# TITLE PAGE

# MANPOWER TRAINING, DEVELOPMENT AND UTILIZATION IN INSTITUTIONS OF HIGHER LEARNING

## A CASE STUDY OF KADUNA POLYTECHNIC


BY

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## CERTIFICATION

This Thesis entitled; Manpower Training, Development and Utilization in Institutions of Higher Learning : A Case Study of Kaduna Polytechnic, by SHEHU USMAN ADAMU meets the regulations governing the award of the degree of Master of Public Administration (MPA) of Ahmadu Bello University Zaria and is approved for its contribution to knowledge and literary presentation.

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## DECLARATION

I, SHEHU USMAN ADAMU hereby declare that this Thesis is written by me and that it was not copied from any past research work. I also declare that both published and unpublished works or other materials directly used in this Thesis are appropriately acknowledged.



STUDENT'S SIGNATURE

23/12/07

DATE

## DEDICATION

I personally dedicate this Thesis to Almighty Allah for sparing my life and for giving me the health, wisdom and endurance to pursue this study to the end. This Thesis is also dedicated to my mother Hajiya Mariya, my Father Alhaji Adamu, my children Yusuf, Mahmoud, Maryam and Khalid and to my Grand Mother Hajiya Binta Hamza who particularly encouraged me since youth to pursue education vigorously. Her immense contribution towards my education made me what I am today. This work is therefore dedicated to all of you mentioned above.

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**November, 2000**

## ABSTRACT

This study was undertaken to assess Manpower Training, Development and utilization in Institutions of Higher Learning making a reference to Kaduna Polytechnic. It is very important to note that the efficiency and effectiveness of an organisation is among other things, a function of its workforce. In connection with this reason, therefore, manpower must be initially procured, trained and developed on a constant basis.

It is with the above observation in mind that the study was undertaken in order to ascertain the effectiveness of training policies of Kaduna Polytechnic. In view of this, the study came up with certain objectives among which include. The examination of manpower planning in relation to its effectiveness on Staff Training and Development, analyse the criteria used for selecting staff for training and the effects of such selection principles, evaluating the effect of bonding on prospective candidates for training, examining the adequacy of available funds meant for training and development, identifying factors that lead to the under or overutilization of Kaduna Polytechnic Staff and ascertaining the effects of training and development on staff motivation. It is on the basis of these objectives that the hypotheses were formulated.

In the process of collecting data for study, empirical approaches were employed by designing questionnaires, conducting interviews and participant

observation was adequately utilized. More importantly documents and various literature that are related to this study were consulted.

This study uncovered that training opportunity was extended to Kaduna Polytechnic staff. By extension it means many staff has enjoyed Kaduna Polytechnic sponsorship for training programmes. It was however found that those who benefited got more professional experience in addition to gaining more skills.

The fundamental problem discovered was that there was no traces of training plans that w6uld enable the institution identify the training needs of its staff. On this basis the study discovered that the identification *of* the training needs for the staff was done haphazardly. Any member of staff who so wish. can apply for sponsorship to be trained provided he has spent the mandatory two to three years working for the institution. On the whole it was observed that National Plan do not incorporate the Polytechnic training system, that was why there is a general failure in planning training in tertiary institution.

It was further found out that staff appraisal does not help matters in identifying those who should be trained. The appraisal system was primarily given much attention when it comes to the issues of promotion but not on training. The study confirmed that the workers had a negative attitude towards the bonding system of Kaduna Polytechnic.

The bonding was found to be more to the advantage of Kaduna Polytechnic than to the staff. More importantly the availability of funds for

training and development was discovered to be grossly inadequate to enable the trainees settle school fees, accommodation, feeding and other unforeseable problems.

A sizeable number of Kaduna Polytechnic staff were found to be over utilized, which at the end affects their output.

In order to improve on the performance *of* Kaduna Polytechnic workers, a regular training programmes in the form of seminar of workshops was suggested to be re-emphasised for staff especially middle and junior staff. It was further suggested that details of personnel matters should be computerized so as to enable easy accessibility to personnel records to be able to assess the training needs of individual worker and his trainability. The administration department that handles personnel matters especially training issues is expected to ginger up its performance being the coordinating unit for personnel matters. The unit should be able to trace recommendation made on staff appraisal in order to identify who needs training. The selection should not be done haphazardly but base on training needs. Whenever these observations or suggestions are taken into cognisance, it will improve on the performance of staff which would at the end increase the productivity of Kaduna Polytechnic and the nation at large.

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# CHAPTER ONE

## 1.1 INTRODUCTION

One of the basic problem facing many third world countries (Nigeria inclusive) is man-power shortage and effective utilization of same. The most important factor of production is human resources and unlike other factors of production, man is the most difficult to handle because of his ability to reason and not conform with standards expected of him. The efficiency and effectiveness of an organisation is among other things, a function of its work force. Because of this reason, manpower must initially be procured, trained and developed along the lines in which he has shown potentials. He must also be guided so as to achieve his personal objectives and that of the organisation.

Training in any organisation is not and should not be a once-and-for-all matter and any training policy that regards it as such misses the mark. Training, retraining and development of staff should be a continuous and dynamic process. Anything contrary to the training and developing of the potentials of the individual worker as desired by the organisation can lead to lack of effective utilization of the worker's skills and ability.

The concepts of education, development and training are regarded as aspects of investment in human resources. There is the sociological explanation which reflects manpower development as a process of "teaching", informing or educating people so that, they may become more efficient and to enable them perform in positions of greater difficulties and responsibilities, staff

of Nigerian Polytechnics are thereby also expected to be trained, developed so as to sere effectively in higher positions.

To achieve organisation's objective in personnel matters, manpower training, development and utilization inclusive, manpower planning is very crucial and essential. The thrust of the matter is that through planning of manpower the basic training needs will be identified and hence proper selection for the training programme.

Polytechnics are large institutions established with the prime objective of satisfying the immediate and futuristic demands of the nations middle level manpower. Therefore, they admit large numbers of students both on full-time and part-time courses of study leading to the award of National/Higher National Diplomas, Advanced Diplomas, Post-Graduate Diplomas and Certificates. To achieve the objectives mentioned above, it is important to have effectively trained and well-developed human resources that will train, develop the students and maintain the institutions.

Kaduna Polytechnic as a point of reference should be involved in developing its personnel and should utilize them for the work for which they have been trained. This system will enable the institution achieve the objectives for which it was established.

As important as training and development is to any Nation's Work-force which will by and large enable the Nation to develop, this, by implication has elude many third world Nations particularly Nigeria. The obvious reason is that,

it is doubtful if a proper provision is made in the National Manpower plans the basic assessment tools for training needs and the type of training that should be offered for different categories of staff according to the needs of individual staff and his organisation. In essence there is lack of integration of Polytechnic training system in National Plan.

Had this provision been adequately spelt out at the National level, it could have served as a working tool for all institutions and organisations towards effective training of their personnel. The absence of it left the various institutions and organisations to plan their manpower training and development haphazard.

The paradox of training and developing manpower particularly in institutions of higher learning in Nigeria is that very negligible few personnel of the institutions enjoy the training facilities or even the chance of being selected to attend training. It is evident that other personnel sponsored by other organisations tend to enjoy the training facilities often more than those working for the institutions of higher learning. In most cases selection for training in institutions of higher learning like other places or organisations is often viewed as a favour. In fact training culture is almost absent in institutions of higher learning. Leaders of such institutions tend to view sponsoring of candidates to attend training as a favour.

## 1.2 STATEMENT OF PROBLEM

The rapid rate at which the Kaduna Polytechnic is expanding is a clear indication of Nigeria's desire for technical education. It is imperative to state here that for any organisation to cope with its manpower needs, the significance of having effective man-power planning need not be over-emphasised. One of the fundamental problems perceived by the researcher is the absence of effective manpower planning.

Furthermore, an expanding institution of Kaduna Polytechnic's calibre needs tot rain and develop its manpower in all its endeavours. The problem that manifests itself is that some segments of Kaduna Polytechnic work-force mostly the middle level and junior non-academic staff are usually frustrated. Their frustration is not unconnected to non or little consideration for training or retraining them.

As a result of lack of proper structured planning for selecting those to be trained and developed, Kaduna Polytechnic sometimes witnesses high labour turnover inspite of the fact that they are under-populated in some areas.

This problem is mostly associated to the fact that some junior officers attended courses before their senior ones. Selections are not only haphazardly done but unplanned.

In fact some staff both academic and non-academic face the danger of being dismissed or terminated once found attending courses without the

institutional permission even if the courses they attend are part-time evening courses.

Some staff secure jobs in other organisations with better conditions of service because they were either terminated for dismissed for attending courses without permission or generally because of lack of proper incentives, causing a great deal of labour turnover.

In this present circumstances, some departments are still having staff who are seconded from earlier regional governments. These officers are mostly known to be 'instructors' than lecturers with very low qualifications. Thus, these categories of staff need to be further trained and developed so as to meet up with the present challenges.

The problem of manpower development and training is further aggravated by lack of enough fund. For instance a meager amount is paid to officers away on various courses and the paid amount is very insufficient to cater for the welfare of officers on training. This fact has discouraged many staff, because they can hardly enjoy the best training facilities and provide for their well being while on training with such meager allowances.

Another fundamental problem revealed by the research is the issue of agreement on bond. Many staff who desire to go for training refuse to show interest because of the stringent terms of Kaduna Polytechnic bond for staff proceeding on training. The bond desires that officers on course will ever remain bonded until when they present their Certificates, it is only then that the

bond will becomes operational. This emphatically indicates that officers who attend courses will remain in bond for an unspecified length of time.

There is also the problem of work-over-load in which some lecturers and other members of staff are over worked. In which case they hardly have time for research and other academic pursuits, hence their inability for self improvement. Indeed, such over worked staff eventually become inefficient. While on the other hand, some lecturers are under utilized, infact there are certain courses or subjects without enough qualified staff.

It is a well known fact that large proportion of the expenditure of many organizations is often incurred on development of human resources. This is by way of expenses on recruitment, payments of salaries, allowances, fringe benefits etc. It is however, obvious that mere acquisition and retention of workers does not automatically bring about the desired improvements of such work-force. Kaduna Polytechnic should be aware that in this scientific age, there is a spate of rapid technological developments and inventions which could make existing machines become easily obsolete. In order to catch up with this modern technological innovations Kaduna Polytechnic staff should attend frequent training and retraining.

Given the above observations, this research will seek answers to the problems of manpower training and development in Kaduna Polytechnic which include the following:-

1. How effective is the Kaduna Polytechnic policy on training, development and utilization of manpower?
2. What are the criteria used for considering staff for training and development?
3. What are the effects of the policy on staff turnover?
4. What is the effect of bonding on staff going on courses?
5. Are funds for training and development judiciously utilized?
6. Are staff abreast of technological and scientific developments due to training?
7. Are staff properly utilized after training (placement and promotion)?

## 1.3 AIMS OF THE STUDY

The main purpose of this research is to assess the problems associated with manpower training, development and utilization in Kaduna Polytechnic between 1988 – 1998. The specific areas the research will examine are:-

(i) The examination of manpower planning in relation to its effectiveness on staff training and development.

(ii) Analyse the criteria employed for selecting staff for training. Here emphasis would be placed on assessing the role of irrational criteria or factors such as ethnic, religious, etc in selection. Also, the study will try to establish whether the policy has an effect on labour turnover.

(iii) The study will also examine the effect of bonding on prospective candidates for training.

(iv) It is also one of the objectives of this study to find out the adequacy or otherwise of the available funds for training and development of personnel in Kaduna Polytechnic.

(v) Another objective of this study is to identify the factors that lead to the under or over-utilization of Kaduna Polytechnic staff.

(vi) Finally, the study will examine the effects of training and development on staff motivation.

## 1.4 RESEARCH HYPOTHESIS

Having stated the problems and the objectives of this research work, it is of great importance to state the research hypotheses. Obviously there is no research that will be successfully completed without reducing the broad problems envisaged into testable propositions. Thus, the statement of the hypotheses will in this direction assist in providing test on the problems envisaged in manpower, training, development and utilization of staff in Kaduna Polytechnic.

The following statement of hypotheses are therefore deduced from the statement of problems for test.

HI: That a well planned programme for training and development of manpower that is rigidly pursued will enhance effective performance of staff and will reduce labour turnover.

H2: That inappropriate utilization of manpower will lead to inefficiency and lack of effective realization of organisational goals.

## 1.5 SIGNIFICANCE OF THE STUDY

Manpower training, development and its utilization is an area that is becoming more and more crucial for the practical purposes of enhancement of efficiency and productivity in both private and public sector organisations. In this connection, therefore, the significance of this study is that the research will assist both the public and private sectors (particularly institutions of higher learning) in improving the capability of their staff by giving them appropriate training.

Furthermore, students and teachers of Administration will tremendously benefit from this research work especially those willing to conduct further researches in the same or similar issue. Moreso, it is expected that at the end of this research work, Nigerian Polytechnics especially Kaduna Polytechnic will gain greater insight on the issue of staff development and training, rectify those anomalies detected and change for better, purposeful planning and training programmes as well as policies.

## 1.6 SCOPE AND LIMITATIONS OF THE STUDY

The research focus is on the issue of manpower training, development and utilization in institutions of higher learning with particular reference to Kaduna Polytechnic. The period the study will cover is between 1988 – 1998, that is the period of ten (10) years. The researcher will concentrate much of the effort on the existing manpower training and development policies and

structural plans for personnel development and utilization in various units of Kaduna Polytechnic which includes:-

(a) College of Administrative and Business Studies (CABS)

(b) College of Science and Technology (C.S.T.)

(c) College of Engineering (C.O.E.)

(d) College of Environmental Studies (C.E.S.)

(e) Central Administration (C.A.)

In this study specific attention shall be focused on the criteria used for selecting officers for training. The researcher will likewise focus attention on the issue of types of training received by Polytechnic personnel and its usefulness. The study will also focus attention on issues of available funds made for training and development of personnel. Moreso, attention will be focused on how best are personnel effectively been utilized having undergone the rigour of training.

For all practical purposes a field research of this nature and magnitude must be expected to face one problem or the other. Among such problems or constraints encountered in the pursuit of this study include:-

**In-Accessibility of Vital Documents** :

One major problem face during the early stages of this study was the researcher's inability to get some required information as a result of the considered confidentiality and sensitivity of certain documents. As a matter of fact, some officers interviewed or those given questionnaires were not willing to

provide the correct information because of the fear of their being accused of releasing sensitive/confidential information.

**Time Factor:**

Time is a very precious thing that should be considered. The nature of my duty could not allow me ample opportunity to source for more comprehensive data required for this research. Moreso, other officers who are in possession of vital information indicated their inability to give adequate responses to the researcher because of time factor and the pressure of work.

In addition to all of the above, time constraints has been a major factor facing the educational sector organisations at this present dispensation. For instance the Universities' academic calendar is always changing because of the academic or non-academic staff strikes, it therefore becomes very difficult for the researcher to meet up with date set aside for the completion of any research work.

**Financial Constraints:**

This research work could not go beyond assessing the modalities used in selecting officers, types of training and their efficiency on the trainees so as to become a better product. The fact remains that the researcher faced financial problem, taken into consideration the cost of transportation from one unit to another, likewise from Kaduna to Zaria to consult the supervisor on a regular basis throughout the whole research period. Moreso, the cost of buying

stationaries, binding and typing consumes a lot of money, as a result the research could not go beyond what has been produced.

## 1.7 RESEARCH METHODOLOGY

At this juncture the various methods for gathering data, presenting and analysing the data will be highlighted. Moreso, the nature of the population will be described. The sample and the sampling technique adopted, its frame and size will be articulated.

### 1.7.1 Nature of Population

The population of Kaduna Polytechnic is a heterogeneous one. The population is not homogenous because it is composed of both academic and non-academic staff. Amongst the non-academics, there are the senior staff, the middle level staff and junior officers or manipulative class. Within the non-academic staff, there are also the managerial staff and the technical staff. Moreso, amongst the academic staff, there are those considered to be lecturers, that is the categories with University degrees and there are those considered as instructors, that is those with Higher National Diploma, etc. As of present the total staff strength of Kaduna Polytechnic is Three Thousand, five hundred and twelve (3,512) made up of One thousand and sixty five academic staff (1,065), Three hundred and thirty-two (332) Senior non-academic staff and two thousand, one hundred and fifteen (2,115) junior non-academic staff.

Tale 1.1 – **Staff Strength**:

| | |
|---|---|
| Academic staff | 1,065 |
| Senior Non-Academics | 332 |
| Junior Non-Academics | 2,115 |
| Total | 3,512 |

Source:- The Spider Kaduna Polytechnic Information Division Page 4, 1998.

### 1.7.2 Description of the Sampling Method Adopted

The sampling method used in this research is the stratified random sampling. The use of this method became obvious because of the heterogeneity of the population. The method of this stratification started by first dividing the Polytechnic into various Colleges, that is College of Administrative and Business Studies (CABS), College of Science and Technology (C.S.T.), College of Engineering (C.O.E.), College of Environmental Studies (C.E.S.) and Central Administration (C.A.).

Furthermore, the Colleges were sub-divided into schools and then into departments and units. At the end of each unit, a random sampling procedure for each of these sub-divisions was adopted to come by a fair representation of the population.

### 1.7.3 Description of the Sampling Size and Frame

The total sample size of the study population is Three Hundred and Fifty-two (352) representing ten percent (10%) of the total population. In each segment of the population a sample size of ten percent (10%) was taken. The

sampling frame used for this study and which gave the researcher a fair representation of the population was the staff disposition list of every department and unit. Sampling size is very essential in research of this nature because it is impracticable to use the entire population.

| Unit/College | Population | Schools | Dept. | No. of Sample Size | Total Sample Selected |
|---|---|---|---|---|---|
| CABS | 1,405 | Sch. Of Bus. Studies<br>Sch. Of Adm. Soc. Studies<br>Sch. Of Mgt. Studies | 10 Depts. | 10/100x1405 | 141 |
| C.S.T. | 702 | Sch. Of Edu. & Science<br>Sch. Of Technology | 8 Depts. | 10/100x702 | 70 |
| C.O.E. | 527 | Sch. Of Industrial Eng.<br>Sch. Of Nat. Resources Engineering | 6 Depts. | 10/100x527 | 53 |
| C.E.S. | 527 | Sch. of Environmental<br>Sch. of Geodesy and Land Admin | 6 Depts. | 10/100c527 | 53 |
| C.A. | 351 | - | 4 Units | 10/100x351 | 35 |
| TOTAL | 3512 | 9 SCHOOLS | 34 Depts. & Units | TOTAL Sample Size | 352 |

Source : Pilot Field Survey by Researcher, 1999.

### 1.7.4 **Methods of Data Collection**

Essentially there are two sources of data namely:- Primary and Secondary sources. For the practical purposes of this study both primary and secondary sources were used for the collection of data. To be precise questionnaire, interview, the use of documents and or library research and

participant observation as the researcher is an academic staff of the Polytechnic were the main tools or techniques used in data collection.

1.7.4.1 **Primary Sources of Data**

These are sources by which are collected and analysed for the first time. They include the following:-

1.7.4.2 **The use of Questionnaire**

John (1981 : 167) – explained that the term questionnaire is restricted to a data collection instrument or schedule to be filled up by an informer rather than by the interviewer. The questionnaire according to Mike (1991 : 92) are usually accompanied by an explanatory letter and is the most widely used method of reaching the largest number of respondents in different geographical settings. The function of the questionnaire according to Mike is that of measurement.[2] That is to say, opinion or attitude of respondents are measured by the use of questionnaire.

In this study questionnaire was therefore carefully designed to elicit information from both the Academic and non-Academic staff of Kaduna Polytechnic. Since it was impracticable to administer the questionnaires to the entire Kaduna Polytechnic staff, a sample of three hundred and fifty-two (352) that represented both Academic Staff and non-Academic staff was selected, while the Registrar, Directors of Colleges and Units were left out because it was from among these population that oral interviews were conducted.

A questionnaire consisting of closed and open-ended questions was designed to elicit information from the sample population. The first part of the questionnaire deals with closed-ended personal questions about the respondents. The second part deals with the main issues affecting training, manpower development and utilization. That is to say, some open-ended questions were asked that allowed the respondents high level of freedom to express themselves as appropriate.

1.7.4.3 **Personal Interview**

Interview according to Boniface (1991:94) involves eliciting information from the respondent through some verbal interaction between him and the researcher. [3]

This technique was adopted to elicit necessary and vital information from the Registrar, Director of Colleges and Units. The Registrar and seven (7) Directors were interviewed so as to obtain data from the various units of Kaduna Polytechnic. A survey interview was conducted for those selected staff who were considered to be knowledgeable in their field of work. Moreso, the researcher used structured interview so as to obtain the appropriate information rather than the unstructured explorative interview.

