NOTES TO CONTRIBUTORS

The Editorial Board welcomes articles of research and developmental nature in all areas of Education, Physical and Health Education, Library and Information Science, Vocational and Technical Education, etc.

GUIDELINES FOR AUTHORS/CONTRIBUTORS

- All articles should bear the Names and address(es) of Author(s)
- The blind cover page must carry only the title of the paper
- All papers must have an abstract of between 150 and 200 words
- All authors should follow the APA format of referencing
- Three clean copies of each article intended for publication should be submitted to the Editor-in-Chief of the journal
- A diskette containing the article(s) with title of article(s) clearly indicated must accompany every article
- Articles must not be more than 12 pages A4 including reference using font 12.
- Tables and figures should be kept to the barest minimum. They should be submitted on separate sheets and clearly labeled. Their positions should be clearly marked in the text.
- Quoted passages of more than three typed lines should be extracted: indented 5 spaces and typed single spaced. Shorter quotations should be enclosed in single inverted commas.
- Footnotes are not permitted.
EDoTIOU BOARD

Prof. J. A. Gwani - Chairman
Prof. B. A. Ladani - Editor-in-Chief
Prof. I. A. Olsaife - Member
Prof. K. Venkateswarlu
Prof. (Mrs) D. Bozimo

EDITORIAL ADVISERS

Prof. F. A. Amuchie - University of Nigeria, Nsukka
Prof. P. Lasse - University of Jos
Prof. J. Akinboye - University of Ibadan
Prof. P. Okebukola - NUC/Lagos State University
Prof. Malumfashi - A.B.T. University, Bauchi
Prof. E. Igbokwe - University of Nigeria, Nsukka

JOURNAL COMMITTEE

Prof. B. A. Ladani
Prof. C. E. Dikki
Dr. Sadiq Mohammed
Dr (Mrs) V. O. Babalola
Mrs. Ramatu Jibril Daura
Mr. Baba S. Aduku
PREFACE

Publication is the life wire of every reasonable academia because without knowledge man is like an open chimney where smoke passes and is seen no more. Since we are in academic community research work must continue so as to prove our existence to the world.

It is not possible to unveil all the areas that needed researches at a stretch but as scholars probe into various areas more knowledge for further investigation comes to mind. Therefore, I advise our colleagues to make their own marks in their various fields of specialization, so that posterity can benefit.

Again, I congratulate the Editor-in-Chief and the Editorial Committee for their tireless efforts in publishing this journal Volume 6 Number 2. Thank you and remain blessed as you read and enjoy articles in this volume.

Professor J. A. Gwani
Dean, Faculty of Education & Chairman Editorial Board
EDITORIAL

The Editorial Committee of this journal is grateful to GOD ALMIGHTY who has made it possible for this journal to be alive on the other hand, the committee also expresses its gratitude to all our contributors since the journal took off in November, 2005.

This edition which is Volume 6 Number 2, August, 2011 is very rich in research articles and health papers which are vital to sustenance of human existence. Articles in this volume include what causes breast cancer, stress management, body mass index and waist, child spacing, prevalence of cigarette smoking, egogenic drugs, health related physical fitness of obese female undergraduate students, haematological variables of Nigerian young male adults, etc. Other areas are effects of women trafficking, educational inspectors and educational goal achievement, morality and teacher education, nomadic education, instructional materials, etc.

I believe that students, lecturers and other professionals will enjoy the reading and will benefit immensely from the contents of this volume.

Happy reading to all.

Professor B. A. Ladani
Editor-in-Chief
ABOUT THE CONTRIBUTORS

1. Anyebe, E.E., Ibrahim, S., Idoko, J., and Ossan, J.; 1Department of Nurse Education, School of Nursing, ABU Teaching Hospital, Zaria; 2Department of Histopathology, ABU Teaching Hospital, Zaria.

