

## Manpower Planning and Education Innovations: the Nigeria's Experience

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**Abstract.** Education is the means by which citizens are equipped with the necessary attitudes, knowledge and skills that will enable them contribute meaningfully to national and human development. This paper therefore examined the need for manpower planning and education innovations in Nigeria. A survey design was used for this study with a population of one hundred and thirty –three (133) academic and administrative staff from the rank of Deans, Heads of Departments and Senior lecturers from eight (8) tertiary institutions in South-Eastern parts of Nigeria. No sample was used since the population was small and manageable. Research questionnaires were used to collect data from participants. Mean and standard deviation were used to answer the research questions, while the t-test and chi-square were used to test the hypotheses at P-value of 0.05 or 5% level of significances. The findings of the study revealed that manpower structure in the Nigerian education sector had been able to yield the expected results. It equally revealed that education in Nigeria in the last two decades had undergone a series of tremendous structuring and restructuring which resulted to under utilization and loss of trained manpower in the teaching profession. However, the research paper offered practical suggestions to find solution for the situation so that the Nigerian educational system can stem the over-production of real manpower needs for the required national development.

**Keywords:** Manpower planning, Innovations, Education, Information and Communication Technology.

### 1 INTRODUCTION

Manpower Planning also called human resources planning implies an attempt by a country to integrate economic development and educational planning. It is a deliberate attempt by government to link the development of its educational system to the demand for educated manpower by the economy. The introduction of Western education in Nigeria dates back to 1842 when the Wesleyan Methodist Mission established the first primary school in Badagry. However, western education introduced then was intended only to serve the interest of the colonial government. After securing her independence from the British Colonial Government in 1960, it became imperative for the new Nigerian Government to restructure the education policy to ensure genuine national development.

Historically, the identified problems of manpower planning in Nigeria prompted the setting up of the Ashby Commission of 1959 whose report came out in 1960. The Commission happened to be the first formal attempt by Nigeria to forecast the education needs of Nigeria at the post-secondary and higher education levels.

The National Policy on Education recognized the 6-3-3-4 system of education which recommended that students who do not do well in Junior Secondary school examinations

should acquire technical skills while those who pass senior secondary school examinations should proceed to the university and become the nation's eggheads. It recommended not less than 60% of admission in sciences and science-oriented in conventional Universities, and not less than 80% in the Universities of Technology. For Polytechnics, admission into technology and business courses is to be weighed in the ratio of 70:30 (Federal Republic of Nigeria, 2004).

There have been different changes and innovations to make the educational system relevant to the needs, yearnings and aspiration of Nigeria people. Some of these innovations would be considered in this study but attention will be placed on those that took place in the last-two decades (1991—2011).

## **1.1 The Conceptual Framework**

### **1.1.1 Manpower Planning: An Overview**

Manpower planning which is also called Human Resource Planning involves putting right number of people, right kind of people at the right place, right time, doing the right things for which they are suited for the achievement of goals of the organization.

Manpower planning implies an attempt to integrate economic development and educational planning. It is a conscious attempt by the country to link the development of their educational systems to the demand for educated manpower by their economies.

Fadipe (2011) states that manpower deals with human capital formation, allocation and utilization. Manpower, also known as human resources can be defined as the bulk of labour available for any particular kind of work. In more specific terms, it is the bulk of human being with the relevant skills, energies, talents, knowledge and attitude that can be committed towards the production of goods and services (Gbosi, 2003). Yesufu (2000) defines manpower planning as the process of determining and affecting a balance between the available or potential human resources of a nation and their effective disposition and utilization. Adiele (2006) define manpower planning as a conscious and rational decision making process geared towards defining the various courses of action that need to be carried out within an organization. The ultimate purpose of manpower planning is to ensure regular and adequate supply and maintenance of relevant human resources in all sectors of the economy at all times.

### **1.1.2 Need for Manpower Planning in Nigeria**

Fadipe (2011) identified the following needs for a systematic manpower planning in Nigeria:

- (i) Unemployment problem of the school leavers. The serious drift in the large number of youths from the rural areas to the urban areas in search of wage employment led to serious unemployment of school leavers in the urban areas
- (ii) The economy was expanding and the available manpower was grossly inadequate for development programmes. It was again very difficult to recruit adequate number of skills (specialists) required for the economy because they were not available.
- (iii) There was largely an occurrence of surplus of unskilled labour and shortage of skilled labour in Nigeria resulting in an imperfect labour market situation.
- (iv) Recognition by developed nations like United States that manpower was a basic resource which is an indispensable means of converting other resources to the use and benefit of mankind.

### **1.1.3 Manpower Planning and Education in Nigeria**

The Report of the Ashby Commission of 1960 made the government to take a serious look at manpower planning. The Commission's Report formed the basis for the first National Development Plan. Since that time, there is the belief that government can and should control manpower development through education. In most developing countries like Nigeria, manpower planning is tied to education because it is seen as the path leading to development and developed country status. The ultimate aim is to achieve economic relevant education hence the production of the right types of human resources. The tertiary institutions in Nigeria particularly the Universities and Polytechnics are saddled with the production of manpower that will manage the Nigerian economy/polity.

