



MANPOWER DEVELOPMENT PROGRAMMES AND ACADEMIC STAFF PRODUCTIVITY IN PUBLIC UNIVERSITIES IN RIVERS STATE

Ukaigwe Chinedu Nnenna

Department of Educational Management, Faculty of Education, University of Port Harcourt

ABSTRACT

This paper examined manpower development programmes and academic staff productivity in public universities in Rivers State. The study was guided by three objectives, three research questions and three null hypotheses. The study adopted a correlational survey research design. The population of this study comprised all the 3,842 academic staff of 3 public universities in Rivers State. The sample size for the study was seven 768 academic staff representing 20% of the entire population. Proportionate stratified random sampling was adopted as the sampling technique for the study. Questionnaire were the instruments for the study and they were titled: Manpower Development Programmes Scale (MDPS) and Academic Staff Productivity Scale (ASPS). Cronbach alpha reliability test was conducted to ascertain the reliability of the instruments, of which the reliability coefficients of Manpower Development Programmes Scale and Academic Staff Productivity Scale were 0.87 and 0.85 respectively. Research question one to two were answered using Pearson Product Moment Correlation (PPMC), while same correlation statistics was used to test the hypotheses three at 0.05 significance level. Also, research question 3 was answered using multiple regression, while hypotheses 3 was tested using ANOVA associated with multiple regression with the help of statistical package in social science (SPSS). The finding of the study showed that there is a high and positive relationship between in-service training and academic staff productivity in public universities in Rivers State. Also, there is a low and positive relationship between mentoring and academic staff productivity in public universities in Rivers State. Based on the findings, it was recommended that government and the university authorities should encourage mentoring programme by paring experienced and less experienced teaching staff, and also by provision of allowances for the professors and other senior teaching staff as this will help to improve mentoring for high productivity. In addition, the university management should encourage in-service training as it will help in the improvement of academic staff through professionalism and also help in their job productivity.

KEYWORDS: Manpower, Development Programmes, Academic Staff, Productivity

INTRODUCTION

For any organization, institution or even a nation to function effectively, there must be human and material resources. But among these resources, human resources are the most paramount, since other resources cannot be utilized without human beings. For this reason, these human beings who constitute the manpower resources in an organization, institution or nation must be well trained, informed and groomed. The act of training, educating and grooming of human resources connotes manpower development (Gbesoevi, 2019). Manpower is the critical element in the development of any nation. Manpower refers to human power supplied by physical and or mental work of people rather than machines. Also, it refers to power in terms of number of people needed or available in a particular country for social and economic development (Microsoft Encarta, 2023). Natural and material resources are harnessed by manpower in order to develop the economy of the nation.

Manpower development can be defined as a process by which the management of an organization help each staff or individual of the organization to realize his/her potential, develop it and bring it to bear for the growth of the organization (Cannel, 2014). It Involves activities such as indoctrination and training programmes, which could be conducted at various points, systematically performed in physical location and in the individual supervisor's performance appraisal, apprenticeship systematic coaching, sponsorship and other comparable activities in which a



selected and group of young employees are groomed systematically for high level jobs. Also, Manpower development according to Nedler (2017), involves other specific educational devices such as participation in conference and training programmes and the likes.

Manpower development has become an accepted phenomenon in school organizations. In tertiary institutions, academic staff development programmes are considered very critical. They are planned activities which focus on increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers who are the academic staff so that they can possess the necessary abilities to handle complex situations and better perform their job. Through renewal activities, lecturers avoid becoming rustic. The need for academic staff to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before for a number of reasons. For instance, academic programmes in our universities rarely adequately prepare candidates as “finished” products for their future positions and their accompanying responsibilities (Peretomode & Peretomode, 2001). There is also the issue of knowledge explosion.

Tertiary institutions are also in constant flux and there are willing and unwilling lecturers to be trained and retrained on regular basis (Johnson, 2016) as globalization and the economy and competition for talents is becoming worldwide (Fanny, 2021). The above situation implies that academic staff need to keep abreast of the time and the trends of knowledge development in their discipline so as not to become obsolete and made redundant. The ultimate goal of self-development is the enhancement of individual’s job satisfaction and the optimization of skills, talent and task accomplishment. Jones (2019) stressed that manpower development of academic staff in tertiary institutions should be geared towards acquiring or sharpening the capabilities of lecturers required to enhance their productivity.

