

# Manpower Development for Workers in Tertiary Institutions: Distance Learning Approach

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## Abstract

The purpose of this study is to determine the extent to which workers patronize distance learning approach to further their education. Other purposes include: determine problems facing workers in the process of improving their knowledge and skills through distance learning approach; establish the level of attainment of manpower development objectives of Adekunle Ajasin University Akungba-Akoko and Rufus Giwa Polytechnic, both in Ondo State, Nigeria; and find out the relationship between manpower development and job performance effectiveness of workers in both institutions. Survey research was used in order to carry out the study. One hundred and seventy five (175) respondents were selected from Adekunle Ajasin University. However, one hundred and ninety five (195) respondents came from Rufus Giwa Polytechnic. Four (4) research questions were generated from the literature review. Questionnaire items on manpower development through distance education and the responses elicited from respondents were numerically quantified, tabulated and analyzed using Likert scale and percentage. The analyses showed that: opportunity for training and development was given to all workers in both institutions; most Nigerian Universities do not provide distance learning programmes to citizens; respondents of both institutions reported occasional frustration from colleagues and management in a bid to pursue further education; respondents in the two institutions held that the objectives of floating manpower development for workers were achieved; and they reported that there was relationship between acquisition of manpower development and job performance at workplace. Based on the findings, it is recommended that workers should be encouraged to patronize distance learning system to further their education; information and communication technology should form part of manpower development programmes in tertiary institutions; and workers who have stayed long away from classroom should be properly counseled whenever they are on for further studies.

**Keywords:** Manpower, Distance education, Manpower development,

## 1. Introduction

Manpower is the critical element in the development of any nation. Manpower refers to human power supplied by physical and or mental work of people rather than machines. Also, it refers to power in terms of number of people needed or available in a particular country for social and economic development (Microsoft Encarta, 2009). Natural and material resources are harnessed by manpower in order to develop the economy of the nation. Capital alone cannot move itself except with the involvement of manpower. No wonder why Marsh (1984) observes that, to manage men, money, materials and machines, labour force requires continual study, high performance and righteous self-discipline. According to the scholar, managers must be in a continual state of education and training throughout their working lives. A man who ceases to embrace new knowledge begins to be a wasting asset to himself, his employer and the community.

Meanwhile, a nation's output of goods and service and its capacity to raise living standards of its people are dependent on its resources and the state of technological knowledge regarding how to utilize them. Perhaps, that is why World Bank (2003) is advocating the adoption of knowledge-based economy where the use of ideas rather physical abilities and the application of technology rather the transformation of raw materials or the exploitation of cheap labour will be in vogue.

Being successful in the knowledge economy requires mastering a new set of knowledge and competencies. These include basic academic skills, such as literacy, foreign language, mathematics and science skills, management courses, and the ability to use these skills effectively, act autonomously and reflectively.

In essence, all these review underscore the need for continuing education for workers in all sectors of the economy, including tertiary level of education. There are various avenues where workers can obtain further education. One of these is distance education approach. Consequently, this paper aims at examining manpower development for workers in tertiary institutions vis-à-vis distance learning approach. Two institutions were selected as case studies, namely: Adekunle Ajasin University, Akungba-Akoko, and Rufus Giwa Polytechnic, Owo, all in Ondo State, Nigeria. The objectives of the study include:

- (i) to find out the extent to which workers patronize distance learning approach to obtain further education;
- (ii) to determine problems facing workers in the process of improving their knowledge and skill through distance learning system;
- (iii) to establish the level of attainment of manpower development objectives of both institutions; and
- (iv) to find out the relationship between manpower development and job performance effectiveness of workers in both institutions.

