

**SUPERVISION OF MANPOWER TRAINING AND DEVELOPMENT IN THE NIGERIAN
EDUCATION SYSTEM: AN IMPORTANT ROLE OF THE EDUCATION MANAGER**

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ABSTRACT: *Manpower training and development are very essential for organizational effectiveness and efficiency especially in the education system. When manpower is adequately trained and developed, the positive impact is felt on organizational output. Looking at Nigeria's educational system, it is important to note that the level of training and staff development would determine the quality and standard of Nigerian education. Achieving quality and standardization of Nigerian education is not an easy task. It needs the commitment of all educational stakeholders, particularly the education managers. When the processes of training and developing education manpower are duly supervised by the education managers, school effectiveness and improvement are achieved and this would get Nigeria and the Nigerian people close to achieving the much preached about quality education in Nigeria. A lot are involved in effective and efficient manpower training and development in the Nigerian education system. This may include the act of trying to impact on education workers new knowledge and skills that would assist them in their effective job performance, give them the ability to take on new roles and responsibilities, and make them adapt to and adopt changes in the education system. With constant innovation in education nationally and internationally, and the era of globalization and digitalization, constant training and development of education manpower and regular supervision of such training and development programmes by education managers are advised, encouraged and recommended. This paper wants to look at the role of education managers in the supervision of manpower training and development in the Nigerian education system.*

KEYWORDS: Supervision, Manpower training and development, Nigerian education system and Education manager

INTRODUCTION

Manpower training and development especially in Nigerian educational systems have not been given priority attention talk more of the education managers making out time to supervise such training and development. Okotomi and Erero (2005:1) noted that “until recently, there has been a general resistance to investment in training in the.... ‘education system’ because of the belief that” “employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evident that initial selection of personnel was at fault” (Stahl, 1996:3). The fact that there is no investment in the training and development of education manpower especially in Nigeria is a negative. The education managers whether in the universities (vice-chancellors), the colleges of education (provosts), the polytechnics (Rectors), the secondary schools (principals), the primary schools (Head Teachers) and other unit education managers like Deans, Heads of Department, Directors of Institutes and so on, do not adequately supervise manpower training and development, because of the busy schedules with education management activities, roles and responsibilities. The understanding that education manpower training and development would go along way to equipping education staff with values, creativity and the abilities to deal with increasing competitive challenges would make the education managers develop the ability to prioritize the supervision of manpower training and development in Nigeria's institutions of higher learning. Such training and development programmes can come in form of adult and continuing education programmes, conferences,

symposia, seminars, workshops, colloquiums and all other knowledge impacting and advancement activities. The crux of this paper is to unravel the roles of education managers in the supervision of manpower training and development in Nigerian education system.

Terminologies

Defining the concepts that make up a write up is very vital because it puts the writer(s) and the reader(s) on the same understanding level. Thus Mezieobi, Shamija and Alachi (2016:2) noted that “any communication will be meaningful if the communicative parties are operating on the same communicative understanding frame or else there is no communication”. On this note, several concepts that make up this write-up would be defined. They are manpower, training and development, supervision, Nigerian education system and education manager.

The Term: Manpower

Manpower for the purpose of this paper would refer to the number of staff available to render service especially in the Nigerian education system.

The Concept: Training and Development

According to Akpan (1992:128), training “is to equip people with the knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already held. Staff development on the other hand, implies growth and the acquisition of wide experience for future strategies advantage of the organization”. Furthermore, training and development according to Ngu (2000:25) can be seen as “the process of behavioural modification or molding of workers in order to integrate organizational needs with their characteristics”. For Rashid (2008:28) manpower training “is viewed as a means of equipping employees with the necessary skills and knowledge to enable them perform their job better and as a way of solving employee problem of self improvement, advancement and better placement”. For clarity, manpower training and development would refer to all activities that assist in the inculcation of further knowledge, values, ethics, moral, attitudes, work behaviour and character on employees for effectiveness, efficiency, job advancement better placement and the process of making sure that all that are learnt through the training and development activities are put into reasonable practice in the work place.