Productivity according to Robert and Tim (2014) could be described as an act of accomplishing or executing a given task. Academic staff productivity is determined by their level of participation in the day-to-day running of the school. Therefore, it rests on the school management to encourage effective performance of academic staff through development programmes like mentoring and in-service training. It is against this premise that this study sought to examine the topic ‘manpower development programmes and academic staff productivity in public universities Rivers State’.

STATEMENT OF THE PROBLEM

The development of human capital is an essential tool for goal achievement in any institution like the university. The most critical aspect of educational survival when adequate supply of materials and financial resources that will bring about the desired productivity is available in the institution is the human resource (manpower). The importance of academic staff professional renewal or development in universities cannot be over emphasized. Despite of its apparent advantage, there are still many management particularly in the education industry who do not commit sufficient funds to the development of their staff. They consider staff development as a waste of scarce resources because of the high cost involved. However, educational institutions plan meticulously for their investment in physical and capital resources and these plans are reviewed with utmost attention while the institution pay less attention to human capital investment in which the capital and equipment provided will be in vain if there is no human resource to manage them. There are speculations that universities do not consider the necessity for a well-defined and sustained training and development for academic staff in order to upgrade their productivity.

Universities in Rivers State have academic staff of different academic status. The principal criterion for promoting lecturers (academic staff) from one level to the other is the lecturer’s productivity defined in terms of research output or publications in referred national and international journals and text books. Some of these lecturers have participated in self-sponsored staff development activities and few others have benefited from their institution’s sponsored staff development programmes. One thing that is not certain or that has not been determined empirically is whether there is a relationship between academic staff manpower development programmes (mentoring, in-service training) and their productivity than their counterparts who have not. Hence, the need of the researcher to examine the relationship between manpower development programmes and academic staff productivity in public universities in Rivers State.



AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to examine the relationship between manpower development programmes and academic staff productivity in public universities in Rivers State. The objectives of the study sought to:

1. Determine the relationship between mentoring and academic staff productivity in public universities in Rivers State.
2. Ascertain the relationship between in-service training and academic staff productivity in public universities in Rivers State.
3. Find out the joint relationship between mentoring, in-service training and academic staff productivity in public universities in Rivers State.

RESEARCH QUESTIONS

The following research questions guided the study.

1. What is the relationship between mentoring and academic staff productivity in public universities in Rivers State?
2. What is the relationship between in-service training and academic staff productivity in public universities in Rivers State?
3. What is the joint relationship between mentoring, in-service training and academic staff productivity in public universities in Rivers State?

HYPOTHESES

The following research questions guided the study.

1. There is no significant relationship between mentoring and academic staff productivity in public universities in Rivers State?
2. There is no significant relationship between in-service training and academic staff productivity in public universities in Rivers State?
3. There is no significant joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State?

METHODOLOGY

This study adopted a correlation survey design to ascertain if there is a relationship or co-variations among the variables using a quantitative method of research. The population of this study was made up of all the 3,842 academic staff of 3 public universities in Rivers State. The sample size for this study was seven hundred and sixty-eight (768) academic staff representing 20% of the entire population. Kpee (2015) considered such percentage appropriate to serve as an acceptable sample for a population running into thousands. The sample size was drawn from the entire population using the proportionate stratified random sampling technique. This ensured that all members of the population are given equal opportunity of being selected. Questionnaire was the research instrument for the study and it was titled: Manpower Development Programmes Scale (MDPS) and Academic Staff Productivity Scale (ASPS). The questionnaire are two, with two sections (A and B). Section A elicited demographic information from the respondents, while section B elicited information on Manpower Development Scale (MDS) and Academic Staff Productivity Scale (ASPS). The instruments were structured on four-point Likert-scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 respectively. Cronbach Alpha reliability statistics was used to test the reliability of the two instruments. The reliability coefficients of Manpower Development programmes Scale and Academic Staff Productivity Scale are 0.85 and 0.82. For the data that were analyzed, research question one to two were answered using Pearson Product Moment Correlation (PPMC), while same correlation statistics was used to test the hypotheses three at 0.05 significance level. Also, research question 3 was answered using multiple regression, while hypotheses 3 was tested using ANOVA associated with multiple regression with the help of statistical package in social science (SPSS). The researcher designed and distributed 768 copies of the questionnaire to respondents, 749 copies were retrieved and found suitable for analysis resulting in 97% retrieval rate.

RESULTS AND DISCUSSION

Research Question 1: What is the relationship between mentoring and academic staff productivity in public universities in Rivers State?



