

**EFFECT OF MANPOWER TRAINING AND  
DEVELOPMENT ON STAFF PERFORMANCE AND  
RETENTION IN FEDERAL COLLEGE OF  
EDUCATION (FCE), ZARIA**

**BY**

**COMMA MOHAMMED RASHID**

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AHMADU BELLO UNIVERSITY  
ZARIA.**

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## DECLARATION

I, Comma Mohammed Rashid, hereby declare that this thesis titled: “An Assessment of the effect manpower training and development on staff performance and retention in Federal College of Education (FCE), Zaria” is written by me and that it was not copied from any past research work. Also, I declare that both published and unpublished articles directly used in the thesis are appropriately acknowledged.

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***Comma Mohammed Rashid***

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***Date***

## CERTIFICATION

This thesis entitled: “An Assessment of the Effect of Manpower Training and Development on Staff Performance and Retention in Federal College of Education (FCE), Zaria” by Comma Mohammed Rashid meets the regulation governing the award of the degree of Master of Public Administration of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literacy presentation.

.....  
Prof. A.A Anyebe  
Chairman, Supervisory Committee

.....  
Date

.....  
Dr. S.B Abdulkarim  
Member, Supervisory Committee

.....  
Date

.....  
Dr. S . M Ngu  
Head of Department

.....  
Date

.....  
Prof. S.A Nkom  
Dean, Postgraduate School

.....  
Date

## **DEDICATION**

This thesis is by form of reservation, dedicated to my late father, Alhaji Sarki Comma (Maikasuwa), who initiated the entire idea of this study but could not see the end of this work. May his gentle soul, rest in perfect peace, Amen.

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

*Manpower training and development is one of the most important organizational dynamics. It constitute the pivot in which organizational survival is run. However, many organisations have either ignored it or treat policy and programmes in Federal College of Education, Zaria with a view to employees needs and the college needs. Impact of these training programmes on the skills, experience of the staff, using both primary and secondary data, the study, shows that, prior to this time before there was no clear cut, formal and documentation manpower training and development policy structure in F.C.E . It was in 2008, that a unit was erected to take care of staffs development Unit. The study also shows that the training programmes that are majorly emphasized in the college are rather too academic in nature. This includes the various study leaves, probationer leaves, and conferences, seminars and workshops. These training programs as reveals do not address some peculiar training needs on the Job. On the impact of the training programs,, findings shows that the various training programmes as available in F.C.E have not impacted positively in enhancing the skill, knowledge of the staff, their performance on the Job and services delivery. The ineffectiveness of these programs has also led to the problem of staff retention in the college, especially among the highly experienced senior academic staff. However, it was recommended that the college should emphasized on both on the-Job and off-the-Job training for staff of the college, also staff training should be seen as right of every staff, not a privilege as presently been practices in the college. Added to this, effective strategies should be adopted so as to properly evaluate the effect and impact of result of whatever training undergo by staff of the college. Finally, training should not be seen as a routine activity, but as an important aspect of personal management and it should be a constant and continuous exercise.*

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the study**

The role and importance of human resources in the long term viability of any business or non-profit making enterprises cannot be overemphasized. Although, other resources, such as financial, information, physical are also essential, but human resources are virtually boundless in the potential impact of the organization.

Manpower is the basis of all resources use and it is the indispensable means of converting other resources to man kind's use and benefits. So how well we develop and employ human resources skills is fundamental in deciding how much we will accomplish as a nation. Manpower is the pivot of every human institution. Even in the developed and industrial nations of the world where the use of machines and technology is at an advanced stage, manpower is still very essential.

Organizations today face many challenges in the management of their human resources –challenges that ranges from constant changes in organizational environment, through unmotivated workforce to shortage of skills manpower even in the face of heavy unemployment syndromes. In the words of Onah (2003:1), what sets most successful organization apart is how they manage human resources.

In the private sector, the ability to achieve and sustain competitive advantage lies within the work force. Without exception, what keeps executives up at night are decisions about human resources that are rather difficult and delicate? How to select and develop future leaders; how to reward good performance; How to control Labour costs, while still treating people fairly. Those challenges depend on the pressure organization face. This no doubt required adequate manpower planning, training and development. There is no doubt that in this advanced age of development and technological break through, manpower must be developed to meet the challenges of modern technology. Trained and well-developed manpower is the essential ingredient for efficiency and effectiveness in any human organization.

Unfortunately, this days, the overwhelming and pervasive role of manpower resources in organization seem to be compromise to the extent of misplacing its role in the achievement of organizational objectives many organization paid little or no attention to issue of training and developing adequate manpower for achieving organizational goal or objective.

An essential instrument for achieving organizational objective is the adequacy and effectiveness of available manpower. Any organization whether (informal or formal, private government) can only boast of

effective operation, if it is blessed with adequately well-trained and developed manpower.

In Nigeria, many organizations (whether government or private, profit oriented) have been deficient in their operations and the overall effectiveness due to the type or caliber of manpower they have, Federal College of Education, Zaria is not an exemption

The Federal College of Education (FCE) Zaria was established to train teachers at the N.C.E level. They also in collaboration with Ahmadu Bello University, Zaria train teachers at B.Ed level. To effectively perform its function, it required well trained developed, professional and dynamic manpower.

### **1.1 Statement of the Problem**

Teacher's education has in the last few decades received attention in Nigeria. Such cognizance is not unconnected with the recognition by the Nigerian education planners that no education system can rise above the quality of its teachers. In order to produce quality and professionally qualified teachers for the Nigerian educational system, the Nigerian National Policy on Education (1998:3<sup>rd</sup> edition) holds that Nigerian Certificate in Education (NCE) as the minimum entry qualification into the teaching profession. Institutions designated to provide the required professional training for teachers at various levels is Colleges of

Education, Faculties of Education, Institutes of Education, National Teachers Institute and Schools of Education in the Polytechnics.

Among these institutions is Federal College of Education (F.C.E.), Zaria established in accordance with the National policy on Education with the objective to provide highly motivated conscientious, and efficient classroom teacher for all levels of our education, encourage spirit of enquiry and creativity in teachers, help the teachers to fit into the social life of the community and society at large and to enhance their commitment to national goals, provide professional background adequate for their assignment and to make them adaptable the teachers to changing situations, enhance teacher commitment to teaching profession. (Senior Staff, Condition of Service Handbook).

To achieve these objectives, the college required skilled and other qualitative lectures and other supportive staff. This also could be achieved through an effective and consistence staff training and development policies and programmes. Although the college has various staff training policies and programmes these training programmes hardly have any significant effect on the skill and knowledge and retention of the staff of the college. It also seem that the issue of staff training and development is treated with levity and neglect and there is that misconception of the aim of staff training as it is seen as a tool or means for

staff promotion rather than seeing it from an holistic angle as a tool for staff development, maintenance for greater performance and retention

Thus, the question is could there be anything wrong with the staff training and development policies and programmes the college? What is the nature of manpower training and development policy and programs in the college? And are they relevant to the needs of individual staff and the College as a whole? Furthermore, how effective are these manpower training programmes? And what are their impact on the skill, experience and performance of the staff as well as effective service delivery in the college?

It is therefore, pertinent to know that these problems could be of a negative consequence, if they are not adequately addressed. Considering the important role and mandate of the College, (providing quantitative teachers for all levels of educational institution in the country), if those that are expected to train or produce teachers are not well trained and knowledgeable, there would definitely be a problem. Obviously the achievement of the objectives for which the College was established might be affected. As the popular Adage says, “a blind man (person) can not lead another blind man (person) the result is that both of them will fall into a ditch.

## **1.2 Objective of the study**

The main objective of this study is to examine the manpower training and development policy in Federal College of Education, Zaria, as it affects the staff performance and retention. .

Specific objectives include

- i. To ascertain the staff training policies and programmes in the college
- ii. To ascertain if these training policies and programmes are in consonant with the present college needs.
- iii. To examine the effect of the training programmes on the staff as it affects their skills, experience and quality in general.
- iv. To examine the effect on staff performance, retention, as well as effective Service delivery in the college.
- v. To make suggestions as required with a view of ensuring a well trained skilled and developed manpower in the college.

### **1.3 Hypotheses**

1. Lack of a clear- cut manpower training and development policy objective is responsible for ineffective manpower training and development in FCE, Zaria.
2. Ineffective manpower training and development has no significant effect on staff performance and retention as well as effective Service delivery in FCE Zaria.

#### **1.4 Scope and Limitations**

The study was undertaken to assess the effectiveness of manpower training and development in FCE, Zaria. This was done in view to assess its effects on the skill, knowledge, performance and staff retention. The time frame of the study is from 1999-2006.

A major limitation of this study is that other institutions are not included in the study. In other words, an extensive coverage of other higher institution is not done, due to time and financial implication which the researcher might not be able to afford.

Another limitation was that of difficulty in collecting or having access to some data or information relevant to this research work. This was due to the issue of confidentiality which the public sector was known for. However, these limitations do not really affect the content of the research work. Notwithstanding if these limitations are avoided or eliminated; it could have enriched or added more value to the study.

#### **1.5 Significance of the Study**

The issue of manpower training and development has become a major agenda in public personnel Administration. The reason for this is not far-fetched; more public organizations are faced with a lot of challenges which requires specialist and professionals to handle. In many higher educational institutions in the country, those challenges have

become night mire and management of these institutions had spent sleepless night on how to catch-up with the global wave or changes sweeping across institutions in the world.

Because of this global change in science and technology, the Nigerian policy on education have witness constant transformations. School curriculum and course contents are constantly being changed or amended to reflect the reality on ground. This invariably brought about the importance of re-defining the manpower training and development policies and programs, so that staff of these institution will be able acquire new skills, knowledge and experience to cope with these changes. This will also enhanced their ability to impact this knowledge into their students. Thus, the importance of undertaken a study of manpower training and development in Federal College of Education, Zaria is imperative.

Although, some studies have been carried out (i.e. Bala, 1992 Danjuma 1998, Garba 2000, Sani, 2002) none of them has examined the training policy on ground in relation to the presence needs in the College.

The findings in this study will also help the government, the college management and management of other higher institutions in policy making as regards manpower training and development.

The study is an academic requirement, as such, it would be of use and benefit to researchers (as individual, group and to organization). It

will also serve as a reference point for studies, for both under graduate and post-graduate students who wish to carryout similar study.

## **1.6 Research Methodology**

### **1.6.1 Research Design**

There are different ways or methods of carrying out a research. In the field of social sciences, one or a combination of these methods could be adopted depending on the nature and types of research to be undertaken. In view of this study, the survey design was adopted. Survey method identifies a population of study and from this population a representative or sample was drawn for investigation and collection of data. This was done through questionnaire, interview and observation.

Ijaya (2000:22) viewed survey research as “a study which involves an investigation on entire population of people or items by collecting data from samples drawn from population and assuming that these samples are true representatives of the entire population.

