

## **Manpower Development and Administration of Higher Institution for Sustainable Development: Experience From Ondo State, Nigeria**

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This study investigated manpower development and administration of higher institution for sustainable development: Experience from Ondo State, Nigeria. The descriptive survey research design of quantitative type was employed. The population comprised of all the 462 academic and 400 non-academic staff of Adeyemi College of Education, Ondo State. The sample comprised 384 academic and non-academic staff of the college. A self-structured and validated instrument titled “Manpower Development and Administration of Higher Institution Questionnaire” with a reliability coefficient index of 0.81 was administered to collect data for the study. Data collected were analysed using simple percentages and mean. The results showed that attending of conferences, workshops, seminars, and fellowship programmes were the approaches employed for manpower development for sustainable development in Ondo State; the level of administration of the College for sustainable development was moderate; in addition, the challenges associated with manpower development and administration of the College for sustainable development included inadequate funding, poor infrastructural facilities, and inadequate skilled manpower; and the critical solutions for manpower development and administration of the College for sustainable development are through the provision of adequate funding to higher institution, purchase and maintain infrastructural facilities, and increase the number of skilled manpower; and manpower development moderately enhanced administration of the College for sustainable development. Therefore, it was recommended that government should intensify efforts on manpower development to maintain the improvement of the College administration for sustainable development.

**Keywords:** Manpower, Development, Sustainable Development, and Higher Institution

### **Introduction**

All over the world, higher institutions are acknowledged as centers of excellence where information can be acquired and then delivered to those in need through teaching and research. For instance, in Nigeria, higher education is a level of the educational system that is responsible for training and producing the required manpower that is vital for National transformation and economic

development. This level, being the frontier of education, it is considered as the main index of national development and transformation whereby all the skills, knowledge, and information acquired through this means are the vehicle for productivity, wealth creation, prosperity, healthy living, competitiveness, and communication, scientific and technological advancements (Ofojebe and Chukwuma 2015). This was affirmed by section 5 sub-section 80 the policy stipulated that higher institution is the education given after the completion of secondary education (Federal Republic of Nigeria, 2014). It includes universities, polytechnics, and colleges of education.

Additionally, section 5 sub-sections 81 of the National Policy on Education (2014) highlighted that higher education is very significant as it is expected to achieve some objectives and goals among others. These goals include to: contributing to national development through high-level manpower training; providing accessible and affordable quality learning opportunities; also, provide high-quality career counselling and lifelong learning programmes; reducing skill shortages through the production of skilled manpower; promoting and encouraging scholarship, entrepreneurship and community service; equally, forge and cement national unity; and promote national and international understanding. However, the realization of these objectives and goals is presumed to depend on the effective administration of higher institutions for sustainable development. In essence, administration of higher academic institutions is commonly referred to as the appropriate utilisation, coordination, and maintenance or development of the available manpower and running of its affair diligently by the management for sustainable development goals attainment.

Manpower in this context is regarded as the academic and non-academic staff working in Adeyemi College of Education. They occupy an indispensable position in any establishment, be it an industry, commercial or educational institution. This means that without manpower no establishment can function. To substantiate this, Olatomide, Fashiku and Yusuf (2015) averred that manpower is the most important professional relevant to attaining the laudable aims, objectives, and quality in any educational system. It was further stated that they can be described as the bedrock on which rests the achievement of the aims, goals, and objectives of any national education system. According to Adekunle (2012), manpower are the cogs in the educational machines of any nation; they play an instrumental role in the growth and direction of education across levels, thus making them relevant to the success of any institution. Though, it is undoubtedly clear that with the absence of manpower in any given institution, its administration, efficiency, and effectiveness would be in doubt.

This affirmed the view of Ogbogu (2013) who indicated that the success or failure of any organisation whether public or private depends largely on the appropriate development of its manpower for the achievement of sustainable development goals. In this sense, manpower development is viewed as the acquisition of knowledge, competencies, and skills to improve performance on the job. It is often acknowledged that without manpower in any given organisation,

efficient and effective administration cannot take place. In the view of Kalagbor (2017), administration can be described as the process of identifying, mobilizing, and utilizing scarce manpower and other relevant resources for the purpose of achieving specific institutional goals efficiently and effectively.

