



**A STUDY OF MANPOWER TRAINING AND PRODUCTIVITY IN
ADO-ODO OTA LOCAL GOVERNMENT, OGUN STATE (2006 – 2016)**

BY

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF
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FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF SCIENCE (M.SC) IN PUBLIC ADMINISTRATION**

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ACCEPTANCE

This is to attest that this dissertation is accepted in partial fulfilment of the requirements for the award of Master of Science (M.Sc) Degree in Public Administration in the Department of Political Science and International Relations, College of Leadership Development Studies, Covenant University Ota, Ogun State.

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DECLARATION

I, **ADIELE, Goodness Nweke** (15PAJ01248), declare that this M.Sc dissertation titled “A Study of Manpower Training and Productivity in Ado-Odo Ota Local Government, Ogun State (2006 – 2016)” was undertaken by me under the supervision of Dr. Jide Ibietan of the Department of Political Science and International Relations, College of Leadership Development Studies, Covenant University, Ota, Ogun State

The work presented in this dissertation has not been presented, either wholly or in parts, for the award of any degree or qualification elsewhere. All sources of scholarly information used in this dissertation were dully acknowledged.

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CERTIFICATION

It is hereby certified that this study was carried out by ADIELE GOODNESS NWEKE (Matriculation Number: 15PAJ01248) in the Department of Political Science and International Relations, College of Leadership Development Studies, Covenant University, Ota under my supervision.

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DEDICATION

I dedicate this project to my Lord and Saviour, Jesus Christ, for His sufficient grace, mercy, and wisdom to bring this work to a conclusion. This project is also dedicated to my husband, Mr. Nnaemeka Lawrence, for his love, financial support and prayers during the study. May God bless you beyond your imaginations Amen.

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ABSTRACT

This study examined the relationship between manpower training and productivity in Ado-Odo/Ota Local Government Council, Ota, Ogun State. It also investigated the extent to which the nature of manpower training affects productivity and the challenges to effective training in Ado-Odo/Ota Local Government Council. The study covered the period of 2006 and 2016. The human capital theory was used to describe the importance of investing in human capital in an organisation. The study gathered data through primary and secondary sources. The primary data was collected through a well-structured questionnaire circulated to one hundred (170) staff of Ado-Odo/Ota Local Government Council. The population of this study was the employees of Ado-Odo/Ota Local government council which was 548 as at December, 2016. Simple random sampling technique was used to administer the questionnaire which covered both the senior and junior workers. The Pearson Products Moment Correlation statistics was utilized in testing the validity of the hypotheses set for the study. The findings of this research indicates that there is significant relationship between manpower training and productivity in Ado/Odo Ota Local Government Council. The study also revealed that on-the-job training, workshops and seminars has a positive relationship on employees' productivity. On the basis of these findings, Ado-Odo/Ota local government council should embrace manpower training as management approach to constantly increase the knowledge, skills and abilities required for employees to remain productive in a competitive environment. The study also recommends that employees who are willing to embark on training programmes should be provided with adequate funding and supervision to ensure a successful programme. It was concluded that higher government authorities should endeavour to monitor the implementation of training policies in Ado-Odo/Ota local government council in order to achieve its objectives.

Key words: Manpower, Training, Productivity, Public Sector, efficiency

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The major objective of every organisation, whether private or public, is to improve its productivity, and this achievement to a great extent is determined by the abilities and competences of its workforce. Responsible organisations recognize that human resources are their main resource in achieving the desired objectives. Consequently, workers must be equipped and trained adequately to ensure that their knowledge, skills, and abilities facilitate the attainment of organisational goals and objectives. Onah (2003) affirmed that manpower is the premise of all other resources utilized in production and therefore an indispensable factor in converting other resources to the benefit of mankind. In this way, how well we prepare a worker is central to choosing the amount we will fulfill our dreams as a country. Therefore, manpower training should be an integral part of every organisation. This is because manpower training enhances employee productivity, thereby contributing significantly to the achievement of the organisational objectives (Banjoko, 2011). Manpower training, therefore plays significant role in guaranteeing that the predetermined goals of the public sector are achieved. This is important because the public sector consists of individuals who are major instrument that delivers public programmes, goods and services.

To validate this assertion, Singh & Mohanty (2012), posit that training is a central and powerful instrument for the effective attainment of organisational objectives and goals, resulting in greater productivity. As such, the accomplishment of an organisation to a great extent relies on the capabilities and skills of the employees at the administrative and lower levels of the organisation and such capacities and ability for the most part originate from the knowledge and training they receive (Dialoke, Ukah and Ikoro, 2016). Also, training is fundamental in view of the evolving technology; the automated work environment; the rapid transformation in administrative settings, accompanied by the demands of diversity management as hallmarks and symbols of globalization. The role of personnel training is inevitable, as many organisations have come to realize that training remains the only medium for increasing abilities, improving productivity, ensuring the retention of work standard and

enhancing employee's allegiance to the organization (Dialoke, et.al, 2016). In the Nigerian public sector, low productivity has given rise to several reforms and some of the commissions recommended manpower training as avenues to address concerns on low productivity.

The Nigerian public sector in the pursuit of improved productivity has experienced an extensive form of reforms which are centered on manpower training. These reforms have been grossly implemented to address the issue of productivity and bureaucratic bottlenecks in service delivery (Okorie and Odo, 2014). Also these reforms became very expedient to address the problems of low productivity and proffer the way forward. It aims at making government more responsive and effective. The overall objective is to ensure efficiency, service delivery, transparency, improved condition of service and productivity in the public sector. (Olaopa, 2008 cited in Okorie and Odo, 2014).

The initial commission or study group that was established by the federal government to reform the public sector was the Wolle Commission. The commission was initiated to investigate the training need of the federal civil service in 1967 among others. The Commission was headed by Professor C. P. Wolle, who consults for the Institute of Administration at the University of Ife (now Obafemi Awolowo University) (Mohammed, 2014). According to Isiwu, (2012:4), the report of the study were published in May 1968 with the title "Training Needs of the Federal Civil Service". Therefore, the federal government gave vent to the report in April 1969 through: the federal government plan on employee training and development for the civil servants, with major components as: (i) the establishment of Department of training department for public officers with the role of assessing the need for employees education, the preparation and implementation of training courses to achieve the desired training needs;(ii) The restructuring of the Federal Ministry of Establishments to ensure that more preference is given to manpower development; (iii) the institution of a standing committee on training of the workforce and the encouragement of large departments/ ministries to establish a training centre suitable with the function and size of the ministry and (iv) The formation of the Administrative Staff College of Nigeria (Elozieuwa, 2012:45).

Moreover, the Adebo commission of 1970, was set up to systematically examine several fundamental issues in the public sector such as the issues of salaries and wages in the statutory public corporations and state-owned companies; to establish a public service review commission; to review the structure and functions of the public service commission, to enhance the disorders in service delivery and to make adequate arrangement for staff training (Adewunmi, 2012). Thereafter, the Udoji Public Service Review Commission (PSRC) submitted its report in 1974, with emphasis on insufficiency in training programmes throughout the public service and consequently dedicated a significant segment of the report to staff training. Hence, the commission suggested amongst others, the resuscitation of the standing committee on staff training; the reactivation of Administrative Staff College of Nigeria (ASCON), Centre for Management Development (CMD), and other Federal Training Centres, (Mohammed, 2014: 116).

Another restructuring of the Nigerian civil service was carried out by the Udoji Commission in 1972, with significant concentration on upgrading the productivity and efficiency of civil service employees and to tackle the problems associated with staff training and development inherent among the government officials (Maikudi & Mikail, 2014). Besides the emphasis on staff training, the Udoji Review Commission also created a better structure for the effective management of the public sector and presented a more effective way of recruiting employees with better condition of service. These strategies was to improve efficiency and effectiveness of the public sector workers.

As part of a programme of sanitizing and improving productivity, the Udoji Commission submitted its report in September, 1974 on manpower training. The Commission recommended a professionalized civil service through training and retraining. Another reason for setting up the Udoji Commission was to ensure the optimal utilization of developed employees for proficiency and greater productivity in the civil service (Murana, Salahu, and Ibrahim, 2016). However, much emphasis was not placed on the implementation of the reform, hence the public service is still handicapped in terms of staff development and professionalization (Ola, 1997).

The Allison Ayida review panel was inaugurated in 1995 by General Sani Abacha following the disagreement among the top Civil Servants concerning the politicisation of the post of Permanent Secretaries. The major role of the panel was to: (i) survey the role and redefine the objectives of the civil service as the implementation agency of government, and make suitable recommendations on modalities for improving commitment, performance, and efficiency in the civil service; (ii) make appropriate recommendations on procedures to increase workers morale, suggest modalities to curb the problem of accountability and co-ordination in the governmental agencies; and (iii) assess the cessation of the post of the head of service and the pooling system among others (Anazodo, Okoye and Chukwuemeka, 2012:23).

Again, to further sustain accountability and efficiency in the public service, president Obasanjo shortly after assumption of power in 1999 established the Adegoke Adegoroye panel with major objective of restructuring the civil service and established a rule of conduct with regards to workforce, minimize payroll fraud, remove ghost workers and remove redundant positions, increase the standard of service delivery and improve the pay package that will motivate experienced staff to remain in service (HTSPE, 2007:1). In order to safeguard the effectiveness and coordination of the existing reform, a unique implementation procedure was put in place by the government to reform the management of the public sector in Nigeria. This was achieved by creating an agency in 2004 known as the Bureau of Public Service (BPSR) reforms to operate alongside with the federal civil service and to coordinate the technical and administrative pattern of the public sector. However, the Bureau was challenged by the implementation process. The template drawn for implementation of the programmes as well as the combined process was not followed adequately, thus generating more problems that had already been addressed. The bureau would have been more successful if they had followed a more strategic process (Ikelionwu, 2011:5).

During Ahaji Umaru Musa Yar Adua regime, the Federal Government inaugurated Steve Oronsaye committee on 18th August, 2011 to review the public service with the intention of repositioning and restructuring the federal agencies, parastatals and commissions for

efficiency and greater productivity (Okorie & Odo, 2014). The Oronsaye committee had its focus on removing duplication of offices and making suitable recommendations to restructure, merge or scrap them completely. Otiye (2015:15) maintains that the commission presented its reports on 16th April, 2012 with key references on the eradication of 38 ministries, merging of 52 agencies and the restoration of 14 ministries into departments of related agencies, merging of the National Council of Arts and Culture with the National Troupe and the National Theater to form one agency now referred to as National Council of Arts and Culture; the Industrial Training Fund should sustain itself financially. These recommendations led to the formation of regulation on employee mobility and to ascertain that the appropriate employees are recruited and placed at the right offices in order to motivate other workers to perform effectively towards achieving the set objectives.

In pursuance of the goal of development and productivity in the public sector, the federal government resolved to give the civil servant needed training in management and administration. Thus, actualizing strategies on manpower training and retraining of the government workers must be the preoccupation of the federal government, if performance and productivity in the public service is to be improved. The federal government hence, in accomplishing these objectives set up a commission on the structure, staffing and mode of operations of the Nigerian public service workers. The Dotun Phillips commission was established in 1985 by the military regime of General Ibrahim Babangida. It was the commission's report that provided a lot of contributions to the report of the Presidential Task Force on the reorganization of the public service, which climaxed to the public service reforms of 1988. Some of the recommendations of Professor Dotun Phillips commission in 1985 as pointed out by Oyedeji, (2016) and Igbokwe, (2017), were as follows:

1. Every ministry or division ought to apportion 10% of its personnel cost to the training of all classes of work force each year;
2. The career advancement of federal government employees through organized training, should be viewed as a right for every government worker and the obligation of the federal government.

3. Deployment and utilization of employees ought to be based on the relevance of training on the assigned duties, so as to assist the staff derive the optimum benefits from recently acquired skills and abilities.
4. Courses Selection for trainees ought to be based on a cautious appraisal of the training needs of the individual and his organisation;
5. Newly recruited senior officers in the public service should be viewed as trainees and should undergo training for six months before they are posted to respective place of assignments.

To guarantee the achievement of this, Ministerial Training Committee system was to be introduced in every ministry as a major aspect of the implementation procedure. This was supported by a circular number SDM 1907148 of thirteenth January, 1987 from the Office of the Head of Civil Service of the public service of the federation. This Ministerial Training Committee (MTC) should be made up of senior officers who are qualified enough to deal with training of the lower cadre officers. The content in the circular stated above confirms that the committee be should be structured as follows: financial and administrative Secretary or the Director of a Personnel Department should emerge as the Chairman; The Department Training Officer as Secretary and a representative from all the Ministerial Departments not below the level 14 as a member of the committee.

Also, the Ministerial Training Committee should be saddled with the following functions: to identify in advance, the officers who are eligible for specific training as well as the details of their ministries at least three months before the training courses; to ensure that the staff advancement programmes increase the efficiency and effectiveness of employees in their current jobs, develop fully the potentials of the staff in order to prepare them for higher responsibilities, ensure the constructive motivation of employees to make meaningful contributions to their present and future assignments; to design and submit the course content of the training programme to the service welfare and manpower development department not later than 30th of September, of every year; to operate the training roster for officers in a way that would allow them to attend their training courses periodically; to give feedback on the

approved training courses to the ministry of establishment and management services; to organize periodic seminars, workshops and fresher's course in the ministries for officers of all cadres in order to improve their productivity and to organize induction courses for recently hired or recently redeployed officers in the service.

Other notable reforms of the public sector with emphasis on manpower training were the Morgan Commission of 1963, Eldwood Commission of 1966, the Obasanjo reforms of 2005 among others. These restructuring beginning from the Morgan Commission of 1963 to the Steve Oronsaye committee of 2011, emphasized more on improving productivity in the Nigerian public sector. However, since then, a result oriented public sector has not emerged in Nigeria to commensurate with the efforts of the commissions. It is believed that the service of the public sector has been hampered severally by structural, cultural, institutional and other factors (Maikudi & Mikail, 2014). These reforms were also carried out to discover the most suitable way of developing and utilizing manpower in an efficient and effective manner. Peretomode and Chukwuma, (2016) posit that the central idea underlying manpower training in the Nigerian public sector is to discover a suitable way to educate employees, make them creative and dynamic to suit the changing technological environment and to constantly execute their duties excellently and efficiently.

In the recent years, the rapid proliferation in science and global change in information technology has propelled the Federal Government of Nigeria to establish more training institutes to enhance the performance of employees and to offer a solid foundation for the newly recruited personnel. The establishment of the following institutions also explains attempts at improving public sector productivity through manpower training: the Industrial Training Fund (ITF) in 1971, the Centre for Management Development (CMD) in 1972, Nigerian Council for Management Education and Training, the Nigeria Institute for Policy and Strategy (NIPSS), the Agricultural and Rural Management Training Institution (ARMTI), and Institution for Labour Studies (Aroge, 2012:80).

Aside from the above named institutions, there are several national and state-owned training institutions and centres across Nigeria such as colleges, polytechnics and universities, as

platforms for manpower training and development. Many of these colleges and institutions have redesigned the present curriculum to further achieve the development needs of the public service (Okotoni & Erero, 2005). The aim of establishing these institutions is in line with restructuring the public sector to facilitate the acquisition of knowledge and skills needed to cope with changes in technology and to cope with economy competitions globally.

1.2 Statement of the Problem

The importance of training has no doubt been recognized in many organisations as the key factor for improved productivity. However, manpower training in the public sector is threatened with a number of problems like the absence of regular training despite the continuous reforms with emphasis on training (Okotoni & Erero, 2005). This is because the various reforms in the public sector have not considered it necessary to establish definite and continuous training programmes that will increase employees' productivity. This implies that when training need is identified and resources and quality time is committed to achieve the need, the training exercise can still be inadequate in addressing the productivity deficit. Sometimes, the training exercise is haphazard or lopsided in the design, implementation and participation. At times, training is based on a faulty diagnosis of training needs.

Again, there are instances where the public sector management does not recognize employees who have participated in training programmes to acquire additional skills and knowledge. Such recognition may come in form of increase salary, promotion and other fringe benefits to reward their efforts. Sometimes, where training has occurred, management may not be willing to deploy such staff to other departments where they are relevant. Also, job expansion are sometimes performed without considering the skills and capabilities of the staff, which may result in low morale and frustration on other employees who desire to undergo further training. The above mentioned attitude of management to manpower training can result in progressive degeneration of skills of employees to cope with challenges arising from the social, economic and technological changes.

The narrative would have been different if the Nigerian federal government have embraced the 1988 and 1999 recommendations of the civil service commission which indicated that ten

percent of the entire yearly salaries of all employees be reserved for employees educational improvement, however, majority of the public organisations have failed to honour these recommendations. For instance, employees of most public sector organisations are seldom sent for training and those who expressed their desire to undertake any form of training may not be given any kind of support such as study leave with pay, to sustain the programme. Sometimes, the relevance of the training course to the requirements of the present job and future posting are not considered before employees are sent for training. Even when the staff embark on skill acquisition programmes, the management sometimes does not provide the necessary equipment to enhance operations. The resultant effect of this is that such employees might experience difficulty in coping with the evolving technological developments and may remain redundant.

This study, therefore, intends to investigate the effectiveness of manpower training as a means of enhancing employee productivity in the Nigerian public sector with reference to Ado-Odo/Ota Local Government Council of Ogun State from 2006 to 2016. The study also aims at analyzing critically the correlation among staff training and productivity as well as challenges to effective manpower training and productivity in Ado-Odo Ota Local Government from 2006 to 2016.

1.3 Research Questions

The study seeks to answer the following questions:

- i. What is the relationship between manpower training and productivity in Ado-Odo/Ota Local Government Council between 2006 and 2016?
- ii. What is the nature of manpower training in Ado-Odo/Ota Local Government Council between 2006 and 2016?
- iii. What are the challenges to effective manpower training in Ado-Odo/Ota Local Government Council between 2006 and 2016?
- iv. What are the solutions to the challenges of manpower training in Ado-Odo/Ota Local Government Council?

1.4 Objectives of the study

The general objective of the study is to evaluate the effect of manpower training on productivity in Ado-Odo Ota Local Government Council between 2006 and 2016. The specific objectives are to:

- i. Examine the relationship between manpower training and productivity in Ado-Odo/Ota Local Government Council from 2006 to 2016.
- ii. Investigate the nature of manpower training and the extent to which it has improved productivity in Ado-Odo/Ota Local Government Council from 2006 to 2016.
- iii. Identify the challenges to effective manpower training in Ado-Odo/Ota Local Government Council from 2006 to 2016.
- iv. Suggest solutions to the challenges of manpower training in Ado-Odo/ Ota Local Government Council.