2. Afuye, Adebamgbe Adesola, Department of Human Kinetics and Health Education University of Lagos.

3. Esan, James Adebayo, Ph.D., 2Muhammad S. Fawa, 1Department of Human Kinetics and Health Education, University of Lagos, 2Department of Physical and Health Education Bayero University, Kano-Nigeria & Aminu Usman Danzomo, MPH. School of Science, Jigawa State College of Education, Gumel.

4. Mfuh Anita, (RN, RM, PHN, BNSC, PGDE, M.Sc., FWACN), Department of Nursing Sciences, Faculty of Medicine, Ahmadu Bello University, Zaria. Lukong C.S. (BSc, MBBch,FWACCS), Paediatric Surgeon, Department of Surgery, ABU Zaria; Aliyu M.A. RN, BNSC, School of Nursing, Sokoto.

5. Dr. M. Sanusi & 2Dr. M. Umaru; 1Nigeria Football Federation, Abuja; 2Department of Physical and Health Education Ahmadu Bello University, Zaria.

6. Mohammed Abdul, M.Sc 2Mohammed A. Chado PhD; 2Farouk R. Haruna PhD Department of Physical and Health Education, Ahmadu Bello University, Zaria.


8. Myfriend, Bulus Kpame 1; Prof. K. Venkateswarlu 2; Prof. A.I. Kabido 2; Prof. (Mrs.) F.B. Adeyanju 1; Department of Physical and Health Education, Ahmadu Bello University, Zaria-Nigeria.

9. Dr. (Mrs.) C. M. Adewunmi and Awofeso, R. O.; Department of Human Kinetics and Health Education, Faculty of Education, University of Lagos Akoko – Lagos


11. Dr. Awoyinfa, Joseph Olayinka; Department of Human Kinetics and Health Education, Faculty of Education, University of Lagos-Akoka

12. Babatunde, S.O., Ph.D. 1Asagba, B.O., Ph.D 2; 1Department of Human Kinetics and Health Education, Faculty of Education, University of Lagos; 2Department of Human Kinetics and Health Education, Faculty of Education, University of Ibadan Nigeria.

13. Dr. (Mrs) Anyikwa, Egbichi Blessing; Department of Human Kinetics and Health Education Faculty of Education, University of Lagos, Akoko – Lagos.

14. Chiika Josephine A. Ifedili (PhD) & Marchie, Nkechi; Faculty of Education, University of Benin P.O.Box 10073, Ugbowo, Benin City, Edo State.

15. Doggoh Benjamin T.; Department of Curriculum Studies, College of Education, Katsina-Ala & Anyebe Veronica; Department of Education, A.B.U Zaria


17. Dr. S. Bichi; Department of Science Education, Ahmadu Bello University, Zaria

18. Umar Mohammed Ka’oje; Department of Political Science, Ahmadu Bello University, Zaria.
19 Boor, Charity H. M.; Science Department, Ameer Shehu Idris College of Advanced Studies, Zaria.

20 Danmaraya, Ibrahim, Department of History, School of Arts and Social Sciences, Kaduna State College of Education, Gidan-Waya.

21 1Caleb Bolaji Ph.D 2C.O. Obieje; 1Institute of Education, Ahmadu Bello University, Zaria; 2Demonstration Secondary School, Ahmadu Bello University, Zaria

22 Muhammad Zubairu, Usman Danfodiyo University Model Secondary School, Sokoto

23 Dr. Afonja, A. F., Department of Adult Education, Faculty of Education, University of Lagos, Akoka – Lagos.

24 Jola Okebiorun, Department of Adult Education, Faculty of Education, University of Lagos, Akoka – Lagos.

25 1Labeshi T. Olowu 2Stephen E. Odeh; 1Kashim Ibrahim Library, Ahmadu Bello University, Zaria; 2Nigerian Institute of Leather & Science Technology, Samaru- Zaria.

26 Harande Shehu, Department of Physical and Health Education, Federal College of Education, Zaria

27 1Okebiorun, Jola 2Alao, Oluwadare; 1Department of Adult Education, Faculty of Education, University of Lagos; 2Yaba College of Technology, Yaba – Lagos.