Sustainable development goals are commonly referred to as the Global Goals, aim to balance social advancement, environmental sustainability, and economic growth, guaranteeing that all individuals have access to the same opportunities and may live better lives without endangering the environment. According to Breuer, Janetschek and Malerba (2019), sustainable development can be described as the process by which an organisation or society function and satisfy its needs without endangering the capacity of subsequent generations to accomplish their own needs. Similarly, Evers (2018) indicated that sustainable development is an approach to economic planning that attempts to foster economic growth while preserving the quality of the environment for future generations. In this respect, Ben-Eli (2015) affirmed that sustainable development is fundamental as it serves as a dynamic equilibrium in the process of interaction between the population and the carrying capacity of its environment such that the population develops to express its full potential without producing irreversible adverse effects on the carrying capacity of the environment or manpower upon which it depends.

Manpower development according to Lawretta (2022) refers to the process of enhancing the knowledge, skills, abilities, and competencies of individuals within an organization or workforce. It also involves planned and systematic efforts aimed at improving the capabilities of individuals to perform their current job roles effectively and to prepare them for future roles and responsibilities. In the view of Malaolu and Ogbuabor (2013), manpower development encompasses various activities and initiatives such as training, education, coaching, mentoring, and career development programmes. These efforts are designed to address both individual and organizational needs, with the ultimate goal of improving performance, productivity, and overall organizational effectiveness. Considering this, Sani, Rabo and Veronica (2021) posited that manpower development is a continuous process that requires careful planning, implementation, and evaluation by aligning individual development goals with organizational objectives, identifying skill gaps, designing appropriate training programmes, and monitoring progress to ensure that desired outcomes are achieved.

From the above, it was inferred in this context that manpower development connotes the organization's efforts in its programme to provide need-based training and education to its workers to enable them to become competent in handling their present or future assigned tasks. In line with this, Olusoji, Adebayo and Godbless (2017) averred that manpower development is considered fundamentally important as it serves as programmes or mechanisms specifically designed to help manpower currently in service to continuously update their knowledge, skills, and attitude in order to meet up with the continuing changes in methods, course contents and application of resources

used to ensure that organisational success is attainable. Similarly, manpower development is very significant as it is aimed at giving the manpower a particular or specialized knowledge, skill, and attitude which are possessed to perform effectively in a given position. Aside from that, it helps to ensure that organizational members possess not only the knowledge and skills required to perform their jobs effectively, but take on new responsibilities, and adapt to changing conditions to enhance the administration of the institution.

The concept was defined by different scholars from different contexts. For instance, Ogunode and Abubakar (2020) perceived that the administration of higher education institutions is associated with establishing a framework of fundamental principles, techniques adopted for channeling resources and making decisions, as well as their structures of authority and patterns of communication. Considering this, it is no doubt that the administration of higher education institutions is very important as it concentrates on the regulation of operations as well as the methods adopted for overseeing their affairs in a manner that allows the accomplishment of its intended mission, goals, and outcomes. Additionally, the administration of higher educational institutions as stipulated by Ogunode, Jegede, Adah, Audu and Ajape (2020) is significant because it is concerned with the determination of values inside the institution, their systems of decision-making and resource allocation, as well as the patterns of authority and hierarchies in relation with the attainment of institutional goals and objectives.

Series of studies have been conducted concerning manpower development and administration of higher institutions, and different findings were offered. For instance, Ogunode and Abubakar (2020) conducted a study on public universities administration in Nigeria: Challenges and the ways forward, and it was shown that the level of public universities administration in Nigeria was moderate. In the study conducted by Malaolu and Ogbuabor (2013), it was found tertiary institutions are posed with a lot of challenges such as rapid technological, and political interference, and economic and socio-cultural transformations. The effect of these challenges on the organization is that ill-equipped manpower is produced and thereby resulting in low productivity in all ramifications. Hence there is a need for change and improvement. In addition, Kwafica (2016) carried out a study on the impact of manpower training and development on administrators' efficiency in higher institutions in Ghana, it was revealed that with manpower training and development, employees are motivated and thereby resulted in effective administration of higher institutions in Ghana.