1.7.4.4 **Observation**

Observation according to Boniface (1991:81) involves watching people, events, situations or phenomena and obtaining first hand information relating to particular aspects of such people, events, situation or phenomena. Information

relating to certain aspects of human behaviours can only be obtained in the particular settings where such behaviours are exhibited. The major aim of observation is to see and describe human behaviour the way it is in nature.[4]

Participant observations were therefore made of the activities and workings of the staff development committee, the body that apportions places for training to all the colleges and other service departments. Observation was made on how various departments recommend officers who apply for sponsorship. During these observations the procedures on how recommendations were made and how the final selections were made. All these were studied and assessed. Furthermore, officers exercising their assigned responsibilities were observed with the view to assess the extent to which they were utilized.

1.7.4.5 **Secondary Sources**

Secondary data are evidences gathered from documentary sources. These are information collected and recorded before. This type of data are obtained from text books, journals, magazines, government publications and newspapers. Mike (1991:88) observed that secondary data are sometimes biased to support the vested interests of the sources. Publishers will definitely not include data that does not favour the company.[5]

One of the major advantages of secondary data is that since it is pre-collected and pre-recorded there is a great saving in terms of cost and time in comparism with primary data resources.

In this research work relevant literature published and unpublished works that relate to staff development and training were consulted. This involved principally library research on the subject. The other documentary sources consulted include relevant files such as those that deal with manpower development, publications such as the Kaduna Polytechnic Annual Reports were used, also unpublished research work on training and other policy documents were consulted.

## 1.8 Data Presentation Methods

The research work was mainly presented in a descriptive format and data were also presented on tabular forms that describe the situation of Kaduna Polytechnic training and man-power development.

## 1.9 Data Analysis and Interpretation

In the process of analysing the data for this research work the use of univariate and multivariate analysis was employed where frequency distribution and percentages were used.

## 1.10 DEFINITION OF TERMS

**Man-power Development** : It is the process whereby a worker is allowed to grow on a job through the acquisition of wide experience, and increasing confidence resulting from the exercise of varied and tested responsibilities.

**Training** : Is a relatively systematic attempt to transfer knowledge or skills from one who knows or can do to one who does not know or can not do.

**Learning** : Is the never-ending process of becoming different from what we were.

**Education** : Is a highly structured exposure to planned learning, the objective of which is to train the mind.

**Induction Course** : It is used to describe the training which an officer receives within the first few weeks of joining the service.

**Refresher Course** : Are courses that are short-term which are organised from time to time mainly to improve the efficiency and effectiveness of worker's performance.

**Vestibule Training** : It is skill training after employment but before specific job assignment.

**On-the-job Training** : Is a systematic method of training given in a normal work situation and include for example, coaching and counselling, project attachments and planned job rotation.

**Off-the-job-Training** : This is a training that is considered for in-service officers who attend formal courses of instruction in institutions of learning.

**Orientation** : Is usually a brief training effort of a few hours or days in duration designed to familiarized the new employee with his working conditions and environment and to give him some basic notions of his status and rights as an employee.

**Training Opportunity** : Is the chance or possibilities offered to an employee to attend training.

**Criteria of Selection for Training** : The methods and manner adopted for choosing officers to attend training.

**Bonds** : Are contractual legal agreement between employee and employer on the issue of training sponsorship.

**Performance Evaluation** : Is the systematic appraisal of an individual's performance on the job and of potential future development.

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# CHAPTER TWO

## LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### 2.1 INTRODUCTION

Manpower development is of fundamental importance both to the employer and the employee in either the public or private sector. It is indeed a basic ingredient of organisational success because without skillful human resources organisation will be running at a loss and or will be counter productive to the set down goals of the organisation. Indeed as it rightly observed an unskilled labour force is a tool of limited use while on the other hand a skillful manpower is a tool that will increase productivity.

In this connection therefore, we intend to review various related literature so as to make the write up more comprehensive and illuminative. In this chapter the concept of man-power development will be discussed. Likewise the importance, objectives, types of training and development will also be articulated and put in proper perspective. Performance evaluation will also be discussed in order to know what constitutes effective manpower utilization. Any other related issues will be reviewed.

There are many systems in an organisation, the personnel system which is one for example, is built around the concept that employee's responsibility is to be encountered. Employees are recruited and selected because they appear to be willing to accept responsibility they are trained to accept it and are compensated for doing so.

The personnel system and the organisation must be blended. The organisation for example exerts influence on personnel administration for example, employee recruitment and development efforts have to fit in with the laws regulating and concerning equal employment opportunities (EEO) i.e Federal character, states quota, non discrimination of employment and training opportunities based on gender, tribe, religion, etc.

Taken as a whole, therefore, the activities of personnel administration are supposed to solve problems and help the organisation secure effective performance from its employees. The literature on the management of human resources is very extensive, especially as it relates to the means and strategies employed by management or the organisation for harnessing and directing human resources towards achieving goals and objectives.

## 2.2 IMPORTANCE OF HUMAN RESOURCES/TRAINING

J.V. Grant and G. Smith (1977) opine that "the human resources of most companies are the most difficult to obtain, the most expensive to maintain and the hardest to retain."[1] This does not imply that other resources such as capital and materials are not important only that the management of human resources deserves special attention because other resources are inanimate and unemotional and therefore do not demand the understanding of human needs and motivation for their most effective utilization.

In similar view, Thomas K. Connelan (1978) stated that "if an organisation is to maintain or improve the performance it must improve the performance of individuals within the organization"[2].

Thus, the individuals within and who make up the organisation must be handled with care, developed and maintained if that organisation is to achieve its goals and objectives. The way in which such workers are handled, their pay, welfare, promotion, training and development go a long way in instilling job satisfaction, once this is achieved, the worker is usually willing to give his best towards achievement of the organisational goals.

Anstey (1976) felt that "in nearly all organisations by far the greatest asset is their human resources. These exceed in importance all the cash, land, buildings, equipment, vehicles and other physical assets" [3].

The usefulness of a new school building for example, is wholly dependent on the availability of teachers to teach cheerfully and efficiently. The value of new equipment such as mining equipment or the police high-way radio sets (walkie-talkie) lies not only in themselves but in the contribution that they make to enhancing the output and efficiency of the human beings involved. No new technology and are willing to operate the machine efficiently.

The importance of human factor has of course been recognised not only by religious people but also some prominent men in history like Napoleon Bonaparte, who reckoned that morale was thrice as important as materials. Most authors have agreed that what is lacking is not the human resources per

se, but the systematic appraisal of the human resources and the determination to give priority to developing staff by making the best possible use of them as the most important factor in meeting the organisation's aims and objectives.

Indeed human resources of a nation is a great assets as well as other factors of production. Human resources of a nation which comprise men and women, young and old indeed are important because they are the ultimate resources that engage in the production of goods and services of such a nation. This point was vividly illucidated by Charles (1992) in which he assets that:-

> "Human resources, not capital, not income or material resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital; exploit natural resources; build social, economic, and political organisations; and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilise them effectively in the national economy will be unable to develop anything else". [4]

From this perspective therefore, it is a clear indication that institutions of higher learning must develop and utilise their manpower effectively for the practical purposes of achieving the organisational goal and obviously Kaduna Polytechnic inclusive. Human resources constitute the ultimate dignity of a nation, hence the acquisition of an excellent labour force by Kaduna Polytechnic will not only do her proud but will be exemplary towards her economic and human development efforts. Afterall, it is the interactions of people with natural resources that constitute the development process. The people, are resources for the supply of physical labour, technical and professional skills

which are germane to effective and efficient planning and implementation of development policies, programmes, projects and daily activities.

In discussing the importance of manpower development for accelerated national development, Hillard (1992) wrote;

> "Several important aspects of National Development in no concrete way contribute to economic development; some actually make heavy claim upon the economy. Yet the required manpower and important human skills must be taken into account by intelligent national manpower policy".[5]

Many experts have their various views on the issues of acquiring skillful manpower. This was so because manpower problem is not an easy one to solve hence these experts recommend various policies. For instance in stressing the importance of training in any organisation, Ubeku (1992) wrote:-

> "Investment on training and development are wise investment. There are many organisations in this country which regard Training and development as expensive ventures and avoid Them like the plague. What such organisations are interested In are the return."[6]

Kaduna Polytechnic could not be said to avoid training of its personnel completely, but the problem as has been observed is training of personnel overseas, which is now considered to be an expensive venture, hence the appropriate skills are sometimes not acquire. Also, in his report on the public service review, Jerome Udoji (1992) recommended that "it should be the usual practice in all ministries of the Federation that training programmes be

arranged for staff as a way of improving efficiency and quality of service. Training, he said, should be a continuous exercise which should incorporate the following:-

(a) Assessing training needs
(b) Placing the persons who have undergone training back in organisation so that they can apply their new skills and knowledge.
(c) Conducting the training
(d) Selecting the most appropriate person to participate in the training effort
(e) Designing the most relevant training effort to meet their needs. [7]

In a similar view regarding the importance of manpower development and training in any organisation, Appleby (1992) says that it:-

(a) improves efficiency and morale;
(b) provides for succession, enabling qualified replacements to be available;
(c) raises the standard of personnel
(d) develop supervisors and decreases the amount of supervision needed
(e) leads to a reduction in scrap rate and improves machines utilization. [8]

Melser (1992) also said,

> "Formal and informal education and training in both the modern and traditional sectors are clearly necessary for the development of human resources. Any cost benefit analysis must incorporate the interaction between education and the economy giving particular attention to education as an investment, the importance of education economy and the interdependence between education, manpower requirement and development".[9]

The issue of importance of training does not end at this juncture, other opinions have been postulated one of which was given by Julius (1992) in which he held that "since training is any process by which the aptitude, skills and attitude of employees to perform specific job are increased, then training must be justified as it serves to improve the employees' skill which in turn increases the quality and quantity of output".[10] This assertion is a clear indication which justifies

training by the virtue of the fact that once training has been acquired then there is the tendency that output both in quality and quantity will increase.

In an article written by Akpan S.W. (1979) in one of the National dailies, he emphasized the importance of training as follows:-

> "An untrained man in the modern world may .... Be a menace to the society. He is a quack, he knows only the "how" of things, he has no idea of their "why". Hence if there is any trouble anywhere, breakdown in machine or mistake in a ledger, all he can do is to fumble and patch up the trouble any-how, leading to a more serious breakdown or a greater confusion. Really, there is no place for the untrained worker, or even the intelligent amateur." [11]

There is no doubt that training and human resource development in its entirety benefit both the employee and the organisation. The organisation can better meet its goals by providing employees with new knowledge and skills. Or else the employee may be lacking skills and knowledge necessary for performing the job satisfactorily. When an employee also performs poorly, the reason may not be that he or she does not want to do the job well. What the employee then needs is some type of training.

In a nutshell training is the bedrock of any meaningful development and Kaduna Polytechnic as one of the National and International manpower training and development centre, needs to equip itself to meet the challenges of having qualitative manpower. By do doing, it must increase or facilitate the development of its manpower.

## 2.3 THE CONCEPT OF MANPOWER DEVELOPMENT AND ITS RELATION WITH OTHER RELATED CONCEPTS

It is pertinent at this juncture to understand the concepts under discourse. Concepts such as development, education, training, learning, human resources development will be discussed and distinguished. Though the three (3) concepts of 'Education", Training and Development are related.

### (a) MANPOWER DEVELOPMENT

To begin with, manpower development has been viewed as the art of increasing the skill or knowledge of an employee for doing a particular job. It is also the process whereby a worker is allowed to grow on a job through the acquisition of wide experience, and increasing confidence resulting from the exercise of varied and tested responsibilities. The aim of manpower development is to enable such a worker reach the peak and achieve the best in his chosen profession. Manpower development can be further viewed as a wide variety of experience through which management or those being developed would acquire greater understanding, awareness, sensitivity, self confidence and other requirements for effective job performance. The programme of development typically involves developing specific skills already possessed by the employee. It is meant to influence the belief, attitude and values of an individual for the purpose of developing him in his own and in the organisation's interest. It makes employees have a sense of belonging which gives room for job satisfaction and effective job performance.

David Megginson, Jennifer Joy Matthews and Paul Banfield (1993) observed that Human Resources Development:

> 'is the term used to described an integrated and wholistic approach to changing work related behaviour, using a range of Learning Techniques and Strategies".[12]

Manpower Development is therefore very crucial for the success of any organisation be it private or public. It should not be viewed in isolation but as an integral part of the whole personnel management and development programme which should be linked with recruitment of staff, their promotions and reports. For an organisation which has a good training programme gives its employees feeling of security and satisfaction resulting to an increase in morale and thus efficiency and high productivity. Cascatter viewed manpower development as provision made by management to maintain and improve the performance of the employees after they have been recruited. It is an in-service training with the view of increasing the competence of a staff. He went on to say that the much an individual learns his job depends on a number of organisational factors, such as policy, technology of training and of course motivation since knowledge changes with time and it is necessary for people to learn the new knowledge, training them offers individuals a chance to acquire jobs.

In Charles B. Ndiomu's (1992) opinion, manpower development is "training of people to develop their capability on their jobs".[13] In this case he stressed that one can not but equate training with manpower development. He

supports his claims by asserting that despite the various definitions given by writers, the main idea remains the same. He further asserts that in Beach's definition in which he stated that 'Training is the organised procedure by which people learn for a definite purpose. The purpose of training is to achieve a change in behaviour of those trained'. From this given definition Ndiomu recognised the fact that Beach's definition is that training changes the bvehviours of the trainee. While according to him Ubeku says 'training is a continuous process in any organisation' which also agree with Beach's definition of training.

(b) **TRAINING**

David Megginson, Jennifer Joy-Matthews and Paul Bonfield (1993) described Training as "a relatively systematic attempt to transfer knowledge or skills from one who knows or can do to one who does not know or can do". [14] Training on its part is therefore focussed on the acquisition of specialized skills that enable one to perform certain tasks. It is obviously recognised to be a systematic process aimed at improving current or future employees performance level which is achieved through a process of learning.

N.U. Akpan (1982) in his own conviction refers to training as:

> "giving employees at all levels sufficient instruction and guidance to enable workers perform their jobs effectively, and prepare themselves for promotion, which also gives attitude for prospects of economic returns and greater personal satisfaction in working. He asserts that "to equip a person with the knowledge required is to qualify him for a particular position, or to improve his skill and efficiency in the position he already holds".[15]

While A.K. Ubeku refers to training as a change agent. He sees it as 'changing behaviour patterns of newly hired employees to suit their new job environment'.

In Praeger's view, training provides new knowledge by keeping people up-to-date and brushing the existing knowledge, since learning experiences are powerful sources of stimulation.

From the above varied definitions, it is convincing that training and development of human resources are two agreeable concepts with slight distinction. Perhaps the only convincing difference is that training is sometimes seen as a short-term structured and relatively focussed activity, while the notion of development creates an image of a portfolio of learning activities which are learner oriented jointly managed and have a longer time span. Training is purposely for the low level employees who needs specific skills. The emphasis is that Human Resources development takes place after acquiring the specific skills while training is organised to acquire the skills.

**(c) LEARNING**

Regarding these concepts of Training development and learning, there is unfortunately no consistency of definitions here. Training can still be used to describe learning which takes many years to complete, and development can include learning experiences which have a powerful effect but are over relatively quickly. The simple rule is, know what you mean, explain to others what you mean and agree on an acceptable compromise where differences exist. In David Megginson, J.J.M. Matthews and P. Banfield's (1993) views,

learning is "the never-ending process of becoming different from what we were".[16] Moreso, it is important to note that learning is the intended outcome of training. This is quite true because by no stretch of the imagination could it be said that learning always occurs in training programmes. This is so in that boredom and frustration are as much as part of the experience of training as learning something new. A simple explanation for this according to David Megginson (1993)

> "is that very often, a training programme involves participants who are there for the wrong reasons. They either already possess the capabilities which are the intended outcome of programme, or find the whole or parts of the learning experience a major turn-off, and basically switch their cognitive mechanism to neutral".[17]

(d) **EDUCATION**

The term Education is viewed to be the general development of man, his moral, knowledge and as well contribute to the growth of specialisation, physical, mental and spiritual development of a person. While the Oxford Dictionary defined education as systematic training and instruction especially of the young ones in schools or colleges. Or the knowledge and abilities, development of character and mental powers, resulting from such training. According to David M, J.J. Matthews and P. Banfield (1993) education conventionally is "a highly structured exposure to planned learning, the objective of which is to train the mind".[18] What has been vividly construed from the definition of education was that it is wholistic because it encompasses both training, learning and even development. This is quite true in that it is in the

process of acquiring education that one learns, becomes trained and his personality developed.

**(e) DEVELOPMENT**

This concept like other concepts that have been discussed is relative. Many authors and writers have tried to define the concept of training and development with reference to either the public service or the private organisations. Most of them basically agreed on what these terms mean and whatever differences might exist are just a question of style or semantics. For instance Walter Rodney (1980) conceives development as "increase skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being.[19] From this perspective it indicates that development does not only remain at the level of increasing one's skill and capability, rather even his material well being is considered to be part of development that is at the individual level. Furthermore, David (1993) considers development as "a long-term process designed to enhance potential and effectiveness".[20]

From the concepts' definition one can not but equate some of the concepts with one another. It is agreed that to train is to increase skills and capacity, likewise to develop is to enhance potential of workforce in relation to personnel management. Moreso, Reilly (1979) conceives of training as "the development of a person's knowledge, skills and attitudes for a vocational purpose".[21] This definition is an attempt to distinguish between training and education which are concepts that are very much inter-related.

Training, according to Tickner is less ambitious in its scope than education which includes the complete upbringing of the individual from childhood, the formation of character, of habits and manners and of physical and mental aptitudes. We can not however ignore the fact that there is a relationship between training and education as every trainee must have received a measure of education and as the matter of his success while in training may depend to a large extent on his educational back-ground. The word:

> "training is accepted as a synonym for all the forms of knowledge skills and attitudinal development which adults need to keep pace with accelerating life involvement and the enlarging concept of man's capabilities."[22]

In fact some people have agreed that it is animals that are trained while people are developed. This argument only has merit to the extent that training more frequency relates to skills. Acts that are routine in nature and predetermined tasks, performance of which has become mechanical in nature and do not call for much initiative or originality fall under training. The protagonists of this argument contend that:

> "development unlike training, is concerned with the growth of the whole man, the expansion of his ability to utilize his capacities fully and to apply his knowledge and experience to the solution or resolution of new and different situation".[23]

The two terms are closely related and are aimed at achieving more or less the same objective – that of improvement of the present performance of incumbents. One can actually argue that training is the basis for development

and that the later is an extension of the former. However, in terms of time, development is long range while training has a short or more immediate objective.

The issue of Education and Training has also been discussed by some economists. One of them, Todaro (1992) sees the linkage between education and development as a two-way process.

> "He says that by, reflecting the socio-economic structures of the society in which they function, educational systems tend to perpetuate, reinforce and reproduce that economic and social structure. On the other hand, educational reform, whether introduced from within or outside the system, has great potential for inducing corresponding social and economic reform in the nation as a whole".[24]

This is quite true, because the kind of educational system a society operates is believed to have an effect on the socio-economic system which obviously affects societal development. In view of this perspective from individual view point, one is convinced that the kind of educational background one obtained will definitely determine his orientation, his mental alertness, in short his mental development and consciousness will depend on the kind of educational system in operation.

## 2.4 OBJECTIVES OF THE TRAINING PROGRAMME

Training must be related to the goals and objectives of institutions of higher learning and to specific job needs in the service of Polytechnics. What then are the broad aims and objectives of training in the institution of higher learning as a public organisation? As earlier stated the prime objective of

establishing Polytechnics is to provide the immediate and futuristic demand of the nation's middle level manpower. Moreso, the institutions provide diverse training and research in Technology, Sciences, Commerce and humanities. Furthermore, courses in in-service instructions for members of the public services in Nigeria in general and the Northern States in particular are also provided in Kaduna Polytechnic.

In this regards therefore, the staff of Kaduna Polytechnic require to be trained in order to meet up with the pressing demand stated above. The purpose of training and developing manpower of Kaduna Polytechnic to be more specific, is to improve the effectiveness of its manpower by increasing the capacity and efficiency of officers to carry out their functions. The prime objective of training is to promote human learning while learning itself can be operationally defined as a relatively permanent change in behaviour that occurs as a result of practice or experience. Here, the independent variable, which is practice or experience and the dependent variable, that is, change in behaviour are susceptible to observation and verification. The effectiveness of training and development programme depends on the assessment of what is to be learnt, how this may be achieved, the provision of relevant practice or experience and the evaluation of results.