Unfortunately, there is yet to be a balance between manpower planning and manpower production (Adeniyi, 2008). There has been constant shortfall in the supply of teachers in the Sciences and in Technical and Vocational education (Oghuvbu & Akpotu, 2004). This has manifested in youth unemployment.

Unemployment in Nigeria worsened in the last decade due primarily to upsurge in the graduates from tertiary education institutions who lack the required employability skills for employment by government/private organisations. The Vanguard (2004) noted that 'Youth employment moved from 4.3% in 1985 to 5.3% in 1986, to 7.0% in 1987 and jumped to 60% in 1997.

The questions that should be asked are:

- (i) With the turning of all Nigerian Federal Government –owned Universities of Technology and Agriculture into conventional by the President, Dr. Goodluck Ebele Jonathan in March 2011, with emphasis on social and management Sciences, Arts, Law and liberal arts, how will the country attain scientific development to meet the nation's manpower needs?
- (ii) With inadequate funding of State Universities/Polytechnics by State government leading to non-accreditation of most science and technology-based courses, how do we meet the required manpower needs in these areas?

Obviously, the impact of education to manpower planning cannot be overemphasized. The tertiary education sector supplies the needed technical experts to the economy. And to be able to do this, certain agencies were set up to monitor and control the quality of tertiary education in Nigeria. They are: Joint Admissions and Matriculation Board which coordinates admissions into Nigerian Universities, Polytechnics and Colleges of Education through the Unified Tertiary Matriculation Examination (UTME); National Universities' Commission; National Board for Technical Education; and the National Council for Colleges of Education.

### **1.1.4 Innovations/Developments in Nigeria Education System**

Innovation is a tool to enhance sustainable development in education, and it has been receiving the attention of educators, educationists and researchers across the world. In organizational context, innovation is viewed as intentionally bringing into existence and practice something new, so as to enhance performance and growth through improvement in efficiency and effectiveness. In the Nigerian context, it could be enunciated under the headings discussed below.

### **1.1.5 Distance Education and Open Learning**

According to Omovo (2006), distance education is the means by which the teacher is taken literally to the student. It is a teaching and learning process in which students are separated from the teachers by a physical distance, which is often bridged by communication technologies. Paraton (2001) sees distance education as an education process in which a

significant proportion of the teaching is conducted by 'someone' removed in space and time from the learner. The link between that 'someone' and the learner is therefore necessarily provided by different means of communication and instruction. Distance education is a learner-centred educational process, which means departing from a conventional teaching and learning, culture to one which employs a wide range of tools to effect learning outcomes. These tools recognise and are designed for self-learning. They include printed course units and readers, tutor- and computer-marked assignment and feedback systems, radio and television broadcasts, audio and video tapes, home kits, individualised counselling, and help through telephone, or electronic mail.

Available literature reviewed reveals that distance education and open learning have thrived in the last two decades. For instance, distance learning was regarded by the Federal Government as important for the implementation of the UPE programme introduced in 1976 and the UBE programme introduced in 1976 and the UBE programme introduced in 1999. Even though this programme (distance learning) initially faced a lot of bottlenecks that nearly crippled the institute, some of which were the undeveloped structure the print technology, the inefficient postal system and the unfamiliarity with that of distant study centres, distance learning has justified its establishment. Over a period of eight years, for instance, the institute contributed immensely in the growth of primary education teacher graduates from 45,150 to over 300,000. In two years alone, between 1990 and 1992, the NTI, a form of distance learning, graduated 21,000 students in Certificate in Education. This figure compares with the combined total of 58,000 teachers graduated by the nation's 58 conventional Colleges of Education (Gallimore & Stigler, 2003).

The history of Open University Education started in Nigeria in 1983 by the Second Republic government of President Shehu Shagari who introduced the Open University of Nigeria as a new feature of tertiary education to facilitate and enhance access to higher education for Nigeria. This innovative idea died in the embryonic stage when the military government of General Muhammadu Buhari on April 25, 1984 suspended the project indefinitely. Pressure was put on Obasanjo's governments to take closer look at education in the country. Genuine and legitimate grievances about the standard of education in Nigeria and the alarming growth rate of the population were placed before his government. It was argued that Nigeria has the challenge to provide access to higher institutions of learning to meet the social career and employment needs amongst Nigerians.

For instance, according to *This Day*, January 27, 2004:6, Nigerian conventional universities were able to cope with 15% of more than 1.5 million qualified applicants for Joint Admissions and Matriculation Board (JAMB).

However, in the search for an education framework in Nigeria that can take care of accessibility, qualitative and cost effective education, the organization of the national workshop on distance education was set up by the Federal Ministry of Education and the office of the Special Adviser on Education to the President in September, 2005. The workshop reiterated that open and distance delivery is crucial to educational development in Nigeria. For the Open University and distance education to achieve the desired result, there must be collaborative efforts between the government, international agencies and institution (for training purpose) and private sector to make the programmes work.