Zezeza and Olukoshin (2010) in their study suggested that government and nongovernmental bodies should fashion out different ways of tackling the challenges inherent in manpower development through adequate funding of the tertiary institutions to enable it to meet the financial requirement for adequate manpower development for sustainable development. Equally, Olatomide, Fashiku and Yusuf (2015) identified career advancement, off-the-job training, on-the-job training, conferences, and seminar as different types of training and development aim at developing

manpower competencies in terms of technical, conceptual, and managerial for the furtherance of individual and organization growth.

It is against this background that the researcher investigated manpower development and administration of higher institutions for sustainable development: Experience from Ondo State, Adeyemi College of Education to be precise.

### **Statement of the Problem**

Over the years, the administration of any given organisation for sustainable development, Adeyemi College of Education inclusive, has been a source of worry to all stakeholders. It is worthy to note that series of studies have been conducted on manpower development using different variables, but none seems to have investigated manpower development and administration of higher institution for sustainable development with particular reference to Ondo State. However, this created a research gap in knowledge. Hence, this study;

### **Research Questions**

The researcher raised five research questions to guide and achieve the purpose of this study:

1. what are the approaches employed for manpower development for sustainable development in Adeyemi College of Education, Ondo State?
2. what is the level of administration of the *College* for sustainable development?
3. what are the challenges associated with manpower development and administration of the *College* for sustainable development;
4. what are the critical solutions for manpower development and administration of the *College* for sustainable development? and
5. what is the level of manpower development influence on the administration of the *College* for sustainable development?

### **Methodology**

#### **Research Design**

The study adopted the descriptive survey research design method. This design was adopted to enable the researchers to collect the needed data and report the situation as it existed in the sampled Colleges of education in Ondo State, Nigeria. *The population of the study comprised all the 462 academic and 400 non-academic staff of Adeyemi College of Education, Ondo State.* The sample of the study comprised 384 respondents and was selected using a simple random sampling

technique. The justification for using a simple random sampling technique was to allow all the respondents to participate in the study.

The instrument developed by the researchers was used to collect for the study is entitled “Manpower Development and Administration of Higher Institution Questionnaire” (MDAIQ). The MDAIQ has five sections, in which section A had 5 questions that focused mainly on manpower development, and section B focused mainly on manpower development and administration of higher institution. Section A had 15 questions that focused mainly on manpower development, its challenges, and solutions to the administration of higher institutions and Section B had 10 questions that focused mainly administration of higher institution for sustainable development. A fourmodified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used to measure the 30 items in the instrument.

In order to ensure good validity of the MDAIQ, it was given to three research experts in the field of educational administration who read through the items and made useful suggestions which were later incorporated into the final copy before administering it to the respondents. Thereafter, to ensure the reliability of the MDAIQ, a pilot study was conducted by using 50 academic and nonacademic staff of Ondo State College of Education. The Cronbach's alpha of the pilot study revealed an index of 0.81 which adjudged that the MDAIQ was reliable for use. This was affirmed by as suggested by Creswell (2016) who indicated that the internal consistency of an instrument is acceptable when it has Cronbach's Alpha of 0.7 and above.

The questionnaire was administered personally and with the help of research assistants to the respondents and they were given sufficient time to supply the required information on the questionnaires. The completed copies of the questionnaire were collected, as this helped to improve the rate of returns and equally enhanced the analysis of the data collected. For the purpose of this study, data collected were coded through the use of Statistical Package for Social Sciences (SPSS) and analysed using descriptive statistics of frequency counts, percentage scores, and mean.

## **Results**

**Research Question One:** what are the approaches employed for manpower development for sustainable development in Adeyemi College of Education, Ondo State?

To analyse the responses of the respondents concerning research question one, frequency counts and percentage scores were used. Strongly Agree and Agree were grouped as Agree, while Strongly Disagree and Disagree were grouped as Disagree.