28 Jimoh, Abdulfattah Olabode (Ph.D); Department of Social Studies, Federal College of Education, Zaria.

29 Duniya Giles Gambo PhD., Department of Fine Arts, Ahmadu Bello University, Zaria

30 1Zubair, Adinoyi Yahaya 2Babayo Mohammed Aliyu, Department of Languages, Kaduna Polytechnic

31 Ali, Kassim (M.Ed.) and Amodu, E. Jonah (Ph.D.); Department of Arts and Social Sciences Faculty of Education, Ahmadu Bello University, Zaria

32 G.Y. Sadiq, Ph.D, Department of English and Literary Studies, Ahmadu Bello University, Zaria

33 1Ali Kasim 2Rabi Bara’u, 1Department of Arts and Social Science Education, Ahmadu Bello University, Zaria; 2Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria.

34 Ahmadu, J. Hajara* and Akpoko, J.G.; 1Department of Agricultural Economics and Rural Sociology, Faculty of Agriculture, Ahmadu Bello University, Zaria - Nigeria
CONTENTS

Anyebe, E.E.¹*, Ibrahim, S.¹, Idoko, J.², and Ossan, J.

Effect of Stress Management And Self-Talk Techniques On Coping with Pain from Sports Injuries Among Students of University Of Lagos
Aṣaṣe, Adebamgbe Adesola

Appraisal of Body Mass Index and Waist – to – Hip Ratio as Techniques of Assessing Physical Fitness in Adult Men and Women
Esàn, James Adebayo, Ph.D.

Assessment of Knowledge of Child Spacing Among Married Women in Kano Metropolis
Muhammad S. Fawa & Aminu Usman Danzomo, MPH

Prevalence of Cigarette Smoking Among Faculties in Ahmadu Bello University, Samaru Zaria
Mfuh Anita, (RN,RM, PHN, BNSC, PGDE, M.Sc., FWACN), Lukong C.S. (BSc, MBBch,FWACS), Aliyu M.A. RN, BNSC

Determinants of the use Of Anabolic Drugs Among Athletes
Dr. M. Sanusi & Dr. M. Umaru

Effects of 12 Weeks Interval Training Programme on the Health Related Physical Fitness of Obese Female Undergraduate Students.
¹Mohammed Abdul, M.Sc ²Mohammed A. Chado PhD: ³Farouk R. Haruna PhD

Effects of 12 Week Continuous Training on Haematological Variables of Nigerian Young Male Adults
Daniel, Philip Lekwot¹ Professor K. Venkateswarlu²

Effects of Imagery Training on Performace in Volleyball
Dr. (Mrs.) C. M. Adewunmi and Awofeso, R. O.

Effectiveness of High, Medium, and Short Sets on Functional Attack in Volleyball
John Dadi-Mamud

Attitude of Students and Teachers Towards Sex Education in the Nigerian Secondary School Curriculum
Dr. Awoyinfa, Joseph Olayinka

Motives for Sports Participation among Students in Selected Third Generation Nigeria Universities
¹Babatunde, S.O. Ph.D¹ Asagba, B.O. Ph.D²
Effects of Women Trafficking on Victims of Human Trafficking: Implication for Adult Education
Dr. (Mrs) Anyikwa, Egbichi Blessing... ... ... ... 71

Educational Inspectors and Educational Goal Achievement in Nigeria
Chika Josephine A. Ifedili (PhD) & Marchie, Nkechi... ... ... ... 79

Morality and the Teacher in Nigerian Education System
Doggoi Benjamin T. & Anyebe Veronica... ... ... ... 84

Towards Improving Primary Education in Nigeria
Tijjani Ahmed Muhammed...... ... ... ... ... 90

Strategies for Overcoming Nigeria's Economic Underdevelopment
Dr. S. S. Bichi... ... ... ... ... ... ... ... ... 93

Beyond the Nomadic Education: The Issues of Sedentarization and Citizenship
Umar Mohammed Ka'oj... ... ... ... ... ... ... ... 99