The process of recruitment, selection and placement involves finding suitable candidates to fill available vacancies and then placing the recruits into jobs where optimal utilization is made of their talents. In the Nigerian

Polytechnics including Kaduna Polytechnic, the criteria other than absolute merit as determined by technical qualification go into making appointments and placement decisions because of the political and social environment. This means that such decisions can never be rational as they are not always based entirely on objective criteria. Even if these decisions were rational, changes in the technological, economic, legal, social or political environment both inside and outside the institution of higher learning create the need for further improvements. This improvement can only be brought about by the acquisition of new information skills, attitudes or patterns of social behaviour. One of the means of achieving this is by training, retraining and development. Other methods of achieving the same goal include replacement of poor performers, imposition of controls, coercion and increasing the pay level.

The purposes and aims of training and development could be considered in many ways. It aids the individual trainee initially to do his work more efficiently. At the corporate level, training increases and creates the team spirit which is a requirement for the successful implementation of the programmes of the institution or government. The success of a training scheme can be measured in terms of the efficiency of the organisation resulting in the quality of the service it renders to the people. The informal training provided by the regular supervisor on the job has specific objectives too, viz, teaching employees how to use prescribed forms, file documents, how to handle tools and specimens or how to attend to the public. Formal training courses on the

other hand may be designed to serve a number of ends ranging from the explanation of anew set of rules to the development of skills of top managers who are concerned with planning national development. The six (6) general purpose of training in public service, according to the United Nations can be summarized as follows:-

1. **Efficiency**: Training is provided for civil servants in order to increase their efficiency. Efficiency, in the tradition of scientific management is synonymous with economy in operations. An operation is said to be efficient if the objective is achieved by the use of smallest possible amount of personnel and resources of fund and materials. Training is therefore aimed at getting civil servants and or 'public servants' to speed up their work, eliminating waste, employ manpower and material resources to greater advantage and reduce the cost of the activities put in their charge.

2. **Economy in Learning Time** : One of the objectives of training is to speed up the learning process of officers assigned to new jobs. Learning by trial and error is costly and consumes time whereas this is opposed to the objective of efficiency. Governments of developing countries with their much limited resources can ill afford this. Training in these countries – which are in a hurry to develop – should, therefore, aim at bringing their public services to a satisfactory standard of performance in a relatively short time.

3. **Elimination of Faults** : The Asheton Committee (1944) enumerated the traditional faults of the civil servants as "over devotion to precedent, in-accessibility and faulty handling of the general public, lack of initiative and imagination, procrastination and unwillingness to take responsibility or to take decisions".[25]

It is often said that civil servant should be seen and not heard, hence the average typical bureaucrat shuns publicity, it excessively cautious and insistent upon formal rules. All these defects are evident in the Nigerian public services in addition to the prevalence of bribery, corruption and nepotism. These vices are some times evident even in institution of higher learning. Thus a well planned and properly executed programme of training and development will attack or at least reduce these vices or some of them to the bearest minimum. This means that such training courses should include materials relating to societal value system, communication, human and public relations.

4. **Morale Building :** Training is one of the ways open to management to improve the morale of staff of an organisation because selection to take part in a training course, to the employee, means that the management through his supervisor is interested in him. It gives the worker an opportunity to raise his standard of performance which will consequently lead to self-improvement. However, care has to be taken so that the employee does not perceive his selection for a training course as an indication of deficiency or shortfall in the

performance of his job. Training courses may have negative effects if they are misconceived in this way.

5. **Career Development** : Training, if it is properly handled, has the effect of developing participants to take more responsible positions and thus advance by way of promotion and reassignments in a satisfying and rewarding career. This does not mean that training should be aimed purely at anticipated promotion, but rather better accomplishment in the present position serves as a strong recommendation for promotion. Training should aim at broadening the horizons of officers, prepare them for higher responsibilities and enable them to reach the limit of their potentials.

6. **Improvement of Administration** : This is the all inclusive purpose of training and manpower development. It is one of the methods of bringing about reform in public administration. Training is perhaps the method that is most conducive in bringing about quick results with a relatively small expenditure of both time and effort. The introduction of administrative reforms is however not so easy and immediate. This is because participants in a training programme may go back to serve under conservative 'superior' officers who will be opposed to putting the reforms into operation either because they themselves did not adequately benefit from training or due to sheer aversion to change that will necessarily result from reforms. It is fool-hardy to assume that good preliminary training is enough to elicit a high standard of willing and effective service. The standard set during training can only be maintained if

there is a good supervisor, training, as we noted earlier, is one of the functions of supervision as it is the supervisor who gives instruction to ensure that innovations that come up from time to time are successfully incorporated into the work of the group.

## 2.5 METHODS AND TYPES OF TRAINING

A review of literature on this subject reveal that different writers classify training in various ways. Some do not even make a distinction between typology and methodology of training. Some writers classify training into formal and informal types according to the nature and method of training under consideration.. Informal training is a common feature in most organisations and usually takes the form of on-the-job training. There are also the pre-entry and post-entry training representing training received before and after entry in the service. Informal training refers to the training which an officer receives while on the job and it is usually post-entry as the officer receiving it, is already a member of his organisation. The training takes place in an actual work situation. This can happen in two ways:- either when an officer learns by himself while carrying out his daily assignment or when as a subordinate staff he learns on the job as a result of his interaction with his superior or senior officers. Although such informal training is unsystematic and its result difficult to measure, it is inevitable as there is so far no known substitute for experience. Learning by imitation and by trial and error are attitudes that are

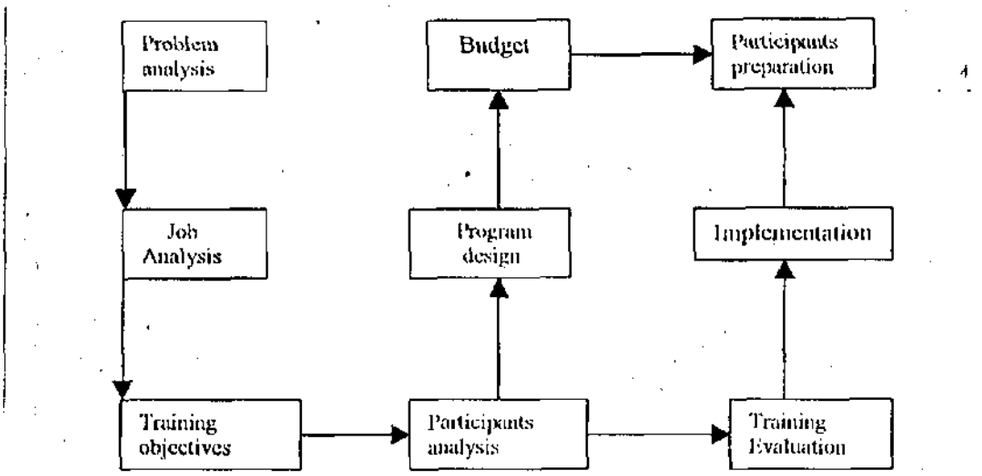
normally acquired informally and can therefore be rightly regarded as informal training.

Formal training and manpower development for the purpose of this research, consists of an actual study course, with lectures, seminars, work projects and written reports. It may lead to a professional degree/diploma, or to only a certificate of satisfactory completion of course. It may be given during the early period when the young officer enters the career service or later in the service. It may be full time requiring a period of leave of absence for an officer. It may be part time in a special training institute where attendance is confined to go many hours a week. Finally, it may be given at home or abroad.[26]

The determination of training needs is a pre-requisite for a successful training programme. There are four (4) identifiable sequences in which this can be done. The first sequence is knowing the job, which involves outlining and describing the job completely and accurately; communicating its requirements clearly, comprehensively and understandably. Secondly, it involves knowing the worker, so that his skills and motivated efforts can be fully utilized. The third sequence is knowing the prospect its change so as to understand and project its effects on the organisation or department; this helps in preparing the workers' skill and understanding. The fourth and final sequences is knowing peoples potentialities so as to guide them in development preparation and progress.[27]

Novit M. S. (1979) identifies a number of elements or steps involved in training. These steps can be graphically represented as follows:-

FIGURE 2.1 – ELEMENT OF TRAINING




Source:- Essentials of Personnel Management by M. S. Novit, 1979, page 112.

(a) **Problem Analysis** – Training is always contemplated as a result of some sort of dissatisfaction with the statusquo. This means there is a deficiency either present or foreseen which makes training necessary. Therefore the first step is to precisely define what the problem or deficiency is. The training Department/officer must, however, ensure that a training deficiency is wholly or partially the cause of the problem.

(b) **Job analysis –** This is closely related to analysing the problem and the two are critical first steps in designing any meaningful training programme.

(c) **Developing Training Objectives** – The establishment of specific training objectives provides the basis for proper programme design and evaluation. The objectives should be positively stated solutions to the problems that are identified in the first two steps.

(d) **Programme Design –** This refers to the actual training itself which represent the contact point for brining trainees together with those experiences which are expected to modify behaviour in the desired way. The programme could be designed to be implemented in either of the two ways; on-the-job or off-the-job.

(e) **The Budget** – Training generally and formal training in particular can be very costly for the organisation. The cost may be direct or indirect. The question of budgeting for training is an important step or element in the planning and execution of any training programme.

(f) **Orientating Participants** – Participant orientation is an important but often neglected step in formal training. Most often trainees are sent on training courses without giving them any idea what-so-ever of what is expected them or why they are selected. Prior to starting a training course, an officer trainee should be thoroughly and comprehensively briefed – they should know the basis for the selection including the objectives of the training. Such preliminary briefing has a strong motivating effect on the trainee. Programmes that are well planned enable the trainee to realize his personal goal as well as those of the organisation and they consequently serve as a strong motivating factor.

(g) **Evaluating the Outcome** – This is necessary for determining whether the training should be continued in its present form or it should be modified or discarded completely. The organisation must undertake a cost benefit analysis to ensure that the benefits being received from a particular training are commensurate with the costs. This, again, is a difficult but not an impossible step to undertake in public service because the public service is by and large service oriented and most of the services rendered are intangible and therefore difficult to quantify. This argument can however be a camouflage for the preparation of inertia. After all, as a result of training whether in the public service or private sector one can always know if learning has occurred and if there is a measurable behaviour change and both of these are contributing to the attainment of organisational goals.[28]

From the above categorization of training into formal and informal, let us consider the types and methods of training.

**INDUCTION COURSE** : Induction course is used to describe the training which an officer receives within the first few weeks of joining the service. During this period he is introduced into the service through formal lectures and seminars. Induction training can actually be regarded as a continuation and a rounding-off of the pre-entry preparation designed specifically to prepare the recruit to perform the duties of the position to which he is assigned and it may last for some months.

The first few weeks of any one on a new job are difficult and trying especially if such a person is taking up a new type of job. Therefore, a good word of welcome and encouragement will count much in building the new employee's loyalty to the organisation which is necessary to enable him give his best at work. On the other hand, any careless handling during these early days may do incalculable damage which may take months to heal. More can be done to make or mar the new employee's future during his first few days than in weeks at any other time. Induction courses in organisations should aim at achieving certain objectives. First, it should aim at building a fully integrated workforce of an organisation. Secondly, it should serve the end of familiarizing the newly appointed officer with the organisational structure and function of the service with emphasis on the functions of the officer's own department or unit. Thirdly, induction course should aim at laying an early solid foundation for esprit-de-corps among officers. In doing all these, the new officer is given a feeling of confidence by making sure that he has adequate knowledge of the conditions of his employment, inducing his expectations and aspirations in the organisation.

An orientation time could be integrated with the period of induction. Orientation which may be preceded or be combined with induction training is usually a brief training effort of a few hours or days in duration designed to familiarized the new employee with his working conditions and environment and to give him some basic notions of his status and rights as an employee.

**IN-SERVICE TRAINING** : In-service training has come to be recognised as off-the-job training as participants are serving officers who attend formal courses of instruction in institutions of learning. This includes courses of study attended by serving officers and which are aimed at supplementing their basic knowledge and at enabling them to develop additional skills for improved performance. The courses may be of long-term or short-term durations. Officers are sponsored to attend courses in residential training institutions which make the courses off-the-job training.

**REFRESHER COURSES :** Refresher Courses are short-term courses which are organised from time to time mainly to improve the efficiency and effectiveness of worker's performance. It is a vital tool of development for all categories of workers because through it those in the professions are constantly exposed to new developments in their areas of speciality while others are kept abreast of modern management techniques and their application in government business. Refresher courses when properly executed serve as a means of keeping up to date with changes in modern management techniques in the public sector. They are essential techniques in training and retraining as they are capable of aiding employees to develop better work ethics and to make them more effective in service delivery. Re-adjustment to the changing roles of officers as a result of promotions, postings and re-assignments can be achieved through this type of training in addition to helping serving officers to keep abreast with the needs of the service. The manpower development section of the

administration department is supposed, as a matter of policy, to conduct regular refresher courses, seminars and symposia for all categories of staff of Kaduna Polytechnic.

**VESTIBULE TRAINING** : This normally follows induction training. It is skill training after employment but before specific job assignment. In practice, this involves the preliminary explanations given to anew employees in his department on how to carry out his duties before he actually starts to perform the function. For example, oral instructions for manipulative executive and administrative officers on the classification of files, filing and minuting procedures also handling lectures and equipments are all instructions given to newly recruited officers which is known as vestibule training.

**ON-THE-JOB-TRAINING** : On-the-job-training is a systematic method of training given in the normal work situation and include for example, coaching and counselling, project attachments and planned job rotation. On-the-job training is considered as a valuable part of personnel development as an instrument for improving job performance and effectiveness. It is an almost continuing, inherent process during the entire tenure of a worker and spreads through in any job or working situation, though in an intangible form. There is always evidence of on-the-job-training in any learning or training situation. It is, however, not always possible to isolate the contribution of on-the-job-training for the individual or organisational development.

There are many advantages derivable from this method of training if its execution is properly guided. One of this, is its practicability, in the sense that the training is tailored directly to the job. It is real and relevant to the trainee and the need of the organisation so that the problem of transferring what is learnt to the work situation does not arise. People learn most from real live issues and on-the-job training involves real live issues as opposed to theoretical concepts which will later need to be applied to real situations. On-the-job-training can be effectively controlled and monitored and can be applied continuously over long periods while maximum advantage could be made of its infinite flexible nature. In the case of acute shortage of personnel, on-the-job-training comes readily to the rescue as people don ot really need to be removed from the job; it is the co-worker or the supervisor that takes the responsibility for showing the trainee how to do the job. It is essentially a process for learning by doing.

There are, however, some serious drawbacks of on-the-job-training. The demerits centre mainly on the narrow perspective of the method. External courses or off-the-job-training brings the trainee into contact with other managers and new ideas, thus enabling cross fertilization of ideas to take place. In addition on-the-job-training deprives the trainee the benefit of exposure to new ideas and experts opinions as specialist knowledge may not be available in his own organisation. Besides, external courses offer the trainee wider subject matter, broader outlook and in-depth study. The benefit to the trainee of being

away from the work situation is positive advantage in itself besides aiding concentration by avoidance of interruptions.

**APPRENTICESHIP** : This is one of the oldest forms of training whose origin can be traced as far back as to the middle ages. In an apprenticeship setting the trainee is paid less than a fully qualified worker, and the apprentice understudies a master during the period of apprenticeship. This mode of training is commonly used in the skilled trades. This method is hardly used in the training of senior professional officers.[29]

## 2.6 PERFORMANCE EVALUATION

One of the oldest, most widespread and controversial areas of personnel administration is performance evaluation. Beach (1975) defines it as:

> "the systematic evaluation of an individual's performance on the job and of potential future development. Through appraisals, organisations evaluate the work of employees communicate how they are doing and lay on plans to help them develop".[30]

One author calls performance evaluation, the most challenging personnel programme confronting the organisation, and when done correctly and properly Berg (1976), says is an "essential adjunct top roductivity".[31]

Pattern (1979) explained that performance evaluation has remained an unsolved problem that is an enigma in human resource management. Theoretically, performance evaluation focuses upon the past, present and future behaviour of employees, but in practice, we need to distinguish between present and past performance and some estimate of an employee's future performance review to the present time.[32] Obviously, it is from the

performance evaluation of individual employee that the effective utilization or non of it will be realized.

Normally, an evaluation should be given annually, with the exception of employees in a probationary status.

## 2.7 THEORETICAL FRAME WORK

A theoretical frame work is required at this juncture that will be used to serve as a model for this study. This will enable the researcher to use it as a tool for analysis. This assessment of manpower training, development and utilization in Kaduna Polytechnic which is the focus of this thesis require an appropriate frame work which can serve as a guide in the efforts of making this assessment.

In this study therefore, the Diagnostic approach was adopted as a model for analysis provided by I. L. Goldstein. He provides this approach as a training process. According to this approach the training process must have a wholistic view of what actually is the desirable training need of an organisation. It is until then that appropriate measures regarding training will be taken.

According to Goldstein, a model of the training process involves four (4) steps activities which include the following:-

(a) Determination of training needs and objectives

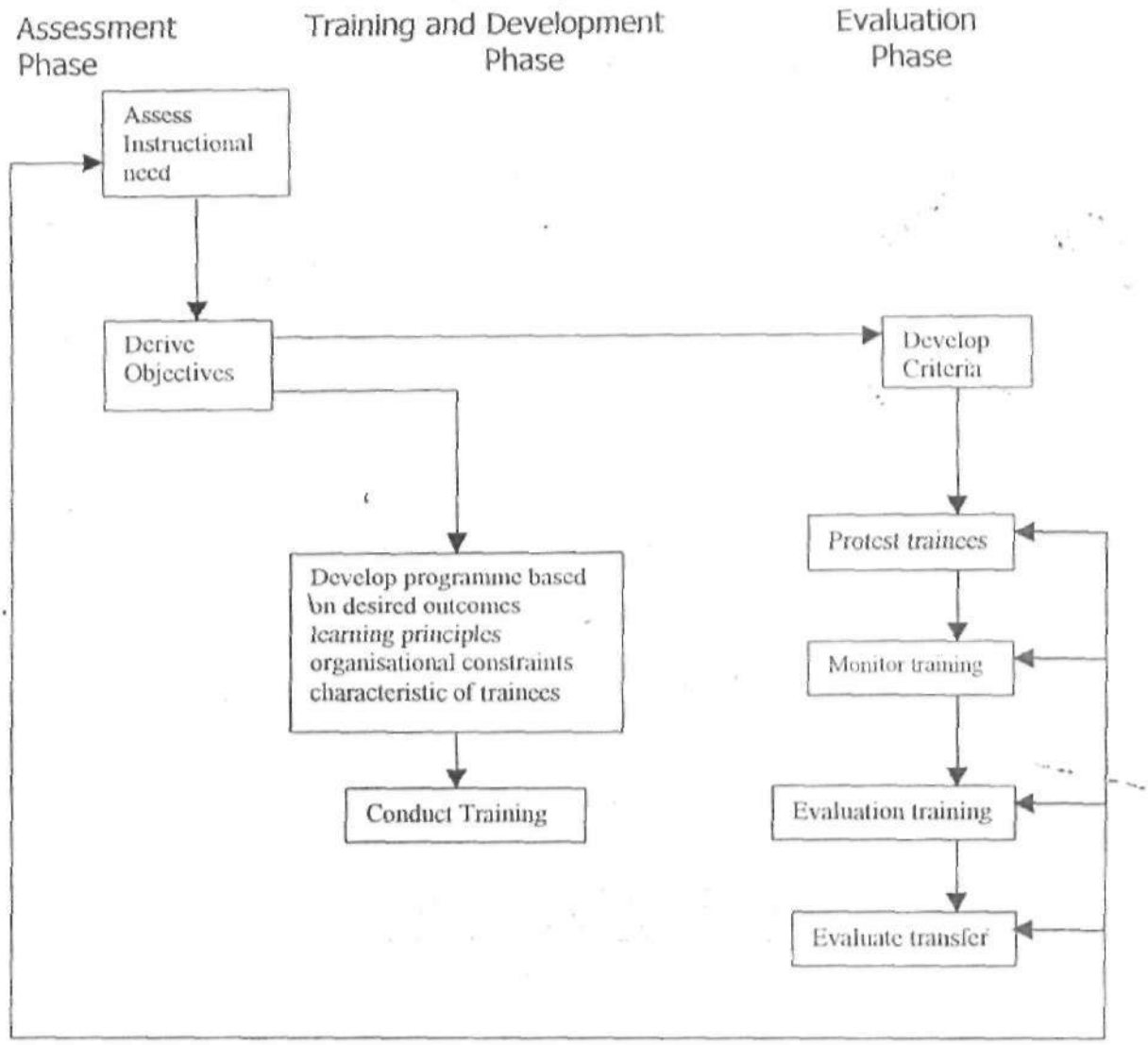
(b) Translating them into programmes

(c) Selection of trainee and training methods and aids.