**Table 1: Percentage A nalysis of the Approaches Employed for Manpower Development for Sustainable Development in Adeyemi College of Education, Ondo, State**

S/N	Statement on manpower development	A	%	D	%	TOTAL
1	Conduct of seminars in the College to enhance personal development of academic and non-academic staff	247	64.3	137	35.7	<b>384</b>
2	Workshops are done in the College to ensure manpower self-reliant	259	67.4	125	32.6	<b>384</b>
3	Fellowship programmes support as capacity building for academic and non-academic staff in the College	243	63.3	141	36.7	<b>384</b>
4	The academic and non-academic staff are given the opportunity to attend conferences to enhance their development	298	77.6	86	22.4	<b>384</b>
5	Mentorship-based training for newly recruited academic and non-academic staff in the College	231	60.2	153	39.8	<b>384</b>

**Source:** Field work, 2023

The results in Table 2 indicate that 247(64.3%) of the respondents agree on the conduct of seminars in the College to enhance personal development of academic and non-academic staff, while 137(35.7%) disagree. Also, 259(67.4%) of the respondents were of the view that workshops are done in the College to ensure manpower self-reliant, while 125(32.6%) disagree. Furthermore, 243(63.3%) of the respondents agree on fellowship programmes support as capacity building for academic and non-academic staff in the College, while 141(36.7%) disagree. In addition, 298(77.6%) of the respondents agree that the academic and non-academic staff are given the opportunity to attend conferences to enhance their development, while 86(22.4%) disagree. Finally, 231(60.2%) of the respondents agree on mentorship-based training for newly recruited academic and non-academic staff in the College, while 153(39.8%) disagree.

Based on these findings, it can be inferred *the study* showed that attending of conferences, workshops, seminars, and fellowship programmes were the approaches employed for manpower development for sustainable development in Adeyemi *College of Education*, Ondo State.

**Research Question Two:** what is the level of administration of the *College* for sustainable development?

Data obtained were analysed using frequency counts, percentage scores, and mean to address answer research question two. Consequently, the level of influence was determined using percentage analysis. Thereafter, the results are presented in Table 2.

**Table 2: Descriptive Analysis of the Level of Administration of the College For Sustainable Development**

Level of administration of the College	Frequency (f)	Percentage (%)
High	134	34.9
Moderate	214	55.4
Low	36	9.4
<b>Total</b>	<b>384</b>	<b>100.0</b>

Table 2 shows the level of administration of the *College* for sustainable development. As shown in the Table, out of 384(100.0%) of the respondents that participated in this study, 134(34.9%) of them indicate the level of administration of the *College* is high, 214(55.4%) affirm a moderate level of administration, while 36(9.4%) of them sows low level of administration. Based on this, it can be inferred from the result that the majority of the respondents indicated that the level of administration of the *College* for sustainable development was high.

**Research Question Three:** what are the challenges associated with manpower development and administration of the *College* for sustainable development?

To analyse the responses of the respondents concerning research question three, frequency counts and percentage scores were used. Strongly Agree and Agree were grouped as Agree, while Strongly Disagree and Disagree were grouped as Disagree.

**Table 3: Percentage Analysis of the Challenges Associated with Manpower Development and Administration of the College for Sustainable Development**

S/N	The following are the challenges associated with manpower development and administration of the College for sustainable development	A	%	D	%	TOTAL
1	Poor infrastructural facilities	258	67.2	126	32.8	<b>384</b>
2	Inadequate skilled manpower	243	63.3	141	36.7	<b>384</b>
3	Low job morale among academic and nonacademic staff in the College	153	39.8	231	60.2	<b>384</b>



4	Low interpersonal relationship between academic and non-academic staff in the College	168	43.8	216	56.3	<b>384</b>
5	Inadequate funding	278	72.4	106	27.6	<b>384</b>

**Source:** Field work, 2023

The result in Table 3 indicates that out of 384(100%) of the respondents that took part in this study, 258(67.2%) agree on poor infrastructural facilities, while 126(32.8%) disagree. Also, 243(63.3%) of the respondents agree on inadequate skilled manpower, while 141(36.7%) disagree. Equally, 153(39.8%) of the respondents agree on low job morale by academic and non-academic staff in the College, while 231(60.2%) disagree. Furthermore, 168(43.8%) of the respondents agree on low interpersonal relationships between academic and non-academic staff in the College, while 216(56.3%) disagree. Finally, 278(72.4%) of the respondents agree on inadequate funding, while 106(27.6%) disagree.

