



Bureaucracy, Manpower Training and National Development in Nigeria: A Critical Analysis

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Abstract

This study examines the role of government in manpower development and utilization in Nigeria and argues that national development is largely dependent on the extent of manpower development and utilization. It further advocates for manpower training and development for self-reliance, so as to reduce the level of unemployment in Nigeria, thereby contributing to national development. To achieve its objective, the study relies on secondary data and hence, documentary analysis was used as method of analysis. The analysis reveals that there is a significant relationship between manpower training, utilization and national development. In the light of this, the study recommends that for the nation to develop up to expectation, the government should intensify its efforts towards manpower training and utilization in Nigeria; by channeling resources to the educational sector as well as the vocational institutions in Nigeria, and more importantly, by creating job opportunities as well as the basic infrastructures for the economy to thrive.

Keywords: Bureaucracy, Manpower training, Utilization, National development

Introduction

The discourse on national development in Nigeria has attracted diverse views and contributions from different authorities and scholars. Most scholars have often viewed national development from the angles of political, economic as well as physical or infrastructural provision without considering human capital development as a key factor. For instance, Braddell (2014) opines that “National development is the ability of a country to improve the social welfare of the people by providing social amenities like quality education, portable water, transportation infrastructure, medical care etc”. Apruba (2018) posits that “the term national development is very broad and comprehensive. It includes all aspects of the development of a nation namely, political, economic among others. Apparently, this definition is scanty and grossly inadequate.

To Bhawna (2018), national development is the all-round and balanced development of different aspects and facets of the nation (be it), political, economic, social cultural, scientific and material. In the same vein, Tolu and Abe (2011) conceive national development as the overall development or a collective socio-economic, political as well as



religious advancement of a country or nation.” Clearly, from the foregoing perspectives, national development is said to be social, economic, and political and any other form of development that cut across a nation.

Interestingly however, Abdul and Edino (2014, p. 54) have rightly pointed out that “there is no doubt that the development of any nation would revolve around its ability to train, retrain and educate its people.” They further assert that “the imperative to achieve enhanced human capital in an increasingly knowledge-based world economy, is the singular most important factor magnifying the need for capacity building as a veritable vehicle for sustaining national development in any country today.” The human resources therefore, are necessary to put the institutions in place, but the institutions on the other hand are necessary facilitative factors that will ensure and enhance greater and better productivity of the humans” (Abdul and Edino 2014, p. 54). Sharing the same view, Choi Jong-tae, Chairman of the Economic and Social Development Commission of the Republic of Korea once stated that:

The important thing for raising wages was labor productivity. And labor productivity is a result of human resource development which is one of South Korea’s outstanding achievements. Without human resource development, we cannot make a success out of social strength. Korea has long invested in human resource development by combining people with technology. Humans have three spaces for technology. At head is skills, head is knowledge and mind is attitude” (Chaitrong, ■, 2012). Obviously, the role of manpower training, development and utilization in national development cannot be overemphasized.

Sharing corollaries, Seers (1969) opines that, when assessing a country’s level of development, the following questions should be asked: how has government been addressing issues such as poverty, unemployment and social inequality? Seers concludes that if the answers to these questions are in the negative, then the nation cannot be said to be experiencing development. Apparently, whichever way one may conceive or look at national development, the fact remains that, national development requires human input which can only be possible through manpower training and utilization which the bureaucracy (government) has a major role to play. Furthermore, national development is not only measured in terms of availability of physical infrastructure but also in terms of the degree of manpower development and utilization. This is because when government invests in manpower development or human capital development and at the same time, empowers them financially, with time, a crop of entrepreneurs will emerge that will engage in the production of diverse goods and services that would not only feed the nation but will have surplus for export. It is against this backdrop that this study seeks to examine the role of the bureaucracy in manpower training and utilization in Nigeria. As manpower training and utilization is a significant factor for national development, especially with particular focus on training for self-reliance as a means of reducing the unemployment rate in Nigeria thereby culminating in national development.

Operationalization of Concepts

The Concept of Bureaucracy

The term bureaucracy is believed to have its origin as a reference to a cloth covering the desk of French government officials in the eighteenth century (Dudley, 2003: p. 126).

