

1 Perceived Manpower Development Influence on Organisational
2 Effectiveness in Akwa Ibom Agricultural Development
3 Programme (Akadep):2009-2013

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6 *Received: 16 December 2013 Accepted: 5 January 2014 Published: 15 January 2014*

7

8 **Abstract**

9 This study examined the relationship between manpower development and organisational
10 effectiveness in AKADEP. It was necessary to carry out this research because despite
11 AKADEP's decades of existence and sustained funding by Akwa Ibom State Government, the
12 Federal Government of Nigeria, as well as International Donor Organisations (The World
13 Bank, UNDP, and IFAD), there is still manpower gap in AKADEP, basic food items
14 consumed in Akwa Ibom State are sourced externally, prices of food stuffs are on the increase,
15 the poorly trained farmers are hungry and poor which raises concern on the effectiveness of
16 AKADEP â???" agency established exclusively to provide extension services to farmers. Survey
17 data were collected through simple random sampling of 237 respondents drawn from the eight
18 subprogrammes of AKADEP. Measures of the study were of good quality after assuring
19 reliability and validity. Hypotheses were tested using Pearson's Product Moment on SPSS.
20 The result of the analysis showed that manpower development in AKADEP is related
21 positively to effectiveness of the organisation. A dependency relationship was also established
22 between adoption of modern farming techniques by small scale farmers and increased farm
23 yield in the study area. Impact of internally arranged training programmes was significant.
24 Farmers and the Local Governments were encouraged to support AKADEP extension officers
25 through provision of transport allowance, mobility or even phone calls to sustain agent's
26 interest, bridge the missed cycle, and guarantee food sufficiency. The study also recommended
27 the immediate establishment of Resident Extension Officers to reside in each clan within the
28 study area. They are expected to provide on the spot and on-going training to small scale
29 farmers.

30

31 **Index terms—**

32 **1 Introduction**

33 Organisations are a major force in determining the course of human life. Yet, only few people may recognise
34 the extent to which organisations shape their behaviour. Organisations are made up of component parts -key
35 among which is the human component. It is a given knowledge that the human element is the most vital to
36 organisational effectiveness. Human beings mobilise and coordinate the other variables to achieve set objectives.
37 For organisational objectives to be achieved therefore, the skills of the staff members need to be sharpened
38 continually. This takes two major forms -training and development. Manpower development as a concept seems
39 to be giving way to concepts such as human resource development, human capital development and human
40 resource management in most literature. But scholars such as Sharma and Sadana (2007) and Ekpo (1989)

1 INTRODUCTION

41 use these concepts interchangeably. This work adopts same approach. Once an applicant is selected by an
42 organisation as a member of its personnel, the next duty is to place him in the right job and provide him
43 with the training and development facilities needed for him to fit the present and future career chalked out
44 for such individual (Davar, 2006). Manpower development therefore is the continuous process of improving the
45 skill content of staff members of an organisation which is a function of 'job change'. Effectiveness is the goal of
46 this effort. Organisational effectiveness (OE) is one of the most extensively researched concepts since the early
47 development of organisational theory (Rojas, 2000). Understandably, 'organisational effectiveness' answers the
48 question, 'is the organisation achieving its targets or objectives'? At what cost are the objectives achieved is
49 however not answered by effectiveness. Rather the question of efficiency which relates to judicious application of
50 a unit of fund to produce a unit of goods and or services answers the cost question.

51 The main objective of this research therefore, is to investigate the perceived influence of manpower development
52 on AKADEP's effectiveness and to assess how the extension activities of AKADEP has influenced farm output
53 by small and medium scale farmers in Akwa Ibom State. This objective necessitates three major questions:

54 ? Are the extension officers armed with modern techniques of farming for onward transmission to small and
55 medium scale farmers? A close observation of the average human environment reveals that almost every man,
56 establishment and government strives hard to achieve some objectives. For the individual, the objective may
57 include learning, working, raising a family, building a house or even worship. Organisations may be interested in
58 increasing production levels, training of personnel, and increasing returns on investment. A government may be
59 seen providing infrastructure, building security networks, providing social security, making and enforcing laws,
60 and facilitating food production among other such objectives. A notable strand in the phenomenon above is
61 pursuing an agenda. No objective can be achieved without some form of organisation. The strategic role of the
62 human variable in the achievement of objectives cannot be over stated.