1.5 Research Hypotheses

The study is guided by the following hypotheses:

- i. There is no significant relationship between manpower training and productivity in Ado-Odo/Ota Local Government Council between 2006 and 2016.
- ii. The nature of manpower training has not enhanced employee productivity in Ado-Odo/Ota Local Government Council in the period under review.
- iii. There are no major challenges to effective manpower training in Ado-Odo/Ota Local Government Council between 2006 and 2016.
- iv. There are no credible solutions to the challenges of manpower training and productivity in Ado-Odo/Ota Local Government Council.

1.6 Significance of the Study

Efficiency and effectiveness are the major determinants of employees performance in any organisation and this may not be achieved without recognizing the role of manpower training in achieving organizational success. This study is essential in discovering the relevance and impact of manpower training on employees' productivity in Ado-Odo/Ota Local Government Council. The knowledge on manpower training revealed in this study will be useful to other scholars and practitioners who may wish to carry out studies on manpower training in the local government under review and in Nigeria generally.

Furthermore, it will reveal the approaches to manpower training that is needed to address the training deficiency as well as the due processes to be taken in order to achieve effective training in the Local Government under review. The study will unveil the challenges associated with manpower training and proffer solutions to the challenges of training in Ado/Odo/Ota Local Government Council.

Moreover, the recommendations of the study if strictly adhered to will improve manpower training exercise in the Nigerian Local Governments as well as contribute to the formulation of policies on manpower training. Finally, the findings of the study if implemented, will greatly inspire the administration and control of the public sector to provide adequate funding for manpower training to resolve the problems of low productivity in the Nigerian public sector. This is because evidence has shown that investment in manpower training is associated to increased productivity, which in turn boost socio-economic and political development.

1.7 Scope of the Study

The study is focused on manpower training and productivity in Ado/Odo Ota Local government Council of Ogun State, Nigeria. The study also examined the nature of manpower training and how it enhances employee productivity Ado/odo Ota Local Government Council. The study further examined the challenges of manpower training and the possible solutions to these challenges to employee productivity. The study covers the period between 2006 and 2016. The choice of this Local Government was informed by the role it plays in ensuring development at the grassroots level. Other factors that affect productivity like job satisfaction, leadership styles, remuneration and so on are not included in this study. This is because sufficient time is required to gather the data, check and validate the questionnaires.

1.8 Limitations of the Study

In the course of carrying out this study, a number of limitations were encountered. Notable among them was the constraint encountered in sourcing for information in the local

government under review. The challenge stemmed from the human resources department where vital information on the study resides. The personnel were not willing to release official documents to researchers because they were regarded as confidential documents. This situation was resolved by efforts made by the personnel manager who released the informations needed for the study.

Secondly, the constraint of literature on manpower training and its impact on productivity in Local Government Councils was among the constraints of this research. In resolving this challenge, the researcher visited different libraries to search of suitable publications on manpower training and continuous sourcing of internet materials.

Finally, the unwillingness of the respondents to fill the questionnaire resulted to delay in collecting the questionnaires. However, an appeal by the Director of Training convinced the respondents of the need to respond to the questionnaires. The scope of the study was another limitation to the study. The study is narrow in scope as it does not include other factors that affect productivity such as motivation, infrastructural facilities, leadership styles and so on. The study only covers manpower training as regards to Ado/Odo Ota Local Government Council. However, these limitations did not affect the objective and quality of the study since informations obtained from the questionnaires as well as existing studies on manpower training were utilised in the study.

1.9 Organisation of the Study

The study is divided into five chapters: chapter one embodies the introduction, background to the study, statement of the problem, objective of the study, research questions, research hypothesis, significance of the study, scope and limitation of the study. The chapter two includes: the literature review, manpower training: a conceptual clarification, manpower training process, approaches to manpower training, benefits of manpower training, the concept of employee productivity, a cross-national review of manpower training and productivity methods of manpower training, challenges of manpower training, manpower training and productivity, theoretical framework and application of the theory to the study. Chapter three deals with the study area and method of study which includes: introduction,

research design, population of the study, sample size and sampling technique, sources of data collection, instrument of data collection, validity and reliability of instrument and method of data analysis. Chapter four deals with the presentation of data, analyses and discussion of findings while the chapter five provides the summary, recommendations, conclusion, and recommendation for additional research on the topic.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The section deals with literature appraisal and theoretical framework. Accordingly, it is segmented thus: the evolution of manpower training, the concept of manpower training; the concept of productivity; benefits of manpower training; challenges of manpower training, a review of previous literature on manpower training and productivity, gap in literature, methods of manpower training, theoretical framework, and application of the theory to the study.

2.1.1 The Evolution of Manpower Training

One of the oldest method of training in industries is the apprenticeship training, which was introduced in the middle ages by the business organisations. During the Elizabethan era, apprenticeship started to gain recognition and acknowledgment in England in the form of law, however the act of apprenticeship is considered older than that. The records of ancient Egypt, Greece and Rome contain consistent reference to the passing on of abilities from one generation to the next. As early as 2100B.C the Babylonian code of Hammurabi had made express arrangements for craftsmen to teach young people through some type of apprenticeship (Usman, 2014).

Traditionally, of all the major functions of the human resource manager, manpower training and development have been the most neglected. Some of the reasons behind this is that the position of manpower training in the hierarchy of personnel functions is considered less effective in terms of organizational improvement. Organisations are initially concerned with identifying the staff requirements before considering training. The next level of concern is to

evaluate and improve on the current employees and the recruitment and hiring of new employees to replace those who leave the organisation. It is only after fulfilling these main concern that they would consider the possibility of manpower training to improve the skills and abilities of its employees. Considering the scarce resources available to many public agencies, there is little doubt as to which personnel area would be the first to be sacrificed in the budget situation. Riccicci & Naff, (2008), asserts that the recessions in the 1980s and then the early 1990s were textbooks examples of how state and local organisations drastically reduced training to meet emergency budget targets. Man organisations were not able to meet budget targets, certain categories of line-item expenditures were regarded to be a luxury, such as travel, overtime, and especially training programmes costs. As a result, manpower training was avoided to maintain continuity and relevance in the society.

There is more to this problem than simple neglect or financial scarcity. Manpower training efforts were sometimes viewed as problematic, since such efforts entails the expenditure of public funds to develop human resources over which the organisations has no real control and benefits. However, organisations such as the military, have linked many of their training programmes to contractual arrangements, where individuals promise to stay in the organisation for certain period of time or even provide reimbursement for the training received. Unfortunately, most public sector have viewed manpower training expenditure as a less important and uncertain investment. If some organisations can get over the financial challenges, there are other conceptual problems that are inherent in manpower training. Just as employees differ as individuals, they naturally have different training needs. Therefore, the challenge here is whether training needs should be shaped to fit the individual needs of the employees or the overall needs of the organisation. An organisation might develop one set of training assumption geared towards meeting what it considers to be its short-term and long-term goals. At the same time, depending on his or her previous abilities and knowledge, an individual employee may have an independent set of training assumptions oriented towards different short and long-term needs. There is a continuous degree of conflict between the assumed training needs and the actual training needs of an employee. The responsibility of the management is to ensure equity for both sides.

Despite all these problems, the public sector organisations have begun to increase their emphasis on manpower training, indeed, there is a growing number of both private and public sector organisations who are beginning to get involved in training programmes. First, there was the establishment of larger and more sophisticated training programmes, with greater number of staff being hired as training specialists and increased support for external educational and tuition assistance in the tertiary institutions. Secondly, training itself has become somewhat of a growing industry, with universities, contractors, consulting firms, technology vendors, conferences, and others has begun to offer a wide range of training courses in both supplementary and others in direct competition with what the agencies were providing themselves. These training provides market their programmes directly to employees at all levels to arouse their interest and to stimulate the demand for manpower training. Moreover, employers have also began to support training programmes as they expect to receive a fair share of the training programmes opportunities to develop and reward their employees. However, employees perceive training as a right and therefore expect to have formal training during work period (Byers, 1970).

2.1.2 The Concept of Manpower Training

In order to understand the concept of manpower training, it is important to understand the term “manpower” as it relates to this study. Manpower refers to the total supply of personnel available or engaged for specific job. It is also regarded as the most significant assets needed for the production of goods and services which is also the main instrument for promoting speedy national development and effectual service delivery. Manpower are men and women which constitute the total labor force of a nation and the ultimate basis for the wealth of nations. Therefore manpower is a useful element for coordinating other resources for national development. Organisations cannot accomplish their set objectives without manpower which is seen as a labour force. Therefore manpower become an indispensable instrument for increased productivity in an organisations. Manpower training is an important idea usually used by different individuals. It has different meanings to different people. Some researchers see training as the impartation of ‘knowledge’, ‘enlightenment’ or ‘wisdom’ (Ofobruku and Nwakoby, 2015). This implies that these attributes underline manpower training as a vital ingredients of training, which equips the employee with the wherewithal for effective

performance of duties and routine assignments. This impact on productivity and the realization of organisational objectives ultimately. Igbaekemen (2014) affirms that training is a process or strategy of upgrading and expanding the abilities, talent and knowledge of workers. As such, a fruitful training programme must add to the development and improvement of workers at all levels. Training influences employee development such that the workers' state of mind is improved with a view to eliciting their commitment to duties and organisational effectiveness.

Manpower training is not merely concerned with the worker's present activity, but prepares the worker for imminent work requirements (Kum, Cowden and Karodia, 2014). Therefore, effective training programmes must be put in place to allow management sustain a body of workers that could adequately substitute employees who may exit the organisation or who are redeployed to different departments. Hence, manpower training enables employees to adjust to advanced or modern-day technology, and ensures that suitable manpower are made available for expansion into different and new areas. Abonyi (2007) further posits that training is possibly regarded among the reliable strategies for manpower improvement. It implies the orientation of an employee for achieving the goals of the organisation, for realizing a maximum output and accomplishment of the organisational aims and objectives. According to him, the aim of staff training is to encourage workers to accumulate greater skills to operate at the most acceptable standard on the present job and to broaden their knowledge towards future opportunities in the organisation. This indicates that whatever the level of technological advancement of an establishment, the ideal efficiency and optimum productivity rest upon the expertise of the workforce.

A critical examination of the above definitions indicates that the scholar failed to provide a comprehensive definition of manpower training. Knowledge development and skill acquisition is not the only aim of manpower training; it comprises the improvement of abilities necessary for employees to carry out their jobs accurately on a given assignment. It stands to reason that training is the complete procedure through which the perception and attitudes of people are adjusted to fit-in into the organisational culture and traditions. Training mainly focuses on teaching employees the procedure of performing their present

tasks and also obtain the information and abilities they required to perform effectively (Jones et.al, 2000 cited in Ndibe, 2014). The clarifications above has not considered the dynamism and inconsistent environments that organisations operates. There is a continuous variation in the job requirement in terms of skills and abilities required of employees. Beyond this, the continuous enhancement in modern technology and equipment often reduce the value of skills and knowledge within a short time (Okanya, 2008). Hence, the management ought to consider the present and future requirements of the organisation during preparations for staff development (Beardwell & Holden, 2001:324).

Some scholars hold conflicting views regarding the influence of training on workers' productivity. While some believes that training leads to efficiency and increased productivity, others feel that it has nothing to do with productivity. For instance, while Raza (2014), found that manpower training had positive relationship with employee productivity in Pakistan, Elnaga and Imran (2013) in their study on Saudi Arabia could not discover any relationship between training and employee performance within the business environment. Thus, the irregularity in these empirical works makes it essential to give additional evidence on the impact of manpower training on employee productivity in the Nigerian public sector. In harnessing the points, Onah (2003) maintained that manpower training should include an organised and coordinated development of understanding, abilities and attitude required by a worker to get familiarized to specified challenge or accomplish a given job within an organisation. This is essential for personnel to adapt with the complexity of the work environment and the rapid changing nature of organisations among other things (Okotoni and Erero, 2005).The different opinions of these scholars seems to underscore the dynamism of this concept within Public Administration scholarship.

2.1.3 Manpower Training Objectives

The objectives of manpower training are not just limited to increasing productivity and efficiency, but the busy market and ceaselessly active competition of today, demands much more than that from organizations. It is all thanks to the conditions that a company faces and the competitive environment that has led to the addition of new skills and abilities to improve on the existing skills, which is an extremely important aspect of any business organisation.

Manpower training is equally important for the existing as well as the new employees. It enables the new employees to get acquainted with their jobs and also increase the job-related knowledge and skills. Therefore, the main objective of the training department is to identify the required training needs of an organization and fill the gap with a host of training methods for the welfare of the organisation and employees on a whole. Other objectives of manpower training programmes as highlighted by Ujo, 2008 are as follows:

Increased Productivity: For any organisation, keeping the productivity at its peak is as important as getting in new customers for business. Since even a slightest of the disturbance can take the business to the brink of huge losses. Moreover, to tackle with the immensely growing competition in the target market, it is important for one to increase the productivity of its workers while reducing the cost of production of the products. This is where training serves as a “savior” of the organisations, as it addresses the problems and removes organisations out of the dangers zones. Training takes the current capabilities of the workers of a brand, polishes it and makes them learn and devise new and effective methods of doing the same thing, in a repeated manner. In other words, the training, if done in a proper way, can give your business a whole new look with a much powerful base as experienced workers at its core.

Quality Improvement: Improving the quality of the product is obviously one of the main objectives of manpower training since it is not like those times when customers were not quality conscious. Presently, customers knows what is better for him and what is not. Simply said, those old methods of some sweet talk and business may not work much longer, because once they know the reality behind the promotions or advertisements through the services and products quality, they will ignore the products of the company without even giving it a second thought. Imagine when you and your competitors are competing for the same service or product with little or no difference in quality but at the same price, it is obvious that they will choose the one which is better at handling the task without any quality degradation. Even when your price is a little higher, it is not likely that your customers will prefer your product. In the public sector where goods and services produces are readily available in the private sector, it is very easy for customers to ignore its services when the quality of service is poor.

Learning time Reduction: Keeping an eye on the learning capabilities of employees, and providing them the help which they need, can be highly beneficial at the long run. employees capability will determine how quickly an employee grabs the newly discovered fact and so, shape the future products on this discovery. The weaker the capability, the harder it is to learn. But this scenario can also be supported by the usage of proper learning material and experienced instructors who prefer real-life experience than cramming. So, reducing the learning time is also one of the main objectives of manpower training.

Safety Reasons: Safety of the employees, the training officers or even the customer, is not something that can be jeopardize with, especially in cases, where one knows that even a minute mistake can even lead to life threats. Therefore, providing the knowledge, for using the equipment in a proper way and creating the life-friendly product, is also one of the objectives of manpower training The better the employees handles the equipment or tools, the better it is both for the organisation and for the workers.

Labor turnover Reduction: No business can flourish well when employees are frequently leaving the organisation since it is obvious that every new staff will require some time to understand the type of work, its principle and safety precautions, which may lead to a decrease production. Moreover, it also diminishes the feeling of self-confidence among the workers. On the contrary, training ensures that the organisation does not its experienced workforce on a regular basis because it prepares the employees to face any situation which proves helpful in motivating workers. Therefore, the workforce feels safe and secure at a particular job.

Keep Employees Updated Modern Technology: Computers and mobile phones are the miracles of the past but the world of today is far more advanced than that. It is time for latest technologies capable of connecting the world in just a blink of an eye. Now, earthlings are trying to reach far off planets to get information about the life force present there. Newer technologies are rolling on a daily basis. Therefore Training of employees keeps them updated with the latest technologies, methods, techniques and processes. Since it also opens a new gateway for them to look for a way which is greater in productivity and efficiency but decreases the need of manual work labour. For instance, spraying of pesticides and

herbicides to keep the crop healthy and safe from invaders with the help of a hand pump is a lot more tiresome work than it would be with the help of a semi-automated machinery. But employees may not know that such machinery is available in the market, which cuts the time needed in the matter of hours instead of days, without any update on what is going on around the globe if he is not trained?

Effective Management: another objective of manpower training is to give rise to a new and improved management which is capable of handling the planning and control with minor challenges. With the knowledge and experience gathered through training, acting as the guiding light for this newly shaped management, it allows them handle the tough decisions and confusing realities thus opening the way for bigger and better opportunities for business for the cause of the brand.

In summary, training enlightens new employees basic knowledge and skills, it enables the newly employed workers to function more effectively in their current position by exposing them to the modern concepts, information and techniques as well as the to develop necessary skills they require in their various assignments and fields. Training also build up a second line of experienced workers in order to make them suitable and prepared for their future career progression and to occupy professional positions, it broadens the minds of the senior managers by providing them greater opportunities for exchange of experiences within and outside the organisation with the view of correcting the narrow outlook that may arise from over specialization, it imparts customer education and also lead to a change in the attitudes of the workers towards fellow workers, superior and the organisation.

2.1.4 Manpower Training Process

Training is a continual practice which contributes greatly to the enhancement of job performance. In order to achieve an effective training to improve skills and knowledge of employees, training should be systematically planned. Training requires adequate preparation by those concerned with training in order to have control of various elements and variables that may hinder an effective learning. However, it should be noted that training is done in response to different situations, this is why a particular method may not be suitable for every situation. Sometimes, some objectives could be achieve by using one methods and in some

other cases more than one method could be applied to achieve the learning objective. Also, some training programmes may have objectives at different areas, when this occurs, a combination of methods may be required. According to Eneanya, (2009:46), there are processes of training which includes: identifying the need for training, planning and designing of training programmes, implementing the training plans and assessment of the effectiveness of the training.

Identification of Training Needs: All organisations should endeavour to identify the training needs as this would determine the success of any systematic training. This is the first step in any training process and would determine the success or failure of the programme. Training need is the gap between the kind of performance an employee is exhibiting and the kind of performance he is expected to have. The need for training arises mainly from the difficulties that inadequate training may have generated such as rapid change in technology, both in the factories and offices and also as a result of problems created due to the shortage of skilled labour. Also, training is required in order for employees to fit in during job enlargement and job rotation. Manpower training should not be seen as an end in itself, but as a means of improving employee's job performance to achieve the set objectives. Therefore, in analyzing the training needs, organisations should adopt the following methods:

- i. **Identifying training need at the individual level:** this requires the identification of the particular employee who needs the training in an organization and at what areas the training is needed. In this regard, deficiencies in skills, knowledge and attitudes are discovered. This could be achieved logically by following a logical order such as:
 - a. Examine the job description of employees to ascertain that they are up-to-date and sufficient to achieve the set objectives;
 - b. Assess the key tasks including the techniques and procedures involved in accomplishing them.
 - c. Identify the skills, attitudes and abilities required to perform those tasks;
 - d. Assess the state of knowledge of the current job holder. This could be achieved by observation, performance appraisal, making reference to performance records and other information about the job holder. Further discovery about the job holder could be done through discussion with the employee. In some instance, it could be

discovered that the employees lack confidence to carry out the task. Therefore, training may be required to expose him to the rudiments of the job. Also, managers may be tempted to see training as a reward for a job well-done. In this situation, the trainee may regard training as opportunity for holiday, hence deriving little or no benefit from the training as well as interfering with the training of others.

ii. **Identification of training needs at occupational level:** this involves the identification of training need for employees who occupy related positions as well as perform similar functions. What is being observed here is the job requirement in terms of knowledge, attitudes and skills to operate adequately in a particular assignment. Occupational training may be as a consequence of organizational change or may arise as a result of a group of employees who require new skills to perform their jobs. For instance, training need may arise as a result of introducing a new software package for security reasons or by merging new roles to employees.

iii. **Identification of training needs at the organizational level:** this involves the identification of needs that affects the entire organization. The two main categories of these needs are: introduction of new products, new technology, new legislation, new managerial system. It could also result from change in the ownership of the establishment, structural change, and business expansion. Secondly, training need may arise in an organization as a result of low productivity, low morale and poor communication skills. As soon as training need is identified at this level, the next step is to consider the modalities for designing the training programmes to meet the needs.