Dudley maintains that the early usage of the term bureaucracy referred to an official workplace (bureau) in which individual activities were routinely determined by explicit rules and regulations. Okoli (2003) points out that the height of research on bureaucracy seems to have been reached with the monumental work of Max Weber, a German Sociologist of the organizational revolution. Weber's main concern according to Okoli was with the rationalization of authority into an impersonal and bureaucratized institutions or organizations.

Thus, the distinguishing characteristics of bureaucracy are among others; a rigid distinction between the office and its incumbent, a well-defined hierarchical distribution of authority; the horizontal division of labor according to differentiated functions and technical skills, and recruitment based on merit and strict obedience to an impersonal body of rules (Okoli, 2003, p.1). According to the norms of bureaucracy therefore, organizations are designed on the basis of knowledge. The higher officers superintend the lower ones on the basis of knowledge. The incumbents of the higher offices do so, on the basis of their superior knowledge. That is why Weber insisted that recruitments and appointments to positions and offices must be made on the basis of qualifications and professional competencies ascertained, sometimes through written examinations.

This implies that the incumbents of higher positions and offices possess the knowledge to control and direct those of lower ones. This in effect means that they possess what it takes to behave and act rationally in the organization in order to move the organization forward in terms of achievement of goals. In the light of the foregoing, Okafor, (2005, p. 67) defines bureaucracy as that apparatus of government designed to implement the decisions of political leaders. Meaning that, bureaucracy can be described as a large, formal and complex organization which operates under established rules and regulation. In the context of this study, bureaucracy is conceived as an administrative system, especially in a government where the business of government is operated by special departments and agencies on the basis of established rules and regulations. At this point, bureaucracy is used interchangeably with government. Thus, in every organization, the role of manpower in the achievement of organizational goals cannot be overemphasized.

What is Manpower?

In the context of this study, manpower refers to people who possess the requisite knowledge, skills and abilities to work. The skills, knowledge and abilities are usually acquired through training and development otherwise known as human capital development.

Manpower Training

Manpower training is synonymous with human resource development. Both are the recent terminologies used for personnel management. Kenny, Donnelly and Reid (1972) cited in Abdul and Edino (2014, p. 210) conceive manpower training as helping an individual to learn to carry out satisfactorily the work required of him in his present job. Apparently, this definition suggests that manpower training is meant for employees of an organization who undergo training in order to improve on their present job performance. Clearly therefore, this definition is narrow and one-sided.

In line with Kenny et al's position, Marsick (1987) states that training usually refers to short-term activities that emphasize practical skills immediately applicable to the job.



Against this background, Abdul and Edino (2014, p. 209) submit that “in situations of a performance gap and low productivity, managers resort to training in order to make good or achieve the required level of performance”. From a broader perspective, Sharma and Sadana (2008, p. 400) stated that at the macro level, manpower training is the aggregate concept of a society. The two scholars maintained that “it is a total approach for systematic enhancement of peoples’ knowledge, skills and capacities so as to improve the lifestyle of the nation as a whole”-improved standard of living.

It is pertinent to state at this juncture that one of the philosophies and goals of education in Nigeria is “acquisition of competencies necessary for self-reliance” and that “education shall be related to overall community needs” (National Policy on Education (NPE), 2008). This implies that manpower training is not meant for organizational employees only. It entails “a total approach for systematic enhancement of people’s knowledge, skills and capacities so as to improve the style of the nation as a whole” (Sharma and Sadana, specific areas of skills acquisition as contained in the Nigerian policy on education.

Areas of Training

Section 3 of the NPE (2008), talks about Post-Basic Education and Career Development in Nigeria. It states as follows: “Post-Basic Education is the education children receive after successful completion of nine years of basic education and passing the Basic Education Certificate Examination (BECE)”. It includes: (i) Senior Secondary Education (ii) Higher School and (iii) Continuing Education given to either basic education graduates who are not proceeding to senior secondary schools or senior secondary graduates who are not proceeding to the tertiary level. The objectives of the post-basic education and career development amongst others include:

- To provide entrepreneurial, technical and vocational jobs specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- To inspire students with a desire for self-improvement and achievement of excellence (NPE, 2018).