Based on the analysis, it can be inferred that the challenges associated with manpower development and administration of the *College* for sustainable development included inadequate funding, poor infrastructural facilities, and inadequate skilled manpower.

**Research Question Four:** what are the critical solutions for manpower development and administration of the *College* for sustainable development?

To analyse the responses of the respondents concerning research question three, frequency counts and percentage scores were used. Strongly Agree and Agree were grouped as Agree, while Strongly Disagree and Disagree were grouped as Disagree.

**Table 4: Percentage Analysis of the Critical Solutions for Manpower Development and Administration of the College for Sustainable Development**

S/N	The critical solutions for manpower development and administration of the <i>College</i> for sustainable development can be done through	A	%	D	%	TOTAL
1	Purchase and maintain infrastructural facilities in the College	296	77.1	88	22.9	<b>384</b>
2	Provision of adequate funding to the College	312	81.3	72	18.8	<b>384</b>
3	Stimulation of academic and non-academic staff job morale in the College	116	30.2	268	69.8	<b>384</b>

4	Increase the number of skilled manpower in the College	256	66.7	128	33.3	<b>384</b>
5	Enhancement of interpersonal relationships between academic and non-academic staff in the College	151	39.3	233	60.7	<b>384</b>

**Source:** Field work, 2023

The result in Table 3 indicates that out of 384(100%) of the respondents that took part in this study, 296(77.1%) agree on the purchase and maintenance of infrastructural facilities in the College, while 88(22.9%) disagree. Also, 312(81.3%) of the respondents agree on the provision of adequate funding to the College, while 72(18.8%) disagree. Equally, 116(30.2%) of the respondents agree on the stimulation of academic and non-academic staff job morale in the College, while 268(69.8%) disagree. Furthermore, 256(66.7%) of the respondents agree on increasing the number of skilled manpower in the College, while 128(33.3%) disagree. Finally, 151(39.3%) of the respondents agree on the enhancement of interpersonal relationships between academic and non-academic staff in the College, while 233(60.7%) disagree.

Based on the analysis, it can be inferred that the critical solutions for manpower development and administration of the *College* for sustainable development are through the provision of adequate funding to higher institution, purchase and maintenance of infrastructural facilities, and increase the number of skilled manpower.

**Research Question Five:** what is the level of manpower development influence on the administration of the *College* for sustainable development?

Data obtained were analysed using frequency counts, percentage scores, and mean to address answer research question five. Consequently, the level of influence was determined using the value that falls within 00-1.49 for Low Influence (LI), 1.50-2.49 for Moderate Influence (MI), 2.50-3.49 for High Influence, and 3.50-4.00 for Very High Influence (VHI). Thereafter, the results are presented in Table 5.

**Table 5: Descriptive Analysis of the Level of Manpower Development Influence on the Administration of the College for Sustainable Development**

S/N	Manpower	VHI	HI	MI	LI	TOT	W	Mean	development	AL	V
1	improves the the (7%) for sustainable development	27 (25.2%)	98 (64.6%)	248 (64.6%)	11 (2.9%)	384	909	<b>2.37</b>	success of administration of the college		

2	has influence	88	46	204	46	384	944	<b>2.46</b>	on the	(22.9%)	(12%)	(53.1%)	(12%)
	college's administration decisionmaking processes for sustainable development												
3	has a	72	71	213	28	384	955	<b>2.49</b>	paramount	(18.8%)	(18.5%)	(55.5%)	(7.3%)
	influence on the college's administration operational efficiency for sustainable development												
4	has a	57	73	233	21	384	934	<b>2.43</b>	significant	(14.8%)	(19%)	(60.7%)	(5.5%)
	influence on innovation in the college's administration for sustainable development												
5	hampers	56	82	210	36	384	926	<b>2.41</b>	overall	(21.4%)	(54.7%)	(9.4%)	(14.6%)
	administration of the college												
<b>Overall Mean Score</b>													<b>2.43</b>

