AN EVALUATION OF MANPOWER TRAINING AND DEVELOPMENT IN ZARIA LOCAL GOVERNMENT

BY

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DECLARATION

I , JEMILA MOHAMMED hereby declare that this thesis was written by me and has not been accepted in substance for any other degree. I also declare that both published and unpublished book, articles, journals or any other material used in this thesis are appropriately acknowledged.

Signed:_____
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CERTIFICATION

This thesis entitled "AN EVALUATION OF MANPOWER TRAINING AND DEVELOPMENT IN ZARIA LOCAL GOVERNMENT " by JEMILA MOHAMMED meets the regulations governing the award of the degree Masters of Public Administration (M.P.A.) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

The optimum deployment of manpower with the prime concern for cost and productivity is the hall-mark of management challenges, as it impinges upon the organization survival. Planning the human resource, therefore, become a strategic decision function of management – for their organization, utilization and integration. However, linking these process is the more fundamental issue of manpower training and development. For the transformation of human resource/manpower into human capital entails the complex process of training strategy intended to change beliefs attitudes, values, skills and structure of individuals so that they can be better adapt to new technologies, markets and challenges as well as the dazzling rate of change itself. Thus, manpower training and development becomes indispensable for management effectiveness and operational efficiency.

This fact informed the need to address the seemingly deteriorating trends of work performance in Zaria local government area – especially in the prevailing modern circumstances of rapidly changing world and the public sector reform agenda. Contemporary public sector programmes rarely remain static, they are being frequently revised; and modern governments are aware that the quickest way to adjust to such rapid changes is through deliberate and orderly training of its employees. For a more trained official is in a better position to effectively and efficiently discharge responsibilities in policy and programmes execution.

In zaria local government, the problem of insufficient trained staff is even more acute, and the consequences are discernible – including low productivity and performance discrepancies, poor morale and lack of motivation for higher performance, poor leadership behaviour on personnel management and undue political interference – all characterises and leads to negative job attitude.

The research therefore serve to identify the problems to addressing and redressing the situation for change and better management of the local government manpower, through re-orientation, skills development and for optimal performance and enhance productivity.

To achieve this, both secondary date (through print and published materials) and primary data (through administered structured questionnaire and interview) were used to elicit necessary data for analysis, conclusion and recommendations.

The research concludes that

- there is ineffective personnel management process in terms of training needs identification, proper placement and poor utilization of skills;
- lack of adequate training affects efficient performance and optimal productivity of majority of workers in the local government;
- lack of staff performance evaluation both pre and post training, affects optimum performance and productivity of workers;
- poor training opportunities also affects moral, job satisfaction and motivational needs of most, especially the more educated, workers.

The research therefore recommends that:

- the personnel management department refocus its responsibilities of proper manpower training, evaluation and motivation;
- enhance motivational needs of workers, especially in training, promotion and prompt salary payment;
- performance evaluation should be restored and ensured that each department send reports quarterly;
- staff training and development funds should be increased, and there should be constructive engagement between the local government and the state local government service commission, especially in area of training needs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Every employer seeks an optimum deployment of manpower, with the prime concerns for costs and productivity; hence, the management of human element becomes even more fundamental to corporate survival. Manpower planning becomes a core and strategic decision making function of management for the organization, utilization, and improvement of an organisation's human resources. However, linking the planning, selecting and utilizing the human resource is the issue of training and development – for selecting and training are both concerned with adapting and fitting people to job requirements as well as securing better occupational adjustment. The pivotal role of manpower in an organisation, informed the importance that its training and development cannot be optional but something that must be done irrespective of the personnel previous training or experience. No organisation can choose whether or not to train employees regardless of previous training, education and experience; they need to be introduced to their new employer's work environment and to be taught how to perform specific tasks. Moreover, specific occasion for retraining arise when employees are transferred or promoted, or when job changed and new skill must be learned, perhaps because of changes introduced by advancing automation. In view of this, the need for training and development cannot be overemphasized.

Observing the importance of training and development, French (1974) states that" ... training and development provides the skills and knowledge required in carrying out

various specialised parts of the overall task of the enterprises." Corroborate the importance of training and development, Kelly and Donnelly says, "The importance of Manpower Training and development could be seen when one examines the benefits the organisation derive from such a programme. Training an development does not only help employee to improve their work performance but also enables the standard and quality of work required by the organisation to be achieved and maintained, Also labour "turnover, absenteeism, industrial accidents and grievance rates if cause by ineffective learning and inadequate training, are most likely to be reduced when staff are trained or developed."

Apple (1969), states that there is need for manpower training and development because it is instrumental to the realisation of both personal and organizational goals; that "…a person's knowledge and skills have to improved and his attitude and behaviour modified by training and development. Staff training and development is therefore a process of enhancing staff potentials, skills and knowledge in order to improve their expertise so that both personal and organisation goals will be accomplished". While Harbison and Myers (1964), see human resource as the ultimate basis for the wealth of nations. "Human resources, not the capital, constitute the ultimate basis for the wealth of nations"; since it is an ultimate basis for the wealth of a nations, it becomes imperative that it must be train, development and utilized for the survival and growth of the nations.

Considering manpower value, Rensis Likert (1961) says "All the activities of any enterprises (organisation) are initiated and determined by the persons who make up that institution; plan offices, computers, automated equipment and all else that a modern firm use are unproductive except for human effort and direction ... (and) of all the tasks of managing, the human components is the central and most important task ..."; and its

maintenance through training and development is imperative for constructive engagement. Manpower training and development are means of improving the potentials of all rank and file to meet up the challenge at hand; and entails preparing the rank and file employees for promotion to supervisory position and for improving their competence and capability while they hold such leadership assignment. According to Derek and Campman (1979), training is directed at changing people, their knowledge, experience, attitudes and other relevant of the behaviour. In this regard, training is necessary.

Bryan (1989) sees training development as " a complex educational strategy intended to change beliefs, attitudes, values and structure of individuals so that they can be better adapt to new technologies, markets and challenges and the dazzling rate of change itself." Therefore training and development are indispensable for management efficiency and effectiveness. Manpower training and development is also seen as a means of giving the employees sufficient instructions and guidance in order to equip them on the job. This corroborates with Flippo (1980) assertion that " ... the aim of training and development is to give employees at all level sufficient instruction and guidance to enable them perform their jobs effectively as well as prepare them for promotion ..."

In recognition of the enormous manpower requirements of the country a number of short term policy measures were proposed in Nigeria National Development Plans for accelerating the supply of the much needed categories of manpower, the measures taken ranges from the extension of existing institution to establishing of at least one post-secondary institution in each state along side with the expansion in the number of universities.

Public organizations were established to enhance the process of social progress,

economic growth and political integration of a society, and the achievement of these challenges very much depends upon the quality, quantity and type of the available human resources – essential towards and available for recruitment, deployment and, indeed, trained as well as integrated for productive purposes. Likert (in Johnson, 1956:467), states that "all the activities of any enterprise are initiated and determined by persons who make that institution, as plants, offices, computers, automated equipment and all else that a modern firm uses are unproductive except for human effort and direction. Of all the tasks of management, managing he human component is the central and most important task because all else depends on how ell it is done (by persons)". Thus, of all organizational resources, the human resource stands out as the most crucial. In this regard, the objective of manpower training and development in the Local Government should be to equip all personnel and those on the job with essential skills and understanding required for competent performance on the job. Moreover, with the current rapid changes introduced in the administration of Local Governments by the 1976 Dasuki Reforms, the Local Government Basic Transition Decrees of 1992 and indeed the changing trends and circumstances in modern governmental administration (with its attendance complexities, sophistication and high mass demand in developing Nigeria) it become necessary to train and retrain Local Government Staff on their appropriate jobs to enable them handle the assignment and or responsibilities properly.

1.3 Statement of the Problem

To achieve self-sustained, internally self-generating socio-economic development, the need to realize development priorities to emphasize the development of human capital both as the object of development and as custodian and mentor of socio-economic development, as the supplier and consumer of skills as well as the terminal products and services of all development efforts. The world bank notes that the human capital development is key, bed-rock and indeed, fundamental index upon which national aspiration and development can be achieved. Considering the globalization trends, events in one country are now capable of having effect in other parts of the world, almost simultaneously. Thus, to participate, internalize the benefit and remain relevant in the events and circumstances of the globe is to begin to become committed to the development of national manpower. This fact, informed the basis for the current reforms in the Nigeria public and private sectors, where those who cannot cope and meet up with the challenges of change are being shown the way out of service. The Zaria local government cannot be an exception. This is why the present Chairman (Alhaji Aminu Yahaya) states categorically that manpower development must be its administration cardinal principle and priority, so as to forestall shortages to keep the local area afloat within the national developmental context. Yet, the manning situation in the local government leaves much to be desired.

Today, training programmes are designed to respond to the needs of administration

in a rapidly changing world. Unlike in the ancient classical period, contemporary public programmes rarely remain static. They are being frequently revised, and modern governments are aware that the quickest way to adjust to such rapid changes is through deliberate, orderly training of its employees. If officials in public or private organisations are well trained, they should be in a position to effectively and efficiently carry out their responsibilities in policy and programme execution.

The continuous expansion of government programmes and the increasing requirement of competence and expertise in the public services have made training necessary and important in the public sector. The possession of intelligence and common sense by public officials in classical times, enabled them to carry out tasks. The public service today needs specialised skills in many fields and as Tyagi (1975) has observed "the nature of administrative activities is changing so fast that unless the civil servants are constantly trained and retrained, their knowledge and skills would soon become obsolete." A substantial portion of the public service review commission's Main Report. dwelt on what must be done to ensure that qualified, skilled and motivated people are placed in the right places at the right time to achieve objectives as well as to transform paper plans into actual achievements. The commission's Main Report observed that the most significant obstacle to the development of Nigeria was the absence of skilled and experienced personnel to carry out the tasks at hand and to respond easily to the dreams of a rapidly changing and dynamic society. The only way to correct these anomalies is to improve upon both manpower planning and training. From the beginning to the end of its work, the public service review commission emphasized the development of public personnel through training.

In Zaria local government, the problem of insufficient trained staff is even more acute; the circumstances emanating from this state of affairs are very glaring to the discerning management and community of the local government. These problems include among other things: low productivity and performance discrepancies within the local government service, resulting in inability to meet programme and project deadlines; inadequate knowledge on the part of key actors within the service; and the problem of poor leadership management skills, resulting in inter-personal conflicts and low morale. These affect service and programme delivery as well as rapid development of the local government. Among top administrative staff, there is widespread prejudice and the lack of fair play in the conduct of the affairs of the local government, resulting in poor work attitudes. Organisational and planning skills are lacking, and accidents in the technical department are rampant. Inspite of the efforts made in recent years to train staff, the local government remains short of skilled manpower so urgently required for the successful execution of development policies and programmes.

In 1979, local government was recognised as the third tier of government by the constitution of the Federal Republic of Nigeria. This meant that local government were expected to provide specified public services and contribute to economic and social development. In order to achieve these objectives, local government need an efficient and effective work force. Local Government personnel must have requisite knowledge and skills; and must be available in sufficient numbers to perform the varied tasks of the local government in which they serve. An efficient and effective work force cannot come into existence unless employees are sufficiently trained. However despite the obvious benefits of personnel development and training particularly in dealing with problems identified

above, Zaria local government has not given adequate attention to the training and development of personnel.

1.3 Objectives of the Study

The aim of this study is to evaluate the effect of manpower training and development processes in Zaria Local Government between 2002 and 2007. This will be achieved through the following research operational objectives:

a) Examine the effectiveness and adequacy (or other wise) of the staff development programmes of the local government with a view to assessing the extent to which the local government has been able to meet its manpower training policy;

b) Evaluate the extent to which the manpowers development and training programmes have enhanced productivity, heightened morale, and improve efficiency and effectiveness within the local government bureaucracies;

c) Identify and appraise the problems militating against the effective implementation of existing staff development policies of the local government;

d) Based on theoretical and empirical findings, the make recommendations for improvement.

1.4 Significance of the Study

This study will be significant for a number of reasons. Firstly, it will place at the disposal of Zaria local government the findings, necessary suggestions and recommendations on how to evolve effective personnel development and training policies and programmes. Secondly, the study will make a contribution to the existing body of empirical knowledge on local government personnel management policies and practices in developing (local government) areas. Thirdly, the study will generate primary and secondary data that can be used by other prospective researchers and writers in the areas of personnel development and training in both public and even private sectors organization management. Fourthly, it will add to the fleet of literature in human resource management and provide information for policy making in manpower training and development.

1.5 Scope and Limitations

The operational scope of this ,research confines to Zaria Local Government manpower training and development, noting the manpower policy and programme of action to this event. The research also study the events between 2002-2007 - this having the touched of two different leadership styles in management of the local government. The research limitation is more on time available to conduct the research in the light of some difficulty encountered in getting or having access to classified document and lack of prompt co-operation from the officials-due to bureaucratic processes and the classification of some document as secret and inaccessible.

1.6 Hypotheses Tested

The hypothesis tested and its variables for this study are:

Poor manpower training and development is responsible for

(a) staff inefficient performance,

(b) poor motivation, and

(c) ineffective personnel management in Zaria Local Government.

1.7 Methodology

This research used both the primary and secondary data, gathered for theoretical and empirical analysis.