Thus, the training areas as provided in the policy are as follows:

Table 1: Showing areas of skills acquisition

1.	Auto body repair and spray painting	21. Printing
2.	Auto electrical work	22. Photography
3.	Auto mechanical work	23. Mining trading
4.	Auto parts merchandising	24. Transportation
5.	Air conditioning/refrigerator	25. Beauty culture and
6.	Welding and fabrication engineering craft practices	cosmetology
7.	Electrical installation and maintenance	26. Tourism and hospitality
8.	work	27. Leather works
9.	Radio, TV and electronic Servicing	28. Secretarial studies
10.	Electrical appliances repairs	29. Data processing
11.	Block laying, bricklaying and	30. Store Keeping
12.	construction work	31. Book keeping
13.	Painting and decorating	32. GSM maintenance
		33. Animal husbandry





14	Plumbing and pipefitting	34. Crops Production
15	Machine woodworking	35. Fisheries
16	Carpentry and joinery	36. Forestry
17	Furniture making	37. Horticulture
18	Upholstery	38. Barbing
19	Catering craft practice	39. Boat making
20	Garment making	40. Vulcanizing
	Textile	41. Interlocking ties
	Dyeing and bleaching	

NPE, (2008); NDE, (2011)

Apparently, there are diverse areas of skills acquisition in Nigeria as presented in the above table. However, it is one thing for people to acquire entrepreneurial skills, and it is another thing for the people so trained to utilize their skills by engaging in productive ventures. This therefore necessitates the operationalization of the term, manpower utilization so as to enhance the understanding of the reader in the context of this discourse.

The concept of Manpower Utilization

In the context of this study, manpower utilization is concerned with the actual engagement of a person in productive economic ventures after necessary training whether as an organization's employee or as a self-employed person. It refers to the placement of workers in the right place with the right equipment or tools to work either as self-employed or as an employee of an organization. The fundamental thing is the practical application of the knowledge or skills so acquired by the individual.

National Development

In actual sense, the term national refers to anything relating to or affecting a nation as a whole rather than a part of it or section of its territory. Therefore, national development refers to the ability of a nation to improve the lives of its citizens. Measures of improvement may be material, such as an increase in the gross domestic product, or social, such as literacy rates and availability of healthcare. Thus, national governments draw up national development plans and policies based on the perceived needs of their citizens. The focus may include an emphasis on the reduction of poverty, unemployment, affordable and available housing, the provision of basic infrastructures such as roads, water and electricity supplies and manpower training and utilization.

In tandem with this, Tomori (1979) opines that National Development implies the complete modernization of a society. It entails the conversion of a peasant society into an industrialized one, and it means a change in the whole way of life, in expectations and motivations, and even the physical environment of daily life itself. The clue of national development is clearly presented by Seers (1969) when he points out that the questions to ask about a country's development are: What has been happening to poverty, unemployment and inequality?

Apparently, the measure of national development is not limited to economic indices alone. Rather, it is extended to include the extent, to which provisions have been made for people's life-sustaining needs, especially through manpower training and job creation, self-esteem, freedom and protection of life and property. Life sustaining needs include food,





shelter and clothing. Self-esteem implies individual's self-respect, self-confidence, sense of worth and accomplishment. Freedom as used here is not limited to political freedom; it extends to freedom from poverty through job creation, freedom to religious beliefs and opinions, equality of opportunities amongst others (Bozimo and Ikwumelu, 1999).

Clearly therefore, national development is attained when man's life-sustaining needs, self-esteem, freedom and protection are provided for and can be sustained as long as man lives.

On the whole therefore, the aims and objectives of national development are basically to:

- i. Increase the basic life-sustaining goods and services; these include food, shelter security and medical services.
- ii. **Widen the distribution of the basic life-sustaining goods and services:** This can be achieved through increased income distribution, rational economic policies and depoliticized economic planning. Improve the living conditions of the citizenry by creating more jobs, achieving low population growth rate as well as formulation and executing relevant manpower training and utilization programs.
- iii. **Provide higher incomes:** higher incomes are derivable from increased investment, cultivation of savings culture, provision of more jobs, qualitative manpower training and utilization and acquisition of functional education.
- iv. **Remove superstition:** this can be achieved through formal and non-formal education. Education exposes man to the ideas, knowledge and ideals of people in other societies. Also, application of science and technology in influencing and controlling natural phenomena is possible only through education. Education, and not indoctrination, is therefore an indispensable tool in the removal of superstitious beliefs and tendencies.
- v. **Modify norms and values:** development does not only modify norms and values, it eradicates obnoxious traditions and repugnant cultural practices. Thus, development accelerates the rate at which norms and values transform, modify and alter. This is because as man progresses physiologically, psychologically, economically, politically and educationally, his belief system and thought processes progress too.
- vi. **Expand man's economic choice of what to do:** man's economic, as well as social choice is expanded by such developmental factors as: equitable distribution of basic life-sustaining goods; higher incomes; and higher/relevant education (Bozimo and Ikwumelu, 1999). Looking at national development from the above aims and objectives coupled with Seers' view, one may infer that indicators of national development include: low poverty level, low level of unemployment and low level of inequality. Others include:
 - a. High standard of living;
 - b. Quantitative and qualitative increase in infrastructural facilities;
 - c. High quality of the manpower in terms of education, training, development and utilization/application of science and technology for high productivity and efficient and effective service delivery;
 - d. High quality health care facilities;
 - e. High level of religious tolerance; etc.

Undoubtedly, to achieve national development objectives, the bureaucracy has significant roles to play. As Okoli (2003, p.1) has rightly pointed out that "Administration of National Development is carried out primarily through public organizations". It is pertinent at this juncture to specifically examine the role of Nigerian government in manpower training as a factor for national development.





The Role of Government in Manpower Training and Utilization for National Development in Nigeria

As established ab initio, manpower training as purported in this work does not only refer to employees of an organization whether public or private who undergo training for performance improvement. It also has a macro perspective, which connotes "...a total approach for systematic enhancement of peoples' knowledge, skills and capacities so as to improve the life style of the nation as a whole" (Sharma and Sadana 2008, p. 400). Thus, examining the role of government in this regard is with particular focus on manpower training for self-reliance and as a significant factor in national development. Going by these premises, the Nigerian National Policy on Education provides that among the philosophies and goals of education in Nigeria feature the following:

- a. "acquisition of competencies necessary for self-reliance" and
- b. that "education shall be related to overall community needs" (Federal Republic of Nigeria, 2008).

In the light of the above, Otache (2010:30) has pointed out numerous ways by which governments promote manpower training and utilization in Nigeria as follows:

- i. provision of short-term or soft loans through government agencies like National Directorate of Employment;
- ii. organization of workshops and seminars where people are trained in trades such as carpentry, sewing, soap-making, shoe-making, poultry, fishery, etc;
- iii. encouragement in the use of indigenous materials in industrial development activities (Local Contents Policy);
- iv. fiscal and non-fiscal incentives for entrepreneurs and investors in the small-scale sub-sector of the economy in form of rebate on taxes paid as well as tax holidays;
- v. introduction of entrepreneurship development as a course to be offered in tertiary institutions in Nigeria; the institution of Entrepreneurship Promotion Award by the Central Bank of Nigeria: where the CBN recognizes the various categories of persons or institutions that have distinguished themselves in various facets of entrepreneurship development by giving them different categories of awards.

Furthermore, the Nigerian bureaucracy has put in place several agencies that are saddled with manpower training and utilization in Nigeria; some of them are listed as follows:

1. **National Directorate of Employment (NDE):** Its roles are:

- i. To conduct vocational and apprenticeship training for the youths in the areas of Information and Communication Technology, textiles, catering, hair-dressing etc;
- ii. To provide soft or short-term loans to young entrepreneurs to start small-scale businesses through selected commercial banks;
- iii. To foster and promote self-employment;
- iv. To recommend reputable sources and suppliers of plants, equipment and machinery to small-scale industrialists.

2. **Industrial Development Centre (IDC):**

- i. To render both technical and managerial assistance to small-scale enterprises;
- ii. To provide industrial extension services to small-scale enterprises;
- iii. To train and develop small-scale entrepreneurs and managers;



- iv. To assist in product planning, development and control;
- v. To advise on the viable projects to select;
- vi. To assist in technical appraisal of loan application;
- vii. To assist in product design and redesign.

3. Centre for Entrepreneurship and Development Research (CEDR):

- i. To develop entrepreneurship spirit and mindset among Nigerians especially school leavers;
- ii. To facilitate and enhance job creation among unemployed and underemployed school leavers;
- iii. To facilitate skill acquisition and development among Nigerians especially school leavers;
- iv. To enhance business for small scale operators and artisans especially through capacity building and linkage to finance and facilitate rural development in Nigeria and engage in development research.

