

Management Manpower Development: A Vehicle for National Development

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ABOUT THE PROGRAMME ON ETHNIC AND FEDERAL STUDIES

Africa provides one of the most important laboratories for the production of knowledge in ethnicity and its management. This is in view of the widely held, but partly misleading, belief that most political conflicts in Africa are ethnic. Ethnic "productivity" in Africa also extends to the wide diversity and rich complexion of the conflicts. The broad spectrum of ethnic conflicts which arise from minority problems, elite division and competition, bi-ethnic and multi-ethnic situations, state actions, uneven development, as well as multiple cleavage complexes where ethnicity is recursive with religion, race, regionalism and so on, are well represented.

The diversity, complexity and intractability of these conflicts have posed some of the greatest challenges to the theory and practice of conflict management and resolution. Tested and conventional formulas of conflict management and transformation have not had much success. This has led to the search for more creative strategies in such previously neglected areas as indigenous or traditional forms of conflict resolution. Theories and paradigms of federalism are also being re-examined for new lights on peaceful and constitutional approaches to constitutional conflicts.

It is to give this search the much needed scholarly verve, and to translate theories into practical problem-solving models and strategies, that the Programme on Ethnic and Federal Studies (PEFS), an independent, non-profit research programme, was established in the Department of Political Science, University of Ibadan, Nigeria, in May 2000. This was done with the financial support of the Ford Foundation. PEFS is located in the Institute of African Studies of the University.

Abstract

This study discusses the essence of management development as a national policy. No meaningful national development can take place without an appropriate management in place. This can be evolved through the installation and implementation of an enduring management development (training). This is because all the resources for national development and, indeed, for sectoral development are mobilized, organized, controlled, utilized and monitored by the manager. While management is an everyday phenomenon, the manager must acquire the skill, knowledge and competence through systematic management development programme.

This study distinguishes management development from national development by discussing each of them in detail. It also makes distinction between training and development, stating that the former is a sub-set of the latter, and emphasizes that the differences lie in the fact that one has a duration, while the other is of continuous nature. While training may have a definite period, development is continuous training that dovetails from one form into another. The study fully examines the nature of management and its relevance to national development. Thus, management development is a vehicle for realizing national development.

Introduction

Many an important Nigerian has linked our development problems to lack of appropriate management (Onimode, 1993; Aluko, 1993; Ibrahim, 1993; Kazir 1990). Garba (1994) identifies dishonest management as barrier to successful execution of the Nigerian development programme and public policy. Hunt (1994) stresses the need to put good and effective management in place in order to effectively bring agriculture back on track. The technology for doing this is not static; so, management that is not developing through constant management development (education) cannot in effect help put back agriculture on track. Umoru-Onuka (1996) states that because of the importance of agriculture to Nigeria's national development, we cannot afford to neglect its proper management, or we perish developmentally. The point of these observations is that without the right type of management in place, there can never be real national development.

Management does not emerge from nowhere, it has to be developed and the means through which it can be evolved is management development, i.e. life-long management training.

Objectives

The objectives of this investigation are to verify the adequacy/effectiveness of management development institutions' curricula, and whether the necessary facilities (human and otherwise) are effective and adequate. It also seeks to proffer solutions where feasible and necessary. In other words, this work intends to evaluate the effectiveness/adequacies of each of the management manpower development input, i.e. training input.

Justification for the Study

The study is necessary because of the widespread complaint that Nigerians lack capable managers in spite of the huge investment on management development institutions, both at the macro- and sectoral (micro-) environments. We want to find some answers to the questions: Have the management development institutions in Nigeria made any meaningful impact on our national development?

The study, however, concentrates more on the top managerial cadre of the Nigerian economy, as it constitutes decision makers and coordinators of the implementation process, by providing appropriate leadership. Agricultural and Rural Management Training Institute (ARMTI), Ilorin, is studied in some details, since the majority of the Nigerian population are engaged in agriculture and are rural dwellers (Bolomope, 2001; Kazir, 1990; Garba, 1994).