(1) Primary Data: the questionnaire and interview methods were adopted and complimented by personnel observation. The questionnaires were administered on the local government personal in all categories.

(2) Secondary Data: this involves review of periodically journals, magazines and general publications - books, thesis and dissertation and other primary print data relevant to the subject of study from the local government.

(3) Sampling Design: Considering the relatively large population size of the local government personnel (about 1000), it becomes imperative to sample. In the distribution of questionnaire, representativeness was a primary objective; respondents were therefore randomly selected using the stratified sampling technique – and questionnaire was administered to the top administrative and middle level manpower, while lower cadre staff were interviewed based on the questionnaire (due to poor level of their literacy). In

all, 120 respondents were sampled and questionnaire were distributed for responses from the respondents.

(4) Statistical Tools Used: The descriptive statistical tool was used in analyzing the data obtained; and thus data were tabulated, using simple percentage; information gathered discussed and conclusion reached based on the data studied.

1.8 Research Operational Definition

Development: True development means the development of man – the unfolding and realization of his creative potentials, enabling him to iprove his material conditions of living through the use of resources available to him. A developed society is one that is capable of recurrent, self-renewal and developed human capital. According to Rodney (1975), "development in human society is a many-sided process: at the level of individual, it implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility…"

Training: This refers to the means and process of imparting specific skills which equip individuals to perform specific jobs. Although a supplement of education, it can be acquired or given concurrently. Thus, it is process of creating learning opportunity such that the skills acquired can be applied on the job in such a way that it will assist in the achievement of organization goal and objectives.

Manpower: This refer to the human resource of an organization, state or nation, available in the form of skills and attitudes which are the result of education and training which help to equip such human resource with the capacity to set goals, plan, organize and execute the necessary functions to achieving set corporate objectives.

Manpower Training and Development: This is any attempt to improve current and future employee performance by increasing through learning, an employee's ability

to perform, usually by enhancing the skills and knowledge. Manpower development can also be seen as the process of acquiring and increasing the number of persons who have education, skills and experience and the motivation necessary for higher performance, which critical to organization development.

1.9 **Plan of the Study**

This study is structured in five chapters, viz.

Chapter One, which discuss background of the study statement of the research problem the aim, objectives and significance of the study and methodology of the research.

Chapter Two, consist of literature review of relevant and related publications training an development, and therefore evolved some concepts which are seen as valid for the research framework of analysis.

Chapter Three, explain the historical background, structure and operational pattern of Zaria Local Government Area -the research case analysis for empirical deductions.

Chapter Four, consist of the research data presentation and analysis they provide information for the study to make conclusion and recommendations.

Chapter Five, is the final part of the study and gives the research summary, conclusion and recommendations as deduced from findings.

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CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The issue of acquiring and motivating the employees to give in their best in the development of an organization is very crucial especially in the public sector, where morale due to lack of adequate motivation is at its lowest ebb. Although some of the psychological and social needs of individual workers may not be in congruence with the organizational goals, management cannot ignore the need to strive hard to create the type of climate that will permit the goals of the organisation to be attained and, at the same time, satisfy the psychological and social needs of its employees. An organization employees or manpower have no better psychological need than that which allows them opportunity for training and development. Organisation manpower include both skilled and semi skilled. According to S.M. Ngu (1994) Manpower planning can be seen as the personnel process which attempts to provide adequate human resources to achieve future organisational objectives. This includes forecasting future needs for human resources of various types; comparing the needs wiith present work force, and determining the quality and quantity of human resources to be employed, developed, retained or phased out. At the organisational level, Ngu said, effective employment planning requires strategic decisions by operating mangers, to stir up the demands for personnel or to set the pace for the demand. The personnel manger compares demand and supply and, in conjunction with operating mangers makes the employment planning or manpower planning decisions.

Manpower planning, according to Cole (1990), is "any systematic *efforts* to influence the allocation of labour among possible uses and to promote the efficiency of

labour." Manpower planning is concerned with the assessing future manpower needs and planning the optimum means of obtaining requirements. Cole (ibid), gave some of the problems encountered in manpower planning as including:

i. Lack of old and current data

ii. Difficulties in forecasting future labour force size in a dynamic economic setting.

iii. Difficulties in deriving accurate estimates of future manpower requirement.

iv. Difficulties in relating occupational requirements to educational programme.

Robert C. (1989), said that some techniques for assessing the needs for manpower training are often being skipped or even neglected in some organisations while in the planning process; and emphasized the need for manpower forecasting. He said manpower planning is primarily an attempt to increase the anticipated demand and supply of labour for some date in the future. In an organisation, manpower forecasters must attempt to predict skilled requirements and supplies for the organisation which is done in three ways:-

1. Short-term (period of one year)

2. Medium term (for a period of two to five years)

3. Long term (covers period of ten to fifteen years).

Olaoye (1983), on this, argued that the planning or forecasting is the present decision meant for future requirements. Manpower planning should therefore be laid out to stop an imbalance between demand and supply to prevent an unwanted incidence that

would result in waste. While Moris (1976), in his analysis of manpower, stated that the available resources for effective planning are not fully exploited because the necessary or proper skills are not available for exploiting them.

Romano, S. (1982) stressed the importance of training needs in manpower planning to an organisation so that it will improve the knowledge experience and skills of the workers. Romano (ibid) also pointed out that the identity of the person to be trained must be determined and the area of training should be specified as well as the actual number of officers already trained in the occupation.

S.M. Ngu (1994) identified three (3) major aims of manpower planning. The first is to ensure the optimum use of the human resources currently employed. Secondly, it is meant to provide for the future manpower needs of the organisation. Thirdly, at the national or governmental level, it is aimed at providing for effective equal employment opportunity. He identifies the strategies of manpower planning which involves:

i. Accounting framework

ii. The projection of current and future manpower needs (short term and long term). The projection of manpower availability

iii. Analysis of manpower utilisation.

iv. Considerations for labour mobility.

Manpower planning is part of the general organizational planning and should therefore be seen in the context of the growth of the organisation. A planned manpower development programme would therefore minimise the waste incurred during manpower utilisation such as under-utilisation; when manpower is well planned, only the required skilled would be mostly developed.

2.2 Concept of Manpower Training and Development

Writing on the subject of training in his book, Training Employees. Halsay, (1994) observed that "training is the process of aiding employees in their present or future work through the development appropriate habits of thought and action, skills, knowledge and attitudes" several scholars support this view. In doing so, they, in addition highlighted the vocation and organisational contexts of training. Thus Flippo (1979); and Scarpello and Ledvika (1988); conceptualise training as calcular job and developing a person's knowledge for a vocational purpose. Ledvinka (1988), on the other hand, states that organisations develop their employees through training, and that this training includes all forms of planned learning, experiences and activities whose purpose is to effect changes in performance and other behaviours through acquisition of new knowledge, skills, beliefs, values and attitudes' stated in these terms, personnel training reflects activities that are intended to influence ability and motivation levels of employees, while helping them increase their worth to their employer and to themselves.

Akinyele (1992) defines training as specific learning activities which are job related; and directed towards the improvement of the jobholder's present and future on-the-job performance and contributions towards the achievement of organisational goals and objectives. Maduabum (1992) feels that training should be regarded as a 'change agent' in so far as its purpose is to effect a change in knowledge, skills and attitudes' for the better, in people working within organisational and institutional bounds.

The term "development" on the other hand encompasses a more complex personnel process than personnel training. In reference to staffing and personnel matter, development

is a long-term educational process of utilising a systematic and organised procedure by which managerial personnel acquire conceptual and theoretical knowledge for general purposes (Steinmatz, 1969). According to Craig and Bittel (1977), "development" is concerned with growth of the whole organisational man: the expansion of his ability to utilise his knowledge and experience to the resolution of organisational problems in new and different situation, Cambell (1971) and Sikula (1976) draw a striking distinction between training and development. According to these two scholars, training and development differ in four ways. They differ as to what is learned; who is doing the learning; why such learning takes place; and when the learning occurs. Training, again, in their view, refers to the "instruction of technical and mechanical operations," while development refers to the philosophical and theoretical concepts. Training is designed for lower echelon employees and non mangers," while higher-level managers must learn theoretical concepts such as "planning, organising and controlling" (Moulds, 1969). Stated differently, development is the label given to educational processes teaches conceptual instead of technical skills to managers.

Campbell (1971) and Sikula (1976) states further that training courses are typically "designed for a short-term and for a stated set purpose such as the operation of some piece(s) of machinery while development involves a broader education for long-run general purposes." In the conceptual analyses exercise, Greenlaw and Biggs (1979) prefer to hold the middle ground. They acknowledge that while the distinctions between training, and development proffered by scholars is analytically useful and convenient, the distinction in actual fact is unnecessary. Their reasons for maintaining this position is that al constructive training and development efforts within organisations, whether for

managers of non-managers; or whether geared for current or future organisational objectives and individual needs, aims at developing the individual towards higher level of achievement and performance.

Adeleke (1983) views manpower development as "the acquiring of skills, knowledge and know how that may enable the employee perform given tasks in another environment" These shows there is need for manpower development

Smeller (1989) seem manpower development as "less skill oriented instead, it provides general knowledge and attitude that be helpful to employees in higher position." This equally indicated the need for manpower development too.

S.M. Ngu (1994) said manpower development is focused on the educational system in the country. Since it is through this system that the various skills can be met in the economy. By implication, he said, the problems of manpower development in this country is rooted from the system of education which has been evolving over the years. This become more explicit when reference to the history of education in Nigeria is made.

The three concepts, education, training and development have direct bearing on this topic. So it will be useful to examine these three terms and compare their meanings.

(a) EDUCATION: This is usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personnel and broadly based. It's purpose is to development the individual. Commonly education is considered to be formal in school set up.

(b) TRAINING: This usually implies preparation for occupational or specific skills; it is more narrow in conception than either education or development; it is

job-oriented rather than personnel. Training usually has a more immediate utilisation purpose than education.

© **DEVELOPMENT:** This usually is suggests a broader view of knowledge and skills acquisition than training, it is less job-oriented than carrier oriented; it is concerned more with employee potentials than with immediate skills it sees employees adaptable resources.

Generally, education is a matter for the community to sort out. Training and development, however, are matters for individual organisation to sort out. They are all organised procedure by which people acquire knowledge and skills for a definite purpose.

Manpower training is the most important factor in any organisation, be it private or public sector. Training has been defined to mean anything from obsession with increase production to something closely resembling a fringe or benefit for the employee. Some restrict training to mean a very specific transfer of knowledge from one person to another as in apprentice raining in a craft, other speak of it as a broadly conceived approach to mutual problem solving. Another set consider it as educational process. Whatever the meaning attached, training means the imparting of knowledge, skills and attitudes need for manpower development of an organisation. Training aims at imparting skills and knowledge necessary for the successful performance of an assignment. Training is also aimed at developing, promoting and encouraging attitudes to work, habits of thought, action and other which are likely to contributed to the effectiveness of people of people working in an organisation. According to Udo-Udo Aka, training aims at meeting the immediate operational needs of an organisation and it broadens the awareness of concept

for the purpose of long term growth and development of the individual and the organisation in general.

Manpower development is faced with the basic problem of identifying training needs? If all the organisations functions are work out well, training of personnel would not arise, but this does not really happen. What we usually have is ineffectiveness and inefficiency in an organisation and it leads to low productivity, low profit or total loss during any planned period or any financial year, wrong debits and credits, errors of omission and commission, frequently breakdown by operatives, increase in number of rejects poor communication service which result in mistakes and so many more.

It was due these problems that made the Federal Government to set up a manpower Board to look into the manpower needs in all occupations. It however led to the expansion of universities and training scholarship, fellowships and other facilities and co-ordinating these policies and activities of the Federal Government and regional ministries and primarily concerned with manpower. All kinds of training are aimed at developing the employees skills for efficiency and effectiveness.

Pigors and Myers stated "the type of employee training best suited to a specific organisation would depend on a number of factors such as skills called for in jobs to be filled and the kind of operating problems confronted by the organisation.

According to H. Chruden and Arthur Sherman In 1963 say "the giving of specific instruction to new employees on how to perform their duties, marks the beginning of the training process."

This is because most organisations induction course, which actually begins with training process is faced with the giving of specific instruction to employees on how to perform their duties.

Before training take place, there is a training policy. Training policy according to S.M. Ngu is defined as a written statement on organisational plans or programmes to develop the skills of the workers. A training policy constitutes part of the general personnel policy which itself is an aspect of the entire national development plan. This conforms with LK. Caldwell's observation that training in the broadest sense is a key to national development. An organisation training policy therefore within the general frame work or a national training policy.

As a matter of definition, training and development can be said to be the process of behavioural modification or molding of workers in order to integrate organisational needs with their characteristic. Mitchell S. Novit 91979) has noted the popular convention to think of training as dealing with primarily with operative personnel, and development, with managers and executive. Both, training and development are purposefully geared towards improvement on skills and performance. The difference between the two processes according to S.M. Ngu (1994) may be in content and method. He said but this insignificant, even within the training or development concept there can be this difference in content and method. It is in the light of this contention that training and development have been fussed rather than diffused.

2.3 The Importance and Process of Training and Development

Several writers have attested to the importance of training and development in organis,ations. Flippo (1976) acknowledges that no employee "is perfect fit at the time of

hiring" and because of this, after the recruitment, selection and placement exercise, it becomes necessary to train and develop employees to fit their jobs and the organisation; and in this way enhance their capacity to perform.