#### **1.1.6 Universal Primary Education**

Universal Primary Education has been a stated priority of every Nigerian government since its introduction in the seventies. The actual commitment of the different governments to the scheme, however, has varied substantially. For instance, Abdulsalam's administration in recognition of the need for greater participation of the stakeholders in the implementation of the scheme, passed legislation that spells out the responsibilities of different levels of

government and those of various stakeholders. Other initiatives included the reinstatement of the National Primary Education Commission and other management structures from 1993. National Primary Education Commission was established in 1988, abolished in 1991 levels of literacy, numeracy, communicative, manipulative and life skills. The intention is to provide nine years of compulsory education that would span primary and secondary levels. Access to basic education as a national priority includes literacy and adult education, science and vocational training.

His government has also committed itself to implementing international agreements such as the implementation of 'Education for All by the Year 2000' which was adopted at the 'World Declaration on Education for All' at the Jomtien (Thailand) World Conference in 1990. The funding and management of primary education have also been changed while the functions of the National Primary Education Commission have been restructured to exclude the management of the primary education budget. The new role is more professional in nature and includes planning for the implementation of Universal Primary Education and the need to address issues of quality, equity and access in the system, with emphasis on gender issues.

### **1.1.7 6-3-3-4 to the new 9-3-4 System of Education**

The Federal Government of Nigeria, after independence and in an attempt to find the type of education best suited to Nigeria's development, identified 6-3-3-4 system of education dated back to 8th September 1969 during the (International Literacy Day). The Federal Government stated that the programme was conceived as an instrument of national unity and, also to inject functionality into the Nigerian School System. The 6-3-3-4 was fashioned to produce graduates who would be able to make use of their Hands, the Head and the Heart (the 3Hs of education). This programme however was fully introduced in 1982 and continued into the 1990s. This programme was seen as a laudable one capable of ushering in an educational revolution in Nigeria and also tends towards the technological development of the nation. However, the current situation on ground is far from the ideal. The programme seems to be suffering from poor implementation.

Under 6-3-3-4 system, the recipient of the education would spend six years in the primary school, three years in the junior secondary school, three years in the senior secondary school and four years in the tertiary institutions. In these stages, we have primary schools, secondary schools and tertiary institutions.

The primary schools are for children between the ages of 6 to 11 years, which is the foundation for education, upon it others are built. It determines the success and failure of the whole system. The junior and senior secondary schools are simply called secondary schools where education is received after the primary schools and before the tertiary institution.

The new 9-3-4 system of education, that is, Universal Basic Education (UBE), which took off in 2006, has the first 9 years of basic and compulsory education up to the JSS III level, three years in the senior secondary school and four years in the tertiary institution. It was designed to streamline the overcrowded nature of subject offered at the basic education level. The new curriculum for the 9-3-4 system is expected to be realigned to meet the Millennium Development Goals (MDGs).

### **1.1.8 National Policy on Computer Education (FME)**

Nigeria, as a nation, has recognized the potentials of information and that of information and communication technology (ICT) in the school system. This is evidence in the educational reform policies aimed at integrating the use of ICT, particularly the computer, in the Nigerian school system. The first national programme on ICT was the Federal Government 1988 policy document, that is, National Policy on Computer Education (FME, 1988).

The document emphasized the needs for primary school pupils to be introduced into basic computer skills, the use of the computer to facilitate learning, and rudimentary use for test writing, computation and data entry. For secondary schools the goals were as identified for primary schools, but to be pursued at a higher level. The additions were the organization of curriculum for secondary school students on computer education, and the decision to use the unity schools as the pilot institutions for computer education. The tertiary institutions were also required to teach computer science as a subject discipline, and also integrate it into the school administration and instruction. Other components of the document include equipment requirement, teacher training, and specific recommendations on different tertiary institutions. However, as noted earlier, the implementation was not effective. The National Policy on Education as revised in 1998 and 2004, reemphasized the need for integration of ICT in the Nigerian education system.

The first holistic attempt at introducing ICT in all facets of the country's life was the approval by the Federal Government of a national policy on ICT. The Nigerian National Policy for Information Technology (FRN, 2001), recognised the need for ICT to be used for education, and three major objectives among several objectives emphasised the need to empower youths with ICT skills. This is to prepare them for competitiveness in a global environment, integrate ICT into the mainstream of education and training, and establishment of multifaceted ICT institutions as centres of excellence on ICT. The document specifically noted the need for 'Restructuring the education system at all levels to respond effectively to the challenges and imagined impact of the information age and in particular, the allocation of a special IT development fund for education at all levels.

To achieve these objectives, nine major strategies were outlined, these include: making the use of ICT compulsory at all educational institutions, developing of ICT circular for all levels of education, using ICT in distance education, and ICT companies investment in education. Others include giving study grant and scholarship on ICT, training the trainers' scheme for youth corp members on ICT, ICT capacity building at the zonal, state and local government levels, establishing private and public dedicated ICT institutions, and working with international and domestic initiatives to transfer ICT knowledge.