Centre for Industrial Research and Development (CIRD):

- i. To provide counseling, technical assistance and training in productivity improvement and organizational development;
- ii. To disseminate information on investment opportunity, finance, input requirements for manufacturing of specific products
- iii. To render extension services in starting and maintaining a business;
- iv. To conduct managerial training, seminars and workshops in different areas of small-scale businesses;
- v. To render consulting services on feasibility studies, financial analysis, project monitoring and evaluation;
- vi. To conduct researches into various aspects of industrial development in Nigeria.

Centre for Management Development (CMD):

- i. To train and develop manpower for small-scale enterprises;
- ii. To provide consultancy services as well as research and technical information to small-scale industrialist;
- iii. To design programs that will stimulate entrepreneurship.

Polytechnics and Universities

Polytechnics and Universities also play vital roles in manpower training and development in Nigeria. This is achieved by teaching business-related courses such as Business Administration and Management, Marketing, Entrepreneurship Development, Accounting, Economics etc.

They also engage in consultancy services as well as serve as centers for seminars, workshops and conferences where prospective and existing small industrialists are trained and developed on how to effectively and efficiently manage their businesses. At this juncture, it is germane to critically examine the nexus between bureaucracy, manpower training and national development in Nigeria.

Correlation between Bureaucracy, Manpower Training and National Development

Essentially, bureaucracy connotes government, and the relationship between the government and manpower training largely has to do with the role that government plays in manpower training and utilization for self-reliance or job creation. This is achievable through the activities of vocational centers and educational institutions established by government for entrepreneurial development as panacea for job creation and self-reliance as well as to reduce



unemployment rate in the country. How then does this role of government in manpower training bring about national development?

As already established in this work, one of the criteria for measuring national development is by ascertaining the rate of poverty, unemployment and inequality in the economy as well as the general well-being of the citizenry. Ideally therefore, the onus is on the government to answer the questions of what it has been doing to reduce or eradicate poverty, unemployment and inequality in the society, since the ‘contract’ between the government and the citizens as stipulated in Chapter II, section 14 subsection (2) (b) of the Constitution of the Federal Republic (1999) thus “the security and welfare of the people shall be the primary purpose of government”. It is pertinent at this juncture therefore to assess government’s efforts in manpower training and job creation in Nigeria, using the National Directorate of Employment as a case study as presented in the table below.

Table 2: NDE Beneficiaries Jan – Dec, 2015

S/ N	STATE	VSD						SSE	
		TRAINING (B-NOAS)		ENTERPRISES CREATED (CBTS)		ENTERPRISES CREATED (RLS)		START YOUR OWN BUSINESS (SYOB)	
		MALE	FEMALE	MALE	FEMALE	MAL E	FEMAL E	MALE	FEMAL E
1	ABIA	107	253	11	39	0	0	0	0
2	ABUJA FCT	236	103	21	29	7	9	4	2
3	ADAMAWA	383	295	37	13	0	0	0	0
4	AKWA IBOM	188	162	34	16	0	0	31	19
5	ANAMBRA	130	227	25	25	0	0	0	0
6	BAUCHI	140	202	38	12	0	0	0	0
7	BAYELSA	226	139	24	26	0	0	0	0
8	BENUE	334	277	26	24	0	0	1	0
9	BORNO	378	122	0	0	0	0	0	0
10	C/RIVER	287	328	33	17	0	0	0	0
11	DELTA	170	162	8	42	0	0	35	25
12	EBONYI	335	274	19	31	0	0	0	0
13	EDO	629	1,756	22	28	0	0	0	2
14	EKITI	155	153	28	22	0	0	0	0
15	ENUGU	136	274	30	20	0	0	0	0
16	GOMBE	197	212	29	21	0	0	0	0
17	IMO	332	298	27	23	0	0	0	0
18	JIGAWA	222	94	45	5	0	0	0	0
19	KADUNA	144	218	34	16	0	0	0	0
20	KANO	231	187	40	10	0	0	0	0
21	KATSINA	425	415	48	2	92	40	0	0