Programmes Planning and Design: as soon as the necessity for training have been acknowledged, training programmes that would sooth the needs should be designed. It is the scheduled programmes that will impact the skills and knowledge needed by the employees to remain productive in order to solve a variety of organisational and general challenges. A training programme gives a detained plan of how the training is achieved in order words, what to do, who should do it and when to do it. Before designing the training programmes, the organization should assess the entry behaviour of the employee to design a suitable programme needed at their background. Designing a training programme involves certain actions and decisions such as: identification of the training objective; specifying the learning

contents and sequence; choosing the training methods; selecting suitable location and resources for the training, choosing the instructor and drawing up the training programme. Furthermore, determining the method of training often has to do with the nature of the training, the employees nominated for training, the type of training, as well as the aims of the training programme (Ogunbiyi, 2016).

The training objective is the statement that specifies what the trainee is required to do, the standard and the conduct or behaviour during the training exercise. It also include the expected achievements of the trainee at the conclusion of the training. The content of the training on the order hand will determine the breakdown of objectives into modules or topics to simplify the learning process. In order to facilitate the learning process, choosing the training method and objective will indicate the appropriate location for the training. Training methods could be on-the-job or off-the-job training. Off-the-job training could be helpful if there are employees with similar training needs and can be taught at the same location, when there is need to avoid distractions on the job and when there is no qualified staff at the workplace to handle the training programme. On-the-job training on the order hand may be selected when there is immediate need for training and when training is deemed to be very expensive to run. On-the-job method has three major advantages: it seems more relevant to the trainee; it facilitate the transfer of knowledge and it is less expensive in terms of capital expenditure.

Another important factor to consider when planning for training is choosing the location. The availability of facilities, equipment and supplies needed for implementation of the training programme should be considered. Choosing a competent instructor who is conversant with the subjects and have the motivations to convey the message is very vital. Unless these conditions are met, the trainees may not learn as much as they are required to learn. After these steps are taken, the training programme can then be drawn by bringing together the what, how, where and who factors. At this stage, time is allocated to each training objective in addition with the necessary facilities to drive the training. Moreover, the estimate of number of sessions and instructors required are identified based on the objective of the training (Eneanya, 2009:52).

Implementation of the Training Plans: At this stage, all the elements of the programme should be considered to ensure the success of the training and to achieve the desired results. The resource persons and supervisors should be briefed well in advance so as to help them prepare adequately. The time-table must be accommodating or flexible and the facilities for training must be in working condition. Training programmes stand a better chance of succeeding when the training is well organized. This can be achieved if the resource person or the manager is charged with the full responsibility for initiating, planning, coordinating and implementing the organisation's training programmes. Managers should also select appropriate training methods as the occasion demands and ensure that all elements of the training process such as location of training, employees to be trained, and learning materials are made available. (Banjoko, 2011:83).

Evaluation of the Training Success: Training evaluation is an organized procedure for deciding the degree to which the goals of the training are reached. Training evaluation provides information needed to boost the success of training programmes and also aid organizations in determining the costs and benefits of training programmes. The key to realizing success in training programmes is to follow a logical method in measuring and evaluating training programmes (Alipour, 2009). Some of the many reasons for evaluating training are:

- a. To eliminate some recognized deficiencies in the organisation;
- b. To change some negative behaviour associated with some employees that may affect the ultimate attainment of organizational objectives;
- c. To ensure that a new skills and knowledge are acquired during the training;
- d. To ensure that increased productivity is attained.

Evaluation of training programmes is perceived as a stock-taking exercise that is designed to determine the level of success of the training in terms of criterion measurement and experimental design. Kirkpatrick, (2010) cited in Kennedy, et.al, (2013), examines the four guidelines for evaluating training programmes through criterion measurement as:

1. The reaction of the trainees towards the instruction given to them;
2. The level of assimilation of knowledge and skills imparted during the instruction;
3. The extent at which the learners apply the acquired skills and knowledge towards

their behavior on the work;

4 the level of results achieved on the trainee and the workplace.

Evaluating the effectiveness of training through criterion measurement techniques can be biased and sometimes unnecessary. Even when it is objective, there could be no evidence that new skills and knowledge are transferred to the job environment. In order to avoid this flaw, experimental design of evaluation should be adopted to assess the performance of the trainees before and after the training via a control group. To achieve this, the management or supervisor from inception must have set aside two groups of trainees; the research group and the control group and afterward assess their performance by comparing the success of the training on the two groups. It is worthy to note that any variance in the performance of the selected groups may be attributed to the effect of the training programmes (Banjoko, 2011).

2.1.5 Approaches to Manpower Training

There are numerous methods of manpower training that an organisation can utilize and this largely depends on the objectives of the organisation. The specific approach chosen by an organisation would be determined by the cost of the training, available time and number of people to be trained. Approaches to manpower training can be considered under three main subtitles: (i) On- the-job training; (ii) Off-the-job training; and (iii) Simulation methods. However, organisations often adopt a mixture the three methods because there are no perfect training programmes to achieve the needs for training. The method of training selected should reflect the purpose of the training, the available resources and the needs of employees for training and development Olaniyan & Ojo (2008) and Okeke (2011) identified the following approaches:

On- the-job training

On-the-job training is a broadly used technique, where the learning takes place in the work environment. This method is performed in the context of work, at the same time the actual work is being performed. Most organisations prefer on-the-job training for the acquisition of effective skills and abilities. With this method, employee's initiation and skills advancement is achieved more rapidly and employees benefit from relating with co-workers (Okeke, 2011). The employee is in the real work situation and shown the job. He learns in the same environment where he will, in the future, be working. Kulkarni (2013), confirms that one of

the benefits of on-the-job training is the reduction of the difficulty in transferring knowledge associated with other approaches to training; it expedites the transfer of knowledge because the learner has instant opportunity to practice; it also reduces the cost of training as no additional training facilities are required.

Another advantage of on-the-job training session is that it provides workers with the specific knowledge and skills required in their job. The awareness and abilities obtainable during in-house training are particularly connected to the job requirement. Job rotation, Job instruction, coaching and apprenticeship training are the most common methods of in-house training (Alipour, 2009:65). On-the-job training could take the following forms:

Orientation/Induction Training: This approach is precisely designed for newly engaged employees to get them acquainted with the overall requirement of the organisation such as norms, ethics, goals, rules and regulations and so on. It is also geared towards getting the new employees acquainted with the organisation's goals, structure, culture, work standard and diverse conditions of employment. This familiarisation with the work environment will protect them from making costly mistakes. Dialoke, et.al (2016), affirm that orientation is carried out for the new employees or staff on new appointment as soon as they assume duty, to get them familiarised with their current posts and to make them apprehend the general aims, policies, scope, challenges, and organization of the industry. Induction programmes are imperative for the recently hired officials to boost their self-confidence on order to perform up to standard. The duration could range from few days to three weeks subject to the circumstance.

Apprentice Training: This approach to manpower training entails the acquisition of proficiency through expansive training over a period of time by the apprentice. Isiwu (2012), submit that the training medium may be either informal or formal. Within an informal setting, the apprentice is attached to the trainer, and he is required to pay and agreed fee for the period of training. On the other hand, the formal setting requires an employee to be attached under an apprentice within an organisation with specific charges. Ofobruku and Nwakoby (2015) observed that this strategy for training is attractive in the industries, for example, the metal exchanges, printing merchants and building development, which require a

consistent stream of new employees who are relied upon to become versatile skilled craftsmen. Since this training is long and requires continual supervision, this method of training is expensive.

Vestibule Training: This approach to manpower training requires the acquisition of abilities and knowledge in a similar work location. Employees are expected to practice their skills with instruments or equipment used at their normal work location. Some of the advantages are: personnel are trained in similar work environment without disruption on the normal production, reduces costly mistakes that could affect the normal production (Nongo, 2005). A good example of vestibule training is where factory workers that handles tools and machines are trained in work environment different from their usual workplace. Another example is the cashier training (Omodia, 2009). There are specialists or distinctive teachers, who are involved in training these technical workers, in the intention to reduce the burden of supervision on the supervisors. Under this approach to training, the emphasis is placed on learning instead of production. Other procedures under this method are: Film show and exhibition, role-playing, Educational Television customized direction and others.

Job Rotation: this approach to training involves the rotation of staff from one section to another in the same organisation. The aim is to expose the trainees to various experience need to improve in the jobs. It is also organised to reduce monotony of work and to discover the hidden potentials of the workers. Other reasons for organising this programme is to widen the knowledge and capabilities of workers in different professions. The added knowledge may be needed for performing higher level tasks and taking up higher level responsibilities. Some other benefits of job rotation are: to help management discover the aptitude of workers and determine the area of specialisation; it enables a personnel to discover his area of interest and to improve on his experiences especially in other area or tasks, to provide a general idea of the organisation objectives; to encourage co-operation among departments and to promote organisational flexibility through generating human resources (Lawal, 2006:15).

Coaching: this method of training has to do with person- to-person or direct way of influencing the behaviour of a worker. It is designed achieve some specific purpose within a

short time. Generally, coaching is designed in a way that the learner follows certain guidelines that is focused on improving the method of job performance. The individual being coached is usually exposed a number of programmed instructions to speed-up the learning process. For instance, the learner may be given a unique task, possibly as a team member. Sometimes, the learner could be requested to act in place of the manager or supervisor and may assume a larger responsibility related to his job or he can be systematically associated through a chain of jobs. Coaching is an effective training technique of a business enterprise. It takes place most often and naturally in the superior-subordinate relationship (Otti, 2011). Employees are coached with regards to the level of performance on the present job. An employee may be struggling on his job performance because he is newly employed while other may have been trained but are yet to attain an acceptable level of performance. The coach's target is to improve the confidence of the personnel by giving specific instructions on ways to perform difficult tasks. He may further delegate similar assignment by setting higher goals for the personnel to achieve. Coaching is beneficial to an organisation in so many ways such as: increases employees' commitment to his job and the goals of the organisation; improves communication between the employees and management; improves the culture of organisations; employees will have greater understanding of the job by improving their skills and job performance and improves the professional ability of employees since some organisations may prefer to employ external professional provide these services.

Off-the-Job Training

These are professional training aimed at exposing employees to new techniques adopted in modern work environments. They are usually performed on full-time basis in educational institutions like, universities, polytechnics, colleges and so forth, lasting through a specific period (Malaolu & Ogbuabor, 2013). Off-the-job training happens when employees are transferred or moved to another location outside their work environment to receive training. The major disadvantage of this type of training is that employees after acquiring better skills or experiences may resign for a job with higher pay.

Formal Training: This type of training is done within or outside an organisation. It is also referred to as in-house or off-the-job training in professional zones, like, universities,

polytechnics, training institutes/centres. Off-the-job training are provided by educational and learning institutions. They are well-structures training provided to personnel with certifications. Formal learning takes place when an instructor or a teacher exercises control and authority over a student to impart knowledge through a structured curriculum of an approved educational institution. The learning materials can be delivered in a classroom training model, with lecturers to impart the learning. It requires reading and scheduled testing. Many organisations prefer to use consultants or educational institutions to provide training to avoid the cost implications and to achieve effective training (Konings, 2010).

Guided Discussion: This is a training technique that encourage learners to reflect on their past experiences and discover alternative means to solving a particular challenge. It permits the group leader greater opportunity to get reactions to an idea than does the lecture method. In the guided discussion method, the leader presents an idea to the group and encourages them to discuss it, but makes it clear to the group that he reserves the right to make the ultimate or final decision. When students contribute to the discussions, their knowledge and understanding of the topic is revealed thereby promoting deeper understanding of the material. Teachers often use guarded questions explain the topics better and to make the course more interactive. Guided discussion exposes employees to a number of perceptions of leaning: it allows them discover their abilities and improves their listening and negotiation skills. When they participate in the guarded discussions, employees gain greater knowledge and understanding of the training material (Otti, 2011).

Programmed Instruction: this is a modern training method that uses coaching machines, programmed books or filmstrips. It differs from traditional forms of training in which the instructor guides the learner to acquire new techniques, because the materials to be used is presented in a manner which the learners can control. Programmed instruction is a special technique of teaching new topics to students through self-instruction or learning. The teacher prepares an instructional material and give to the students to study by themselves. They are thereafter tested through examination questions at the conclusion of the programme. The outcome of the examinations are immediately showing the right answers and added informations on the topic being treated. Internet, Computers and other forms of learning aids

are adopted in presenting the materials, although manuals or books may also be used. This method is adopted to allow student actively participate in the learning process. Programmed instruction is generally regarded as a self-training method because learning materials are organized and presented in form of cassette, film or tapes to guide the learner (Banjoko, 2011). One advantage of programmed instruction is that it does not replace the normal classroom teaching but assist the teacher by lightening his burden of teaching and give his room to add to the content of the course. It also allow students to work individually and actively participate in the learning. In the industries and the military, programmed instruction is often adopted in training personnel. Another example of programmed instruction is demonstrated by the Nigerian Television Authority's educational programme where series of sequential instructional methods are provided on different subject matter like Mathematics, English, Sciences and so on.

Workshops, Seminars and Conferences: There are various institutions that organise workshops/seminars aimed at inculcating specific skills on the public. Professionals present papers and discussions on variety of topics in such conferences. New procedures and ideas are studied and participants are engaged in related interactions in order to contribute their views on the topic (Okereke and Igboke, 2011). A seminar is a type of scholastic guideline, either at a scholarly establishment or offered by a business or expert association. It has the capacity of uniting little gatherings who concentrate on some specific subjects where everybody present papers. While a workshop is a sort of intuitive preparation where members complete various exercises rather than listen to an address or presentation. Comprehensively, two types of workshops exist: a general workshop for a blended gathering of people, and a closed workshop that is customized towards meeting the preparation needs of a particular group.

Special Lectures: This is likewise called as classroom training where the employees are given addresses about the occupation prerequisites or requirements and the necessary information required for actualizing the assignment. There is normally a classroom or a workshop where the complete job information is given to the workers by the trainers or instructors from the expert establishments. The trainers usually communicate with spoken

words which they need the students to learn, it is fundamentally a one way type of communication of learning skills and abilities from the trainers to the trainee. It is also a verbal presentation for a large audience or trainees. The lectures should be motivating and inspiring in order to arouse the interest of the trainees. The major reason for this method of training is to make the workers well knowledgeable about their career parts and to discuss challenges concerning the lecture and their jobs. Some of the benefits of special lecture technique is that it reinforces the lecturers' credibility and authority in the field, informations are organized and concentrated on the subject matter, the method is efficient and straightforward, lots of material can be treated within a short period, it can easily be personalized effectively. In spite of these points of interest, special lectures has a few disadvantages, for example, the one way communication process with relatively less participation by the trainees makes uninteresting a times, the attention span of the audience is usually 15-20 minutes, the method depends totally on lecturer's effectiveness and informations, a perfect and thorough verbal presentation requires a lot of preparations and therefore consumes a lot of time in its preparation.

Group Training: in addition to individual training, many firms arrange group training schemes. These can be residential courses for supervisors, sales representatives, accounts personnel, clerks or secretaries or stenographers lasting for a week or more. The courses can include such topics as principles of management, the foreman's responsibilities for the organisation of production, his part in the training of new workers, marketing, time studies, costing, the importance of clear speaking and writing, joint consultation and other aspects of human relations. Accounts supervisors can be tutored on such topics as budgeting, capital employed, cash flow, credit control, fixed assets, profits and loss account, trading income, depreciation, balance sheet, stock levels and measures for checking fraud. Secretaries can be taught the modern approach to office practice such as office procedure, filing system, indexing, location and classifications of records, mail handling system, microfilming, use of the diary, and use of the computer and some elements of human relations (Atiomo, (2000:62).

Self-development and further education: Employees, especially those who are in training course for skilled jobs, if they have the ability to benefit from continuing their education

should be encouraged and given facilities to do this. Self- development should include both the general education and the technical education for their jobs. According to Atiomo, (2000), the advantage of undertaking a systematic training and further education lies in its greatest interest of skilled work and the possibilities of rising to managerial positions and other industrial leadership opportunities.

Simulation Methods

This method is a part of Laboratory Training, done under off- the- Job training. It is an increasingly popular technique of management development. Under this method of training, the learner is required to learn the operations of machines and equipment that are specifically designed to look like those installed at the real work environment. This is one of the most widely recognized method for training where the employees learns to operate equipment and operating tools that are similar to those they would be utilizing at the real work floor. This method aims at educating and learning in an existing and impressive way instead of simply entertaining the learners, it is applied to improve productivity and process skills, management as well as the interpersonal skills. Some of the demerits of simulations method are: trainee can focus on learning without involving in much hazards, interest and motivation are high as real work conditions are replicated, This technique is useful in situations where at on-the-job training may result to serious injuries and damages of valuable machineries and materials, it is a costly technique, it requires consistent updating as new information about workplace is obtained.

Manikin-based simulation:

Simulation equipment offers the medical practitioners of professionals the needed opportunities to improve methods and diagnostic techniques on computer-based models in real life medical situations. This gives medical practitioners the required understanding and an additional experience as well as benefits of eradicating the danger to a genuine patient. Manikin-based simulation incorporates low, middle and high reliability simulation manikins that is utilized as part of the training technique for most medical practitioners. The level of devotion by the health care providers is determined by the technological capabilities of the instruments. This is because the motionless manikin equipment's used for skills training and

the manikin machines that communicates, has dynamic animated signs that blinks, cries and with chest that rises and falls like the real life patients. There are numerous choices which is determined by the training objectives and goals of a specified course to train using manikin-based simulation. The following are only a few of the manikin simulators that allow students to practice and specialised procedures using real patient prototypes that breathe, have a pulse and a heartbeat, and exhibit true to life vital signs. This simulated patient can be customised to demonstrate a variety of medical emergencies such as a heart attack, stroke, accidents and so on. They can replicate major trauma or injury, conceive and offspring or give birth and talk. These computer-based patients can also respond to medications and anesthesia gasses. Standardized patient simulations expedite interactive teaching through the innovative combination of technology and patient characters. The patient actors are called Standardized Patients, and they are utilized widely by medical schools to teach clinical skills to medical, nursing, and practical students. It is pride to engage a large number of Standardized Patients with a depth of experience in the acting and therapeutic model world so that medical official who are willing to learn can participate as a standardized patient.