Non-Projected Instructional Materials: A Challenge for Effective Instructional Delivery in Nigerian Educational System
Boor, Charity H. M...... ... ... ... ... ... ... ... 106

Methods and Techniques of Collecting Historical Source Materials for the Reconstruction of the Pre-Colonial History of Kauru Communities
Danmaraya, Ibrahim... ... ... ... ... ... ... ... ... 111

Teachers' Task Demands, Students' Test Expectations and Actual Test Items in Mathematics in Senior Secondary Schools
1Caleb Bolaji Ph.D 2C.O. Obieje... ... ... ... ... ... ... 116

The Impact of Basic Mathematics Curriculum on the Attainment of Millennium Development Goals in Nigeria
Muhammad Zubairu... ... ... ... ... ... ... ... ... 123

Effectiveness of Continuing Professional Education on Professional’s Performance: An Overview
Dr. Afonja, A. F... ... ... ... ... ... ... ... ... 126

Staff Development: A Vital Tool for Employees’ Job Performance
Jola Okebiorun... ... ... ... ... ... ... ... ... ... 130

Importance of Support Staff Training and Development in Academic Libraries in Nigeria
1Labesi T. Olowu "Stephen E. Odeh'... ... ... ... ... ... ... 136

Gender Differences in Health Knowledge of Drug Abuse among Students of Kaduna State College of Education Gidan-Waya
Harande Shehu... ... ... ... ... ... ... ... ... 142
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financing Continuing Education in the 21st Century: Options and Challenges</td>
<td>Okebiorun, Jola Alao, Oluwadare</td>
<td>148</td>
</tr>
<tr>
<td>The Influence of Parental Perception of Family Related Factors on Children’s Academic Performance in Secondary Schools in Sokoto Metropolis</td>
<td>Jimoh, Abdulfattah Olabode (Ph.D)</td>
<td>155</td>
</tr>
<tr>
<td>Conceptual Art: Its Content and Context in Modern Art</td>
<td>Dumiya Giles Gambo PhD</td>
<td>159</td>
</tr>
<tr>
<td>Effects of Multilingualism on Language Behaviour: The Case of Ogori/Mangongo People of Kogi State</td>
<td>Zubair, Adinoyi Yahaya Babayo Mohammed Aliyu</td>
<td>166</td>
</tr>
<tr>
<td>English for Academic Purpose Course Books and Critical Pedagogy: An Assessment of Some English for Academic Purpose (EAP) Course Books in Nigeria</td>
<td>Alti, Kassim (M.Ed.) and Amodu, E. Jonah (Ph.D)</td>
<td>172</td>
</tr>
<tr>
<td>The Use of English Phrasal Verbs among Diploma Students of Journalism in Ahmadu Bello University, Zaria</td>
<td>G.Y. Sadiq, Ph.D</td>
<td>182</td>
</tr>
<tr>
<td>A Comparative Study of the Role of Mode 1 Knowledge and Mode 2 Knowledge in Life Long Learning: Towards Hybride-Knowledge</td>
<td>Alti Kasim Rabi Bara’u</td>
<td>188</td>
</tr>
<tr>
<td>Factors Affecting the Adoption of Fish Farming in Nasarawa State of Nigeria</td>
<td>Ahmadu, J. Hajara* and Akpoko, J.G</td>
<td>194</td>
</tr>
</tbody>
</table>
STAFF DEVELOPMENT: A VITAL TOOL FOR EMPLOYEES' JOB PERFORMANCE

By

JOLA OKEBIORUN
DEPARTMENT OF ADULT EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OFLAGOS, AKOKA - LAGOS

Abstract

The need for improved employees' job performance has become universally accepted in the knowledge based economy. The paper examines the concepts of staff development and job performance, juxtaposing the relationship between the two concepts; it equally examines the rationale for staff development noting that the demand for high skilled workers to improve employees' job performance necessitated staff development. The paper concludes that government policies on training, education, and staff development should be given high priority to improve employees' job performance.

Key Words: Staff development and employees job performance.