22	KEBBI	283	185	50	0	0	0	0	0
23	KOGI	108	154	10	40	0	0	0	0
24	KWARA	126	234	7	43	0	0	0	0
25	LAGOS	361	234	14	36	0	0	0	0
26	NASARAWA	150	210	20	30	0	0	43	7
27	NIGER	437	365	32	18	0	0	0	0
28	OGUN	163	301	17	33	0	0	0	0
29	ONDO	125	235	23	27	0	0	29	21
30	OSUN	175	143	11	39	0	0	0	0
31	OYO	363	411	49	1	0	0	0	0
32	PLATEAU	159	160	10	40	0	0	0	0
33	RIVERS	185	172	35	15	0	0	0	0
34	SOKOTO	298	107	0	50	0	0	0	0
35	TARABA	48	72	9	41	0	0	0	0
36	YOBE	242	71	31	19	0	0	2	0
37	ZAMFARA	44	94	12	38	0	0	39	11
	TOTAL	8,660	9,295	909	891	99	49	187	88
	G-TOTAL	17,955		1,800		148		275	

VSD: Vocational Skills Development Program, **SSE:** Small Scale Enterprises Program, **B-Noas:** Basic National Open Apprentice Scheme, **CBTS:** Community Based Training Scheme, **RLS:** Resettlement Loan Scheme. Source: NDE, (2015).

The preceding table shows the number of males and females that were trained by NDE and empowered financially to start their own businesses across the 36 states of the federation and the Federal Capital Territory (FCT), Abuja. It is pathetic to note that out of 8,660 males and 9,295 females only 187 males and 88 females were mobilized financially to start their own businesses, and from the table, only the FCT, Akwa Ibom, Benue, Delta, Edo, Nasarawa, Ondo, Yobe and Zamfara states were beneficiaries, lopsidedly. Clearly therefore, government needs to intensify its efforts towards job creation in order to reduce the rates of poverty, unemployment and inequality in Nigeria.

Furthermore, a report published by the National Bureau of Statistics (2018) reveals that:

The category of unemployed persons comprised 8.5 million people who engage in an economic activity for at least an hour and 7.5 million people who did absolutely nothing. Also, 18.02 million people were underemployed, as they worked for 20 to 39 hours a week, which is less than the 40 hours required to be classified among the workforce. Fully employed persons, who worked for 40 hours and above in the third quarter of 2017, were 51.06 million people, resulting in a total of 77.6 million people engaged in an extent of economic activity (National Bureau of Statistics, 2018).

The country's unemployment rate worsened in the third quarter of 2018, rising from 18.8 per cent in Q3 2017 to 23.1 per cent in the third quarter of 2018. According to the Labor Force Statistics Volume I of 2008, the total number of people classified as unemployed, which means they did nothing at all or worked for a few hours (under 20 hours a week) rose from 17.6 million in Q4 2017 to 20.9 million in Q3 2018 (*This day*, 2018).





Still on unemployment rate, *Quartz Africa* (2016) has also reported that “By some estimates Nigerian tertiary education institutions produce up to 500, 000 graduates every year and there are also Nigerian graduates who studied abroad who come home to compete for jobs” (Para. 1) The online tabloid also pointed out that “...employers have attributed the problem to the quality of unemployable as they lack required skills”; Stressing that Nigeria’s university system is mostly overpopulated which results to a situation whereby universities struggle to deliver quality education as available facilities are over stretched. This implies that for effective teaching and learning to take place, the ratio of students per teacher is paramount. Consequently, Olatomide and Adesola (2015) have rightly noted that:

Currently Nigeria has a youth population of about 80 million which is about 60 percent of the population, more than 70 percent are said to be unemployed”. They maintained that “The danger of unemployment and idleness are very prominent as majority of the youths are roaming about the streets in search of jobs in order to survive, where there is no job, some of the youth out of frustration take to vices like engaging in criminality and drug abuse. Challenges which plague the Nigerian youth and acts as factor militating against the full realization of their potentials, includes: lack of access to education, high rate of unemployment, extreme poverty, political and economic marginalization, exposure to conflict and food insecurity.