Management

Management is an everyday phenomenon which involves virtually all. Everyone carries out a measure of management in his daily living; yet, everybody is not a manager and everybody cannot be a manager in the context of this discourse, in the sense that management is a discipline that has to be learnt for effectiveness, since effectiveness is good management. Easterby-Smith (1995) opines that there is no precise agreement on what management is about. While some say that management is about planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSDCRB), others believe that it is the ability to make right decisions in conditions of uncertainty – decisions that will work (satisfying) within the given constraints rather than seeking for the best possible decisions that might be made in any circumstance. Hanson (1977) defines management as "the carrying out of the function of the entrepreneur". Umoru-Onuka (1996) sees management as essentially performing the role of forecasting, planning, organizing, implementing and monitoring (FPOIM). Adewumi (2000) sees management simply as decision (policy)

making, while he equates administration with implementation. Other related concepts of management include the view that management is the direction of human behaviour towards attaining a particular goal or objective, or the control and consideration of all activities within an organization, in order to pool all efforts, towards realizing organizational goal. Keith and Gubeellini (1975) see management as a process which consists the following steps, *viz*: planning, organizing, leading, managing or monitoring, which includes supervising, regulating and controlling. Robert (1996) defines management as the act of "getting things done through other people". Implied in this definition is the fact that management involves managing our time and ourselves as well as others. In doing this, we have to ensure that performance conforms to plan, and that what has been planned is accomplished. It is necessary to mention that management is the coordination of all positive activities geared towards growth and development of humanity, whether in terms of organizational goal accomplishment or planning, organizing, controlling and utilizing resources for national development as well as the monitoring of the implementation process in the development effort (plan). Obviously, since all development efforts are geared towards improvement of humanity, management is the point on which development hinges. Oni (1996) reports that development plans were constrained by manpower shortages, especially the technical/professional cadres (most of whom are at the management levels). It can, therefore, be concluded that management is the life in the sense that without effective self-management, life becomes meaningless.

Management Techniques/Models

Several techniques, technologies, models and skills are involved in the management process; thus, it is essential that the manager who will succeed develop these elements of management. In fact, according to Makinde (1991), management is the missing mix, thus inhibiting the Nigerian national development quest. Hence, Roberts (1998) states that management problems play an important role in the petroleum crises in Nigeria, thereby underscoring the need for an enduring management development policy and programme. Management techniques that are in vogue now include Programme Planning and Budgeting System (PPBS), Decision Trees, Network such as Critical Path Analysis (CPA), Programme Evaluation and Review Technique (PERT), Strengths, Weaknesses, Opportunities Threats (SWOT), among others. These require either the use of quantitative or qualitative or analytical methods.

Management Development (Continuous Education)

Oftentimes, the words: "Development" (being in the sense of continuous education) and "Training" are used interchangeably to mean the same thing. Umoru-Onuka (1996) posits that 'development' is long-term plan for staff improvement and advancement; and that what is development today because it is a plan becomes training at implementation tomorrow. The former is long-term plan, while the latter (training) is short-term. Miner and Miner (1977) believe that development in the context of an organization is the comprehensive plan for upward movement along the hierarchical ladder of progress in the organization. Such staff and management development also includes training. In this sense, training is a means to an end – development. Kootz, O'Donnel and Weilrich (1980) thus see training and development as virtually meaning the same thing, and define them as "the provision of opportunities through various approaches and programmes to improve individual management staff members' knowledge and proficiency in how the managerial tasks are carried out". However, Steward (1982) feels it is common to think that training is aimed at improving the manager's current performance, while development is meant to improve the manager's future performance. Thus, while training is seen as a current programme for improving the manager's current skills, knowledge and attitudes development is a planned programme that anticipates future needs of the manager and how to work towards the realization of these needs.