However, Yusuf (2005) noted in his analysis of the Nigerian National Policy for Information Technology (FRN, 2001) that the policy was inadequate for positive impact on the Nigerian education system. This, he noted, stems from the fact that the philosophical frame of reference is market driven, and that there is little emphasis on the integration of ICT in instruction.

It should be noted that none of the policy documents, National Policy on Computer Education (FME, 1988), National Policy on Education (2004). And the Nigerian National Policy for Information Technology (FRN, 2001) recognised the need to use the computer or ICT to provide access to education for people with disability. This underscores a major inadequacy in the policy document. In addition, strategies outlined in the document were not followed. Another significant document on ICT was the Federal Ministry of Education (FME, 2004), Ministerial Initiative on e- Education for Nigerian Education System. Unlike the previous documents, the initiative was drawn based on input from major educational and human development commissions and board (National Universities Commission, National Colleges of Education Commission, National Board for Technical Education, Education For All, Universal Basic Education, etc). Also, for the first time, the need to integrate ICT in special education, particularly for people with disability was emphasised. However the document could not be implemented because the Minister who initiated the document was removed. Thus causing the death of the document which was meant to leap-frog the Nigerian educational institutions into ICT compliant ones. Since then, no national document had been developed on the integration of ICT in Nigerian educational institutions. As a matter of fact, information and communication technology has the potential for enhancing the tools and

environment for learning as it allows materials to be presented in multiple media, motivates and engages students in the learning process, fosters inquiry and exploration, and provides access to worldwide information resources, among others. The education reforms act of 2007 (FME, 2007) clearly highlighted the need to: improve the quality of instruction in Nigerian school, provide enriched learning environment, need to provide more access to education, and provide the students with knowledge and skills necessary for the 21st century work place, among others, as the motivating factor for the educational reforms. It must be underscored that information and communication technologies will assist in ensuring the achievement of these goals of the educational reforms. In specific terms, manpower that are competent and constantly given developmental training will be required for the success of the reforms. First, ICT can be relevant in the teachers' professional development, to give them guides to sources of knowledge. Teachers in contemporary society require large, rich and easily accessible knowledge-based which can be provided through ICT technologies that support teacher professional development (Gallimore & Stigler, 2003). Teachers need to be life-long learners to keep abreast of new knowledge, pedagogical ideas, and technology, relevant to successful implementation of Nigerian educational reforms. Through the digital libraries, virtual institutions and other internet resources teachers can easily have access to relevant and current resources in their areas. Thus, they must be competent in the use of ICT to husband its potentials.

Furthermore, the quality of students' learning will be enhanced through their access to the needed content through ICT facilities (especially the internet). Information and communication technology can enhance learning by doing, and increase the information available to learners, thereby engendering collaborative learning (World Bank, 2003).

Moreover, ICT can provide opportunities for individuals with disabilities to have access to quality education. They can be relevant as assistive technology, adaptive technology, and as a tool for knowledge and support. In addition, information and communication technologies are essentials in the sensitisation of Nigerians, particularly educational stakeholders on the nature and aspects of the education reforms, the resources and needs for its proper implementation, and the evaluation of the reforms, among others. It is possible to promote institutional linkages, collaboration between various stakeholders, and dissemination of information on educational reforms through ICT.

### **1.1.9 Tertiary Education in Nigeria**

Higher education system in Nigeria witnessed a lot of changes in the last twenty years, despite the distortions and constraints imposed by the different military government. The distortions include the fact that the government interfered in the university affairs by directly appointing the vice-chancellors.

The university autonomy continued to be usurped by the central government and incentives and rewards for research productivity, teaching excellence and associated innovations gradually disappeared. In consequence, research output dropped, educational quality declined and management structures redefined.

There were also problems like poor working conditions and political repression on campuses which generated series of stag and student strikes during the 1990s. Despite the recommendations of different commissions on the need to deal with these problems, the government refused to act on them.

The democratically elected government that came into Nigeria in 1999 instituted institutional reforms in higher education. Some of these reforms include institutional audits of all universities and associated parastatals, revocation of the vice-chancellors' former privileges, reconstruction of all university governing councils, the licensing of many private

universities, exemption of university staff from public service, salary scales and regulations and a 180% increase in funding of the university system.

In an attempt to crown these efforts, there was also a new government policy on autonomy for universities announced on July 21, 2000 (FME, 2000) which gave full responsibility for institutional government including the appointment of senior officers. It also restored block grant funding to universities, circumscribed the powers of the National Universities Commission, vested university senates with the authority to decide on curricula, returned to universities the right to set admissions criteria and select students and laid the groundwork for new minimum academic standards. In March 2002, national Summit on Higher Education was held to examine specific policy issues arising from the government university autonomy policy. About 1,200 stakeholders attended and the topics addressed included management, funding, access, curriculum relevance and social problems (FME, 2002).