According to Stahl (1962), training is frequently responsible for the difference between organisations in qualities such as knowledge of employees about the activities and rules of their organisation as well as their own jobs, courtesy and attitude towards the general public; interest in the work and skill, speed and accuracy in performing assigned tasks. Such differences according to Stahl are easy to detect and are often accounted for by variations in the scope and quality of an organization training practices. The trained employee is one who can perform with limited supervision. Both the employee and supervisor want less supervision, but greater independence is not possible unless the employee is sufficiently trained.

Training is also an important tool for bridging the gap between the worker and the management. It does this by marrying the interests of the two. On one hand, the average young worker wants security; both categories of workers want to fell that their contributions are appreciated and useful and for which they expect rewards in form of incentives. On the other hand, management wants increased productivity at lower costs. Employees who can easily understand and appreciate the limitations and problems who can easily understand and appreciate the limitations and problems of management are also wanted. Most of these lofty organisational goals can be achieved by an intelligently planned and skilfully executed personnel training and development programmes.

A sound employees' training and development programme constitutes a vital aid to organisations in human resource planning. By initiating and maintaining a robust training

and instructional programmes for "non-supervisory and managerial staff," a dynamic and modern organisation in the public or private sector can easily satisfy its future personnel needs and maintain organisational effectiveness in the event of sudden personnel alterations or loss of key personnel. It can also easily adjust to short-term variations in the volume of work and fill vacancies from internal sources when the need arises. Added to this, the fact that a good training programme can also help an organisation improve and diversify the skills of existing employees to an optimum level; and in this way eliminate the need to "rely on initial recruitment" to provide the hypothetical configuration of the most highly skilled staff available. (Flippo, 1976; Sikula, 1976; Find 1968).

Continuous employee training and development efforts in organisations are required to enable employees keep abreast of current improvements or changes in their fields of work. put in slightly different language, training and development programmes are indispensable weapons in fighting "manpower obsolescence in organisations (Aronoff and Litwin, 1971). Employee or "manpower obsolescence" is the discrepancy which exist between an employee's expertise and the demands of the his job (Stahl, 1962; Sikula, (1976). It has been observed that "old skills and antiquated ideas" can make an organisation go bankrupt, but where a good training and development programmes are properly installed in an organisation, it can help foster employee initiative and creativity and thus help prevent manpower obsolescence (Aronoff and Litwin, 1971). There may be no way of preventing machinery obsolescence but the "more serious problem of antiquated manpower can be at least partially alleviated through a continuous programme of educational assessment." This kind of purposeful programme is all the more necessary and important in organisational and institutional settings in the public service, where public and

civil servants are expected at all times to put up high level performance as "effective change agents." To help bring this about in the Nigerian public service, the Public Service Review Commission (1974) advocated in "Improved personnel management to get, develop and deploy the manpower we need to get the job done" and stressed the importance of training in the overall personnel management effort. In the words of the Public Service Review Commission.

> *Of all the aspects of personnel management perhaps the most important for us here in Nigeria today is training. Training is vitally important for our public services. In spite of some outstanding efforts, we remain short of the skilled manpower to necessary to a successful development policy. Training is an important means of meeting this chronic manpower shortage. It becomes even more important as the public services grow and expand raising new demands for more skilled manpower in more professions and occupations.*

Having thus reviewed the importance and purposes of training in organisations, we now turn attention and examination of the literature on the identification or determination of training needs.

Training n modern organisations are not carried out in a hazard manner. The first step in training is the identification of training needs (I.T.N) Madunabum (1992) states that a training need is the "gap between the kind of performance or competence an employee has and the kind of performance or competence which he is expected to have." It is the pivot of training since every other activity or segment in the training system depends on how successfully this first step is carried out (Scarpello and Ledvinka, 1988; Cooke, 1979; Maduabum, 1992; Durola, 1992). For over twenty-five years, the dominant frame work of identifying training needs has been McGehee and Thayer's three-category need analysis

approach developed in 1961 (Rotter, 1964; Scarpello, and Ledvika, 1988). In essence, the three-category need-analysis model espoused by McGhee and Thayer (1961) consist of:

I. Organisational analysis;

II. Task (job) analysis; and

III. Person analysis.

2.3.I Organisational Analysis

Organisational analysis according to scholars, is the process of identifying job related knowledge and skills that are required in meeting an organisation's short-run; and long-run goals (Scarpello and Ledvinka, 1988). There are gaps in this definition, since only individuals or groups of individuals in organizations require training and not organisation perse. Maduabum (1992) helps to fill that gap. He acknowledges that individuals make up organisations; and that organisations do not exist in isolation, and therefore the totality of "individual needs" (i.e. individual training needs) constitute "individual needs." The two needs in Maduabum's view are synonymous.

However states that the organisational level, we focus on organizational area (e.g. departments, sections, divisions, unit) where training needs could be identified; and not individual training needs. In his words:

> *At the organisational level we are trying to discover The short falls of the organisation with regards to its objectives and priorities. We could therefore say that an organisational training needs exits if in a particular department, division, section or unit of that organisation there exist an impediment which hinders the achievement of the organisational objective and which can only be surmounted by a systematic training.*

2.3.2 Job Analysis

In "obtaining or collecting job information as an input into training decisions" the task or job analysis must include according to Mager (1984), a detailed examination of each task component of the job; the methods and knowledge the employee must use in performing the job or task.

Maduabum, (1992) points out that where job analysis is properly done, the following must of necessity flow out of the exercise:

(a) Recording in behavioural terms using action verbs the duties and responsibilities of the position in which the job is performed (i.e. job description (J.D).

(b) Specification in terms of knowledge, skills and attitude required to perform the identified duties and responsibilities by the incumbent of a position (i.e. Job Specification).

(c) Identification of present level of knowledge, skills and attitudes possessed by an incumbent (Le. Man Specification (M.s.).

Maduabum, (1992) then concludes that where there is any short fall between what the incumbent possesses Le. "man-specification" and "job specification," it becomes the training needs of that incumbent. He summarises this idea thus: "Job Specification (J.S) Minus Man Specification (M.S) equals training needs of the incumbent."

2.3.3 Person Analysis

"Person analysis is used to ascertain the substantive knowledge and skills which an employee possesses; what Maduabum (1992) calls 'Man Specification' (MS). Vital

information regarding the job behaviour of employees can be obtained through: observation of individuals at work (i.e. their

performance); reviewing performance evaluation records of employees; comparing the job behaviour of top level performers with those of poorly performing employees; discussing with employees their individual job performance an factors that may inhibit that performance (Bass and Vaughan, 1968); cited in Scarpello and Ledvinka, (1988); and through recorded critical for effective or in effective performance, Cascio (1978); or as Sikula (1976) defines them: "noteworthy events or happenings related to the behaviours and performances of organisational employees."

Once a performance deficiency is identified the next step is to determine whether this situation could be improved through training or whether it can be attributed to other factors which include among other things; negative attributed to other factors which include among other things; negative attitude because of lack of feed back on job performance, insufficient information about the job duties, non-supportive work environment, poor job design, and personal problems within or without the work environment (Laird, 1983; Cooke, 1979). Whatever method is used in the identification of raining needs, the guiding principles should be that the administrators with the professional aid of their training officers, must continually be on the alert to ascertain in what areas and in what forms training effort should be undertaken for the good of the organisation and its mission. The work environment (Laird, 1983; Cooke, 1979). Whatever method is used in the identification of raining needs, the guiding principles should be that the administrators with the professional aid of their training officers, must continually be on the alert to ascertain in what areas and in what forms training effort should be undertaken for the good

of the organisation and its mission. the work environment (Laird, 1983; Cooke, 1979). Whatever method is used in the identification of raining needs, the guiding principles should be that the administrators with the professional aid of their training officers, must continually be on the alert to ascertain in what areas and in what forms training effort should be undertaken for the good of the organisation and its mission.

2.4 Types and Evaluation of Manpower Training and Development

The evaluation of training (or development) means the process of measure as he applies, himself to his work. Iglesias, (1982), sees evaluation of training effectiveness as " an attempt to prove a casual relationship between training and goals or objectives, the activity carried on to achieve them (training) and the effects or results (performance) of that activity". The evaluation of training and development programmes is of vital important to organisations. It provides the trainer with the information that will enable him increase the effectiveness of training programme. Through evaluation management, organisation is in a position to determine how much should be expended on training (Marr, Birde, Rockahm, 1970; Ineiss, 1972; cited in Fagbemi, 1992). According to Fabemi (1992), the private to determine whether training has eradicated some recognised defects; changed some negative behavioural patterns of the employees; passed on new skills; and enhanced organizational productivity.

In spite of the many benefits of evaluation, many organisations in developing countries neglect the "use of reliable evaluation instruments, techniques and methodologies in measuring the effectiveness of training conducted on public managers" (Iglesias 1982). However, one common method for evaluating the outcome of training

programme is through staff appraisals. Generally, employee performance appraisal assists in the evaluation of potential skills, and in the detection of unsatisfactory performance. Staff appraisal is a pragmatic instrument for measuring the outcome of personnel training and development programmes. Through it, evidence of performance or productivity can be quantified.

Flippo (1976), Bass and Vaughan (1966), Greenlaw and Biggs (1979), have identified two types of training namely, "on-the-job training" and "off-the job training." On the training according to these authorities implies at technique of training through which an employee leans or acquires relevant skills, knowledge and attitudes at his actual work environment.

Flippo (1976) goes on to emphasise that 'on-the-job training' is not located in an "artificial situation, either physically or psychologically." In his view, the fact that "the success of the system depends almost entirely upon the immediate supervisor, the trainer, means that even in on-the-job training systems, the personnel department has a great responsibility far making a good, effective teacher out of every supervisol" The techniques of on-the-job training includes among other things: Job rotation, coaching, and special assignments.

Job-rotation refers to the practice of assigning employees to different jobs within the organisation in order to broaden their supervisory an non-supervisory skills and experience; and acquaint them with the various sections of the organisation. Coaching on the other hand, is a procedure by which a supervisor teaches job knowledge and skills to a subordinate. In practical coaching situations, the supervisor indicates what tasks he wants done and suggests or recommends appropriate methodologies of attaining these ends.

Periodic feedback and evaluation are integral parts of a good coaching regime (Skila, 1976). In 'special assignments,' trainees, according to Greelaw and Biggs (1979), are given special projects on which to work in their functional areas in order to broaden their experience. In some cases, an employee under this training format may be assigned as an assistant to a superior officer to prepare him to assume the job of the supervisory officer; particularly where such an employee is consider a logical successor of the superior officer (Greenlaw and Biggs, 1979).

Off-the-job training, on the other hand when the trainees learns in a setting other than the work environment. Off-the-job training, techniques include: the 'lecture method' in which material is taught or presented by a "subject matter expert" to a group of trainees, 'special studies' which requires the trainee to leave the work place and devote his entire time to studying assigned employee development materials at his own place (Scarpello and Ledvinka, 1988; Greenlaw and Biggs, 1979; Flippo, 1976). Vestibule training, discussion/conference methods; and stimulation training also feature in off-the job training settings.

i) On-and-off-job-training:- This is a combination of the two types just conducted above. It combines classroom instructions with practical instruction in the working environment. This has almost the same major objectives with "Industrial attachment" programme for technique or "Teaching practice" for teacher-trainees etc.

ii) Induction Courses:- Induction Courses are conducted to introduce the newly employed personnel to their new jobs, since most of them

are not likely to possess previous experience. It is designed to bring knowledge and skills of the new employees to a satisfactory level;

iii) Refresher Course: Refresher Course, as the name implies are used mainly to update knowledge of skills. They are usually conducted from time to time, internally externally, or both. It is very useful and necessary with innovations through changes of ideas or operating machines. It could even serve as a motivating factor where the employee feels satisfied for being given the opportunity for learning;

iv) Conference:- Training is sometimes conducted through conferences or workshop. This is similar to refresher courses except that it is not highly formalised since the trainees re-treate as a participants and not just passive recipients. The theme chosen for conferences must be relevant to the organisation's objectives or training goals.

v) Role Playing: Is another training device that can be used in organisations. It can be used for executive development. The participants assure the roles of the position they are expected to occupy after the training, and their performance, are simultaneously evaluated and corrected where necessary by the training instructor.

vi) Vestibule Training:- This type of training is similar to "on-the-the-job training" already discussed above. Here the trainees are given instructions using the types of machines or materials they will operate in the working environment. In most cases smaller

models or obsolete machines are used for vestibule training. Although is departments. In fact, vestibule training can be conducted in separate institutions know as vestibule schools, Business Apprentice Training Centres (BATC) being in operation in Kaduna State and a few other State in Nigeria can said to be vestibule schools.

vii) Sensitivity Training:- Sensitivity training as the name implies, is used for development of awareness to behavioural pattern of oneself and one's colleagues. It is used to encourage mutual understanding among working groups. It is a sort of human relation approach to management aimed at enhancing openness to others, greater concern for others and gives a good account of this type of training. To him "it involves face-to-face learning about ongoing behaviour with a small group that meets continually for periods as long as 1 or 3 weeks." Although sensitivity training has not received majority approach by business managers, it is highly recommendable for leadership training and executive development.

viii) In-Service Training:- The training is usually done in form of academic work. it is done outside the normal work place, in a separate environment where the trainee may use modified tools and equipment. During training, the trainee has to be tested and be satisfied before he leaves the academic environment to his place of work.

ix) Supplementary Training: This method of training where organisations will sponsor their employees to different institutions of learning, acquire training in specialised are basically needed by employers while others may acquired training rather broad in nature to broader their horizon.

