

Assessment of Principals' Personnel Management Practices in Public and Private Senior Secondary Schools in Benue State, Nigeria

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Abstract

This study assessed principals' personnel management practices in private and public senior secondary schools in Benue State, Nigeria. The study was carried out to find out how principals manage staff discipline, appraisal and recruitment. The descriptive survey design was adopted for the research. The research study discovered that: principals do not fully implement personnel management practices (staff discipline, staff appraisal and staff recruitment) in both public and private secondary schools in Benue State, Nigeria. Recommendations made from the study included that: Principals should encourage disciplinary acts among teachers, they should ensure that the teachers are well acquainted with the code of ethics to enable them comply strictly with it, appraisal reports on staff should be considered during promotions and appointments.

Keywords: principals' management practices, secondary schools

Introduction

Personnel management is one of the most important and challenging functions of any organization because it constitutes the ultimate basis for the creation and utilization of the wealth of a nation. Okafor and Udu (2015) perceive management as a set of activities (planning, decision making, organizing, leading and controlling) directed at an organization's resources (human, financial and

physical) with the aim of achieving organizational goals in an efficient and effective manner. Personnel management is the acquisition of personnel or human resources and co-ordination of their performance within the organization. Riches and Morgan in Uche (2014) explain that human resource management in any organization (education or otherwise) is part of the process of management in general that focuses on the people aspect of management, ensuring that the objective of the organization is met. In other words, personnel management is the effective utilization of people at work to achieve the aims and objectives of the organization.

The management of educational institutions is faced with not only the complexities of characters and behaviour of the staff, but also with those of the students and parents (Okoro, 2016). This means that the way and manner these chains of human elements are managed could affect the success of educational institutions. Developing therefore, a functional structure that accommodates the diverse needs of all the groups in the educational system remains a challenge to the management in the education sector.

Human resource management comprises planning, forecasting, organizing, controlling and co-ordinating specific activities like recruitment, selection, training, development, motivation, remuneration, appraisal and employee relations. These activities need to be handled through a systematic and structural approach to achieve organizational goals, and at the same time ensuring delivery of satisfactory services to the general public and the workers.

Poor management of staff in the secondary school system has been identified as the major cause of anti-social behaviour such as the increasing cases of examination malpractice, truancy, bullying, cultism, extortion and other social delinquencies observed among staff and students. In this period of rapid expansion in the number of schools and student's enrolment, Ogba (2011) asserts that the job of managing the human elements of the organization is usually very tasking. Under such environment, the management of each educational institution requires both knowledge and application of personnel management principles and practices. The key management task becomes how to get staff to comprehensively carry out the skill development needs of students through the use of the academic curricula. This formed the researcher's interest to carry out this study on assessment of Principals' staff personnel management practices in public and private senior secondary schools in Benue State, Nigeria.

Statement of Problem

Education is an investment that is expected to enhance economic growth of individuals and the society. It is a known fact that education is a strong factor of social mobility which implies that education has the ability to influence a person's future economic status in the society. The importance of personnel management cannot be over-emphasized. First of all, it is through it that personnel are recruited, selected, trained and developed for the achievement of the objectives of an organization.

Secondly, without an efficient personnel management, staff welfare, appraisal and promotion will be neglected.

Serious concerns are being expressed by teaching and non-teaching personnel in secondary school system over the performance of the Secondary Education Management Board. Salaries are delayed. There are lack of basic instructional materials and equipment. The government appears not to be interested in the welfare of teachers'. In most cases, vacancies are not advertised by the board before interviews are conducted. Also the board does not sponsor her staff to conferences in their areas of specialization. All these may be due to ineffective personnel management practices. (Aina, 2012).

Despite the fact that there is a manual to guide the board in personnel management functions, both teaching and non-teaching staff are still complaining like their counterpart in other states and the extents to which staff of the Board comply with the provisions is not known and have not been empirically investigated to the researchers' knowledge.

The problem of this study therefore is to empirically assess the extent to which staff personnel practices is implemented in public and private senior secondary schools in Benue State, Nigeria.