The use of simulation trainers at hospitals gives students, faculty, and medical providers' leading edge equipment to investigate and adapt to the improvement in medical training. By using unique modern virtual devices, it enables medical providers with high commitment in training and procedural simulation that is enriched with real--life tangible sensations. As trainees advance in their training, they are exposed to an advanced level of challenges in their simulation programme. Moving from dry-lab task trainers of wet-lab experiences gives learners the opportunity to practice procedural skills outside the real clinical environment. This will not only benefits the learners but also ensures that patients are safe and quality clinical care is given.

Case Studies: Under this approach, the learners are given the situation or an issue in the form of a contextual analysis, and are required to resolve it according to their experiences from the training programme. The trainees study these cases from all points of view, examining the different alternatives available to the organisation for taking care of such issues or address issues and arriving at most reasonable answers or solutions to the problems. Some of the benefits are: It promotes analytical thinking, it encourages liberality and open

mindedness, it is acceptable to everybody as it deals with detailed description of real life circumstances. The common disadvantages are: It might suppress the expression or voice of an average student as only those having analytical and vocal aptitudes will dominate the training sessions, the preparation of cases involves money and time, sometimes, the result is not exactly certain.

Role playing: This method of training is essential if there should be a case of client or customer service. The learners assume certain roles and exercise their authority according to the given circumstances. It is also called socio-dramatization or psycho-drama, wherein the trainees act as though they are confronting the real situation and have to address it spontaneously with no guidance. Role playing essentially covers topics, such as, employee-employer relationships, recruitment, termination of appointments, conducting a post-evaluation interviews. Some benefits of role playing are: trainees partake in whole procedures thus they take interest and are deeply involved, It develops skills in human relations, it brings about the desired changes in workers conduct and attitude as the learners are motivated to think. Its disadvantages are: Role playing may sometimes not adhere to the objectives goals of the training programme, the learners may deviate from the subject being talked about and begin giving unrelated cases and explanations.

Management Games: Under this strategy, the students are divided into groups and then they are presented with simulated commercial center or the circumstances, wherein they are required to apply their skill and solve the issues accordingly. Trainees are typically required to assemble information, analyse it and make necessary decisions as the case may be. Management games are basically used for management skill development. Games stimulate learning because members are effectively and actively involved as a team and because games mimic the competitive nature of business. The major advantage is that the game helps learners to develop skills needed for business achievement. Also, participants must work as a team and cohesive groups are developed. The major disadvantage is that factual information cannot be taught through this training method.

Exchange and Sabbatical Programmes: The individual is taken out of the organizational environment and transferred into a totally different environment for a substantial period of

time (up to a year or two years). This represents the most advanced training concept. The exchange programmes are worked out between different organisations to send their professionals to work in new positions to acquire more knowledge. Sabbaticals involve sending an employee off to an academic or research programmes outside his or her current organisation.

Decision Making/ Problem Solving Training: This is a particular management type of training meant to impact decision making and problem solving skills. It generally attempts to structure situations in which the employee or trainees can improve his or her skills.

The determinant of which training method to be adopted should be depend on the subject matter which is the instructional preferences of the employees involved and the appropriateness of the method to the organisation and environment. It could be said that even till recently, little systematic work had been accomplished to effectively monitor what kind of method actually work better with what kinds of subjects and what types of employees. In his studies, Van Wort, (1998) asserts that training as a whole comprehends the importance of linking the basics of leaning theory to instructional methods of results. This is essential because there are training principles that recognizes the importance of learning theories. According to Ujo, (2008), the federal and state government have established certain institutions for training purposes in the Nigerian public sector, such as: Centre for Management Development, the Nigerian Institute of Management, the Institute of Administration, ABU, Zaria, the Institute of Administration, Obafemi Awolowo University, Ile-Ife, Institute of Management and Technology, Enugu, National Institute for Strategic and Policy Studies, Kuru, Jos and the Administrative Staff College of Nigeria (ASCON), Lagos. These are among the agencies of government that carry out training to meet the manpower needs of both the public and private sector in Nigeria.

2.1.6 Benefits of Manpower Training

The benefit of effective manpower training to any organisation cannot be over emphasized. The rising economic enhancement is proof that investments in manpower training are related to longer term profitability in an organisation. (Omodia, 2009) asserts that the era of technological innovation and modernization requires both old and new personnel to be

trained to replace their knowledge with new capabilities and enlighten them on the innovation and modifications in the strategies and techniques of performing their duties in an effort to accomplish personal and organisational goals. Therefore, any employer that desires to achieve a competitive advantage over others should embrace the idea of manpower development.

Training is important not only to improve productivity, but to encourage and arouse the interest of employees by educating them on the importance of their jobs and to give them necessary information required to perform on those jobs (Banjoko, 2011). Effective manpower training programmes should contribute to the achievement of organisational goals in the following ways: (i) reduction of overhead and labour expenses by means of reducing the time required to carry out operations that involves production of goods and services; (ii) reducing the cost of managing workers activities which may lead to absenteeism, injuries, grievances and complaints; and (iii) reduction of administrative costs through developing the physical and emotional/psychological needs of every employee towards the achievement of organisational objectives (Rao & Kishan, 2012). The general benefits of manpower training as enumerated by Iyayi (2007) are:

Technological Developments: New technologies are being developed every day, therefore training personnel enable them handle materials and the equipment economically to reduce wastages. Regular training will ensure that the workforce use latest technology with convenience and to full potentials. Also, training employees will reduce the rate of accidents and damages to machineries and equipment, which will invariably reduce the cost and overall operations.

Economic Development: The significance of manpower training in Nigeria could be associated with economic development. This is because manpower training reveals the actual meaning of development because it is centered on the improvement of employees as the major drivers of productivity in an organisation. In addition, it encompasses capacity building and the harnessing of the state's human resources which constitutes a criteria for national development. This is because human resources constitute the vital instrument and basis for wealth creation of nation's capital and natural resources as well as one of the major factors of production. Also, human beings are the active agents who accumulates capital,

discovers natural resources, build social, economic and political organisations, in order to achieve national development. It is clear that a country which is unable to develop the skills and knowledge of its citizens and to utilize them effectively in the national economy will likely be unable to achieve development in any other area (Igwe, 2011).

Lesser need for supervision: The main advantage of training programmes are that the employees who are trained need lesser supervision than the individuals who are not. A trainee obtains new information, abilities and skills and applies them in work environment effectively. Training is a way of creating confidence in an employee to enable him operate his tasks without obstacles and with efficiency and effectiveness. Training enhances essential abilities in a worker and enables them to handle assignments autonomously. At the end of the day a trained employee will be familiar with the job and consequently they require less of supervision. Trained employees will reduce the need for continuous direction and supervision. A well-trained employee can be trusted in carrying out his assignments because he knows what to do, how to do it better as well as when to do it. In this situation, constant supervision may not be required. Training employees will motivate them and give them confidence in their jobs.

Increased job satisfaction: Manpower training makes the employees feel happier with the part they play in the organisation. This is driven by the immense ability they gain in executing their duties. They believe they have a place with the organisation that they work for and the best way to compensate it is by giving the best service they can. Therefore with continuous investment in manpower training, employees can develop a sense of job satisfaction, which will invariably motivate them to perform effectively. Manpower training also leads to job security and reduction in absenteeism and labour turnover. This will directly increase productivity and improves organizational profit, growth and competitiveness in the society.

Maintain knowledge and skill: It is important to train employees to help them develop skills on their jobs and to preserve knowledge. Again, Mullins (2007) noted that manpower training improves knowledge and skills and changes trainee's attitude. Thus, training

becomes one of the most important potential motivators. When employees are trained, they acquire skills and abilities that will enable them adjust easily to change processes.

Uncover employee potential: Most of the organisations neglect the hidden abilities of their employees, manpower training gives an opportunity for employees to share their thoughts and ideas to the management. It has been established that a few employees may be longing for a leadership position within an organisation, but since there is no leadership improvement programmes set up, these people do not find the opportunity to demonstrate their capacity or further build up these hidden abilities. Allowing workers to participate in training programmes helps to discover their potentials and also to identify the leaders of tomorrow within the current work environment.

Reduction of turnover and absenteeism: Training creates confidence in the minds of workers. It gives them a sense of security at the work environment. Therefore, labour turnover and absenteeism rates are diminished. Manpower training is also a way of retaining skilled workforce. An employee that has been adequately trained by the organisation will feel as a major part of the organisation family. They will feel happy and valued by their employer, and in this manner will probably remain in the organisation. A trained staff will develop a feeling of self-worth and nobility as they will see themselves as more profitable to the organisation, which will eventually lead to job fulfillment or satisfaction. The retention of trained staff will not just lessen the high cost of recruiting additional staff but will also improve productivity. Employees will feel valued if they are invested in and may likely have less desire to change employers. Training is therefore viewed as an additional benefit to organization since the costs of recruitment is reduced because of staff retention.

Increased consistency: An effective training and advancement programme gives workers consistent information and experience. Access to regular training guarantees that all workers have a steady experience and reliable knowledge of tasks and techniques, which is specifically important with regards to organizational policies and procedures. Ensuring that all the employees have expected knowledge also guarantees that assignments are finished on time and without issues, and there are no questions to be asked about how things ought to be done. The issue of safety, discrimination, ethics and service delivery should be a central task

which require manpower training. An organized training programme guarantees that workers have a constant experience and background information. The consistency is specifically relevant for the organisation's fundamental policies and procedure of operation. All employees should know about the desires and strategies of the organisation. Putting all employees through normal training in these regard will ensure that all staff at any level have information the objectives of the organisation. Hence, increased efficiencies brings about financial benefit for the organisation.

Optimum resource utilization: manpower training fundamentally provides opportunities for broad structure for the advancement of employees' technical and behavioral skills in an organisation which eventually result to optimum resource utilization. In addition, manpower training helps the workers in achieving self-awareness which leads to positive attitudes towards profit orientation. This implies that organisations that train workers help them to develop leadership skills, motivation, loyalty and better attitudes and different perspectives that successful workers and administrators generally display.

2.1.7 The Concept of Productivity

Productivity is a measure of the performance of an employee and an essential determinant of cost efficiency. It can be used to examine the efficiency and effectiveness of any activity conducted in an economy, business, government or by individuals (Naveen, and Ramesh, 2014). According to Dialoke, et.al (2016:32), "productivity is the driving force behind an organisation's success and profitability. It provides a linkage between output of goods and services of workers of the organization and input of resources, human and non-human, used in the production process". This implies that when the employees are efficient, they accomplish more in a given time. The productivity of public sector is one feature that determines how effective public fund is actuality utilized. In other words the public sector is said to be productive when the value received from public services commensurate with the public funds invested in it (kaimahi, 2015).

Simpson (2008) opines that in the recent years, there had been several requests to improve productivity in the public sector have not been responded to. This is due to the magnitude of the public sector, which requires large number of employees and receives funding from the

federal government and the general public. Hence, it is very imperative for the public to get value for resources expended, hence the need for an effective and vibrant public sector capable of qualitative service delivery to the citizenry.

Similarly, kaimahi (2015) argues that concept of productivity in the public sector is interrogated for two reasons. One of the reasons being that the public sector has been open to a several reforms and restructurings over the past 50 years. Although majority of these initiatives have been acceptable on the believe that they will improve productivity, many public sector workers observed that the reforms have rather led to redundancy, lay-offs, proliferation of work, and an increased activities that has not really contribute to public sector productivity. However, it is also arguable that these reforms has even reduced the quality of service being provided to citizens. According to Pritchard (2002), the second reason why it is more difficult to deal with the issue of productivity is because it is difficult to measure productivity in the public sector. Productivity is typically measured with regards to the output. Measuring productivity is more difficult where there is no relationship between the service provided and the monetary value or where services are provided generally to the public or variety of customers.

However, a variety of measure have been adopted to improve productivity in the public sector. These includes, for instance the steps taken so far by the federal Government to train public sector workers. The nature of work embark on by the public sector workers largely entails additional knowledge, skills and technique, while many other type of jobs requires technical expatriates and specialised skills and knowledge to achieve them. Generally, most public sector organisations provides a variety of avenues for employees to take study leave in order to attend training courses in formal educational institutions and work on special projects to enable them increase their skills and knowledge (Smith & Street, 2005).

2.1.8 Manpower Training and Productivity in the Nigerian Public Sector

The importance of manpower training in the public sector cannot be discussed without identifying the essence of public sector in Nigeria. The public sector refers to the section of the economy responsible for the provision of various services of government to the citizens.

The sector provides services that benefits the entire society. They comprise organisations that are owned and operated by the government and exists to provide services for its citizens. The public sector in Nigerian ought to be an instrument for national development. However, Nigerians over the years have been denied qualitative service delivery by the public sector. The public offices have over the years been associated with wastefulness, inefficiency, corruption, and weak implementation of government policies (Obi-Anike & Ekwe 2014). Nigerians are living witnesses of the incapability of the privatised National Electric Power Authority (currently referred to as Power Holding Company of Nigeria) to provide the energy needs of the citizens, the failure of the Nigerian National Petroleum Company as well as other government agencies in the oil and gas sector to deliver regular and quality supply of petroleum products, the inability of the Nigerian Shipping companies and airlines to provide quality services and to maintain their stand in the competitive market of the global market, to mention but a few (Esu & Inyang, 2009:99). The broad opinion is that most of the public organisations have failed in achieving the goals of establishing them. This is demonstrated by the ineffectiveness and inefficiency exhibited by the management of public enterprises in the Nigerian. The public service which was established to uphold the values, rules and regulations and serve as the major tool for national development lost its value and confidence. These anomalies resulted to various reforms that have prompted the privatizing and trimming down of the public sector employees and as well as minimised the role of the public sector in service delivery (Agagu, 2008). These reforms have been obstructed by successive governments which has hindered its success. Manpower training in the public sector has been identified with numerous problems such as the haphazard manner with which training is planned and executed, inadequate funding, and favouritism. Although budgetary allocations are usually made for personnel training, the release and utilisation of such funds do not correspond with the way it is planned (Sam-Okere & Agbeniga, 2014). Even when funds are made available, the content of such training may not indicate the immediate needs of the organisation before embarking on the training sessions. Sometimes, the quality of facilitators who are appointed on consultancy basis is also another militating factor. Some of these consultants do not have the requisite knowledge for their tasks. The training programmes may sometimes be contracted to party loyalists or persons with some form of attachment to the chief executives of the organisation who see such opportunities as avenue

for acquiring more wealth. This raises a very serious accountability question which no doubt is a fundamental issue in the administration of the public service in Nigeria (Olusegun, 2009).

In the process of studying the civil service reforms in Nigeria from the colonial era till recently, it has been observed that manpower training has been emphasized in virtually all the reforms irrespective of the target (wages and salaries, civil service structure or service delivery). Each of these reform pointed out that the public sector needed qualified staff or staff with the required abilities as well as management technique and skills, which has led to poor performance, reduced productivity. At whatever level you observe the public sector and its operations, manpower training is considered the backbone of management efficiency and control, which is exceptionally vital for effective performance of the employees in the public sector. As a result of this relevance, there is need to fully understand the meaning of manpower training, why we need training, who are to be trained, when and where to train them, and so on. This will help us to perceive how it will influence the level of performance and level of productivity of public sector employees.

Manpower training as indicated by Igbaekemen (2014), is concerned about assisting workers to obtain the knowledge, aptitudes and state of mind required to take up the responsibilities for which they are hired and to prepare them for future activities and challenges. In his contribution to the concept of manpower training, Eneanya, (2009) conceptualized training as the procedure through which a worker is made to develop himself to empower him/her adapt to the demands of his work in an more complex organisational setting that is often characterized by fast technological and sophisticated changes that requires high skills and knowledge to operate. Manpower training is equally perceived as synonymous to other theories applied to the study of public administration for example, development, and educational advancement. There are however observed contrasts especially between development and training. Banjoko, (2011) characterizes manpower training as the improvement of an individual's knowledge, abilities and mentalities for professional purposes. In his view, an individual is particularly trained and not educated to acquire a typing skills. He additionally considers trainig to be the essential improvement or development of a person's mind and personality without fundamentally making any reference to a particular profession. Therefore, training as compared with development is concerned with the advancement of skills, attitudes and state of mind towards a specific occupation. It provide the requirement for which an employee may later be trained for a

particular work. In his view, manpower training is the systematic development of a staff career in order to arouse his interest and abilities with the aim of helping him realize his full potentials and abilities.

The reforms undertaking in the area of manpower training therefore is very important, especially since the purported foreign experts in the issue of manpower training usually confirms that major challenges in the public sector in the developed countries lies in the shortage of experts or professionals which has hindered the transformation of the public sector and the ability of public sector worker to cope with the advancement in technological development. This challenge has also hindered the public sector in achieving in attaining its developmental objectives and the targets of government.

During the colonial era, staff training was being utilized as a vital instrument to ensure the accomplishment of Nigerianization policies at the time Nigerian patriots and government workers were agitating for recognition at the senior administrative cadre, which was reserved for the Europeans alone. This prompted the idea of Foots Commission in 1948 which recommends that Nigerians should be given adequate training through grant honors and scholarships awards to higher institutions so that they can acquire the needed qualifications to fit into various positions in the civil service. In trying to achieve this, the Nigerian government instituted a scholarship scheme which offered two or more scholarships annually to enable suitably qualified Nigerians to proceed overseas for further education. From 1939 to 1948, 137 scholarships were so awarded. Before this period, the idea was only to train Nigerians as translators and clerical officers. Aside from sending Nigerians overseas to obtain educational qualifications, efforts were also made to establish tertiary institutions across the nation and expanding the existing ones, to provide the much needed training. The notable among those early institutions as pointed by Enakrire and Baro, (2008), Ado, (2014) were:

- i. Yaba High College, Lagos was established in January, 1934. The purpose of establishing the College as directed by the officers in the Nigerian Legislative Council in 1930 was to produce well trained officials for the various government departments and private organisation such as vocational and professional training for secondary school teachers, medical, agricultural, veterinary, forestry assistants and engineering officials.