In May 2002, a set of legislative proposals designed to reform existing higher education laws and establish a permanent legal basis for these changes was approved by the Federal Executive Council and forwarded to the National Assembly for deliberation. The proposals would give university council the responsibility for setting institutional policies, hiring top management and forwarding institutional budgets, give institutions control over their own students' administration, limit the role of NUC to quality assurance and system coordination, place curbs on the right of employees to strike and legally de-link the universities from the public service.

Despite the above innovations and changes, some problems are still evident in the tertiary education in Nigeria. Some of these problems include lack of access to higher institutions by many Nigerians and low enrolment to higher institutions in comparison to the growing population. The content and method of our educational system also needs to be modified. The need for this is portrayed through the dropout rate, which still appears to be high even though the institutional statistics may be unreliable because universities do not monitor their dropout rates.

Similarly, public and private employers of university graduates as well as government itself, consider the quality of university graduates to be inadequate (Dabaleri & Adekola, 2000). In terms of finance, enrolments have increased more quickly than the government's capacity to maintain its proportional financial support. Simply put, the educational system in Nigeria has not had the financial resources to maintain educational quality in most of the significant expansion. For example, the government grants for universities was 530 million Naira in 1988 but 9.6 billion Naira in 1999. In real terms, the grants per student in 1999 were one-third of their level in 1990 (Hartnett, 2000).

Literature reviewed also reveals that the NUC is staffed with people of no professional training in the management of higher education. This has affected the management of higher education in Nigeria apart from the fact that the efforts to improve university system management have been confounded by a culture of corruption within Nigerian society. It is observed that the grants for higher education should be proportionate to the growth rate in enrolment and cost-sharing should evolve through individual institutional decisions of universities.

#### **1.1.10 Problems of Effective Manpower Planning and Education in Nigeria**

Though manpower planning is important to the country, organisations, employees and trade unions, it is still beset with the following problems:

- i. Politicization of manpower planning efforts.
- ii. Dearth of professional trained manpower planners (Agabi, 1999).
- iii. Lip service paid to manpower planning/lack of commitment by stakeholders particularly Federal and State Governments.

- iv. Inconsistent Government policies in education/manpower planning and manpower production.

#### **1.1.11 Importance of Manpower Planning**

Manpower planning has become an important concept today in countries that strive for industrialization and for the success of organisations for the following reasons:

- i. It helps to identify shortages and surpluses so that quick action can be taken wherever required.
- ii. Helps to reduce the production of manpower, and thereby avoid youth unemployment.
- iii. Helps to identify global economic direction, and therefore facilitates training programmes to meet those demands.
- iv. Human resources can be readily available and they can be utilized in best manner.
- v. It reduces urbanization crisis particularly rural-urban migration.
- vi. It reduces the level of corruption particularly among the youth particularly those who engage in examination malpractices.

#### **1.12 The Gap between Manpower Planning and Education in Nigeria**

In Nigeria, we have lost brilliant and capable hands to other nations in their quest for greener pastures (Akindele-Oscar, 2010). Secondly, there is poor database that is needed for manpower planning in Nigeria both in rural and urban centres. This is why we continue to have surpluses or shortages in particular kinds of manpower skills.

Also, there is poor reward system for workers in the country which serves as disincentive to work and development. In their quest to get highly paid job and good working conditions, employees usually switch to any kind of job. For instance, most Nigerian academics have switched to other labour sectors or industries (Akindele-Oscar, 2010). The resultant effect is the eroding of manpower long term development.

In Nigeria, rural-urban migration is high, leading to overcrowding and congestion in urban areas. Again, the high level of corruption in the country may be adduced to poor manpower planning. For example, the younger generations are no longer interested in human capacity building. There is “get rich quickly” syndrome among youths which inhibit employability skills acquisition and development.

Needless to say that as far as manpower planning and education in Nigeria is concerned, the nation seem to be in quagmire, it appears we have not get on right track , but what can we do to address the situation?

#### **1.2 Statement of the Problem**

Nigeria education system has gone through various developments and changes which have been brought about by the government, individuals and organisations from the colonial era till date. The dynamic nature of these developments in Nigeria education system calls for repeated study of the history of educational development in Nigeria. A critical examination of the Nigeria education system shows that it was inadequate and unsatisfactory to the nation’s aspirations.

In Nigeria there were quite a number of education policies that were expected to ensure the growth and personal development of the citizen in all areas, which would in turn translate to national development. Many of these policies were laudable. However, a number of missteps have often aborted goal fulfillment in the education sector. The malaise that first bedeviled the education system according the Belo-Osagie and Olugbamila (2010) were:

- i. Faults in policy implementation; and
- ii. Frequent changes in government especially during the military rule.

These twin problems invariably led to lack of continuation of programmes by successive administrations. More worrisome is that the progress made in various areas of the education sector within the past decades of independence were not consolidated, resulting into highs and lows – the lows representing years of neglect, misappropriation of funds and poor policy implementation which have undermined the investments made in various aspects of the education sector.

