



## Manpower Development and Lecturers Productivity in Maritime Institutions in Nigeria

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### ABSTRACT

This research investigates the nexus between manpower development initiatives and the productivity of lecturers in maritime institutions across Nigeria. The maritime sector plays a pivotal role in the nation's economic growth, necessitating a closer examination of the factors influencing lecturers' effectiveness in this domain. Employing correlation research design, comprising Lecturers in two public Maritime Institutions in Nigeria. The sample size of the study is 133 Lecturers using stratified random sampling techniques. Two self-developed instruments titled "Manpower Development Questionnaire" (MPDQ) and "Lecturers Productivity Questionnaire" (LPQ) was used to collect data. Face and content validation of the instrument were ensured. The general reliability coefficient of (MPDQ) was established at 0.72 while (LPQ) was given at 0.78 respectively. Linear and simple regression analysis were used to answer research questions while t-test associated with linear regression were used to test the hypotheses at 0.05 alpha level. It was discovered that significant relationship exist between manpower development and Lecturers' productivity by 42.2%. It was concluded that manpower planning, manpower training, motivation, job security, supervision activities significantly relates to Lecturers productivity in Marine Institutions in Nigeria. In view of these, some recommendations made include that governments should make budgetary allocation for training of Lecturers periodically to upgrade their skills and knowledge and also the Ministry of Blue Economy through Nigeria Maritime Administration and Safety Agency, should ensure regular supervision and organized seminars, workshops and conferences for Lecturers on regular basis in order to enhance optimum Lecturers productivity in maritime institutions in Nigeria

**Keywords:** Manpower development, Lecturers Productivity, Job security and Maritime institutions.

### Introduction

The maritime sector in Nigeria is a critical component of the nation's economic development, serving as a major hub for trade, transportation, and commerce. The effective functioning of this sector relies heavily on the competence and proficiency of lecturers within maritime institutions who play a pivotal role in shaping the next generation of maritime professionals. However, the optimal productivity of lecturers is contingent upon the adequacy and effectiveness of manpower development initiatives.

Manpower development in the marine industry, as in all other sectors, is primarily driven by the need to keep workers modern, dynamic, and adaptable in order to enable them to carry out their jobs well throughout the fast-paced changes in science, technology, politics, the economy, and world affairs. As correctly noted by Lasa (2005), teachers are the cornerstone of excellence in education since they are the people who carry out the formal curriculum and are therefore at the center of the learning process. In companies, the concept of manpower development is now widely acknowledged. Manpower development is a process of intellectual and emotional achievement through providing the means by which people can grow on their jobs. It relates to series of activities, which an enterprise would embark upon to improve its managerial capacity. Manpower development is important in any discussion of strategic human resources management. This emphasis on manpower and development is influenced by the belief that it is now desirable to focus more attention on areas which in the past has been relatively neglected because every organization regardless of its size must provide for the needs, interest and desire of its employee within the work environment if it is to earn loyalty, dedication, involvement and commitment necessary to compete effectively, (Onuka, in Akanni & Odofin, 2015).

In fact, human being constitutes the ultimate basis of a nation's wealth. This proposition applies to the organization, which implies that with daily increase and complexity in the organizational activities and the problem ensuring optimum productivity which is fast becoming a challenge as well as imperative for the management of organization, thus, training and development of staff on whom the huge responsibility of furthering these goals rest, must take top priority if the organization must continue to enjoy maximum performance from the staff.

Manpower development encompasses various strategies aimed at enhancing the skills, knowledge, and capabilities of individuals in the workforce. In the context of maritime education, this involves initiatives such as training programs, professional development courses, and skill acquisition opportunities for lecturers. The effectiveness of these initiatives directly influences the quality of education provided in maritime institutions, impacting the competencies of graduates entering the workforce. Despite the importance of lecturers in shaping the maritime workforce, there is a need to critically examine the existing landscape of manpower development in Nigerian maritime institutions. Questions arise regarding the alignment of current programs with the dynamic needs of the industry, the challenges faced by lecturers in their professional development, and the overall impact of these initiatives on lecturers' productivity.

This Study seeks to bridge these gaps by exploring the relationship between manpower development and lecturers' productivity in Nigerian maritime institutions. A comprehensive understanding of these dynamics is crucial for policymakers, educational institutions, and stakeholders to design and implement targeted interventions that optimize the effectiveness of lecturers and, by extension, contribute to the growth and sustainability of the Nigerian maritime sector.