(d) Evaluation of training programmes.

The manner in which each steps relates to each other is presented in figure 2.2 below:-

Training model:-




Source:- Adapted from Training program: program Development and evaluation by I. L. Goldstein: Personnel a diagnostic approach – 1982 P. 415.

From the figure provided above, it can be seen that the first step in managing training is to determine training needs and setting objectives for these needs. In effect, the trainers are preparing a training forecast. This in essence is the assessment phase in figure 2.2. Assessing the need for training is one of the most important aspects of training, because other aspects hinge on it. For example, the programs and techniques utilized will vary according to the identified needs of both the individuals and the organisation.

Goldstein (1982) observes that on the basis of need assessment techniques, what should be possible to determine what tasks are performed, what behaviours are essential to the performance of these tasks, what type of learning is necessary to acquire those behaviours and what type of instructional content is best suited to accomplish that type of learning. Unfortunately these steps according to Goldstein remain the most elusive aspects of the design of training systems.[34]

He then buttressed that one way to analyse training needs is in a framework of three (3) sets of analysis: organisational, operational and individual.

1. **Organisational Analysis** : Organisational analysis is the process of determining where in the organisation training efforts are needed. A thorough analysis might look at organisation maintenance, effectiveness and climate.

(a) Organisational Maintenance Aims : This analysis looks at employment planning and ensuring a steady supply of critical skills and management. An

inventory and projection of personnel, points out the need to develop talent that requires a long training time.

(b) Organisational Effectiveness : A major goal in the diagnostic model, might include labour costs, output quality and quantity, or various efficiency measures. Training managers examine the strategic objectives and results of employment planning. Past training programmes that have met the organizations needs are reviewed. These reviews are necessary because organizational needs may have changed, and the personal characteristics of the people to be trained may have changed. Therefore the organisation's achievement of objectives must be examined in order to discover their successes or failures and which of them require training as remedy.

(c) Organisation Climate : This is the value system of the organisation, or the feelings and attitudes held by its members. Training and development programmes can be used to reinforce current behaviour patterns or try to change them.

2. **Operational Analysis** : At this level, training managers analyse the specific ability needs determined by job descriptions and specifications. They may also observe the job performance of work groups and survey job holders, supervisors, training committees, and others. The results of units output, its efficiency and effectiveness can also be analysed to determine training needs. Specific training requests received from operating managers provide other inputs to training needs.

3. **Persons Analysis** : Moving to the individual employee's training needs, training managers can assess individual performance (Performance evaluation). By this time, the importance of individual employee effectiveness in the diagnostic model is recognised. Analysis of the individual employee can be done by interviews, observations, attitude surveys or objective records of performance.

In considering an individual's need for training, the manager must be aware that individual differences affect not only needs, but also reactions to training programs. Individual analysis of specific needs and the selection of a program that suits his need is preferred than subjecting or exposing the whole class of employees to a common and the same training program.

A training or development program will be successful only if it meets the needs of participants as well as the organisation. If a person sees no applicability of a training or development program either to the present job or the career, then it is a useless activity and a waste of resources. Hand-in-hand with the training needs is the assessment of both the organisation and individual employee objectives so as to arrive at the establishment of the organisational training objectives.

Having assessed the training needs and objectives the next step provided by this training model is to translate these objectives into training programs. These objectives will be a guide to the formulation of the content of the program. It was observed that the objectives for the program, or the

desired terminal behaviours, should be stated in such a way that the success or failure of the training program can be ascertained through reference to these objectives.

The next step is to conduct program. The program will be conducted after the needs and objectives have been determined, a program designed and trainees and trainers have been selected. The selection of trainees who will participate in the programs is obvious, the program may be designed for the new employees or to help reach equal employment opportunity (E.E.O.) goals or to retain older employee whose skills may be obsolete. If formal selection techniques are not used, quotas, supervisor nominations, self-nominations, and seniority rules may be developed either unofficially or officially as selection mechanisms for the programs.

This step of conducting training includes scheduling the program and following up on trainees progress (e.g on-the-job, off-the-job, etc). Once the program to be adopted is decided, then the best methods to use for the training are determined (e.g lectures, conferences, simulation, role playing and programmed instruction).

The final step presented in this training model is the evaluation of training programs. Evaluation is defined as 'the systematic collection of descriptive and judgemental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities.[35]

Essentially, the evaluation needs to be made by comparing the results with the objectives of the program that were set in the assessment phase.

It is, therefore, this training approach that this study intends to adopt as a model. The study will look on how needs and objectives of the organisation and of individuals are assessed in Kaduna Polytechnic before consideration is made for designing appropriate program for training and development. Moreso, the selection of trainees and how individual trainees and the training programs are assessed and evaluated as provided in this frame work will be used as a model for assessing manpower development and utilization in Kaduna Polytechnic. It is the believe of the researcher that the diagnostic approach as a model for assessing manpower training, development and utilization is appropriate for this study and will be adopted as a frame work for analysis.

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## CHAPTER THREE

## BACKGROUND OF THE STUDY

### 3.1 NATIONAL POLICY ON MANPOWER DEVELOPMENT IN NIGERIA'S PUBLIC SERVICES

There was no mention made of any training policy in Nigeria before the Report of the Gorsuch Commission on the public services of the Governments in the Federation of Nigeria (1954 – 1955). The commission expressed the view that training was a pre-requisite for an efficient public service. The commission was of the opinion that it was not enough that the structure of the public services should provide the avenues of advancement and therefore advised that there must be, in addition, a comprehensive and coordinated system of training. On planning of training for the future the commission said;

> "..... it will, the commission feels, be necessary for each government to undertake a comprehensive review of training facilities throughout its services. There is a distinction as well as a relationship between pre-service and in-service training. The recommendation is that government should set up a standing committee on training ..... to examine how far the established facilities ..... can be used for in-service training.[1]

M.O. Onivehu in his M.P.A. thesis 1985 observed the submission of a writer named Mr. C.O. Lawson that the beginning of training and education of the Nigerian Public service is traceable to the colonial period when the first senior level training programme was introduced in the late forties for officers who were required to undergo a one-year course in British Universities, namely Oxford and Cambridge. These courses – "Devonshire" courses as they were known were meant largely for expatriates in the Nigerian Civil Service.[2] In

contrast, he observed the earliest training programmes designed exclusively for Nigerians started at the Northern Provinces Clerical Training College, Zaria (Now Institute of Administration, Zaria) founded in 1946. The writer of the article under review talked on various types and methods of training viz, induction, in-service training and refresher courses and the problems associated with them. The emphasis of the writer was on institutional development for training in the Nigerian Public Services and he called for coordination of training activities in the country to achieve an effective public service.

M.O. Onivehu (1985) further commented on the article of the Editor of the Quarterly Journal of Administration on Staff Development in the Public Service; that even though the article was meant to examine the immediate post war training needs of the Federal Public Service, it has much relevance to the civil services of the federation for all time. Since that article was published, the Federal Government has issued a policy on Staff Development in the Federal Public Service dated 30th April, 1969. In the white paper, the Federal government pointed out the urgent need for a systematic, sustained and regular programme of action for the development of civil servants. On the inadequacies of the then existing training arrangement the white paper stressed the need for training consciousness thus:

> "The major problem observed is the lack of training consciousness in the service. A larger number of civil servants are not aware of training facilities and have not received any training since their appointments even though a good number of these have been serving for many years. There is no effective machinery for work analyzing situations from time to time and deciding when training will help and who should be given training with the result that training is done haphazardly. In many cases supervisors are unable to see the need for training, in others they are reluctant to release their good men for training for fear of a temporary loss in production. The strains imposed on an already over burden civil service by the rapid changes and tremendous expansion in government services in the past few years and the complexities of the problem of reconstruction that lies ahead, all point to a need for conscious and vigorous effort by government to developed well trained workforce so that civil servants are ale to serve their follow citizens more effectively and at a lower cost".[3]

There is a tendency to think that these comments were only relevant to the post civil war period because of the role the civil service had to play in the programme of reconstruction. But this will not be correct because the civil service must always be adequately equipped to carry out its functions which are essentially the same no matter the type of government, be it Military or Civilian, Parliamentary or presidential, that is in power. Whatever may be the case, the statement, made over some years ago is still very much applicable today to the civil services of many states. It is still a matter for concern that many civil servants do not benefit from any course of training after many years of their entry to the civil service.

The main thrust of the editor's article is the fact that success in staff Development in the public service is a sinequanon for effective planning and implementation of national development programmes if Nigeria's tremendous

manpower potential is to be used productively and effectively. One of the most vital matters to the future development of Nigeria, the Editor contends, is staff development policies and programmes in the public service, since effective planning coordination and implementation of development projects, the provision of efficient services to the public and the attainment of the highest administrative and professional standards are all dependent on soundly conceived and properly executed staff Development programmes.[4]

Talking on the implications of the Public Service Review Commission's Report for management Education and Training, Chief Udoji (1970) who happened to be the chairman of that commission – emphasized that the most critical of the training is that for those he termed the civil service leaders', these are Permanent Secretaries and Executives of Corporations. The implication is that management education and training must be of very high standard if they are to adequately cater for this calibre of top managers. Ironically however, it is this category of public officers who scarcely find time to attend management courses. This is always on the pretence that their services to their organisations are indispensable even temporally.[5] Sometimes this type of attitude is attributable to lack of appreciation of the value of training and retraining while to others it is just a cover up device by such executives top revent other people from uncovering the skeletons in their management cupboards. This has even manifested itself in accumulation of annual leaves by Chief Executives who refuses to go on such leaves on the ostensible reason that

the exigencies of the service demand that it should be so. Whatever may be the case, there are bad management devices which training should aim to put right. This is the reason why throughout the volumes of the commission's report constant allusions were made to the need for equipping public officers with requisite skills that would enable them to function effectively in the achievement of developmental goals.

The ASHBY Commission Report of 1969 submitted to the Federal Government of Nigeria constituted the foundation for a sound and a practical analysis of Nigeria manpower problems especially within the frame work of the nation's developmental needs. It also examined salient issues such as higher education in Nigeria and above all sought to give a directional guidance towards the pursuance of a national policy for manpower development. The commission recommendation formed the basis for most of the educational and manpower programmes of Nigerian governments. This is evidentially shown even by the content of Federal or Regional Government Development programmes in the "First National Development Plan'.

With this experience, it is certain that for any nation to develop its manpower potentials for its developmental needs, a solid foundation by way of elaborate training and educational programmes and schemes must be put in place. This is why the government of Nigeria established the National Universities Commission (NUC) with the sole function of autonomously liaising with Universities in order for them to provide what is referred to as 'balanced

development' for the attainment of Nigeria's national needs and requirements. In 1974, the NUC was reconstituted and changed to a statutory body with executive powers.[6]

### 3.1.1 Organizational Arrangement

Emanating from the Ashby Report was the tripartite organisation arrangement exemplified by the National Manpower Board (NMB), the state Manpower committees and the Manpower secretariat.

The National Manpower Board was effectively established in 1962. Its terms of reference were graphically put down and gazetted by the Federal Government of Nigeria in 1963 in the Federation of Nigeria Gazette of 15th February, 1963 and its terms include, the following;

> "The determination of the nation's manpower needs in all occupations; formulating, for the consideration of the NEC and governments of the Federation, programmes for Manpower development through University expansion, training, scholarships, fellowship and other facilities, and coordinating the policies and activities of the Federal and Regional Ministries primarily concerned with manpower problems.[7]

The board was also charged with the responsibility for employment policies including measures to deal with unemployment and the optimum utilization of the nation's manpower resources. In summary, therefore the Board was vested with the responsibility of finding solutions to the problems of manpower shortages and manpower surpluses. Notwithstanding the adequacy in the elaboration of NMB functions and dearth of competent personnel it failed to register meaningful impact on the economy. Partly responsible for this was a

stated above the dearth of competent Manpower experts and personnel. And where the NMB had registered some impact such were traceable to agencies like the National University Commission (NUC), the Federal Scholarship Board, the Expatriate Quota Allocation Board, the Industrial Training Fund and the Council for Management Development. However, from the year 1976, the NMB was reconstituted and from that moment tended to be more active than it had been. As part of its reconstitution, the NMB was made to have its chairman from the Non-Government Sector of the economy. Other strategic members of the Board included the Chief Statistician, in the Federal Office of Statistics, other officials of the Federal Office of Statistics (FOS), the Executive Secretary of the NUC, the Director of Education, Federal Ministry of Education, two representatives of the Workers Unions, two Employer's Representatives. Four members were appointed on merit. Also on the board were the Chairman of each of the State Manpower Committees.[8]

Following the belief that each state should be responsible for the economic planning of its area of jurisdiction the replication of manpower Boards at Regional/State levels became expedient. At first, Manpower Committees were created in each of the Regions to take care of the following responsibilities – assessing the manpower requirements of the various arms of the public sector within their jurisdiction and also the manpower implications of their development programmes and also to make available such information to the Secretary of the National Manpower Board; examining the implication of the

result of the work of, and the recommendations of the National Manpower Board; advising the State Government on the implementation of decisions, and recommendation of the National Manpower Board; and in relation to the above, to advise state government on the implementation of decisions/recommendations of the NPB.[9]

In conformity with the recommendations of the Ashby Commission, a Manpower secretariat to service NPB was set up in the Federal Ministry of Economic Development. The Ministry of Economic Development is in charge of overall development planning in Nigeria. The National Manpower Secretariat has the responsibility of handling manpower statistics, promoting the development of employed manpower, creating employment opportunities, expanding training facilities, maintaining a national register of high level manpower, and securing the optimum utilization of national manpower resources in the country.

All these combined together in one organ succeeded in producing adverse effects that are inimical to the understanding of our national manpower requirement and the necessary quantified projections in the national development plan.

### 3.1.2 **The Importance of Training in Educating Manpower**

Human being are very important factor of production but they do not constitute per se an effective manpower for productive purposes unless they acquire the basic knowledge and skills. In this connection therefore, our

manpower policies and programmes have always aimed at equipping the people with requisite knowledge and skills to enable them perform. There are policies and programmes directed towards the education of the citizens. This will include both formal and non-formal education. According to M.B. Umar, Education in the context of manpower policies and programmes, has two aspects. The consumption aspect and the capital aspect. The consumption aspect of education is education for its own sake. It sees education as a means of enriching the individual with knowledge with a view to developing his full personality. The capital aspect aims at preparing and equipping individuals for specific tasks and employment functions. It is a sort of investment hence the term "human capital". Nigeria's educational and manpower policies and programmes encompass the two aspects of education. But naturally manpower policy makers would appear to be more interested in the 'capital' aspect than the 'consumption' aspect. It is, however, not being suggested that they are not interested in the consumption aspect.[10]

Education like training, leads to some changes in the character of the Labour force and therefore the manpower resources of the economy. It improves people's receptiveness to new ideas and skills. But it involves some cost hence it is regarded as an investment. There are direct costs either borne by the state or sponsors of the individual or both. This is also the opportunity cost element which is borne by the individual himself. In a developing country

like Nigeria the direct costs in relative terms are usually high, but the opportunity costs in a situation of high rate of unemployment is not that high.

The economic growth of any nation depends largely on the investment made in training its personnel in order to educate them. This of course will improve the quality of human labour which will make it more productive. To achieve this is not going to be without some cost/benefit analysis which of course needs to be introduced into our educational and manpower planning. Furthermore, studies have indicated that this country appears to spend so much to achieve so little in the field of education. The result of this is that inspite of huge sums of money, spent by the Federal, State and Local Governments on education, the literacy rate in the country (as well as the General level of education of the populace) continues to be low by comparison to even other African countries at the same state of development.[11]

### 3.1.3 Educational Policy in Nigeria

It is now important to view the Nigeria's educational policies so as to see how they relate to the country's manpower policies and programmes. The Government's major educational policy thrust were stated as follows:-

> "to expand facilities for education aimed at equalizing individual access to education;
> to reform the content of general education to make it responsive to the socio-economic needs of the country;
> to consolidate and develop (and expand) the nation's system of higher education in response to manpower needs;
> to rationalize and strengthen the machinery for the educational development in the country;
> to rationalize the financing of education with a view to making the educational system adequate and more efficient;

to make an impact on the area of technological education so as to meet the growing needs of the country.[12]

These policy objectives are as valid today as they were when they were formulated. They show that our educational policies are functionally related with our manpower policies. This clearly indicates that the attention of policy makers should be focused on the yawning discrepancy between our objectives and our performance (what we have so far achieved).

In the areas of development of formal education as a means of providing the country's manpower needs, Nigeria has recorded significant strides. Although substantial investment has been made in the education sector, the literacy rate in the country continues to be relatively low. If the full impact of this huge investment is not realized, it could partly be that resources devoted to education have not been efficiently and economically utilized and partly because of the sheer size of the problem. The large population of the country in relation to available resources and the age structure of the population combine to result in the very large number of persons in our educational system. This has imposed considerate strain on the resources of the country.

At the primary school level, it has since been recognised that education at this level improves people's receptiveness to new ides. It is naturally, therefore, the starting point for the development of the country's manpower resources. It has been the official policy that as from 1976 primary education should be free throughout the country. However, inadequacy of funding for education at this level has made it extremely difficult the realization of this

policy. This notwithstanding, there are areas in the country where primary education had been free as far back as in the fifties. In other areas of the country the people have become so aware of the importance of education that communities and parents have not hesitated to supplement the efforts of the government resulting in the maintenance of high level of enrolment. The National Primary Education Commission set up about a decade ago amidst varying interests and controversies is a key institution providing "the lead" in the business of primary education development in Nigeria. Recent developments affecting the commission seem to question its effectiveness in terms of carrying out its specified responsibilities in consonance with the fundamental needs of our country.

On the direction of policy for the future in this area, it has to be accepted that free and compulsory primary education throughout the country is of vital necessity. A country like Nigeria should not fail to give at least a free primary education to its children. Nigeria is resourcefully endowed, therefore, there is no justification for her failure in this direction. If we are committed and placed top priority to free and compulsory education we can easily make money available for its funding.

Substantial progress has also been made in the development of secondary education. Enrolment in secondary schools had been very low in the past, but in recent years attention has been directed to this area and enrolment has steadily increased. Some doubts have been expressed as to the quality of

our secondary education because of fast expansion which has not been matched with expansion in facilities. This is one of the effects of insufficient resources relative to the objectives we have set for ourselves. At least at policy level, emphasis is placed in the study of the sciences and mathematics at the secondary school level in order to equip the students for future training in the sciences, engineering and technology. One of the aims of the New National Policy on Education is to expand and diversify the content of education, particularly at this level. If performance matches objectives in this area the country will be assured of more trainable manpower resources in the future and students will be able to discover and develop their aptitudes.

At this level one can assert that the phenomenal development has been registered recently in Nigeria. For example, Nigeria can boast of so many Universities and degree awarding Colleges. Polytechnics, Colleges of Education and other tertiary institutions are also numerous. Recently, the Federal Government granted licences to three other private Universities to operate. One other is given provisional approval. Rather than inadequacy of facilities at the level, the fears have now shifted to the possibility of over-production, inadequacy of facilities, danger of possible drop in standards due to fast expansion not being matched with commensurate increase in resources and facilities and uneconomic use of resources at this level (the very low enrolment figures in some of these institutions can hardly justify economic use of their fixed assets). As at the secondary level, emphasis is on the arts and

humanities: a ratio of 60:40 respectively is the target. It is at this level, more than any other that the balance between supply and requirement is essential.[13]

In addition to what has been derived from the formal education sector, a lot of manpower is also generated through the non-formal sector. Unlike formal education which has two aspects; the "consumption" and "capital" aspects, non-formal education is more specific and job oriented. It therefore forms an essential aspect of the country's manpower supply situation. Considerable emphasis has been given to this aspect of the country's education and training. This form of education and training will include the numerous on-the-job training provided by employing organisations, apprenticeship schemes, evening courses provided both by formal educational institutions and private training organisations, correspondence courses, in-service training and fellowships, refresher courses, Training workshops, day release or block release courses and company training schemes. Formulators of the country's manpower policies and programmes have recognized the importance of this form of education and training in skills formation, job orientation and over-all manpower supply that they have established a number of public institutions with the primary responsibility for promoting this form of education and training. Those that are readily identifiable are the Industrial Training Fund (ITF), the Centre for Managing Development (CMD), and the Administrative Staff College of Nigeria (ASCON). We should not fail to recognize the role played by a number of other professional organizations in the provision and upgrading of our professional

manpower. Such professional organizations include the Nigerian Institute of Management (NIM), the Institute of Personnel Management of Nigeria (IPM), the Institute of Bankers, the Institute of Chartered Accountants, the Nigerian Society of Engineers, the Nigerian Medical & Nurses Council to mention just a few.[14]

## 3.2 MANPOWER SOURCING PROBLEMS

The Structural imbalance in our educational system has been noted as one key problem associated with the manpower supply situation of this country. Since the educational system remains the main sources of our manpower supply, it should attract the appropriate attention of our policy makers. An important aspect of this imbalance is the uneven spatial distribution of education throughout the country. We continue to talk about the so-called educationally advanced and educationally disadvantaged areas. This uneven spread of education has the back-lash effect of creating political and socio-economic problems and can have very outstanding dysfunctional effects on the economic development of the country. The controversial policy of "Federal Character" observations has not helped in providing a viable and lasting solution to the problem of educational imbalance because it addresses the effect rather than the cause of the problem, a situation that can be likened to putting the cart before the horse. It is surprising also that we are still talking about this subject and practical steps towards solving the problem are yet to be evolved.