Introduction

The effective development of manpower of an organization is one of the most vital contributions to the future of long-term growth, development and survival of such organization. Human resource managers are aware of the power of staff development programmes to modify, motivate, educate and improve the quality of staff. Most organizations believe that its staff are its most valuable resource. Their competence, commitment and capacity of change are fundamental to the successful achievement of the organization's current and future goals (Fagbohungbe, 2009). Staff development and training as argued by Bush (1994) are crucial elements of the organizations strategic planning in the areas of research, administration and management. They also contribute to the enhancement of quality. Often organizations recognize that appropriate staff development is required to the overall performance of the organization.

Concept of Staff Development

So far many scholars have attempted to define staff development in terms of high-quality, meaningfully and effective staff enhancement. According to the Thesaurus of the Educational Resource Information Centre (ERIC) database, professional development refers to “activities to enhance professional career growth”. Such activities may include individual development, continuing education and in-service education as well as curriculum working, peer collaboration, study groups, and peer coaching or mentoring. Fullan (1991; 1987) expands the definition to include “the sum total of formal and informal learning experiences throughout one’s career from pre-service to retirement. Eleonora (2003) in his own view defined staff development as the development of a person in his or her personal role. Others such as Hawley and Vallie (2005) pointed out that staff development enhances job performance and competence of all members in a learning community to pursue their life-long learning. Most staff developers agreed that the goal of staff development is to bring about change in individual’s knowledge, understanding, behaviours, skill, values and beliefs (Donnelly et al, 2002). Although definitions and concepts of staff development may be somewhat different as scholars might approach it from different perspectives, they all share a common view that staff development can be brought to workers (staff) as opportunities to upgrade or apply their knowledge or it can be what staff need and try to obtain or explore by experience. Hawley and Vallie (2005) concluded that the term “staff development” goes beyond in-service training, it includes both formal and informal means of helping staff acquire new skills, widen their knowledge, develop an innovative insight into their job.

Some authors such as Jones (2003), Donnelly (2002) and Eleonora (2003) argued that staff development is the development of the individual’s potential and career in terms of knowledge, skills, personal abilities, competencies and understanding to support the organizational goals and the objectives set out in the strategic map. They pointed out that it embraces a wide range of learning experiences, both within and outside the workplace, and is a continuing process that can help individual to:

- Extend their range of performance.
- Identify and develop of their potentials.
- Respond positively to change, uncertainty and conflicts.
- Increase their job satisfaction.
- Improve their self-confidence and motivate staff.

On this note, it could be inferred that the concept of staff development has to do with the
skills, knowledge and training required for staff performance, effectiveness and efficiency. For development purpose, the organization can make arrangement for their staff to attend workshops or they can be attached to special assignment and if need be for higher training or job rotation.

Concept of Job Performance

Job performance has been viewed from different perspectives by different scholars. One of such scholars includes Campbell (1990) and he sees job performance as an individual level variable. That is, performance is something a single person does. There are several key features to Campbell’s conceptualization of job performance which help clarify what job performance means. First, according to him, the concept differentiates performance from outcomes. Outcomes are the result of an individual’s performance, but they are also the result of other influences. In other words, Campbell explains there are more factors that determine outcomes than just an employee’s behaviours and actions. Secondly, Campbell clarifies that job performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. Another key feature of Campbell’s job performance is organizational goal relevance. He explains that job performance must be directed toward organizational goals that are relevant to the job role. Therefore, he argues that job performance does not include activities where effort is expended toward achieving peripheral goals. He cited the example of the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness). Sackett and Devore (2001) equally conceptualized job performance as a multidimensional construct, consisting of more than one kind of behaviour.

Campbell et al (1993) points out in quoting Murphy (1990) on taxonomy of job performance. They break job performance into four dimensions namely:

- Task oriented behaviour;
- Interpersonally oriented behaviours;
- Down-time behaviours; and
- Destructive/hazardous behaviours.

While job performances identified by Campbell (1990) are:

- Distinction between speed and accuracy;
- Distinction between typical and maximum job performance.