For our purpose, we shall define development to include training. Thus, management manpower development is the identification of both current and future training needs of an organization, planning to meet these needs, implementing the planned programme as well as evaluating it to determine whether or not the planned training objectives has been realized. This definition conforms to the view of Kootz, O'Donnel and Weilrich (1980), that management development/training is the process of the individual growth. The following are the essential steps in planning and executing a management development or training programme (process): You identify training/development needs and design a training programme to meet the needs so identified, execute the programme, evaluate the programme and do a feedback for development/training improvement.

Keith and Gubellini (1975) while identifying the goal of management training as providing the managers with the essential skills for their tasks, propose that management training should be broken into three categories, viz: (i) foreman supervisor training, (ii) management training; and (iii) senior management training. They conclude that management training should blend both theoretical and practical training, so that managers

will not only do things but be aware of the things they do.

Training can only be envisaged after duly establishing training needs and in doing this we need first to find answers to the following questions (Umoru-Onuka, 1996):

- (i) Is there a problem in terms of the level of performance of the prospective trainee?
- (ii) Can training be of any use in correcting the existing gap?

Training needs, therefore, can be described as the difference between the performance ability of an employee or would-be employee and the performance requirements of his present or proposed job. It is very important in a firm's or nation's effort to utilize human resources appropriately and effectively (Miner and Miner, 1977).

Need for Continuous Management Development

In a World Bank study carried out by Dabalén and Oni (2000) on the employment status of the Nigerian graduate, it was discovered that he needs further training if he is to be able to perform efficiently and effectively. The graduate forms a source of management manpower employment. Nigerian universities thus constitute the main institutions for the training of high-level manpower (managers of the economy).

The nature of university training is naturally theoretical and academic, but hardly job-specific (Umoru-Onuka, 1996). Hence, Ogbimi (1992) states *inter alia*: "University education should be complemented by practical training, because classroom studies form only one phase of the three phases required for the acquisition of the relevant skills". He declares further that human resources are the fundamental factors in economic development and that it is the human resource management that determines resource mix. Thus, human resource development is a precondition for any meaningful industrial transformation. Egwugwu (1992) adds that it is management training that brings about any meaningful industrial managerial capacity and the subsequent economic transformation. Egwugwu asserts that the patterns of training that worked in the past may not always work the same way today. Thus, training/development must not only be dynamic but also be adaptive to the dictates and vagaries of the economy. When we remember that management in this context is part of human resources, then we have to properly develop as it cannot be ignored. Underscoring the importance of human resources, Harbison (1973) states that:

Human resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents, who accumulate capital, exploit natural resources, build social economic and political organizations and carry forward national development clearly. A country which is unable to develop the skills of its people and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

This conforms to that of Drucker cited earlier, that the wealth of nations is determined by the quality and number of its educated people. The call by Justice Muhammed Lawal Uwais, the Chief Justice of Nigeria (CJN) to lawyers to help effect good administration of justice lends credence to the fact that management manpower will facilitate national development in all spheres of national life if properly developed or trained.

Oni (1996) agrees with the fact that human resources constitute the most vital component of national development when he states as follows:

Human resources constitute the most critical development agent in any economy. The development of this agent through formal training programmes in schools, colleges and universities constitutes part of the investment of the government in the social sector. While the formal system of education plays a significant role in this development process, the role of other agencies in the skill development and acquisition is also significant in virtually all economies. It is the contribution of the roles of the formal education system and these other agencies in skill development and training that determines to a great extent the level of development of any given society. The search through human resources development literature shows that a positive correlation can be found between a country's level of economic and technological development, and its level of investment development in HRD through all possible agencies.

Here, we see that both management and human resources (the equivalent of the entrepreneur and labour in economic factors of production) are important mobilizers, organizers, and utilizers of developmental resources. Management being the chief human resource is more potent than the other forms of human resources in mobilizing, organizing and utilizing resources for national development. Onuka (1999a) asserts that continuous research efforts in management often result in some form of new techniques/models and technologies which always call for training of the manager in these

new models/techniques and technologies, if they were to continue to perform their duties efficiently. Thus, the need for continuous management development (training) cannot be over-stressed as a means of sustaining manpower in any establishment. Etteh (1997) says that training and development are the key for effectively maintaining university management.