### **1.6.2 Sources of Data**

There are two major sources of data, which also indicate the types of data. They are primary and secondary data. Data were collected from these two sources in this research work.

a. **Primary Data:** Primary data, mostly referred to as a first hand data due to its originality from the source, was derived from questionnaire interview and observation. These three means of sourcing for primary data were employed in this research work. The questionnaires were drawn and distributed to randomly select academic and non-academic staff and management staff of the college.

The questions were designed to give room for open and close ended questions. The close-ended was in a two-way and scaling form. The close –ended questions afford the researcher the opportunity to control the type of responses desires from the respondents. The close-ended questions gave us a little control of what we expected from the respondents so that, they would not be beating about the bush”. The close-ended question does not restrict the respondents on what to say. It affords the respondents to say their mind without restriction.

Face- to- face interview was conducted with some top officials and staff of the college. This was made possible through interview schedule designed by the interviewer. Also in the course of interview, the researcher observed some facilities on ground in the college promises.

b. **Secondary Data:** - These data were sourced form official documents and publications (i.e. Handbook of condition of services, files etc) of FCE, Zaria. Secondary data were also sourced from official publications of Federal Ministry of Education, Bureau of Statistics others

include, Books, Journals/articles, paper presentations, Newspapers and other publications.

### **1.6.3 Population and Sample Size**

The population of this study includes all the staff of the institution (Academic and non-academic) and the students. Statistic from the staff record indicates that there are 304 academic staff and 728 non - academic staff. From the non academic staff, 428 were senior staff while 300 are junior staff. Thus, the college has staff strength of 1032.

For the purpose

For the purpose of sampling, the entire staff of the college was stratified according to the cadre and nature of work.

The staff were stratified into academic and non academic and non academic staff. The non-academic staff was further stratified into junior and senior staff was further stratified into junior and senior staff. Records from the college shows that the total number of academic staff was 304, while that of non-academic staff was 728, comprising, 428 senior and 300- Junior staff.

In other to select the sample, 10% of the population of each of the students was selected.

In view of this, 30 academic staff, 43 senior non academic staff and 30 junior staff randomly selected thus, the total sample size for the staff is

103. in addition 22 students were randomly, selected to represent the study population. Although it might be argued that the student input in the study like this might not be necessary, however, the researcher found it desirable to include them as respondents, information in the quality of lectures and academic activities when is important for this work would be gotten from them.

Thus, the study sample size for the study is 125, including 30 academic staff, 73 non-academic staff and 22 students respectively. This number is believed to be adequate and representation to draw inference and generalize on the entire population.

**Table 1.1 Populations and Sample Size**

<b>Staff</b>	<b>Population</b>	<b>Sample</b>
Academic	304	30
Non-academic senior	428	43
Junior	300	30
Student	-	22
Total	1032	103

#### **1.6.4 Method of Data Analysis**

After data has been collected, it is imperative to analyze this data, test the relevant hypotheses postulated or questions asked concerning the subject of investigation. This is possible using one or combination of

statistical tools available in research. All data are raw and until they are presented and analyzed, they are of no value. The study made use of Tables, Frequency Counts and Percentages in presenting and analyzing the data collected of this study.

### 1.7 Operational Definition of Key Concepts

- **Manpower:** This implied the total number of pensionable employees of Federal College of Education, Zaria.
- **Manpower Training and development:** An extensive definition of this concepts has been done in chapter two (literature review) of this work. However, in this study, manpower training and development implied the organisation and co-ordination of knowledge, skills, experiences and attitude of the staff of F.C.E in view of making them perfect or professional in their various schedule or duty. It is aimed at enhancing their ability experiences and skills and aptitude for greater performance towards achieving the college objective.
- Manpower Training and development objectives can be define as those results that the training hopes to achieve. Check chapter

three of this work for details of manpower training and development objectives in F.C.E

- Manpower needs here implied those shortfalls or deficiency identified at individuals staff level, schools or the college as a whole which the training programme. This implied the various strategies and technologies or designs put in place in the college which are directed towards improving or enhancing the knowledge skills, experience and aptitude of the workers toward greater performance.
- Effective training and development policy and programs implied the achievement of the purpose to which the training policy and programs were design: Training policy or programs in this work is effective, if it is in consonance with the needs of the individual staff and the college as a whole.
- Job performance in this work implied staff increased exhibition of skill and experience by staff of the college on their various schedules and duties. It implied greater professionalism on the job. For academic staff, it implied increase in quantitative lecturing or teaching and evaluation of students. To non-academic staff, it implied greater skills and experience in the performance of their duties.

- Labour turnover, here means the rate of which staff come and leave the college. It implies the rate at which the college lost its staff especially, highly skilled and experience one's.
- Service Delivery: This implied the way or rate at which the staff of the college performance their formal duties. It implied both increased in Job performance and attitude to work and attending to worked to the customer.

The major customers of the academic staff are the student. Service delivery can be measure through their quality of teaching, evaluating students and their relationships with them. A good teacher is not an impostor or terror. It is one that is willing to serve his students as any time.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

The chapter is divided into two sections. The first section contained the literature review. Literature were review on the concept of Manpower training and development. This involves various definitions of manpower planning training and development, the aims of Manpower Training and Development, especially in Nigeria.

The second section contained the theoretical framework adopted in the study.

#### **2.2 Conceptual Issues of Manpower Training and Development**

Staff training and development come under the purview of personal function in most organization, whether public or private. The importance

of staff training and development in any organization is clear if we recognize the fact that the structure that sustains it depends on the individuals that operates the structure. Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other.

Training on the Job and some form of in-service training are examples of training being designed or intended to develop the knowledge or expertise, greater confidence and a higher degree of performance. The principal intention of training according to Akpan (1982:128) is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficient in the position they already hold. Staff development, on the hand, implies growth and the acquisition of wide experience for future strategies advantage of the organization.

Mitchell (1979:119) also noted the popular convention to think of training as dealing primarily with operative personnel and development, with managers and executives. He went on to treat each of the concepts separately. However, he admits that “even though while there are differences between the two processes, there is also considerable overlap” Ngu (1990:25) opined that it is safer to argue in favor of this “Considerable overlap” because there is very little to be say of their differences. To him (Ngu) “both Training and development are

purposefully geared towards improvement on skills and performance. Both involve moulding or removing of workers characteristics towards this end. The differences between the two processes may be in content and method. So what is training?

Training is a systematic process of changing the behavior, knowledge and/or motivation of present employees to improve the March between employee characteristics and employment requirement (Milkovich et al 1988). Training at one extreme consists of a few hours of induction by the supervisor, who gives the new employee a skeletal outline of company policies and on the other extreme, it consists of several years of formal courses designed to develop qualified specialist (Strauss et al 1980)

Ngu (1990: 25) defines training and development as “The process of behavioral modification or molding of workers in order to integrate organizational needs with their characteristics. Manpower training is viewed as a means of equipping employees with the necessary skills and knowledge to enable them perform their job better and as a way of solving employee problem of self improvement, advancement and better placement. Training involves formal and informal methods and both could be on or off the job training.

The efficient of any organization depends directly on how well its members are trained. Newly hired employees usually need some training

before they take up their work: Older employees require training to keep alert to demands on their present Jobs and to prepare for transfer, and promotion. Training also motivates employees to work harder. Employees who understand their Jobs are likely to have morals, they are able to see a closer relationship between their effort and performance. Effective managers recognize training as an ongoing continuous process not a one-short activity; new problems, new procedures and equipment, new knowledge and new Jobs are constantly creating the need for employee instruction.

Training and development is so important that it is not only imperative but continuous. No organization can dispense with it as a programme and as a process (Ngu: 29) 1992; 2. Supporting this view, Pigor and Myers (1980) admit that “no organization can choose whether or not train employees.” All new employees, regardless of previous training, education, and experience need to be introduced to their new employer’s work environment and to be taught how to perform specific tasks.

Training may be defined as an organized and coordinated development of knowledge skills and attitudes needed by an individual to master a given situation or perform a certain task within an organizational setting. Craig (1967) defines training as the development process made possible through the device of words and signs. So training is the formal

procedures which an organization uses to facilitate employees learning of the organizations as well as the individual's goal and objectives.

Staff development on the other hand, according to Akpan (1982), is the process whereby an employee is enabled to grow in the job, through the acquisition of work experience, breadth and increasing confidence resulting from the exercise of varied and tested responsibilities. The aim is to enable him to reach the top or achieve his best in his profession of employment. Such a position will be attained through action, observation, study reflection, experiment and initiative (Onah:2003:127) As Cole (2002;29) puts it staff development should be seen as any learning activity which is directed towards further needs rather than present needs and which is concerned more with career growth than immediate performance. The focus of staff development tends to be on the organization's future staff requirement and on the growth needs of individual in the work place.

### **2.3 Objectives, Needs and Contents of Man power Training/development**

Training is a process that develops and improves skills related to performance. Training objectives or needs can be derived from the manpower situation. The existing manpower situation determines the training objectives both as organizational and national level. To be able to

identify training needs, therefore, will entail a comprehensive manpower survey which is usually an aspect of manpower planning (Ngu 1990:27)

Caldwell identify four major training objectives, this includes the achievement of capable men and women prepared through training to perform the tasks that the national welfare requires, mobilizing for attack upon national problems thirdly a tool for enlarging human resources and productivity, fourthly, the designing for constructive channeling of human resources. These training objectives as identified by Caldwell are rather two broad with emphasis on national training policies and objectives with no emphases on organization. The objectives of manpower training and development can be summarized thus:

- i. Improve efficiency, and morale
- ii. Introduce new techniques
- iii. Provide for succession, enables qualified replacement to be available
- iv. Raise the standard of unskilled personnel, thus helping overcome Labour shortage.
- v. Develop supervisors and decrease the amount of supervision needed.

It is pertinent to note that most organization do not regard training as a professional activities, and in many cases training officers are not themselves trained. Many courses are held and employees sent on

courses or educating unskilled though without any serious thought being given to the real training needs of an organization.

Effective training Programme, according to Blun and Naylor (1976), can result in increased productivity, reduces Labour turnover and greater employee satisfaction. They should include all employees from factory, workers to executives and apply not only to inexperienced workers but also to experienced workers new to the enterprises. They also note that a training Programme should also include those that are promoted to higher level jobs and the periodic retraining of present employees by means of refresher course.

In this direction, MC Cornick and Tiffin (1977) categorizes training programmes in organizations into three forms, namely orientation training, on-the-job-training, off-the-job training. Closely related to the above, are the training needs of the staff in organization. MC Cornick and Tiffin believe that training needs differ from group. According to them, the training needs of people in organizations tend to fall into two groups which more or less blend into each other. First, there is the need to provide specific Job training, especially, for new employees and sometimes for present employees who are deficient in job performance. Second, there is the need in most organizations to provide training of a personnel development nature that will contribute to the longer –range effectiveness of the individuals' question. Although personnel

development training programmes have generally been limited to executives and the managements class, the changing times emphasis the desirability, of such training for other groups in order to combat the occupational obsolescence of professional and scientific personnel.