63 Human beings set the agenda and organise the steps toward goal attainment. The American industrialist,
64 Andrew Carnegie was once asked at the height of his business success, "If you were stripped of everything you
65 possess except one thing, what would you choose to keep?" He replied back "my staff". This is the key that
66 unlock the doors of an enterprise" ??Sharma, and Sadana, 2007: 395). Out of the four factors of production
67 -men, materials, machines, money -it is the men or human resources alone that is dynamic. Other factors are
68 worthless without the involvement of this factor. As noted by Rensis (2004), all the activities of any enterprise
69 are initiated and determined by the persons who make up that enterprise.

70 Manpower development therefore is the continuous process of impacting new information, skills, attitude and
71 ideas to employees dictated by the requirement of job change (Modupe, 2008). This means that manpower
72 development is the process of preparing the total quantitative and qualitative human asset in an organisation
73 so that they can move with the organisation as they develop, change and grow. Conroy (2000) defines
74 manpower development as a purposive effort intended to strengthen the organisation's capability to fulfil it's
75 mission effectively and efficiently by encouraging and providing for the growth of its own human resources.
76 Manpower development benefits the employee, the organisation and the society at large. It is worthy to note
77 that skill acquisition enriches the quality of human knowledge, preparing employees to undertake specific task
78 and employment functions which help to transform the environment. Learning organisations understand that
79 any fund spent on capacity development has both immediate and long term impact on the organisation and the
80 community it operates.

81 Rao, (1991) from his perspective declares that human resource development in the organisational context
82 is a process by which the employees of an organisation are helped, in a continuous planned way, to acquire
83 or sharpen capabilities required to perform various functions associated with their present or expected future
84 roles, to develop their general capabilities as individuals and discover and exploit their own inner potentials for
85 their own and organisational development purpose; and to develop organisational culture in which supervisor-
86 subordinate relationships, team work, and collaboration among the sub-units are strong enough to contribute
87 to the professional wellbeing, motivation and pride of employees. Manpower development as a concept has two
88 components: training and development.

89 Training: Jones and Hill (2000), posits that training primarily focuses on teaching organisational members
90 how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective
91 performers. It involves an expert working with learners to transfer to them certain areas of knowledge or skills
92 to improve in their performance on the job. A simple definition of training is the process of learning the skills
93 that is needed to do a job (Wehmeirer, and Ashby, 2004).

94 For example, the Akwa Ibom Agricultural Development Programme (AKADEP) Extension Officers who are
95 taught latest method of fertile application for onward education of small scale farmers in their respective cells
96 can be said to undergo training. Successful training needs to be systematic. That means, knowledge needs to be
97 imparted and internalised progressively. The bottom line is that a specific skill is acquired in order to perform a
98 given task well.

99 Development: According to Okotoni and Erero (2005:2) "development focuses on building the knowledge and
100 skills of organisational members so that they will be prepared to take on new responsibilities and challenges".
101 Development patterns to any learning activity which is directed toward organisation's future needs rather than
102 present needs and which is concerned more with career growth than immediate performance. More often than
103 not, staffs in higher cadre benefit from development programmes. That is perhaps the reason Olaniyan and Ojo

104 (2008), refers to In all, managing the human component is the central and most important task in an organisation
105 because all else depends on how well this is done. Part of being successful on the job is, understanding how things
106 are done in individual organisations. This is achieved through orientation. Orientation involves welcome to the
107 company, tour of facilities, introduction to colleagues, completion of paper work, review of the employment
108 handbook and review of responsibilities. Each of these components need to be systematically effected to achieve
109 organizational targets.

110 Organisational Effectiveness: Simply put, organisational effectiveness represents the outcome of organisational
111 activities while performance measurement consists of an assessment tool to measure effectiveness (Jean-François,
112 2006). According to Katz and Kahn quoted in Oyedapo, Akinlabi and Sufian (2012: 123), "organisational
113 effectiveness is a totality of organisation goodness, a sum of such elements as production, cost performance,
114 turnover, quality of output, profitability, efficiency and the like. It can also be seen as the ability of an organisation
115 to achieve its objectives and meet the needs of its various stakeholders". In this study, organisational effectiveness
116 relates to the success by AKADEP extension officers to transfer acquired skills to small scale farmers who in turn
117 should apply it to increase farm yield and guarantee food sufficiency in Akwa Ibom State.