Rotundo and Sackett (2002) also draws a clear distinction between job performance and staff development noting that job performance can take place by increasing the employee’s skill and knowledge to remove deficiencies that cause employees to perform less than desired level in any organization. Staff development enables employees to be much more productive, to reduce the learning time for employees starting in new jobs, displacements of promotions, and ensures that they become fully competent as quickly and economically as possible. It cannot be overemphasized that staff development is learning that is provided in order to improve job performance on the present job, as workers’ performance may be improved by showing the workers how to master a new or established technology.

Methods of Staff Development

Staff development can take place on-job or off-job (Banjoko, 2002; Fagboungbe 2009; Jacobs, 2003 and Onasanya, 2005). On-job development according to them include learning through the experience of doing the job; reflecting on that experience; discussing it with a manager, mentor, coach, colleague, receiving feedback on performance; reviewing and evaluating performance, job rotation or swapping, job enrichment such as participation in working-parties or project groups, or involvement in other activities which are outside the individual’s normal job responsibilities and therefore enhance or enrich that person’s professional life (http://www.leeds.ac.uk/hr/ development/index.htm). Off-job development can include participation in courses or conferences, seminars, workshops, understanding a qualification, continuing education, secondment, either internally or to another institution, placement, shadowing particularly for those either new to the organization or about to take up a senior position, exchange visits to an overseas institution, study leave etc. (Aina, 2005; Rotundo 2002; Banjoko, 1989; Fagboungbe 2006; and Onasanya, 2005). Staff development thus helps to create high-performance, skilled and effective staff. Staff development is the joint responsibility of the individual member of staff, his/her adviser, the line manager, the management and other providers of training and development programmes.

The employers must not assume that their staff have been adequately trained through formal education or assume that the certificate they acquired have justified what they were highly paying for. Rather, they should see training and development of their workers as an investment which an organization must undertake for continuity purpose. But as Onasanya (2005), quoting Drucker says, “An organization has to provide today, the men who can run it tomorrow, it has to renew and upgrade its human capital and resources. The next generation should not take for granted, what the hard work and dedication of this generation has accomplished. They should then stand on the shoulders of their predecessors, establish a new ‘height’ as the baseline for the generation, after them”. This view was in line with Fagboungbe (2009) that for employees to continuously improve on productivity and persistently dismantle challenges that face their organizations lies within the domain of staff.
training and development programmes available for such employees.

Relationship Between Staff Development and Job Performance

The need for improved employees' job performance in organization has become universally accepted and that it depends on efficient training and manpower development. Jacobs (2003), Jones (2003) and Fagbokunbe (2009) from vantage point study submitted that organizational effectiveness rests on the efficient and effective performance of the workforce that makes up the organization. Also, the efficient and effective performance of the workforce, in turn rests on the richness of the knowledge and skills possessed by the workforce. While the rich knowledge and skills so possessed by the workforce are derived from continuous training and development. These explanations show that organization must train and develop its workforce on continual basis to enhance job performance and efficiency. A popular caption in the field of personnel management says “if you think training and development are expensive, try ignorance” while training prosper organization, ignorance destroys it. Therefore, workers, like machines must be updated on constant basis or else they end up becoming obsolete and misfit.

Onasanya (2005), argued in favour of employees' development. He argued that all employees, irrespective of their positions, must be trained and developed not only to be good on their jobs, but also to know the facts about the organization that employs them, and they should be trained and developed to be ambassadors of goodwill for the enterprise. Ajidahun (2007) further expands upon the needs to empower workers. He noted that organizations have grown phenomenally in recent years. The growth he explained has made administration of organizations more complex. It is obvious there have been causes for change, particularly in the area of technology which have necessitated that the whole process of administration be closely watched, issues clearly defined and well articulated. This implies that employees and human elements in the system must be trained and developed to acquire necessary skills that will enable them to perform assigned duties and develop them to accept higher responsibilities.