## 2. Literature Review

### 2.1 Manpower Development

Before discussing manpower development there is the need to explain the word “manpower”. Manpower may refer to human resources or latent force which is inherent in a person ([www.thefreedictionary.com/manpower](http://www.thefreedictionary.com/manpower)). When such resources or inherent power is developed through education, training and health, individual would be in a better position to make contribution to the group and or the society he or she belongs. Furthermore, manpower means the power of human physical strength. Also, it refers to power in terms of the workers available to a particular group or required for a particular task in any organization, be it educational, service or industrial organization. In economic terms, it means the labour force in a nation, including both men and women. If there are more people than available jobs, it is called manpower surplus; if available people are fewer than jobs, it becomes manpower deficit (<http://www.businessdictionary.com/definition/manpower>).

Development of manpower is undertaken through formal and non-formal education in order to make workers useful to themselves and the group they are working for (Okotoni and Erero, 2005). The emerging challenge of developing organizational cultures not only support the acquisition, sharing and management of the knowledge that currently resides in individuals in an organization, but also the creation and application of new knowledge for improving business practices and processes (Cedefop, 2002). Meanwhile, manpower development or human resources development refers to the improvement in knowledge, skill, attitude and endowment of labour force so as to bring about sustained economic growth. In the past, much emphasis was laid on capital and material resources development. However, it has now been recognized that access to capital and material resources can only be achieved if manpower is adequately developed. Besides, it has also been realized that human beings are the active agents used in accumulating capital, tapping natural resources, building social, economic and political organization, and for national development.

In view of the recent trend in information and communication technology and free market economy, the nature of manpower development programme being provided has also changed. For instance, World Bank (2003) advocates the knowledge-based economy which relies primarily on the use of ideas and application of technology. Thus, preparing workers to compete in knowledge economy requires a new mode of education and training, a mode of life long learning that encompasses learning throughout the life cycle of an individual. It includes formal, non formal and informal education and training. According to the World Bank (2003), a knowledge economy rests on four pillars:

- (i) A supportive economic and institutional regime which can provide incentives for the efficient use of existing and new knowledge.
- (ii) Educated and skilled population who can create, share, and use knowledge.
- (iii) A dynamic information infrastructure which can facilitate the effective communication dissemination and processing of information.
- (iv) An efficient innovation system of firms, research centres, universities, consultants, and other organizations who can tap the growing stock of global knowledge, assimilate and adapt it to local needs, and create new technology.

### 2.2 Tertiary and Further Education

An increasing number of tertiary institutions, including newly approved universities, polytechnics and colleges of education in Nigeria are offering part-time evening weekend, and sandwich courses/programmes to meet the needs

of working adults in all the sectors of the economy. Besides, the national teachers institute (NTI) is graduating more teachers every year through its distance learning programme. Many universities and polytechnics are encouraging their workers, academic and non-academic staff, to obtain further education or pursue post graduate programmes in various disciplines. These institutions still sponsor their academic staff for local and international conferences in order to keep them fit for academic work. The non-academic workers are not left behind. They are motivated to join professional groups, and from time to time, they are sponsored to take part in one workshop or the other with a view to exposing them to new ideas, knowledge and skill. Apart from obtaining further education through formal education approach, one other way is non-formal education and training. An aspect of this is distance education which offers more flexible learning opportunities for workers.

Using distance education system, workers may rely on correspondence from provider institution. Beside prepared materials obtained through printed or electronic means or internet or CD, learners may also benefit from face-to-face teaching in institution where the programme is taking place. Examples of this model are that of university of Ibadan, university of Lagos, Ahmadu Bello University to mention just a view.

### *2.3 Some Objectives of Manpower Development in Tertiary Institutions*

Some of these objectives are as follows:

- (i) To improve present performance of workers on the same job.
- (ii) To improve future performance of employees on a new or higher job.
- (iii) To upgrade and update competence of workers for future job assignments.
- (iv) To raise productivity of workers.
- (v) To produce workers that are ready to take up new challenges brought about by the change in technology.