Purpose of the Study

The objective of this study is to assess principals' staff personnel management practices in public and private senior secondary schools in Benue State, Nigeria. Specifically, the study seeks to:

1. Find out the extent to which principals manage staff discipline in public and private senior secondary schools in Benue State, Nigeria.
2. Ascertain the extent to which principals manage staff appraisal in public and private senior secondary schools in Benue State, Nigeria.
3. Find out the extent to which principals manage staff recruitment and posting in public and private senior secondary schools in Benue State, Nigeria

Research Questions

The following research questions are formulated to guide the study:

1. To what extent do principals manage staff discipline in public and private senior secondary schools in Benue State, Nigeria?
2. To what extent do principals manage staff appraisal in public and private senior secondary schools in Benue State, Nigeria?
3. To what extent do principals manage staff recruitment and posting in public and private senior secondary schools in Benue State, Nigeria?

Hypotheses

The following hypotheses were formulated to test the study:

H₁: There is no significant difference in the mean rating of principals' management of

staff discipline in public and private senior secondary schools in Benue State, Nigeria
H₂: There is no significant difference in the mean rating of principals' management of staff appraisal in public and private senior secondary schools in Benue State, Nigeria
H₃: There is no significant difference in the mean rating of principals' management of staff recruitment and posting in public and private senior secondary schools in Benue State, Nigeria

Literature Review

Human Relations Theory

The propounder of the human relations theory is Mary Packer Follett (1868 – 1933). The central idea in this theory is that human factor is important in the achievement of organizational goals. It is assumed that the achievement of workers depends significantly on how best their needs and aspirations are taken care of. People who have undertaken studies in human relations are many, but Mary Packer Follett (1868-1933) is often regarded as the first great proponent of human relations theory. She was a social philosopher, and has interest in the human problem faced in organizations. She concluded that lack of productivity can only be reduced through cooperation among the workers in an organization. The major focus of human relations theory is on interpersonal relationship between individuals, co-workers and the cordial relationship that exists between management and personnel that will enhance organizational goals.

Human relations theory tries to systematically discover the social as well as the psychological factors that can create an atmosphere for effective and efficient human relations that can increase organizational output. Since the secondary education management board deal with different people; the teacher, student, non-teaching staff, parents and the community, it is imperative that human relations be such that enhance education goals and objectives. Human relations theory is therefore relevant to this study.

Concept of Personnel Management

Personnel management is the art and process of acquiring the best manpower and effectively utilizing them through development and mobilization for the achievement of organizational goals. No organization can function effectively without professional personnel management. Personnel management is the function of all enterprises which provides for effective utilization of human resources to achieve both the objective of the enterprise and the satisfaction and development of the employees. According to Ogunu (2011), personnel management is that specialized activity of the organization, which caters for the employment, development, and utilization of the organization's human resources. The role of human resource management is a specialized one that demands cooperate activities of all the stakeholders in the organization concerned. It can also be seen as that staff function of organizational management that is designed to secure, develop and retain

the skills and knowledge essential for the accomplishment of the goals of the organization. Personnel management is that art of harnessing all the human resources in an organization in order to get something done at a minimum cost and with maximum beneficial results as planned and anticipated without exploitation of the personnel. It can also be referred to as Human Resource Management (Ogba, 2012).

Personnel management therefore is the process of recruiting, training, developing, effectively mobilizing and utilizing the human resource in an organization for the achievement of her set goals and objectives. Personnel management is therefore, the acquisition, mobilization and utilization of all personnel or human resource in an organization for the achievement of her set objectives by way of planning, directing, organizing, controlling and co-ordinating their activities and functions (Ogba, 2012).

Concept of Personnel Management Practices

As the world (education institutions inclusive) is becoming more competitive and unstable than ever before, production-based industries are seeking to gain competitive advantage at all costs and are turning to more innovative sources through personnel management practices (Sparrow, Schuler & Jackson, 2014). Personnel management practices in secondary schools is a system that attracts, recruits, trains and develops, motivates, disciplines, promotes, provides welfare services and retains employees to ensure the implementation and the survival of the institution and its members. Besides, personnel management practices is also conceptualized as a set of internally consistent policies and practices designed and implemented to ensure that an institution's human capital contributes to the achievement of its goals and objectives (Delery & Doty, 2006).

Minbaeva (2015) viewed personnel management practices as a set of practices used by organization to manage human resources through facilitating the development of competencies that are firm, specific and that can produce complex social relation and generate organizational knowledge to sustain competitive advantage. It has been widely acknowledged that effective personnel management practices, according to Damampour and Gopalakrishnan (2008), Tan and Nasurdin (2010), are significant in extracting positive work behaviour among employees which consecutively leads to organizational innovation. According to Harter, Schmidt, and Hayes (2002), personnel management practices can generate increased knowledge, motivation synergy and commitment of a firm's employees, resulting in a source of sustained competitive advantage for the firm. However, some authors, such as Hilsop (2013), Morrow and McElroy (2011) have argued on the missing link between human resource management practices and organization outcomes.