118 Organisational effectiveness have models such as achievement of goals (goal model); resources and processes
119 necessary to attain those goals ?? Here is a line maker graph showing the relationship between training in
120 AKADEP and crop production derived from summaries of table 1.1. The line maker graph above clearly suggests
121 that training of extension officers in AKADEP is linearly related to food production in Akwa Ibom State. As
122 variables such as training and visit system, input supply, and market intelligence improves, production level tends
123 to appreciate equally.

124 **2 III.**

125 **3 Theoretical Framework**

126 The relevant theory to this research is 'training learning theory' by Donald Kirkpatrick. The theory assumes a
127 four-step training and evaluation for human resource development: The steps are:

128 ? Reaction -how learners react to the learning process ? Learning -the extent to which the learners gain
129 knowledge and skills ? Behaviour (performance) -capability to perform the learned skills while on the job ?
130 Results -includes such items as effectiveness, i.e.

131 what impact has the training achieved? It should be remembered that new skills learned in a training
132 programme, need to be environment focused. For example, an extension worker in Borno State, Nigeria may
133 require different skills for imparting knowledge there that may not hold for an extension worker in the Green
134 Fields of Albany, Australia. Also, managers and/ or supervisors are enjoined to ensure that newly returned
135 trainees perform their newly acquired skills. But this cannot work effectively if the supervisor is naive to what
136 the training objectives were. What is more, facilities for the utilisation of the new skills must also be available.
137 At the level of extension agents, demonstration farm, stem cuttings, fish fingerlings, seeds, fertiliser, pesticides,
138 herbicides, seedlings, chicks etc may be all that are needed to showcase new skills to farmers. True, this may
139 cost organisations money. But that would be expected by a Training Learning Organisation. Measuring results
140 that affect an organisation is often considerably more painstaking. Thus it is conducted less frequently, although
141 it yields the most valuable information. Here, emphasis is on the quality and quantity of farm produce in Akwa
142 Ibom State. How does the training received by AKADEP extension officers impact on food production level
143 in Akwa Ibom State? Is the state self-sufficient or is it import dependent? Clark, (2008) reasons that training
144 learning theory's insistence on the application of knowledge acquired during training and evaluation of its impact
145 on organisational objectives is excellent.

146 IV.

147 **4 Methodology**

148 The method employed in this research is descriptive survey design. Descriptive survey as noted by Kothari (2011)
149 is concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. The
150 techniques allowed the researchers to describe how manpower development in AKADEP impacts on small and
151 medium scale farmers in Akwa Ibom State. In addition, the study also described common characteristics among
152 the sample population of the research. The population of the study comprised of the entire 747 staff of AKADEP.
153 Taro Yamane's formula was used to derive the sample size for the study which stood at 261. For this study,
154 simple random sampling technique was used to draw respondents from the eight sub-programmes of AKADEP.

155 A structured questionnaire adapted by the researchers was used for the collection of the required information
156 from respondents. The questionnaire was divided into two sections. Section A items drew demographic
157 information from all respondents, section B addressed the subjects of interest. Cronbach Alpha reliability test
158 was used to determine the internal consistency of the instrument and a reliability index of 0.71 and 0.73 on
159 average were obtained for the sections. This being within the range recommended by Cronbach (Nunnally and
160 Bernstein 1994). The study's sample stood at 351. Of this number, 237 (67.52%) questionnaires were valid for
161 purpose of analysis. Likeness of off-the programme training because of higher allowance Likelihood of farmers
162 to adopt suggestions given by extension officers Tendency of farmers to share knowledge gained Agreement that
163 the organisation is grading feeder roads for evacuation of farm produce Agreement that farm inputs are readily

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164 distributed to farmers in the study area Agreement that Small Plot Adoption Technique (SPAT) impacts more
165 than oral teachings Agreement with the statement that regular visit system increases farm yield Agreement with
166 the statement that yield is decreasing in the study area ongoing visits Agreement with the statement that speaking
167 a farmer's mother tongue boost reception of extension officers Agreement that mobility influences respondent's
168 output and thus organisational objectives Feeling that it pays to source food externally than to farm in the
169 study area Feeling that allowing staff to pursue higher education slow down achievement of objectives Likeness
170 of the work because it gives more time to run personal affairs than those working in the office Perception that
171 the organisation is adequately staffed Availability of facilities to perform task for which respondents are trained
172 Supervisor's interest to ensure that acquired skills are utilised immediately Happiness of respondents toward
173 their contributions to the good of the organisation Satisfaction of respondents with their work Tendency to quit
174 job if a little more money is offered elsewhere Tendency to work harder if salaries are paid as at when due
175 Recommendation of respondent's close friends to join the organisation Analysis of data presented in table 1.4
176 shows that 237 respondents participated in the survey. tell if there is a statistical significant correlation between
177 variables of interest. Since the analysis utilises 0.01 (system determined) confidence level, value of T less than
178 the confidence level ($T < 0.01$) means rejecting the null hypothesis (H_0), while ($T > 0.01$) means accepting the
179 null hypothesis. In this analysis, since $r = .298$ ($T = .000 < 0.01$) which indicate a strong positive relationship,
180 H_0 is rejected and H_1 is accepted at 0.01 level of significance at 235 df ($N-2$ or $235 - 2 = 235$ df).