### *2.4 Distance Learning*

Distance education or distance learning has been described as a field of education that focuses on the pedagogy and andragogy, technology, and instructional systems design that aim to deliver education to students who are not physically "on site" (Aderinoye, 2004). Rather than attending courses in person, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other online ways. Distance education programme that requires physical on-site presence for any reason, including the taking of examinations, is considered to be a hybrid or blended course of study. Also, distance education is obtained in a providing institution that is responsible for designing the distance learning system and for the academic standard of the award granted upon successful completion of that programme. Besides, Maduka (1982) defines distance education as a method of mass instruction which aims at obviating the restrictions of space and time by judicious application of multimedia to bring teaching behaviour to learners, taking into consideration their experiential situation and which is characterized by a two-way communication, occasional face-to-face encounter of teaching agency and learner. The example of such an agency is National Open University of Nigeria. One observes that distance education is aimed at reaching vast number of people comprising of men and women of all ages and different occupations and abilities. For teaching enterprise to make any meaning, it must be assumed that all the members of the audience have the potential to learn in their various peculiar ways. Consequently, distance education should be seen more as part of lifelong education rather than a mere extension of formal school education.

### *2.5 Challenges in Distance Learning*

Standards are always presumed to be inferior in any new educational venture, and, even if there are learners who take advantage of the new endeavour, ways can be found to frustrate the institution and its clientele (Wedemeyer, 1989). However, it appears that the Nigerian populace has widely accepted the programmes of the National Open University of Nigeria (NOUN), which was resuscitated during President Olusegun Obasanjo's first term (1999-2003). The NOUN is having its study centres in all the 36 States and Abuja. Similarly, National Teachers Institute, Kaduna (NTI) offers programmes such as : Advance Diploma in Education and Post Graduate Diploma in Education to learners in Nigeria. Many other universities like Ibadan, Abuja, Ahmadu Bello, Lagos, Ilorin and Uyo provide part time and distance learning programmes to the populace.

In spite of the acceptance of distance education, certain constraints or challenges can be seen in the way it is practiced. Residential education or on-campus education is so developed that not all its programmes could be provided in distance education programme. This restricts the choice of courses by the learners. As Burge and Frewin (1989) point out, the use of highly specific learning objectives can inhibit incidental learning as well as initial intentional learning. Adult distance learners can demonstrate high levels of initiative and responsibility while

accomplishing learning. Also, learners will respond to learning activities in accord with the demands of their individual situations. This response may reduce effective control of the tutor, triggers frustration in adult learners and they may not easily tolerate learning activities which they see as tedious, repetitive, and irrelevant.

The NOUN and NTI produce prepared course materials for their learners. While other institutions give room for the facilitators to use textbooks and other materials for the clientele. As stated, some of these materials are seen as tedious, probably because most of the clientele are engaged in one kind of job and they do not have enough time for their studies. Besides, many of the learners may have stayed away from classroom for long and see academic work as difficult.

Furthermore, Agor (2004) identifies a number of problems of distance education initiatives in Ghana, which are considered relevant to Nigerian situation. Producing course materials for the clientele was expensive. Besides, the problem of sustainability surfaced as the Institute of Adult Education, which was providing distance education, charged nominal fees from the learners, only to be subsidized by the government. In other words, cost recovery mechanisms were not built into the programme, as it was not run on sound business lines.

### 3. Methodology

The survey research design where the phenomena already present in the subjects was utilized for this study.

#### 3.1 Population and Sample

The population for the study consisted of academic and non academic staff from Adekunle Ajasin University, Akungba-akoko and Rufus Giwa Polytechnic, Owo, all in Ondo state, Nigeria.

#### 3.2 Sample

Random sampling technique where all subjects had equal probability of being selected was used in the study. This is presented in Table 1.

#### 3.3 Instrument

The study was embarked upon purposely to examine the impact of manpower development obtained through distance learning on workers in tertiary institutions. Consequently, structured questionnaire was constructed to provide answers to the research questions generated under introduction.