### 1.3 Objectives of the Study

The specific objectives of this study are:

- i. To examine the need for manpower planning the role of manpower planning in education innovations.
- ii. To ascertain the problems of effective manpower planning.
- iii. To assess the level of manpower planning and education innovations in Nigeria.

### 1.4 Research Questions

- i. What is the role of manpower planning in education innovations?
- ii. What are the problems militating against effective manpower planning?
- iii. What are the measures required for effective manpower planning and utilization in Nigeria's education system?

### 1.5 Research Hypotheses

The following null hypothesis was formulated for this study and was tested at 0.05 level of significance.

1. **Ho:** The manpower structure in the Nigerian education sector had not been able to yield the expected results.
2. **Ho:** Incorporation of school-work-based learning in the education system reduce the burden of unemployment and poverty.
3. **Ho:** There is no significant difference in the mean responses of the academic heads and administrative heads on the measures required for effective manpower planning and utilization in Nigeria's education system.

## 2 Methodology

A survey design was used for this study with a population of 133 respondents comprising of academic and administrative staff from the rank of Deans, Heads of Departments and Senior Lecturers from Eight (8) tertiary institutions in South Eastern parts of Nigeria. The tertiary institutions include University of Nigeria Nsukka (UNN), Nnamdi Azikiwe University Awka (NAU), Federal University of Technology Owerri (FUTO), Federal University of Agriculture Umudike, Anambra State University Uli (ANSU), Enugu State University of technology (ESUT), Imo State University (IMSU) and Abia State University (ABSU). A Structured questionnaires was used to collect data from participants. Mean score and standard deviations were used to answer the research questions. No sample was used since the population was small and manageable.

The study used Mean and Standard Deviation to answer the research question while the t-test and chi square tests were used to test the hypotheses at P-value of 0.05 or 5% level of significance. The response items in the questionnaire were assigned values as follows: Very Highly Required (5.0), Required above Average (4.0), Required (3.0), Slightly Required (2.0), and Not Required (1.0). The midpoint for the scale was 3.0. Any item whose mean score was 3.0 and above indicated "Required" while any item with a mean value below 3.0

was regarded as “Not Required”. On the other hand, the t-test statistics was used to test the hypothesis at 0.05 level of significance. The null hypothesis was rejected for any item whose t-calculated exceeded the t-table value. The null hypothesis was not rejected where the t-calculated was less than the t-table value.

### **3 Analysis of Data**

These research questions were answered using the data as shown in the tables:

**Table 1**

**Respondents view on whether** manpower structure in the education sector had been able to yield the expected results.

**Source: Field survey, 2013**

RESPONSE	$f_o$	$f_e$	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Strongly Agree	26	26.6	-0.6	0.36	0.014
Agree	27	26.6	0.4	0.16	0.006
Undecided	21	26.6	-5.6	31.36	5.600
Disagree	29	26.6	2.4	5.76	0.217
Strongly Disagree	30	26.6	3.4	11.56	0.435
<b>TOTAL</b>	<b>133</b>				<b>6.272</b>

Calculated  $X^2 = 6.272$ , Table  $X^2 = 9.49$ , Degree of freedom = (5-1) = 4,  
Level of significance = 0.05

Since the calculated chi-square ( $X^2$ ) value of 6.272 is less than the table chi-square values of 9.49 at alpha level of 0.05 and degree of freedom 4 – we therefore accept the null hypothesis. This implies that manpower structure in the Nigerian education sector had been able to yield the expected results.

**Table 2**

**Respondents view on whether** incorporation of school-work-based learning in the education system reduce the burden of unemployment and poverty..

RESPONSE	$f_o$	$f_e$	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
<b>Strongly Agree</b>	63	26.6	36.4	1324.96	49.81
<b>Agree</b>	48	26.6	21.4	457.96	17.22
<b>Undecided</b>	4	26.6	-22.6	510.76	19.20
<b>Disagree</b>	13	26.6	-13.6	184.96	6.95
<b>Strongly Disagree</b>	5	26.6	-21.6	446.56	17.54
<b>TOTAL</b>	<b>133</b>				<b>110.72</b>

Source: Field survey, 2013

Calculated  $X^2 = 110.72$ , Table  $X^2 = 9.49$ , Degree of freedom = 4, Significance level = 0.05  
From the table above, the calculated chi-square value is 110.72. This is greater than critical value of chi-square ( $X^2$ ) 9.49 at 0.05% level of significance and 4 degrees of freedom. Following this we reject the null hypothesis (H<sub>0</sub>). This shows that the incorporation of school-work-based learning in the education system reduce the burden of unemployment and poverty.