Tobias (1967) view the following as a balanced manpower programme; Recruitment, Development, motivation, Education, training, utilization and stabilization. To him, training programmes prepare the worker for efficient Labour force participation with respect to giving occupation. He concludes that training is endless so long as a man works, he learns and teaches others at all levels

Regarding management development, Ubeku (1975) observes that the plan of management development should aim at

- ❖ Systematically transferring general management knowledge, policies and procedures for managing the company to all managers.
- ❖ Appraising and maintaining all inventory of all candidates moved as qualified for replacements for manager positions.
- ❖ Improving the present performance of all managers on-the-job development methods directed at individual needs
- ❖ Broadening managers for higher responsibilities through outside and on-the-job programmes activities and courses.

In general, Nigro and Nigro (1977) feel that the objective of an executive development programme is to improve the executive and understanding of such areas as planning, coordination, communication, decision-making, delegation, headquarters, field relations, legislative relations, and public relations.

Writing on the training and development of the executives in developing countries, Mutahaba (1986) opines, that it is no longer in dispute that training and development of public administrators contribute to improve performance. This increasing acceptance of the importance and significance of training in public administration is according to Stone and Stone (1978) and Goshin (1979), indicated by the attention giving to it in many countries of the world.

According to Muta (1986), there is recognition that training and development in developed countries should include all categories of public service personal from the most senior to the most junior and middle level public service personal. Senior and top executives have generally been left out. This is particularly true in Africa, as participants in the tenth anniversary conference of the African Association for public administration (AAPA) held in Lagos, Nigeria in 1982 observed. A study focusing on Administrative training in Nigeria, Ghana and Sierra Leone by Mutahaba (1983) confirms the above observations. It shows that although the mandates of the institute of public administration and management in

the three countries provided for the holding of training programmes for all levels of personnel, including top executives, attendance by top executives appears to be a rare phenomenon. For Nigeria, this is in spite of the fact that the administrative staff college of Nigeria (ASCON) has a huge, infrastructures intended for training, and provides development opportunities for most top personnel in the service.

Similar observations could be made with respect to situations obtainable in many other African countries as Schaffer (1978) remarked. Available evidence would therefore tend to support, this observation that top executives in African public services are in attend executives development courses. Without attributing the poor state of public administration to that factor alone, there might be some validity in Tyagi's (1975) observation that the poor countries its performance of public administration in third world countries in a great measures, a function of the neglect of training and development of personnel. In the same view Carmichael (1986) writing on civil services training in Zambia concludes that improving the performance of civil servants though training is important if the public sector is to play an effective role in achieving national development in African. According to him, this is not uniquely African concern, but Civil Service training in African countries has a reputation for poor organization and management. This need for

improvement in this area was recognized in the logos plan of action for creating self-reliant economic and school development in Africa (1980).

Most of the writers on this subject matter have come out with the conclusions that the need for training and development cannot be overemphasized, yet public organizations place it at bottom of their priorities. Ubeku (1975) notes that employees who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out their jobs. He then suggested that an employee should be helped to grow into more responsibility by systematic training and development so that he will be confidence enough to carry out the responsibility of the job. This, according to him, is because training increases the employee's belief that he knows what is expected of him regarding the job, the knowledge of which enables him to originated ideas as to how best to carry out this task of the job. Conversely, those not trained tend to cling to methods they were shown the first time they took over the job and are frightened at doing the job in a different way because something might go wrong and they cannot afford to take the risk. Ubeku regrets that the training and development of staff in the public sector focuses essentially on the officer cadre to the neglect of any discernible systematic training programs for clerks and other grades of workers, while in the case of unskilled staff, the civil service seems to rely entirely on the trade certificate presented

by the applicant with little or no effort made there after to ensure further development on the skills which the new employee brought to the job.

Onah (2003) in his study on the nature of Staff training and development and the reason for the low interest in them in Nigeria Universities and to know how this short coming affects the morale of all categories of staff; He observed that Nigerian Universities have been consistently chided for using more than 80 per cent of their fiscal allocations for settling wage bills to the detriment of their primary objectives. To him, with this trend, in the universities, the problem becomes more apparent. He however advise, that for these universities to function optimally and for them to realize the goal for which they were established, the staff must be trained and developed for adaptation to the ever changing environments of the universities, which according to him is lacking. This assertion speaks voluminous about the problem of this study.

Diji (2003) undertake study of the nature and effectiveness of staff training and development in Nuhu Bamalli polytechnic, Zaria. He observed that even-do, there is a training policy in the institution right from its inception, and its implementation has been half hazardly pursued. According to him due to the nearness of Ahmadu Bello University, Zaria to the school, some staff has succeeded in arguably some form of training without depending on the institution for anything. Many staff of

the institution according to him proceeds on these studies without the prior knowledge and approval of the institution. As such, they are not under a bond and can therefore leave the institution for other jobs opportunities after the training program. Due to this deficient in the training policy, the institution has continued to witness high Labour turnover among the academic and the non - academic staff. He concluded that these problems might not be tackled unless manpower training and development is given a sizeable attention by the institution.

Hilgert and Dowl (1978:81) in their book lifted cases and policies in Human Resources management” look at the training and development of staff as not only capable of reducing organizational/employee conflict but can also motivate staff in their work place. In their own words, a well conceived training and development program can contribute to a lessening or reconciliation of conflict. Thus, a challenge and an opportunity is presented to even manager to make each employee better able to serve the firm, while at the some time realizing greater satisfaction of individual needs and aspiration.

Furthermore, the authors observations that training is also related to employee motivation agrees with French’s (1978) notion that employees who knows and understand their Jobs and who feel that for future management values they are enough to prepare them for

assignments are more likely to demonstrate higher morale and greater interest in the Job.

French (1988) describes the dynamism of motivating people through training programme in the following words:

In order to change behavior in the direction of greater contribution to the attainment of organizational goals, the individual must perceive the new expected behavior serving to fulfill needs at least, and not leading to deprivation of fulfillment. Supplementing goals and needs that are within reasonable reach of employees is very important in providing motivation as it relates to training and development. In other words, the environment must be conducive to change in behavior.

The implication of the training motivation correlation for organizations sponsoring their employees on training programmes-is perhaps more critical for the public service, particularly in developing countries where government is the largest employer of Labour and the problems of motivating the workforce is rather daunting. The task of the public services as an organization seeking to improve the performance of its workforce through training is to guarantee an environment conducive for the trainee to return to or else beneficiaries of employee –sponsored training programmes would not see training received as a motivator for greater job performance. The point is all the more important given, the facts that the need for an organization training its employees in the first

place is to equip them with knowledge that would enable them to contribute their quota to organizational growth and development. Since the final learning in whatever sphere of organizational activities takes place on the job, it is crucial that all external training is planned to help the trainees or employee meet the on-the job demands. Thus, as soon as possible after the acquisition of the necessary or new knowledge, the employee should have the opportunity to put the acquired knowledge to practical use. In the words of French, to be effective, training and development must be perceived as leading the attainment of need-satisfying goals as well as to the avoidance of ego-damaging events”

Gibson (1972) has given an elaborate definition of the desired goals sought by training as productivity maintenance and productivity enhancement. In terms of productivity maintenance, he further asserted that, and I quote:

“Much of human resource training is a form of maintenance expense. New people are constantly being lured and must be indoctrinated and trained. Experience productive employees leave the company for many reasons, such as retirement and are replaced by those who need training and experience.

In term of productivity enhancement, he opined that some training and development may be, or can be strategic in nature, that is designed to obtain fuller utilization of human resources and thereby increase rather than merely maintaining productivity.

In his process system model of organization, French viewed the training and development functions of organizations as a process which is a complex amalgamation of many sub-processes aimed at increasing the capability of individuals to contribute to organizational goal attainments.

Thus, so far, all the literature review point of anything that's is the importance of manpower training and development to an organization can not be over looked or jeopardized

The last area of the concepts of manpower training and development to be discussed is training needs.

Training needs are basically any short fall in employee performance or potential performance which can be remedy by appropriate training (Cole, 2002). There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact, since sometimes trainee staff are asked to meet needs which ought to be dealt with in some other ways, such as improving or replacing machinery or simplifying procedures.

As lack of training is dysfunction to organizational performance, adequate care should be taken to recognize when training is needed. According to Nwachukwu (1988: 121) occasions that employees in any organization require training include the following ; lack of interests in one's job negative attitude to work, low productivity, Tardiness, excessive

absenteeism rate, excessive complaints, highly rejects or low quality output, high incidence of accidents and insubordination. Whenever these conditions are experience among staff, Nwachukwu contends that the organization should consider organizing training. As those situations are frequent occurrences in organizations, the implication is that training has to be regular. Put precisely, training should be a continuous exercise in every well-run establishment. Every time you get someone to do work the way you want it done, you are training, every time you give instructions or discuss a procedure, you are training.

It is along this principle that's the Civil Services Reform in Nigeria emphasizes that training of Civil Servants will no longer be sporadic, unstructured and anomic. It stated further that training would henceforth be considered as a right of every civil servant and an obligation on the government.

Once the symptomatic indicators of training needs here been observed the most next important things to do is to determine which area training is needed. This step is important becomes training could be a waste of time and resources if the area of emphasis in training is not precisely isolated (Beach 1975; 375), (Nwachukwu, 1988: 123). Therefore, the need for training has to be identified specifically before embarking on any training programmes.

According to Beach (1975) a rational way of identifying the area of training need is to analyze the entire organization (people, Job, technology etc). Thus, troubled spots where training may help could be identified. The analysis involves the following practical steps.

- ❖ Identify organizational and production problems i.e. low productivity, high cost, poor material control, poor quality and excessive scrap and waste, excessive Labour management strife, excessive grievance, excessive violation of rules of conduct and poor discipline, high employee turnover, excessive absenteeism, and delayed production.
- ❖ Analyze Jobs and employees: Job analysis, employee appraisal and testing.
- ❖ Collect employee and managerial opinions through interviews and questionnaires to obtain views regarding perceived problem areas and deficiencies which would indicate desirable training programmes.
- ❖ Anticipate impending and future problems and expansion of business, new products, new services, new designs, and new plants. Now technology, organizational changes, staff inventory compare present staff resources with forecast needs.

## **2.4 Theoretical Framework**

### **System theory**

The theoretical basis for this study is the system approach to training by Eckstrand (1964). This approach is considered suitable because problems such as training are considered not only in terms of training objectives and goals, but of the total organization or “system” in which the individual will be performing his task.