In view of foregoing, there should be appropriate staff development programmes for various grades of staff. The essence will make the staff acquire necessary skills which will enhance them to increase their productivity and efficiency and at the same time improve their job performance. This if well planned and pursued vigorously will enable the organizations to actualize their goals, and purpose of establishing them. Although, there's seems to be lack of attention paid to staff development in most organizations whereas, the education required today and into future assumes that workers will need to be re-skilled numerous times in their working lives, if they wish to remain employed. Education has moved more towards the certification of competence with a focus on demonstrated skills and knowledge, hence workers must prove themselves worthy to face the challenges of work. Organizations need management and a workforce that has been re-educated and retrained, to be cross-functional, cross skilled, self-managed, able to communicate and work in teams, and able to change on a moment notice. However, in this new far more demanding workplace, managers and others who do not meet the criteria are usually the first dropped, but the more fortunate are the retrained or re-educated. This explains why organizations or any other institutions must continually balance the inevitable need to invest in its human resources with the necessity to fulfill its present promises to its customers, their employers, its regulators, stakeholders and even to its own past.

Much ink has been split over the relationship between staff development and employees’ job performance. There is an adage that says "to whom much is given, much is expected".

Benefits of Staff Development

There are number of advantages to be gained by management from developing employees if well implemented. Some are tangible and can be measured directly in terms of naira and kobo while others are intangible. Aina (2005) identifies few of the tangible impact of staff development on management as:

- Increased quality of employees' job performance;
- Increased learning rates as the workers do not have to proceed by trial and error;
- Decreased breakages and spoilage;
- Reduced labour turnover and absenteeism;
- Increased production; and
- Increased efficiency.

Similarly, the impact of developing employees when effectively pursued outweighs the monetary amounts invested in it.

- They are more valuable to the organization and worthy to themselves;
- Increases their learning power;
- Prepares them for advancement; and
- Enhances self-respect, increases feeling of security and economic independence.

The essence of staff development should be to provide and improve the knowledge, skills and attitudes of the employees in the performance of their jobs. Onasanya (2005) corroborates this view by expatiating further that training and development favours both the employers and the employees. To the employer, staff development completes the recruitment process; it helps the organization to provide the much needed manpower by avoiding persistent and economically damaging manpower shortages, especially the type that inhabit
Rationale for Staff Development

Taylor (2003) explained the need for staff development to enhance job performance as the current work environment the world over is characterized by:
- rapid and ongoing change;
- blurring of boundaries within and between institutions;
- uncertainty in terms of the ability to confidently predict future trends and requirements;
- less clearly defined and changing roles and responsibilities;
- increased emphasis on collaboration and teamwork;
- increased emphasis on accountability.

He explains further that senior management are not excluded because they are also subject to the same pressures of dealing with what often seems like a moving target and must simultaneously decide on the strategic way forward while ensuring their staff are able to come with them. He posits that a creative approach to staff development which differs greatly from sending people on course is likely to make a significant difference by:
- enhancing the individual level of job performance, satisfaction and commitment;
- improving the strategic outlook for organization as a whole; and
- effectively exploiting the technology to improve the overall quality of service.

Taylor (2003) remarked that when organizations sense new and better opportunities for progress they should develop new forms of management and organizations to exploit these new opening successfully. This will enable the new forms of organizations to harness the available energies, skills and resources and use the opportunities to get the intended result. The pace of change in work situation in Nigeria industries and organizations is becoming so fast that staff can only adapt if only they desire for change. The rapid and widespread changes in work environment means that more people across the globe must engage in training and development programmes at more stages of their working life and to acquire the basic skills needed to cope adequately with the demand of everyday life and work.

Taylor (2003) points out, the rationale for staff development programmes in organizations comes from four principal sources:

First, the rise of the knowledge based economy and challenges of Information Communication Technology (ICT) that face organizations, industries and institutions thereby causing the threshold of skills demanded by employers to being constantly raised.