Another key aspect of the structural imbalance in our educational system which affects our manpower supply situation is illustrated by the improper mix in courses offered in most of our educational institutions and the fundamentally uneconomic duplication of courses in most of our tertiary educational institutions even when some of these institutions have not succeeded in establishing the requisite facilities or are poorly equipped to offer such courses. Some of such courses remain unaccredited by appropriate bodies and institutions such as the Nigeria University Commission (NUC), and National Board for Technical Education (NBTE). This obviously is another area that needs the attention of manpower policy – makers.

Another problem closely associated with the country's manpower supply situation which has received considerable emphasis is the apparent shortage of technical manpower particularly at the Middle level. The phenomenon does not arise solely from insufficient supply of manpower at this level. A lot of shortage is created by the inability to retain manpower at this level. The remuneration structure in Nigeria with its wide differential between the senior and middle level manpower encourages people to aspire to move away from the intermediate category to the senior category.[15] Besides; Nigeria is prominently reputed to be a status – conscious society – "too many chiefs and too few Nigerians" – and nobody wants to remain in the middle level manpower category.

With these observations it is the contention of many scholars that future policies should be directed towards not only the provision of adequate technical manpower at this level, but also ensuring that the career prospects of the middle-level employees are attractive enough to encourage a sizeable number of them to remain contented at this level. The apparent link between manpower supply and the level of economic development is not in dispute and since education is not a costless good, the capacity of a country to generate, manpower resources depends on the level of development and the wealth of the country or the amount of real investment into the sector. Manpower supply should be seen not only in quantitative terms but in qualitative terms as well in direct reference to qualitative education, training and motivation.

### 3.2.1 Manpower Resources and its Utilization

One other important component of Nigeria's manpower policies and programmes is the utilization aspect. Nigeria can be said to have made some reasonable progress in the area of generation of manpower resources, although the quality of manpower so generated can still be improved. The same is not true of our polices, and programmes towards efficient utilization of manpower so generated. This has led to the problem of imbalance between our supply and demand situations.

One of the major problems facing the country at present is high rate of unemployment. This constitutes a challenge to our manpower planners and policy makers. It should therefore occupy a strategic place in all aspects of

their programmes. Unemployment constitutes a costly waste of productive resources. Apart from the resources wasted in educating and training people who cannot put their training to productive use, and in every sense the cost of supporting them while unemployed is enormous. At this point, many have observed that the country's manpower policies and programmes should deliberately focus on the creation of employment of self-reliance. Although past National Development Plans had employment creation as one of their objectives, performance in this area left a lot to be desired. Employment oriented programmes were contemplated in these plans, but no serious attempt was made to actualize the stated laudable intentions. Some progress even though limited, has been made in this direction through the creation of the National Directorate of Employment (NDE), but the impact of its activities is yet to be felt and measured and when viewed within the confines of the huge investment made the result are far from being impressive.

In our development planning experience, it does not seem that the issue of productive utilization of available manpower resources has been addressed properly and frontally. What we usually see is that towards the end of the plan document there is a chapter on "Manpower Implications of the Plan". It therefore seems that we derive our manpower utilization data from the projects articulated in the plan. In other words, projected changes in the volume of output have been used to estimate future employment requirements on the basis of statistical relationships derived from the past. This is very unlikely to

be the best approach under our own circumstances as the approach is essentially static. Relationships between economic variables do not remain constant over time. It is therefore difficult to make accurate projections on the basis of such statistical relationship in a dynamic situation.

As a matter of fact emphasis in this country tends to be on the generation rather than utilization of high and middle – level manpower. The thinking is more done in terms of executive capacity being the constraints in our economic development effort rather than strategies to ensure effective utilization of available skilled manpower resources. This policy has often led to over-production and unemployment of qualified skilled and professional manpower. Anticipated shortages of certain manpower categories can turn out to become costly surpluses. The issue at stake therefore may essentially be the optional allocation of the country's scarce resources. Moreso, we do not have to invest in training manpower we are in no position to gainfully employ or alternatively we should scale our education and training to the level we can employ. For instance, a situation where university graduates in various fields and some other professional manpower, trained at considerable expense, are being used to drive buses, clean streets or perform lowly duties in local industries is never the best way to utilize our manpower resources. The same results, could have been achieved at a cost four times less than what we have incurred as a nation. Closely allied to the above is also the uneconomic use of our high level manpower on routine functions at intermediate level.[16]

Another issue that deserves serious noting is the very narrow base of wage employment in Nigeria. In the fourth National Development Plan 1981-85 wage employment was to constitute only 9% of total gainful employment.[17] Yet there is a marked preference for wage employment among the products of our numerous educational institutions and other highly qualified persons. Perhaps the experiments currently being carried out under the auspices of the Directorate of Employment are aimed at reversing this trend. The programmes of the National Directorate of Employment could perhaps only be seen as an attempt to change the present orientation of our graduates and school leavers from wage employment to other forms of self-employment essentially because the number of people that can benefit from the scheme is too few in relation to the products of our educational institutions and other unemployed persons. Success is perhaps attainable only when we show people how to create their own employment by themselves rather than wait for wage employment that may not be secured. To reinforce this orientation it may be necessary to change the entire educational and training system to equip youths better for self employment.

Key amongst other problems also to be addressed in the area of manpower utilization in this country is that of the efficiency of the labour market in allocating available manpower resources. There is not yet a formal system of linking applicants with potential employers. In other words, the labour market information system of this country is very deficient. There is

virtually no information on the size and magnitude of labour supply and demand nor on the imbalance between the two. Our labour exchanges are scarcely functional. Therefore, many scholars have expressed that the direction of policy for the future is to try and remedy these defects. Adequate labour market information is therefore an essential tool for manpower and economic planning. One way of solidly providing for this may lie in the enhancement of collaborative schemes between education and industries in Nigeria.

## 3.3 KADUNA POLYTECHNIC POLICY ON MANPOWER DEVELOPMENT

At this juncture this study will focus on the efforts of Kaduna Polytechnic in the training and development of its manpower. As a matter of policy Kaduna Polytechnic has specific written documents in the forms of circulars for training and developing its staff. The institution has set a committee which is responsible for the selection and recommendation for the sponsorship of prospective candidates for training and development. Moreso, there is a committee known as the Research and Evaluation Committee set to take care of research Developments and Technological break through. The purpose of this committee was to create awareness on research activities in the minds of staff of the institution. It had also the power to assess the merits of research proposals emanating from staff as well as determining the level of funding needs of the reearch.[18]

In the Kaduna Polytechnic manpower development statement of objectives, it is spelt out that any academic staff who has served for two or

more years can apply for sponsorship. The Polytechnic has made significant efforts in staff training to improve the quality of staff by regular sponsorship for higher qualifications and specialization. The Institution has sometimes received foreign technical assistance in its staff development efforts. Mutually beneficial relationship has also existed with industry. While some of the academic staff have worked in the industry before joining the Polytechnic services, others are sent on Industrial attachment to the industries to acquire current industrial know-how.[19]

Infact as a matter of policy the staff Appointment Committee considers it necessary that promotion beyond Lecturer 1 requires the candidate to possess Master Degree. This of course is one of the liberal opportunities given to Academic staff to develop themselves.

On-the-job-training is also considered for staff. This effort is being organised by the departmental/unit conference, seminar and workshops committees sometimes this is done in conjunction with Kaduna Polytechnic Consultancy Services Unit (KAPCOSU).

On the issue of bond, officers that are sponsored for training and development are considered under bond until when they make their certificates available to the Polytechnic authority it is only then that the terms of the bond begin to take effect.

3.3.1 **Staff Performance Appraisal** (See Appendix 1)

Kaduna Polytechnic considers performance appraisal very important and is an integral part of assessing all individual staff for the purposes of increasing productivity and trainability of those who desire or need the later. The assessment is done fairly by the various departments or units of the Polytechnic and all staff are expected to fill the appropriate/relevant forms and forward them to the assessors of their department or unit.

Thee assessments are done on a yearly basis with the staff Appointment Committee providing the final coordination. The assessment is done on a form designed and provided by Kaduna Polytechnic and all assessment must be open. Assessors are therefore, mandatorily required to assess all staff openly and all staff must duly sign in a column provided in the assessment form. All objections raised by assessed persons can be forwarded to the Registrar through the department or unit and subsequently the staff Appointment Committee will take necessary action.[20]

## 3.4 HISTORICAL BACKGROUND OF KADUNA POLYTECHNIC

Kaduna Polytechnic as it is known today had developed from a humble nucleus of Kaduna Technical Institute established in 1956. The Kaduna Polytechnic attained legal status as a Polytechnic with the promulgation of the Federal Military Government of Nigeria Decree No. 20 of 1968 which gave effect to the establishment of the Polytechnic in April, 1968. The first principal, Mr.

F.J. Hawley was appointed in December, 1965 and he assumed duty in August, 1966.

Following the creation of states in 1967, the Polytechnic and other institutions owned by the former Northern Nigeria government came under the management of the defunct Interim Common Services Agency (ICSA). The provisions of Decree No. 20 of 1968 led to the enlargement of Kaduna Polytechnic to include six (6) other schools owned by the former Northern Nigeria Government. Thus by 1968 the Polytechnic had two colleges as follows:-

1. College of Science and Technology

   This comprised of the Polytechnic Kaduna and the School of Irrigation, Sokoto.

2. College of Administrative and Business Studies

   This was made up of Staff Development Centre, Kaduna, Local Government Training School, Zaria, Cooperative Training School, Zaria, Social Welfare Training Centre, Zaria and Community Development Institute, Zaria.

In April, 1970, the former survey unit of Northern Nigeria joined the Kaduna Polytechnic family as the survey unit which later became the College of Environmental Studies in 1976, as the third College of the Polytechnics. In 1990 a new College, the College of Engineering was created out of the former College of Science and Technology, bringing the total number of Colleges to

four (4) at present. The component units of the Kaduna Polytechnic were restructured by the revised Decree No. 73 of 1979 to give legal recognition of the Polytechnic Board of Governors.

The hexagonal shape of the Logo Symbolizes the then six Northern States created out of the defunct Northern Region, the original owners of the Polytechnic. It was until its take over by the Federal Government in 1991 owned and financed y the Northern State Government. The Polytechnic crest; The Spider 'Gizogizo' designed by a local artist named Aloysius Enche. The 'Gizogizo' in many Nigerian and West African folklore symbolizes a hero, which by its sharpness, industry and tenacity always came top. This aptly symbolizes Kaduna Polytechnic's desire to excel in its performance and spread its services.[21]

## 3.5 ORGANISATIONAL STRUCTURE OF KADUNA POLYTECHNIC (See Appendix II)

The general supervision and control of the Polytechnic is vested in the Governing Council which comprises representations from the Government and the private sector. The Rector is the Chief Executive of the Institution. In the performance of his duties, he is assisted by a Management Committee comprising of two Deputy Rectors, that is Deputy Rector Academic and Administration, The Registrar, the Polytechnic Librarian, the College Directors, the Director of Medical and Health Services and the Director of Works.

The four colleges of Kaduna Polytechnic are located within the Kaduna metropolis. The College of Science and Technology (CST) and the College of

Engineering (C.O.E.) are located on the main campus in Tudun Wada, the College of Administrative and Business Studies (CABS) along the Golf Course Road, Unguwar Rimi with the Department of Special and Rehabilitative Education of that College on Kachia – Kaduna Bye-pass; while the College of Environmental Studies (CES) is located along Aliyu Makama Road, Barnawa. Each College is headed by a Director who is responsible to the Rector for day-to-day Administration of the college. The colleges are organised into Schools and Academic Departments. There are at present nine schools each headed by a Dean and thirty departments, headed by Heads of Department.

The Polytechnic which started at inception with Eight hundred and ninety four (894) students enrolment in nine (9) Academic Departments has today grown to thirty (30) Academic Department with a total students enrolment of about seventeen thousand (17,000) and offering one hundred and ninety four (194) programmes at the levels of degree of B.Ed and NCE (Technical professional Diploma, Higher National Diploma (HND) and National Diploma (ND) in Engineering, Architecture, Building, Sciences, Humanities and Certificate programmes. Kaduna Polytechnic has further mounted a number of Post-graduate programmes in the areas of Cooperative Studies, Urban and Regional Planning, Land Surveying, Building, Marketing, Purchasing and Supply. During the 1998/99 the Academic Board approved the take off of Post-Graduate Studies in Public Administration, Business Administration and Management Studies. In 1995 the Polytechnic started the first ever NBTE approved Post-

HND Programme in Electronics and Communication Engineering. Recently, approval has also been granted to Kaduna Polytechnic by NBTE to mount Post-HND programme in Civil Engineering.

The Colleges and constituent schools and departments of the Polytechnic are listed here below:-

1. College of Administrative and Business Studies (CABS)
   - (a) School of Business Studies
     - (i) Department of Accounting and Finance
     - (ii) Department of Business Administration
     - (iii) Department of Secretarial Studies
   - (b) School of Management Studies
     - (i) Department of Marketing, Purchasing and Supply
     - (ii) Department of Management Studies
     - (iii) Department of Mass Communication and Languages
   - (c) School of Administrative and Social Studies
     - (i) Department of Administrative Studies
     - (ii) Department of Local Government Studies
     - (iii) Department of Social Development and Cooperative Studies
     - (iv) Department of Special and Rehabilitative Education.
2. College of Engineering
   - (a) School of Industrial Engineering
     - (i) Department of Chemical Engineering

(ii) Department of Electrical Engineering

(iii) Department of Mechanical Engineering

(b) School of Natural Resources Engineering

(i) Department of Agricultural Engineering

(ii) Department of Civil Engineering

(iii) Department of Mineral Resources Engineering

3. College of Environmental Studies

(a) School of Environmental Design

(i) Department of Architecture

(ii) Department of Building and Quantity Surveying

(iii) Department of Urban & Regional Planning

(b) School for Geodesy and Land Administration

(i) Department of Environmental Science

(ii) Department of Land Economy

(iii) Department of Topographic Science

4. College of Science & Technology

(a) School of Education and Science

(I) Department of Applied Science

(ii) Department of Education (Technical)

(iii) Department of Liberal Studies

(iv) Department of Mathematics and Computer Studies

(b) School of Technology

(i) Department of Catering and Hotel Management

(ii) Department of Food Technology

(iii) Department of Printing Technology

(iv) Department of Textile Technology

With the Kaduna Polytechnic system there is a coordinating unit, the Central Administration (CA) which includes the Rectory, Registry, Works, Medical Services and the Library. The Central Administration is the seat of power. The main functions of the unit include the following:-

(a) General Coordination of the day-to-day administration/Academic activities of the Polytechnic.

(b) General Staff Matters affecting all the established staff in the Polytechnic such as Vehicle loans, leave matters, immigration procedures for both indigenous and expatriate officers.

(c) Staff Development programmes within and outside the country

(d) Interpretation and implementation of staff scheme and condition of service issued from time-to-time.

(e) Maintenance of staff records.

(f) Compilation of Seasonal (annual) Reports and Prospectus.

(g) Co-ordination/vetting of recommendations from colleges/units for new appointments/promotion of all established staff for submission to the appropriate committee.

(h) General Students Admissions.

The organisational structure enables the Central Administration to fulfill its role as a service organ to the academic departments. The Chief Academic and Executive Officer of the Polytechnic, the Rector has line seat at the Central Administration. Also housed at the Central Administration is the Chief Administrative Co-ordinator of the entire Polytechnic complex – The Registrar. For organisational chart refer to (Appendix II) below.

3.5.1 **Power Sharing Structure**

Power sharing structure presupposes a chain of command structure through which there is a smooth flow of legitimate authority from a pyramidal top to bottom as follows:-

(a) **Governing Council**

At the apex of the Polytechnic Administration is the Governing Council and by the Law setting up the Polytechnic is the highest policy making body. It is responsible to the Proprietor, that is Federal Government on issues of prudent financial management and the general welfare of the Institution. In this respect, the council is assisted by a number of committees known as Committees of Council. These are:

(i) The Finance and General Purpose Committee which deals with financial matters and appropriation of funds;

(ii) The Tenders Committee deals with all issues of contract awards and recommendations on expenditure of allocated funds;

(iii) The Staff Appointments and Promotions Committee assists the Council in its responsibility for the general discipline, appointments and Promotion of members of staff; and

(iv) The Student Welfare Committee is responsible for the discipline and general welfare of students.

The Governing Council is responsible for policy formulation, good and orderly administration of the Polytechnic. In the absence of the Governing Council, the functions of the council are discharged by the Federal Minister of Education except that he shall not have powers to dispose the immovable assets of the Polytechnic

(b) **The Management Committee**

Even though it is the governing council's responsibility to ensure good and orderly administration of the Polytechnic, it should be noted that the day to day general administration of the Institution rests on the shoulders of the Rector as the Chief Executive Officer responsible for administrative and academic matters of the Institution. The Registrar who is the Head of Administration is the Rectors Chief Adviser. Other principal officers of the Institution in addition to the Rector and Registrar as recognised by law are the Bursar and Polytechnic Librarian. In practice, other officers may be co-opted as members. This varies from Institution to Institution. However, the peculiarity of the Collegiate system of Administration in Kaduna Polytechnic which is yet to be recognised by the Federal Polytechnics' law, makes College Directors

automatic members of the management. Other co-opted members are Directors of Medical and Health Services and Director of Works.

In terms of policy initiatives for the governance and good administration of the Institution, these principal officers sitting as the Management of the Polytechnic with the Rector as Chairman initiate policy proposals and execution after such policy proposals have been duly considered and approved by the Governing Council of the Institution which is charged with the responsibility for policy formulation.

(c) **The Academic Board**

The Academic Board is the body charged with the responsibility for all the academic matters in the institution. It is the body that has the final say on issues relating to academic standards and award of certificates, diplomas and fellowships. The members of the Academic Board include the Rector as the Chairman, Registrar, College Directors, Heads of Departments, elected Representatives and College Student Affairs Officers. The Academic Board is assisted in the discharge of its responsibilities by its various committees.[22]

### 3.5.2 Devolution of Powers

By devolution of powers we are referring to the transfer or allocation of authority from one level to another, especially from a central government to regional or state governments and local government etc. or as in an organisation, from one committee, interest group or individual to other levels right down the chain of command or hierarchy.

We have already observed that while the Governing Council and the Academic Board of the Institution are policy formulators in the general administration and academic matters respectively, the Executive Committee doubles in the bridging roles of policy proposals and execution. In the exercise of such functions the Rector and other officials of the Polytechnic play vital roles, either collectively or individually through the submission of memoranda on issues of interest. Circulars are thereby issued by the Registry to convey policy decisions and guidelines on their implementation.

The hierarchy of authority radiate from the Rector down to the Executive Committee (Exco) members who are Sectoral Executives in both the academic and non-academic sectors or units. In the academic units, the Directors who are answerable to the Rector are Chief Executive Officers in their own right and responsible for the good and orderly administration of their colleges. Towards the achievement of this objective, the College Directors are assisted by Deans of Schools, Head of Departments who at their various levels enjoy certain degree of power control commensurate to their schedules of responsibilities.

In the non-academic sectors of the Institution which cluster under the coordinating umbrella of the Central Administration, each Department of the Rectory, Registry, Bursary, Medical Centre, Works and Services and the Library (which is semi academic) is headed by an Executive member responsible to the

Rector for the good and orderly administration of their units for direct services to the entire Institution. These Executive Officers in their own right are equally assisted by their subordinates down the line who also share in power control commensurate with their schedule of responsibilities.[23]

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# CHAPTER FOUR

# PRESENTATION AND ANALYSIS OF DATA

## 4.1 INTRODUCTION

The success of any organisation is largely attributable to how well it plans and carries out its objectives to a logical conclusion. One of the objectives of Kaduna Polytechnic is to train middle level manpower of the country. To do this, the institution require a well trained and developed staff that is adequately utilized for the purpose of achieving the laid down objective. It is with this in mind that the study was undertaken in order to discover how successful the operational plan of training, developing and utilizing Kaduna Polytechnic staff has been.