- ii. The Northern Regional Institute of Administration, Zaria, was established in the late 1940s. The Institution contributed so much at this period especially in training public service officials. For instance, the institution organised training courses for officers at all levels in the public service such as clerical, secretarial, administrative, executive and legal. By the year 1954, it was upgraded to the Institute of Administration, Zaria which further provided more opportunities for the training of intermediate grades of staff for subsequent promotion into the administrative cadres.
- iii. University College Ibadan 1948. Following the arguments on the shortage of manpower position of Nigerians in the civil service, the University College, Ibadan was founded in 1948. This was based on the acceptance by the British Government of the recommendations made by two Commissions it inaugurated in 1943. The two Commissions were Asquith and Elliot Commissions on Higher Education in British West Africa. The Commissions were given mandate to determine the feasibility, location and organisation of an institution of university standard in the western area. The commissions submitted its report in 1945, with emphasis on the need for a university level institution in British West Africa to produce professional workers in the field of engineering, agriculture, medicine and animal health as well as to equip the civil service with graduates. The Graduates of the University College Ibadan, thus formed the early administrative and technical staff of the Federal Civil Service and later of the States Civil Service in the 1960s.
- iv. University of Nigeria Nsukka was established in 1960. Despite the efforts of the University College Ibadan in contributing to the Replacement Policy in the Civil Service, it was observed that inadequacy of skilled Nigerians was evident by 1960s. As a result of this, The University of Nigeria, Nsukka was established in 1960 as a regional university which form the basis of the proliferation of indigenous universities in Nigeria.
- v. In the year 1962, two other regional universities were established. Some of them were the University of Ife (now Obafemi Awolowo University), Ahmadu Bello University at Zaria and one Federal University at Lagos. These universities were established following the report of the Ashby Commission in 1962. At the same year, the

University College, Ibadan, was granted full autonomy from the University of London, thus giving it the status of a full-fledged University.

In line with the above, Ado, (2014) submits that a number of agencies and institutions contributed immensely to the sustenance of manpower training and capacity building in the Nigerian public sector. Some of the notable institutions are as follows:

- i. The Federal Training Centres at Lagos, Kaduna, Maiduguri, Ilorin, Enugu and Calabar.
- ii. Industrial Training Fund (ITF) established in 1971.
- iii. Centre for Management Development (CMD) which commenced operation in 1973 though established by decree 51 of 1976.
- iv. Nigerian Institute of Management (NIM) established in 1961.
- v. National Centre for Economic Management and Administration (NECIMA) established in 1986.
- vi. Financial Institute Training Centre (FITC) which commenced business in 1982.
- vii. Administrative Staff College of Nigeria (ASCON) established in 1973.
- viii. National Institute for Policy and Strategic Studies (NIPSS) established in 1979.
- ix. Agricultural and Rural Management Training Institute (ARMTI) established in 1984.
- x. Chartered Institute of Bankers, founded in 1963.
- xi. National Employers Consultative Association (NECA), formed in 1957.
- xii. Institute of Chartered Accountants of Nigeria established in 1965.
- xiii. Institute of Personnel Management (IPM), formally launched in 1973.
- xiv. Nigerian Institute of International Affairs, established in 1963.
- xv. Maritime Academy of Nigeria, established in 1988.
- xvi. University-based Consult Unit which went into full operation in a few Universities in Nigeria in the late 80's.

The major reason behind the emphases on manpower training of the employees in the Nigerians public sector, was because of the changing role of the public sector from maintenance of law and order and revenue generation for the colonial masters to that of socio-economic development, national development and integration. The rise of

improvement organization after the Second World War as a specific course of study, additionally added to this impulse. It is in perspective of this that more endeavors were guided at preparing Nigerians to gain particular aptitudes required for HR and venture administration, mechanical relations and general organization. All these adapted as per the general inclination of particular occupation requests. In the view of the above challenges, effective manpower training programmes for personnel in the Nigerian public sector is quite essential to its development and stability.

2.1.9 Challenges to Manpower Training

There are numerous challenges facing manpower training in the Nigeria public sector. These among others include the following:

Technological Changes: New technology always come with changes, developments and improvement in systems and machinery. Hence it is indispensable for workers to acquaint themselves with these developments in order to remain relevant and up to date. For example, some of the workers serving in the local government council are yet to become computer literate. This is a serious challenge as most of the training institutions are using modern techniques in training where computer illiterates are not carried along and find it difficult to apprehend (Ladan 2014).

Haphazard Training: It has been proven that continuous training is necessary for employees to accomplish their tasks effectively in an ever changing environment. However, the training needs of workers are not often identified in order to design a suitable training programmes that are relevant to their training needs. There is need to first identify the areas that workers desire more training need before introducing any training programme. Also, the suitability of the training programmes in meeting the training desires of workers needs should be established from time to time.

Lack of Adequate Funding: Adequate funding according to Cascio (2005) remains a major concern in manpower training. Some scholars are of the opinion that when you compare the reward for training with the expenditure made on the investment, organisations may be tempted to see training as a futile venture and, therefore, inappropriate. Therefore, self-made

training options that provides only informations on how to operate operational tools such as e-mails, accounting software and equipment manuals are often replaced with the formal training to reduce cost. Training is expensive and most organisations may not likely afford the cost of hiring training consultants or to engage employees in formal training programmess. However, training has been made easier as employees can now access useful information by using information technology or e-learning. The introduction of online training courses have lighten the burden and cost of formal training, therefore, organisations can now adopt online tools such as programmed instruction, e-conference, on-the-job training, mentoring and other methods that are less costly to train their staff.

Poor Attitude of Workers Towards Training Programmes: The findings of Kum, Cowden, and Karodia, (2014) show that training could be irrelevant when employees disregard the training programmes and perceive it as a trifling experience with no benefit to attitude modification. Each time training is viewed as an irrelevant occasion, the probabilities of attitude modification are narrow. Also, training may not be successful if the participants are not held responsible for the effects. Normally, workers does not give account for the quality of the training in their place of work. Except they are held accountable for the training programmes, improvement in their behavior will not occur.

Limited Opportunity for Career Advancement: Career development is the process of managing progression in knowledge and work. Management uses this procedure to decide the quality of workers, the sort of individuals they become, their reasoning capabilities and their pay package. It also determines the social and economic commitment they make to the societies they belong. If the organisational structure is flat, it therefore implies that there will be little room for promotion for trained staff. Lack of promotion can hinder the interest of staff in participating in training programmes. As observed by Kosgei, (2015), ignoring outcomes of training programmes when considering employees for promotion can hinder their interest in participating in training programmes. Therefore it is necessary for employees to be aware that promotion is not the only means of gaining job satisfaction on the job.

Lack of Political Will: Lack of political will coupled with misplacement of priority has made manpower training and development issue to be relegated to the back. For this reason, workers spend several years in the service without attending training. This mostly results in declining productivity and loss of interest in the job (Ladan 2014). Kreitner and Kinicki (2007) enumerates other factors that affect training, these are explained below:

Lack of Specific Direction and Focus: Manpower Training should be a focused process that allows stakeholders to concentrate on desired results. Training objectives should be developed at higher levels than traditional learning objectives. These objectives correspond with six measures that lead to a balanced approach to evaluating training's success. Most training programs should contain organizational objectives at multiple levels, ideally to include employees at lower levels. When developed properly, these objectives provide important direction and focus for a variety of stakeholders at different time frames. For designers and developers, the objectives provide needed insight to focus on application and impact, not just learning. The facilitators need detailed objectives to prepare individuals for the learning experience's ultimate outcome: job performance change. Participants need provided in the organisational objectives, to clearly see how the training program's outcome will actually help the organization. Sponsors of training programmes, the key clients who pay for the program and support it, require such objectives to connect training with important business-unit measures. Finally, evaluators use this type of direction to know what data to collect to determine whether the program has been successful.

Activities of Unaccredited training consultants. This is yet another challenge to effective manpower training. Many consultants that provide management training are doing so without accreditation by the appropriate quarters. This is why most of them may not have adequate information about the needs of the employees. Training is not the same as teaching and lecturing and the trainers' need to undergo special Trainer's course before they can be able to train others effectively or even get accredited as a trainer. Because of the activities of these illegal and unaccredited consultants across the country, organisations training funds are wasted with little or no impact.

Knowledge based challenges. One of the challenges to manpower training is the emphasis of certificates rather than knowledge. As one of the most serious challenges, knowledge based challenge makes training difficult to the trainers. Knowledge in Nigeria is only measured on the basis of certificates which most of its holders cannot defend. Lack of requisite knowledge that is sound and well-grounded makes learning of new skills and ideas difficult.

Language and communication challenges. It is evident that English is the language of instruction in all levels of education and government's official language in Nigeria, many people, including public sector workers cannot comfortably express themselves in English language in terms of understanding and speak the language fluently. As such, when undergoing any form of training, they lag behind and mostly slow down the progress of the training sessions.

Participants are Not Held Accountable for Results: For training programmes to be successful, participants must individually drive performance change. When confronted for reasons for not changing behavior or attitude, participants are quick to blame others, usually the boss. But that may not be the real issue. Some of the individuals most likely to be held responsible for results are the managers, trainers, developers, and senior executives. Participants of training programmes deserves more attention that they are often given. Participants often do not see changing their behavior as their responsibility. Experience have shown that, when results are not achieved, the training and development staff, along with immediate managers, are usually blamed. But, we often fail to focus on the participant's role in the process. Participants can succeed with training if they are properly motivated to do so and are held accountable for their results, even with an unsupportive manager.

2.1.10 Manpower Training and Productivity: A Cross National Review

The literature on manpower training and productivity is enormous and increasing. However, a significant amount of studies have taken a multi-dimensional perspective to disclose the correlation between manpower training and productivity. This review highlights six specific studies that most strongly support this general conclusion. Onuka and Ajayi (2012), investigated

the effect of training on employees' performance using the staff of Cadbury Nigeria Plc., Ikeja, Lagos, Nigeria. One of the aims of the investigation was to evaluate the implications of lack of manpower training programmes on organizational productivity. The findings of the study revealed that manpower among other resources contributed to organisational growth. This is because the human element pools other resources together to realize the objectives of the organisation. Therefore, management should give top priority to manpower development. This is imperative since the responsibility of achieving the organisational objectives lies in the human capital. The study concluded that training have substantial effect on employees. The study recommended that every organisation in Nigeria should endeavour to adopt manpower training as business and administration policy to constantly develop skills, understanding, and conduct needed by personnel to accomplish their tasks creditably on a particular assignment and to complement organisational efficiency and boosts organisational profit.

Dearden, Reed and Reene, (2016) further investigated the effects of work-related training on direct measures of productivity, using a new panel of British industries 1983-1996. The authors argued that organisation training process should be anchored and established on a well-defined training policy, drawn on manuals, which should be made to continue to improve productivity in organisation. In the past, the nature of manpower training in many organisations was determined by existing rules, customer service requests, and the issue of compliance in safety and health. Nevertheless, the study found that organisations are currently providing work-related training as an approach for increasing employee productivity.

Another study, Tahir, Yousafzai, Hashim and Jan, (2014) analyzed the influence of training and development on employee performance and productivity using the United Bank Limited Peshawar City, Pakistan as a case study. The main objective was to investigate the effect of training and development on employees' performance and productivity, using descriptive statistic tools SPSS. The results of the research revealed that the employees of UBL in region Peshawar were in favour of manpower training as they considered it as the major factor that drives employees' performance and Productivity. This study established that bank administrators who are interested in employee's productivity and efficiency have no option but to embrace the idea of employee training and development as a blueprint for success. The

study concluded that training and development would offer opportunities for promotion and better career life for employees in the organisation. In doing so, organisations productivity would be accelerated.

Singh and Mohanty (2012) studied the impact of training practices on workers' productivity, using personnel from different sectors such as motor assembling plants, agricultural sectors, insurance, banking sector and paint companies in India. Their investigation reveals that employees' productivity is related directly to the nature of training adopted by the various organisations. The research concluded that manpower training has an important role to play on employees' productivity. Furthermore, Colombo and Stanca (2008) investigated the effect of training on productivity using evidences from large panel of industries in Italy. The study used information collected from Excelsior, a study carried out annually with a sample size of approximately 100,000 Italian firms in Italy from 2002 to 2005. The study established that manpower development has a significant and substantial influence on productivity. The findings of the study indicates that the benefits of on-the-job training may possibly be strictly underrated if training is not given a preference to other variables.

Peretomode and Chukwuma, (2016) conducted a study to examine the correlation between manpower training and lecturers' productivity in educational institutions in the Delta State of Nigeria. The authors argued that people suffer from diminished power, creativity and versatility. Consequently, elderly lecturers, can be assisted to remain vibrant, vital and productive via education and improvement. The study suggested that management of educational institutes and the National Universities Commission (NUC) should continuously encourage lecturers' active participation in local or internal development and international development such as workshops, seminars, conferences and short-term courses within and outside the country, by providing adequate funds to sponsor lecturers' to local and international profession development opportunities. Poor income of lecturers has often resulted in difficulties in personal career development both locally and internationally. The study recommended that educational institutions should make policies targeted at saving certain amount of fund to complement government fund, to support research and personnel improvement.

Elnaga and Imran, (2013), in support of the foregoing, opines that training does not only develop the abilities of the employee but also improve their ability to think, become creative and ability to make wise and timely decisions that can yield higher productivity. Training enables employees to possess the skills and knowledge they require to carry out their jobs successfully, tackle different assignments, and acclimatize with varying work situations (Jones, George and Hill, 2000).

In a developing country like Nigeria, manpower training is extremely required in almost the entire organisations for effective service delivery. Preferably, manpower training is highly effective if the methods of training corresponds with the assimilation rate of the trainee and the nature of job required by the organisation (Obi-Anike and Ekwe 2014). Studies conducted by Rao and Kishan, (2012) on employees of selected organisation based in Indian, indicates that training increases the knowledge, task coordination and planning, collective problem solving, and communication among a team and task environments. Similarly, Becker (1964; Venkoba Rao and Kishan, 2012) observed that training activities produce enhancements in the quality of job, which invariably contributes to national economic development.

It is important to note that increased productivity has provoked researches directed at increasing the inadequacy of skills as well as limited abilities of local government workforce, considering the mammoth roles of the local government staff in service delivery (Agunyai, 2015). The key messages from the literature reviewed is that there exist a positive correlation between manpower training and employees' productivity in the public sector.

2.2 Theoretical Framework

The theoretical framework considered applicable for this study is the human capital theory. The theory has experienced a progressive improvement over the years. Within this development period, more emphasis has been made on employee training, which is the focal point of the theory. Human capital investment can be viewed as every action channeled towards the improvement of the performance or efficiency of an employee. Hence, education is an integral element of human capital investment. Human capital can be described as the investment made in equipping employees with

knowledge and skills required to increase or improve their skills in executing tasks that would add to the economic values of the society (Marimuthu, Rokiasamy and Ismail, 2009). According to Fugar, Ashiboe-Mensah, and Adinyira, (2013), the human capital theory was propounded by Schultz during the 1960s and expanded by Gary S. Becker between 1962 and 1964. Gary Becker's classic work on human capital in 1964, expanded the idea of human capital (Odion & Omolo, 2015). Other contributors to the human capital theory were Samuel Bowles (1975) and Mincer (1974). The scholars perceive that training and education imparts a useful knowledge and skill to workers which at the long run increases their capabilities and productivity. Becker gave a distinction between specific human capital and general human capital. The scholar perceives specific human capital as knowledge acquired via training and education. While general human capital is regarded as the understanding acquired through training and development that is more valuable in every area of life. Becker, in addition, likened human capital as other means of production which industries can invest in through training (Becker, 1962). Thus, the advantage of human capital theory is that investments are made in developing workers in order to improve their productivity and income. With regards to the human capital theory, employees who are well learned or skilful are more beneficial to organisations in order to implement and adopt modern technological facilities, thus reinforcing returns on training and education. This implies that expenses incurred on medical care, education, training, and general wellbeing of employees are also investment in capital. Empirical studies offer proof to support the collective impact of education and training. The advocates of human capital theory identify education or training as a profitable investment in human resources. Human capital investment is considered to be also useful or even more worthwhile than other factors of production (Adelakun, 2011: 32).

2.2.1 Application of the Theory

The human capital theory is suitable in explaining the influence of manpower training on employee productivity in Ado-Odo/Ota Local Government Council. The human capital concept is connected with the individual employee capacity to contribute to the productivity of the organisation as a function of constant exposure to training. This human capital theory is utilized in this study to uncover the impact of manpower training on employees' productivity in Ado-Odo/Ota Local government council. Therefore investing in employee training will yield many benefits such as: (i) enhances productivity (ii) it enables workers to adapt to technological changes, (iii) enhances employees' ability to attain and decipher information about expenditures and production features of others information (Anumudu,

(2010). On a final note, the advantage of the present and future value of investing in the training of employees would eventually yield higher productivity. To ensure that training programmes are well coordinated and strategically linked to improving employee performance and organizational productivity, as it relates to the agency objectives, planning of is considered critical. It is recommended that organisations take into consideration the viewpoints of human-capital professionals in planning and development of training programmes. This should include a needs assessment of the skills and competencies required to fill the eixisting performance gaps that will ultimately meet the agency goals. All gaps should be addressed through manpower training strategies that are available to the management (Ricucci & Naff, 2008).

The above point stresses the need for the establishment of various universities, polytechnics, and college of education for the civil and public servants in Nigeria (Aroge, (2012) & Mohammed (2014). Based on earlier studies, Olaniyan and Okemakinde (2008:481) posit that education has not had the expected positive impact due to the limitations of the schooling system which provides few (or no) skills. To redress this condition, these scholars submit that education and training must be “anti-traditional to the extent that it liberates, stimulates and informs the individual and teaches him how and why to make demands upon himself.” This has the tendency of bringing about development-producing capacities geared towards national growth. The type of training that can revolutionise the mindset of civil/public servants for improved productivity in the Nigerian public sector must be anchored on specific human capital that is capable of invigorating public employees on their current jobs as canvassed by Becker (cited in Fleischhauer, 2007:5).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology. It is segmented thus: research design, population of the study, sample size and sampling technique, sources of data collection, instruments of data collection, validity and reliability of instrument and Method of data analysis.

3.2 Research Design

The study employed a cross-sectional survey design. This implies that in this study, all the measurements for the sample members were obtained at a single point in time. The survey design was used to explain, explore and describe the variables. It was used to explore and describe the relationship between manpower training and productivity using the data collected from the field survey. The method is expected to obtain information about people's opinion, attitudes and experiences that are difficult to observe directly.

3.3 Population of the Study

The population of the study consists of the employees of Ado-Odo/Ota Local Government Council of Ogun State, Nigeria. The total workforce as at December, 2016 was five hundred and forty eight (548) employees (Ado-Odo/Ota Annual Report: 2016). The breakdown shows that there were 345 senior and 205 junior workers. The period of the study covered 10 years (2006-2016). Data was collected from Heads of Departments/Units, supervisor, artisans, technicians and clerical staff of the Council. The choice of this population was informed by the nature of their job which require training for effective service delivery.