Evaluation of Training:- There should be system of training evaluation to enable the employers to determine the effects of training on both the trainees (employees) and the organisation. There are major criteria for evaluating a training programme including participants attitude, changes in job performance and changes in the general organisational performance.

There benefit of training ranges from:

i) Reduced learning time to reach accepted performance

ii) Improved performance on the job

iii) Attitude formation

iv) Aid in solving operational problem

v) Fill manpower needs

vi) Benefits to employees themselves

In a nutshell, training is beneficial to the employees, employers, organisation and the nation at large.

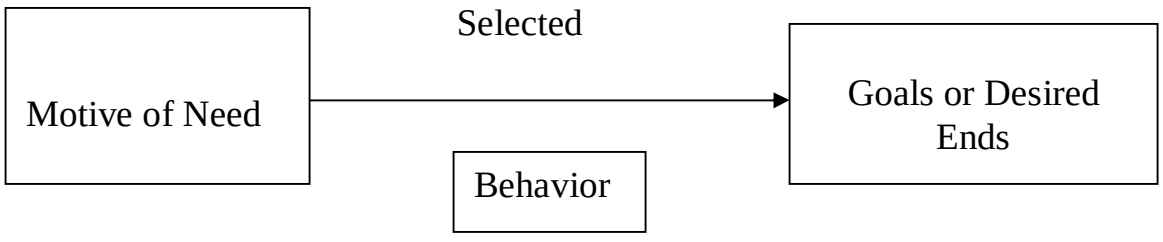
2.5 Process and Impact of Manpower Planning and Utilization

According to Ngu (1994), "...The utilization of manpower planning and development cannot be achieved unless there is effective manpower utilization" on the note, there is a need for effective utilization of manpower. In most cases the utilization of manpower is a serious problem. An organisation or nation may find itself misutilising its manpower either by employing more labour than required as applicable to Local Government, it thereby creating artificial surplus or shortage of manpower supply. This is obviously affects efficiency. Therefore good manpower utilization should ensure equilibrium between demand and supply of manpower.

There are so many devices at the disposal of the policy makers and policy implementers for effective manpower utilization. Of great significance is the machinery for workers motivation and retention, which consist basic operative personnel functions.

Motivation as expressed by G.A. Cole (1993) " is concerned with why people do (or refrain from doing) things. A motive is a need or a driving force within a person".

According to him the process of motivation involved choosing between alternate forces of acting in order to achieve some desired and goal. As figure shows, goals can be tangible, such as higher earnings or intangible such as personnel reputation.



He said since understanding of human motivation is a complex matter, it is important for people in management and supervisory positions to understand such alternatives and adopt their leadership style accordingly.

One of the major motivational factors is salary irrespectively of the view expressed by Frederic Herszberg (1969), in his Hygiene-motivation theory, which is not relevant to the works in the less developed countries whose needs are still at the base of Abraham Maslow's needs ranking, among the various motivational factors.

Workers compensation will, of course, includes salary administration and the management of fringe and retirement benefits. For effective salary administration, the following have high among the various motivation:

1. Job Design
2. Job Analysis
3. Job Description
4. Job Evaluation System

Both management of fringe and retirement benefited and compensation serve as an auxiliary and lubricant to manpower planning, and utilization.

Ngu (1994), observed that there are three factor-problems of manpower utilization in Nigeria.

1. Economic Sub-System

2. Social Sub-System

3. Political Sub-System.

(1) The Economic Subsystem: The Nigeria economic operates within the framework of capitalism which in an under developed economic cannot provide the incentive and motivation necessary for effective manpower utilization-i.e. by beating cost, especially labour cost in order to maximize huge profit.

(2) The Social Subsystem**:-** The social factors which influence both policy makers and policy implementers in both manpower development and manpower utilization include the education system, the raid growing population and mounting unemployment.

(3) The Political Subsystem**:-** This relate to the "principle of Federal Character System" with adverse consequence on merit criteria.

Soleye (1988), stressed that "effective employment of capital should go hand-in hand with a highly skilled manpower and capital must be present before progress can be seen. Consequently, progressive development should not be expected if proper utilization of manpower is not enforced, even if capital is available in excess. Skilled manpower utilization can therefore served as an indispensable pre-requisite for development.

Under utilization occurs when officers are recruited on particularistic basis instead of merit and so would encourage difficulties in developing the right personnel for a higher responsibilities. When then happens, it shows that the coordination between development and utilization based on needs is lacking and the requisite qualification or the right attitude

to work is absent. This is because wrong officials are selected for the right job. these officials may end up with a nonchalant or a "I don't care attitude to their work".

Burin M,(1979), stated that every country or an organisation in this country faces the problem of how to increase productivity through widest possible application of equal opportunities. This he said is not possible because, effective manpower utilization is usually reduce when discrimination is practiced in respect to such non-performance factors as tribe, religion,. nationality, sex, schools attended, political party and seniority.

Apart from the above factors mentioned by Burin, that leads to ineffective utilization of manpower, one still find some factor is restricted labour mobility due to geographical distribution of available skilled manpower that is recruiting only indigenes.

Another factor is the deliberate effort made by some superior officers in an organization to post an officer to where has skills are not needed (misplaced resources). For this, the worker may not put in his best because of lack of job satisfaction. According to economists, this "reflects imperfections in the market" because men stay in jobs where their contribution is much less than it would be if they were placed in their right place.

From the foregoing discussion, it has been stressed that the expected skills from any kind of training programme for manpower development should be clearly determined before the training is done? This training should be in line with the requirements of the organisation and within the means of the sponsors of the programme. Specific officers should be appointed to carry out such an assignment.

Finally, if an organisation wants a clean house that co-ordinates and makes adequate preparation for maximum utilization of labour, because a lot of the problems related to manpower utilization have to be eradicated. They key word in the effective

utilization of manpower is proper planning and coordination for a proper implementation and realization of organizational goals.

2.6 Theoretical Framework

Considering theoretical insights in modern personnel management thought and sociological discourse in human capital development, some concepts can be deduced as guarding principles in manpower training and Development. These theoretical proposition and philosophies on how training and development practices should be thought and pursued in modern organization, including public (Local Government) bureaucracies, can be explore for proper understanding and appreciation of the subject of our study.

The first of this theoretical insight is the "imperfect fit" theory advanced by Flippo. Flippo (1976), which acknowledges that no employee "is a perfect fit at the time of hiring" and, because of this, after the recruitment, selection and placement exercise, it become necessary to train and develop employee to fit in their jobs and the organisation environment; and this way enhance their capacity to perform. Thus, no organization, including Zaria Local Government bureaucracy has a choice of whether to train its employees or not; the choice is that of method.

The second theoretical insight is the idea of "manpower obsolescence" and general obsolescence theories of Aronoff and Litwin (1971), that manpower or employee obsolescence is the discrepancy which exists between an employee's expertise (i.e. knowledge, skills etc) and the demands of his job. Every organisation is plagued by these obsolescence problems In one way or the other, Zaria Local Government is an integral part of the entire dynamic of Nigeria socio-economic acceleration process.

This process involves not merely the life span of material consumer items; but entire societies and their organisations and institutions. Obsolescence as a phenomenon in society or organisation is connected with rise of science and the rapid pace in the development of technology and the acquisition of knowledge. Any organisation that does not train its employees to keep abreast of new knowledge in their respective fields of organisation endeavor runs the risks of "Manpower Obsolescence".

In his sociological discourse ***Future shock***, Alvin Tofler (1970) point out that obsolescence occurs with respect to things under certain conditions. It can occur for example, when a product deteriorates to a point at which it can no longer fulfill its functions for the consumer. The failure to perform according to Tofler (1970), marks the point at which its replacement is required. This is obsolescence due to functional failure. By extension, "Organisation man" or an organisational employee can exhibit a 'functional failure' or obsolescence, which can be, arrested through training and development programs. Obsolescence can be also occur when the needs of consumers of Local Government services are constantly changing. The citizens of the Local Government demand development of their rural environments. They persistently demand better socio-economic service efficiently delivered. Therefore the Local Government staff must develop the services delivery capacity to meet these needs through training and development programs.

Further indication of manpower obsolescence include among other thing: low production and performance discrepancies resulting in inability to meet programme and project deadlines; and lack of organisation and planning skills. The organisational pathologies mentioned above manifest in service and programme delivery in the Local

Government which points to the needs for sustained remedial training at the "cognitive, effective and psychomotor" level for civil servant in the Local Government bureaucracies.

The "three category-need-analysis" theory developed by McGehee and Thayer, (1961) and already sketched in our literature review provides our third theoretical insight. It is pragmatic tool for unearthing manpower or employee obsolescence and for providing the empirical basis for training and development in modern public (Government) bureaucracies.

To reiterate briefly, in identify training needs according to this theory, the organisation, the task and the person or employee performing the task should be analyzed. Any descriptive shortfall between the skills possessed by an incumbent and that required to perform effectively on the job, equals training need of that employee.

"On-the-job" and" off- the-job" training theories by Bass and Vaughan (1966) ; and Flippo (1979) constitute the fourth element of our theoretical frame work. on-the-job training according to the scholars cited, implies a technique of training through which an employee learns or acquire relevant skills, knowledge, and attitudes at his actual work environment, Flippo (1976) goes on to emphasize that "on-the-job" training is not located in an "artificial situation, either physically or psychological". In his view, "the fact that the success of the system depends almost entirely upon the immediate supervisor, the trainer, means that even in on-the-job training system, the personnel department has a great responsibility for making a good, effective teacher out of every supervisor. On-the-job training, as a basic system should be utilized to some degree by all organization, including the public sector, because it has the advantage of strongly motivating the trainee learning process.

Off-the-job training, on the other hand occurs when the trainee learns in a setting other than the work environment. It emphasizes learning rather than immediate results and enable the trainees to get out from the work environment pressure of on-the-job training in order to concentrate on self-development.

Finally, the fifth element of our frame work is drawn from existing "Training Evaluation" theory. This theory acknowledges that in both private and public organisations, training is desirable. This notwithstanding, the worth of the training programs must be prove by evidence because modern personnel management has moved from arguments based on faith and logic to those base on factual and empirical evidence.

Iglesias (1982), sees evaluation of training effectiveness as "an attempt to prove a casual relationship between training goals objectives, the activities carried on to achieve them (training) and the *effects* or result (performance) of that activity". The evaluation of training and development programme is of vital importance to public and private organisation alike. It provides the trainer with information that will enable him increase the effectiveness of training programs. Through evaluation, management is in a better position to determined how much should be expended on training (Marr, Rackham 1970, in Fagbemi, 1992).

According to Fagbemi, (1992), the process of evaluation should enable an organisation, public and private to determined whether training has eradicated some recognized defects; changed some negative behavioral pattern of the employees, passed on new skills, and enhanced organisational productivity. According to Iglesias (1982), institutions and organisation should employ 'before and after' measures, including the use

of pre-test to establish if these changes have occurred at the individual and organisation levels.

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CHAPTER THREE

HISTORY, ORGANISATIONAL STRUCTURE AND OPERATIONAL PATTERN OF ZARIA LOCAL GOVERNMENT

3.1 Historical Background

Zaria local government which is one of the twenty-three local government areas that make up Kaduna State, can rightly be described as the mother of all the other local governments in the state. This is due to the fact that all the seventeen other local governments were at one time or another under the administration of Zaria.

The historical evolution of Zaria local government could be traced to the advent of colonial under the British colonial administration, which established the Native Authority System. Under that arrangement, Zaria Native Authority was established with Zaria town as the provincial headquarters.

Sequel to the 1969 local government reforms in which all the native authorities were dissolved and replaced with local authorities, Zaria local authority was established with its headquarters in Zaria. The then Zaria local authority covers the whole of present day Kaduna State. In order to facilitate administrative convenience in administering an area as large as that, some division were later created. These divisions include Kaduna Administrative Area, Birnin Gwari Area and Jema'a Federation. The creation of these divisions did not however mean full autonomy as reference was still being made to Zaria on certain matters.

This arrangement continued until 1976 when as a result of the 1976 local government reforms, seven new local governments were created out of the old Zaria local authority. These new local governments which include Zaria local government itself are: Ikara, Kaduna, Saminaka, Birnin-Gwari, Kachia and Jema'a.

With its administrative headquarters in Zaria, the then Zaria local government consisted of the following districts:

a) Zaria city and *kewaye* (Surroundings)

b) Sabon Gari

c) Giwa

d) Igabi

e) Makarfi

In 1991, two new local governments (i.e. Soba and Igabi) were carved out from the then Zaria local government; and by 1996 these aforementioned districts were all carved out and made local governments. This development, consequently reduced the geo-political size and area of operational influence of Zaria local government.

The 1991 population census put the population of Zaria local government at 277,187 people. The local government has a mid climate and an average rainfall of about 47% annually. The main occupations of the inhabitants include farming, leather works, hand and machine sewing, pottery, blacksmithing and trading.

Zaria local government, which is the seat of the Zaria Emirate Council with a First Class Emir, is today, widely acknowledged as a centre for both Islamic and Western education. It is bordered by Soba local government to the east, by Sabon Gari local government to the north and by Igabi local government to the south and west.