Personnel management practices play an influential role in motivating employees to exhibit favorable attitudes and behaviour, which are required to support and implement the competitive strategy of an organization (Hiltrop, 2013). Wang (2005) remarked that innovative firms treat personnel management practices

as the organization's strategy to encourage team responsibilities, enhance organizational culture, and build up customer relationships through participation and empowerment. When institutions develop and introduce new process and or new administrative practices, they require innovative and creative employees, who are flexible, risk-taking, and tolerant of uncertainty and ambiguity (Chen & Huang, 2009). These employees are highly recognized in educational institutions as they contribute meaningfully on the basis of labour market responsiveness, product and process innovation.

Types of Personnel Management Practices

Staff Discipline

Staff discipline is the ability of both academic and non-academic staff in secondary schools to submit totally to the laid down rules and regulations of the institution. Onah (2008) remarked that staff discipline and control deal essentially with the ability of employees to remain within the bounds of the rules of conduct as defined by the organization. Discipline also connotes the employees' submission to the organization's authority to direct or restrain their activities in the workplace. It is evidently clear that a peaceful and stable learning environment or what is referred to as conducive learning environment achieves better result than unconducive and problematic environment. Conducive environment can only be established where discipline is the watchword

Staff discipline is a corrective instrument that is essential in the growth of an organization. According to Section 4 of the Secondary Education Board Personnel Management Manual which deals with Staff Discipline, the Board shall have effective disciplinary committee for all cadres of staff. Staff who goes against the professional code of conduct shall be disciplined. Such disciplinary measures shall include warnings, queries, and withdrawal of salaries, suspension and reduction in rank, interdiction, and dismissal. The manual further stated that the following offences shall be considered for disciplinary measures: embezzlement of fund, examination malpractices, sexual indulgence and regular absence from duty without permission, truancy, and theft. The same section however permits that staff accused of any offence shall be given fair hearing (Onah, 2008).

Staff Appraisal

Staff appraisal is very important to any school that is desirous of workers' work productivity. It is used in assessing staff performance; the essence of staff appraisal is to determine how well a staff has performed the task assigned to him. Okonkwo (2016) defined staff appraisal as a process by which employees in an organization are assessed with a view to finding out how much of the job requirements the employees are achieving whether they are actually contributing as much as possible to the aims of the organization or whether they are deficient anywhere. It has the advantage of identifying areas of weaknesses or strengths of an

employee so that appropriate adjustments could be made to ensure that an employee is neither being underutilized nor unnecessarily exploited. Echezona (2014) defined staff appraisal as one of the several processes of the personnel function designed to arrive at adjustments about the past or present performance and future potential of an individual to the school system against the background of his total work environment. Dessler (2011) defined staff appraisal as a process of evaluating an employee's current and /or past performance relative to his or her performance standards. Focused on its essentials, staff appraisal always involves setting work standards, assessing the employee's actual performance relative to those standards, and providing feedback to the employee with the aim of motivating him or her to eliminate performance deficiencies or to continue to perform above par. In this study, staff appraisal is defined as the process of formally evaluating performance of staff personnel in public and private senior secondary schools in Benue State.

Staff Recruitment

Recruitment is the process of finding and attracting capable applicants for employment. Those seeking job or looking for a better job will be stimulated through placing of advertisement in any communication media so as to create awareness in the mind of those willing to get a new job where vacancies exist. The criteria needed for the job will be clearly stated so that those who feel they are qualified and have the potentials of doing the job will apply.

According to Grobler, Warnich, Carrell, Elbert, and Hatfield (2012) recruitment is the process of acquiring applicants who are available and qualified to fill positions in an organization. Recruitment is at the center of any educational institution and must be given all the necessary attention it deserves. Fatiregun (2014) remarked that recruitment is that process of assessing a job, announcing the vacancy, arousing interest and stimulating people to apply. Recruiting, according to Mathias and Jackson (2011), is the process of generating a pool of qualified applicants for organizational jobs. It is glaring therefore that for the Secondary Education Management Board to obtain the needed number of professionals for the sustainability of the board, the best way is to embark on recruitment of qualified personnel. As Cole (2012) puts it, the principal purpose of recruitment is to attract sufficient and suitable employees to apply for vacancies in the organization. Adeyemi (2009) defined recruitment as the set of activities an organization uses to attract suitable candidates needed to fill vacancies.