Meaning of Supervision

Oku (2013:206) defines supervision as “a leadership process used by managerial personnel to influence their subordinates to achieve organizational and personal goals.” According to Ojogwu (2004:15), supervision means “the practice of monitoring, the performance of schools, staff and pupils noting the merits and demerits of prescribed technique and using benefitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of school and achieving educational goals”. It is important to note that supervision is not the exclusive role of individuals in managerial roles or position, any individual can be involved in any organization’s supervision, school or educational organizations inclusive. Therefore, supervision can be defined as the process of making sure that staff of an organization carryout their duties without obstructions, distractions or flaws. With supervision, recommendations for improvements are made and implementation is ensured.

The Term: Nigerian Education System

For simple understanding, Nigerian education system would mean that pattern or style of education operated in Nigeria.

The Concept: Education Manager

First and foremost, education manager can be referred to as educational administrator or educational leader. An education manager is any person that manages and oversees the activities of an educational institution or establishment.

Why Manpower Training and Development in Nigerian Education System?

The importance of manpower training and development especially in the education system are numerous. The following can be seen as reasons for manpower training and development in education system.

First, the improvement of efficiency, effectiveness and morale: when teachers and other education workers are duly trained, their efficiency, effectiveness and morale on the job are improved tremendously.

Second, learning and understanding of new techniques: for updates on trends, training and development of manpower in the education sector are necessary. Training and development of education sector manpower help staff to learn and understand new techniques that would help in proper execution of their jobs and would make them (the staff) keep abreast with development in the education sector especially in this era of globalization and digitalization.

Third, the purpose of manpower training and development is also to make sure that there is adequate succession and the availability of qualified candidates in case of replacement.

Four, it also helps in the solving of the problem that can be caused by labour shortage. Thus Rashid (2008:31) mentioned "...helping overcome labour shortage".

Five, the standard and quality of unskilled education personnel like teachers, education policy makers and so on are raised through adequate manpower training and development.

Six, manpower training and development are important to equip education supervisors with adequate knowledge and skills to carry out their supervisory roles effectively and efficiently.

Seven, the successful organization of manpower training and development programmes according to Blun and Naylor (2007:5) "can result in increased productivity, reduces labour turnover and greater employee satisfaction".

Eight, in this era of globalization and digitalization, manpower training and development programmes in the education system help in networking and social interaction between educationists from different parts of the country in particular and the world in general in situations of international manpower training and development programmes.

Nine, manpower training and development of education staff in form of conferences, symposia, seminars and workshops create avenues for exchange of ideas and understanding of obscure,

obsolete, abstract and concrete information through debates, discussions, presentations or exchange of research or opinion papers.

Categories of Manpower Training and Development Programmes in the Education Sector

To keep abreast with happenings in the society and current academic information, continuous development programmes are very essential. McCormick and Tiffin (1997) have categorized manpower training and development programmes into three (3). They include:

- Orientation training
- On-the-job-training
- Off-the-job training.

Orientation training is a kind of preparation or induction programme organized for individuals newly employed to work in an organization, institution, establishment or industry. This is a training to acquaint them (the newly employed staff with the institution's rules and regulations, ethics, mode of conduct and other nitty-gritty of the institution.

On-the-job-training comes when an individual has already started working in an institution. This training is organized to update the knowledge and expertise of the staff. It usually comes up when there are innovations or newly introduced mode of operation in the institution.

Off-the-job-training is the one organized before the individual is employed or after the individual has left employment. This is also for update of knowledge and information. These training and development programmes make employees sophisticated, knowledgeable and formidable.

Why Supervision of Manpower Training and Development in the Nigerian Education system by the Education Manager?