Issues Militating Against Entrepreneurship Development in Nigeria

- i. Overdependence on foreign goods at the expense of locally manufactured goods;
- ii. Lack of infrastructural facilities such as good road network, constant water and electricity supplies and ineffective communication network;
- iii. High cost of doing business in Nigeria resulting from high taxation and high interest rates;
- iv. Inconsistency in government policies resulting from leadership lacuna at the top;
- v. Too much value attached to and over reliance on paper certificate/qualifications; it makes young Nigerians to continue to wait for job for a long time without getting any. Advancement in age has disqualified some from applying for some jobs that age bracket matters: like military and paramilitary jobs in Nigeria;
- vi. Overdependence on oil sector at the expense of other productive sectors like Agricultural and manufacturing sectors;
- vii. Get-rich-quick attitude of many Nigerians that do not want to start from little beginning as everybody is looking for juicy jobs (Otache, 2010, pp. 29-30).

Theoretical Framework

This study is anchored on Human Capital Theory which suggests that education and training are investments that make individuals genuinely more productive. The proponents of this theory include, Adam Smith, Gary Becker, Nobel Laureate, Jacob Mincer and Theodore Schultz. According to this theory, individuals who are more productive will also have corresponding higher earnings and are more employable. Thus, the economic gain to investing in education or training to the individuals can be measured by the net gain in lifetime earnings accruing as a result of their investment in education and training. Consequently, policy makers around the world tend to accept the premise that investment in education and training is a good thing, including Vocational Education and Training as a means of securing higher economic growth and national prosperity (Wobmann, 2008).





However, Carneiro and Heckman (2003), Cunha and Hackman (2009) and Carneiro (2009) argue that, it is important for one to understand the technology of skill formation over the life cycle. They further posit that, for effective policy formation, it is pertinent to know how different types of people can effectively acquire skills at different stages of the life cycle as well as the economic returns to the skills acquired. Especially in the area of Vocational Education Training (VET) since economic returns to some VET are low .

On the whole therefore, investment on education and human capital development and utilization generally, is a panacea to individual productivity, high income earning as well as national development or prosperity.

Way Forward

Having critically analyzed the nexus between bureaucracy, manpower training, utilization and national development in Nigeria, and having presented and analyzed available statistics on unemployment rate and how it is an issue in national development in Nigeria over the years, it is pertinent at this juncture to suggest the way forward as follows:

1. Government should provide more funds to all levels of education especially tertiary institutions to enable them build more lecture halls, offices for academic and non-teaching staff, modern libraries, laboratories etc as well as prompt payment of salaries and allowances in order to motivate members of the educational institutions for effective teaching and learning to take place.
2. Government should make budgetary provision annually, for people who have acquired the necessary skills and competences to start their own businesses.
3. Also, educational curriculums in Nigeria should be reviewed in a manner that it will enhance skills development from kindergarten to tertiary level to enable learners discover their potentials and talents so that before they grow into adulthood, they would discover what they can do and engage in business venture for income earning and as a means of livelihood.
4. There should be an annual assessment of vocational institutions and government agencies that are engaged in skills acquisition so as to ascertain the following:
 - i. The quality of training;
 - ii. Number of successful persons after training;
 - iii. Number of persons empowered by government, financially, after training; so that those who have been successfully trained can be empowered financially to start their own businesses.
5. There should be some control measure to ensure that people who have been trained and assisted financially should establish the business they have learnt or practice what they have been trained to do for income earnings;
6. People should engage in feasibility study of their immediate environment and fashion out ideas about what they can do to solve other peoples' problem either by engaging in the production of tangible goods or by rendering essential services as a means of livelihood; thereby creating job for themselves and at the same time reducing the level of poverty and unemployment rate in Nigeria.
7. Unemployed graduates should enroll for skills acquisition programs at the vocational centers (government or private) in order to acquire specific skills for self-employment.
8. Government should take quarterly statistics of graduates of the vocational institutions for inclusive planning and budgeting so as to enable the government provide financial assistance for their business take-off.





9. Government should diversify the economy by focusing on rural development programs that aim at not only boosting food production but job creation for rural dwellers.
10. Basic infrastructures such as rural-urban roads, rural network of road, water and electricity supply should be provided and sustained in both urban and rural areas to enhance business activities in Nigeria.

Conclusion

From all indications, the bureaucracy has significant role to play in terms of manpower training for national development by investing in human capital development. Also, by making and executing sound educational policies and establishing functional vocational institutions saddled with the responsibilities of training and empowering Nigerians (financially) towards self-reliance which is a key factor in productivity, income earning and national development.

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