The system theory was first developed in the biological and the engineering science before it was adopted by social scientists in explaining social and organizational phenomena. David Easton (1965) utilized the approach in his study of political structure. Daniel Katz and Robert Khan (1966) also used the open systems approach in studying “The social psychology of organizations. Nwakwo (1988:209) also adopted the systems approach in his book “Education and training for public management in Nigeria.

The major concepts involved in the system theory can be summarized as follows:-

- i. A System can be perceived as a whole with various parts and their interdependent relationships.
- ii. A system has its boundary and can be viewed in terms of its relationship with other systems.
- iii. Systems have sub-systems and are also part of a supra system.
- iv. A system can be regarded as either open or closed.

According to Koontz, et. al. (1980) a system is regarded as open if it exchanges information, energy or material with its environment as happens with biological or social system; it is regarded as closed if it does not have such interaction with the environments.

- v. A system interacts with its environment in terms of process that involves input, conversion, and output of energy, information and material. A system tends to re-energy or modifies itself through the process of information feedback from the environment.
- vi. In order to survive, an open system moves to arrest the entropic process by importing more energy from its environment than expended. And by storing energy, it can acquire negative entropy. As Katz and Kahn (1966) further explain, “the entropy process is a universal law of nature in which all forms of organization move toward disorganization or death.

In view of the above general perspective of system theory, we shall discuss the system approach to training as propounded by Eskstrand (1964). In the approach, the development of a training programme is linked to the development of a weapon system. Here, the system engineer begins with an operational requirement, a precise statement of the objective to be achieved by the system. The systems engineer

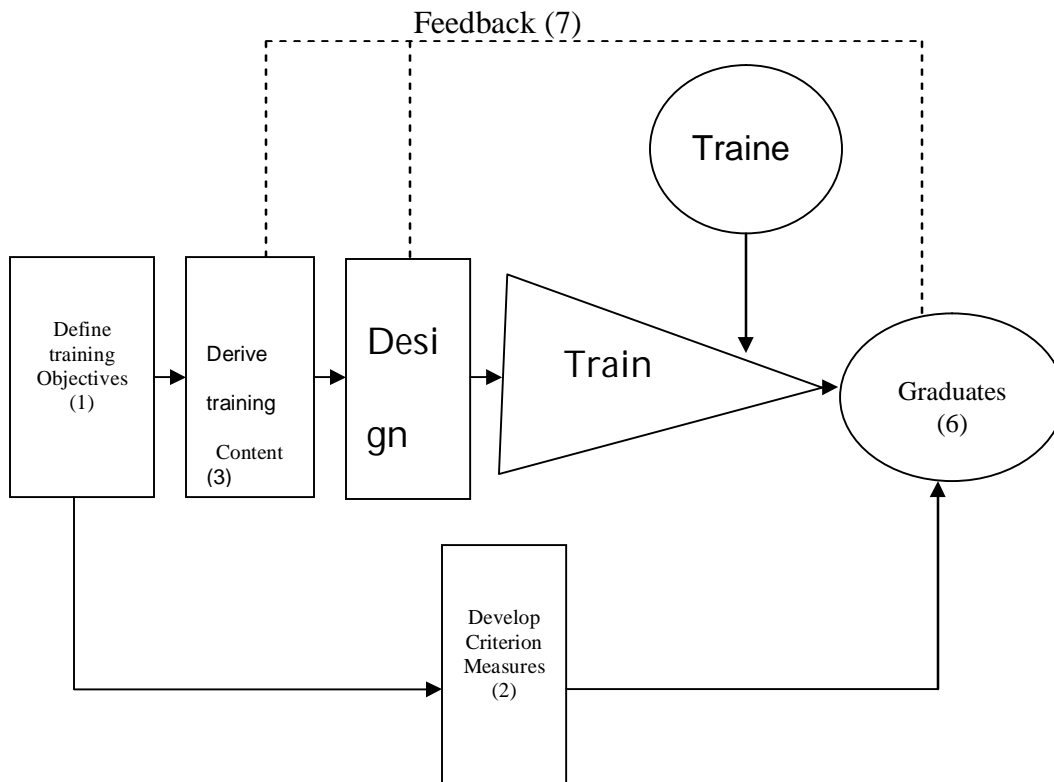
then works backward from these objective to produce an arrangement of sub-systems which, when operated according to some operational plan, will fulfill the requirement. The design of a training system can proceed in the same manner. These are behaviors which must be achieved by the training system. The job of the training designer, then is to select the sequence or series of learning experiences which will produces the desired behavior .A testing (evaluation) phase is required to assure that the training programme to signed succeeds in producing men capable of performing as specified.

The applications of the systems theory to training can best be understood by examine Fig 2.1 taken from Eckstrand. It involves seven major stops.

- Step 1        Define training objectives
- Step 2        Develop criterion or measures for evaluating training
- Step 3        Device training contents
- Step 4        Design methods of training materials
- Step 5        Integrate training programmes and trainees
- Step 6        Compare graduates to standard set in step 2
- Step 7        Modify steps 3 and 4 based on the result of step 6

The advantage of the systems approach is that it helps the trainee in making his decisions. He is able to understand and keep in mind the total training process as he tries to accomplish his objectives. This theory

will guide us in examining the effectiveness of the training policy in F.C.E and its impact on the staff and the college as a whole.



Source: Eckstrand, G.A (1964) *A Systems Approach to Training: Current status of the teaching of training*. AMRL Document Technical Report 64-36 September, 1964:3)

**CHAPTER THREE**  
**HISTORICAL BACKGROUND, OPERATION AND STRUCTURE OF**  
**FCE, ZARIA**

**3.1 INTRODUCTION**

In this chapter, the history of the establishment of FCE, Zaria was undertaken. This was with a view of understanding the past which will help us to understand the future. Discussing the history will also give a proper understanding of what the College hopes to achieve. Also discussed in the chapter is the structure put in place to achieve the objectives for which the College was established.

**3.2 HISTORICAL PERSPECTIVE OF FEDERAL COLLEGE OF EDUCATION, ZARIA.**

In April 1969, the Federal Ministry of Education realizing the cardinal importance of educational development to a nation newly attaining political independence, appointed a commission under the chairmanship of Sir Eric Ashby, Master of Clare College, Cambridge to investigate the needs of Nigeria in post school certificate and also higher education. On the basis of the report of this commission, which was significantly titled "Investigation in Education", the government of Nigeria in 1961 presented to parliament a white paper on educational development up to 1970.

This white paper foresaw a possible increase in the enrolment of existing secondary schools and recommended the building of 600 new ones. With an annual intake of pupil rising from 12,000 to 45,000 and in order to meet up with this rapid expansion, four new Advance Teachers Training colleges were recommended. One in Lagos and one in each of the three regions, (i.e. north (Zaria), south (Owerri), and west (Ondo))

Therefore, acting on the report of the Ashby commission, the government of the former Northern region established a Northern secondary Teachers college in Zaria. The Northern Regional Government through the Federal Government requested the United Nations special fund for assistance.

This request was granted, and a plan of operation was drawn which was formally signed in March 1963, by the federal government of Nigeria, the United Nations special funds, and UNESCO. Authorization to start operations was given in May 1963. But the college was formally opened on 1<sup>st</sup> November 1962 with an initial intake of 150 students. The project was originally envisaged for five-year duration. Subsequently, revisions to the original plan of operation extended this for about three years. The college name was later changed to Advanced Teachers College, Zaria

Briefly, the aims and objectives for the establishment of the college at the takeoff stage can be summarized as follows:

- a. To provide professionally qualified non-graduate teachers of Northern region origin to man the secondary Teachers Training College.
- b. To provide professionally, qualified assistant inspectors for primary schools.
- c. Through the products of graduates of the college, to be able to gradually northernize the entire staff of all the secondary schools and Teachers Training Colleges in the region.

The college was temporarily situated in the site of the Kaduna state Polytechnic along Gaskiya Road, Zaria (Annex). Within a short time the buildings became inadequate for the needs of an Advanced Teachers College. In January 1973, the college finally moved to its present site that is on old JOS Road, opposite the Institute of Administration, (Kongo campus) ABU Zaria.

The administrative fortunes of the college have some how been bound up with the political vicissitudes of the whole federation. With the creation of more states in the federation, the college became the property of the former six northern states. The duty of administering the college in the interest of the six northern states first fell on the Interim Common Service Agency (I CSA), which in 1970 specially requested the Institute of Education, Ahmadu Bello University, and Zaria to take over the administrative control of the college for the following reasons:

- a. To minimize administrative inconveniences
- b. To cut down and also streamline the cost of managing the policy making body.
- c. To encourage staff and students participation in the formation of policies affecting the colleges.

With the Institute of Education take over, the admission of students was virtually on a quota-basis. That is almost equal representation from each of the northern state. Each state was responsible for the sponsoring of its own candidates so admitted.

After the take over on 1<sup>st</sup> January 1970, the Institute of Education was responsible for the following:

- i. Development of curriculum and standardization of curricular.
- ii. Examination and certification of N C E candidates.
- iii. Admission qualification policies and selection of staff.
- iv. Recruitment of teaching and administrative staff.
- v. Liaising with state ministries of education.

The National Commission for Colleges of Education (NCCE) becomes the funding policy agency of the college as from 1<sup>st</sup> January 1990. The Commission was established through Decree 3 of 1989. In view of the decree, the Federal government changes its name from Advanced Teachers College (ATC) Zaria, to Federal College of Education

(FCE) Zaria, along with two other Colleges of Education in Kano and Ondo.

The first governing council of the three colleges i.e. Zaria, Kano and Ondo were inaugurated in Lagos on Friday 26<sup>th</sup> May 1992 and the Federal College of Education Zaria had a total of 15 members on its first council.

### **3.1 The structure of the College.**

#### **1. NATIONAL COMMISSION FOR COLLEGES OF EDUCATION**

The National Commission for Colleges of Education (NCCE) was established by decree 3 of April 1989 as an agency to supervise all aspects of non- degree teacher education and teacher professionalism in Nigeria. The enabling decree was later amended by decree NO 12 of 1<sup>st</sup> January 1993.

#### **Functions**

The Decree establishing the NCCE mandates it among other functions;

1. Make recommendation on the National Policy necessary for the development of education and training of teachers
2. Lay down minimum standard for all program of teacher education and accredit their certificates and other academic awards.

3. Approve guidelines setting out criteria for accreditation of all colleges of education in Nigeria.
4. Determine the qualified teacher needs of the country for the purpose of planning training facilities and in particular, prepare periodic master plan for the balance coordinated development of colleges of education
5. Advise on, and take steps to harmonize entry requirements.
6. Consider any matter pertaining to teacher education as may be referred to it from time to time by the minister.
7. Enquire into and advise the federal government of financial needs of the college and receive block grant from the government and allocate to the colleges based on approved formula.
8. Collate analysis and publish information relating to teacher education in the country.
9. Undertake periodic reviews or terms and conditions or service of personnel in the college of Education and make recommendation there on to the government
10. Make recommendation on the development of pre-vocational technical, agricultural, business and Home Economics education in primary and secondary schools and advice as necessary, facilities for them, the course requirement, and the relative

contribution of government and industry, and as well as how to ensure that our women take full part in these.