### ***Statement of the Problem***

The maritime sector plays a pivotal role in Nigeria's economic development, and the quality of education imparted in maritime institutions is crucial for producing skilled professionals who can meet the industry's demands. However, there are pressing concerns regarding manpower development and the productivity of lecturers within these institutions. This statement outlines the key issues surrounding this critical area of maritime education such as inadequate manpower development programs, lecturers' productivity challenges, infrastructure and resource deficiencies, policy and institutional support issues. In addressing these multifaceted challenges, a comprehensive strategy can be formulated to enhance manpower development and improve the productivity of lecturers in Nigerian maritime institutions. This, in turn, can contribute to the overall growth and competitiveness of the maritime sector in the nation.

### ***Aim and Objectives of the Study***

The aim of the study on "manpower development and lecturers' productivity in maritime institutions in Nigeria" help guide the investigation and provide a clear focus. While the possible objectives are:

1. To examine manpower planning and Lecturers productivity in maritime institutions in Nigeria.
2. To examine the existing manpower development in maritime institutions in Nigeria.
3. To determine the extent of relationship between job security and lecturers productivity in maritime institutions in Nigeria.

### ***Research Questions***

The following research questions guided this study;

1. What is the relationship between manpower planning and Lecturers productivity in maritime institutions in Nigeria?
2. To what extent the existing manpower development enhance Lecturers productivity in maritime institutions in Nigeria?
3. What is the extent of relationship between job security and lecturers' productivity in maritime institutions in Nigeria?

### ***Research Hypotheses***

The following formulated hypotheses further guided the study:

1. There is no significant relationship between manpower planning and Lecturers productivity in Nigerian maritime institutions.
2. There is no significant relationship between existing manpower development and Lecturers productivity in maritime institutions in Nigeria.
3. There is no significant relationship between job security and lecturers' productivity in in maritime institutions in Nigeria.

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## **CONCEPTUAL REVIEW**

### ***Concept of Manpower Development***

The overarching goal of human resources (manpower) development programs at marine institutions is to increase lecturers' output (Hoyle, 2015). In an organization, it refers to the human resources required to complete specific workloads. The goal of achieving strong performance at a reasonable cost now includes manpower development. Every institution, organization, and industry's well-being is at stake.

Manpower development, according to Heathfield in Suleiman (2016), is a framework for assisting employees in developing their organizational and personal skills, knowledge, and capacities. She continued by saying that options for hiring and training, career development, performance management

and development, coaching, mentoring, succession planning, and organizational development are all included in the need for manpower. In a similar vein, Blaug in Angaye (1995) sees manpower development as a process that involves education, training, and other professional endeavors to raise an individual's degree of knowledge, skills, and abilities in order to promote personal fulfillment and performance for the benefit of national development. He maintains that consistent, deliberate investment in capacity building and requirement planning for human resources developed people's potential to be highly productive for long-term organizational effectiveness and the achievement of the school goals and objectives

### ***Manpower Development and Lecturers Productivity***

According to Adeoye (2002), Okotoni and Erero (2005), Olaniyan and Ojo (2008), and others, improving or increasing an employee's effectiveness is the duty of every management in an organization. These authors listed the goals of manpower development. The idea of teachers' productivity is one that resonates strongly with all human groups, including schools. This concept drives organizational efforts to choose the most suitable teacher species for the desired academic results. The accomplishment of predetermined objectives would remain theoretical and abstract until organizational leaders and managers are able to understand the notion and its pertinent contribution to goal success. Rather than achieving sustained productivity, Nigerian firms and institutions would be forced to replicate the managerial errors of their forebears, which have consistently produced the same outcome over time. According to Todaro (2006), developing capacity to raise economic productivity is one of Nigeria's biggest challenges of the new millennium. The goal of productivity is to raise output while lowering production costs. It represents the connection between the total amount of input and the entire amount of goods and services. Koontz (2008) defined productivity as the input-output ratio over a given time period while taking quality into account.

The productivity of a social organization is directly correlated with its labor resource. Increasing productivity in Nigerian educational institutions has been the subject of most conferences, workshops, symposia, and seminars. According to Nwachukwu (2004), productivity is the end product of a specific resource intake at a specific moment.