3.4 Sample Size and Sampling Technique

The existing records from Ado-Odo/Ota Local Government Council indicates that there are (9) departments. Simple random sampling method was used in the administration of the questionnaire that covered both the senior and junior staff from the nine departments. It has been stated that the reason behind simple random sampling is to remove bias from procedure of selection, results and also to allow every member of the population to have equal chance or probability of being selected for the sample (Gravetter & Forzano, 2011). The total

populations of the study was 548 and 35% of the sample size was taken as the sample size. This was calculated thus:

$$\frac{35}{100} \times 548 = 191.8 = \text{approx. } 192 \text{ staff}$$

100

This sample size was used in order to generate a valid data from the population. Altogether, a sampled size of eighty-five (85) for the senior staff and one hundred and seven (107) for the junior staff was covered for the survey. A total of one hundred and ninety two (192) questionnaires were distributed but only one hundred and seventy (170) questionnaires were recovered and subjected to analysis.

3.5 Sources of Data Collection

The primary data was collected through questionnaire administration. The questionnaire was developed in order to empirically test the relationship between manpower training and productivity in Ado-Odo/Ota Local Government Area. The questionnaire was divided into two parts (section A and B). The first part (Section A) contains socio-demographic variables such as: gender, age, educational qualification, job status, and work experience. Section B of the questionnaire will be designed with the options of Strongly Agree (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD) which will be a 10 - item questionnaire. The employees were requested to indicate their answers regarding each item based on a Four-Point Likert Scale with 1 scoring disagree to 4 scoring strongly agree. The Four-Point Likert scale was used to measure the relationships between the variables. The secondary data was obtained from journals, textbooks and the internet.

3.6 Validity and Reliability of Research Instrument

To ascertain the validity of the instrument, content validity was adopted. The Content validity in most cases is measured by relying on the knowledge of people who are conversant with the concept being measured (Drost, 2011). Face validity is premised on adequate review and consultation from researchers' supervisor and experts in the field of public administration in Covenant University, Ota, Ogun State. The questionnaire was developed in line with his recommendations. Reliability is fundamentally concerned with issues of consistency of measures. For the purpose of the study, the researcher employed Cronbach's

alpha to verify the internal consistency of each construct in order to achieve reliability. Cronbach's alpha is the most widely used reliability measure in research. Cronbach's alpha assesses the consistency of the entire scale and indicates how well the items correlate positively to another. Cronbach's alpha ranges; from 0 to 1, with 0 standing for a completely unreliable test, higher values closer to 1, indicating higher internal reliability and one standing for a completely reliable test. A reliability coefficient (alpha) of 0.70 or higher is considered acceptable reliability (Nunnally 1978). In the study the Cronbach's alpha coefficient for the 10 items is 0.710 (Appendix H). Therefore the value exceeding the foregoing proportion indicates that the questionnaire is reliable.

3.7 Method of Data Analysis

The data collected from the questionnaires was analyzed using the Pearson Products Moment Correlation statistics, percentages, tables, and figures.

3.8 Analytical Tools

The data collected from the questionnaires were simply analyzed using tables and simple percentage while Pearson's Product Moment Correlation (PPMC) was used to test the hypotheses which guided the study. This was used to determine the relationship between manpower training and employee's productivity in Ado-Odo/Ota Local Government Council.

3.9 Description of the study Area

Ado-Odo/Ota local government council was established on May 19, 1989. This resulted from the merging of the then Ifo/Ota Local Government with Ado-Odo/Igbesa axis of Yewa South Local Government. Ado-Odo/Ota Local Government Area is the largest among the 19 Local Government areas of Ogun state. The major towns and cities in Ado-Odo Ota LGA includes; Ado-Odo, Agbara, Igbesa, Iju-Ota, Itele, Kooko Ebiye Town, Owode and Sango Ota. It has an area of 878 km², with a total population of 526,565 as at the 2006 census. There are five hundred and forty eight (548) employees in Ado-Odo/Ota Local Government Council. This population comprise of 343 senior workers and 205 junior worker. The local government council comprises of nine departments which are: education, public health, transport, general administration, social/welfare, housing and town planning, environment

and public sanitation, culture, leisure and sports, utilities and economic departments. According to the Local Government Act of 1989, all 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 section, there shall be the Local Council Secretary who shall be appointed by the Chairman, who will also be the Chief Administrative adviser to the Local Government Council, and finance and General Purpose Committee as well the Head of Service of the Local Government of which he is the Secretary. He shall be assisted by the Head of Departments and Area Officers. The major role of the Local Government Council is to formulate and execute government policies concerning the Local Government and also to approve all expenses in the framework and requirements of the Federal Republic of Nigeria constitution.

The Chairman of Local Government Council

The local government Chairman is also the Chief Executive Officer and the Chief Accounting Officer of the Local Government. He serves the role as an accountant of the Local Government shall exclude signing of vouchers and cheques. Vouchers and cheques will be signed by the secretary and treasurer to the local government. The chairman, serving as the Chief Executive and Accounting Officer shall perform all his duties in the outlined procedures:

1. He shall comply with the existing guidelines on financial matters such as the fiscal rules guiding the issuance of receipts and expenditure of public funds, as well as other public assets in his domain. He will be held liable for breaching any of these rules.
2. He shall be held accountable of all his transactions after he had left the office. Therefore he may be called upon to give account of his tenure as the chairman.
3. The Chairman will also be scrutinized periodically checks to certify that he adheres to the Finance regulations stated in the Control and Management Act of 1989 and its subsequent amendments.
4. He shall be the signatory to all correspondences that flow in and out of the Local Government.
5. The Chairman shall also delegate some significant part of the local government administration, including some financial function and control over the Vice-Chairman

who is also the supervisors and local government Secretary in the council. The Vice-Chairman shall also play a key role in the decision making processes of the council.

The Vice-Chairman and supervisory Councillors

The Local Government Vice- Chairman will be a candidate aspiring candidate for the office of the Chairman, who was also the running mate of the Chairman. He must have been duly certified to be elected into the office of Vice-Chairman as long as the Chairman was duly elected as the Chairman of the local government council. The Vice-Chairman of the Council shall also deputise for the Chairman of the Local Government Council whenever the need arises. His responsibilities are as follows:

- a. Responsible for all the businesses of the Local Government Council.
- b. The Chairman in his discretion may sometimes assign supervisory roles to the Vice-Chairman of the Local Government.
- c. The Chairman shall on regular basis, hold meetings with the Vice-Chairman, all the Supervisory Councillors and all other Councillors, in order to determine the modalities for implementing the policies of the Council.
- d. The Vice-Chairman in conjunction with the Chairman, shall co-ordinate all activities of the council and the general discharge of executive functions of the Council.

The Secretary to Local Government Council

The post of the Secretary to the Local Government is a political post to be appointed by the Chairman of the Council. The functions and responsibilities as contained in the approved order of service for Local Government Personnel are:

- a. Takes charge of the administrative management of the local government.
- b. Performs advisory duties to the Local Government and to the Finance and General Purpose Committee.
- c. Coordinate all undertakings of the various Departments of the Local Government.
- d. Performs other related responsibilities as may be assigned by the Council Chairman.
- e. As the Secretary and Treasurer, he shall be signatories to the Local Government receipts and Cheques.

- f. The Secretary shall be responsible for convening of all meetings of the Council and its committees and for the writing of the minutes and reports of such Council and Committees. The Secretary shall advise the Council and its committees, including the standing orders of the council and Local Government Legislation.
- g. The secretary shall be entitled to attend all meetings of the Council and its Committees.
- h. The secretary shall advise the Chairman of the Council on all matters pertaining to his office and will execute all functions that will be allocated to him by the local government Chairman.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals mainly on data presentation, interpretation and analysis of data collected through questionnaires collected from the respondents. The chapter will also discourse the findings of the results. These will be systematically arranged and analysed for comprehensive interpretation and making reliable conclusions.

4.1 Response Rate of Questionnaire

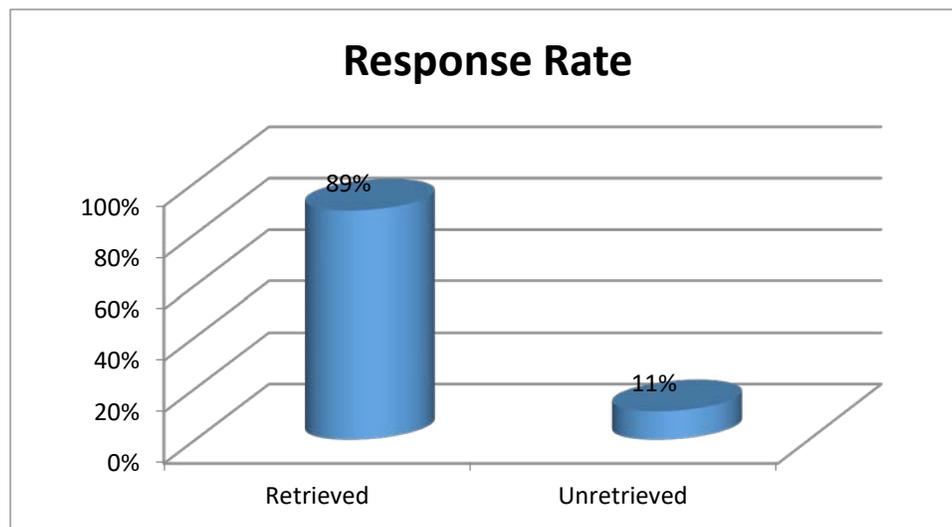
A total number of one hundred and ninety -two (192) questionnaires were distributed to the staff of Ado-Odo/Ota local Government Area of Ogun state but only one hundred and seventy (170) questionnaires were recovered. This denotes a response rate of 89% ($170/192 * 100 = 89\%$). The retrieved questionnaires were subjected to analysis. Table 4.1 shows questionnaire distributed and retrieved.

Table 4.1 Response Rate of Questionnaires

Questionnaire	Frequency	Percentage (%)
Retrieved	170	89
Un – Retrieved	22	11
Total	192	100

Source: Field survey (2017)

Figure 4.1 Bar chart showing Response rate of Questionnaires



Source: Adapted from Table 4.1

4.2 Data Presentation

The purpose of this section is to present the data generated from respondents on the case study through the administered questionnaires. The data generated were used to analyzed both the Bio – data of respondents and test the research hypotheses of the study.

4.2.1 Bio Data of Respondents

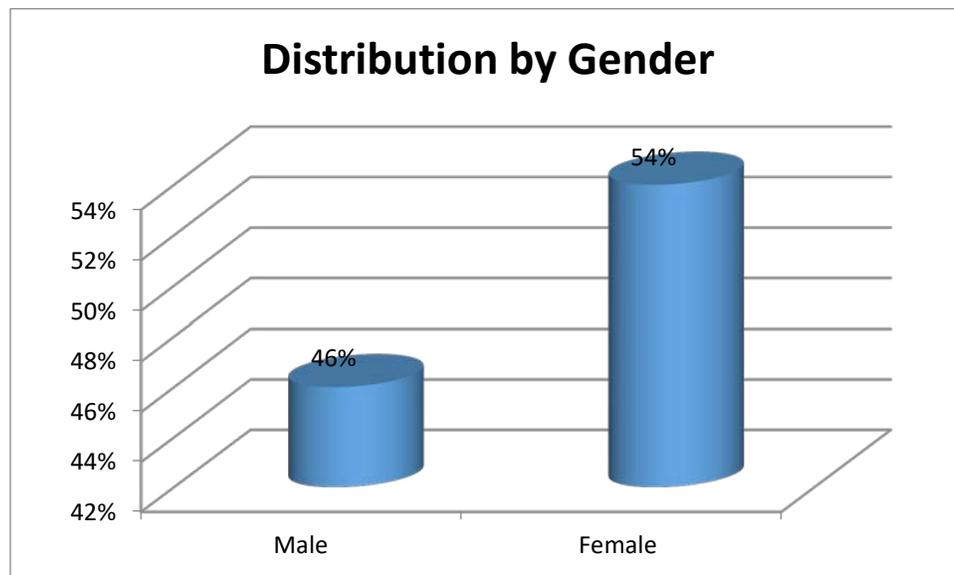
The Bio –data of respondents in the study are gender, age, education qualifications, work experience, marital status, level of management and employment status. The distribution of the data is presented in tables and figures as follows:

Table 4.2 Frequency distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	79	46
Female	91	54
Total	170	100

Source: Field survey (2017)

Figure 4.2 Bar chart showing Gender Distribution of the Respondents



Source: Adapted from Table 4.2

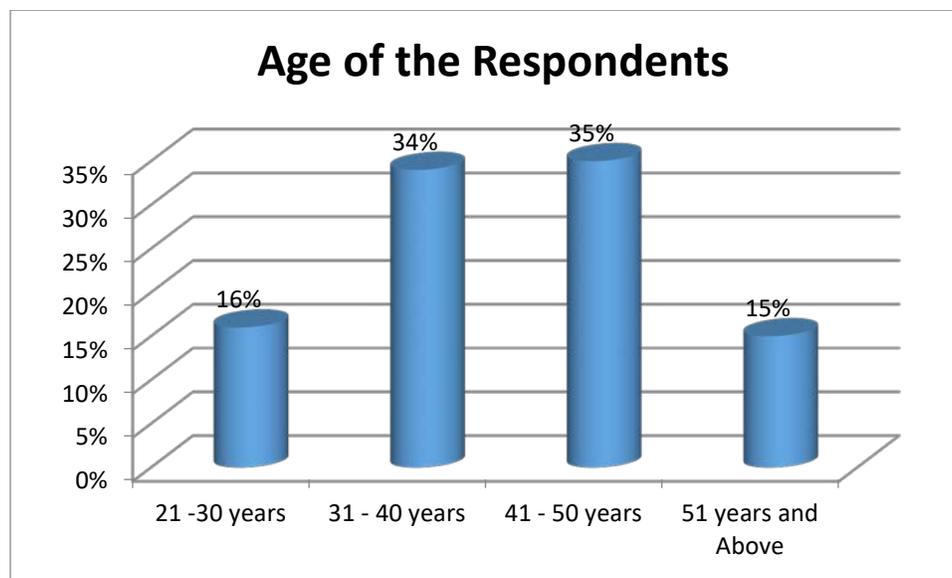
Table 4.2 and figure 4.2 indicate the distribution of respondents by gender. The information shows that 54% of the respondents are female and 46% are male. This implies that there were more female workers in Ado – Odo/Ota Local Government Area.

Table 4.3 Frequency distribution of Respondents by Age

Age	Frequency	Percentage (%)
21 – 30 years	28	16
31 -40 years	57	34
41 – 50 years	60	35
51 years and Above	25	15
Total	170	100

Source: Field survey (2017)

Figure 4.3 Bar chart showing Age Distribution of the Respondents



Source: Adapted from Table 4.3

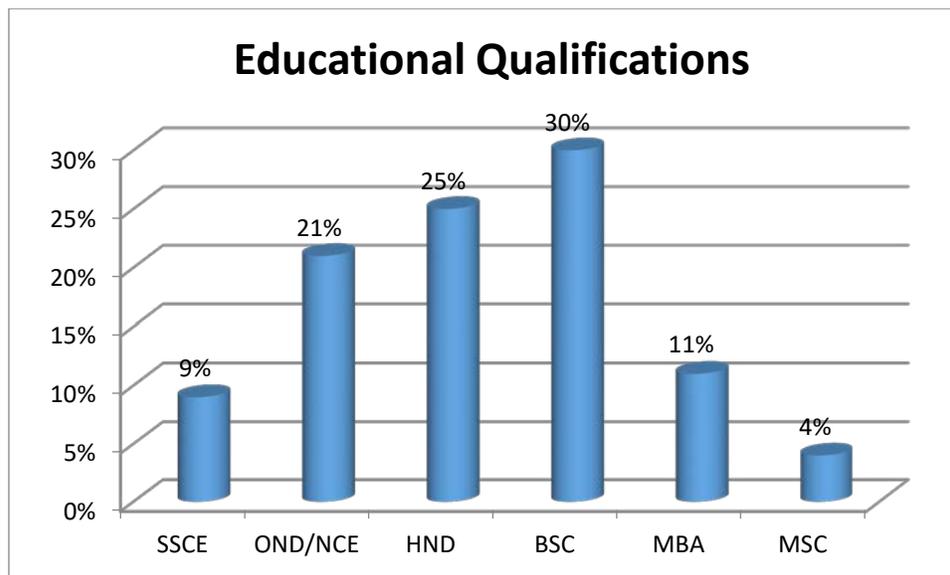
The result in table 4.3 and figure 4.3 reveal the age distribution of employees in Ado-Odo/Ota Local Government Area. The results shows that 16 percent of the employees in the local government are within the ages of 21 to 30 years, 34 percent of the respondents are in age group of 31 to 40 years. While employees between the ages group of 41 to 50 years accounted for 60 percent of the total employees and the remaining 15 percent are employees that 51 years and above. The age distribution skewed towards the youth within the age group of 41 to 50 years. This indicates that Ado-Odo/Ota local government has more youths in the workforce than aged employees and this is likely to improve the productivity level of the local government.

Table 4.4 Frequency distribution of Educational Qualifications

Qualifications	Frequency	Percentage (%)
SSCE	16	09
OND/NCE	36	21
HND	42	25
Bsc	51	30
MBA	18	11
Msc	07	04
Total	170	100

Source: Field survey (2017)

Figure 4.4 Bar chart showing Educational Qualifications of the Respondents



Source: Adapted from Table 4.4

Table 4.4 and figure 4.4 presents the distribution of respondents by educational qualifications. The results indicate that 09 percent of the respondents possesses Secondary School Certificates, 21 percent of the respondents have OND/NCE. While 25% of the respondents are holders of Higher National Diploma (HND), 30% of the respondents hold a minimum of first degree (BSc), 11 percent of the respondents have MBA and 4% of the respondents hold MSc. The result of the analysis of educational qualification revealed that the Ado-Odo/Ota Local Government Area is made up of well-educated and skilled workers. This implies the local government would benefit largely from this caliber of employees if

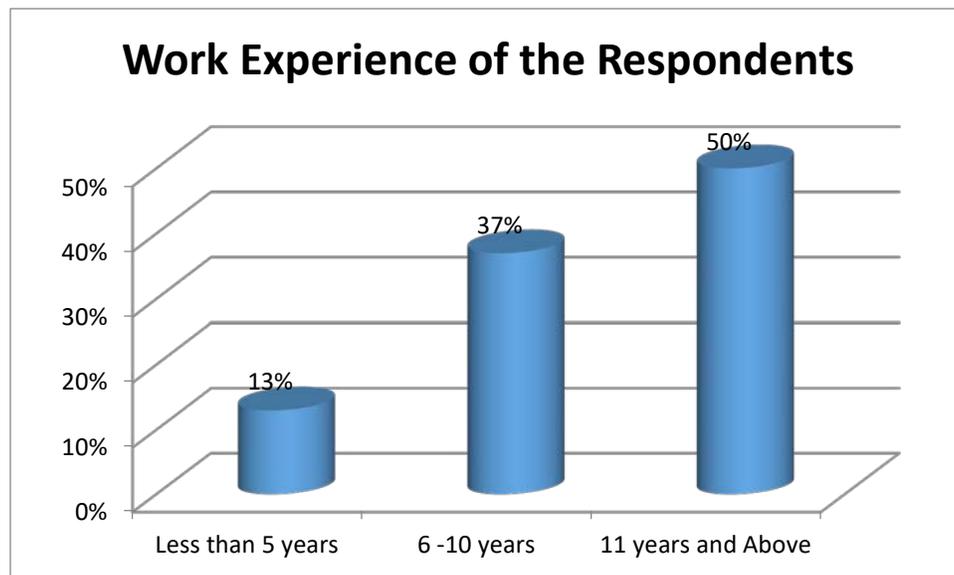
they are adequately trained in their various discipline to improved their performance and value.