**Table 3**

**Respondent's mean rating on the measures required for effective manpower planning and utilization.**

N = 133

Items	IDENTIFIED MEASURES REQUIRED FOR EFFECTIVE MANPOWER PLANNING AND UTILIZATION	X	S.D	Remarks
1	Policies should be reformulated for the purpose of realising the national goals and objectives on education.	4.6	0.73	Required
2	Provision of adequate funding, infrastructures and personnel	4.25	0.71	Required
3	Curricula and teaching methodology should place more emphasis on development of mental thinking cognitive skills and not the alteration of beliefs, values and behaviours	4.50	0.73	Required
4	Stakeholders who are implementers of government policies should be alive to their responsibilities	4.04	0.89	Required
5	Greater attention to education as a means of facilitating rapid sociocultural and economic development	4.04	0.94	Required
6	Investment in staff development	4.14	0.92	Required
7	Training and recruiting of good, committed teachers' right from the primary school level	4.16	0.85	Required
8	Teachers should be sponsored abroad for short courses where they can interact with other teachers and learn how to use modern gadgets in teaching	4.16	0.91	Required
9	More capable teachers, those who have passed the rigors and rudiments of training in the profession, should be employed to reduce teacher-student ratio	4.18	0.95	Required
10	Government at the centre must work closely with the state and local governments to enhance the uniformity of standards, the maintenance of infrastructures, and the coordination of strategies	3.66	0.98	Required
11	Tertiary education curriculum should be creative/knowledge-based, Instructional and Computer Technology (ICT) compliant	4.01	1.01	Required

**Grand Mean: 4.17**

Source: field survey, 2013

The data on table 3 above show that all the eleven items on the **measures required for effective manpower planning and utilization in the education system** recorded mean

ratings above the criterion level of acceptance of 3.0. This shows that all the **measures are required for effective manpower planning and utilization in Nigeria's education system.**

**Table 4**

T-test result of the mean ratings of academic and administrative heads on the **measures required for effective manpower planning and utilization in the education system.**

Items	MEASURES REQUIRED FOR EFFECTIVE MANPOWER PLANNING AND UTILIZATION	Academic Heads		Administrative Heads		Cal-t values	Decision
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>		
1	Policies should be reformulated for the purpose of realising the national goals and objectives on education	4.58	0.69	4.69	0.77	-0.86	N.S
2	Provision of adequate funding, infrastructures and personnel	4.21	0.75	4.29	0.67	-0.65	N.S
3	Curricula and teaching methodology should place more emphasis on development of mental thinking cognitive skills and not the alteration of beliefs, values and behaviours	4.57	0.62	4.43	0.83	1.09	N.S
4	Stakeholders who are implementers of government policies should be alive to their responsibilities	3.79	0.95	4.13	0.90	-2.11	N.S
5	Greater attention to education as a means of facilitating rapid socio cultural and economic development	4.06	0.92	4.02	0.96	0.24	N.S
6	Investment in staff development	4.15	1.00	4.13	0.83	0.13	N.S
7	Training and recruiting of good, committed teachers' right from the primary school level	4.28	0.81	4.25	0.89	0.20	N.S
8	Teachers should be sponsored abroad for short courses where they can interact with other teachers and learn how to use modern gadgets in teaching	4.08	0.81	4.23	0.84	-0.95	N.S
9	More capable teachers, those who have passed the rigors and rudiments of training in the profession, should be employed to reduce teacher-student ratio	4.22	0.92	4.13	0.97	0.55	N.S
10	Government at the centre must work closely with the state and local governments to enhance the uniformity of standards, the maintenance of infrastructures, and the coordination of strategies	3.61	0.97	3.70	0.98	-0.53	N.S
11	Tertiary education curriculum should be creative/knowledge-based, Instructional and Computer Technology (ICT)	3.99	1.07	4.10	0.94	-0.63	N.S

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compliant

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Source: Field Survey, 2013

The data in table 4 reveal that the calculated t-value for all the items are less than the table t-value of 1.96 at 0.05 level of significance and 131 degree of freedom. This indicates that there is no significant difference in the mean responses of the two groups of respondents on the **measures required for effective manpower planning and utilization in Nigeria's education system**. Thus, the null hypothesis was not rejected.

#### 4 Discussion of Findings

The findings of the study revealed that Manpower structure in the Nigerian education sector had been able to yield the expected results. The findings are in consonance with the views of Belo-Osagie and Olugbamila (2010) that a number of missteps have often aborted goal fulfillment in the education sector. The malaise that first bedeviled the education system according to them invariably led to lack of continuation of programmes by successive administrations. This research study observes that the incorporation of school-work-based learning in the education system reduce the burden of unemployment and poverty. The findings from the research study also reveal that education in Nigeria in the last two decades had undergone a series of tremendous structuring and restructuring which resulted to under utilization and loss of trained manpower in the teaching profession. This is in line with Akindele-Oscar, (2010) assertion that we have lost brilliant and capable hands to other nations in their quest for greener pastures. The Nigerian society is becoming more complex and complicated as a result of population explosion that necessitated increase in the number of students' enrolment in all the levels of our education system. Similarly, the findings agree with what Oghuvbu and Akpotu, (2004) observed that there has been constant shortfall in the supply of teachers in the Sciences and in Technical and Vocational education. This has manifested in youth unemployment in the country.