He opined that emphasis should be on how to equip the staff and how to make them fit into 21st century bearing in mind that the application of what is being learnt is always near, both in time and in place in the workplace. To improve the job performance of organizations, staff in the global knowledge based society, must be equipped in the knowledge of ICTs, this can be achieved through formal, off-the-job and on-the-job trainings. The success of an organization depends on the participation and commitment of the workers in the development programmes. ICT stands to bolster education, training, research and innovation as a vehicle for economic growth and poverty alleviation. ICTs, therefore, is a strategic investment in the public and private sectors, the industries, academic and the research institutions (Taylor, 2003).

To meet this challenge and succeed as a knowledge-based economy, Nigeria organizations and institutions must maximize her own talents pool and ensure her indigenous workforce had the right skills, know-how and mind sets to create new products, market and wealth for Nigeria, which can only be achieved through education, training and staff development programmes.

Secondly, jobs and occupation are changing. Traditional jobs are disappearing or changing with the introduction of new technologies (e.g. the use of
occupations are expanding in size and importance. For instance, Dalal and Hulin (2008) stressed that, 

"Discharge their civic obligation competently. Application, can be regarded as the state of technology made a great impact on all facets of life. Scholars have divergent view as to what technology means. Beneficial to the development of the society; the quality of tools, machine, techniques and so on that are obtainable in that society. Conclusion and Recommendation "

No wonder Jerry-Jasinowski (2000) in Adult Learning Australia in April discussion paper, explained that there is no higher priority than education, training and staff development; it is a way to increase productivity, job performance and workers earning at the same time. In an age when technological change is so rapid and everyone is interconnected, only a balance and diverse perspective can ensure learning, workers and survival. There is no doubt that staff development has been boosted by the advent of advanced ICT-based new learning technologies.

Fourthly globalization - to become a global citizen, one must acquire new skills, linguistic, interpersonal, and cultural and attitudes. The most significant determinant of income and the quality of life in the 21\textsuperscript{st} century is access to knowledge. Globalization means that developed and developing countries alike stand to gain from higher standards of skills and knowledge across the world. Training and education has been presented as a means of embracing globalization; it is widely regarded as a defense against global competitors. Jerry-Jasinowski (2000) in quoting Thurow (1994) predicted that: 

"The unskilled living in the first world are going to compete with the unskilled living in the third world, head to head without the help of having access to more natural resources, more capital, more technology and more complimentary skilled workers with, which to work... In the economy ahead, there is, only one source of sustainable competitive advantage skills. Everything else is available to everyone on a less equal access basis."

Omolowo, (2005) posits that staff development policy should be vigorously pursued in Nigeria so as to equip individuals with such knowledge, skills and attitudes that will enable them to:

i. Live meaningful and fulfilling lives;
ii. Contribute to the development of the society;
iii. Derive maximum social, economic and cultural benefits from the society;
iv. Discharge their civic obligation competently.

In achieving these, Africans must go a step further, they must not wait until the global village ask them to move on the ladder of educational development, they should not be relegated to just basic education while other nations are moving towards becoming a learning society. On this note, government policies should give education, training and staff development high priority. There should be increase prominence to core work skills which are considered a foundation for competency. These basic and essential skills are the skills that everybody will need in order to perform satisfactorily at work and in society, irrespective of where they work and live.

Conclusion and Recommendation

The importance of quality staff is well recognized in any organization. In actual fact, nothing is as important to organization as the quality of its employees that will increase productivity and enhance job performance. Therefore, it is very important that the employer understands the needs of its employees and provide what is best for them to perform their job.

In order to ensure that employees' improve and perform their job better, the followings are recommended:

1. Organizations should provide relevant and adequate staff development programmes to all her staff. This may be a basic source of job performance since a person is more likely to perform better when he is adequately developed.
2. Government and organizations should give manpower development a high priority.
3. Government policy regarding staff development should be vigorously pursued so as to make staff discharge their civic obligations competently.
4. Constant training and development programmes should be given to restate and motivate the employees to improve on their job.
5. Employers should give priority to the development of their employees in “learning to learn” competencies as well as skills that will improve their job performance.

References
http://www.leeds.ac.uk/hr/development/srds.htm.