11. Recommendation to the visitors of the college that a visitation is made to the college as and when it considers it necessary.

### **3.2 The College Governing Council**

The governance of the college and the direction of its affairs is vested in the governing council; the college having referred to as "The Council" subject to provision of the decree, the council shall approve.

- a. The plan of activities of the college
- b. The programme of studies, courses, and research to be undertaken by the college.
- c. The annual estimates of the college.
- d. The investment plans of the college.

#### **Membership of the council**

The council of the college shall Consist of a chairman to be appointed by the president, commander-in-chief of the Armed Forces and the following other members, that is;

- a. A representative of the Federal Ministry of Education.
- b. A representative of the University, to whom the college is affiliated for the purpose of moderation.

- c. A representative of the alumni association of the college.
- d. Three persons appointed on individual merit on a nation wide basis who should have wide experience of service in the public or private sector.
- e. Two representatives of National Council of Women.
- f. A representative of the National Council of Colleges of Education
- g. The Provost of the college.
- h. The Registrar who shall be the Secretary of the council.

### **3.3 Power of the council.**

For the purpose of carrying out the functions of the college, the council shall have power to;

- a. Hold examinations and grant diplomas, professional certificates and other distinction to the universities to which the college is affiliated for moderation to persons who have pursued a course of study approved by the council and who have satisfied such other requirements as the council may prescribe.
- b. Demand and receive from any student or other person attending the college for the purpose of instruction such fees

as the council may, with the prior approval of the Minister from the time determine.

- c. Holds public lectures and undertake printing, publishing and book selling.
- d. Make gifts for any charitable purpose
- e. Hold examination in Education for qualified teachers.
- f. Provide amenities for and make such other provision for the welfare of the staff of the college
- g. Invest the fund of the college in securities specified by law or in such other securities in Nigeria as may be approved by the minister.
- h. Borrow money within Nigeria in such manner and upon such security as the minister may from time to time authorize.
- i. Enter into such contracts, as may be necessary or expedient for carrying into effect the objectives of the college.
- j. Recruit staff of the right caliber and determine the character structure of such staff.
- k. Establish and maintain such schools and other teaching units within the college or extra mural department as the council may from time to time decide.

- l. Provide such courses of instruction both alone in or in association with such universities and other institutions whether in Nigeria or as the council may determine.
- m. Institute and award fellowships, medal, prizes and other titles.
- n. Mount exhibitions and displays design to foster an appreciation of trends. In and the scope and requirement of education.
- o. Erect, provide, equip and maintain such educational, recreational and residential facilities as the college may require.
- p. Create lecturer ships, and other academic posts and offices and to make appointment thereto.
- q. Encourage and make provision for research in the college
- r. Do such acts and things whether or not incidental to the foregoing powers as may advance the objectives of the college

The power of the council to establish further schools within the college shall be exercisable by order and not otherwise.

### **3.4 The Academic Board**

The academic board of the College shall consist of the following members.

- a. The Provost of the college who shall be the chairman.
- b. All Heads of academic department.
- c. The college Librarian.
- d. Not more than two members of the academic staff other than Heads of Department to be appointed by the council and.
- e. The Registrar of the college to serve as the secretary of the board.

#### **Functions of the Academic Board.**

The academic board shall be responsible for:

- a. The direction and management of the academic matters of the college including the regulation of admission of students, the award of certificates, scholarships, prizes and other academic distributions
- b. Discharging any other functions, which the council may from time to time delegate to it.
- c. Making periodic on such academic matters to the councils as the council may from time to time.

- d. Prescribing and modifying from time to time entry requirement into the college.
- e. Amending from time to time academic programmes of the college
- f. Initiating and approving any other relevant programmes to improve the quality of teachers and standard of education in the college
- g. Awarding any certificate other than degrees in education or Nigerian certificate in Education to students who qualify for such awards.
- h. To expel any student for misconduct or to withdraw a student on academic ground.
- i. To deal with the general discipline of the student of expulsion for misconduct or withdrawal on academic performance.
- j. Making periodic reports on such academic matter to the council as the council may from time to time direct.

### **3.5 Schools in the college**

Academically, the college is organized into schools, each headed by a Dean. The schools are made up of a number of departments of related subjects. The affairs of the departments are managed and

handled by the Heads of department, co-coordinating lecturers, supporting staff and students activities.

The College is made up of five schools, they include; School of Arts and Social Sciences, School of Education, School of Languages, School of Sciences, School of Vocation and Technology,

School of Arts and Social Sciences has the following departments, Christian Religion Knowledge, Islamic Religion Knowledge, geography and social studies. School of Education has the following departments, General Studies, Pre- NCE, Curriculum and Instruction, Foundation of Education, Primary Education, Educational Psychology. School of Languages has Arabic, English, French, Hausa Ibo, and Yoruba departments. School of Sciences has Biology, Chemistry, Integrated Science, Physics, Physical and Health Education, Computer Science, and Mathematics. School of Voc and Tech has Agric Education, Business Education, and Home Economics departments.

The Provost is both the administrative and academic heads college. The Deputy Provost stands in for the Provost in his absence.

Below is the graphic representation of the college structure

### **3.6 College committees**

The administration of the college is through committee system. The Provost is the chairman of all committee of the college, ably represented by officers appointed by the college management committee. The following are some committee existing in the college.

1. Management committee
2. Academic board committee
3. Staff appointment, promotion and disciplinary committee
4. Students welfare and disciplinary committee
5. Social harassment committee
6. Sexual harassment committee
7. Security Committee
8. Examination malpractice investigation committee
9. Academic Planning committee
10. Students advisory committee
11. Library Committee

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

Human resource training and development is the spinal cord of any organization. Newly hired employees usually need some training before they take up their Jobs. Older employees required training to keep alert to demands on their present Jobs, and as well prepared for transfer and promotion. Without effective manpower training and development, the organization will experience paralysis, atrophy and loss of memory (Onah, 2003' III). Training also motivates employees to work harder. Therefore, the importance of manpower training and development as one of the dynamics of personnel management cannot be over-emphasized.

In this study, a comprehensive assessment of the manpower training and development policies and programmes Federal College of Education (F.C.E) Zaria was undertaken. The major aim of this assessment is to determine its effectiveness. A training program is effective if it has achieved the purpose for which it was designed (Nwachukwu, 1988:127). Effective training Programme, according to Blum and Naylor (1976), can result increased productivity, reduced Labour turnover, and greater employee satisfaction. Therefore, the impact or effect of the training programmes in F.C.E Zaria, on the skill

and experiencing staff retention and performance on the employees of the college was also examined.

To effectively undertake this study, primary data and secondary data were collected. In order to collect the primary data, questionnaires were drawn and distributed to some selected or sampled staff and students of the college. In taking the sample respondents, the stratified and random sampling techniques were used. The staffs were stratified according to their functions (i.e. academic and non academic staff). The non academic staffs were further stratified according to their cadre, (i.e. senior and junior staff) schools. 10 percent of each stratum was randomly selected as sample size. This is further analyzed in table 4. 1. Thus, the total sample size selected for the study is 125; this includes 50 academic staff, 25 non-academic staff and 50 students.

The second source of primary data was interview. Face to face interview was conducted with some principle and management staff of the college. The Researcher also observed some of the physical structures and infrastructural facilities and instructional materials available in the college.

The secondary data were source by carefully examining the official documents and publications of the college. Others include Newspapers and Magazines, Journal/Articles etc.

Therefore in this chapter, data collected were presented using Tables Frequency count and percentages. These data were simultaneously analyzed to test the two hypothesis earlier postulated in the study. The first hypothesis was tested in the second section of this chapter, having devoted the first section for the introductory part of the chapter. In third section, the second hypothesis was tested. A summary of the findings were highlighted at the tail end of each of the hypothesis. For the purpose of emphasis, the two hypotheses were re-stated below.

- i. Lack of clear cut Manpower Training and Development policy objective is responsible for ineffective manpower training and development in FCE, Zaria.
- ii. Ineffective Manpower Training and Development has no significance impact on staff performance, retention as well as quality of service delivery in FCE, Zaria

**Table 4.1: Rate of response**

<b>Staff</b>	<b>Population</b>	<b>Questionnaire</b>	<b>Questionnaire return</b>		<b>Questionnaire not return</b>	<b>Total</b>
Academic	304	30	28	28	2	
Non-academic senior	428	43	38	66	5	
Junior	300	30	25	91	5	
Student	-	22	22	-22	25	
<b>Total</b>			125	113	12	20

Researcher's Design, 2008

As indicated in the table above, out of 30 questionnaires distributed to academic staff of the college, 28 were duly filled and returned. From the 43 distributed to senior non academic staff, 38 were returned, while out of 30 distributed to junior staff, 25 were duly filled and returned. The 22 questionnaires distributed to the selected student executives were duly filled and returned. Therefore, the total responses to the questionnaires distributed is 113 constituting 91 staff and 22 students respectively. This represented 90 percent of the sample size.

#### **4.2 Test of hypothesis One**

Manpower training and development constitute one of the foremost approaches in achieving efficiency in any organization. It is therefore imperative that after identifying its needs, organizations are to prescribe suitable programmes for training its staff to ensure efficiency and effective services delivery and to achieve organizational goal. Also, organization must ensure that the training programmes are effective. According to Nwachukwu, (1998) a training Programme is effective if it has achieved the purpose for which it was designed.

Based on the above assumption, the first hypothesis was postulated thus “Lack of clear cut Manpower Training and Development policy objectives is responsible for ineffective manpower training and development in FCE”. In testing this hypothesis, a comprehensive assessment of the training content of the various training programme in the college was undertaken. Also, its suitability and relevance to individual needs and the college needs as a whole was examine.

Therefore, in other to do justice to the above hypothesis, it is proper to first of all identify the various training programmes geared towards developing the staff in the college. The programmes were identified as follows.

### **Training programme**

Records in the college indicated that, until 2005, the college has no articulated or formal manpower training policies in a written document. It was on in 2004, that a proposal on staff training and development was developed. In view of this proposal, a staff training and development office, under the Registrar was established. Even, then nothing reasonable was done, as the programme still remains a proposal. It was in the year 2008 that a unit called Staff Development Unit was created headed by a Deputy Registrar. It was from then that a serious holistic approach was taken on staff training and development in the college.