Table 4.5 Frequency distribution of Work Experience

Work Experience	Frequency	Percentage (%)
Less than 5 years	22	13
6 – 10 years	63	37
11 years and Above	85	50
Total	170	100

Source: Field survey (2017)

Figure 4.5 Bar chart showing Work Experience of the Respondents



Source: Adapted from Table 4.5

The results in table 4.5 and figure 4.5 reveal that 13% of the total employees in the local government have less than 5 years working experience, 37% of the respondents have a working experience between 6 to 10 years and 50% of the respondents have a working experience of 11 years and above. The results reveals majority of the total employees in the Local Government have been working for more than 11 years.

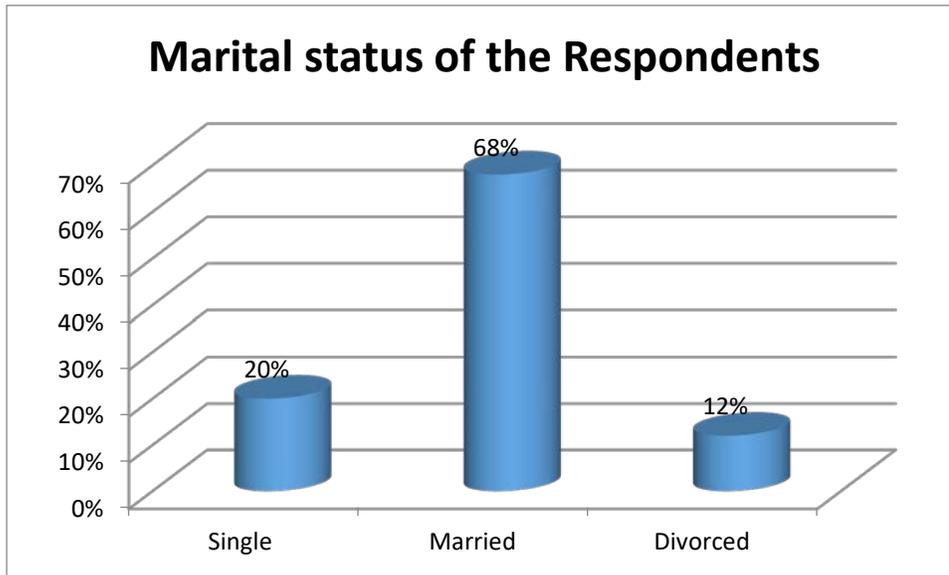
Table 4.6 Frequency distribution of Marital Status

Marital Status	Frequency	Percentage (%)
Single	34	20
Married	115	68

Divorced	21	12
Total	170	100

Source: Field survey (2017)

Figure 4.6 Bar chart showing Work Experience of the Respondents



Source: Adapted from Table 4.6

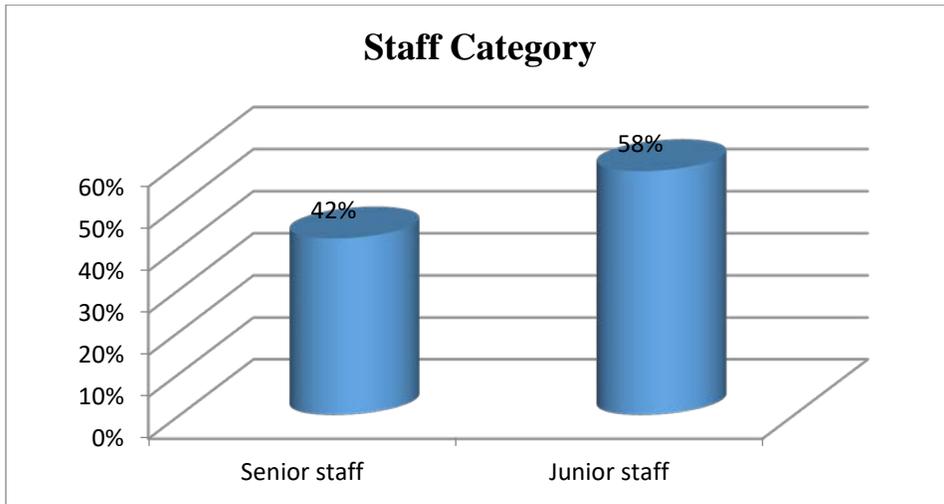
The result in table 4.6 and figure 4.6 reveals the marital status of the respondents. The information depicts 20% of the respondents are single, 68% of the respondents are married and 12% of the respondent are divorced. By implication there are more married respondents in the sample size.

Table 4.7 Frequency distribution of Staff Category

Level of Management	Frequency	Percentage (%)
Senior Staff	72	42
Junior Staff	98	58
Total	170	100

Source: Field survey (2017)

Figure 4.7 Bar chart showing Staff category of the Respondents



Source: Adapted from Table 4.7

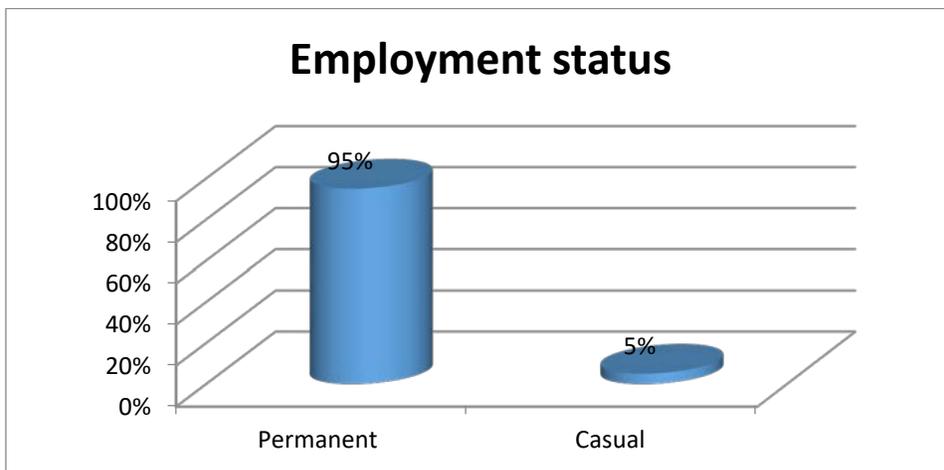
Result in table 4.7 and figure 4.7 shows the staff category of the employees of Ado-odo /Ota Local Government Area. The result shows that 42% of the employees are senior staff and 58% of the respondents are junior staff.

Table 4.8 Frequency distribution of Employment Status

Employment Status	Frequency	Percentage (%)
Permanent	162	95
Causal	08	05
Total	170	100

Source: Field survey (2017)

Figure 4.8 Bar chart showing Employment Status of the Respondents



Source: Adapted from Table 4.8

Table 4.8 and figure 4.8 show the employment status of the respondents. The result reveals that 95% of the employees of Ado/Odo Ota Local Government employees are permanent staff while a few of 5% accounts for the casual employees. By implications the local government has more permanent staff than casual staff.

4.2.2 Data on Manpower Training and Productivity

This section is based on second section of the questionnaire where respondents were asked to express their opinions on Manpower Training and Productivity in Ado–Odo/Ota Local Government Area. The analyses of the respondents’ opinion were analyzed based on the following questions:

Hypothesis I: There is no significant relationship between manpower training and productivity in Ado-Odo/Ota Local Government Council between 2006 and 2016.

Question 1: Training has influence on productivity in Ado-Odo/Ota LGA?

Table 4.9 Influence of training on employee productivity

Responses	Frequency	Percentage (%)
Strongly Agree	99	58
Agree	71	42
Disagree	00	00
Strongly Disagree	00	00
Total	170	100

Source: Field survey (2017)

Table 4.9 shows that 58% of the respondents strongly agreed that training have influence on productivity in Ado-Odo/Ota LGA; 71% of the respondents agreed, while 0% of the respondents disagree, 0% of them strongly disagreed. The analysis indicates that on the average 100% of the respondents sampled in the study agree that training of employees improves productivity. The findings established the postulation of Human Capital investment theory. The scholars of human capital theory (Becker, 1962; Schultz, 1961 and Bowels, 1975) perceived that training and education imparts a useful knowledge and skill to workers which at the long run increases their capabilities and productivity.

Question 2: Training has a positive relationship with productivity

Table 4.10 The relationship between training and productivity

Responses	Frequency	Percentage (%)
Strongly Agree	87	51
Agree	61	36
Disagree	15	09
Strongly Disagree	07	04
Total	170	100

Source: Field survey (2017)

As shown in Table 4.10, 51% of the respondent strongly agreed that training is important in order to cope with increasing advancement in technology; 36% of the respondents agreed; 09% of the respondents disagreed and 04% of them strongly disagreed. This implies that majority of the respondents representing 87% agreed that training is important in order to cope with increasing advancement in technology. With regards to the human capital theory, employees who are more educated or skilled make it easier for organizations to implement and adopt modern technological facilities, thus reinforcing returns on training and education (Becker, 1962).

Hypothesis II: There is no significant relationship between the nature of manpower training and productivity in Ado-Odo/Ota Local Government Council in the period under review.

Question 4: Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently?

Table 4.11 Orientation is essential to perform more efficiently.

Responses	Frequency	Percentage (%)
Strongly Agree	94	55
Agree	69	41
Disagree	00	00
Strongly Disagree	07	04
Total	170	100

Source: Field survey (2017)

Table 4.11 shows that 55% of the respondents strongly agreed that orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more

efficiently; 41% of them agreed, while 00% of the respondents disagreed, 04% of them strongly disagreed. On aggregate, it is evidence that majority of the respondents (95%) were of opinion that orientation is essential for workers to perform efficiently. This implies that induction training for newly recruited staff enhances their performance.

Question 5: Workshops and Seminars are organized to improve staffs productivity quarterly in Ado-Odo/Ota LGA?

Table 4.12: Workshops and seminars improves Staff productivity

Responses	Frequency	Percentage (%)
Strongly Agree	75	44
Agree	51	30
Disagree	26	15
Strongly Disagree	18	11
Total	170	100

Source: Field survey (2017)

Table 4.12 reveals that 44% of the respondents strongly agreed that Workshops and Seminars are organized to improve staffs productivity quarterly in Ado-Odo/Ota local Government Area; 30% of the respondents agreed, 15% of the respondents disagreed and 11% of them strongly disagreed. By implications majority of the respondents agreed that workshops and seminars improves staff productivity. On-the-job training or work related training is an approach for increasing employee productivity (Dearden, Reed and Reene, 2016).

Hypothesis III: There are no major challenges to effective manpower training in achieving increased productivity in Ado-Odo/Ota Local Government Area between 2006 and 2016.

Question 6: Poor funding has no relationship with training in Ado-Odo/Ota LGA?

Table 4.13: Poor funding and training

Responses	Frequency	Percentage (%)
Strongly Agree	119	70
Agree	51	30
Disagree	00	00
Strongly Disagree	00	00
Total	170	100

Source: Field survey (2017)

Table 4.13 shows that 70% of the respondents strongly agreed that inadequate funding has relationship with training in Ado-Odo/Ota local Government Area; 30% of the respondents agreed. While 00% of the respondents disagreed, 00% of them strongly disagreed. Inadequate funding according to Cascio (2005) remains a major concern in manpower training. Evidently, most local governments in Nigeria have been battling with paucity of funds in the last few years, thus fund for training their manpower might be a challenge.

Question 7: Favoritism is a challenge to manpower training in Ado-Odo/Ota LGA?

Table 4.14: Favoritism as a challenge to manpower training

Responses	Frequency	Percentage (%)
Strongly Agree	78	46
Agree	67	39
Disagree	15	09
Strongly Disagree	10	06
Total	170	100

Source: Field survey (2017)

As shown in Table 4.14, 47% of the respondents strongly agreed that favoritism is a challenge to manpower training in Ado-Odo/Ota local Government Area; 39% of the respondents agreed, 09% of them disagreed and 06% of the respondents strongly disagreed. By the findings, favoritism has been a challenge in the local government as 85% of the respondents revealed. This is contrary to the essence of training design and evaluation. Manpower training in the public sector has been identified with numerous problems such as haphazard manner with which training is planned and executed, and favouritism (Sam-Okere & Agbeniga, 2014).

Hypothesis IV: There are no credible solutions to the challenges of manpower training and productivity in Ado-Odo/Ota Local Government Council.

Question 9: Frequent supervision from higher government authorities is a tool to solve the manpower training challenges in Ado-Odo/Ota LGA?

Table 4.15: Frequent supervision and Manpower Training

Responses	Frequency	Percentage (%)
Strongly Agree	90	53
Agree	58	34

Disagree	13	08
Strongly Disagree	09	05
Total	170	100

Source: Field survey (2017)

Table 4.15 shows that 53% of the respondents strongly agreed that frequent supervision from higher government authorities is a tool to solve the manpower training challenges in Ado-Odo/Ota local Government Area; 34% of the respondents agreed. While 08% of the respondents disagreed, 05% of the respondents strongly disagreed. If there is strict supervision from the higher authority in line with the bureaucracy tenets of hierarchy, the challenges of manpower training can be addressed.

Question 10: Positive attitude towards training eliminates challenges to the manpower training challenges in Ado-Odo/Ota LGA?

Table 4.16: Positive attitude and Manpower Training challenges

Responses	Frequency	Percentage (%)
Strongly Agree	102	60
Agree	68	40
Disagree	00	00
Strongly Disagree	00	00
Total	170	100

Source: Field survey (2017)

Table 4.16 indicates that 60% of the respondents strongly agreed that positive attitude towards training eliminates challenges to the manpower training challenges in Ado-Odo/Ota local government area. 60% of the respondents agreed, 00% of the respondents' disagreed and 00% of them strongly disagreed. By implication 100% of the respondents agreed that positive attitude of the workers towards training is one of the factors to eliminate manpower training challenges.

4.3 Testing of Hypotheses

In this section, the four hypotheses earlier stated in the study are tested to achieve the objectives of the research work. Thus, the hypotheses are re-stated, the variables involved in them are identified and Pearson's Product Moments Correlation (PPMC) was adopted as the

statistical tool to test for the significant relationship between variables. The decision rule: If the P-value (Probability value) is less than the value of significance level (0.05); reject the Null Hypothesis (H₀). If otherwise, accept the H₀. For the purpose of clarity, the presentation is done on a hypothesis - by - hypothesis basis.

4.3.1 Research Hypothesis I

The first objective was to examine the relationship between manpower training and productivity in Ado-Odo/Ota Local Government Area. To achieve this objective, the researcher formulated a null hypothesis that;

H₀: There is no significant relationship between manpower training and productivity in Ado-Odo/Ota Local Government Area between 2006 and 2016.

Data for computation of Correlation coefficient for Hypothesis I

Table 4. 17: Test of Hypothesis I

Responses	Frequency	Percentage (%)
Strongly Agree	87	51
Agree	61	36
Disagree	15	09
Strongly Disagree	07	04
Total	170	100

Source: Field survey (2017)

Summary of Correlation Output for Hypothesis I

Pearson correlation (r) = 0.98
 N = 170
 Sig. (2-tailed) = 0.000

Decision Rule:

Compare the p-value with 5% significance level (0.05), if;

P –value < 5% level of significance; reject the Null hypothesis (H₀)

P – Value > 5% level of significance; accept the Null hypothesis (H₀)

Interpretation of Results

A Pearson product–moment correlation coefficient was computed to assess the relationship between manpower training and productivity in Ado-Odo/Ota Local Government Area

between 2006 and 2016. There was a positive correlation between the two variables, $r = 0.982$, $n = 170$, $p = 0.000$. Overall, there was a strong positive correlation between training and productivity. Increases in training were correlated with increases in productivity in Ado-Odo/Ota Local Government Area. Furthermore, since p -value (0.000) < 0.05 ; we reject the null hypothesis and accept the alternative hypothesis. By accepting the alternative hypothesis, we conclude that there is a significant relationship between manpower training and productivity in Ado-Odo/Ota Local Government Area.

4.3.2 Research Hypothesis II

The second objective of this study was to investigate the nature of manpower training in Ado-Odo/Ota Local Government Area. To achieve this objective, the researcher hypothesized that;

H_{01} : There is no significant relationship between the nature of manpower training and productivity in Ado-Odo/Ota Local Government Area in the period under review

Data for calculation of Correlation for Hypothesis II

Table 4.18: Test of Hypothesis II

Responses	Frequency	Percentage (%)
Strongly Agree	75	44
Agree	51	30
Disagree	26	15
Strongly Disagree	18	11
Total	170	100

Source: Field survey (2017)

Summary of Correlation Output for Hypothesis II

Pearson correlation (r) = 0.986
 N = 170
 Sig. (2 –tailed) = 0.000

Decision Rule:

Compare the p - value with 5% significance level (0.05), if;

P –value $< 5\%$ level of significance; reject the Null hypothesis (H_0)

P – Value $> 5\%$ level of significance; accept the Null hypothesis (H_0)

Interpretation of Results

A Pearson product –moment correlation coefficient was computed to examine the relationship between workshops (seminars) and productivity in Ado-Odo/Ota Local Government Area. There was a positive correlation between the two variables, $r = 0.986$, $n = 170$, $p = 0.000$. By implications there was a strong positive correlation between workshops and productivity. That is an increase in workshops (nature of manpower training) was correlated with increases in productivity in Ado-Odo/Ota Local Government Area. On the rejection or acceptance of the null hypothesis, since $p\text{-value} (0.000) < 0.05$; we reject the null hypothesis and accept the alternative hypothesis. By accepting the alternative hypothesis, we conclude that there is a significant relationship between the nature of manpower training and productivity in Ado-Odo/Ota Local Government Area in the period under review.

4.3.3 Research Hypothesis III:

The Third objective of this study is to identify the challenges to effective manpower training in Ado-Odo/Ota Local Government Area. To achieve this objective, the researcher hypothesized that;

H_{01} : There are no major challenges to effective manpower training in achieving increased productivity in Ado-Odo/Ota Local Government Area between 2006 and 2016.