The data were analyzed by using rating scale, especially Likert type as follows:

- SA- Strongly Agreed (4 points)
- A- Agreed (3 points)
- D- Disagreed (2 points)
- SD- Strongly Disagreed (1 point)
- U- Undecided (0 point)

The scores obtained by the respondents on each questionnaire item were weighted in order to get their mean. Weighted scores refer to the respondents' scores against each questionnaire item multiplied by the scores under Likert Scale point. The products were added together on each column in order to find out the average (mean) using the number of respondents involved. The mean (average) obtained is interpreted as follows:

#### 3.4 Interpretation Scale

- 00 – 0.9 = U
- 1.0 – 1.44 = SD
- 1.50 – 2.49 = D
- 2.50 – 3.49 = A
- 3.50 – 4.00 = SA

Furthermore, percentage was also used to analyze some of the data collected. In using the percentage, the opinions of respondents were grouped into five levels, namely:

- Fully achieved
- Achieved
- Somewhat Achieved
- Not Achieved

## Not Certain

The population of both academic and non-academic staff of Adekunle Ajasin University (AAUA) and Rufus Giwa Polytechnic was 2918 (reference to grand total columns 1 and 4, Table 1). The sample obtained from the population from the two institutions amounted to 370 (columns 2 and 5) which represented 12.67%. The breakdown is as follows:

One hundred (100) respondents were selected from 672 junior non-academic staff from AAUA. This constituted 14.88% of the population. Their counterpart from Rufus Giwa was 1145. Similarly, 120 respondents were chosen for the study which amounted to 10.4%. Thirty five (35) respondents each were selected from 292 senior non-academic workers from AAUA and 318 from Rufus Giwa. That of AAUA was equaled to 11.99% which was higher than Rufus Giwa's (11.00 percent) senior non-academic workers. Members of academic staff from AAUA were 243. Out of this number, 40 respondents were randomly selected. This represented 16.46% of the population. Forty (40) out of 248 members of academic staff of Rufus Giwa was selected for the study. This translated to 16.13% of the population. The study ensured that minimum of 10% of the population was chosen, based on Gay's (1987) and Kothari's (2004) submission that 10% of population could be a minimum of sample before the study could have a generalisable outcome on the population.

### Question 1.

To what extent were workers allowed to further their education through distance learning system? Answer to this question is contained in Tables 2 and 3. The analysis of respondents' view on acquiring further education/manpower development through distance learning obtained in table 3 showed that workers from AAUA and Rufus Giwa unanimously agreed that distance learning required great fund in which the employer had to support before meaningful thing could be achieved by the workforce. All the workers from the two institutions opined that training and development policy of their schools gave opportunity for workers' participation in distance education. However, finding revealed from Table 3 that workers did not explore the opportunity provided by the institutions to obtain manpower development through distance learning. Rather than using distance education, the workers appeared to prefer going to institutions of learning using face-to-face approach. Worse still, most of the Nigerian Universities did not provide distance learning programme to Nigerian citizens. With the exception of National Open University of Nigeria (NOUN), Universities of Ibadan and Lagos, all others provide sandwich programmes.

### Question 2.

What were the problems facing workers in the process of improving knowledge and skill through distance learning system? Tables 4 and 5 provide answer to this question

In table 5, the respondents' view on problems of workers in patronizing distance learning system was analysed. It showed that workers from AAUA and Rufus Giwa opined that, on some occasions, effort to further education was frustrated by colleagues and management of their establishments. Perhaps, this may be due to non-release of fund meant for the programme by the management or unhealthy rivalry from senior colleagues at workplace. Besides, the respondents from the two establishments expressed the view that courses offered at the National Open University (NOUN) of Nigeria could not satisfy the needs of workers. Apart from Arts, Education, Social and Management Sciences, Courses in Agriculture, Medicine, Engineering and Pharmacy were not offered in NOUN.