The establishment of the Local Government Council and the conduct of business at that level are governed by the existing Local government Law in the State, which came into force on 1st September, 1976 as amended from time to time as well as all relevant administrative and financial guidelines. The Local Government Council shall be made up

of an elected Chairmen, A vice Chairman and elected Councillors among whom shall be appointed Supervisors by the Chairman.

On the administrative side, there shall be a Secretary to the Local Council to be appointed by the Chairman which is a departure from existing practice who shall also be the Chief Administrative adviser to the Local Government Council, and finance and General Purpose Committee as well a the Head of Service of the Local Government of which he is the Secretary. He shall be assisted in the day to day Administration by six Head of Departments and Area Officers.

The Local Government Council is charged with the responsibility for formulation and proper execution of the Policies of the Local Government and approval of all expenditure within the framework and provisions of the constitution of the Federal Republic of Nigeria, relevant provisions of the existing Local Government law as amended from time to time, and administrative as well as financial guidelines.

3.2 0rganisational Structure

The organizational structure, as presented in the organogram of the Zaria local government (in appendix A), informed the structural establishment and operational dimensions of the Local Government Council and the conduct of business at that level are governed by the existing Local government Law in the State, which came into. force on 1st September, 1976 as amended from time to time as well as all relevant administrative and financial guidelines. The Local Government Council shall be made up of an elected Chairmen, A vice Chairman and elected Councillors among whom shall be appointed Supervisors by the Chairman.

On the administrative side, there shall be a Secretary to the Local Council to be appointed by the Chairman 1 which is a departure from existing practice who shall also be the Chief Administrative adviser to the Local Government Council, and finance and General Purpose Committee as well a the Head of Service of the Local Government of which he is the Secretary. He shall be assisted in the day to day Administration by six Head of Departments and Area Officers.

The Local Government Council is charged with the responsibility for formulation and proper execution of the Policies of the Local Government and approval of all expenditure within the framework and provisions of the constitution of the Federal Republic of Nigeria, relevant provisions of the existing Local Government law as amended from time to time, and administrative as well as financial guidelines.

3.2(a) The Chairman of Local Government Council

The Chairman of the Local Government shall be the Chief Executive and Accounting Officer of the Local Government provided his role as Accounting officer shall exclude signing of vouchers and cheques. For avoidance of doubt vouchers and cheques shall be signed by the secretary and treasurer to the local government. The chairman, as the Chief Executive and Accounting Officer shall perform his duties subject to the following:

1. He shall observe and comply fully with checks and balances spelt out in the existing guidelines and financial regulations governing receipts and disbursement of public funds' and other assets entrusted to his care and shall be liable for any breach thereof.

2. His accountability shall not cease by virtue of his leaving office and he may be called at anytime, after laving office, to account for his tenure as Chairman.

3. He shall face periodic checks in order to ensure full adherence to the Finance (Control and Management) Act of 1958 and all its amendment. To this end:

   (a) All instructions relating to expenditure of public funds by the Accounting Officer shall be in writing.

   (b) He as the Accounting Officer shall be responsible to the Public Accounts Committee for all monies voted for each Department and shall be peculiarly liable;

   (c) He shall render annual reports of his Local Government Council order to ensure accountability and enforce the performance ethic;

   (d) He shall be bound by the provisions of any other rules, regulations, guideline, Edicts and Laws Governing the roles and functions of Chief executive and Accounting Officer.

   (e) A Chairman shall hold any other Executive Office or paid employment any capacity whatsoever during his tenure of office.

4. All correspondence flowing to and from the Local Government shall be in the name of the Chairman to the Local Government.

5. (a) The Chairman shall delegate substantial parts of his administrative and financial functions and authority to the Vice-Chairman, Supervisors and the Secretary who shall be fully involved in the key

decision making processes. There shall be further delegation of power down the line in each Local Government Department.

b) The Chairman shall exercise his powers in consultation with his Vice Chairman, Supervisors and the Secretary.

c) The Chairman shall prepare a comprehensive handing-over not for his successor at the expiration of his term of office or whenever he is leaving office for any reason whatsoever.

(d) Where a Local Government establishes a parastatal, the Head of such parastatal shall discharge his duties as prescribed in the terms of reference setting up the parastatal.

3.2(b) The Vice-Chairman

There shall be for the Local Government a Vice-Chairman. A candidate nominated by an aspiring candidate for the office of the Chairman as his associate for his running for the office of Chairman, shall be deemed to have been duly elected to the office of Vice-Chairman if the candidate who nominated him his duly elected as chairman of the local government council. The Vice Chairman of the Council shall deputies for the Chairman of the Local Government Council whenever the need arises.

3.2 (c) Appointment of Supervisory Councilors

The Chairman of the Local Government shall assign to the Vice-Chairman specific responsibilities for any business of the Local Government including the administration of any department of the Government.

(a) The Chairman shall hold regular meetings with the Vice-Chairman, all the Supervisory Councilors and other Councilors for the purpose of

1. Determine the general direction of the policies of the Council;
2. Co-ordinating the activities of the Council;
3. Generally discharging the executive functions of the Council.

3.2(d) Assignment Of Responsibilities of The Vice-Chairman And Supervisory Councillor

(a) The Chairman of the Local Government shall assign to the Vice-Chairman specific responsibilities for any business of the Local Government including the administration of any department of the government.

(b) The Chairman in his discretion may assign to any supervisory Councillor of the Local Government, responsibility for any business of the Local Government including the administration of any Department of the Government.

(c) The Chairman shall hold regular meetings with the Vice-Chairman, all the Supervisory Councillors and other Councillors for the purpose of:-

1 Determining the general direction *of* the policies *of* the Council;

2 Co-ordinating the activities *of* the council; Generally discharging the executive functions *of* the Council.

3.2(e) Vice-Chairman And Supervisory Councillors As Chairmen of Standing Committees

The Vice-Chairman and Supervisory councillors shall be closely and intimately involved in the management *of* their respective departments by performing the functions assigned to them in paragraph *of* 30 *of* the 1976 Guideline for Local Government Reforms, namely;

1 Political heads *of* their respective Departments.

2 Members *of* the Finance and General Purpose Committee which in effect, is the cabinet *of* the Local Government.

3 Giving directives to executive heads *of* Local Government Departments on general policy issues only, by not on the internal management *of* the Department.

4 Assisting the Chairman to supervise the execution *of* Local Government projects within their respective Departments.

5 Chairmen or relevant Committees in their respective Departments (such as Education, Works, Health, etc.).

6 Carrying out such other functions as the Chairman or the Council may assign to them from time to time.

3.2(f) Secretary to the Local Government

The post of the Secretary to the Local Government is now a political post and the incumbent to be appointed by the Chairman of the Council in line or conformity with the Presidential system of Government the Federal Republic of Nigeria has adopted as her

system of governance but the functions and responsibilities remain as contained in the approved scheme of service for Local Government Employees; viz.

1. Head of Service of the Local Government of which he is the Secretary
2. Taking charge of the administrative management of the local government.
3. Performing the duties as the Secretary and Chief Administrative Adviser to the Local Government and to the Finance and General Purpose Committee.
4. Coordinating the activities of all Departments of the Local Government.
5. Performing Such other related duties as may be assigned by the Council or Chairman of Council.
6. In addition, the Secretary and the Treasurer shall be signatories to the Local Government Cheques.

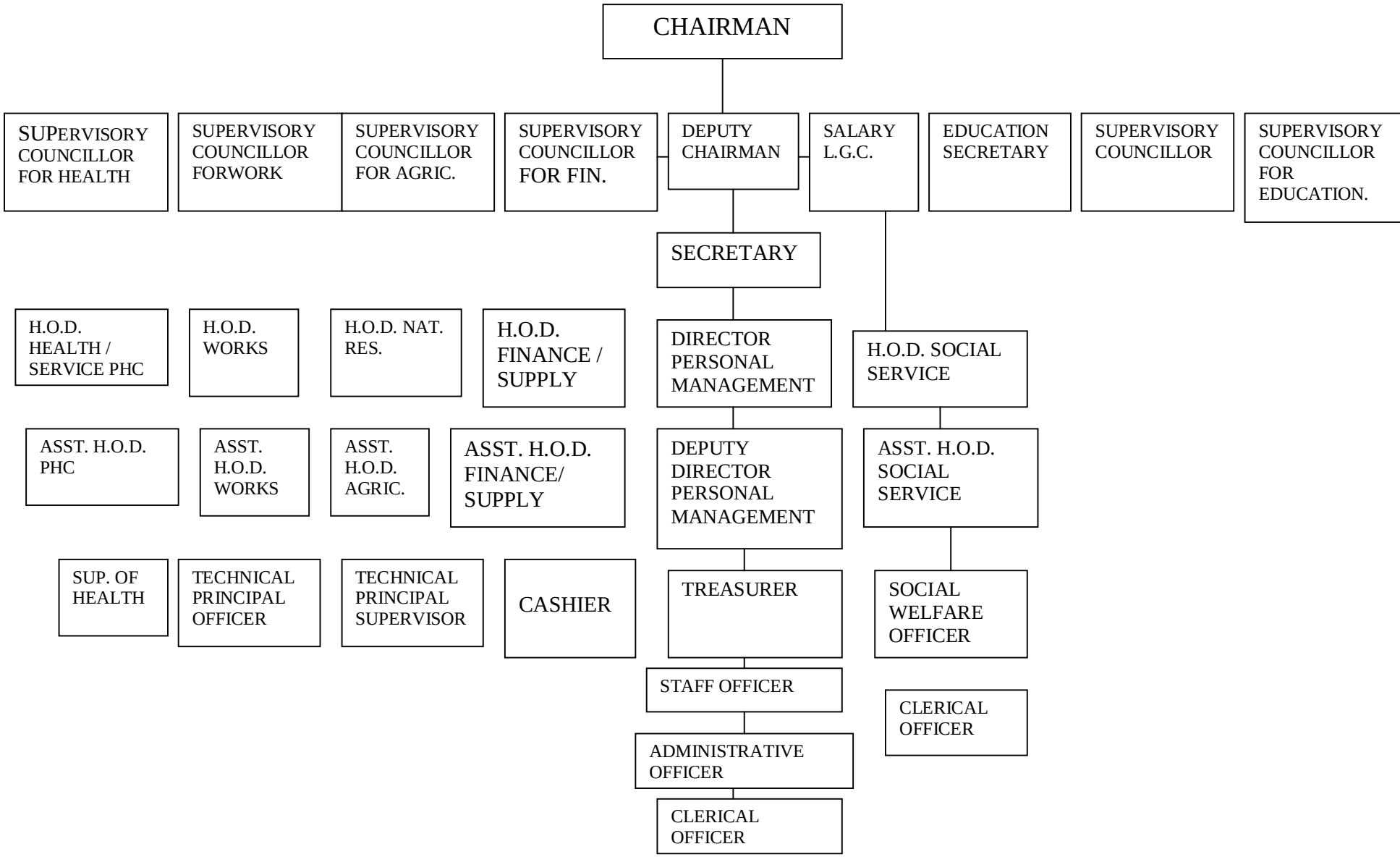
The Secretary shall, subject to the general direction laid down in that behalf by the Local government Council or its Chairman be responsible for convening all meetings of the Council and its committees and for the preparation of minutes and reports of such Council and Committees. The Secretary shall advice the Council and its committees of all matters upon which he considers his advice necessary, including the standing orders of the council and Local Government Legislation, and shall be entitled to attend all meetings of the Council and its Committees.

The secretary shall advice the Chairman of the Council on all mates pertaining to his office. the Secretary shall perform all such other functions as may from time to time be assigned to him by the Chairman of the Local Government and the Council. The Secretary to the Local Government shall be responsible for compiling a list of all decisions of the Council which require further actions. He shall periodically scrutinize the list of such

decisions to ensure that decisions of the Council on which further actions are required in councilor by officials are not overlook.

It is the responsibility of the Secretary to the Local Government to ensure that proper records of all Council properties as well as papers and minutes circulated among members are kept. He shall also ensure that all Local Government properties are retrieved from members when they ease to be members of the council. The Secretary to the Local Government shall also ensure that minutes of Council meetings are kept in appropriate minute books and also safe keeping and maintenance of such other books or records as are necessary *for* the efficient conduct of council business.

ORGANIZATIONAL STRUCTURE OF ZARIA LOCAL GOVERNMENT COUNCIL



3.3 Operational Pattern

Local Government employees are servants of the government whose appointments, promotion, discipline and separation are guided by the relevant portion of the civil service rules. With the exception of those on political and contract appointments, all other employees belong to the civil service cadre.

3.3{A) Head of Department

There shall be at the head of every department of a Local Government an office to be designated as the Head of department. He shall:-

(a) In matters of policy, be subjected to the General Political direction of a Chairman of Departmental Committee and

(b) In mattes relating to the employees and the internal control of the Department, be under the general direction and control of the Secretary to the Local Government.

He shall co-ordinate the activities of the various divisions of his department. He shall ensure that policy questions have been thoroughly examined at official level before they are put to the council in matters relating to his Department and ensure that prompt effect is given to directives and decisions of the Local Government Council on such maters. He shall assist in programme planning, policy formulation and articulation and monitoring as well as processing or contracts to be awarded by the finance and General Purpose Committee on the Local Government Council.