National Development

Development can be viewed both from the micro- and macro-perspectives. It can be considered from the industrial or sectoral points of view or from the perspectives of a whole economy (national economy), which we shall call national development. There are as many views of development from this perspective as there are scholars in the field of development economics.

Ogobodu (1991) states that complications attend the attempt to answer the question: What is development? It possesses no single answer (definition). He asserts that social scientists and human development theorists have not been able to agree amongst themselves or between both groups either. People talk of political development, economic development, social development, human resources development, agricultural and rural development, community development, amongst others. Therefore, development in national context can be described as a collage (that has several segments) whose development must be coordinated for synergy. To the economist, development is almost synonymous with the economic growth aggregate. The economist believes that a nation develops when it can sustain its own efforts and annual rate of growth with a reasonable level of Gross National Product (GNP).

Another view is that of Rodney (1974) as follows:

Development in human society is many-sided process. At the level of the individual it implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. The achievement of any of those aspects of personal development is very much tied in with the state of the society as a whole.

In other words, individual development is tied to societal development.

For Sears (1977), development involves the creation of opportunities for the realization of human potential. It implies success at either eliminating or drastically reducing the incidence of poverty and inequality in the society. It must also reduce to the lowest minimum unemployment. These together constitute the index of national development.

Beltran (1974) posits that:

national development is a direct and participatory process of deep and accelerated socio-political changes geared towards producing substantial changes in the economy, the technology, ecology and the overall culture of a country, so that the moral and material advancement of the majority of its population can be obtained with conditions of generalized equality, dignity, justice and liberty.

To Beltran, this view is a "humanized", democratic, structural and integral conception of nation's development based on a reverent vision of man's life and destiny.

The crux of these definitions of development is "change". In fact, we can define development to mean positive change in the status, condition and way of living of a people. It means change such as in the infrastructural condition, health, education, etc. In the words of Ogbodu (1991), therefore, development is a "a far-reaching transformation of the social and economic structure, institution, relationships and processes", which is the resultant effect of a series of quantitative and qualitative changes taking place in the life of a people within a given period of time. However, Koinyan (1989) feels that "when a people learns to exploit their own labour power, their own skills and talents to their own advantage, and also learn to conquer their environment and subject the resources of their conquered environment for production . . ." then development has taken place.

In more specific terms, Little (1982) says that economic development can be regarded as economic progress or real growth, which occurs when there is a rise in the present value of average (weight) consumption per head.

Here, consumption is measured at market prices or at the maximum prices people would be willing to pay for what they consume. Economic growth gives man greater control over his environment, thereby increasing his freedom (Arthur Lewis, 1954). This way, economic development can be viewed as a means by which living standard can be raised, i.e. "a social process which results in a cumulative increase in the levels of consumption" (Igah, 1991). Todaro (1977) thus says that development is the process of improving the quality of all human lives which involves

- (1) raising people's living levels through "relevant" economic growth processes;
- (2) creating conditions conducive to the growth of the people's esteem through the establishment of social, political and economic systems and institutions which promote human dignity and respect; and
- (3) increasing people's freedom to choose by enlarging the range of their choice variables.

He views economic growth as the process by which the production capacity is increased over time to bring about rising levels of national income.

As pointed out earlier no single definition of development has emerged. In fact, Iwayemi (2001) states that "an adequate definition of what development is, ought to be, or even what it ought not to be, remains as controversial as ever". Yet, he posits that "development has evolved from being synonymous with rising level of per capita income to the more embracing concept of sustainable human development". He states further that development must encompass broad-based growth, employment generation, and steady improvement in literacy, and health status implicit in longevity and social stability.