There are several reasons why the education manager should get involved in the supervision of manpower training and development activities or programmes. Some of these reasons include:

First, checking for originality and authenticity: the education manager gets involved in the supervision of manpower training and development programmes to check for originality and authenticity.

Second, to ensure that the manpower training and development programmes are knowledge and information driven. This is because according to Mezieobi, Fubura and Mezieobi (2015:3) "...knowledge that can be utilized to equip one with one's social realities and problems, or to provide the framework for putting it into effective usage" is what the education manager should check out for in the supervision of manpower training and development programmes.

Third, to make sure that the manpower training and development programmes attended by the education personnel tally with their job roles and responsibilities/descriptions.

Four, to ascertain whether or not all education personnel that are supposed to attend any manpower training and development programmes are carried along, get involved without any kind of marginalization, victimization or discrimination. Such marginalization may come due to tribal, ethnic, religious or social links.

Five, education managers get involved in the supervision of manpower training and development activities to also advance and improve their own/personal knowledge and to get updated with current information in the education sector or the wider society.

Six, to make sure that such manpower training and development programmes would help in teachers' individual professional growth (Igwe, 2001).

Furthermore, Igwe (2001) outlined the following as tasks of a supervisor in a modern school setting which the education manager is part of. They are:

1. Helping principals and teachers to understand children better;
2. Helping teachers' individual professional growth;
3. Acquiring cooperating spirit for teamwork
4. Making better use of teaching materials;
5. Improving methods of teaching;
6. Improving teacher appraisal of his students;
7. Self-evaluation of teachers' plan, work and progress;
8. Acquisition of dignity for the teacher within the community;
9. Faculty plan for curriculum improvement.

Seven, the education manager supervises manpower training and development of education personnel to improve evaluation techniques and strategies utilized by the school teachers.

Eight, the supervision by the education manager would foster cooperation and cordial relationship between education personnel involved in the manpower training and supervision programmes.

Nine, the education institution and the host communities can have a cordial rapport through the supervision of manpower training and development activities by the education manager. Some of these manpower training and development programmes are organized in one community or the other. Resource persons from such communities can also be invited by the education manager to get involved in the training and development of education personnel.

Ten, with the supervision of manpower training and development of education staff by the education manager, the quality and standard of service delivery by the education personnel are ascertained and improved upon.

CONCLUSION

Manpower training and development programmes for education personnel and supervised by the education manager(s) are affected by student teacher, teacher-teacher, teacher-parent, teacher-school leadership relationship, productivity, safety, teacher retention and growth, the down-turn in the economy, coping with the promotion, retirement, death or sudden resignation of skilled education employees. The continuous emphasis on the role of the education manager in supervising manpower training and development should be encouraged. Nigerian education system is such that needs regular innovations, reforms and transformation. With the steady supervision of manpower training and development by the education manager, the call for the restructuring of the Nigerian education for quality and standardization can begin in earnest. A lot of improvement in Nigerian education can be achieved through the supervisory role of education managers of manpower training and development.

Recommendations

The following recommendations are apt for this paper. They are:

First, the government should encourage education managers to continuously monitor, supervise and inspect manpower training and development of their staff.

Second, training and development programmes should be organised for the education managers to intimate them on things expected of them during their supervision of staff manpower training and development.

Third, the education managers should also get involved in the manpower training and development of their education personnel.

Four, all education staff, whether academic or non-academic should be encouraged to participate in manpower training and development programmes.

Manpower training and development programmes should be organized regularly for the education staff and managers for constant update on educational reforms, innovations and development.

Five, the education manager should encourage his or her staff to constantly participate in manpower training and development programmes.

Six, the education manager as a supervisor of manpower training and development activities should also be a resource person in some of the training and development events of staff.

Seven, the government should provide sufficient funds for the sponsorship and organisation of manpower training and development programmes for education personnel.

Eight, resources on manpower training and development should be made available for public usage.

Nine, further pieces of research on manpower training and development should be facilitated and findings, adequately disseminated.

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