To discover whether there are articulate training plans for Kaduna Polytechnic Staff, it is the opinions of workers, more often than not that can provide a clear picture of the training programme of the institution. In this regard, a number of relevant questions were asked, soliciting responses from the Kaduna Polytechnic staff. In addition, more useful information was obtained from other numerous sources which included personal interviews and documents from aduna Polytechnic Management.

## 4.2 CLASSIFICATION AND ANALYSIS OF THE DISTRIBUTION OF QUESTIONNAIRES AND THE RESPONDENTS PERSONAL DATA

A total number of 352 questionnaires were administered out of which 330 were filled and returned, representing 94 percent. Out of those returned 95 were female representing 29 percent while 235 were male representing 71

percent. Of the 330 respondents, their ages ranged between 20-50 years. On the issue of their qualifications, it ranged from First School Leaving Certificate to Master degrees but the commonest qualifications were West African School Certificate, G.C.E. 'O' levels, Diploma and first degree or Higher National Diploma.

The respondents years of experience with Kaduna Polytechnic indicated varying periods, but 60 percent were within the range of 6-10 years while 25 percent served between 11-15 years and 15 percent served between 16-20 years or 21 – 25 years.

## 4.3 MANPOWER TRAINING PLANS

The need to prepare training plans for Kaduna Polytechnic staff cannot be over emphasized. The training function cuts across a wide range of other functions and this makes the determination of training needs desirable: One of the basic obstacles to the achievement of the objectives of training is the lack of awareness, insufficient detail about the steps to be taken in preparing meaningful training programmes. It must be reiterated that the development of training plans depends ultimately on the identification of training needs.

From the participant observer perspective and the responses of the respondents in the questionnaire, it was apparent that the identification of training needs which is a pre-requisite for planning training programmes was not being given due attention. And this tended to mar the outlining and successful implementation of the training plans of the Kaduna Polytechnic staff.

For instance, out of the 330 respondents that were asked whether they were consulted before being sent for training 220 responded negatively representing 66.6 percent, while 91 answered positively representing 27.5 percent and 19 did not recall. Table 4.1 is a reflection on the issue.

Table 4.1

**Consultation on the need before being sent for training**

| Response | No | Percentage |
|---|---|---|
| Yes | 91 | 27.5 |
| No | 220 | 66.6 |
| No Response | 19 | 5.7 |
| Total | 330 | 99.8 |

Source: Field Survey by Researcher.

In a related question which demanded to know who was responsible for the identification of the training need, the responses also varied. Most of the responses (76 percent) indicated no response at all, whole 20 percent said the administration division of Kaduna Polytechnic was responsible for the identification of training need and 4 percent said it was the head of department or section. The crux of the matter, shows that Kaduna Polytechnic had no prior training plan for which it based its training programme. Mostly staff identified their training needs and they apply for the programme for which they want to undergo training.

Furthermore, on the question of whether the respondents' choice for training programme was accidental or planned, the responses indicated that 83.9 percent were of the view that it was accidental while 11.8 percent said it was planned and 4.2 percent had not responded. Table 4.2 represents the responses.

Table 4.2

**Choice of Training; Planned or accidental?**

| Response | No | Percentage |
|---|---|---|
| Planned | 39 | 11.8 |
| Accidental | 277 | 83.9 |
| No Response | 14 | 4.2 |
| Total | 330 | 99.9 |

Source: Field Survey by Researcher.

From the responses above, it is possible for one to assert that training plans are conspicuously absent in Kaduna Polytechnic. The simple reason being that, ideally the preparation of any training programme should be based on optimum utilization of training resources in the context of predetermined needs. First, there should be collection of personal data regarding the personnel. The purpose of this being to visualize the professional context of the individual vis-à-vis his placement and job requirements. This involves qualifications, previous training and such other background information on the officer concerned.

The second step, is to undertake personnel categorization in such manner that those in the senior management, middle and junior category and academics and non academics will easily be identified and their training needs. The third step is the analysis and evaluation of data. The analysis of data is the most important exercise, because it helps the organisation to go about meeting its training needs. The analysis of personal data need shared closely supplemented by evaluation of the data in terms of predetermined list of functional areas. The objective is to match the analysed profile of the individual against a number of functional areas. Job analysis, therefore, enables the Kaduna Polytechnic to know who needs what training and for which job and skill it is needed.

## 4.4 MANPOWER TRAINING OPPORTUNITIES

Respondents were first and foremost asked whether or not they underwent induction or orientation course at the point of entry into Kaduna Polytechnic. In most of the responses, they answered negatively. Out of 330 respondents, 297 indicated that they have never had orientation or induction courses when they were first employed by Kaduna Polytechnic, representing 90 percent while 30 respondents representing 9.0 percent signified that they were oriented and 3 of the respondents representing 0.9 percent did not respond. Table 4.3 shows the pattern of the responses described above.

Table 4.3

**Attendance of Induction or Orientation**

| Response | No. | Percentage |
|---|---|---|
| Yes | 30 | 9.0 |
| No | 297 | 90.0 |
| No Response | 3 | 0.9 |
| Total | 330 | 99.9 |

Source: Field Survey by Researcher.

It was being further discovered in this study, that Kaduna Polytechnic staff had enjoyed training, sponsored by the institution. In the responses of the respondents, it was indicated by 81.8 percent majority that they had enjoyed Kaduna Polytechnics sponsored training programmes, while 13.9 percent stated that they did not enjoy and 4.3 percent did not respond. Table 4.4 is a reflection on the issue.

Table 4.4

**Extension of Training Opportunities to Staff**

| Response | No | Percentage |
|---|---|---|
| Yes | 270 | 81.8 |
| No | 46 | 13.9 |
| No Response | 14 | 4.2 |
| Total | 330 | 99.9 |

Source: Field Survey by Researcher.

The reflection of the above responses indicated that Kaduna Polytechnic actually extended training opportunities to its staff. This is obvious, because without training its staff, then its objective of training middle level manpower for the country will be defeated. It was further indicated by the respondents that though they could not resign their appointment for lack of consideration for training, but it is enough reason to be frustrated and be less effective on their assigned jobs. This by implication affects organisational objective because a demotivated employee is bound to be at one time or the other frustrated thereby frustrating all efforts at his own end toward the achievement of the organisational goal.

In related question that hinged on the title of training and the period of the training, the responses indicated that, title ranged from certificate, diploma and masters degree. On the duration of the training programme, this also ranged from 18 months to two years.

Table 4.5

**Location of Training Institution**

| Location | No | Percentage |
|---|---|---|
| Consultant/Consulting Firm | 0 | 0 |
| KPT as an Institution | 162 | 49.0 |
| Other local institution | 168 | 50.9 |
| Overseas | 0 | 0 |
| Total | 330 | 99.9 |

Source : Field Survey by Researcher

It can be seen from Table 4.5 that 49.0 percent of the respondents received their training in Kaduna Polytechnic in various programmes, ranging from certificates, Diploma, Higher National Diploma and Post-Graduate Diploma. On the other hand 50.9 percent were sponsored to other local institutions within Nigeria. It has been observed that within the period that this study covers no staff of Kaduna Polytechnic had enjoyed overseas training, because of inadequate supply of funds.

## 4.5 CRITERIA OF SELECTION FOR TRAINING

Kaduna Polytechnic has a committee for staff development programmes while the department of Administration makes the final coordination for all training programmes. On the issue of selection for training, it was observed by the researcher that selection is based on who actually applied for a sponsorship. The selection is not on the basis of prior planning. There is also a guide to

candidates wishing to be sponsored, they must attain the mandatory three (3) years of service before consideration is given.

The following responses were obtained from the respondents, when they were asked the criteria adopted for selection of Kaduna Polytechnic for staff training, 27.2 percent were of the view that it was based on seniority. While 40.9 percent held the view that it was based on the need of the individual, and 31.8 said it was based on the need of the Polytechnic services. Table 4.6 is a revelation on the issue.

Table 4.6

**Selection Criteria for Training**

| Response | No | Percentage |
|---|---|---|
| Seniority | 90 | 27.2 |
| Need of the service | 105 | 31.8 |
| Need of individual officer | 135 | 40.9 |
| Total | 330 | 99.9 |

Source : Field Survey by Researcher

It was further discovered by means of personal interview that places for training Kaduna Polytechnic staff were allocated to each unit. Furthermore, it was revealed that staff are selected base on the need of the Polytechnic. The researcher, however, discovered by means of participant observation that there was no real articulated training plan for Kaduna Polytechnic staff, more than just allocating places to each unit. The applicants, who ever so wishes once he

has spent the mandatory three (3) years in service can apply for sponsorship. The question of seniority is only limited to the non-academic staff. For both the academic and non academic staff their training needs are hardly identified. The issue is just a matter of whether one wishes to acquire further training and therefore applies.

## 4.6 OBJECTIVES OF TRAINING AND MANPOWER DEVELOPMENT

It is imperative to note, that workers are normally sent for training for one reason or the other. In essence, no training is supposedly aimless. There should be an objective attached to the training of staff. The reasons can be considered in various forms, ranging from the intention to acquire additional skills, change of attitude, adaptation to new job etc. On this issue, therefore, respondents were asked questions on the objectives of their training. Tale 4.7 shows the various response of the respondents.

Table 4.7

**Training Objectives**

| Objectives | No | Percentage |
|---|---|---|
| Skills acquisition | 60 | 18.1 |
| Professional improvement | 129 | 39.0 |
| Job change adaptation | 26 | 8.0 |
| Change in attitude | 40 | 12.3 |
| Refresher purposes | 74 | 22.4 |
| Others | - | - |
| Total | 330 | 99.8 |

Source : Field Survey by Researcher.

From the responses of the respondents, it was discovered that 18.1 percent of the respondents are of the view that the objective of training them was to acquire more skills. This implied that, workers are trained in order to have more skills to perform an assigned function effectively.

To acquire professional improvement implied, that workers already have one skill or the other, they are therefore, sent on training, in order to improve on their profession or in order to meet up a new challenge. In these circumstances, 39 percent of the respondents trained by Kaduna Polytechnic are within this category. Workers in an organisation can be trained with the sole motive of making them adapt to a changed working environment. About 8 percent of the respondents of Kaduna Polytechnic trained staff are of the view that they were trained in order to adapt to the new work environment. This instance, is more relevant with junior or middle level workers who have no specialized function and can be transferred to any unit or department (new environment) at any given time.

It was further discovered from the responses that 12.3 percent are of the opinion that the objective of their being trained is for change of attitude. This view is primarily considered to be more rampant with the top management staff whose training may tend to change certain attitudinal behaviour especially their relationship with subordinate workers. The objective of training for refresher purposes was identified among 22.4 percent of the respondents. This objective was identifiable among the academic staff who from time to time organises

seminars, workshops and conferences in order to achieve certain level of confidence on their jobs. More significantly, paper presentations at various academic levels has been considered by Kaduna Polytechnic as one of the requirement for academic staff promotion.

From all the responses of the beneficiaries of Kaduna Polytechnic training programmes, it is observed that there is one objective or the other as indicated on the last column of tale 4.7 which asked none of the above and the response was zero.

## 4.7 THE IMPACT OF TRAINING AND MANPOWER DEVELOPMENT

A number of variables were stated in order to test the effects of training and development on the respondents. The variables ranged from job change, change of designation, promotional opportunity, efficiency on the job, sense of feeling of belonging and others.

Table 4.8

**Impact of Training and Manpower Development**

| Variables | Yes | % | No | % | Total |
|---|---|---|---|---|---|
| Job change | 16 | 4.8 | 314 | 95.1 | 99 |
| Change of designation | 88 | 26.6 | 242 | 73.3 | 99 |
| Chances of promotion | 220 | 66.6 | 110 | 33.3 | 99 |
| Additional Responsibility | 230 | 69.6 | 100 | 30.3 | 99 |
| Employers Confidence | 56 | 16.9 | 274 | 83.0 | 99 |
| Efficiency on the job performance | 285 | 86.3 | 45 | 13.6 | 99 |
| Feeling of belonging | 168 | 50.9 | 162 | 49.0 | 99 |

Source : Field Survey by Researcher

On Table 4.8 are the various responses of the questionnaire designed to elicit information on the effects of training and development of KPT staff. The issue of increase on the job performance was the highest response from the research population. This evidently informed the researcher that the most acceptable effect of training is that it leads to efficiency on the performance of the jobs with 86.3 percent. Although variables such as chances of promotion can not be de-emphasised because most of the academic staff need to have higher degrees before they can be promoted to certain levels. Unlike the non-academic staff for whose promotion, obtaining higher degree is not a criteria. Another very important impact of training and development as indicated by the respondents is the issue of additional responsibility. According to the responses gathered, 69.6 percent of the respondents are of the view that the effect of their training is basically to have more additional responsibility. Table 4.8 is a reflection of the respondents views.

## 4.8 THE EFFECT OF BOND ON BENEFICIARIES OF SPONSORED TRAINING AND MANPOWER DEVELOPMENT PROGRAMMES

Organisation often entered into contractual legal bond with its employees who are sponsored for training programmes. The organisations feel that since they invested so much on training and developing their staff, it is of necessity therefore, to bond them. By this arrangement, staff who enjoyed sponsorship would have to work for certain specified period of time for such organisations before they could wish to leave the services of such organisation. Failure to

observe the contractual legal agreement by either of the party, will be termed breaking the agreement.

In this regards, the respondents were asked to indicate whether they were bonded by Kaduna Polytechnic while on sponsorship. The responses indicated that 210 respondents representing 63.6 percent were bonded, while 120 respondents representing 36.3 percent declined from responding. It was discovered that, out of those respondents who were bonded 80 percent felt that the bond was to the benefit of Kaduna Polytechnic only. The general feeling from the respondents was that the idea of bonding was negative and restrictive and it was only beneficial to Kaduna Polytechnic. The respondents, suggested that the bond should be on one to one basis. That is to say, the bond should be commensurate to the number of years the training programme is earmarked. It was further indicated by the respondents that for a sponsored employee to be bonded until he produces certificate that is when the bond will start working is too restrictive and unnecessarily harsh. According to the respondents unforeseen circumstances were not taken into cognisance by the Kaduna Polytechnic. With this action by Kaduna Polytechnic, it is enough reason to get its staff frustrated, hence low performance can set in.

## 4.9 FUNDING OF TRAINING AND DEVELOPMENT OF MANPOWER

In the pursuit of any meaningful project or the desire to achieve organisational objectives, money is considered very essential. In this regards, respondents were asked whether they were sponsored by Kaduna Polytechnic

or by others while on training. The responses indicated that 75 percent of the respondents that is 248 of the study population said they were sponsored by Kaduna Polytechnic, while 82 respondents did not respond representing 24.8 percent.

The respondents were further asked to indicate whether the fund made available for their training were sufficient in terms of catering for their training needs such as course fees, feeding, accommodation and other unforeseeable expenses. Table 4.9 shows that 62.1 percent of the respondents claimed that the funding was not adequate. The range of payment as indicated by the respondents was between N1,000 – N5,000 or N5,001 – N10,000 within the period under study. Out of the respondents 13 percent said it was adequate and 24.8 percent did not respond.

Table 4.9

**Adequacy of funds for Training and Development**

| Response | No | Percentage |
|---|---|---|
| Yes | 43 | 13.0 |
| No | 205 | 62.1 |
| No response | 82 | 24.8 |
| Total | 330 | 99.9 |

Source : Field Survey by Researcher

## 4.10 THE IMPACT OF PERFORMANCE APPRAISAL OF EMPLOYEES ON TRAINING AND MANPOWER DEVELOPMENT

The concern of performance appraisal in this study is to assess and see the extent on which it has contributed to staff training and development. In a well structured training plan, performance appraisal should be considered as an important yardstick for selection of staff for training and development. Employee performance appraisal helps in the identification of potential skills or unsatisfactory performance. Thus it is a basic source document for training and staff development, because evidence of potentials given in the performance of individuals is of great assistance in career planning of the organisation. Performance evaluation, when properly administered, mainly serves two purposes. Firstly, it improves individual performance and secondly it guides personnel action.

On this note, various questions were put across to the respondents. The respondents were first asked whether they are subjected to staff appraisal. The responses can be seen on Table 4.10.

Table 4.10

**Staff Appraisal**

| Responses | No. | Percentage |
|---|---|---|
| Yes | 232 | 70.3 |
| No | 0 | 0.0 |
| No Response | 98 | 29.6 |
| Total | 330 | 99.9 |

Source : Field Survey by Researcher.

The above tale 4.10 implied that the staff are appraised by Kaduna Polytechnic. Out of the total respondents, 70.3 percent indicated that they are subjected to staff appraisal while non of the respondent said he is not and 29.6 percent did not respond. Furthermore, the respondents are of the view that the appraisal was carried out by head of department or section. The views of those who said there was the existence of staff appraisal in Kaduna Polytechnic was further reaffirmed in an interview with the top management staff.

Table 4.11

**Adequacy of Staff Appraisal**

| Response | No | Percentage |
|---|---|---|
| Yes | 211 | 63.9 |
| No | 21 | 6.3 |
| No response | 98 | 29.6 |
| Total | 330 | 99.8 |

Source: Field Survey by Researcher.

It can be observed from Table 4.1 that 63.9 percent of the respondents confirmed that they are satisfied with the existing Kaduna Polytechnic system of staff appraisal while 6.3 percent signified that they are not satisfied and 29.6 percent abstained.

When a subsequent question was asked requesting the respondents to freely express themselves on the reason for their satisfaction with the existing Kaduna Polytechnic appraisal system, they confirmed their satisfaction with the fact that it gives room for objection by any staff who is not satisfied with the way he is evaluated. The Kaduna Polytechnic staff appraisal system is confirmed to be adequate by means of participant observation because the system is an open one. In a reaction by an employee who is not satisfy with the ratings by his superior in the appraisal form can contest by refusing to sign in his portion.

The respondents were further asked to confirm in the frequency of using staff appraisal as a means for selecting staff for training and development. Table 4.12 shows respondents views.

Table 4.12

**Frequency of Using Staff appraisal as a means for selection of staff to attend Training and Development**

| Response | No | Percentage |
|---|---|---|
| Very often | 19 | 5.7 |
| Often | 33 | 10.0 |
| Rare | 89 | 26.9 |
| Not at all | 189 | 57.2 |
| Total | 330 | 99.8 |

Source : Field Survey by Researcher.

From Table 4.12 it was confirmed by the respondents that staff appraisal is not a basis for staff selection to undergo training and development. In the earlier responses of the respondents they indicated that staff were evaluated for job performance assigned to them, but it was further confirmed by 57.2 percent that staff appraisal is never a means by which staff are selected for training. The 57.2 percent respondents who confirmed that staff appraisal is not a basis for staff selection for training added to 26.9 percent respondents who confirmed that staff appraisal is rarely used for selecting for training, concluded the fact that Kaduna Polytechnic has not been using staff appraisal as a means for identifying training needs and hence select staff who need to be trained and developed.

Another question was put across to the respondents in order to ascertain the impact of the Kaduna Polytechnic appraisal system in certain basic areas of personnel administration such as issues of promotion, improvement of job performance and selection for training. Table 4.13 is a reflection of the views of the respondents.

Table 4.13

**Impact of Appraisal System on some Variables**

| Variables | Inade-quate | % | Barely Adequate | % | Ade-quate | % | Very Adequate | % | Total |
|---|---|---|---|---|---|---|---|---|---|
| Promotion | 11 | 33 | 88 | 6.6 | 70 | 51.5 | 61 | 18.4 | 99.8 |
| Improve-ment to performance | 9 | 2.7 | 90 | 27.2 | 163 | 49.3 | 68 | 20.6 | 99.8 |
| Selection for training | 203 | 61.5 | 58 | 17.5 | 50 | 15.1 | 19 | 5.7 | 99.8 |

Source : Field Survey by Researcher.

It was confirmed by 61.5 percent respondents that staff appraisal has not been a pre-requisite for selecting staff for training. It has been further confirmed by means of personal interview that staff appraisal was more significant when it came to the issue of promotion. By means of participant observation it was confirmed that Kaduna Polytechnic staff are only reminded to fill up staff evaluation form when it comes to issues of promotion. On the whole one can assert that staff appraisal has no impact on the selection of staff for training.

It could be further asserted, that staff appraisal has an impact on staff improvement on the job, because employees are quite conscious of the

appraisal system. It is an issue that affect their promotion therefore, the staff will have to put in their best in their job performance.