3.3(b) Local Government Treasurer

In the disbursement of the Local Government funds, the Local Government Treasurer has a very significant part to play. The position of the Treasurer in spending Local Government funds is important. Therefore this makes the Treasurer to be held personally responsible for errors in accounting and unauthorised payment. It is therefore the duty of the Treasurer to see that an exact account of all money allocated for disbursement is kept and that the rules of accounting laid down by laws are carefully observed. He has the duty to co-ordinate all expenses submitted to him by the Local Government Head of Departments. The Treasurer is also a Secretary to the Finance Committee. He is also the official who is responsible for sending estimates to the Secretary for recommendation after the finance committee has considered the budget.

He is the financial advise to his Council and the pay master, revenue collector and controller of funds and investments. A treasurer is expected to prepare and submit for Council's consideration longer terms financial forecast showing for example, the effect on Council's finances of the maintenance of existing policies and the future introduction of any new policies already accepted by the Council. Much of the functions of his office will be deliberated upon in the next chapter.

3.3(C) Area Staff Officer

The Area Officer is at the apex of the administrative structure of an Area Office and shall coordinate the activities of the Area Office. Area Officers shall operate within the scope of delegation authority of their respective Local Government. Subject to review from time to time, the following responsibilities shall be assigned to an Area Officer.

1. Monitoring the maintenance of infrastructural facilities such as roads, drains, motor parks etc.
2. Monitoring the maintenance of primary schools.
3. Registration of Births, Deaths and Marriages.
4. Environmental Sanitation
5. Security Mattes.
6. Co-ordination of Community Development Committee programmes in the area.
7. Mobilisation of and feedback from the Grassroots.
8. Monitoring and reporting on Rural Development Projects in the Area.
9. Revenue Collection and
10. Any other .responsibility assigned to it by the Local Government Council.

The Area Officer shall be responsible to the Secretary to the Local Government and shall report to the Local Government Council through him. He shall be in attendance whenever the Council, Finance and General Purpose Committee and other committees of the Local Government consider matter affecting his area. he shall be given reasonable financial delegation to enable him perform his function and responsibilities effectively.

All Head of units in the Area Office shall communicate through the Area Officer on all matters to the Headquarters.

3.3{d} Professionalised Local Government Service

In view of the peculiarities of the Local Government Service highlighted in chapter 3 of the report of the Technical Committee on the application of civil service Reforms in the Local Government Service, the Unified Local Government Service shall remain I the Local Government in line with recommendations of the Committee- and Government views on same. Local Government Service comprises of administrative officers, technical officers, health officers, personnel assistant cadres down the ladder to include messenger, cleaners and artisans.

3.3{e} Administrative Structure of the Local Government

The administrative structure of local government shall consists of the following departments:

a) One Department of Personnel Management.

b) One Department of Finance, Supplies, Planning, Research and Statistics.

c) Not more than four operations Departments reflecting the basic functions and area of concern to the Local Government as follows:

1. Education.
2. Agriculture, Rural and Social Development.
3. Works and Housing.
4. Health and Environmental Services.

3.4 Local Government Service Commission

The Local Government Service Commission was established by the State Government Edict of 1976 provide for the following conditions:

(a) A member of the Commission shall, unless he leaves his office by some reason, hold office for a period of five years from the date of his appointment and shall be eligible for re-appointment for a second term of five' years and shall vacate office after ten years in office.

(b) No person shall hold office as a member of the Commission if he/she is a members of the State and federal Executives, Federal Public Service or a member of any Local Government in any State in the Federation.

(c) The State Government may remove any member of the Commission from office by reason of inability to perform his duties of for misbehaviour.

(d) A member of the Commission cannot at the same time be eligible for appointment any office in any Local Government in the State.

(e) The Chairman or any member of the Commission shall be entailed to such salary and allowances as the State Governor may determine.

(f) A member of the Commission who is a pensioner shall continue to receive his pension and other retirement benefits in addition to his remuneration as a member of the Commission.

(g) The State Governor may make regulations governing the terms of service of members of the Commission.[2]

3.5 Appointment Promotion Discipline and Transfer

A new institutional arrangements have now come into force as regards appointments, promotions, discipline and transfer of staff.[3]. A board has been set up known and called Personnel Management Board. It has two Committees namely;

(a) Personnel Management Board-Junior Staff Committee.

(b) Personnel Management Board-Senior Staff Committee.

A. The Personnel Management Board Junior Staff Committee is responsible for case of junior staff levels 01-06, which involves promotion amongst other things.

B. The Personnel Management Board Senior Staff Committee is responsible for cases of senior staff from level 7 and above which also involves promotion among other staff mattes to be consider.

All direct appointment into salary grade levels 01-06 is to be handled by the Local Government while those on level 07 and above is by open advertisement and shall sent to all the Local Government within State.

Local Government has disciplinary power over staff on levels 01 0-06 but the Local Government Service Commission handles that of levels 07 and above. Returns of disciplinary cases indicating particulars of staff so disciplined shall be rendered to the Local Government Service Commission within two weeks of the decision. As a further check, the Local Government Service Commission may call for the records used by the

Junior Staff Management to the Committee to satisfy itself that justice has been manifestly done.

All transfers of officers from one post in a Local Government to the other shall only be on advertised posts. Applications to this effect shall be made to the Local Government in cases of Officers on Grade level 01-06 and to the Local Government Services Commission in cases of officers on grade level 07 and above. Before transfer can be effected number of vacancies must have been taken into consideration in order not to jeopardise the chances of those already in the Grade to which the transfer is sought

ENDNOTES

1. A.K. Ubeku; Personnel Management in Nigeria, (1975) pg. 33-36.
2. Focus on Zaria Local Government Council (1991) pg. 5-15.
3. Organization Chart of Zaria Local Government Council.
4. 'Report of the Technical Committee on the Application of Civil Service Reform in Local Government Service (1988) Printed by the Federal Government, Lagos. Pg.27.
5. S.M. Ngu; Personnel Management in Nigeria: Principles and Practice (1994) pg. 14-22.
6. Training Records, Zaria Local Government Council. Dasuki Local Government Reforms Report, 1976.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction.

Data for this study were generated from primary and secondary sources. To generate primary data, the standard instruments used by social science researchers for data collection were used namely: Questionnaires, Interviews and Direct Personal Observation.

The research population (relevant information and insights) were the officials and other staff in Zaria Local Government Service. These in the main constituted the potential respondents, from which primary data on staff development and training in the local government were elicited. Important qualitative and quantitative data were also obtained from the local government service commission in Kaduna, the state capital. Since it would have been expensive and time-consuming to attempt the administration of questionnaires on a one hundred (100) -percent sample of this population, a part of it was utilised. And to make the sample reasonable representative of the population, we employed stratified random sampling. As a result of this, three homogenous groups of civil servants emerged namely: senior, intermediate and junior staff. These numbered 120 in all. The senior civil servants were those offices on grade level 07 and above. Those in the intermediate and junior categories were those grade level 07 and down to 01.

In Zaria Local Government, as in many other local governments in Nigeria, intermediate and junior workers outnumber those in the senior staff category. And so, in our administration of questionnaires, the opinions and views of 25 percent of the officers on grade level 07 and above were sampled and the remaining questionnaires were administered on 75 percent of staff in the intermediate and junior categories.

In addition, further primary data were generated through personal interviews of key officials of the subject of this study. These include the chairman, secretary and the Director of personnel. The researcher used the information from interviews to fine tune and close gaps in the qualitative and quantitative data obtained through questionnaires. The interview also served as a conduit for the supply of factual (descriptive and explanatory) information about the policy making grid and general processes that conditioned personnel training dynamics in the local governments.

Finally, the sources of information already mentioned were augmented by the researcher's knowledge of the working environment of the local government bureaucracy. By extension, the researcher was in variably involved in this study as a participant observer. This gave him the opportunity to validates some of the points and insights emanating from the respondents. The finding of this research is empirically grounded on the information (quantitative and qualitative) collected from the field survey.

4.2 The Interview Session.

The first question was regarding their official functions and responsibilities, which they all explained, as stated in chapter three.

Regarding the question of the recruitment pattern they said it's according to the recruitment policy of the Local Government.

In response to the question of whether the local government was or average, some said they were under staff, while other, said they are of average staff capacity.

They were asked if staff were developed and properly place. They said, in term of being developed, this varies because there are unskilled and skilled manpower, effort is

always being made to developed the staff. On placement, they said there is right placement.

In response to whether staff are properly utilised. They said there is proper utilisation of staff.

Relating to how staff are motivated, most of them said through prompt salary payment and training while promotions is added by others.

Concerning the question of accessibility to leadership, some of the respondents claimed that open door administration is mostly the case, that leadership make themselves accessible to both staff and the general electorate, in case of problems.

When they were asked of how vacancies are created, most of the respondents said through retirement, resignation, death, promotion etc.

Responding to the criterion used in selection of trainees they said it's through long time in service, organisational needs and at time political influence.

When they were asked whether manpower development (training) increases productivity, they all said yes, it does.

In response to whether effective utilisation of manpower increases productivity, they answered yes it does.

Responding to whether an evaluation of trainees will ascertain the level of work performance, the interviewees agreed that an evaluation of trainees will ascertain the level of work performance.

In response to ways of improving manpower development and utilization in the Local Government, they suggested, Training Opportunity to all categories of workers, disengagement of political influence in personnel function by political heads, avoidance of

delay in payment of salaries, disbursement of enough fund by the local government for staff development and provision of operational equipment/materials for efficient performance.

4.5 Data Presentation and Analysis

4.6 Table 4.1 STAFF STRENGTH IN ZARIA LOCAL GOVERNMENT

Occupation	Number of Employees	Percentage
Admin Officers	133	15
Executive Officers	151	17
Clerical Officers	120	13
Health Staff	102	11
Agric. Staff	200	22
Technical Staff	108	12
Others	90	10

Sources Local Government Service Commission, Kaduna 2006.

Table 4.2 TRAINABLE STAFF

Occupation	Number of Employees	Trainable	Percentage
Admin. Officers	133	133	100
Executive Officers	151	151	100
Clerical Officers	120	100	83
Health Staff	102	90	88
Agric. Staff	200	180	90
Teach. Staff	108	100	93
Others	90	20	22

Sources Local Government Service Commission Kaduna 2006.

The disparity in trainable staff is determined by qualification, ability and capability of the employees' some of them do not have necessary academic qualification (like the

cleaners labourers), other are old or due for retirement, yet some have reached their status bar and do not seem inclined towards any further training.

Table 4.3 STAFF TRAINED BETWEEN 1996-2006

Occupation	**Number of Trained Staff.**	**Percentage**
Admin Officers	30	23
Executive Officers	65	43
Clerical Officers	80	80
Health Officers	42	47
Agric Officers	100	56
Technical Staff	86	86
Others	5	25

Sources Local Government Service Commissioner, Kaduna 2006.

Table 4.4 VACANCY IN DIFFERENT OCCUPATIONAL CATEGORY

Occupation	Vacancy	Percentage
Admin Officers	11	8
Executive Officers	9	6
Clerical Officers	22	18
Health Officers	16	18
Agric Officers	30	15
Technical Staff	12	11
Others	20	22

Source: Local Government Service Commission, Kaduna 2006.

Table 4.5 **POLICY AWARENESS ON TRAINING AND DEVELOPMENT**

Response	Number	Percentage
Yes	100	83
No	20	17
Total	120	100

Source: Field Survey, 2007.

100 (83%) indicated that staff training and development policy existed in the local government, while 20 (17%) stated that they are not aware. Policy awareness is a factor of effective information dissemination within the organisation (Zaria Local Government).

Table 4.6 **COMPARISON OF ADMINISTRATIVE LEADERSHIP BETWEEN MILITARY AND CIVILIAN ADMINISTRATION**

Response	**Number of Employees.**	**Percentage**
Strongly Agree	80	67
Agree	20	17
Undecided	5	4
Strongly disagree	5	4
Disagreed	10	8
Total	120	100

Source: Field Survey, 2007

From the table, 80 (67°/0) strongly agreed that the leadership pattern under military administration is more effective in policy implementation than under civilian administration which allows too much bureaucratic and political hindrance to achieving policy objectives. 20 (17%) also agreed due to military coercive nature, addiction to discipline, promptness in action, avoiding undue formalities towards government programmes. While 20 (16°/0) others were either undecided or disagree with that position. The prevailing circumstances is such that too much politicking are issue determining all matters in the administration of local government – from State government manipulations, structural administrative constrains (bureaucracy), striving for political power consolidation by appeasing the elites, etc. – all constitute a deviation from leadership effective management and capacity to achieving developmental objectives of the local government.

Table 4.7 KNOWLEDGE OF EXISTENCE OF TRAINING OPPORTUNITY

Response	No. of Respondents	Percentage
No	20	17
Yes	100	83
Total	120	100

Source: Field Survey, 2007

Response to whether training opportunity exist in the Local Government, 20 respondents (17%) said it does not exist, while 100 (83%) testified that it exist. This thus not only confirm above assertion about knowledge of the existence of staff training and development policy in the local government, but also means that majority of the respondents are both familiar with the manning policy content as well as conversant with the objectives and processes, and hence can explore the opportunities therein.