Data for calculation of Correlation for Hypothesis III

Table 4.19: Test of Hypothesis III

Responses	Frequency	Percentage (%)
Strongly Agree	119	70
Agree	51	30
Disagree	00	00
Strongly Disagree	00	00
Total	170	100

Source: Field survey (2017)

Summary of Correlation Output for Hypothesis III

Pearson correlation (r) = 1.000

N = 170
 Sig. (2 –tailed) = 0.000

Decision Rule:

Compare the p- value with 5% significance level (0.05), if;

P –value < 5% level of significance; reject the Null hypothesis (H_o)

P – Value > 5% level of significance; accept the Null hypothesis (H_o)

Interpretation of Results

A Pearson product–moment correlation coefficient was computed to examine whether there are major challenges to effective manpower training in achieving increased productivity in Ado-Odo/Ota Local Government Area. There was a positive correlation between the two variables, $r = 1.000$, $n = 170$, $p = 0.000$. By implications there was a strong positive correlation between inadequate funding (a challenge) and training. That is inadequate funding (a challenge) was correlated with training in Ado-Odo/Ota Local Government Area. By implications inadequate funding and training has positive relationship because if funds are available there will be more training for the employees of Ado-Odo/Ota local government area and if there is inadequate funding, thus no training for the employees. Further, since p-value (0.000) < 0.05; we reject the null hypothesis and accept the alternative hypothesis. By accepting the alternative hypothesis, we conclude that there are major challenges to effective manpower training in achieving increased productivity in Ado-Odo/Ota Local Government Area.

4.3.4 Research Hypothesis IV:

The fourth objective is to suggest solutions to the challenges of manpower training in Ado-Odo/ Ota Local Government Area. To achieve this objective, the researcher hypothesized that;

Hoi: There are no credible solutions to the challenges of manpower training and productivity in Ado-Odo/Ota Local Government Area.

Data for calculation of Correlation for Hypothesis IV

Table 4.20: Test of Hypothesis IV

Responses	Frequency	Percentage (%)
Strongly Agree	82	48
Agree	61	36
Disagree	17	10

Strongly Disagree	10	06
Total	170	100

Source: Field survey (2017)

Summary of Correlation Output for Hypothesis IV

Pearson correlation (r)	=	0.975
N	=	170
Sig. (2 –tailed)	=	0.000

Decision Rule:

Compare the p- value with 5% significance level (0.05), if;

P –value < 5% level of significance; reject the Null hypothesis (H_0)

P – Value > 5% level of significance; accept the Null hypothesis (H_0)

Interpretation of Results

A Pearson product –moment correlation coefficient was computed to examine the relationship between adequate funding and manpower training in Ado-Odo/Ota Local Government Area. There was a positive correlation between the two variables, $r = 0.95$, $n = 170$, $p = 0.000$. By implications there was a strong positive correlation between adequate funding (a solution) and manpower training. That is adequate funding was correlated with training in Ado-Odo/Ota Local Government Area. However, adequate funding and training has positive relationship because if funds are available there will be more training for the employees of Ado-odo/Ota local government area. Further, since p-value (0.000) < 0.05 ; we reject the null hypothesis and accept the alternative hypothesis. By accepting the alternative hypothesis, we conclude that there are credible solutions to the challenges of manpower training and productivity in Ado-Odo/Ota Local Government Area.

4.4 Summary of Findings

In this section, the researcher highlights the major findings from the results section as follows;

- i. Manpower training has a strong positive relationship with productivity of the Ado-Odo/Ota Local Government Area. The finding indicates manpower training is essential in productivity.

- ii. The findings also reveal that the nature of manpower training has a significant positive relationship with productivity in Ado-Odo/Ota Local Government Area in the period under review. Training can take various forms such as in – house training, on-the-job training, workshops and seminars. The forms of training should meet the objectives of the training because training is more effective when the method of training corresponds with learning styles of the participants and the nature of job required by the organization.
- iii. It was also established that there are major challenges to effective manpower training in achieving increased productivity in Ado-Odo/Ota Local Government Council. The challenges include; inadequate funding, favoritism and poor attitude of workers towards training programme among others.
- iv. The study affirmed that there are credible solutions to the challenges of manpower training and productivity in Ado-Odo/Ota Local Government Council. The solutions identified are adequate funding, frequent supervision from higher government authorities and positive attitude of workers towards training.

4.5 Discussion of Findings

The purpose of this section is to discuss the findings of this research work in line with the objectives of the study and previous findings. Four hypotheses were formulated and tested to address the research objectives using Pearson product moment correlation. The result of the test shows that all the four stated hypotheses are statistically significant. This means that there is a significant relationship between manpower training, nature of manpower training, challenges of manpower training, solutions to manpower training and productivity in Ado – Odo/Ota local government area. The study found that there is a significant relationship between manpower training and productivity of employee in Ado-Odo/Ota Local Government. This result reinforces the study carried out by Onuka and Ajayi (2012), Dearden et.al, (2016) and Tahir, et.al. (2014). Onuka and Ajayi (2012) revealed that manpower among other resources contributed to organizational growth. Similarly, Dearden, et.al (2016) found that organizations are currently providing work –related training as an approach for increasing employee productivity; and Tahir, et.al.(2014) concluded that

training and development would offer opportunities for promotion and better life for employees in the organization. Thus organisation's productivity would be accelerated.

Also, the finding of the study revealed that the nature of manpower training enhances employees' productivity. This finding supports the findings of Ezeani and Oladele, (2013) that manpower development programmes like induction, orientation, foundation, refresher, in-house, off-the-job training, workshops seminar, and so on are the most common development programmes available to business organisations, which help their employees to acquire technical knowledge and skills needed to improve productivity. Further, the study found that inadequate funding, favouritism, tribalism, politics and corruption are the major challenges faced by manpower training in Ado-Odo/Ota Local Government Area. The finding is in support of Peretomode and Chukwumw (2016). Peretomode and Chukwuma found that shortage of funds on the part of lecturers as a result of poor income has made it difficult for them to personally fund career activities both within the country and internationally. It was revealed that major credible solutions to the challenges are positive attitude towards training, adequate funding and frequent supervision from higher government authorities to oversee the implementation of policies on manpower training across the public sector.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendations based on the results from the hypotheses tested in the previous chapter.

The research was carried out to examine the relationship between manpower training and productivity in Ado-Odo/Ota Local government council in Ogun State. The objectives of the study gave an understanding to the approaches to manpower training adopted and how it has improved productivity in the study area. The study has also revealed the various challenges associated with manpower training and has provided solutions to these challenges in order to achieve improved productivity in the local government under review as well as the public sector in general. The study adopted the human capital theory by Schulz, which emphasized the need to invest in employee's training as major instrument for organizational development and growth. Schulz was of the view that education or training is a profitable investments, which should be carried out on regular basis to develop workers in order to improve their productivity. This investment will be beneficial to the organisations as well as the employees.

In order to achieve the set objectives, the study adopted a cross-sectional research design. This allowed the researcher the opportunity to obtain all the measurements from the sample members at a single point in time. Simple random technique was used in selecting the sample of the study which comprised of the senior and junior staff of Ado-Odo/Ota Local Government Council. A 10-item questionnaire was designed as primary instrument for data collection while the secondary data was sourced from text book, journals and relevant

literature from the internet. To ascertain the validity of the research, corrections were made on the instrument of data collection by the supervisor of before the questionnaires were administered.

Four research hypotheses were postulated and tested to achieve the objectives of the research. The hypotheses were analysed using the Pearson's Product Moment Coefficient (PPMC). The major findings from hypothesis I revealed that manpower training has a strong positive relationship with productivity in Ado-Odo/Ota local government. The second hypothesis revealed that the nature of manpower training has a positive relationship with the productivity of employees. The analysis on hypothesis III revealed that there are major challenges to effective manpower training in achieving increased productivity in Ado-Odo/Ota local government. Finally, the findings on hypothesis IV affirmed that there are credible solutions to the challenges of manpower training in Ado-Odo/Ota local government council. In general, majority of employees in Ado-Odo/Ota Local government area maintained that information on manpower training programmes were not duly communicated to them. This was followed by poor attitude toward training. This implies that most employees of the local government council has not been productive because they have not been exposed to training since they joined the service.

5.1 Conclusions

From the analysis of data collected and interpreted, the study concluded that manpower training has significant relationship with productivity. In other words, it is necessary for the employees to acquire the relevant skills, professionalism, work ethics and specialized knowledge through training for efficiency and effectiveness in the public sector. Since the study have proved that poor funding is a major challenge of training, the management of Ado-Odo/Ota local government area should understand the importance of manpower training in order to make valid investment that would yield huge benefits to employees.

The public sector is still faced with a number of challenges, such as haphazard training, inadequate funding, technological changes, poor attitude of workers towards training, limited opportunities for development and lack of interest in the political leadership. Therefore,

higher government authorities should endeavor to monitor the implementation of training policies across the public sector.

Since this study was focused on the relationship between manpower training and productivity in a local government in Ogun state, further research should be conducted on the impact of training and other factors that may influence employee productivity in relative to other local government areas. More empirical study is required in this area not just in the Ogun State Local government system.

5.2 Recommendations

Based on the findings of the research, the following recommendations were made to Ado-Odo/Ota local government council and other local governments with similar challenges as regards to manpower training:

- i. Ado-Odo/Ota local government should embrace manpower training as management approach to constantly increase the knowledge, skills and abilities required for employees to remain productive in a competitive environment.
- ii. Also, Ado-Odo/Ota local government council should continuously sponsor interested employees who are willing and have indicated interest to participate in training programme. The management should also supervise the sponsored staff to ensure that they did not at any point withdraw or abandon the training programme. However, where it is convenient for management, study leave with pay may be granted to interested staff to have full concentration in the training. This will attract huge motivation to them to put in their best in their jobs.
- iii. Training should be a continuous process that every organisation must maintain for its continuity. Therefore Ado-Odo/Ota local government should also as matter of necessary spend appreciable amount of time and money to ensure the continuous training of employees in order to increase their productivity in a competitive environment.

- iv. The management of Ado-Odo/Ota local government should make training and development of its workers a priority to achieve higher employees' productivity, motivate workers, reduce labor turnover, remove industrial conflict and minimize wastages among others. This can be achieved by creating awareness on the importance of training and ensuring that informations about manpower training are readily available to every employees.

- v. The study also recommends that manpower training should take many forms which could be determined by the need of the local government staff development objective. Therefore, effort should be made to streamline the nature of training with the mission and vision of the local government. Diverse methods of training should be adopted such that no person within the local government is left out no matter the cadre/status. For instance, on-the-job training techniques should be employed by the Local Government to improve staff efficiency and productivity. The advantages of this approach are numerous as many professions are only restricted to the public services so that the specific skills required are concentrated on. On-the-job training is also more efficient in improving the skills of existing staff to an optimum level than relying on training in the tertiary institutions which may require more time and effort. Moreover, on-the job training programmes 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. This will ensure overall attainment of organizational goals and objectives.

- vi. It is not enough to have proper and adequate manpower training policies, it is also important for such policies to be properly implemented and monitored. Therefore, efforts should be made by higher government agencies, like the local government service commission to periodically supervise the implementation of training policies at every level.

- vii. Employees feel more motivated to participate in training programmes if this means that they would have a chance for promotion or other forms of benefit await them.

Therefore efforts should be made by management of Ado-Odo/Ota local government to motivate workers so that they would have interest to participate and engage in training. This could be achieved by providing incentives like increased pay, promotion among others. Rewarding staff for participating in training gives them something other than fulfilment.

- viii. Adequate fund should be made available by the management of Ado-Odo/Ota local government for the training of employees as at when due. This, to a large extent, will make them develop skills and confidence in the exercise of duties. This can be achieved by putting appropriate measures to prosecute corrupt officials and leaders who sometimes misuse funds reserved for manpower training. The management of Ado-Odo/Ota local government should ensure that its employees are communicated and educated on the relevance of manpower training. Matters related to employee training should be discussed frequently during the general staff meetings. This will boost the awareness level of staff training issues. The local government will benefit from this because training employees will minimize wastage which will result to cost reduction
- ix. There is constant need of assessing and evaluating work performance before and after training. Evaluating employees before training will help to discover the rate of mistakes and accident which will eventually determine the level of training needs. The evaluation training programmes will determine the impact of training on the performance of workers.

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APPENDICES

APPENDIX A

**DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS,
COLLEGE OF LEADERSHIP AND DEVELOPMENT STUDIES, COVENANT
UNIVERSITY, OTA, OGUN STATE, NIGERIA.**

LETTER OF INTRODUCTION

Dear Respondent,

I am a Postgraduate student of Political Science and International Relation Department, in Covenant University, Ota, Ogun State. I am conducting a research on the topic: **MANPOWER TRAINING AND PRODUCTIVITY IN ADO-ODO/OTA LOCAL GOVERNMENT COUNCIL OF OGUN STATE, NIGERIA**, in partial fulfilment for the award of Master of Science Degree in Public Administration. I would be grateful if you could fill this questionnaire honestly and faithfully. All responses will be kept confidential and the results will be used for academic purpose only. Thank You.

Adiele, G. N.

APPENDIX B

QUESTIONNAIRE

SECTION A: BIO –DATA OF THE RESPONDENTS

Please answer the following questions by ticking (✓) the appropriate box.

1. Gender: Male Female
2. Age: 21-30years 31-40years 41-50years
51years & above
3. Educational Qualification: SSCE OND HND B.Sc.
MBA M.Sc.
4. Working Experience: Less than 5years , 6 - 10years, 11years and above
5. Marital Status: Single Married Divorced
6. Staff Category: Senior Staff Junior Staff
7. Employment Status: Permanent , Casual ,

SECTION B: MANPOWER TRAINING AND PRODUCTIVITY

Instruction: Kindly tick as appropriate

Scale: SA=Strongly Agree, A= Agree, D= Disagree, SA=Strongly Disagree

S/N	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
1	Training of employees in Ado-Odo/Ota LGA has improved their productivity				
2	Training is important in order to cope with increasing advancement in technology				
3	Manpower training helps in the achievement of organisation's objectives.				
4	Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently.				
5	Workshops and Seminars are organized to improve staffs productivity quarterly in Ado-Odo/Ota LGA				
6	Inadequate funding has no relationship with training in Ado-Odo/Ota LGA				
7	Favoritism a challenge to manpower training in Ado-Odo/Ota LGA				
8	Adequate funding has positive effect on manpower training in Ado-Odo/Ota LGA				
9	Frequent supervision from higher government authorities is a tool to solve the manpower training challenges in Ado-Odo/Ota LGA				
10	Positive attitude towards training eliminates challenges to the manpower training challenges in Ado-Odo/Ota LGA				

APPENDIX C

CODING SHEET FOR THE QUESTIONNAIRE ANALYZED

S/N	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
1	Training of employees in Ado-Odo/Ota LGA has improved their productivity	99	71	00	00
2	Training is important in order to cope with increasing advancement in technology	87	61	15	07
3	Manpower training helps in the achievement of organisation's objectives.	75	69	16	10
4	Orientation is highly essential for newly recruited staff to enable them gain self - confidence and perform more efficiently.	94	69	00	07
5	Workshops and Seminars are organized to improve staffs productivity quarterly	75	51	26	18

	in Ado-Odo/Ota LGA				
6	Inadequate funding has no relationship with training in Ado-Odo/Ota LGA	119	51	00	00
7	Favoritism a challenge to manpower training in Ado-Odo/Ota LGA	78	67	15	10
8	Adequate funding has positive effect on manpower training in Ado-Odo/Ota LGA	82	61	17	10
9	Frequent supervision from higher government authorities is a tool to solve the manpower training challenges in Ado-Odo/Ota LGA	90	58	13	09
10	Positive attitude towards training eliminates challenges to the manpower training challenges in Ado-Odo/Ota LGA	102	68	00	00

APPENDIX D

SPSS Output for Correlation coefficient for hypothesis I

Correlations

		Training	Productivity
Training	Pearson Correlation	1	.982**
	Sig. (2-tailed)		.000
	N	170	170
Productivity	Pearson Correlation	.982**	1
	Sig. (2-tailed)	.000	
	N	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX E

SPSS Output for Correlation coefficient for hypothesis II

Correlations

		Workshop s	Productivi ty
Workshops	Pearson	1	.986**
	Correlation		
	Sig. (2-tailed)		.000
	N	170	170
Productivit y	Pearson	.986**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX F

SPSS Output for Correlation coefficient for hypothesis III

Correlations

		Inadequate funding	Training
Inadequatefundin g	Pearson	1	1.000**
	Correlation		
	Sig. (2-tailed)		.000
	N	170	170
Training	Pearson	1.000**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX G

SPSS Output for Correlation coefficient for hypothesis IV

Correlations

		Adequate funding	Training
Adequate funding	Pearson Correlation	1	.975**
	Sig. (2-tailed)		.000
	N	170	170
Training	Pearson Correlation	.975**	1
	Sig. (2-tailed)	.000	
	N	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX H

DATA FOR THE CRONBACH'S ALPHA RESULT

Respondents	QUESTIONS ON THE QUESTIONNAIRE									
	QUE 1	QUE 2	QUE 3	QUE 4	QUE 5	QUE 6	QUE 7	QUE 8	QUE 9	QUE 10
1	4	3	3	4	3	4	3	4	3	4
2	2	2	1	2	2	3	4	2	3	4
3	2	2	4	1	2	2	2	3	3	2
4	3	2	3	3	2	3	4	3	4	3
5	4	3	3	2	3	3	1	2	3	2

CRONBACH'S ALPHA RESULT

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.710	.754	10

ITEM STATISTICS

	Mean	Std. Deviation	N
Training of employees in Ado-Odo/Ota LGA has improved their productivity	3.00	1.000	5
Training is important in order to cope with increasing advancement in technology	2.40	.548	5
Manpower training helps in the achievement of organisation's objectives	2.80	1.095	5
Orientation is highly esseential for newly recruited staff to enable them gain self-confidence and performance more efficiently	2.40	1.140	5
Workshops and Seminars are organized to improve staffs pductivity quarterly in Ado -Odo/Ota LGA	2.40	.548	5
Inadequate funding has no relationship with training in Ado-odo/Ota LG	3.00	.707	5
Favoritism is a challenge to manpower training in Ado-odo/Ota LGA	2.80	1.304	5
Adequate funding has positive effect on manpower training in Ado-odo/Ota LGA	2.80	.837	5
Frequent supervision from higher government authorities is a tool to solve the manpower training challenges in Ado-Odo/ota LGA	3.20	.447	5
Positive attitude towards training eliminates challenges to the manpower training challenges in Ado-odo/Ota LGA	3.00	1.000	5