### ***Manpower Planning and Teachers Productivity***

The best possible utilization of human resources is referred to as manpower planning. Organizations use this process to balance the needs of all staff levels going forward. The process of right-sizing and striking a balance between the supply and demand of labor is known as manpower planning. The most important, erratic, and possibly unpredictable resource that a company uses is its people. Any organization's management faces a number of challenges, one of which is figuring out how to best match these people, or workers, with employment.

Efficient planning is necessary for an effective school education program that employs both qualitative and quantitative school workers to generate high-quality outcomes. Manpower planning's primary goal is to make sure that an organization has the appropriate amount of workers performing the tasks for which they are most economically valuable at the appropriate time and location. This is also consistent with Agabi's (2013) assertion that the goal of manpower planning is to improve the match between the availability and demand for labor.

It's crucial to understand that it would be challenging to determine how many employees are needed for hiring, transferring, or retraining in order to improve performance without a solid manpower plan. Planning manpower involves paying close attention to the demands of the economy at any given time, which may involve making projections or forecasts of the necessary resources. The strategy normally calls for a periodic audit of manpower; it is not implemented randomly. Its benefits are numerous, including the following: manpower planning makes staffing requirements easier, areas with high labor turnover are emphasized, and the necessary number of employees will be hired at every level of the hierarchy.

Manpower planning, as stated by Akangbou in Owmondah (2018), is an intentional attempt by the government to connect the advancement of their educational system to the needs for educated people to acquire those skills that are severely lacking in the economy in order to accelerate economic development. The skills required by workers (manpower) can be developed through formal educational system. Manpower planning is based on the assumption that is founded on reality or experience that;

- The provision of relevant skills is a prerequisite to development in any society.
- Succeeding in the development of such crucial skills is a prerequisite to development in any society; and
- Projection of manpower is based on the accurate computation of employment-output ratios or productivity of workers.

Manpower planning, according to Rothwell (2010), encourages leaders to assess the needs of the organization by identifying and providing solid developmental experience for employees in order to achieve high performance. It also ensures leadership continuity in key positions, retains and develops intellectual and knowledge capital for the future, and also encourages individuals.

### ***Job Security***

Job Security is the feeling employees enjoy working for the company without fear of adverse effects on self-image (Basharat et al., 2019; Tobias & Jochen, 2019). It's the assurance that an employee can keep their job in the foreseeable future with minimal influences from outside factors. Job security results in better employee engagement, improves efficiency level and productivity. One thing employee's (teachers) desire in a career is job security. When they are sure that the job they do is kept with ease and don't have to worry about risk of losing it gives more morale, motivation and commitment. Akinyele et al, (2013) opined that a well executed human resource development programme has a great influence on workers job security because they provide a

number of interrelated benefits such as training and development, performance appraisal, remuneration, welfare, health and better working environment. This will enhance their personal learning and growth, increase of skills in the field of specialization and productivity. Individuals have a habit of feeling safe at work in a dependable workplace environment. Employees can be encouraged by ensuring a work situation in which the intellect of employees supports the generation, promotion and realization of inventive ideas in addition to concepts. It is leaders and supervisors in the workplace will play an immense role in shaping job security. As an advantage, job security should inspire the standard of correspondence, prompting the commitment of employees to help the organization achieve its goals, just as the desire to expand efforts to benefit the association would be seen and compensated. In comparison, if people cannot trust other members of the organization, the workplace will be perceived as ambiguous, unpredictable and threatening (Yang, Jin, Fu & Li, 2019; Sabbir et al., 2018). On the other hand, once employees feel low association support, their immersion in enhancement will be conical. Trustworthiness therefore, largely influences the secure perception of the work place environment (Basharat et al., 2019; Matti & Krist, 2018). Besides the interaction history, cognitive trust is built on knowledge about the trustee. In the same way, employees who felt more experience of job security and enhanced needs-supplies suitable in addition to increased creativity and productivity.