We may thus view development for our purpose as a multi-faceted growth in the economy as a result of change that results in sustainable improvement in the general well-being of the people, and enlarging the people's choice variables as economic and political freedom manifesting in an almost equitably distributed income. Similarly, National development is both mobilization, organization and utilization of the people and resources towards the accomplishment of set national goal objectives in terms of political, economic, technological, social and other sectoral needs, which incorporates societal values such as equal rights, justice benefits and discomfort, discrimination and oppression. Our working definitions imply provision of good roads and other infrastructural facilities, equal educational opportunities, near-full employment, good health delivery and all that contribute to higher standards of living of the people in an economy.

Good development plans engender development. Development plan is the documentation by a government agency of the current national economic conditions, proposing public expenditures, the likely development trends in the private sector, a macro-economic projection for the economy, and a possible review of government policies over a fairly long period of time (possibly five years) (Todaro, 1977). National development covers all areas of development – cultural, social, economic and political – hence, it is a collage of development. We may conclude this section, therefore, by submitting that development is a systematic and sustainable growth recording positive changes in the standards of the people and in the economy each successive year.

National development and management development scholars agree that human resource development is the basis or foundation for an overall national development (Oni, 1996; Odumosu, 1999; Ahmed II, 1992) Management is the highest level of human resources. Thus, whatever applies to human resources applies to management even in greater dimension. According to Odumosu (1999), human resource development

plays a significant role in economic development. However, there is no way one can harness human resources for development without the appropriate management on ground. In developing human resources, the management segment of it must first be developed, because it is this that initiate the mobilization, organization and utilization of all other resources, including the human, towards the realization of national development goals and objectives. Management not developed is non-existent. The immense waste of human resources may be partly attributed to the unhealthy state of the Nigerian economy; but it is also due to inefficient management.

Thus, without a good management development policy and programme, national development will be but a mirage. In fact, developing any of the sectors of the economy requires development of human resources as well as management to meet such development requirement. Human beings for the benefit of human beings do development. Managers normally harness all such efforts. Emphasizing the importance of human resources development and by extension management development to national development, Odumosu (1999) says that though educational institutions are on the increase, yet they lack "the necessary and required facilities and incentives to enhance human resource development towards improvement of the quality of life (national development)". Development paradigm has shifted from per capital GNP/GDP to Human Development Index (HDI). On this index, Nigeria is considered the 13th poorest nation in the world.

Management Education in Relation to National Development

Zayyad (1981) canvasses management education (development) if the manager were to perform effectively. He feels that management education is the intellectualization of empirical evidence, which is result-oriented. One can therefore infer that good management development is one that is adaptive to the dynamics of its environment. With better education the manager will perform better and engender the much needed national development; because he becomes more creative and responsive to new ideas and techniques (Umoru-Onuka, 2001). Onimode (2000) underscores the fact that education of the manager or person plays a significant role in national development when he states that:

The phenomenal rate of transformation of the countries of the Pacific region re-confirms the cliché that knowledge is power. Education, especially higher education (the training of the manager), has been the most dominant single factor in the transformation of these countries. (The parenthesis inserted by me.)

Onimode (2000) insists that the World Bank Report 1998/99, preached the predominant virtues of knowledge in the development process. He counselled further that African countries should embrace the opportunity afforded them by the shift to human resource development, knowledge and science and technology education to mount major programme of educational development.

The bottomline of this discourse as synthesized from the arguments presented by scholars on development particularly in Third World countries is that no meaningful development can take place without the composite development of human resources, particularly the management manpower cadre. The need to expand the management horizon in Nigeria due to emerging recurrent conflict situations and the need to manage them appropriately cannot be overemphasized. Bah (2003) stresses that Bulgaria, Sierra-Leone and Nigeria started three different managerial strategies, respecting to managing ethnic conflict and this observation portends the need for management development programme to be evolved for conflict management to engender quicker and greater level of national development.