Review of Previous Studies

Ogba (2011) conducted a study on human resource management in secondary schools in Ebonyi State. The purpose of the study was to investigate management of human resources in public and private secondary schools. The researcher formulated six research questions and four null hypotheses to guide the study. The descriptive survey design was employed for the study. The population for the study was 4210 comprising tutorial, non-tutorial staff and principals of public

and private secondary schools. A sample size of 1261 was selected using random sampling. A 57 item questionnaire was adopted for data collection. The validity of the instruments was established by subjecting the draft instrument to face validation. The methods of data analyses were mean (\bar{x}) scores, standard deviation and t-test.

It was found out that principals used disciplinary measures in public and private secondary schools to control staff as well as motivational techniques to encourage staff in public and private secondary schools. Supervisions of instruction in public and private secondary schools are very effective. Also, there is significant difference in the mean ratings of the responses of female and male secondary school staff with respect to motivational techniques used in public and private school. This study is similar to this present study in that they both addressed management of human management in both private and public schools.

Achibong, Effiom, Omoike and Edet (2010) researched on academic staff position to promotion criteria in Nigerian Universities. The study aimed at determining academic staff satisfaction with promotion criteria and what, in their review, should be included in the promotion criteria. The researchers used three research questions and three hypotheses to guide the study. The research design adopted for the study was descriptive survey. The population of the study was 349 academic staff. There was sampling as the entire population was used. The instrument used for data collection was a 30-item questionnaire which was validated by experts in measurement and evaluation. The researchers made use of percentage; mean and standard deviation were used for data analysis.

The study found out that: majority of the academic staff were dissatisfied with the promotion practices, academic staff were satisfied with promotion criteria that had to do with required number of publications but dissatisfied with those related to computer literacy and international publication requirements. An oral interview before promotion was advocated for inclusion into the promotion criteria by academic staff.

Methodology

The study adopted a descriptive research design survey. The population for this study comprised of 87 principals of public senior secondary schools and 66 principals of private Senior Secondary Schools making a total of 153 principals in senior secondary schools in Benue State, Nigeria. Stratified sampling technique was **employed since the total population was used as the sample size.**

The instrument used for the research study was a Researcher-designed questionnaire titled Principals' Personnel Management Practices Questionnaire based on a modified Likert four (4) points scale of Strongly Agree (SA) - 4points; Agree (A) - 3points; Disagree (D) - 2points; and Strongly Disagree (SD) - 1point. The data collected for the study were analyzed based on the research questions using the descriptive statistics (mean).

Data Analysis and Interpretation

Demographic Data

Table 1: Distribution of Respondents by Sex

(N = 153)

Gender	No of Respondents	Percentage (%)
Male	87	56.8
Female	66	43.2
Total	153	100

Table 1 showed that 87 respondents were male with representing 56.8% while 66 respondents were female representing 43.2%.

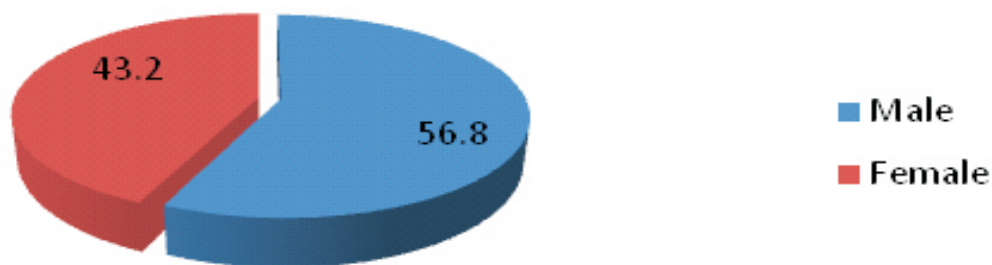


Figure 1: Graphical Representation of Gender of Respondents

Research Question One: To what extent do principals manage staff discipline in public and private secondary schools in Benue State, Nigeria?