However, some forms of staff training programmes are available in the college. The training programmes include the following:

- Study leave with pay:- Study leave with pay is a privilege to be enjoyed by a confirmed member of academic and administration staff who has been in the continuous employment of the college for at least one year. Study leave with pay is a privilege not a right: it is therefore within the prerogative power of the management to grant or not to grant prospective staffs that merit it. Apart from being a confirmed staff of the college, Head of the department where the staff to undergo such study is serving must give an approval for such proposal. Also, apart from providing evidence of gaining admission into a recognized institution, the study to be undergone by the staff must be relevant to the needs of the department where the staff serve and the college in general.

The study shall only be granted for a period of three years and the staff will be paid full salary during the period. However, if the duration of the course exceeds three years, special approval must be given by the Dean of school/Head of Department, with the support of the provost. Finally, benefiting staff must enter into a bond to serve the college for two years per every year of the study leave.

The objective of this programme is to enable staff acquire higher qualification and as well upgrade and refresh their knowledge on the Job. The programme also afford the beneficiary to under take research or write up their works (i.e. projects, thesis or dissertation)

➤ Work/Training leave with pay

Under the programme, staff members who are unable to gain study leave with pay may be granted work/training leave with pay while they are still duly post. This includes par-time post-graduate sandwich courses at nearby universities, professional, technical or administrative programmes appropriate to the nature of individual staffs employment with the college. This is so, provided it does not affect the staff's primary responsibilities.

As study leave with pay, only staff that has put in at least on full calendar year of service to the college might benefit from work/training leave with pay. This is subject to the approval of the provost/Registrar through the Head of Department and the Dean of the school. The course of the study must also be relevant to the need of the respective departments and the college in general. The programme is a privileged not a right and Heads of Department must ensure that beneficiaries do not abuse the opportunity by absenting themselves form duty unnecessarily. The aim of this programme is to enable staff acquire a

higher degree, or professional qualification, or to upgrade their professional competence.

Furthermore, completion of any of these two programmes discussed, shall be liable to have his/her appointment terminated, and thereupon be liable to fund to the college the salary paid to him during the period of absence on the said leave, to gather with any allowance or other costs certified by the Bursar as having been incurred by the staff concerning the said study or training.

When a course of study or training programme is available in Nigeria, preferences will be given for such study or training to be undertaken in Nigeria. However, if such study or training is not available in Nigeria approval has to be given by relevant committee with prove that such study or training is unavailable in Nigeria.

An employee on study or training leave shall not change the course, place or institution for which the leave was granted without the prior approval of the college. Failure to comply by the rule shall constitute Misconduct and shall render the staff liable among other things, the withdrawer of the leave. It is also expected that periodically, progress reports will be sent on the staff to the college attending post-graduate courses or other training by the supervisor.

➤ Study Leave without pay

Study leave without pay has the same objectives as study leave with pay. The only difference is that, staff that undergoes this training Programme will be responsible for all the financial commitments involved in the training. The staff entitle to enjoy this privilege must have spent a year in the service of the college. The duration for the study will also be that approval by the college. The study must also be relevant to the needs of the department and the college in general.

After the completion of the course, the college shall be obliged to re-absorb a confirmed staff, if the study is relevant to his duties in the college. Unconfirmed staff may be re-absorbed provided there is a vacancy. However, the college may not be under any obligation to re-absorb any staff on completion of study leave without pay.

➤ Study Fellowship

This training programme is a privileged that is enjoyed by both academic and non-academic staff. It is aimed at enhancing the development of the staff. The duration allowed for the fellowship is normally a year, but it might be extended at the discretion of the academic Board. The beneficiary must also provide evidence of the award of fellowship and sponsorship and must enter a bond with the college before proceeding to the fellowship. However any staffs who failed to return to his duty post at the end of the approved period of fellowship would be regarded as having voluntarily resigned his

appointments from the day he/she commenced the study fellowship and shall be penalized in accordance with the provision of the bond and the college regulations shall apply.

➤ Probational study leave

Probationary study leave are granted by the appropriate committee on the recommendation of the Head of Department through the Dean of school or Registrar to a member of staff to enable him qualify for appointment as permanent staff.

Approval for probationary study leave shall be granted for only one year in the first instance. The leave, which shall be renewable will however not exceed a total of four years, if not due to the candidate's fault. While on probationary study leave, the staff concerned shall follow a course of study approved by the committee and shall not change that course without the prior approval of the committee. A report shall be submitted by the supervisor of the staff concerned at the end of every academic year or as often as the committee so requires.

➤ Sabbatical leave

This training programme is for senior staff, whether academic or non-academic, who has been in the continuous service of the college for at least 5 years and who are permanent and pensionable staff. Sabbatical leave is for only one year and it is granted only on the

condition that the beneficiary staff will return to serve the college for at least, one session on completion of such leave.

The beneficiary for sabbatical leave must also present an acceptable programme of work, which is subject to the college approval. There must also be evidence of acceptance by the institution/organization where the staff plans to spend the sabbatical. The staff on this leave is entitled to full salary and all entitlement. Additional remuneration or allowances enjoyed depends on per terms of Assignment between him and the host institution. The college is also expected to bear the cost of return passage of the staff and/or his family to the approved place of the sabbatical leave.

The leave is aimed at intellectual and professional renewal of the staff. At the end of the leave, the staff is expected to resume work and to submit a report of his work during the sabbatical leave to the college.

➤ Conferences/Seminars/workshops

Under this programme, staffs are assisted by the college to attend and/or participate in at least one conference/seminar/workshop during any given academic year within or outside the country. These are aimed at personal academic development of the staff; growth of knowledge in the respective field of the staff concerned and to contribute to the growth of education in general.

Any staff that is presenting a paper on such conference/seminar is assisted. However, staff that is only attending a conference/seminar/workshop without presenting a paper may be assisted in some way. This is however, subject to the recommendation of the benefiting staff's Head of department, through the Dean to the Provost. Where the college cannot assist a staff that is interested in a particular conference/seminar/workshop, such staff shall be allowed to sponsor him or herself.

These are the various training programmes available to staff of the college. But the question is, how assessable are these programme to the staff? Are these programmes effective in the development of the individual staff? The first point is to know if the staffs of the college are aware of the privileges available for training and development of staff in the college. Staff awareness is very important because if they are not aware or ignorance of the training privileges available to them, they might not ask for or enjoy them. The staff responses on this issue are tabulated below thus.

**Table 4:2 Awareness training programmes by staff of the college**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	77	84
No	7	8
Undecided	7	8
Total	91	100

Source: Survey by the Researcher, 2008

As revealed in the tables above, 84% of which constitute the majority of the respondents are aware if the various available training programmes in the college. 8% of them are not aware, while the same percentage of respondent declined to make any comment. Therefore, it could be said that most staff are aware of these training programmes.

However, one thing is to be aware, another is to really benefit or be privilege to enjoy the programme. In other words, it is possible that despite the high level of awareness among the staff of the various training programmes available to them to develop themselves, many of them might be deprived of the opportunity of enjoying or benefiting from these privileges. To properly ascertain the issue rose above, the researcher first of all enquired about the length of service of the respondents. Their responses are tabulated below

**Table 4:3 Length Service of Respondents**

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
1-5	16	18
6-10	17	19
11-19	29	32
20-above	29	32
Total	91	100

Source: Survey by the Researcher, 2008

The table shows that 16% of the respondents have spent 1-5 years in the services of the college. 19% spent between 6-10 years, 32% spent between 11-19 years and the same percentages (32) have spent over 20 years in the services of the college. From the analysis, it is clear that majority of these respondents have spent more than 10 years in the college. This is good enough for them to know what is going on the college and should be able to know their rights.

In view of this, they respondents were asked if they have benefited from any of the available training programmes. Their responses are tabulated below:

**Table 4:4 Staff access to Training Programmes in the college**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	70	77
No	21	19
Undecided	-	-
Total	91	100

Source: Survey by the Researcher, 2008

The responses indicates that majority (77%) of the respondents have enjoyed or benefited from one or two of the available training programmes. 19% opined that they are yet to enjoy or benefit, while 3% are undecided. This implied that most staffs in the college have enjoyed these privileges.

Further interview revealed that those who have not had the privilege to benefit from these programmes would do later. In other words, the opportunity is open to all if the need be. This shows that there is no bias or sentiment attached to sending staff on any of the training programme, if he/she warrants it.

The next issue is to know if these programmes are adequate to meet the training need of the individual staff of the college. This is a very important aspect of training programme. When training is not in consonance with the need of a staff no matter how elaborate or unique it was, it will be of no value. That is, no matter how elaborates and unique a

raining programme was, it is of no value if it is not in consonance with the need of the staff.

Therefore, the respondents were asked if the training programmes are in consonance with their individual needs, their responses are tabulated below.

**Table 4:5 Consonance of training with individual training needs.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	12	13
Agree	26	29
Undecided	9	10
Disagree	44	48
Total	91	100

Source: Survey by the Researcher, 2008

As revealed in table 4:5 above, 13% of the respondents strongly believed that the training programme in the college was in consonance with the individual employee needs, 29% of the respondents also agree, that the training programme was in consonance with the staff individual needs. However, 48% of the respondents which constitute the majority are of a contrary view, while 10% of the respondents are undecided.

This implied that the training programmes in the college have not adequately address the area of deficiencies of the staff. The major area of deficiencies as revealed in the interview include language problem.

That is some staff (academic and non- academic) are deficient in effective communication either in expression or in writing in English language, lack of professionalism among others. This revealing fact has its implications, when individual training needs are not properly identified, it would be difficult to know the needed type of training. As such, a wrong diagnose of an ailments, could result into wrong prescription of treatment or drug to cure it.

To further buttress the above point, the study further assessed the adequacy of these training programmes on the staff training and development needs. The question is, how adequate and effective are these training programmes in view of meeting the training needs of the staff of the college. The respondents' opinions were sought on this, and their responses are tabulated below.

**Table 4:6 Adequacy/effectiveness of training programmes in F.C.E**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Very adequate/effective	6	10
Adequate/effective	10	16
Fairly adequate/effective	12	19
Not adequate/effective	28	45
Undecided	6	10
Total	91	100

Source: Survey by the Researcher, 2008

A training programme is effective or adequate if it has achieved the purpose for which it was designed. This is measured in terms of the skill, ability, and professionalism of the staff. As shown in the table above, 10% of the respondents are of the view that the training programmes available in the college are very adequate and effective in meeting the training needs of the staff. 16% of the respondents are of the view that they are adequate 19% believed the training programmes to are extent are fairly adequate and effective in meeting is the majority are of the opinion that the various training programmes available in the college does not meet the required or expected training needs of the staff.

A close observation of the rate of response above, shows that the dividing line between those that believed that the training programmes as available in the college are adequate and effective and those who are of a contrary view is very close.

Therefore from the analysis made thus far, the following findings were revealed;

- Before 2004, there was no formal or established manpower training policies and programmes in the college.
- In 2004, the proposal was made on a formal and sound manpower training and development policy and programme.
- It remained a proposal until 2008, when a unit was created (Staff Development Unit) headed by a Deputy Registrar.