Management (Manpower) Development in Nigeria and some Management Development Institutions

From the foregoing, there is need to examine how much Nigeria has done on this all-important subject and what more we need to do. According to Umoru-Onuka (1996), many programmes put in place for either national or sectoral development failed because of lack of dedicated indigenous managers. It has been equally identified that the quality of Nigerian managers and their associated mismanagement have largely been responsible for our non-development (Aluko, 1993; Onosode, 1993; Ibrahim, 1993; Kazir, 1990; Garba, 1994). One major implication of these observations is the need to develop the Nigerian management manpower to meet its development needs and aspirations. However, it must be acknowledged that government has at various times made efforts to provide the economy with management manpower development institutions. An Industrial Training Fund (ITF) (1992) publication gives the following chronicles of some management manpower development institutions, which were established for the Nigerian economy.

In 1964, the National Management Board (NMB) was established to attend to the low quality of management, effective coordination of human resources development and the need to ensure that management training is relevant to the economy. Following the observation by the International Labour Organization (ILO) that management development and training in Nigeria was inadequate, the Nigerian Council for Management

Development was established to coordinate and promote management consultancy and research in Nigeria. The Centre for Management Development (CMD) was established in Lagos in 1972 as the operational arm of the Council for Management Development and Training. A year later, the Administrative Staff College of Nigeria (ASCON), Topo, Badagry was established as a result of a research conducted in 1967, by the University of Ife (now, Obafemi Awolowo University, Ile-Ife) in "the training needs of the Federal Civil Service" (Akerele and Effiong, 1990; ITF, 1992; Tugbiyele, 1992). The objectives of these management development institutions were similar and revolved around the need to provide Nigeria with the right calibre of management personnel.

Akerele and Effiong (1992) report that both the CMD and ASCON have both helped in training and re-training of the expending crop of administrative and business management personnel in Nigeria. Nigerian Institute of Management (NIM) Lagos, which started in 1961 but was only formally established by Decree 51 of 1968, also provides training for managers, especially in the private sector (ITF, 1992). As a professional body for management professionals in Nigeria, NIM became operational in 1961 with the aim of training management personnel for all sectors of the Nigerian economy (Umoru-Onuka, 1996). It was chartered only in Year 2003. It has the following objectives:

- (i) To encourage and develop the art and science of good management.
- (ii) To provide facilities for interested persons.
- (iii) To collect and disseminate information on management subjects.
- (iv) To encourage the provision of some facilities and assistance as may be required by those sitting for professional examinations in management subjects.

That the NIM was chartered only in Year 2003 speaks of the level of seriousness people attach to management development. Other management development institutions including sectoral ones are the Agricultural and Rural Management Training Institute (ARMTI), Ilorin, which was established by Decree 34 of December 31, 1984, though it started operation in 1981. Its goal is to identify management training needs in agricultural organizations and of technical employees in the rural sector of the economy and develop training programmes to meet these needs and carry out training of students in the identified areas. As respectively summarized by ARMTI two past Directors (Alabi, 1987; Makinde, 1992) the objectives of the institute is the "the provision of training in agricultural management and rural administration". There is also the National Centre

for Economic Management and Administration (NCEMA), Ibadan, which was established in May 1986 as primarily a training institution to provide programmes for skill development in the public sector of the economy (Adeyemo, 1989). It designs training programmes for planners, budget officers and policy advisers. Its course contents cover economic policy formulation, analysis and evaluation planning with emphasis on methods and techniques, amongst others.

The Industrial Training Fund, established by Decree 47 of 1971, provides general training including that of management (Tugbiyele, 1992), while we also have the National Institute for Policy and Strategic Studies (NIPSS) Kuru, established by the military regime of General Olusegun Obasanjo in 1977 (Umoru-Onuka, 1996), and the Staff College, Jaji, also established in 1977 by the same regime. The National War College, Abuja, Police Academy, Kano are other sectoral management institutions in the country. The Michael Imoudu Institute for Labour Studies (MILLS) Ilorin, established by Decree 5 of 1986, trains leaders for the labour movements in Nigeria (MILLS 1993 *Training Brochure*). It may be quite necessary to have an institute of conflict management to train managers of crisis and conflict in the country, since conflict is fast becoming a veritable sector in Nigeria.