Table 1: Principals management of staff discipline in public and private secondary schools

(N = 153)

S/ N	Principals assessment of staff appraisal	Public secondary schools		Private secondary schools		Decision
		Mean	S.D	Mean	S.D	
1	Staff accused of any offence are not given fair hearing by the committee	2.56	0.74	2.59	0.63	Agreed
2	Staff who go against the professional code of conduct are disciplined	2.54	0.72	2.45	0.91	Agreed

3	Principals are not allowed to discipline their misbehaving staff	2.52	0.82	2.51	0.71	Agreed
4	Staff who persist in committing offence are dismissed	2.56	0.81	2.51	0.81	Agreed
5	Any staff found guilty of embezzling funds is disciplined	2.45	0.91	2.53	0.61	Agreed
	Sectional Mean/Standard Deviation	2.53	0.80	2.52	0.73	Agreed

Table 1 presented principals management of staff discipline in public and private secondary schools which had sectional mean scores of 2.53 and 2.52 with standard deviation of 0.80 and 0.73 respectively. Analysis revealed that any staff found guilty of embezzling funds is disciplined, staff who persist in committing offence are dismissed, principals are not allowed to discipline their misbehaving staff, staff accused of any offence are not given fair hearing by the committee and staff who go against the professional code of conduct are disciplined which had mean scores of 3.00, 2.93, 2.91, 2.84 and 2.65 respectively.

Research Question Two: To what extent do principals manage staff appraisal in private and public secondary schools in Benue State, Nigeria?

Table 2: Principals assessment of staff appraisal in public and private secondary schools (N = 153)

Public secondary schools		Private secondary schools				Decision
S/N	Principals assessment of staff appraisal	Mean	S.D	Mean	S.D	
6	Appraisal Criteria are not always made available to staff	3.00	0.91	2.71	0.72	Agreed
7	Principals recognizes and rewards hard -works to personnel	2.90	0.74	2.52	0.79	Agreed
8	Students' performance at external examinations form part of teachers' appraisal criteria	2.87	0.62	2.79	0.82	Agreed

9	Principals and heads of units appraise their staff without prejudices	2.79	0.94	2.91	0.96	Agreed
10	Principals do not apprise their staff promptly	2.80	0.85	2.79	0.72	Agreed
	Sectional Mean/Standard Deviation	2.87	0.81	2.74	0.80	Agreed

Table 2 presented Principals assessment of staff appraisal in public and private secondary schools which had sectional mean scores of 2.87 and 2.74 with standard deviation of 0.81 and 0.80 respectively. Analysis revealed that appraisal criteria are not always made available to staff, principals recognizes and rewards hard-works to personnel, students' performance at external examinations form part of teachers' appraisal criteria, principals do not apprise their staff promptly and principals and heads of units appraise their staff without prejudices which had mean scores of 3.00, 2.90, 2.87, 2.80 and 2.79 respectively.

Research Question Three: To what extent do principals manage staff recruitment and posting in public and private senior secondary schools in Benue State, Nigeria?

Table 3 : Principals' management of staff recruitment and posting in public and private senior secondary schools

(N=153)

Public secondary schools		Private secondary schools				Decision
S/N	Principals assessment of staff appraisal	Mean	S.D	Mean	S.D	
11	Recruitment of Personnel is based on academic qualification	2.65	0.75	2.78	0.81	Agreed
12	Interviews are mere formalities for selection personnel	2.55	0.87	2.69	0.84	Agreed
13	Vacancies are often advertised by the Board before interviews are conducted	2.50	0.79	2.59	0.71	Agreed

14	The interview of candidates is usually handled by experienced people in the field	2.60	0.86	2.50	0.79	Agreed
15	Subject area specialization is one of the factors considered in recruitment	2.74	0.72	2.43	0.61	Agreed
	Sectional Mean/Standard Deviation	2.61	0.80	2.60	0.75	Agreed

Table 3 presented principals' management of staff recruitment and posting in public and private senior secondary schools which had sectional mean scores of 2.61 and 2.60 with standard deviation of 0.80 and 0.75 respectively. Analysis revealed that vacancies are often advertised by the board before interviews are conducted, recruitment of personnel is based on academic qualification, the interview of candidates is usually handled by experienced people in the field, subject area specialization is one of the factors considered in recruitment and interviews are not mere formalities for selection personnel which had mean scores of 3.10, 3.04, 2.94, 2.67 and 1.47 respectively.