- The training programmes available in the college include study leave with pay, work/training leave with pay study leave without pay study fellowship, probational study leave, sabbatical leave and conferences/seminars/workshop.
- Findings shows that these training programmes has been on since the college was established, but it was in recent time that a formal programmatic and holistic approach was taken on the issue of staff training and development in the college.
- The training programmes are to meet the various needs of the staff of the college and the college need as well.
- The staffs of the college are aware of these training programme and all have access to them. That is, all staff qualifies to enjoy the privilege. Although, enjoying or benefiting from any of those programmes is not a right, but, a privilege.
- However, findings revealed that opportunity to benefit from any of these training programmes is open to all and so far, many staffs have benefited and others will still benefit. This indicates that there are no sentiments or bias attached to the selection of beneficiaries for the training programme as far as the person is qualified or met the requirements.
- Findings also shows that most or majority of the staff are of the view that the various training programme have not adequately met

their training needs and as such not in consonance with their individual needs as staff of the college. Thus, the programmes are ineffective to meet the training needs of the staff and by implication the college need.

In view of these findings the first hypothesis, which is stated thus: “Lack of clear cut Manpower Training Development policy is responsible for ineffective Manpower Training and Development Programme in F.C.E, Zaria” is hereby accepted.

#### **4.2 Test of Hypothesis Two**

Human Resources training and development is the spinal cord of any organization. Without effective training and development of employees, the organization will experience paralysis, atrophy and loss of memory (Onah, 2003:111). The expected outcome of an effective manpower training and development is to provide results, this according to Nwachukwu (1998:129) are tangible results in terms of positive change in Job behaviors, reduction in staff turnover, better quality, increased production. It was in view of the above analogy that the second hypothesis was postulated. The hypothesis is stated thus, “ineffective Manpower Training and Development Programme have a significant

effect. On the quality of staff, staff retention and performance and effective service delivery in F.C.E, Zaria”

To do proper justice to the test of the above hypothesis, the researcher, first of all want to know if the respondents underwent any other forms of training apart from the available study leaves. In other words, there are other major forms of training, which might not require extensive duration. They might be short forms of training geared towards developing the skills. This could be informs of induction training, on-the Job or off-the-Job training. Thus they were asked if they have attended any other form of training. Their responses are tabulated below.

**Table 4:7 On whether staffs undergo any other training**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	57	63
No	34	37
Undecided	–	–
Total	91	100

Source: Survey by the Researcher, 2008

As revealed in the table above, 63% which was the majority of the respondent underwent one form of training or the other. 37% of them said that they have not undergone any other form of training since they joined the service of the college. Further interview with some of the staff

revealed that some of them did not undergo induction training which is normally done when a staff is newly employed into an organization. This indicates that some of the staffs were assigned duty without any form of training.

Some management staff interviews however rule out the above fact that staffs were not trained before assigned duty. The fact is that all newly employed staff is assigned a duty under a superior officer who supervises his work. This could also be a form of on-the-Job training, thus, it could be implied that majority of the staff have undergoes one form of training or the other.

Furthermore, those respondents who answers yes to the above question were asked to identify the form of training they underwent. Their responses are tabulated below.

**Table 4:8 Types of training underwent by respondents**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
a. Induction training	15	16
b. On-the-Job	17	19
c. Off-the-Job	-	-
d. a and b	29	32
e. a and c	9	10
f. b and c	9	10
g. All	12	13
Total	91	100

Source: Survey by the Researcher, 2008

The table above indicates that 16% of the respondents undergo only induction training since they joined the services of the college. 19% of them undergoes only on-the-Job training, while nobody undergoes only off-the-Job training

Furthermore, 32% of the respondents, which constitute the majority, undergo both induction and on-the-Job training. 10% each undergoes induction and off-the-Job training and on-the-Job and off-the-Job training respectively. However, 13% of the respondents undergo all the three forms of training. The above analysis shows that majority of the staff only underwent on-the-Job training after their induction training undergo at the point of entering into the service of the college. This also

implied that apart from the various training programmes, in form of study Leaves, other forms of training programmes, especially those outside the college is deemphasized.

➤ **Impact of training programmes on staff quality.**

Since, the adequacy/effectives of the various training programmes have been determined, the next is to assess their effect or impact on the quality of the staff. This will be done by assessing the impact on the knowledge and skill of the staff. In other words, assess how those training programmes have enhanced or improved the knowledge and skill of the staff to make them more professional on their job. Their responses are tabulated below.

**Table 4:9 Impact of training programme on skills and experience of staff.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	9	10
Agree	24	26
Undecided	7	8
Disagree	51	56
Total	91	100

Source: Survey by the Researcher, 2008

As shown in Table 4:9 above, 10% of the respondent strongly believed that the training programme have impacted well on their skill and experience. 26% of the respondents also agreed to this, while 8% are undecided. However, 56% of the respondents, which constitute the majority, are of the opinion that the various training programmes in the college have not impact well on their skills and experiences on the Job. The above analysis, implied that the various training programme geared towards staff development in F.C.E Zaria have no significant effects or impact on the enhancement of the skills and experience of the staff. This revealing fact also collaborated with the earlier findings that the training programmes are not in consonance with the need of the individual staff.

In view, of the above fact, the respondents' opinions were sought on the effect of the training programmes on the over-all performance of the staff. They were asked if the training programmes have enhance their performance on the Job. Their responses are contained in table 4:9 below.

**Table 4:10 Impacts on Job Performance**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	15	16
Agree	17	19
Undecided	12	13
Disagree	47	52
Total	91	100

Source: Survey by the Researcher, 2008

As revealed in table 4.10 above, 16% of the respondents strongly believed that the various training programmes enhance their performance on the Job. 19% of them also agreed to this, while 13% of the respondents are undecided. However 52% of the respondent which constitute the majority believed the training Programme does not in any way enhance their productivity. In view of the above fact, it could be said that the various training programmes have no positive impact on their Job performance. In other words, the various training has no significance impact on the performance of the staff.

Related to Job performance is the issue of Service delivery. Effective Service delivery is the corner stone of every organization. Every organization is established to provide one form of service or the other. The nature or type of services to be provided by an organization is mostly determined by the objectives or goals the organization aimed to achieve.

Therefore, achieving organization objectives or goals is tight to effective service delivery.

The main objective or goal of the college is to produce qualitative classroom teachers and all the activities duties and schedules of the staff (whether teaching or non- teaching staff) are geared towards achieving this goal. Therefore without a highly qualitative teaching or lecturing, couple with the activities of other supporting staff, the achievement of this noble objective might be a mirage.

The respondent were asked, if the training programme have enhanced their ability to deliver effective service. Their responses are tabulated in table 4.11 below.

**Table 4: 11 Impact of training on service delivery**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	15	16
Agree	17	19
Undecided	12	13
Disagree	47	52
Total	91	100

Source: Survey by the Researcher, 2008

Effective Service delivery is very important; if an organization wants to achieve her laid down objective. Table 4.10 above shows that a majority of 52% of the respondents believed that the training programmes

have affected effective service delivery in the college. In other words, the staff training programmes in the college has in no way enhance effective Service delivery 32% of the respondents however, accepted that the training programme enhance effective service delivery in the college. 13% of them are undecided; this implied that the training programmes have not impact well on effective service delivery.

To assess the impact of the various training programmes on the staff might not be complete without hearing from the students who are the major stakeholders in the college. The students are at the receiving end of whatever staff policy, (i.e. staff development, motivation discipline etc) and the end result of all activities. Including staff training and development policies and programmes in the college is geared towards turning out highly qualititative teachers. For this goal to be achieved, the level of teaching and the teacher has to of high quality. Therefore the students are in a better position to give a proper assessment of the quality of their lecturers and teaching. In view of this, the students' opinions were sought first on the rate of academic activities in the college. Their responses are tabulated in table 4.12 below.

**Table 4.12 Rate of Academic activities in F.C.E is high**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	8	18
Agree	22	49
Undecided	5	11
Disagree	18	22
Total	22	100

Source: Survey by the Researcher, 2008

As shown in table 4.12 above 18% of the respondents strongly agree that academic activity in the college is high. 49% which constitute the majority of the respondent also agreed that academic activity in the college is high. 11% of them are undecided while 22% are of a contrary view. From the above responses, we can adduce that academic activities are rated high by the students of the college.

The above finding is not far-fetched, as at 2006, the National Universities Commission (NUC) rated the college as one of the best during the nation wide accreditation exercise undertaken by the Commission. Out of the ten (10) B.Ed programmes presented for accreditation by the college, nine (9) programmes earned full accreditation, while one programmes was accorded an interim status. (F.C.E, Zaria, News Bulletin 2006:1)

To further examine the effectiveness of service delivery in the college, the students respondents were asked to rate the level and quality of lecturers and teaching in the college, their responses are tabulated below.

**Table 4.13 Quality of lecturers/teaching in F.C.E**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Very high	3	11
High	12	56
Undecided	-	-
Low	7	33
Total	22	100

Source: Survey by the Researcher, 2008

Table 4.13 above indicates that 11% of the respondents are of the view that the quality of lecturers and their level of teaching are very high. 56% which constitute majority of the respondents rate the quality of their lecturer and their level of teaching high. However, 33% of them rated the quality of lecturers and their level of teaching low. This implied that the quality of lecturers in the college and their level of teaching are high as rated by their students.

In other to get to the root of the above matter, those who believed the quality is low were asked to state reason for their answer. Among the reasons given, the two most re-occurring and strongest are, one, that the

lecturers lack adequate qualifications, and secondly, they lack the required skilled and exposure.

The last issue to be examined is the impact or effect of staff training on staff retention. Staff retention implied the ability to retain qualitative staff of the college. Rate of retention is the level at which the staff of the college comes and leaves the service of the college. The question is, does the training programme affect the rate of Labour turn-over in the college? The respondents answer to this question is tabulated in table 4.14 below.

**Table 4.14 Effect of training programme on staff retention**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	9	10
Agree	44	48
Undecided	9	10
Disagree	29	32
Total	91	100

Source: Survey by the Researcher, 2008

Table 4:14 above shows that 10% of the respondents strongly agreed that the training programme affects the rate of staff retention in the college. Also, a majority of 48% of the respondents are also in agreement. 10% of them are undecided, which 32% are of a contrary

opinion that the training programme does not affect staff retention in the college.

Further interview with some principal staff in the personal office revealed that the rate of staff instability in the college is actually high, especially from 1999 to 2006. For example within 2000-2007, more than 20 academic staffs have left the institution. The cadre mostly affected is from principal officer to chief lecturers. Most of them left due to many reasons the strongest according to some staff interviewed was the need for self development which they might not readily get in the college.