## 4.11 TEST OF HYPOTHESIS ONE

For all practical purposes, every organisation wishing to achieve its objectives, should put in place a programme for training and manpower development. To do this, the training programme must be well articulated and adhered to. But, as important as this requirement is for organisation to achieve its goals, there are many organisations that do not have training policies let alone put them into practice. Though some organisation may have such policies, but is not well organised, maintained or consistent. Furthermore, some organisations may have training policies, yet the programme may not be well designed such organisations may as well send their staff for training, yet the issue will only be haphazardly handled. It is on this basis that we proposed the hypothesis THAT A WELL PLANNED PROGRAMME FOR TRAINING AND DEVELOPMENT OF MANPOWER THAT IS RIGIDLY PURSUED WILL ENHANCE EFFECTIVE PERFORMANCE OF STAFF AND REDUCE LABOUR TURNOVER. The respondents were asked to react to various questions that hinged on the issue.

In response to the questions asked, the respondents indicated that Kaduna Polytechnic had no planned training programme even though the institution considers many of its staff for training and development. The beginning of identifying lack of planned training programme in Kaduna Polytechnic was when the respondents confirmed that there was no adequate

provision for orientation and induction. Another significant observation made by the respondents was that they were not consulted before consideration is given to them to attend training and development programmes. Invariably it means the Kaduna Polytechnic training and manpower development is unplanned and unscheduled and haphazardly arranged. (See Table 4.1 and 4.2).

Furthermore, no personal data is collected regarding the personnel so as to visualize the professional content of the individual vis-a-vis his placement and job requirements. This will enable the organisation to scrutinize the staff basic qualification at entry level and the previous training he under went so that a plan could be mapped out for training or retraining. In essence, job analysis in Kaduna Polytechnic is conspicuously absent that will make for the identification of the training needs of individual workers.

It was confirmed in this study that Kaduna Polytechnic had endeavoured to sponsor staff for training and development as indicated on (Table 4.4), the mode of selection was established to be haphazard, unplanned and unsystematic. It was identified that the selection was done purely on individual basis. That is to say, a worker who wishes to be trained and developed can simply apply provided he has spent the mandatory two-three years of service with Kaduna Polytechnic (See Table 4.6).

It was also gathered from the respondents that one of the most acceptable objectives of training is for the purposes of professional

improvement. This is testified by the fact that individuals apply for sponsorship to undergo training in order to improve on their professions. There was no proper scrutiny done in order to identify the basic training needs of individual staff (See Table 4.7). Generally speaking, when the impact of training was assessed by the respondents, they indicated that it was more or less to be more efficient on their job performance. But the irony is that, if training needs are not identified and synchronized and staff just go for training for its sake, hardly could they be efficient on their jobs.

On the issue of the effects of bonding, the respondents categorically, confirmed that the bond was to the benefit of Kaduna Polytechnic only and therefore consider it as negative and restrictive. The emphasis laid down by the respondents was that the bond should be on one year to one year basis. That is to say, the number of years the sponsorship takes should be commensurate to the bonding period. They also observed that unforeseen conditions were never taken into consideration by Kaduna Polytechnic. By implication it means Kaduna Polytechnic staff are unhappy with the effects of bond, thereby frustrating them leading to low performance.

It was further confirmed that the availability of funds for training and development was grossly inadequate, especially within the period under study. The assertion was made by 62.1 percent of the respondents who felt that the funds made available to them was not enough to cater for course fees, feeding, accommodation and other unbudgeted expenses. In this regards, it implies

that Kaduna Polytechnic staff are not well motivated because the facilities for their training are not well planned and adequately provided for.

In the process of testing the hypothesis, performance appraisal was assessed. This was done because of the believe that employee performance appraisal helps in identification of potential skills or unsatisfactory performance of staff so that recommendation can be made for training and retraining. It was therefore, discovered that even though there is system of staff appraisal in Kaduna Polytechnic and is considered an open one, it was not often considered as a means of selecting staff for training and development (Table 4.12 can be referred to). Furthermore, the impact of staff appraisal was seen to be more related to the issue of promotion in Kaduna Polytechnic than on the selection for training. Thus from the variables provided for test in order to ascertain the impact of staff appraisal it was discovered that the staff appraisal was more on promotion with 51.5 percent than on selection for training that have only 15.1 percent (See Table 4.13).

On this note there, the hypothesis that a well planned programme for training and development of manpower that is rigidly pursued will enhance effective performance of staff and will reduce Labour turnover is hereby supported. This is because it was identified that Kaduna Polytechnic do sponsored staff for training, but there was no proper identification of training need, neither was fund made adequately available, nor staff appraisal made a yardstick towards selection for training. Also the issue of bonding scared a lot

of Kaduna Polytechnic staff from attending training and development programmes. By this observations many employees will be less effective on their jobs because no proper planned programme for training and development is in existence, where it exists, is not properly pursued. Nonetheless, it was observed by the researcher that the failure of planned manpower training and development in Kaduna Polytechnic was not unconnected to the failure of integrating Polytechnic training system in the Nation's National Plan. Had it been the National Plan has taken care of the Polytechnic system vis-à-vis marshalling out training plans, it could have therefore become a working tool for the Polytechnics and other institutions of higher learning.

## 4.12 UTILIZATION OF MANPOWER

Organisations are expected to make use of their employees adequately. Whenever employees are recruited, they are expected to be well placed and their acquired skills adequately tapped. Even where employees are trained and developed, their newly acquired skills must be properly put in use. In this regards, respondents were asked some questions so as to find out the extent to which Kaduna Polytechnic employees are utilized.

From the respondents' views 65.4 percent indicated that they are over utilized while 22.4 percent said they are underutilized and 12.1 did not respond. The responses signified that majority of Kaduna Polytechnic staff are overutilized. This assertion was further confirmed through participant observation that many of the Kaduna Polytechnic staff are overutilized. For

instance some lecturers as a matter of policy were assigned up to twenty four (24) lecture hours per week, apart from other adhoc responsibilities. Also it has been confirmed that even the non academic are over stretched in many instances. For example, not more than four staff are assigned the responsibility of registering students continuing and new ones in various units. In an interview conducted with both academic and non-academic staff, many staff hardly go for their annual leave and no compensation is paid for failure to go for the leave provided it is not deferred. Even where the annual leave is deferred, once a staff failed to notify the authority for his inability to go for the rescheduled leave even where it was due to work assigned to him, he then forfeited the leave. The issue of overutilization can be referred to on Table 4.14.

Table 4.14

**Utilization of Staff**

| Response | No | Percentage |
|---|---|---|
| Over utilized | 216 | 65.4 |
| Under utilized | 74 | 22.4 |
| No Response | 40 | 12.1 |
| Total | 330 | 99.9 |

Source: Field Survey by Researcher.

In an interview with the Director Medical Services, he affirmed that staff are over burdened especially when it comes to verification of claimed medical

reports of students. He confirmed that very few staff go round the country for verification of medical cases before they can be confirmed as genuine or false. Once confirmed false, the student stands the risk of being expelled from the institution. Likewise the academic affairs division, are expected to verify all students results and other credentials, once found faulty, the student is thereby expelled. In a related question that demands to know whether over utilization affects work performance, the response was confirmed by 65.4 percent of the respondents that it will really make them ineffective in their job performance (See Table 4.15).

Table 4.15

**Over Utilization and Effectiveness**

| Item | Response | No | Percentage |
|---|---|---|---|
| Ineffective | Yes | 216 | 65.4 |
| Effective | No | 74 | 22.4 |
| No response | - | 40 | 12.1 |
| Total | | 330 | 99.9 |

Source: Field Survey by Researcher.

From the foregoing it has been confirmed that once staff are ineffective because of over utilization, their ineffectiveness will have a serious consequences on the organisational set down goals.

## 4.13 TEST OF HYPOTHESIS TWO

It was realised that organisational goals and objectives are hardly realisable because of the manner the workers are put in use in the performance of their jobs. For instance, once a staff is overutilized the tendency is for him to pay lackadaisical attitudes towards his job. this will eventually affect the realization of the organisation's goal, likewise, whenever workers are underutilized the result will also be lack of realization of organisational goal.

It is in consonance with this view that the second hypothesis was put in place that INAPPROPRIATE UTILIZATION OF MANPOWER WILL LEAD TO INEFFICIENCY AND LACK OF EFFECTIVE REALIZATION OF ORGANISATIONAL GOALS. From the views of the respondents so far gathered and analysed it was indicated by 65.4 percent that staff of the Polytechnic are overutilized. Thus, this has confirmed the hypothesis that majority of staff are over utilized thereby leading to their ineffectiveness in the performance of their jobs. This affects the realization of the organisational goals.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 SUMMARY

One of the determining factors of organisational success in its operation is the ability to not only procure skillful personnel but to be able to train, develop and maintain it. It is on this basis that a research was undertaken to assess the manpower training, development and utilization of Kaduna Polytechnic. Kaduna Polytechnic being one of the tertiary institutions in the country has as one of its objectives to train and develop the nation's middle level manpower. With this in mind, it has become very important that the organisation must address the issue of training its own staff to meet up the challenges of modern times.

For the study to be well focused, some objectives were raised which include among others examination of the overall training plans and programmes for personnel training and development, the relevance of training programme; moreso, to examine the criteria used in selecting staff for training and development and to identify the factors that lead to the overutilization and/or under-utilization of Kaduna Polytechnic manpower. These objectives formed the basis for the formulation of the hypotheses that were tested.

The techniques adopted for the collection of data include the use of questionnaire generally for staff and interview was conducted with the top

management staff. Also documents were consulted in order to corroborate other sources of information.

The sample size of the study was 350 respondents, out of which 330 respondents responded to the questionnaire. In the process of analysis, tabulation and the use of percentage was made. These efforts enabled the researcher to draw valid conclusions on the research.

## 5.2 FINDINGS

It was discovered from the study that though Kaduna Polytechnic has policies on training and developing its manpower and staff actually benefit from its training programmes, but the organisation has no training plans that will enable it identify the training needs of its staff. Many of the staff were not oriented at the point of entry neither were they consulted for the training programme. It was observed that staff voluntarily indicated their desire and interest for training, on that basis they therefore applied for the courses of their wish. This invariably indicated that the training programme of Kaduna Polytechnic is unplanned and haphazardly arranged. It was discovered that 66.6 percent of the respondents indicated non-consultation on their training need before being sent for training. On the issue of whether the choice of training was planned or accidental 83.9 percent of the respondents indicated that it was accidental. Importantly too, no personal data is collected regarding the personnel so as to visualize the professional content of the individual vis-a-vis his placement and job requirements in order to scrutinize his basic

qualification at entry level and the previous training he underwent so that a plan could be mapped out for training or further training.

It was further discovered that even though Kaduna Polytechnic endevoured to sponsor staff for training and development, the mode of selection was haphazard, unplanned and therefore, unsystematic. The selection just as earlier observed was on voluntary grounds provided the officers had spent the mandatory two-three years of service with Kaduna Polytechnic. The study uncovered that 40.9 percent of the respondents indicated that the selection criteria for training was on the need of the individual officer.

On the issue of the objective of training it was found that 39.0 percent of the respondents were in to acquire professional improvements while others indicated that it was to acquire skills and others, observed that it was for refresher purposes, especially those attending conferences and seminar.

The study also found that the impact of training and manpower development was more or less on efficiency on the job performance in which 86.3 percent respondents agreed. But it was also observed that 66.6 percent of the respondents believed that the impact of training is to give room for promotion while a significant percentage believed it will add up to having more responsibility.

Kaduna Polytechnic staff indicated their unhappiness on the issue of bonding. They see it as very restrictive and it only protects the organisation's

interest. They wished the bond is on one year to one year basis not to be bonded for more than necessary.

The study also discovered that the availability of funds was grossly inadequate. It was discovered by 62.1 percent of the respondents that the fund made available to them was not enough to cater for course fees, feeding accommodation and other exigencies, by implication, it means Kaduna Polytechnic staff are not adequately motivated.

The study also uncovered that Kaduna Polytechnic conducts staff appraisal and that the appraisal is an open system. Even where appraisal system was discovered to be existing, however, it was not often used for selecting staff for training and development. It was discovered by 57.2 percent of the respondents that staff appraisal was not at all being used for selection of staff for training and development. The impact of staff appraisal was more or less on the issue of promotion than on selecting staff for training and development.

Investigations into the overutilization or underutilization of staff, revealed that Kaduna Polytechnic staff are overutilized. The respondents numbering 216 representing 65.4 percent confirmed their being overutilized. This definitely leads on the long run to inefficient performance of staff while performing their assigned responsibilities.

One of the crucial observation made by the researcher was that the failure of planned manpower training and development in Kaduna Polytechnic

has a direct link to the failure of the National Plan to integrate the Polytechnic manpower training and development system into it. With which, had it exist it is believed could have become a model for tertiary institutions in planning their manpower training and development.

In this research it was also observed that the collegial system of Kaduna Polytechnic was a failure for the simple reason that the colleges are not quite autonomous. The colleges are not allowed to control the independent fund they source from their Consultancy programmes to supplement for their daily activities, but always depend on the central pool of the Polytechnic. This has brought untold hardship to the colleges because they were always under funded. As this was not enough, the Federal Government always under fund the Polytechnic.

With this scenario at hand, it becomes very difficult for the colleges to fund for the training and developing its staff independent of the Polytechnic central administration.

## 5.3 CONCLUSION

This study concluded that Kaduna Polytechnic as an institution of higher learning with an important objectives of training the middle level manpower of the country has not adequately meet up the challenges of training its own staff so as to take up the very vital responsibilities of the present societal needs. This conclusion is drawn on the premise that Kaduna Polytechnic has not endeavoured to marshal out its training plans by identifying training needs of its

staff as considered from the wholistic view point of the frame work of this study. The theoretical frame work for this study known as the diagnostic approach to training and development takes into consideration the necessity to assess training needs, then to develop training programme and finally to evaluate the training to be able to assess need for retraining (See Figure 2.2).

Even though it was observed that Kaduna Polytechnic has invested so much for training its staff, to justify the investment more needs to be done in the area of assessing the training needs of its personnel. Personnel data must be obtained on the entry qualification and later the kind of skills that must be acquired should also be assessed. One of the basic obstacles to the achievement of objectives of training and manpower development is the lack of awareness on both the participants and the management staff for training, also there is insufficient details about the steps to be taken in preparing meaningful training programmes. It must be reiterated that the development of training plans depends ultimately on the identification of training needs. This had failed because the National Plan has failed to integrate Polytechnic and other tertiary institutions training system into it.

Indeed it is most essential to invest on human capital development, this is required because of the desire for organisational achievement of the stated objectives which also lead to the achievement of the nation's goal of development. It was further concluded that there is misplacement of functional responsibilities in Kaduna Polytechnic. Some staff are really over utilized

because they perform functions that should be undertaken by others. This observation may not urgur well for the organisation because at the end the overutilized staff are bound to be at one time or the other inefficient. This will also affect the productivity of the organisation and the nation at large.

## 5.4 RECOMMENDATIONS

Having investigated and analysed the problems of manpower training and development of Kaduna Polytechnic, it becomes very essential at this juncture to make some recommendations so as to enable the institution improve on the present standard of its training programmes. On a general note, one of the most important missing links in modern Administration in many organisations is the lack of computerization of their activities and functions. It is therefore suggested that Kaduna Polytechnic should as a matter of urgency computerize its activities and various functions most importantly its personnel matters.

Within the contextual view of the findings of this study, it is indicative that Kaduna Polytechnic has no training plans. It is therefore suggested that the institution should put in place a consistent and well articulated training plan that will take care of identifying the training needs of its staff. It is observed that investment on human resources especially in the area of training and development will only be meaningful it the objective designed for it is well achieved. It is in this connection that Kaduna Polytechnic should endeavour to properly define its training policies and make available its training plans to staff

from time to time. By so doing, Kaduna Polytechnic staff will be knowledgeable of their training needs and the objectives of training them.

On the issue of selecting staff for training and development, it should not be conducted haphazardly as discovered in the findings of this study. There is the dire need to properly scrutinize those personnel that need to be sent for training. This can be achieved when training plans are drawn and training needs identified. A situation whereby individual employee apply at wish should be stopped.

The Federal Government should endeavour to integrate Polytechnic training system into its National Plan so that it will become a model for Polytechnics.

In addition, the use of appraisal system for identifying training needs should be addressed properly. By the use of appraisal system employees with deficiencies can easily be identified thereby appropriate training can be arranged for them.

Sufficient opportunities should be extended to all staff whose training is desired. This can be done by organising regular seminars and workshops especially for those lower level management staff. The opportunities if extended to such categories of staff will motivate them by way of creating a sense of belonging. Furthermore, this would help to create an attitude that can positively be tapped for the growth of individual in his chosen career, by

implication, this will also add up to the growth of the organisational efficiency and success.

The system of bonding has been discovered to be restrictive and protects the interest of the institution more than the employees. It is therefore suggested that the policy of bonding should be reviewed to reflect both on the interest of the institution as well as the trainees. The bond should be effective as soon as one resumed duties not as the case that stipulates its being effective at the presentation of certificate. Employees should be encouraged than discourage them by the stringent bonds measures which will be a demotivating factor.

This study has uncovered that availability of funds for manpower training and development is inadequate, it is therefore suggested that adequate funds should be made available on the basis of the nature of the programme one is undertaking. This will enable the candidates to fully take care of their fees, accommodation, feeding and other inadvertent expenses.

Alternatively, for the collegial system to be more effective a certain degree of autonomy especially in terms of sourcing and maintaining fund should be encouraged. This will in no small measure remove the burden of sponsoring candidates by the central administration because each college can handle such activities.

Whenever these suggestions are considered and implemented, it is believed that it will improve on the trainability of the workforce of Kaduna Polytechnic thereby increasing their output. This will invariably enhance productivity of Kaduna Polytechnic and that of the nation at large.

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D - Gets on well on occassions with members of the public.
E - Not very easy in his relationship with the public.

*(i) Acceptance of Responsibility:*

A - Seeks and accepts responsibility at all times.
B - Very willing to accept responsibilities.
C - Accepts responsibility as it comes.
D - Inclined to refer up matters he could himself decide.
E - Avoids responsibility, will pass it on when possible.

*(j) Reliability under pressure:*

A - Performs competently under poressure.
B - Performs reasonably well under pressure.
C - Manages to cope under pressure.
D - Seldom copes with problems under pressure.
E - Easily thrown off balance; not reliable even under normal circumstances.

*(k) Drive and Determination :*

A - Whole hearted appication to task, determined to carry task through to the end.
B - Unbending in his application to tasks.
C - Applies himself reasonably well to situations.
D - Finds difficulty in coping with situations.
E - Lacks determination; easily baulked by minor setbacks.

*(l) Application of Professional/Technical knowledge (if any)*

A - Highly proficient in the practical application of professional/ technical knowledge.
B - Very proficient in the practical application of professional/ Technical knowledge.
C - Generally proficient in the practical application of professional/technical knowledge.
D - Not proficient in the practical application of professional/ technical knowledge.
E - Deficient in applying professional/technical knowledge to practical issues.

*(m) Management of Staff (if Applicable) :*

A - Organises and inspires staff to give of their best.
B - Manages them distinctly well.
C - They work quite well for him.
D - Does not control them very skillfully.
E - Inefficient in the use of staff; engenders low morale.

*(n) Output of work:*

A - Gets a great deal done within a set of time frame.
B - Gets through a lot of work.
C - Output generally satisfactory.
D - Does rather less than expected.
E - Sloppish in output.

*(o) Quality of Work:*

A - Maintains very high standards; work is virtually error proof.
B - Maintains a high standard.
C - His work is generally of good quality.
D - His performance is uneven.
E - Maintains consistently low standards at work, source of constant complaint.



*(p) Punctuality :*

A - Regularly punctual at work.
B - Always puntual at work.
C - Punctual at work most of the time.
D - Not punctual at work most of the time.
E - No regard for punctuality.

**APPENDIX I**

KADUNA POLYTECHNIC

CONFIDENTIAL KPT/CA/F/5
ANNUAL PERFORMANCE EVALUATION REPORT

PERIOD OF REPORT: From..... To.....

PART ONE

PERSONAL RECORDS OF EMPLOYEE
*(To be completed by Officers on Grade Levels 03 and above)*

1. Name of Officer: *Mr/Mrs/Miss.....
*(Delete whichever is not applicable)* *Surname*
*Forenames*
2. Date of Birth.....
3. Ministry/Department *(Indicate Section, Division)*.....
4. Qualifications held (Degree, Diploma, Certificate, etc.)
(underline those acquired during period of report)
5. Date of first appointment into the Service.....
6. Present Substantive Grade.....
7. Date appointed to Substantive Grade.....
8. Acting appointment held during period of report. Indicate the portion (to the nearest month) of the period spent on the grade.....
9. Courses undertaken during period of report.....
10. Total number of days absent on sick leave during period of report.....
11. PRESENT JOB;
Job Description or Title:
(a) State below in order of importance the main duties performed during period of report:

(b) State any *ad hoc* duties performed which are not of a continuous nature :

(c) Period in which you have been on the schedule of duty or in the Unit, as the case may be :

From : ..... To : .....