Hypothesis 1: There is no significant relationship between mentoring and academic staff productivity in public universities in Rivers State.

Table 1: Pearson Product Moment Correlation Showing the Relationship between Mentoring and Academic Staff Productivity in Public Universities in Rivers State.

| Variables | N | Df | R | P (Sig.) | Decision |
|-----------------------------|-----|-----|-------|----------|------------------------|
| Mentoring | 749 | 747 | 0.314 | 0.010 | Reject Ho ₁ |
| | | | | | (Significant) |
| Academic Staff Productivity | 749 | | | | P < 0.05 |

Decision Rule: 0.00 – 0.19 = Very Low, 0.20 – 0.39 = Low, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = High, 0.80 – 1.00 Very High

To answer the research question 1, results from Table 1 produced a correlation coefficient, ‘r’ of 0.314; which by percentage is 31%. This value shows there is a low and positive relationship between mentoring and academic staff productivity in public universities in Rivers State. In other words, mentoring as manpower development programme correlate with academic staff productivity.

For hypothesis 1 tested, it is revealed also from Table 1 that the correlation for hypothesis one shows a significant correlation at r = .614 where p-value = 0.010 (P<0.05). Since the p-value 0.010 is less than the alpha level 0.05, we therefore reject the null hypothesis, thus, there is a significant relationship between mentoring and academic staff productivity in public universities in Rivers State.

Research Question 2: What is the relationship between in-service training and academic staff productivity in public universities in Rivers State?

Hypothesis 2: There is no significant relationship between in-service training and academic staff productivity in public universities in Rivers State.

Table 2: Pearson Product Moment Correlation Showing the Relationship between Mentoring and Academic Staff Productivity in Public Universities in Rivers State.

| Variables | N | Df | R | P (Sig.) | Decision |
|-----------------------------|-----|-----|-------|----------|------------------------|
| In-Service Training | 749 | 747 | 0.614 | 0.000 | Reject Ho ₂ |
| | | | | | (Significant) |
| Academic Staff Productivity | 749 | | | | P < 0.05 |

Decision Rule: 0.00 – 0.19 = Very Low, 0.20 – 0.39 = Low, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = High, 0.80 – 1.00 Very High

To answer the research question 2, results from Table 2 produced a correlation coefficient, ‘r’ of 0.614; which by percentage is 61%. This value shows there is a high and positive relationship between in-service training and academic staff productivity in public universities in Rivers State. In other words, in-service training as manpower development programme correlate with academic staff productivity.

For hypothesis 1 tested, it is revealed also from Table 1 that the correlation for hypothesis one shows a significant correlation at r = .614 where p-value = 0.000 (P<0.05). Since the p-value 0.000 is less than the alpha level 0.05, we therefore reject the null hypothesis, thus, there is a significant relationship between in-service training and academic staff productivity in public universities in Rivers State.

Research Question 3: What is the joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State?



Table 3: Multiple regression on joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State

| Model | R | R Square | Adjusted R Square | Level of Relationship | Decision |
|-------|--------------------|----------|-------------------|-----------------------|-------------------|
| 1 | 0.814 ^a | 0.622 | 0.619 | 62.2% | High Relationship |

Decision Rule: 0.00 – 0.19 = Very Low, 0.20 – 0.39 = Low, 0.40 – 0.59 = Moderate, 0.60 – 0.79 = High, 0.80 – 1.00 Very High

Table 3 revealed that the regression (R) and regression square (R²) coefficients are 0.814 and 0.622 respectively. The level of relationship (coefficient of determinism) is 62.2% (0.622 × 100). By suggestion, the result shows a high joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State.

Hypothesis (H₀₃): There is no significant joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State.

Table 4: ANOVA associated with multiple regression on the joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State

| Model | | Sum of Squares | Df | Mean Square | F | P-value | Alpha level | Decision |
|-------|------------|----------------|-----|-------------|-------|--------------------|-------------|-----------------------------|
| 1 | Regression | 1.423 | 2 | 0.285 | 1.676 | 0.000 ^b | 0.05 | H ₀₃ Rejected |
| | Residual | 63.841 | 747 | 0.170 | | | | |
| | Total | 65.263 | 749 | | | | | |

a. Predictors: (Constant), mentoring, in-service training

b. Dependent Variable: Academic Staff Productivity

Table 4 showed that the sum of squares for regression and residual model are 1.423 and 63.841 while mean squares for regression and residual values are 0.285 and 0.170 respectively. The F value of ANOVA associate with multiple regression is given as 1.676. The hypothesis is rejected because the probability value of 0.000 is less than the alpha level of 0.05. Therefore, by implication there is a significant joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State.