On a final note, the researcher sought the opinion of the respondent on the need for a more formal and articulate training Policy and Programme for the staff of the college. The staff and the students were asked to air their views. Their responses are tabulated below.

**Table 4.15 Need for an effective training programme**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	32	28
Agree	42	37
Undecided	7	7
Disagree	32	28
Total	113	100

Source: Survey by the Researcher, 2008

As revealed in the table above, those respondents that are in agreement that there is a need for a more formal and articulated training Policy and Programme constitute 65% and the majority of the respondents. Those who are of a contrary opinion constitute 28% of the respondents, while 7% of them are undecided. This implied that there is a general agreement among both staff and student of the college on the need for a more formal articulated staff training and development policy and Programme that would be effective.

Thus far, we have examined the effect and impact of the various training programmes in the college. The following were the major findings.

- Apart from the various Study Leaves, there are other forms of training programmes which the staff of the college underwent. This training are in form of Induction training, On- the- Job and off-the-Job training
- Findings however revealed that majority of the staff did not undergo any form of induction or on-Job-training when the newly join the college.
- On the impact of the programme, findings shows that much was not achieved in form of the training programme enhancing or improving the knowledge skills and experiences of the staff

- Also the training programmes have not made any meaningful impact in enhancing staff Job performance.
- Similarly, finding shows that the training programmes have not made any impact in enhancing effective Service delivery in the college.
- On the level of academic activities in the college, findings show that the students score the college high. This is also in collaboration with the previous NUC rating of the college as a “Center of excellence”.
- On the quality of lecturers and teaching in the college; findings revealed that the quality was rated high by the students of the college.
- Other students who are of a contrary view believed that the quality of lecturers and teaching in the college was impaired by lack of adequate qualification and required skills and experience on the part of the lecturers.
- Furthermore, on the effect of the training programme on staff retention, findings revealed that the ineffective training programme affect the rate of staff, retention in the college. Findings shows that the cadre mostly affected are principal lecturers and above.

- Findings show that few of them went on self-development as a result of which they leave the service of the college mainly for self-development which is not readily available in the college.
- On the need for an effective training policy and program, findings revealed that there was a general agreement among both staff and students of the college on the need for a more formal, articulated and documented effective staff training and development policy and programmes in the college.

Base on the above findings, the second hypothesis, that, “ineffective Manpower Training and Development Programmes have no significant effect on staff performance, retention as well as effective Service delivery in the F.C.E, Zaria”, is hereby accepted.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The efficiency of any organization depends directly on how well its members are trained. Training is a systematic process of changing the behavior, knowledge and/or motivation of present employees to improve the match between employee characteristics and employment requirement (Milkovich et al; 1988). Every organization has its own training policies and Programmes geared towards developing her employee. However, before any training Programme, is undertaken, organization has to identify the need for training. Based on these needs, training objectives are derived. Training programs are said to be effective, if they are able to achieve the laid down training objectives

This study assesses the nature and impact of the manpower training and development policies and programmes in F.C.E, Zaria. The study is in five chapters. In the first chapter, a general background of the area of study was undertaken. In view of the background, the problems to be study were identified and stated. It was within this preview that the objective, scope and limitation and significant of the study were outline and discussed. The chapter also contains the methodology adopted in carrying out the study. Finally in the first chapter is the definition of key concepts used in the study.

Chapter two contains the review of various literatures on the concept of Manpower training and development, this include, definition, objectives and importance of Manpower training and development in an organization. Also in the second chapter is the theory use as a basis for this study. The system approach to Manpower training and development as propounded by Eckstrand was found best situated for this study.

The historical background of Federal College of Education (FCE) Zaria, its mandates, its operations and organizational structure were comprehensively discussed in the third chapter of this work.

In the fourth chapter, data collected, (i.e. primary and secondary) were presented and analyzed to test the two hypotheses earlier postulated. Based on the various findings, the two hypotheses were accepted.

The fifth chapter which was the last chapter of the work contains a Summary of the entire work and the various conclusions reached based on the findings. In view of the conclusions, some recommendations were made on how to solve or overcome some of the major constraints identified and how to improve on some major areas of success.

## **5.2 Conclusions**

Based on the findings in this study, the following conclusions were reached.

Before 2004, there was no formal or established Manpower training policies and programme in the college. In 2004, a proposal was made on a formal and articulated manpower training and development programme. The proposal remains until 2008, when a unit was created to take care of all staff training and development issues. The unit was called Staff Development Unit and it is headed by a Deputy Registrar.

The training programmes available in the college include Study Leave with Pay, Work/Training Leave with Pay, Study Leave without Pay, Study Fellowship, Probationer Study Leave, Sabbatical Leave and Conference/Seminars and Workshops. These are not real training programmes. These types of training are limited in that they can only meet pressing academic and profession needs of the staff.

Apart from the study leave, there are other forms of training which the staff underwent. They are in form of Induction training, On-the-Job training and off-the-Job training. But finding shows that majority of the staff only undergo Induction training, On-the-ob training. This is not good enough, because there are training needs peculiar to an individual, unit, department or the colleges as a whole which might not be met through Study Leaves or Induction and On-the-Job training. This is because the staff might need some form of Off-the-Job training subsequent upon identifying some identified individual training needs or the need of the College, e.g. Computer Appreciation training.

- On the level of staff awareness of the various training policies and programmes in the college, findings shows that even do the training programmes are not clearly documented, all the staffs are aware of them.
- Similarly all the staff has the previledge or opportunity to enjoy any of these programmes if there is a need for it. Although benefiting from those programmes is not a right, but a privilege, findings revealed that many staff of the college have benefited from these programmes and there is no sentiments or bias attached to the selection of beneficiaries for these training programmes. However, these programmes have not been efficient as it has not adequately met their training needs of the staff. They are not in consonance with their individual needs.

Also, the training programmes did not make any meaningful impact in terms of improving or enhancing the knowledge, skills and experience of the staff. Also the training programme was deficient as it has no meaningful impact on staff Job performance and effective Service delivery. As a result of the ineffective training programmes, the rate of staff instability has been high in the college. The cadre of staff mostly affected are Principal Lecturers and above. This implied that the college is loosing some of its good and qualify hand due to this reason.

Be that as it may, the students of the College still scored the academic activities, qualities of the lecturers and their level of teaching, high. This collaborated with the recent NUC rating of the college as a “Center of excellence”.

Finally, there was that general agreement among both staff and students of the college on the need for a formal, articulated, and documented Manpower Training and Development policies and programmes in the College.

### **5.3 Recommendations**

Based on the conclusions reached, the study suggests the following. These recommendations if implemented will go a long way in solving those fundamental problems identified in this study.

- The College should come out with a comprehensive clearly articulated and documented Manpower Training and Development policy. The staff development should be made to function effectively. All staff should be given a copy of this Training and Development policy document.
- The various Study Leaves as we have in the College are different from real Staff Training and Development Programme. This to an extent can only meet the academic and professional needs of the staff, especially the academic staff. Although, through study leave

staff could be trained and developed, but reel training and development program are initiated by organization based on identified individual needs and the needs of the organization. Therefore, Training and Development Programme should be initiated based on some identified needs of the staff and the college as a whole.

- Consequently, more of Off-the-Job training Programme should be initiated. This could help in meeting up with some training needs that could arise as a result of technology change, College expansion, educational reforms, National manpower needs, etc.
- Staff training and development should not be a privilege, the Management of the College should see it as a right of every staff and they should not be restricted from enjoying it.
- The College should ensure that Staff training is regular and continuous and should not be sporadic. Training should not be seen as one of the routine activities of the College.
- The college should as much as possible identify areas of training needs of the staffs. This is a very important aspect of staff training policy. If this is not done, any training programme undertaken will be a waste of time and resources.

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## APPENDIXES

### STAFF QUESTIONNAIRE

#### Section one: Bio-Data of Respondent (Tick as appropriate)

1. Sex: Male [ ] Female [ ]
2. Marital Status: Single [ ] Married [ ]
3. School.....
4. Department /Unit.....
5. Educational Qualification.....
6. Length of Service.....

#### Section two

7. Are you aware of the training policy and programs in the college  
(a) Yes [ ] (b) No [ ] (c) Undecided [ ]
8. Have you undergone any training since you join the services of the College?  
(a) Yes [ ] (b) No [ ] (c) Undecided [ ]
9. If yes: What type of training did you underwent?  
(Tick as appropriate)  
(a) Yes [ ] (b) No [ ] (c) Undecided [ ]
10. Do the staff have equal assess to enjoying training program  
(a) Yes [ ] (b) No [ ] (c) Undecided [ ]
11. Are the training in consonance with individual needs of the employee

- (a) Strongly Agree [ ] (b) Agree [ ] (c) Undecided [ ]  
 (d) Disagree [ ]
12. As that training programmes Adequate/effective  
 (a) Very Adequate/effective [ ] (b) Adequate/effective[ ] (c)  
 Fairly Adequate/effective [ ] (d) Undecided [ ] (e)  
 Inadequate/ineffective [ ]
13. Manpower programme impacted well on the skills and experience  
 of staff  
 (a) Strongly Agree [ ] (b) Agree [ ] (c) Undecided [ ]  
 (d) Disagree [ ]
14. Manpower programme impacted well in employee's job  
 performance  
 (a) Strongly Agree [ ] (b) Agree [ ] (c) Undecided [ ]  
 (d) Disagree [ ]
15. Manpower programme in F.C.E improved service delivery  
 (a) Strongly Agree [ ] (b) Agree [ ] (c) Undecided [ ]  
 (d) Disagree [ ]
16. Manpower training programe adversely offices staff retention in  
 F.C.E.  
 (a) Strongly Agree [ ] (b) Agree [ ] (c) Undecided [ ]  
 (d) Disagree [ ]

17. There is a need for more an effective training programe in the college

(a) Strongly Agree [   ]   (b) Agree [   ]   (c) Undecided [   ]

(d) Disagree [   ]

## STUDENT QUESTIONNAIRE

### Section One: Bio-Data of Respondent (Tick as appropriate)

1. Sex: Male [ ] Female [ ]
2. Marital Status: Single [ ] Married [ ]
3. School.....

### Section two: Main body

4. Rate of academic activities in the college  
(a) Very high [ ] (b) High [ ] (c) Undecided [ ]  
(d) Low [ ] (e) Very Low [ ]
5. Rate of quality of lecturers/teaching in the college?  
(a) Very high [ ] (b) High [ ] (c) Undecided [ ]  
(d) Low [ ] (e) Very Low [ ]
6. Are you contented with the lecturer's quality of teaching?  
(a) Very high [ ] (b) High [ ] (c) Undecided [ ]
7. If No, state your reasons  
.....  
.....
8. Do you agree that there is the need for more effective manpower training programme in the college?  
(a) Very high [ ] (b) High [ ] (c) Undecided [ ]

Thank you