12. Comments, if any, on duties performed during the period of report :

(a) Looking back on the past year, which jobs assigned to you do you think you have undertaken satisfactorily, in relation to the tasks/main duties performed during the period of report ?

fused

(b) What are the causes or reasons, personal or outside your control, to which you ascribe your success or lack of success ?

(c) Do you think that you need more training or experience to enable you to do your job better ? If so, of what kind?

(d) Is the most effective use being made of your capabilities in your present job ? Do you think that your abilities could be better used in your present job - or in another kind of job ?

*Signature of Officer*..... *Date*.....



PART TWO

13. To be completed by Reporting Officer

ASSESSMENT OF PERFORMANCE :

(a) Do you and person reported upon agree on the main duties performed and the order of importance? (If not please state duties performed in order of importance).

(b) How effective is he/she in the performance of the duties set out in 11 (a) and (b) ? (What is needed here is an indication, for each of the duties in 11(a) & (b), of how far he/she has achieved the required results).

14. Aspects of performance :

In assessing performance you have already considered some or all of the following aspects where you now comment on and assess the aspects separately. Each aspect is described in terms of *Outstanding* (A) and *Unsatisfactory* performance (E). The three intermediate ratings (B, C, D) represent behaviour between these extremes as generally described in the notes at the end of this form.

Rating 'A' or 'E' should be given if you believe it is a generally true statement that could be supported, if necessary, by specific occurrences.

If you feel an aspect of performance not in the list calls for special comment, mention it at the end.

| | | A | B | C | D | E | |
|---|---|---|---|---|---|---|---|
| (a) Foresight | Anticipates problems and develops solution in advance | | | | | | Rarely has solutions problems. |
| (b) Penetration | Gets straight to the roots of a problem. | | | | | | Never sees below the surface of a problem. |
| (c) Judgement | His decisions or proposals are consistantly sound and well throughout. | | | | | | His judgement can not be relied upon and he often fails to respond to a new situation. |



| | | A | B | C | D | E | |
|---|---|---|---|---|---|---|---|
| (d) Expression on paper | Written work always congent, clear & well thought out. | | | | | | Ambiguous, clumsy and obscure. |
| (e) Oral Expression | Puts his points across convincingly and concisely | | | | | | Finds difficulty in expressing himself |
| (f) Numerical ability (if applicable) | Accurate in the use and interpretation of figures. | | | | | | Gets confused with figures |
| (g) Relations with Colleagues | Sensitive to other people feelings; tactful and understanding of personal problems; earns great respect. | | | | | | Ignores or belittles other people's feelings; intolerant; does not earn respect. |
| (h) Relations with the public | Exceptionally effective in dealing with people of all types | | | | | | Not very easy in his relationship with the public |
| (i) Acceptance of responsibility | Seeks and accepts responsibility at all times | | | | | | Avoids responsibility; will pass it on when possible |
| (j) Reliability under pressure | Performs competently under pressure | | | | | | Easily thrown off balance; not reliable even under normal circumstances |
| (k) Drive and Determination. | Wholehearted application to tasks; determined to carry task through to the end | | | | | | Lack determination; easily baulked by minor setbacks |

| | | A | B | C | D | E | |
|---|---|---|---|---|---|---|---|
| (L) Application of professional/ technical knowledge (if applicable) | Highly proficient in the pratical application of professional/ technical knowledge | | | | | | Deficient in applying professional/ technical knowledge to practical issues. |
| (m) Management of staff (if applicable) | Organises and inspires staff to give of their best | | | | | | Inefficient in the use of staff; engenders low morale |
| (n) Output of work | Gets a great deal done within a set of time frame | | | | | | Sloppish in output |
| (o) Quality of work | Maintains very high standards; work is virtually error proof | | | | | | Maintains consistently low standards of work, source of constant complaint |
| (p) Punctuality | Regularly punctual at work | | | | | | No regard for punctuality |

I certify that I have seen the contents of this Report. I have the following comment to add, after having discussed my disagreements over the ratings, if any, with my superior.

*Sign. of Officer reported on* ..... *Grade Level* .....

*Job Title* ..... *Date* .....

PART THREE

15. **Training Needs**

*(In completing this sectionn you should take account of any views expressed in paragraph 12 by the person reported on)*

(a) All, as a result of the assessments made earlier in the report, you consider that performance or potential could be improved by training, please specify the needs.



(b) If they cannot be met by training on the job, please suggest, if possible, in which way they might be met.

16. Next Job at the **same level**

*(In completing this section you should take account of any views expressed by the person reported on).*

Should he be considered during the next year for:

*(a)* A different job in the same grade Yes/No

*(b) Transfer to a job at similar level in another occupational* group or cadre Yes/No

If you have answered YES to either question, say which kind of job and give your reasons below:-

17 Promotability

(a) Normal Promotion. He is at present

Well fitted for promotion to ..... (Grade) ☐ 1

or fitted ☐ 2

or not fitted ☐ 3

Comment on your recommendation :

(b) *Special Promotion* (i.e. selection for training grades, accelerated promotion by grade skipping or promotion into another occupational group or cadre).

He should be specially considered for promotion to ..... (Grade)

Give the reasons for your recommendation :

18. Long term potential

At present, he seems:

unlikely to progress further ☐ 1

or to have potential to rise about one grade but probably no further ☐ 2

or to have potentiat to rise two or more grades ☐ 3

General Remarks :

(a) Indicate overall performance of duties by tickingt box below. *(This assessment should reflect the assessment of performance in item 13 and the ratings of aspects of performance in item 14.*

| | | |
|---|---|---|
| Outstanding | Exceptionally effective | 1 ☐ |
| Very Good | More than generally effective but not positively outstanding | 2 ☐ |
| Good | Generally effective | 3 ☐ |
| Satisfactory | Barely acceptable | 4 ☐ |
| Poor | Unacceptable | 5 ☐ |

(b) Please make a narrative appraisal of the officer reported upon based on your continuous evaluation over the reporting period drawing attention to any particular strengths or weaknesses, including his integrity, as they affect his performance. Any adverse comments on the officer should have been brought to his notice before it is reflected here :-

He has served under me from..... to.....

Signature.....Grade.....Date.....

Name in block letters.....

.PART FOUR

20. **Countersigning Officer's Report (If any).** (The Countersigning officer will normally be the immediate superior of the Reporting officer).

You should confirm that you agree with the reporting officer's assessment, or indicate in the foregoing sections any disagreements which may remain after discussing them with him. You should also indicate how frequently you have seen the work of the person report on. Add any further relevant comment, including whether any aspects of the assessments in the report have been brought to the attention of the person reported on.

He has served under me from..... to .....

Signature.....Grade.....Date.....

Name in block letters.....

Notes on the ratings of Aspects of Performance in Paragraph 14

*(a) Foresight*

A - Anticipates problems and develops solution in afdvance
B - Finds solution promptly to problems.
C - Grapples with problems as they arise.
D - Grapples with prolems after they arise.
E - Rarely has solutions to problems.

*(b) Penetration*

A - Gets straight to the roots of a problem.
B - Gets to the roots of most problems.
C - Often get to the roots of a problem eventually.
D - Seldom sees below the surface of a problem.
E - Never sees below the surface of a problem.

*(c) Judgement*

A - His decisions or proposals are consistently sound and well thought out.
B - He takes a reasonable view on most matters and generally makes valueable contributions.
C - His view of a matter is nearly always a sensible one and his contributions are normally adequate.
D - His judgement tends to be erratic and he seldom takes any constructive action.
E - His judgement cannot be relied upon and he often fails to respond to a new situation.

*(d) Expression on Paper:*

A - Written work always clear, cogent and well thought out.
B - Generally expresses himself clearly and consicisely.
C - Written work just good enough to get by.
D - Cannot express himself clearly on paper.
E - Ambiguous, clumsy and obscure.

*(e) Oral Expression :*

A - Puts his points across convincingly and concisely.
B - Puts his points across convincingly.
C - Expresses himnself adequately.
D - Barely competent.
E - Finds difficulty in expressing himself.

*(f) Numerical Ability (if Applicable)*

A - Accurate in the use and interpretation of figures.
B - Competent in the use and application of figures.
C - Generally good in the use of figures.
D - Lacks the ability to use and interprete figures correctly.
E - Gets confused with figures.

*(g) Relations with Colleagues :*

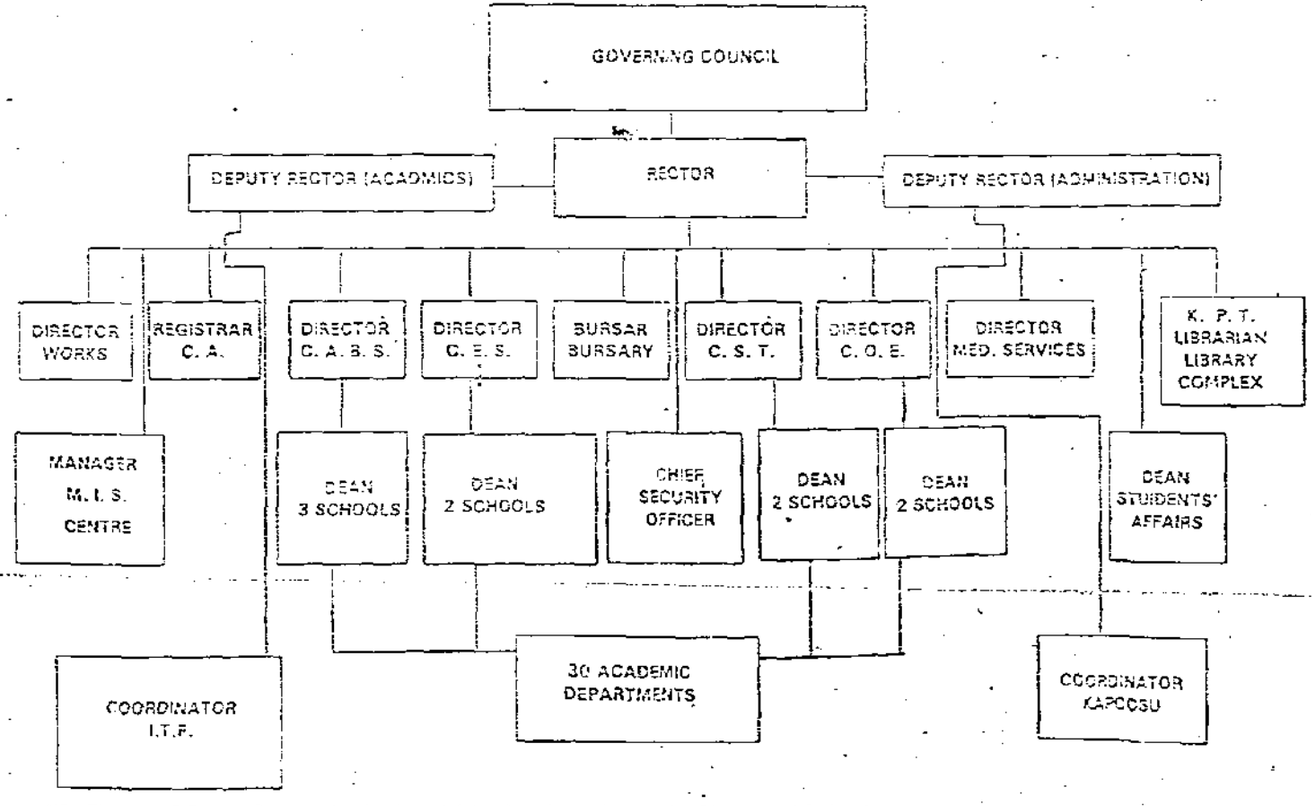
A - Sensitive to other people's feelings, tactful and understanding of personal problems, earns great respect.
B - Is generally liked and respected.
C - Gets on well with most people.
D - Not very easy in his relationships.
E - Ignores or belittles other people's feelings; intolerant does not earn respect.

*(h) Relations with the Public :*

A - Exceptionally effective in dealing with people of all types.
B - Generally tactful and effective in dealing with the public.
C - Gets on well with members of the public.

**APPENDIX II**

# KADUNA POLYTECHNIC - ORGANIZATIONAL CHART




NB: There are 2 Deputy Rectors, Academic and Administration, who are also Directors of Colleges

## QUESTIONNAIRE FOR KADUNA POLYTECHNIC STAFF

This questionnaire is designed to elicit information from respondents for the purposes of conducting a research titled Manpower Training Development and Utilization in Institutions of higher learning. A case study of Kaduna Polytechnic.

You are therefore, requested to make your opinion known by ticking in the boxes provided ( ) where necessary or by expressing your views freely in the spaces provided.

Whatever view(s) you may wish to express would be treated with utmost confidentiality. You are not requested to write out your name.

(A) PERSONAL DATA

1. Nationality _____
2. State of Origin _____
3. Local Government Area _____
4. Sex Male ( )
   Female ( )
5. Place of Birth
6. Age (Appox.)
   (i) Under 20 years ( )
   (ii) 20-30 years ( )
   (iii) 31-40 years ( )
   (iv) 41-50 years ( )

(v) 51-60 years ( )

(vi) 61 and above ( )

7. Post/designation at Appointment _____

8. Date of 1st Appointment _____

9. Date of 1st Appointment with Polytechnic _____

10. Date of present Appointment _____

11. Years of service with Kaduna Polytechnic.

(i) 1-5 years ( )

(ii) 6-10 years ( )

(iii) 11-15 years ( )

(iv) 15-25 years ( )

(v) 21-30 years ( )

12. Salary Grade Level _____

13. To which category of staff do you belong?

(i) Junior staff ( )

(ii) Middle cadre ( )

(iii) Senior cadre ( )

14. to which category of staff do you belong?

(a) Academic ( )

(b) Administrative ( )

(c) Professional ( )

(d) Executive ( )

(e) Technical ( )

(f) Secretarial ( )

(g) Others (please specify) ( )

15. what is your highest educational qualification?

(i) Primary School Certificate ( )

(ii) W.A.S.S/GCE "O" Level ( )

(iii) National Diploma ( )

(iv) Higher National Diploma ( )

(v) Professional Diploma ( )

(vi) Certificate course (please specify) ( )

(vii) Advanced Diploma (please specify) ( )

(viii) Post Graduate Diploma ( )

(ix) University Degree ( )

(x) Post Graduate Degree ( )

Others (please specify) _____

16. how long have you been on your present position or rank?

(i) Less than three(3) years ( )

(ii) 3-6 years ( )

(iii) 7-10 years ( )

(iv) over 10 years ( )

(B) MANPOWER TRAINING OPPORTUNITIES AND PLAN IN KADUNA POLYTECHNIC

17. Did you undergo an induction or orientation course when you joined the service of Kaduna Polytechnic. Yes ( ) No ( ).

If Yes, who organised the course?

(a) Your unit ( )

Your department or section ( )

KAPCOSU. ( )

(b) Is the orientation/induction course a routine issue for a new entrants to Kaduna Polytechnic?

Yes a routine issue ( )

No only sometimes ( )

18. Please specify the training you have attended in the last ten(10) years or since joining the service of Kaduna Polytechnic.

| Title of Training | Duration |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

19. What was the nature of Training/Development Programmes you underwent?

On-the-job Training ( )

Off-the-job Training (external local) ( )

Off-the-job (overseas) ( )

Induction course ( )

20. Under what condition did you attend the training?

Study leave with pay ( )

Study leave without pay ( )

Full in service ( )

Technical Assistance ( )

Specify other means _____

21. What do you consider to be the central objective of your past training?

Skill acquisition ( )

Professional improvement ( )

To provide for job change adaption ( )

To change attitude ( )

Refresher purposes ( )

None of the above ( )

22. who was responsible for the administration and management of your training?

A consultant/consulting firm ( )

Kaduna Polytechnic as an institution ( )

Other local institutions ( )

Overseas ( )

Others (please specify) _____

23. (a) Do you consider your training as being schedule

Yes ( )

No ( )

(b) Were you consulted before being sent for the Training by Training administrators?

Yes ( )

No ( )

(c) Who identifies the Training need and arranged for the training?

Head of Department or section ( )

Director ( )

Unit supervisor ( )

Kaduna Polytechnic Administration Division ( )

KAPCOSU ( )

Others specify _____

24. On what criterion is selection for Training made?

On seniority ( )

On the need of the service ( )

On the need of the individual officer ( )

Other (please specify) _____

25. Has your training (if any) especially the over organized by Polytechnic or sponsored by them affected any of the following items: -

| ITEMS | YES | NO |
|---|---|---|
| Job Changes | | |
| Change of Designation | | |
| Promotion to higher level | | |
| Additional responsibility | | |
| Employer confidence | | |
| Your efficiency on the job performance | | |
| Your feeling of belonging | | |

26. Have you enjoyed Kaduna Polytechnic sponsored training programme?

Yes ( )

No ( )

27. If Yes, answer the following questions.

(a) Were training opportunities sufficiently extended to you

and other? Yes ( ) No ( )

(b) Were training opportunities equally given to you and other? Yes ( ) No ( )

(c) Did you select your training programmes

(d) If your answer to (c) is "No" then who was responsible for selecting your training programmes.

Head of Department ( )

You supervisor ( )

Director ( )

Kaduna Polytechnic Administration Division ( )

28. Was your choice of training programme accidental or planned?

Accidental ( )

Planned ( )

29. How will you rate the present training opportunities available to Kaduna Polytechnic staff?

(Please tick one) Very adequate ( )

Inadequate ( )

Just adequate ( )

Very poor ( )

30. (a) When sponsored on Training were you under Kaduna Polytechnic legal

bond Yes ( ) No ( )

(c) How do you view being bonded by the polytechnic authority?

Negative ( )

Negative and restrictive ( )

Positive ( )

Protects Polytechnic's interest only ( )

Protect both polytechnic and your interest ( )

(d) What is your general reaction to the bond?

_____

_____

_____

_____

31. If you feel on many occasion you were not considered for a training course will it be enough reason to be frustrated and resign your appointment Yes ( ) No ( ).

32. Having enjoyed a training opportunities, do you feel you have been over utilized or under utilized by the Polytechnic Authority?

Over utilized ( )

Under utilized ( )

33. (a) I over utilized, do you think it will make you ineffective in the performance of your functions?

Yes ( ) No ( )

(c) Please specify how it will affect you?

_____

_____

_____

34. If under utilized, how will it affect your performance on duty and hence the organization's goal?

Ineffective ( )

Effective ( )

(C) FUNDING FOR TRAINING/DEVELOPNEBT IN KADUNA POLYTECHNIC

35. While on training who sponsored you?

Kaduna Polytechnic ( )

State Scholarship ( )

Any other foundation ( )

Yourself ( )

36. Tick the amount expended on your Training as per below: - (₦)

1,000.00 - 5,000.00 ( )

5,001.00 - 10,000.00 ( )

10,001.00 - 15,000.00 ( )

15,000.00 - 20,000.00 ( )

20,000.00 - 25,00.00 ( )

25,000.00 - 30,000.00 ( )

Above - 30,000.00 ( )

37. Is the funding adequate to cater for your training?

Yes ( ) No ( )

**(b)** Why is it not adequate? Specify _____

_____

_____

(D) PERFORMANCE EVALUATION OF EMPLOYEE

**38.** Are you subject to staff appraisal or evaluation exercise in your department or unit?

Yes ( )

No ( )

39. Who does the assessment?

Head of Dept. or section ( )

Head of Unit (college) ( )

Administration section ( )

40. How do you assess the appraisal?

Adequate ( )

Fair ( )

Inadequate ( )

Very poor ( )

41. (a) Are you satisfied with the existing Kaduna Polytechnic system of staff appraisal?

Yes ( )

No ( )

(b) Freely express your reason for the choice of any of above

_____

_____

_____

42. Is the appraisal/evaluation exercise an open or closed one? ( )

43. How often is staff selection for training as a result of staff appraisal or evaluation?

Very often ( )

Often ( )

Rare ( )

Not at all ( )

44a. What do you think is the impact of the appraisal system on the following: -

| INADEQUATE | RARELY ADEQAUTE | ADEQUATE | VERY ADEQUATE |
|---|---|---|---|
| Promotion | | | |
| Improvement on performance | | | |
| Selection for training | | | |

(b) Others (express freely)

_____

_____

_____

45. If you are involved in assessing your colleagues, how much concerned are you?

Very adequately concerned ( )

Fairly concerned ( )

Adequately concerned ( )

Poorly concerned ( )