Table 4.8 KNOWLEDGE OF EQUAL TRAINING OPPORTUNITY

Response	No. of Respondents	Percentage
No	50	42%
Yes	70	58%
Total	120	100°/0

Source: Field Survey, 2007

The result shows that 70 of the respondents(i.e. 58%) agreed that workers have equal training opportunity while 50 respondents (i.e. 42%) said workers do not have equal

training opportunity. Officially, every worker has opportunity for training and retraining, but it is not the case in practice. This proves that a lot of influencing factors determine training opportunity – from paucity of funds, inadequacy of staff to hold brief for prospective trainees to very few and highly competitive space for training and the tendency for subjectivity.

Table 4.9 PREFERENCE OF TRAINING PROGRAMMES

Response	**No. of Respondent**	**Percentage**
In-Service Training	100	84%
On the Job training	10	8%
Induction courses	0	0%
Role playing	0	0%
Conference	10	8%
On and off the Job training	0	0%
Any other	-	0%
Total	120	100%

Source: Field Survey, 2007

The result shows 100 respondents i.e. 84% prefer in-service training, while 10 respondents i.e. 8% said they preferred on the job training, and others (10 - 8%) chose conference, probably for the allowances therein and its brief nature. The In-service training is what most workers clamour for because is more rewarding, as it involve the employee leaving the service for couple of months and, even in some cases, years with full

salary, half salary or part-payment – depending on the nature of in-service approved. Further, such training involve such valuable programmes as Certificate, Diploma and Degree awarding courses. The in-service is now rarely approved, except through internal arrangement where employee excuse himself from duty, at certain intervals to attend classes in close by institutions such the Ahmadu Bello University, Federal College of Education and Kaduna State Polytechnic, Zaria.

Table 4.10 CRITERION FOR SELECTION OF TRAINEES

Response	No. of Respondents	Percentage
Political/Biases	5	4%
When one is due	90	75%
Base on rate of accident and mistake on the work	10	8%
Seniority	15	13%
Any other	0	0%
Total	120	100%

Source: Field Survey, 2007

The result shows, 90 i.e. 75% respondents said when one is due (required period) for training, he/she would then be selected. 5 i.e. 4% respondents said, the criterion of selection is based on political favoritism/partiality, 10 i.e. 13% respondents said it is based on seniority. All these are factors that interplays in selection processes for staff training and development.

Table 4.11 PROPER JOB PLACEMENT AFTER TRAINING

Response	No. of Respondents	Percentage
No	25	21
Yes	95	79%
Total	120	100%

Source: Field Survey, 2007

From the data, 95 i.e. 79% respondents said they are placed on the Job they were trained (or, to be précised, simply returned back to their jobs); however, with not necessary high responsibility and challenges; while 25 (i.e. 21%) said they are not. Those probably not properly placed joined the local government through pressure of political favouritism nepotism (and not on existing vacancy), and still use the same factors or patronage to rise and engage in self development.

Table 4.12 FACTORS RESPONSIBLE FOR INEFFECTIVE USE OF TRAINED MANPOWER

Response	No. of Respondents	Percentage
Partiality	5	4%
Lack of Motivation/ job satisfaction	85	71 %
Redundancy	20	17%
Wrong placement	10	8%
Total	120	100%

Source: Field Survey, 2007

The data shows, 5 i.e. 4% respondent said the ineffective use of trained manpower in the departments is caused by partiality, 85(i.e.71%) respondents said it is due to Job

dissatisfaction and lack of motivation, while 20 (i.e. 17%) said it's as a result of redundancy and 10 i.e. 8% said it's due to improper placement. In the whole, there is obvious lack of proper placement, utilization and, indeed, job dissatisfaction which informed poor motivation. These scenarios characterize the operational pattern, attitudinal process and behavioural disposition of workers in the management of Zaria local government administration. This is certainly not an atmosphere for effective human resource management, efficient and optimal productivity, workers are silently disgruntled and withdrawn with no choice for protest or alternative jobs.

Table 4.13 LACK OF TRAINING OPPORTUNITY LEADS TO LABOUR TURNOVER

Responses	No. of Respondents	Percentage
No	115	96%
Yes	5	4%
Total	120	100%

Source: Field Survey, 2007

5 (i.e. 4%) of respondents said that employees leave the service when there is no training opportunity for them. However, 115 (i.e. 96%) respondents said they don'ts leave the service because it is their only source of earning and livelihood; more so that there is no job opportunity around. However, some of the respondents (especially at senior category and more educated), are eyeing federal government as well as better State job opportunities; that it is a matter of time - to have opportunity for the training and subsequently quit the job, if not well motivated.

Table 4.14 PROPER ADHERENCE TO TRAINING POLICY

Response	No. of Respondents	Percentage
No	40	33%
Yes	80	67%
Total	120	100%

Source: Field Survey, 2007

The result indicates that 80 i.e. 67% respondents agreed that the training policy is properly adhered to by the Personnel Department of the local government – as the process is simply following procedures, which are beyond the department manipulation; while 40 i.e. 33% said it is not. The reasons adduced for improper management of training policy are usually political interference, lack of resources and the centralised nature of training programmes in local government administration, usually through the State local government service commission.

Table 4.15 CHANCES FOR TRAINING AND PROMOTION

Response	No. of Respondents	Percentage
Hopeless	20	17%
Hopeful	100	83%
Total	120	100%

Source: Field Survey, 2007

20 i.e. 17% of the respondents said they have no hope for training, probably have reached their career bar, no capacity or ability for further study, or are almost due for retirement. While 100 i.e. 83% respondents said they have very bright chances for training and promotion opportunities – not only because they are still within the service age

brackets and probably have potential for growth but also that training is an opportunity determined by service year, qualifications, recommendations and directives by the State local government service commission. In the same vein, promotion exercises also takes its normal course – if and as when due, usually after every three years.

Table 4.16 OTHER WAYS FOR WORKERS MOTIVATION

Response	No. of Respondents	Percentage
No other ways	90	75%
Many other ways	30	25%
Total	120	100%

Source: Field Survey, 2007

90 i.e. 75% said apart from staff training and development, there are no other ways of motivating the staff because it is the route to achievement, for recognition and for high status, promotion and better salary. Some adds that training is their additional benefits, should they disengage from the local government service and, indeed, to source for better and alternative job opportunity; while 30 i.e. 25% respondents states that there are other ways apart from training that the Local Government motivates the staff. These include role assignment, delegation of responsibility, performance, recognition and recommendation to represent the local government in outside functions.

Table 4.17 KNOWLEDGE OF TRAINED STAFF JOB PERFORMANCE EVALUATION

Response	No. of Respondents	Percentage
No	100	83%
Yes	20	17%
Partially	0	0%
Total	120	100%

Source: Field Survey, 2007

The result proves that 100 i.e. 83% respondents said the trainees are not evaluated when they return to their work, to determine job performance in relation to pre-training experience or ability. This is because, the local government do not see the training as fundamental to corporate survival but more of an individual benefit – more so that there are no much challenges than more of routine operations, except probably those in technical departments (health, agriculture, etc); while 20 i.e. 17% said they are evaluated. The actual evaluation is submission of the additional qualification, which earn recognition for promotion and possibly more challenges, if any.

Table 4.18 KNOWLEDGE OF CONDUCIVE ORGANISSATIONAL CLIMATE

Response	No. of Respondents	Percentage
No	14	12%
Yes	106	88%
Total	120	100%

Source: Field Survey, 2007

Based on the data obtained, 106 i.e. 88% respondents said there is a conducive work atmosphere in their respective departments while 14 i.e. 12% objected; they

interpreted conducive atmosphere to include freedom, friendly relationship among work group and opportunity for "self-achievement", and "understanding" leadership.

Table 4.19 MANPOWER DEVELOPMENT (TRAINING) INCREASES PRODUCTIVITY

Response	No. of Respondents	Percentage
No	0	0%
Yes	120	100%
Total	120	100%

Source: Field Survey, 2007

Based on the result, the total sampled population (120 i.e. 100%) respondents agreed that manpower training and development enhances staff productivity, as it profound new knowledge, skill and hence increases performance and optimal production.

Table 4.20 EFFECTIVE MANPOWER UTILIZATION INCREASES PRODUCTIVITY

Response	No. of Respondents	Percentage
No	0	0%
Yes	120	100%
Total	120	100%

Source: Field Survey, 2007

The result show that all (120 i.e. 100%) respondents agreed that effective utilisation of manpower increase productivity; this, however, is subject to job satisfaction, as the more job satisfied a worker, the higher the level of performance and, everything being equal, the more productive he/she becomes. Effective utilisation is a function of

proper training, proper placement and job satisfaction, as this constitute the basis for workers desire for responsibility, challenges and, indeed, the means for self achievement, growth and development.

Table 4.21 EVALUATION OF TRAINEES WILL ASCERTAIN WORK PERFORMANCE

Response	No. of Respondents	Percentage
No	0	0%
Yes	120	120%
Total	120	100%

Source: Field Survey, 2007

The result indicates that 120 i.e. 100% respondents agreed that an evaluation criterion of trainees will ascertain the level of work performance; evaluation is the basis to determine productivity. This, of course, is done when job expectation is related with actual performance or result.

Table 4.22 PROPER PLACMENT LEADS TO EFFECTIVE AND EFFICIENT WORK PERFORMANCE

Response	No. of Respondents	Percentage
No	0	0%
Yes	120	100%
Total	120	100%

Source: Field Survey, 2007

The data obtained proves that 120 i.e. 100% respondents consented to the fact that right placement will boost morale, increase efficiency in work performance and productivity. This is informed by job satisfaction, the worker doing what pleases him/her on the job; and is the process for optimal production – the right person in the right place to achieve the right result towards the organizational objectives.

PLEASE SUGGEST WAYS OF IMPROVING MANPOWER TRAINING, DEVELOPMENT AND UTILIZATION IN THE LOCAL GOVERNMENT.

Responses ranges from: right placement, due and prompt promotion exercise, staff training and performance evaluation, motivation, none interference by political heads, provision of adequate and efficient operational tools, and good leadership by example.

4.7 General Discussion on Research Findings

Based on the theoretical exploration and empirical (field) survey, and in relation with the hypothetical submissions, the research observed as follows:

- that the crucial role and responsibility of personnel management department of any organization is its ability and capacity to effectively manage the human resources through effective deployment, constructive engagement and proper development for optimal productivity. Although, some of the psychological

and social needs of individual workers may not be in congruence with the organisaional goals, management cannot ignore the need to strive hard to create the type of climate that will permit the goals of the organization to be attained and, at the same time, satisfy the psychological and social needs of its employees. An organization employees or manpower have no better psychological need than that which allows them opportunity for training and development. It becomes imperative for the local government to address and redress the problems of selection of prospective trainees, placement and evaluation of trained staff and, indeed, effective utilization for optimal productivity along with the necessary motivational incentives (as in tables 4.12, 4.17, 4.11, 4.22 and 4.14). This thus confirms our hypothetical submission that "ineffective personnel management in Zaria local government informed poor manpower training and development as well as utilization";

- that training and development improves the morale of workers to exert potentials towards achieving organization objective – especially if it meets the worker's socio-psychological needs. The importance of training cannot be over-emphasised, as Eromosele (1985), notes training as modern management tool which no organization can ignore, in the light of social awareness, economic aspirations, scarce resources and technological change. These rapid changes serve as great challenges to organizations and their employees, and thus compel human capital development as sine quo non for survival;
- training is also seen as a source of motivation and morale booster; Nwachukwu (1988) view that "…one of the objectives of training is building of

higher morale. A man who is well trained has confidence in ability to perform … a trained employee derives intrinsic satisfaction from his work which promotes his morale". This can increase job satisfaction and consequently enhance productivity. Furthermore, he notes that the United Nation has outlined six general purposes of manpower development in the public services, one of which is morale building – "…morale building is very crucial for organizational stability and productivity, for without motivating employees no organization can succeed in its endeavour". As our research finding also shows that all respondents sees positive correlations between training and staff morale cum motivation (as shown in tables 4.12, 4.14, 4.15). Man is, most often, daunted by failure and incompetency; training removes all these weaknesses or human limitations, and motivates him to exert his potential for optimal productivity. According to Maslow (in Nwachukwu, 1988), "…human beings have in common certain basic needs which are the origins of much of their motivation". These ranges from physiological, safety/security, social and esteem as well as psychological or self-fulfilling needs (the last of which entails maximum use of abilities, skills and potentials for self growth and development). The benefits of training as a motivating factor can be located in almost all of the Maslow Needs hierarchy submissions – as training ensure achievement, recognition and higher status which consequently implies increase in salary, thus have capacity to meet physiological needs. Training also ensure job security, as employee becomes an asset, this enhances self esteem and may increase social relations and inspiration to peer group and

others within the organization. Though unmotivated, due to lack of training and effective utilization (table 4.10), the local government workers still remain on their job (table 4.11), probably for no alternative jobs, and thus perpetuate inefficiency in management of the local government. This confirmed our second hypothetical statement that "lack of manpower training and development is responsible for poor staff motivation" and consequent poor performance;