On programme of campus education, while respondents from Adekunle Ajasin University agreed that not all courses in residential university could be offered through distance learning system, the respondents from Rufus Giwa Polytechnic expressed contrary view. The dichotomy in their opinion could be traceable to the perception of people about university education which is on the high side; while polytechnic education is seen as lower in value compared to university. Another reason could be the quality of workers; especially academic staff in the university which appears higher than the ones in the Polytechnic. Besides, most of the courses in the polytechnic could be available through distance learning system.

The respondents from both AAUA and Rufus Giwa expressed the view that information and communication technology knowledge was required for distance education programme. In addition, they opined that they need to create enough time for their studies. The table also revealed that the respondents agreed that clientele of distance education could have phobia for academic work after long period of staying away from classroom. Moreover, the respondents expressed the view that course materials for distance education programme were not as expensive as to go beyond the purchasing power of the clientele.

This is contrary to what Agor(2004) found out in Ghana on the expensive nature of distance education programme of the Institute of Adult Education

### Question 3.

What was the level of attainment of Manpower Development objectives of AAUA and Rufus Giwa Polytechnic? Tables 6 and 7 contain answer to this research question.

The level of attainment of manpower development objectives of AAUA and Rufus Giwa Polytechnic was analyzed in table 6, using frequency (freq) and percentage (%). The percentage of those who held that the objectives of manpower development was somewhat achieved was the highest in AAUA with (45.71%) and 35.89% in Rufus Giwa polytechnic. They were followed by those who held that the objectives were fully achieved in the two organizations; they constituted 28.57% in AAUA and 34.29% in Rufus Giwa. Those who opined that their objectives were achieved in AAUA was 17.14% and 22.86% in Rufus Giwa. Those who were of the opinion that their objectives of manpower development were not achieved were made up of 5.71% in AAUA and 11.43% in Rufus Giwa. Similarly, those who held that they were not certain about the achievement of their manpower development objectives in AAUA were 2.86% and 2.56% in Rufus Giwa respectively.

Summarizing the percentage of attainment levels of achievement, one observes that 91.43% of respondents in AAUA and 87.18% of respondents in Rufus Giwa felt that they achieved the objectives of manpower development programmes as against 8.57% of respondents in AAUA and 12.82% in Rufus Giwa who held contrary view. The implication of this finding is that both educational institutions appear to have attained the objectives of manpower development programmes for their workers. As has been observed, many avenues open to workers in tertiary institution: formal and non-formal approaches. Distance education is just one of the non-formal techniques. Perhaps, some of the workers were exploring other means to further their education. This might include attending residential university/institution, sandwich, part-time and distance education programme.

Question 4.

What was the relationship between manpower development and job performance effectiveness of workers in AAUA and Rufus Giwa? Tables 7 and 8 provide answer to this question.

One observes in Table 8 the analysis of respondents' view on the relationship between manpower development and job performance effectiveness. It is revealed in the table that respondents in AAUA and Rufus Giwa held the view that acquisition of manpower development ensured effective job performance at workplace. Respondents from both organizations opined that acquisition of knowledge and skills developed in them ability to engage in new things. Furthermore, they were of the opinion that competence resulting from manpower development enabled them to reach the standard expected of them at their work place. In the same vein, the workers from both institutions opined that core competence obtained from manpower development had positive effect on their organizations. Perhaps, this may be seen in the productivity of workers and the quality of students coming out from their institutions. In buttressing the findings so far, the respondents in AAUA and Rufus Giwa held that manpower development enabled them to do the job with less effort and precision. All the findings in table 8 support the views expressed by Cedefop (2002) on the impact of manpower development on competence of workers in work place.

#### 4. Recommendations

The following recommendations were made based on the findings of the study.