181 Therefore, there is a strong positive relationship between manpower development and organisational effectiveness
182 in AKADEP. Manpower development in AKADEP and the organisation's effectiveness positively influences
183 each other. When one increases the other tends to increase. The drive by the government in Akwa Ibom State
184 to ensure sufficient food production all year round to feed the ever expanding mouth is yielding fruits. The
185 study demonstrated that increased attention must be given to training and retraining of AKADEP extension
186 agents since it has the potential of influencing AKADEP's effectiveness and thus food production in Akwa Ibom
187 State. This recent finding is supported by Okereke and Igboke (2011) who found out that organisations that
188 enjoy regular manpower development programmes are more effective than those with spaced or sporadic training
189 exercises. Also, in support of this recent finding, Dlamini, S., Rugambisa, J., Masuku, M. and Belete, A. (2010)
190 found out that policies designed to educate agricultural extension workers could have a great impact in increasing
191 the level of technical efficiency and hence the increase in sugarcane productivity. Training and development helps
192 to ensure that organisation members possess the knowledge and skills they need to perform their jobs effectively,
193 take on new responsibilities, and adapt to changing conditions ??Jones, and Pearson's r crossing between adoption
194 of suggestions by extension officers by farmers and farm yield is $.378^{**}$. Since the analysis utilises 0.01 (SPSS
195 determined) level of significance, value of T (.000) less than the level of significance (0.01) means rejecting H_0
196 and vice versa. In this analysis, $r = .378^{**}$ and T value = .000 which is higher than 0.01(.000 < 0.01) means
197 rejection H_0 and accepting H_1 at 0.01 level of significance at 235 df ($N-2$ or $237 - 2 = 35$ df).

198 Therefore, there is a positive relationship between adoption of suggestions by extension officers by farmers
199 and farm yield in Akwa Ibom State of Nigeria. This finding is consistent with earlier finding by Elendu, N.
200 (2010) on the strategies for food security in Nigeria. The work reasons that adoption of modern farming best
201 practice by farmers has the potential of altering the farm yield equation in Nigeria and that a well-coordinated
202 extension service programme is vital in this regard. ??aarlb erg (2002), agrees with this finding on the strategies
203 of shoring-up enough food for mankind. Techniques like guided fertilizer injection and trickle drip irrigation have
204 the potential of rapidly increasing yield per hectare and return on investment. Analysis of data presented in table
205 1.8 shows that 237 respondents participated in the survey. Pearson's r crossing between off-the-job training and
206 organisational effectiveness on SPSS 19.0 furnishes the following output. The Pearson's r statistics for between
207 off-the-job training and organisational effectiveness is $.474^{**}$. Our T value (significance 2 tailed) tell if there is a
208 statistical significant correlation between variables of interest. Since the analysis utilises 0.01 (system determined)
209 confidence level, value of T less than the confidence level ($T < 0.01$) means rejecting the null hypothesis (H_0),
210 while ($T > 0.01$) means accepting the null hypothesis. In this analysis, since $r = .474^{**}$ ($T = .000 < 0.01$) which
211 indicate a strong positive relationship, H_0 is rejected and H_1 is accepted at 0.01 level of significance at 235 df
212 ($N-2$ or $237 - 2 = 235$ df).

213 Therefore, there is a strong positive relationship between off-the-job training and organisational effectiveness.
214 Respondent's favour of in-house training as opposed to off-the-programme training though surprising is a
215 testament that if AKADEP cannot show anything else, the forth-night training is a sustained legacy of the
216 organisation. Every forth-night meeting affords extension officers the opportunity to share successes and/or
217 challenges they experience in the field with experts drawn from the programme and other agricultural research
218 establishments. This latest finding is corroborated by Mackin and Harrington (2006) who observes that one
219 prime benefit of in-house training is quick turnaround between training request and delivery of result. In the
220 same vein Ojohwoh (2011) insist that inservice training utilises experts and professionals within an organisation
221 and reduces cost of training outside the organisation.

