaming, video and audio self development program. The study is also in line with DuFour (2005) who proclaimed that coaching and peer teaching are critical, integral parts of professional development. Joyce and Showers (2005) echoed that teamwork and partnering were needed to support new learning. The finding on challenges to manpower development and lecturers productivity agrees with Firth (2007) who opted that the issues associated with staff development strategies include the following; concept, basic purpose, strategies, participation and alternatives.

© 2016 Global Journals Inc. (US)

VII. Conclusion and Recommendations

a) Findings

The following findings were arrived at in the study.

1. There is a relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State.
2. There is a relationship between the techniques used for manpower development and lecturers' productivity in Colleges of Education in Delta State.
3. Challenges of manpower development and lecturers' productivity in Colleges of Education in Delta State include; there is lack of technical ability for manpower development, cost has been a major problem why you do not attend manpower development program, the concept being taught in manpower development training is limited, the basic purpose why you attend staff development training is not being achieved, there is always a failure to organise staff development training, the strategies used in staff development training are not new to you, what is being learnt from staff development training cannot be practiced because of lack of school equipment and staff are not given an opportunity to participate in staff development training.
4. Positive relationship exists between productivity of lecturers before and after manpower development.
5. Manpower development is related to the productivity of male and female lecturers in Colleges of Education in Delta State.

b) Conclusion

From the findings in the study, it was concluded that there is a relationship between manpower development and lecturers' productivity in Colleges of Education in Delta State. Relationship exists between the techniques used for manpower development and lecturers' productivity in Colleges of Education in Delta State. Challenges are being encountered in manpower development and lecturers' productivity in Colleges of Education in Delta State. Positive relationship exists between productivity of lecturers before and after manpower development. Manpower development is related to the productivity of male and female lecturers in Colleges of Education in Delta State.

c) Recommendations

Based on the results of this study, the researcher presents the following recommendations; that manpower training should be given top priority so as to achieve productivity in the institution. Since manpower development enhances productivity in Colleges of Education in Delta State, the staff should be encouraged by the institution administration to participate in manpower development. More techniques should be developed for manpower development; this will enable the staff not to see the techniques as what they are used to thereby not having interest in partaking on manpower development programs. Government should show concern in the development of staff in colleges of education through financing staff development programme. This will help reduce the financial cost of attending manpower development program.

References Références Referencias

1. Adams, J.S (2012) *Equity In Social Change*. Advances in Experimental Social Psychology, Edited By L. Berbouritz, New York: Academic Press.
2. Alimi B.G.; Bukar J. and Ahmadu I. (2012) Relevance of Manpower Training, Development And Challenges In Organizations, *Journal Of Social Science And Policy Review*, Volume 4, September 2012.
3. Babalola, J.B (2007) *Reinventing Nigerian Higher Education for Youth Employment in a Competitive Economy*, University of Calabar, Calabar – Nigeria.
4. Becker, G.S (1964) "*An Economic Analysis of Fertility.*" Demographic and Economic Change in Developed Countries, a Conference of the Universities–National Bureau Committee for Economic Research. Princeton, NJ: Princeton University Press.
5. Fajana, S. (2012) *Human Resource Management: An Introduction*. 1st Edition, Macmillan Publisher, 455-469.
6. Harbison, F & Myers, C (2013) *Education, Manpower and Economic Growth, Strategies of Human Resources Development*, New York.
7. Isyaku, I.A (2010) Training and Retraining of Teachers through Distance Education. A Paper Presented At The National Workshop On Distance Education At Abuja, Nigeria 27– 29.
8. Nakpodia, E.D (2013) *Human Resource Development*. Warri: Jonakase Nig. Co.
9. Nwachukwu, S. (2012) The Crisis of Development in Africa: The Democratic Imperatives. *Journal of Social Development*. Vol. 1(4), 84-87.
10. Omole, M.A.L (2014) Training and Re-Training: A Variable of Technological Development. *Journal of Industrial Education*. Vol. 14 (2), 76-85
11. Onuka, A.O.U (2006) Management Manpower Development in the Context of Globalisation An Evaluation. *In International Journal of African African-American Studies.* Vol. 5(1), 17-28
12. Onuka, A.O.U and Ajayi, K.O (2012) Effects of Manpower Development on Workers' Job Performance. *European Journal of Educational Studies.* Vol. 4(3)
13. Peretomode, V.F and Chukwuma, R.A (2005) Manpower Development and Lecturers' Productivity In Tertiary Institutions In Nigeria. *European Scientific Journal June Edition.* Vol. 8(13)

© 2016 Global Journals Inc. (US)

14. Pitfield, R.C (2012) *Effective Human Resource Development*. California: Jossey Bass Inc. P Publishers.
15. Resis, P. (2013) *The Human Organization*: Macmillan Company New York.

© 2016 Global Journals Inc. (US)

This page is intentionally left blank

© 2016 Global Journals Inc. (US)