- (i) Workers should be encouraged to patronize distance learning system to further their education. The opportunity to combine work with study will be enjoyed by the workers
- (ii) More opportunity should be created for workers to patronize distance education by allowing more institutions to provide their programmes in form of distance learning system.
- (iii) As there is no shortcut to acquisition of knowledge and skill except through institutions of learning, management should encourage their workers to further their education through distance learning system.
- (iv) Management in tertiary institutions is encouraged to organize ICT programmes for their workers in order to fit in the 21st century institutions.
- (v) Workers who are pursuing one programme or the other in institutions of higher learning need to be properly counseled, especially when they have stayed away long time from classroom.
- (vi) The management of tertiary institutions is enjoined to formulate policies on manpower development programmes for their workers because of its positive influence on their organizations.

#### 5. Conclusion

The opportunity provided for workers of AAUA and Rufus Giwa Polytechnic to further their education through distance learning was not fully utilized. Workers from both institution reported that they faced frustration from management and colleagues in pursuing their education. That may perhaps explains why the opportunity provided

for them was not used fully. Besides, not all courses were available in the distance learning system. In spite of these, workers from both institutions opined that they achieved the objectives of manpower development of their organizations (AAUA, 91.43% and Rufus Giwa, 87.18%). The respondents from AAUA and Rufus Giwa held that there was relationship between manpower development and job performances effectiveness of workers. They reported that core competence obtained through manpower development had positive influence on their organization.

Thus far, one observes that benefits derivable from engaging in manpower development of workers are enormous. It is a form of building the capacity of workers so as to perform their job effectively and efficiently. The requirements of job place in this 21<sup>st</sup> century are great. Workers should engage themselves in learning continually in order to keep abreast of time.

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Table 1. List of Respondents from Adekunle Ajasin University, Akungba Akoko (AAUA) and Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria.

	A. A. U. A.			Rufus Giwa		
	Population	Sample	Percentage	Population	Sample	Percentage
Academic and Non-Academic Staff	1	2	3	4	5	6
Junior Workers (Non-Academic)	672	100	14.88	1145	120	10.48
Senior Workers (Non-Academics)	292	35	11.99	318	35	11.00
Academic Staff	243	40	16.46	248	40	16.13
Total	1207	175	14.49	1711	195	11.39

Sources: (1) Registry, Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria, April, 2009.

(2) Records Obtained from Personnel, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. April 2009.

Table 2. Respondents' View on Obtaining Further Education Through Distance Learning System

Item	A. A. U. A. Frequency Response						Rufus Giwa Frequency Response					
	SA	A	D	SD	U	Total	SA	A	D	SD	U	Total
1. Patronizing distance education system requires great fund, only available to the employer	4	3	2	1	0	175	4	3	2	1	0	195
	70	45	35	15	10	175	75	50	45	15	10	195
2. Training and development policy of institution does not give room for workers participation in distance education	45	32	42	40	16	175	48	42	44	44	17	195
3. The opportunity provided by the institution is explored for a programme in distance education	50	20	60	40	5	175	60	25	65	41	4	195
4. The use of face-to-face teaching is used most of the time rather than other modes	60	30	40	40	5	175	65	35	45	46	4	195
5. Most Nigerian Universities do not provide distance education to citizens	55	36	39	41	4	175	60	40	60	32	3	195

Source: Research Data, April 2009



Table 3.1. Analysis of Respondents' View on Obtaining Further Education Through Distance Learning System Using Weighted Scores

A.A.U.A

ITEM	SA	A	D	SD	U	N	Total	Mean	Interpretation
	4	3	2	1	0				
1. Patronizing distance education system requires great fund, only available to the employer.	280	135	70	15	0	175	500	2.85	A
2. Training and development policy of institution does not give room for workers participation in distance education	180	96	84	40	0	175	400	2.29	D
3. The opportunity provided by the institution is explored for a programme in distance education	200	60	120	40	0	175	420	2.4	D
4. The use of face-to-face teaching is used most of the time rather than other modes.	240	90	80	40	0	175	450	2.57	A
5. Most Nigerian Universities do not provide distance education to citizens.	220	108	78	41	0	175	447	2.55	A

Source: Research Data, April, 2009.