According to Gharib, Kahwaji and Elrasheed (2017), job security can be viewed as the employment certainty from organizations that their employees will remain with them for a long period of time without being wrongly dismissed. Job security is defined as the assurance in an employee's job continuity due to the general economic conditions in the country Maryatmi (2020). It is the assurance from the company or organization that their employees will remain with them for a reasonable period of time without being wrongly dismissed (Lucky, Minai, & Rahman, 2013). It is concerned with the possibility or probability of an individual keeping his/her Job. Adebayo & Lucky (2012). It deals with the chances of employees keeping their jobs in order not be unemployed. There are certain factors that determine employee job security; they are:

- Employment contract
- Collective bargaining agreement
- Labor legislation
- Personal factors (education, work, experience, job functional area, work industry, work location, skills)

The duo further stated that economic and business conditions affect job security; they cited an instance with the U.S., where it was reported that national job security depended on the economic and business conditions due to the capitalist system that encouraged entrepreneurship development and minimal government in businesses. They concluded by saying that if the economy is booming, there will be increase in employment rate and subsequently, job security but if the economy is experiencing down turn, economic chaos or recession, organizations will reduce their staff strength to save costs and job security will be on the decrease. (Eruh, et al., 2013). Opined that Jobs which are not backed by indefinite contract or cannot be guaranteed for reasonable periods are deemed to lack job security. It is also seen as the employees being free from the fear of being dismissed from his/her present employment or job loss. It is the assurance from the company or organization that their employees will remain with them for a reasonable period of time without being wrongly dismissed (Kraja, 2015).

### ***Maritime Institution***

Maritime institution typically refers to an organization or educational institution that is focused on maritime education, training, research, and related activities. These institutions play a crucial role in preparing individuals for careers in the maritime industry, which encompasses various aspects of navigation, shipping, maritime law, marine engineering, and related fields.

Here are some key features and functions associated with maritime institutions:

1. **Education and Training:** Maritime institutions offer programs and courses that cover a range of maritime disciplines. This education may include academic degrees, vocational training, and certifications relevant to the maritime industry.
2. **Navigation and Seamanship:** Many maritime institutions provide training in navigation, seamanship, and maritime safety. This includes courses for deck officers, ship captains, and crew members.
3. **Marine Engineering:** Institutions may offer programs in marine engineering for individuals interested in designing, operating, and maintaining marine propulsion systems, engines, and other mechanical aspects of ships.
4. **Maritime Law and Management:** Some institutions focus on legal and managerial aspects of the maritime industry, providing education in maritime law, shipping management, and related fields.
5. **Research and Development:** Maritime institutions often engage in research to contribute to advancements in maritime technology, safety, and environmental sustainability. They may collaborate with industry partners, government agencies, and international organizations.
6. **Simulators and Practical Training:** Many institutions use simulators and practical training facilities to provide hands-on experience to students, allowing them to develop practical skills in a controlled environment.
7. **International Standards and Regulations:** Maritime institutions often ensure that their programs align with international standards and regulations set by organizations such as the International Maritime Organization (IMO) to maintain a high level of safety and professionalism in the industry.

8. **Career Placement Services:** Some institutions assist their graduates in finding employment within the maritime sector by providing career placement services, networking opportunities, and industry connections.

Examples of maritime institutions include maritime academies, naval academies, and specialized maritime universities. These institutions are essential for developing a skilled and knowledgeable workforce to meet the demands of the maritime industry, which plays a critical role in global trade and transportation.

## Methodology

The study adopted a correlation research design. This type of research design is appropriate in determining the relationship that exists between dependent and independent variable study. The study comprised Lecturers in two public Maritime Institutions in Nigeria. The sample size of the study is 133 Lecturers using stratified random sampling techniques. Two self-developed instruments titled "Manpower Development Questionnaire" (MPDQ) and "Lecturers Productivity Questionnaire" (LPQ) these instruments consisted of two parts. Section "A" elicited information on bio-data of the respondents while section "B" elicited information on manpower development and Lecturers productivity in public Maritime Institutions in Nigeria. The "Manpower Development Questionnaire (MPDQ)" is divided into three (3) sub-section namely: manpower planning, manpower training, job security. While "Teachers' productivity Questionnaire (TPQ) The instruments were structured on a modified four-point Likert type rating scale of Very High Extent (VHE), High Extent (HE) Moderate Extent (ME) and Low Extent (LE). The criterion mean of these instruments was set at 2.50. Meaning criterion mean value of 2.50 was agreed while less the criterion value of 2.50 was disagreed. The Simple Linear regression was used to answer research questions, while the t-test associated with linear regression was used to test the null hypothesis at 0.05 level of significance

## PRESENTATION OF RESULTS

**Research Question One:** What is the relationship between manpower planning and Lecturers productivity in maritime institutions in Nigeria?