#### Conclusion

The following conclusions are drawn based on the findings of this study.

Education in Nigeria in the last two decades had undergone a series of tremendous structuring and restructuring. Policies were formulated and reformulated for the purpose of realising the national goals and objectives on education. All these attempts and efforts had not been able to yield the expected results. The Nigerian society is becoming more complex and complicated as a result of population explosion that necessitated increase in the number of students' enrolment in all the levels of our education system. This makes admission issue to tertiary institutions an hydra-headed problems. As a matter of fact Nigeria is at 2011 having about 117 universities (26 owned by states, 36 owned by the federal government and 45 owned by private individuals and organisations). These institutions are still grossly inadequate for the candidates seeking admission. Even the few ones admitted cannot be adjudged to be well-grounded in quality and functional education as a result of lack of infrastructures and adequate personnel. As a matter of fact, the government policies on education for the last two decades had been adjudged nationally and internationally good and beautiful but lacked thorough implementation and prosecution. The military administration during this period, though built structures in schools but bastardised education in all ramifications. As a result of political instability in the country during the period under review, the educational system is badly affected, this is because, as government changes, education

policies were either obstructed, changed or modified. This is why we cannot boast of any reasonable educational philosophy for the country.

Presently, the government both at the federal and state levels are now talking of information and communication technology (ICT) in our primary, secondary and tertiary institutions. Can ICT survive without electricity; or without well-trained manpower? How sincere are the leaders in the implementation of the new policies especially the ICT? What is the government doing about all these? As a matter of fact, in the current school systems, the level of intellectual ability has decreased to the point where many high school graduates are incapable of reading, writing and solving simple mathematical problems at any mediocre level of competence. The public schools through mandated curricula and teaching methodology have minimised the importance of development of mental thinking cognitive skills and instead have placed greater attention on the alteration of beliefs, values and behaviours. Due to a combination of current thinking disability of Nigerian students and the inability of teachers to uniformly get the psycho-oriented materials applied, too-often not result of the application of methods such as values clarification is a general reduction in ethical standards and a rise of crime and immorality.

### **Recommendations**

The problems in the education sector are not on government alone. Other stakeholders who are implementers of government policies should be alive to their responsibilities. The government and other stakeholders should give greater attention to education as a means of facilitating rapid sociocultural and economic development of the country. The nation must start to expand its scope in education as it needs both quantity and quality teaching facilities to improve the sector.

There is the need for government to invest in staff development. The nation must get back to the training and recruiting of good, committed teachers' right from the primary school level. Once the foundation is right, it can readily and easily be built upon at other higher levels. The teachers need exposure. They should be sponsored abroad for short courses where they can interact with other teachers and learn how to use gadgets in teaching.

More capable teachers, those who have passed the rigors and rudiments of training in the profession, should be employed to reduce teacher-student ratio and break the tasks into smaller units so that the teachers will devote more time, energy, strength and health to operate at their optimum level without let or hindrance.

Government must work to improve both the quality of education and expand access to it by more Nigerians. To achieve this, the government at the centre must work closely with the state and local governments to enhance the uniformity of standards, the maintenance of infrastructures, and the coordination of strategies.

Government should fund education more vigorously. The current human capital flight in the tertiary institutions is attributed to poor funding and lack of infrastructure. Also, the acute shortage of manpower and dearth of qualified personnel in the right mix, quantity and quality, particularly in the sciences and technology is equally attributed to lack of funds and other infrastructures needed to hire and produce the right caliber of staff in these critical fields.

The educational institutions should pay serious attention to the key elements necessary for the award of a certificate – learning and character. Anyone found to be deficient in either or both of these parameters should be made to remedy such deficiencies before they are released to the world of work.

Teachers should take their job more seriously. They should prepare their students well and make sure they cover the syllabus before examinations. Students too should familiarize themselves with the rubrics of the past questions, write legibly and pay attention to details.

They should develop a positive attitude to examinations. It is sad to note that in some tertiary institutions, many students pay their lecturers to give them pass marks, while certificates are also bought. Some parents are not patient but rather look for manipulative ways of making their children pass examinations. To actually have quality education lecturers and administrators in Nigerian Universities must also upgrade their moral values, ethical standards in doing their jobs, for any hope of having quality education in Nigeria. A reorientation on the value system might be necessary here.

### **Policy Recommendations**

If the Nigerian educational system is to produce the real manpower need required for national development, the time to change direction is now. School-work-based learning should be incorporated in studies in higher institution as an integral part of manpower planning and development strategy as it may reduce the burden of unemployment and poverty.

Also, the stakeholders in Nigerian educational system particularly government must embrace consistency in ensuring that tertiary education curriculum becomes creative/knowledge-based, Instructional and Computer Technology (ICT) compliant, to take care of today and future of the nation's manpower needs.

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