Table 3.2. Rufus Giwa

Item	SA	A	D	SD	U	N	Total	Mean	interpretation
	4	3	2	1	0				
1. Patronizing distance education system requires great fund, only available to the employer.	240	135	100	36	0	195	511	2.62	A
2. Training and development policy of institution does not give room for workers participation in distance education	240	150	90	36	0	195	516	2.65	A
3. The opportunity provided by the institution is explored for a programme in distance education	200	150	120	30	0	195	500	2.56	A
4. The use of face-to-face teaching is used most of the time rather than other modes.	240	120	140	24	0	195	524	2.69	A
5. Most Nigerian Universities do not provide distance education to citizens.	200	117	158	25	0	195	500	2.56	A

Source: Research Data, April, 2009.

Table 4. Respondents' View on Problems of Workers in Patronizing Distance Learning System.

Item	A. A. U. A.						Rufus Giwa					
	Frequency Response						Frequency Response					
	SA	A	D	SD	U	Total	SA	A	D	SD	U	Total
1. Effort to further education through DE is sometimes frustrated by the co-workers and the management.	4	3	2	1	0	175	4	3	2	1	0	195
	60	30	40	42	3	175	60	45	50	36	4	195
2. Courses offered at the National Open University (NOUN) satisfy all workers needs	55	50	50	19	1	175	60	50	45	38	2	195
3. The programme of campus education is developed in such a way that not all its courses can be offered through D.E	49	53	60	12	1	175	30	70	60	30	5	195
4. Prospective Clientele in Distance Education must be Information and Communication Technology (ICT) compliant and create enough time for their studies	60	30	40	43	2	175	69	31	70	24	1	195
5. Clientele have phobia for academic work because of long period of staying away from classroom	50	41	40	40	4	175	50	38	80	25	2	195
6. Course materials in D.E are expensive for the clientele to purchase	45	33	45	40	2	175	54	30	60	50	1	195

Source: Research Data, April, 2009.

Table 5.1. Analysis of Respondents' View on Problems of Workers in Patronizing Distance Learning System Using Weighted Scores.

ITEM	A. A. U. A.						Total	Mean	Interpretation
	SA	A	D	SD	U	N			
	4	3	2	1	0	175			
1. Effort to further education through Distance Education is sometimes frustrated by the co-workers and the management	240	90	80	42	0	175	452	2.58	A
2. Courses offered at the National Open University (NOUN) satisfy all workers need	220	150	100	19	0	175	489	2.79	A
3. The Programme of campus education is developed in such a way that not all its courses can be offered through D.E	196	159	120	12	0	175	487	2.78	A
4. Prospective Clientele in Distance Education must be ICT compliant and create enough time for their studies.	240	90	80	43	0	175	453	2.59	A
5. Clientele have phobia for academic work because of long period of staying away from classroom	200	123	100	40	0	175	463	2.65	A
6. Course materials in Distance Education are expensive for the clientele to purchase.	180	99	90	40	0	175	409	2.33	D

Source: Research Data, April, 2009

Table 5.2. Rufus Giwa

ITEM	SA	A	D	SD	U	N	Total	Mean	Interpretation
	4	3	2	1	0	175			
1. Effort to further education through Distance Education is sometimes frustrated by the co-workers and the management	240	135	100	36	0	195	511	2.62	A
2. Courses offered at the National Open University (NOUN) satisfy all workers need	240	150	90	38	0	195	518	2.65	A
3. The Programme of campus education is developed in such a way that not all its courses can be offered through D.E	120	210	120	30	0	195	480	2.48	D
4. Prospective Clientele in Distance Education must be ICT compliant and create enough time for their studies.	276	93	140	24	0	195	533	2.73	A
5. Clientele have phobia for academic work because of long period of staying away from classroom	200	114	160	25	0	195	559	2.55	A
6. Course materials in Distance Education are expensive for the clientele to purchase.	216	90	120	50	0	195	476	2.44	D

Source: Research Data, April, 2009

Table 6. Distribution of Workers' Opinion by Level of Attainment on Manpower Development Objectives in AAUA and Rufus Giwa.