**Table 1:** Simple linear regression analysis on the relationship between manpower planning and Lecturers productivity

Model	R	R. square	Adjusted R. square	Std. Error of Estimates
1	.550	.302	.297	7.65

Table 1 reveals that the computed regression co-efficient R was found to be .550, while the squared regression value is computed at .302. This implies that manpower planning is related lecturers' productivity by 30.2% as indicated by the co-efficient of determination therefore the remaining 69.8% is related by other factors.

**Research Question Two:** To what extent the existing manpower development plan enhance Lecturers productivity in maritime institutions in Nigeria?

**Table 2:** Simple linear regression analysis on the extent existing manpower development enhances Lecturers productivity.

Model	R	R. square	Adjusted R. square	Std. Error of Estimates
1	.537	.288	.283	7.73

Table 2. revealed that the computed regression co-efficient R is .537. While the squared regression value is .288. This implies that there is no existing manpower development that enhances Lecturers productivity by 28.8% as indicated by the co-efficient of determination therefore the remaining 71.2% is related by other factors.

**Research Question Three:** What is the extent of relationship between job security and lecturers' productivity in maritime institutions in Nigeria?

**Table 3:** Simple linear regression analysis on the extent job security relates to lecturers' productivity.

Model	R	R. square	Adjusted R. square	Std. Error of Estimates
1	.472	.223	.217	8.07

Table 3. Revealed that the computed regression co-efficient R is .472. While, the squared regression value is .223. This implies that job security relates to teachers' productivity by 22.3% as indicated by the co-efficient of determination. Therefore, the remaining 77.7% is related by other factors.

## Test of Hypotheses

**Hypotheses.** There is no significant relationship between manpower planning and Lecturers productivity in Nigerian maritime institutions.

**Table 4:** T-test associated with simple linear regression analysis on the significant relationship between manpower planning and Lecturers productivity.

Model	Unstandardized	Std.	Standardized		
Co-efficient	Error	co-efficient	Beta	T.cal	Sig
	B				

1 (constant)	40.639	2.756		14.748	.000
Manpower planning	.767	.102	.550	7.531	.000

Table 4. Shows that standardized beta co-efficient are .550. The t- calculated value of 7.531 associated with linear regression is statistically significant at .000 when subjected to 0.05 alpha levels. The result of table 4 was  $(.302) = 7.531, P = .000$ . This result is significant as P-value of .000 is less than the 0.05 level of significance. Therefore the Null hypothesis is rejected by implication there is a significant relationship between manpower planning and lecturers productivity in maritime institutions in Nigeria.

**Hypothesis Two:** There is no significant relationship between existing manpower development and Lecturers productivity in maritime institutions in Nigeria.

**Table 5:** T-test associated with simple linear regression analysis on the relationship between existing manpower development and Lecturers productivity

Model	Unstandardized	Std	Standardized		
	Error	co-efficient	Beta	T.cal	Sig
1 (constant)	40.639	2.756		14.748	.000
Manpower training	.767	.102	.550	7.531	.000

Table 5: revealed that standardized beta co-efficient is .537. The t- calculated value of 7.281 associated with linear regression is statistically significant at .000 when subjected to 0.05 alpha level. The result of table 5 was  $(.288) = 7.281, P = .000$ . This result is significant as the P- value of .000 is less than the 0.05 level of significance; therefore the null hypothesis is rejected. By implication, there is no significant relationship between existing manpower development and Lecturers productivity in maritime institutions in Nigeria

**Hypothesis Three:**

**Table 6:** T-test associated with simple linear regression analysis on the extent job security relates to teachers' productivity.

Model	Unstandardized	Std.	Standardized		
	Error	co-efficient	Beta	T.cal	Sig
1 (constant)	38.058	3.773		10.086	.000
Job security.831	.136	.472	6.129	.000	

Table 6. Shows that standardized beta co-efficient is .472, the t- calculated value of 6.129 associated with linear regression is statistically significant at .000 when subjected to 0.05 alpha level. The result in table 4.4a was  $(.223) = 6.129, P = .000$ . This result is significant as the P-value of .000 is less than the 0.05 level of significance. Therefore the null hypothesis is rejected, this suggest that, there is a significant relationship between job security and lecturers productivity in Nigeria Maritime Institutions

## Discussions of Findings

### The relationship between manpower planning and Lecturers productivity in maritime institutions in Nigeria

Table 1. Shows that the computed regression co-efficient R was found to be .550 while, the squared regression value is .302. The percentage of co-efficient of determination ( $R^2 \times 100$ ) is 30.2%. The analysis implies that manpower planning relates to lecturers productivity by 30.2% meaning the remaining 69.8% is related by other factors. The null hypothesis was rejected by implication; significantly relationship exists between manpower planning and lecturers productivity in maritime institutions in Nigeria. This shows that manpower planning as a management tool helps in developing and preparing leaders for future exigencies for the attainment of school goals.