- Training also enhances productivity. As Cole opined that generally the benefits of a well-trained workforce are that the organization would turn out a high standard of goods and services; while Nwachukwu (1988) also support the view that a well trained individual produces more than his counter of lesser training, everything being equal. To Harrison and Myers (1964), in thier correlation analysis of manpower training and staff productivity, "…certain types of performance are necessary to help the organization reach its objectives and training assists by providing organizational members with the tools to get the job done". From the field survey submission (tables 4.20, 4.21), all the respondents agreed that there is correlation between training and staff performance, as those trained or more educated in the local government have displayed better performance and are respected by the general workforce; while the untrained majority display high level of inefficiency, but still remain unbothered. Flippo (1980), also emphasized that good manpower development will return value to the organization in terms of increased productivity, increase morale, reduce cost, tardiness, and labour turnover. The confirmed our first

hypothetical statement that “lack of manpower training and development informed the local government staff inefficient performance”. Further, due to lack of performance evaluation of both trained and untrained, in relation to the local government work expectation, compound the inefficient work performance situation – as the management do not seem to bother much about operational efficiency and hence do not care about who is trained and in what skill, for effective utilization – training is just seen as an individual opportunity with little or no value added to the organization;

- As shown in table 4.21, where all the respondents agreed that training increases the rate of output; that training leads to higher organizational efficiency, which indicates the value effects of human resource on corporate development. According to Cumming (1977), the aim of training is to give employees at all levels sufficient instructions and guidance to enable them to perform their jobs effectively. Organisational efficiency therefore depends to a large extent on the efficiency of its staff that been acquired through training. The concept of efficiency is generally seen in the sense of a ratio between input, effort and result, between expenditure and income, between cost and resulting benefits. This concept is far more complicated in the public organization, especially local government, where the thrust is not on profit but on efficient service delivery to the people at grass root. Notwithstanding the decimal performance of the local government, it is generally accepted that the efficiency of an organization would improve as qualified employees are attracted, trained and developed;

- Proper placement and effective utilization of trained workers will increase performance, this was the submission of all the research respondents (as in tables 4.21 and 4.23) – as trained personnel can meet the criteria for higher position and existing vacancies. This gives credence to the assertion that training enables employees to assume the position of higher responsibility. Drucker (1990) states that "…organization needs performance which it can get only through encouraging, inducing and pushing the worker into assuming responsibility". Training is one of the methods of inducing and encouraging workers to assume position of higher responsibility because it increases the capability of the worker to face the challenges therein. Further, he notes that once a worker is expose to training and skill requirement for the job, it becomes incumbent upon the employee to accept responsibility willingly or not – as the organization must demand it of him. This, indeed, is the process of exerting staff potentials for constructive contribution towards organization development.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

1.5 Summary

Effectiveness of. any organisation is determined by the level of training and development given to its employees. Training, in this respect, does not only help employees to improve their work performance but also ensures the standard and quality of work required by the organisation to be achieved and sustained. Thus, training and development clearly assumes a role of great significance to the quality of service and long-range effectiveness of any organisation. It seeks to maintain and improve an organisation's ability to achieve corporate objectives by developing strategies which are designed to increase the present and future contribution of manpower.

Manpower training and development is the establishment of schemes for the organisation and use of human resources so that they contribute effectively towards achieving overall organisational goal, and are as with any other resources that is valued. The methods and activities involved in manpower training and development may vary with the context in which it is carried out. The purpose remains the same i.e.

a. To ensure that the right of people with the right skills and abilities are available at the right time.

b. To be aware of the way that manpower is and will be utilised to improve the utilisation.

c. To improve manpower resources and provide satisfying work.

It is therefore proper to say that without manpower development, it would be difficult, if not impossible, for an organisation to meet the quantitative number of people

required to be assigned duty, due for retirement, retrenchment, or that need to be retrained for better human resources utilisation.

However, despite these important roles of manpower training and development in an organisation, most organisations today do not take into serious consideration the need for effective manpower development in organisation on mere excuses of no fund. Most people felt that manpower training in organisation is a waste of time and financial resources; while others believes that, since manpower training and development involves planning or visualising the future, he available data may not give correct futuristic view for effective manpower training and development - and hence it is a futility venture.

From the research analysis, within the Zaria local government bureaucracy, there were administrative problems on manpower development such as undue politicisation poor performance, inadequate job knowledge, lack of planning, poor leadership, low morale and financial shortages. These fact affect effective manpower training an development in the local government. The study examine the local government manpower management and indeed its capacity to achieving its staff training and development needs. The study evaluated the effect of training and development programmes on productivity, morale and efficiency of staff performance. It examined the problems militating against the effective implementation of existing staff training and development policies in the local government. Finally, suggestive as to how the problems of staff training and development could be solved to enhance efficiency of performance and the effectiveness of manpower management in Zaria local government were proffered.

5.2 Conclusion

People who are not trained tend to stick to what they were taught prior to assuming their job, it is pertinent to note that local government employees (like any other enterprising person), are full of enthusiasm when they know their job, full of novelty ideas and acquire relevant skills through further training and development. Therefore the basis for developing employees of Zaria local government is to induce and inculcate new skills, ideas, heightened. morale and stimulate ability to accept higher responsibility. The research findings shows that constant training stimulate personnel desire to work and improve performance.

The national and local government developmental programmes is better achieved through capable men/women trained to perform the tasks requirements. Training is machinery for mobilising human resources and used to solving problems caused by socio-economic and technological charges. It is an effective tool for enlarging human capital, help people make best use of their potential and enhance their productivity. By this, it enhance national confidence and prestige. If training and development is a means of improving the potentials of all rank and file to meet up challenges, then there is need for every employee in an organisation to have equal opportunity irrespective of the initial or former training and experiences. This will bring about the attainment of individual and organisation objectives.

The advantage of staff training and development was also noted, these include, inter-alia, reduction in accident and mistakes; it reduce laziness, nervousness, and high rate of absenteeism but enhance workers initiatives, ideas and desire to apply skill and ability to cope with their jobs and future challenges.

Some of the problems highlighted by respondents affecting manpower training and development include. The problem of funding for training, interference by political heads of the local government (and sometime from state government) influencing staff selection for training/development. Difficulty in ascertaining the specific and general training needs of the individual and the organisation due to poor evaluation of job status/content and organisation objectiveness. Also lack of comprehensive training schemes and training facilities, lack of provision of manpower data/statistics to enable government provide up-to-date statistical data of staff list to ascertain quality, quantity and type of manpower available to plan for future developmental programmes. Other problem is inter-departmental relationship-non cultivation of espri-de-corp, personal grudges and conflict obviously affect performance. This is further compounded by nepotism and favouritism in the local government administration.

Manpower Development or Human Resources Development is an important aspect employed in both private and public sector which helps control and co-ordinate all other factors of production for achieving set corporate objectives. Subject to its crucial roles, all level of governments (Federal, state and Local Government) have formulated policies towards boosting the manpower development. Despite the huge sum of funds vested for improving the quality of its personnel, the inter-play of other variables (problems) make the realisation of this objective almost impossible. Yet, without human resource development, organisation/nation cannot achieve its sets goal and objectives. Human development and hence human capital is panacea to survival, growth and development.

5.3 Recommendations

In view of our findings, the research has the following recommendations to Zaria Local Government and other Local Governments with similar problems in respect of personnel training and development.

1) Staff Motivation:- This is one of the most important aspect of manpower development and utilisation, simply because after every training, every staff wants to be promoted, rightly placed to boost his morale in achieving his target. Motivation in developing country like Nigeria equally concerns with financial benefit, therefore, there should be prompt payment of salaries and provision for allowances. Also necessary operational tools/equipment/machinery should be adequately provided for efficient performance.

2) There should be non-interference by the political head with personnel functions. All political leaders of the Local Government (non-career civil servants) should not interfere with personnel function because the politicisation of the system will bastardised the effectiveness of the personnel functions. Also, the centralized management of staff training and development should be revisited to allow for individual local government peculiarity and need priority.

3) There is constant need for an evaluation of work performance before and after. training. When an employee is evaluated before training, it helps discovered the rate of mistakes and accident which of course will ascertain the level of training needs. An evaluation after training will ascertain the impact of training through job performance.

4) Provision of manpower data/statistics for planning. It becomes necessary to provide sufficient information on manpower statistics and survey to enable government provide an up-to-date staff data for manpower planning and development like officers that deserve training for that fiscal years.

./ Special Ability/Potential

./ Date of attending the last course

./ Their working experience

./ Individual/organisational developmental needs.

./ Availability of funds

5) On-the-job training techniques should be employed by the Local Government to improve staff efficacy and effectiveness. The advantages of this approach are numerous. Some occupations are almost entirely restricted to the public service so that the specific skills required are really acquired in general educational institutions. It is also more efficient in improving the skills of existing staff to an optimum level than relying on initial recruitment provide the requisite number of skilled personnel required. In addition, systematic on-the job training programmes generally reduces the training costs and exposes the. employees to learn the best operating methods. It is therefore, not only important but necessary for the Local Government to immediately embark on on-the-job training after employees have been offered placement.

6) Adequate funds for staff development purposes should be made available by the Local Government. Although, training is expensive, its importance

cannot be over-emphasized. The need for training will continue to grow because of the changes in technology, the realignment of jobs and the increasing complexity of tasks. Against this background, during annual budget meetings, enough funds should be allocated to staff training and development programmes.

7) Matters related to personnel training and development should be discussed frequently in the general staff meetings. This increases the level of staff awareness on training issues. In addition, closer attention should be paid to human resource planning by the management of the Local Government.

8) Local Government Staff should be provided with all the necessary financial support and encouragement to attend work related conferences, seminars and workshops regularly. Human resources in any organisation are its most important asset; therefore improving their quality should be a major pre-occupation of the Local Government.

9) Existing personnel training and development policies should be vigorously pursued and implemented. The content and philosophy of this policy and the modality for implementing it should be communicated to all staff in the Local Government.

In future, training and development policies should be developed in collaboration with personnel managers (DPM) and representatives of employees (NULGE); and to monitor and facilitate the administration of training policies and programmes in the Local Government, ad hoc Committee should be established, that will solely co-ordinate the local government personnel training and development programmes.

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Appendix I

QUESTIONNAIRE

Dear Sir/Madam,

I am currently undergoing a postgraduate programme in Ahmadu Bello University, Zaria. As part of the requirements for the award of the degree, I am researching on the topic "An Evaluation of Manpower Training and Development in Zaria Local Government."

Your assistance is kindly needed to respond to the questions in the questionnaire. Please tick [√] or state brief responses whichever is required.

You do not need to write your name because we hope to regard your responses as confidential.

Thanks in advance for your cooperation.

(Signed)
Jemila Mohammed

Appendix II

QUESTIONNAIRE FOR STAFF OF ZARIA LOCAL GOVERNMENT

SECTION A: BIODATA OF RESPONDENTS

1. Age: 10 – 20

   21 – 30

   31 – 40

   41 – 50

   50 – above

2. Marital status:

   Married [ ]

   Single [ ]

3. Occupation/Status: _____

4. Qualification:

   (a) WAEC/NECO [ ]

   (b) OND/ND [ ]

   (c) HND/Degree [ ]

   (d) Masters [ ]

SECTION B: Manpower Training and Staff Performance

5. Do workers have equal training opportunity?

   (a) Yes [ ]

   (b) No [ ]

6. If trained, are you placed on the job you are trained for?

   (a) Yes [ ]

(b) No [ ]

7. Do manpower training increase productivity?

(a) Yes [ ]

(b) No [ ]

8. Do effective utilization of manpower increase productivity?

(a) Yes [ ]

(b) No [ ]

9. Would the evaluation of trainees ascertain the level of work performance?

(a) Yes [ ]

(b) No [ ]

SECTION C: MANPOWER TRAINING AND WORKERS MOTIVATION

10. Do you like and which training programmes is prefer?

(a) In-service training [ ]

(b) On-the-job training [ ]

(c) Off-the Job training [ ]

(d) On-off-the job training [ ]

(e) Induction course [ ]

(f) Conference/workshops [ ]

(g) Others, please state_____

11. What is responsible for ineffective use of trained manpower in your department?

(a) Partiality [ ]

(b) Lack of motivation/job satisfaction [ ]

(c) Wrong placement [ ]

(d) Redundancy [ ]

(e) Other, please state_____

12. What is your hope for training and promotion?

(a) Hopeless [ ]

(b) Hopeful [ ]

13. What ways can workers be motivated, other than training?

(a) No other ways [ ]

(b) Many other ways [ ]

SECTION D: INEFFECTIVE PERSONAL MANAGEMENT

14. Is the administrative leadership more effective under military than under civilian?

(a) Strongly agree [ ]

(b) Agree [ ]

(c) Undecided [ ]

(d) Strongly disagreed [ ]

(e) Disagreed [ ]

15. Are you away of training and development policy of Zaria local government?

(a) Yes [ ]

(b) No [ ]

16. Do training opportunity exist in your department?

(a) Yes [ ]

(b) No [ ]

17. What criteria is used for selection of trainees?

(a) Political/bias [ ]

(b) When one is due [ ]

(c) Based on accidents/mistakes [ ]

(d) Seniority [ ]

(e) Others, please state [ ]

18. Is the training policy properly adhered to by personnel department?

(a) Yes [ ]

(b) No [ ]

19. Are trainees evaluated when returned to the local government?

(a) Yes [ ]

(b) No [ ]

(c) Partially [ ]

20. Are trainees properly placed on the right jobs?

(a) Yes [ ]

(b) No [ ]

21. Would placing the right person on the right job lead to effective and efficient work performance?

(a) Yes [ ]

(b) No [ ]

22. Is your organization/climate (work atmosphere) condusive?

(a) Yes [ ]

(b) No [ ]