DISCUSSION OF FINDINGS

The first finding of the study revealed that there is a low and positive relationship between mentoring and academic staff productivity in public universities in Rivers State. This finding is in consonance with Long (2015) who found that mentorship did not play a large role in keeping teaching staff in the field of education. Mentoring services though very important did not show a high relationship with academic staff productivity, there some limiting factors that can lead to this low relationship. Most of the mentors do not take mentoring practices seriously which can adversely affect the essence of mentoring. It was reported that mentors are vital part of the teaching staff induction period, and in order for a mentorship to be effective structure must exist, the supports provided must be comprehensive, and the program must be well monitored, (Ingersoll & Smith, 2004; Wong, 2004). Some of the mentors misbehave in situation where they are highly needed by their mentees to excel in job areas. This is in accordance with that informal mentoring (organic) has more impact than formal mentoring (assigned); mentees report more career-related support from mentors (Chao, Walz, & Gardner, 1992 as cited in Reames, 2016). However, the finding contradicts the observation of Dessler (2013), Oluwuo and Afangideh (2010) who stated that mentorship relationship provides platform of career growth and benefit for both the mentor and the mentee. But the observation by these is evident in the hypothesis tested which showed that there is a significant relationship between mentoring and academic staff productivity in universities in Rivers State.

The second finding of the study revealed that there is a high and positive relationship between in-service training and academic staff productivity in public universities in Rivers State. In other words, in-service training as manpower



development programme correlate with academic staff productivity. This finding corroborates Pepple (2019) who reported that in-service training enhances productivity of academic staff in the area of enhancing their professionalism, ability to acquire more knowledge/skills, job motivation and increase in commitment to job. In affirmation, Uwaezuoke (2012) stated that promoting the qualities of academic staff through in-service training is the key towards enhancing their productivity in all level of education. Ekpoh, et al (2013) carried out a study on the influence of staff development programmes on teaching staff job performance in Uyo Metropolis, Nigeria. In their study, Ekpoh, et al found that teaching staff who participated in staff development programmes were more effective and productive in their job than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. In the same vein, Obadara, (2015) examined teachers performance incentives: a panacea for improving teachers' productivity in Nigerian Schools. The findings revealed that there was a significant relationship between teachers' performance incentives and increased teacher effort, teacher behaviour in the classroom, teacher attendance, teaching methods, teacher retention, and student learning outcomes respectively. This finding is evident in the hypothesis tested which showed that there is a significant relationship between in-service training and academic staff productivity in universities in Rivers State.

Lastly, the third finding of the study showed that a high joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in public universities in Rivers State. Also for hypothesis tested, there is a significant joint relationship between mentoring, in-service training as manpower development programmes and academic staff productivity in universities in Rivers State. This finding is tandem with Adeniyi as cited in Uyeri (2016) who observed that manpower or staff training and development is a work activity that makes a very significant contribution to the overall effectiveness and profitability of an organization. Isyaku (2010) postulates that the process of training and development is a continuous one. Also in affirmation, Akinyemi (2010) and Isiwu (2012) have all drawn attention of all and sundry to the inestimable value of manpower development programmes. According to them, it is an avenue to acquire additional and new knowledge; and develop further the skills and techniques to function effectively in the ever dynamic world in which we belong and live. Thus, manpower development programmes are indispensable not only in the development of the individuals but also in facilitating the productive capacity of the workers and thus that of the university organization.

CONCLUSION

Based on the finding of the study, it was deduced that there is a high and positive relationship between in-service training and academic staff productivity in public universities in Rivers State. Also, there is a low and positive relationship between mentoring and academic staff productivity in public universities in Rivers State.

Recommendation

1. That government and the university authorities should encourage mentoring programme by paring experienced and less experienced teaching staff by the departmental heads, and also by provision of allowances for the professors and other senior teaching staff as this will help to improve mentoring for high productivity.
2. The university management should encourage in-service training as it will help in the improvement of academic staff through professionalism and also help in their job productivity.
3. Government being the owners of public universities should provide what it takes for academic staff to be constantly engaged in development programmes in order to increase their efficiency and productivity.

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