This finding is in line with Devotha (2011) in a study carried out on "challenges facing human resources (manpower) succession planning in Tanzania work organization. A case of public and private work organization based in DAR ES SALAAM region". It was revealed that human resource succession planning played significant role for organizational development. Also various strategies of enhancing human resources succession plans were identified such as attracting and recruiting potential employees, effective leadership and management development among others that will enhance the attainment of organizational goals.

This view was also supported by Leibman, et al., (1996) when they asserted that manpower planning is a deliberate and systematic effort made by organizations in identifying, developing and retaining individuals with a wide range of leadership competencies which are capable of implementing current and future organizational policies for the actualization of set goals.

### The extent the existing manpower development plan enhance Lecturers productivity in maritime

Table 2. Shows that the computed regression co-efficient R had a value of .537 while, the squared regression value is .288. The percentage co-efficient of determination ( $R^2 \times 100$ ) is found to be 28.8%. The analysis implies that there is no existing manpower development that relates to lecturers productivity

by 28.8%, meaning the remaining 71.2% is related by other factors. The null hypothesis two was rejected. Implying that there is no significant relation between existing manpower development plan and lecturers productivity in maritime institutions in Nigeria.

This is in line with the projection of current and future manpower needs: The current manpower position of the country or organization should be examined before we can project the quantity and quality of manpower supply that we need. Time is a vital factor in manpower planning and also effective employee training in an organization enhance effective work improvement of staffs. This finding agrees with the position of Ndibe (2014) who in his study “effects of employee training on organizational performance in soft drinks bottling company in Enugu”. The study reveals that if right employees are sent on training through systematic training procedures of identifying and selecting employees for training, there will be significant improvement on the organizational performances

### ***The extent of relationship between job security and lecturers' productivity in maritime institution in Nigeria***

Table 4.4 Shows that the computed regression co-efficient R was found to be .472 while, the squared regression value is .223. The percentage of co-efficient of determination ( $R^2 \times 100$ ) is 22.3%. This analysis implies that significant relationship exists between job security and teachers' productivity by 22.3% meaning the remaining 77.7% is related by other factors. The null hypothesis four was rejected by implication; there is a significant relationship between job security and lecturers' productivity in maritime institutions in Nigeria. This equally shows that job security is more concern with the improvement of service delivery for the attainment of organizational goals.

This finding is in agreement with the position of Imran, et al., (2015) in a study carried out on “the impact of job security and job satisfaction on organizational productivity”. The study found that employees' job security plays a very important role to enhance employee job commitment to the organization and in the end, organizational productivity will be increased.

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## **Conclusion**

Manpower development plays a pivotal role in enhancing the productivity of lecturers in maritime institutions in Nigeria. The maritime sector is dynamic, requiring constant updates in knowledge and skills to keep up with industry advancements. The continuous development of lecturers through training programs, workshops, and other initiatives directly contributes to improved expertise, relevance to industry needs, motivation, research and innovation, and global competitiveness. This investment in the professional growth of lecturers positively impacts the quality of education provided to students, preparing them for the dynamic challenges of the maritime industry. However, it is essential to complement manpower development with adequate infrastructure, funding, and a supportive institutional environment to maximize its impact on lecturers' productivity.

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## **Recommendations**

From the findings of the study, the researcher therefore recommends that;

1. Government should implement regular and diverse training programs for lecturers to keep them updated on the latest industry trends, technologies, and teaching
2. Management of the maritime Institutions should form strong collaborations with maritime industry stakeholders to ensure that lecturers have firsthand knowledge of industry needs and can incorporate practical insights into their teaching
3. Provide incentives for lecturers to engage in research activities, publish scholarly articles, and contribute to the academic and practical knowledge base of the maritime sector
4. Lecturers to pursue advanced degrees, certifications, and specialized training to deepen their knowledge and skills in specific maritime disciplines.

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