Institutions	Fully Achieved		Achieved		Somewhat Achieved		Not Achieved		Not Certain		
	N	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	2	3	4	5	6	7	8	9	10	11	12
AAUA	195	50	28.57	30	17.14	80	45.71	10	5.71	5	2.86
Rufus Giwa	195	60	34.29	40	22.86	70	35.89	20	11.43	5	2.56

Source: Research Data, April, 2009.

## Summary of Responses

	Achieved		Not Achieved	
	Freq	%	Freq	%
A.A.U.A	160	91.43	15	8.57
RUFUS GIWA	170	87.18	25	12.82

Table 7.1. Respondents' Opinion on the relationship Between Manpower Development and Job Performance Effectiveness.

A. A. U. A. Item	Frequency Response					
1. Achieving competence through manpower development guarantees effective job performance at work place	SA	A	D	SD	U	Total
	4	3	2	1	0	175
2. Competence through acquisition of knowledge and skill develops in one ability to engage in new things	60	30	40	42	3	175
	55	50	50	19	1	175
3. competence resulting from manpower development enables workforce to attain the required standard at work place.	49	53	60	12	1	175
	60	30	40	43	2	175
4. Core competence obtained by individuals socially and collectively from human resources development could positively affect the fortune of organization	50	41	30	42	4	175
	50	41	30	42	4	175

Source: Research Data, April, 2009.

Table 7.2.

Rufus Giwa Item	Frequency Response					
1. Achieving competence through manpower development guarantees effective job performance at work place	SA	A	D	SD	U	Total
	4	3	2	1	0	195
2. Competence through acquisition of knowledge and skill develops in one ability to engage in new things	60	45	50	36	4	195
	60	50	45	38	2	195
3. competence resulting from manpower development enables workforce to attain the required standard at work place.	50	50	60	30	5	195
	60	40	70	24	1	195
4. Core competence obtained by individuals socially and collectively from human resources development could positively affect the fortune of organization	50	39	79	25	2	195
	50	39	79	25	2	195

Source: Research Data, April, 2009.

Table 8.1. Analysis of Respondents' View on the Relationship Between Manpower Development and Job Performance Effectiveness using weighted score.

A. A. U. A.

ITEM	SA	A	D	SD	U	N	Total	Mean	Interpretation
	4	3	2	1	0	175			
1. Achieving competence through manpower development guarantees effective job performance at work place.	240	90	80	42	0	175	452	2.58	A
2. Competence through acquisition of knowledge and skill develops in one ability to engage in new things	220	150	100	19	0	175	489	2.79	A
3. competence resulting from manpower development enables workforce to attain the required standard at work place	196	159	120	12	0	175	487	2.78	A
4. Core competence obtained by individuals socially and collectively from human resources development could positively affect the fortune of organization	240	90	80	43	0	175	453	2.59	A
5. Manpower development enables workers to do the job with less effort and precision	200	123	76	42	0	175	441	2.52	A

Source: Research Data, April, 2009.

Table 8.2. Rufus Giwa

ITEM	SA	A	D	SD	U	N	Total	Mean	Interpretation
	4	3	2	1	0	175			
1. Achieving competence through manpower development guarantees effective job performance at work place.	240	135	100	36	0	195	511	2.62	A
2. Competence through acquisition of knowledge and skill develops in one ability to engage in new things	240	150	90	36	0	195	516	2.65	A
3. competence resulting from manpower development enables workforce to attain the required standard at work place	200	150	120	30	0	195	500	2.56	A
4. Core competence obtained by individuals socially and collectively from human resources development could positively affect the fortune of organization	240	120	140	24	0	195	524	2.69	A
5. Manpower development enables workers to do the job with less effort and precision	200	117	158	25	0	195	500	2.56	A

Source: Research Data, April, 2009.