Umoru-Onuka (1996) reports that the Agricultural and Rural Management Training Institute, Ilorin made up between 38%-44% of the impact expected of it on the trainees, while it was able to meet only 42% of its target output, though it reached 75% course organization level. He, however, observes that much of the patronage came from the public sector, whereas a greater part of the agriculture and rural development sector is in the hands of both the organized private sector and the informal private sector (individuals). It was suggested that efforts should be made to reach these two segments of the sectors. Umoru-Onuka looked at the institute from the perspectives of trainers, trainees and client organizations to arrive at this finding.

It was observed in the study that while the universities had minimum entry qualifications, some of these institutions did not place emphasis on minimum entry qualifications because it was felt that these inhibit the realization of course objectives as there may be a wide disparity in the rate of absorption by the participants. It was suggested that such should be streamlined for effective training programme. Some client organizations did not carry out training needs analysis (TNA) before nominating people for courses, so, people attended courses that were not relevant to their jobs. Since the courses were not certificated some attendees did not consider them with any measure of seriousness. Level of finding was dwindling because the World Bank at that time was winding up its obligations to the institute. It was at that time well staffed with well-trained trainers, thus,

its efforts were not in doubt as they were good enough. Though it is a sectoral management institute, it sometimes went into general management training, which could in turn inhibit its level of performance. Therefore, each management training institution must be made relevant to its mandate.

Oni (1996) in a study of Industrial Training Fund which sometimes organizes management training courses, concludes that ITF has continued to perform well in all areas of its mandate despite the scourge of the Structural Adjustment Programme (SAP), though it faces competition from university, polytechnic, it initiated research and consultancy services which equally offer training similar to that of the Industrial Training Fund (ITF). He suggests that formal education is inadequate in meeting our manpower development requirements. Both Umoru-Onuka (1996) and Oni (1996) believes that one major constraint facing these training institutions is inadequate funding.

However, as much as these institutions have tried to meet their mandates, it is obvious that much should still be done since many of our complaints have to do with the fact that we lack good and honest management, as Nwankwo (2001) seems to suggest when he states that fraud is a management problem. Dabalén and Oni (2000) confirm in their report on the labour market prospects for the Nigerian graduate, that the Nigerian graduate feels that his communicative skill and other managerial competencies are inadequate.

The attitude of trainees to training programmes needs to be improved and should not be viewed as a time for off-duty and for earning perquisites (Umoru-Omuka, 1996). Nonetheless, the role of training/development is the key for effectively maintaining and sustaining manpower (including management manpower) in any establishment. While these training institutions could be viewed as being effective, meta-analysis of such studies also suggests that there is much room for improvement of their programmes if they are to meet the needs of management and manpower development for an effective national development of the Nigerian economy. The view that management development and national development are inseparable companions and that the former is a vehicle for the latter is further strengthened by the Ghanaian Minister of Defence, when he states in a paper he presented to the Ghana Armed Forces Command and Staff College on 20 July 2001, as follows: "Human resources (of which management is a part) of nations need time to develop, and national institutions improve and mature (develop) in an atmosphere of peace and stability".

The inference is that without the development of the human resources including management, it would be a mirage to expect institutions (which are other means by which development is achieved) to improve and mature

(to grow and develop). It is thus safe to suggest that management and, indeed, human resources development are a vehicle for national development. Therefore, management development institutions must be made to be effective and efficient in producing management manpower both at micro- and macro-levels, for the developmental emancipation of the Nigerian economy. So, both management development and national development call for planning and systematic execution for any meaningful attainment of their objectives and goals.

Methods

The methods used in this study include scrutinizing some past studies in the subject matter and administering a self-developed and validated checklist using test-re-test, which gave a coefficient of 0.789, as well as through expert opinions on its content validity on a randomly selected of 200 relevant personnel. Analysis was done using simple percentage.

Some Findings

In concluding this section we may suggest a national development paradigm that would envisage and plan management and other human resources development ahead of the executions of any development programme. Such human resources development may have to be programme specific for complete effectiveness.