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223 5 VI. Conclusion and Recommendations

224 The present study observes that manpower development influences AKADEP's effectiveness positively. Learning
225 organisations optimises continuous training of staff to ensure attainment of its objectives. Regular improvement

226 of skill content of staff is equally a motivation which benefits both the staff and organisation in the final analysis.
227 In the present study, it is worthy to note that AKADEP's objective is optimised when extension officers effectively
228 impart acquired skills to small and medium scale farmers, and the farmers adopt same to improve yield in the
229 study area. Effectiveness of AKADEP is a network of activities which begins with the organisation (organisation
230 of training and provision of facilities for transfer of skills) through the extension officers (transfer of acquired
231 knowledge to small and medium scale farmers) to the farmers (utilisation of knowledge by adopting improved
232 farming techniques to increase farm yield). This research equally found out that internally arranged manpower
233 programmes impact more on AKADEP extension officers and thus the small-scale farmers who are the centre-
234 piece of food production in Akwa Ibom State. Access to farm inputs for onward distribution to farmers affects
235 both extension officer's availability and enthusiasm for his/her work.

236 On the strength of this study's findings, the following recommendations are made:

237 Manpower development in AKADEP can only result in increased food production if training and visit system
238 operates optimally to bridge the missed cycle i.e., the gap in knowledge between agriculture research edge and
239 small-scale farmers. To that end, AKADEP is encouraged to fully aid extension agents on their regular visits
240 to farmers through provision of mobility and/ or transport allowance. Also, each Clan should provide extension
241 officers a plot of land and an accommodation in that facility for him to demonstrate model farming, so that the
242 small-holder farmers can observe. A Resident Extension Officer will readily provide needed assistance for the
243 farming community. The cumulative positive impact of a resident extension officer can be imagined.

244 The forth-night training in AKADEP can be strengthened by dividing the extension officers in the zones into
245 two batches. Presently, all extension agents are lumped together during classes. A class of over 70 persons does
246 not allow for concentration. Having two batches of about 35 trainees each allows for focused attention. Individual
agents can be seen and felt by both the class and instructors. ¹



Figure 1:

11

Figure 2: Figure 1 . 1 :

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Figure 3:



Figure 4:

1

2 : Demographic Profile of Respondents

| Demographic profile | | Percentage |
|---------------------|----------------------|------------|
| Gender | Female | 40.93 |
| | Male | 59.07 |
| Age | 20-30yrs | 19.83 |
| | 31-40yrs | 29.11 |
| | 41-50yrs | 35.44 |
| | 51 and above | 15.61 |
| Education | Basic education | 31.22 |
| | Tertiary education | 57.38 |
| | postgraduate | 11.39 |
| AKADEP | Administration | 9.88 |
| Depart- ment | Engineering Division | 11.63 |
| | Extension Division | 29.65 |
| | Finance | 8.72 |
| | HRD | 9.30 |
| | Planning Division | 5.23 |
| | Technical Division | 13.37 |
| | Rural Institution | 12.21 |

Figure 5: Table 1 .

1

Mean responses of the employees to different statements

[Note: 3 : Mean responses to a twenty five item research instrument]

Figure 6: Table 1 .

1

3.3196
2.3934
3.210
3.6621
3.6895
3.5799
3.5205
3.5023
3.2009
3.2420
3.0000
3.8311
3.7808
3.5342
3.2785
3.5251
3.0822
3.3105
3.5616
3.3105
3.6210
3.6175
2.8093
3.0469
2.8704
3.5799

Figure 7: Table 1 .

1

b) Hypothesis II

H_0 : Effectiveness of AKADEP is not a function of the adoption of modern farming techniques by small and medium scale farmers in Akwa Ibom State.

| Adopt Suggestions | Farm yield |
|-------------------|------------|
|-------------------|------------|

[Note: **. Correlation is significant at the 0.01 level (2-tailed).]

Figure 8: Table 1 .

1

| | | Mean | Std. Deviation | N |
|-------|-------------|------|----------------|---------|
| Adopt | Suggestions | Farm | 3.6895 | .57023 |
| yield | | | 3.5799 | .62572 |
| | | | | 237 237 |

Figure 9: Table 1 .

1

Off-the-job training

Organizational effectiveness

Figure 10: Table 1 .

248 .1 Appendix

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