**Source:** Field Data, 2023

Table 5 shows the analysis of the respondents' responses on the level of manpower development influence on the administration of the *College* for sustainable development. Concerning the analysis, manpower development improves the success of the administration of the college for sustainable development and was rated with very moderate influence 2.37. In addition, manpower development has an influence on the college's administration decision-making processes for sustainable development has a Mean score of 2.46. Equally, manpower development has a paramount influence on the college's administration operational efficiency for sustainable development has a Mean score of 2.49. Similarly, manpower development has a significant influence on innovation in the college's administration for sustainable development has a Mean score of 2.43. Finally, manpower development hampers the overall administration of the college has a Mean score of 2.41.

Based on the analysis in Table 5, the overall Mean score of 2.43 was obtained which indicated that the level of manpower development influence on the administration of the *College* for sustainable development was moderate.

### **Discussion of Findings**

*The result* showed that attending of conferences, workshops, seminars, fellowship programmes and membership of academic unions were the approaches employed for manpower development for sustainable development in Adeyemi *College of Education*, Ondo State. The finding is in agreement with the finding of Olatomide, Fashiku and Yusuf (2015) which identified that career advancement, off-the-job training, on-the-job training, conferences, and seminar as different types

of training and development aims at developing manpower competencies in terms of technical, conceptual and managerial for the furtherance of individual and organization growth for sustainable development. In addition, *the result* showed that the level of administration of the *College* for sustainable development was high. The finding corroborated the finding of Ogunode and Abubakar (2020) who conducted a study on public universities administration in Nigeria: Challenges and the ways forward and found that the level of public universities administration in Nigeria was moderate.

*The result* showed that the challenges associated with manpower development and administration of the *College* for sustainable development included inadequate funding, poor infrastructural facilities, and inadequate skilled manpower. The finding is in line with the finding of Malaolu and Ogbuabor (2013) which found that tertiary institutions are posed with a lot of challenges such as rapid technological, and political interference, and economic and socio-cultural transformations. The effect of these challenges on the organization is that ill-equipped manpower is produced and thereby resulting in low productivity in all ramifications.

In addition, *the result* showed that the critical solutions for manpower development and administration of the *College* for sustainable development are through the provision of adequate funding to higher institution, purchase and maintain infrastructural facilities, and increase the number of skilled manpower. The finding is in line with the finding of Zeleza and Olukoshin (2010) which suggested that government and non-governmental bodies should fashion out different ways of tackling the challenges inherent in manpower development through adequate funding of the tertiary institutions to enable it to meet the financial requirement for adequate manpower development for sustainable development.

*The result* showed that the level of manpower development influence on the administration of the *College* for sustainable development was moderate. The result is in agreement with the finding of Kwafica (2016) who carried out a study on the impact of manpower training and development on administrators' efficiency in higher institutions in Ghana and revealed that with manpower training and development, employees are motivated and thereby resulted to the effective administration of higher institutions in Ghana. Also, this result was corroborated by Malaolu and Ogbuabor (2013) which revealed that manpower development is effective in the upgrading of manpower skills as it brings about positive management of higher institutions.

## **Conclusion**

In view of the findings of the study, it was established that manpower occupies an indispensable position in any establishment, be it an industry, commercial or educational institution.

## **Recommendations**

On the basis of the findings and conclusion, the following recommendations are made:

- i. Adeyemi College of Education in Ondo State should endeavour engage stakeholders, such as government agencies, industries, and local communities, in the administration and implementation of manpower development initiatives from time to time, to update and sharpen the professional skills of their manpower for sustainable development.
- ii. The College should ensure the strengthening of the administration level of the College for sustainable development attainment.
- iii. As a matter of urgency, the challenges associated with manpower development and administration of the College for sustainable development should be looked into for the smooth running of activities in the College.
- iv. The Federal government should ensure the recruitment of more skilled manpower, and provide adequate funding and other necessary infrastructural facilities for Adeyemi College of Education to enhance manpower development.
- v. Policy makers should endeavour to strengthen their efforts in manpower development in order to facilitate the influence of the administration of the College for sustainable development.

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