A Checklist on the Effectiveness/Adequacy of the Training Elements of Some Management Development Institutions in Nigeria

S/No.	Description	Aggregate Rating		
		Very high	Average/ Adequate	Very low
1.	Management Development needs analysis	98 (49%)	52 (26%)	50 (25%)
2.	Instructional methods	102 (51%)	48 (24%)	50 (25%)
3.	Instructional equipment	79 (39%)	69 (34.5%)	52 (26%)
4.	Quality of management development offers	120 (60%)	53 (26.5%)	27 (13.5%)
5.	Quality of library	58 (29%)	40 (20%)	102 (51%)
6.	Infrastructural facilities	72 (36%)	50 (25%)	78 (39%)
7.	Quality of trainees	133 (66.5%)	27 (13.5%)	50 (25%)

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8.	Practicality of training element	140 (70%)	20 (10%)	40 (20%)
9.	Training content	155 (77.5%)	25 (12.5%)	30 (15%)
10.	Level of funding	59 (29.5%)	31 (15.5%)	120 (60%)
11.	Management research method	57 (28.5%)	43 (21.5%)	100 (50%)
12.	Planning models and strategies	97 (48.5%)	47 (23.5%)	56 (28%)
13.	Project planning and management	83 (41.5%)	57 (28.5%)	60 (30%)
14.	Analytic techniques	83 (41.5%)	57 (28.5%)	60 (30%)
15.	Management information system	37 (18.5%)	33 (16.5%)	130 (65%)
16.	Leadership development	121 (60.5%)	20 (10%)	59 (29.5%)
17.	Management development project funding	90 (45%)	40 (20%)	70 (35%)
18.	Management communication skill	124 (62%)	56 (28%)	20 (10%)
19.	Comparative international management analysis	80 (40%)	40 (20%)	80 (40%)
20.	Management problems evaluation (including case studies)	134 (67%)	54 (27%)	12 (6%)

* Any very high rating below 50% was almost a non-starter in the face of globalization.

Thus, in the above table only the following ingredients of management development fall below our standard for this study: The quality of library was put at 29%, which is very far between and therefore calls for urgent attention if it were to compare favourably with international standard. Availability of infrastructural facilities was nothing to gladden the heart of any honest Nigerian as its rating was only 36% in terms of effectiveness and adequacy. The level of funding, and effectiveness/adequacy of analytical approach to management issues were both put at 41.5% each. The level of the utilization of management information system (MIS) was to be only 18%, while degree of the application of comparative management analysis

was rated 40%. In view of the fact that these components whose ratings fell below the set standard for this work, the implication is that much still need to be done to bring our management training programmes up to international and acceptable minimum standard if we are to catch up with the rest of the world in terms of management capital development and national development. Even those that were rated 50% and above are in relative terms as physical observation by the researcher shows that though they may be effective, yet definitely not as adequate as might have been said. Nevertheless, a little bit of more efforts in getting things better in the subject of the study might yield good results and culminate in the desired and composite national development.

Recommendations

In view of the foregoing analyses and submissions, we wish to recommend the following to ensure the evolution of management that can effectively promote national development in all its ramifications:

- (1) Management being the first factor on which a meaningful national development rests, should be a deliberate development policy that engenders management (training) development in the polity. Such policy should be geared towards provision of adequate and dynamic management.
- (2) Management development institutions in the country should be enabled by Acts of Parliament to independently award post-doctoral or, at the worst, post-Masters certificates. If necessary, an independent commission to regulate the standards of the curriculum should be put in place to ensure high standards of practical management education content of their various curricula.
- (3) There should be a minimum educational qualification and experience requirement for entry into the institutions.
- (4) More practical and advanced management institutions (both general and sectoral) should be established to enable more managers benefit from their courses with a minimum hardship.
- (5) No manager should remain for three years without the benefit of attending a new course, conference, or seminar to update his knowledge, skills and competence so that he does not become obsolete.
- (6) Managers in both public and private sectors of the economy should be encouraged to engage in continuous self-development by way of mandatory membership of professional bodies.

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