Test for Hypotheses

H₁: There is no significant difference in the mean ratings between principals' management of staff discipline in public and private senior secondary schools in Benue State, Nigeria

Table 4: The summary of one-way analysis of Variance (ANOVA) on the mean rating of principals on management of staff discipline in public and private secondary schools

	Sum of squares	df	Mean squares	Critical f. value	Sig.	Decision
Staff Discipline: Public Schools	.046	2	.023	.434	.648	Rejected
Private Schools	.065		.053			

Table four above presents the summary of one-way analysis of variance (ANOVA) of the mean ratings of principals on management of staff discipline in public and private secondary schools. It is observed that the F-ratio, distribution, the critical value of F with 2 at 0.05 level of significant is .434, therefore, the computed significant value of .648 is greater than the critical value of .434, hence, the hypothesis is rejected. This means that there is significant difference in the mean ratings between principals' management of staff discipline in public and private senior secondary schools in Benue State, Nigeria.

H₂: There is no significant difference in the mean ratings between principals' management of staff appraisal in public and private senior secondary schools in Benue State, Nigeria

Table 5: The summary of one-way analysis of Variance (ANOVA) on the mean rating of principals on management of staff appraisal in public and private secondary schools

	Sum of squares	df	Mean squares	Critical f. value	Sig.	Decision
Staff Appraisal: Public Schools	.199	2	.099	.464	.769	Rejected
Private Schools	.101		.129			

Table 5 above presents the summary of one-way analysis of variance (ANOVA) of the mean ratings of principals on management of staff appraisal in public and private secondary schools. From the F- ratio distribution, the critical value of F. with 2 and at 0.05 level of .significant is .464. Since the computed significant value of .769 is greater than the critical F- value of .464, then there is good reason to reject the hypothesis. This means that there is significant difference in the mean ratings between principals' management of staff appraisal in public and private senior secondary schools in Benue State, Nigeria.

H₃: There is no significant difference in the mean ratings between principals' management of staff recruitment in public and private senior secondary schools in Benue State, Nigeria

Table 6: The summary of one -way analysis of Variance (ANOVA) on the mean rating of principals on management of staff recruitment in public and private secondary schools

	Sum of squares	df	Mean squares	Critical f. value	Sig.	Decision
Staff recruitment: Public Schools	.256	2	.128	.756	.864	Rejected
Private Schools	.201		.96			

Table six above presents the summary of one-way analysis of variance (ANOVA) of the mean ratings of principals on management of staff recruitment in public and private secondary schools. From the F- ratio distribution, the critical value of F. with 2 and at 0.05 level of .significant is .756. Since the computed significant value of .864 is greater than the critical F- value of .756, then there is good reason to reject the hypothesis. This means that there is significant difference in the mean ratings between principals' management of staff recruitment and posting in public and private senior secondary schools in Benue State, Nigeria.

Discussion of Findings

The study revealed that any staff found guilty of embezzling funds is

disciplined, staff who persist in committing offence are dismissed, principals are not allowed to discipline their misbehaving staff, staff accused of any offence are not given fair hearing by the committee and staff who go against the professional code of conduct are disciplined.

This is in line with the statement of Mgbodile (2004) that discipline has been used as a parameter for measuring the operational success of any organization or system. It's in fact regarded as the life blood of any system.

It was discovered from the analysis that appraisal criteria are not always made available to staff, principals recognizes and rewards hard-works to personnel, students' performance at external examinations form part of teachers' appraisal criteria, principals do not appraise their staff promptly and principals and heads of units appraise their staff without prejudices.

This is in line with the findings of Oboegbulem in Mgbodile (2004) who stated that the importance of staff appraisal is to measure the quality of services rendered by the teachers and it is used for the retention of well qualified staff.

The study revealed that vacancies are often advertised by the board before interviews are conducted, recruitment of personnel is based on academic qualification, the interview of candidates is usually handled by experienced people in the field, subject area specialization is one of the factors considered in recruitment and interviews are not mere formalities for selection of personnel. This is in line with the findings of Ukeje, Akabogu and Ndu (2015), who stated that school Board should widely advertise teaching positions, base their appointment on academic qualifications and conduct oral and written interviews for applicants before they are appointed.

Conclusion

Based on the above findings from the study, the following conclusions were made that principals do not fully implement personnel management practices (staff discipline, staff appraisal and staff recruitment) in both public and private senior secondary schools in Benue State, Nigeria.

Recommendations

In view of the results gathered from this study, the following are the recommendations given:

1. *Principals should encourage disciplinary acts among teachers, they should ensure that the teachers are well acquainted with the code of ethics to enable them comply strictly with it.*
2. Appraisal reports on staff should be considered during promotions and appointments. It will act as a proper watchword on staff and ensure an all round accountability of staff activities.
3. *Principals should ensure that the provisions for recruitment and posting of staff in the personnel management manual are carried out as spelt out in the manual.*

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