ASSESSMENT OF THE EFFECT OF HUMAN RESOURCE DEVELOPMENT ON PERFORMANCE OF ACADEMIC STAFF OF KADUNA STATE UNIVERSITY, KADUNA

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ZARIA, NIGERIA

APRIL, 2021

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P16ADPA8009

A DISSERTATION SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES

AHMADU BELLO UNIVERSITY IN PARTIAL FUFILLMENT OF THE

REQUIREMENTS FOR THE AWARD OF MASTERS OF SCIENCE (M.Sc) DEGREE

IN PUBLIC ADMINISTRATION

DEPARTMENT OF PUBLIC ADMINISTRATION,

FACULTY OF ADMINISTRATION,

AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

APRIL, 2021

Declaration

I hereby declare that this dissertation entitled Assessment of the Effect of Human Resource Development on the Performance of Academic Staff of Kaduna State University was written by me under the supervision of Prof IbrahimAdamu and Dr. Shehu Jafaru in the Department of Public Administration. The information derived from the literature was duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for any certificate at this institution or any other institutions.

YUSUF Aishat Oyiza	…….	……..
Name of Student	Signature	Date

Certification

This dissertation entitled Assessment of the Effect of Human Resource Development on Performance of Academic Staff of Kaduna State University, Kaduna by YUSUF Aishat Oyiza meets the regulation governing the award of Master of Science (M.Sc.) Degree in Public Administration of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Dedication

This Dissertation is dedicated to my parents for their prayers and assistance.

Acknowledgements

I thank Almighty God for giving me the opportunity to make this work a reality.My appreciation goes to my supervisors, Professor Ibrahim Adamu and Dr Shehu Jafaru for their support and contribution towards the success of this work. I am also grateful to the management of Kaduna State University for their support in providing information for this research work.

My profound gratitude to Professor Hamza Yusuf for his immense contribution towards the successful completion of this dissertation. I also wish to acknowledge the coordinator, M.Sc. Public Administration; Dr. Abdulrazaq Madu, the Head of Department, Dr. Musa Idris and other lecturers in the Department for their supports andcontributions.

My appreciation also goes to the entire staff of the department of Public Administration, Ahmadu Bello University, Zaria for all their supports.

My sincere gratitude goes to my parents for their prayers and assistance.

Abstract

The functions of the University system in any society aside teaching is development of new knowledge, research and community services. These cannot be accomplished without proper human resource development. Building solid academic staff programmes influence the realization of the university mission statement. However, human resource development refers to employee development programmes put in place to improve value of employee after joining the organization. It includes education, training and development, which involves giving employee experience to improve learning geared towards proper preparation for job performance. In spite of the importance of development of human resource,academic staff of Nigerian universities especially Kaduna State University(KASU) are not adequately productive due to inadequate staff development which also reflects on the quality of graduates turned out of this university who can hardly write memo or communicate effectively and meaningfully. The objectives of this study were to; determine the effect of academic staff development on quality of graduates of KASU; examine the effect of academic staff development on quality of research in KASU and to ascertain the effect of academic staff development on provision of community services in KASU. literature on the concepts of human resource development, academic staff development, and staff performance were reviewed and the Human Capital Theory by Gray Becker, 1964 was adopted as the theoretical framework for this study. The study adopted survey research design, primary data was collected using questionnaire and simple linear regression analysis was used to test hypotheses. The hypotheses tested indicated; academic staff development has a positive significant (.664) effect on quality of graduates in KASU, academic staff development has positive significant (.733) effect on quality of research in KASU and lastly, academic staff development has a positive significant (.616) effect on community services. The study concluded that academic staff development, improves the performance of academic staff in terms of quality of graduates, quality of research output and community services. Hence, it was recommended that universities especially KASU should ensure regular conduct of academic staff development programmes for capacity building of lecturers for improved teaching and learning in universities.

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CHATPTER ONE
INTRODUCTION

1.1 Background to the Study

Human Resource development also known as staff development can be described as the process of job enrichment that has a mechanism to motivate an employee to accept and play challenging organizational tasks. Human resource development refers to employee development programmes put in place to improve value of employee after joining the organization. It includes education, training and development, which involves giving employee experience in order to improve learning geared towards proper preparation for job performance. Most new employees are not certain about their roles and responsibilities, hence, job demands and employees' capabilities must be balanced through human resource development. Human resource development improves the skill of the individuals in the said role and prepares them for future responsibilities, and such development pays dividends to the employee and the organization; the personal and career goals of the staff are advanced, adding to their abilities and values to the employer. This was further stressed by Becker (1963), in his Human Capital Theory where he argued that, investment in education and training will improve employees' knowledge and skill and at the same time enhance performance. On the other hand, performance tends to reflect on how well an employee performs to achieve organizational objectives.

There are different types of organizations with production of different goods and services. University is one of the organizations which develop societal human capital and also render services to the community.Some of the functions of the university system in any society aside teaching is development of new knowledge, research and community services. These functions cannot be accomplished without proper planning of academic staff development. Building solid

academic staff programmes influences the realization of the university mission statement. The Nigerian University system significantly emphasizes research and dissemination of knowledge as part of its mission statement. This was made obvious in the ordinance passed by the Nigerian Legislative Council in 1948, which stated that the mission of funding their first university (University of Ibadan) was to advance learning and research and to provide instruction in all branches of liberal education (Mellamby, 1974 in Owo, 2014).

Also, the 1954 ordinance according to Bingilar & Etale (2014) identified the need to promote research and advancement of science as one of the main objectives of the university education. This implies that research and dissemination of relevant research result remain one of the parameters for assessment. Therefore, development efforts enable the university to assume these roles and greater responsibilities. Such development programmes in the university system includes; seminars, workshops, conferences and Advanced studies.

Managing human resource in the schools is not an easy task. For a staff to be able to give learning instruction efficiently and effectively for a desired output, he or she must have the teaching skills, knowledge and teaching methods. Not following the required teaching methods, one may leave some gaps in the accepted teaching procedures, hence, difficulty in realizing the objectives or not realizing them at all.

It is an established fact that knowledge is not static, but dynamic. For this reason, knowledge acquired today can become obsolete tomorrow, thus development becomes important. Similarly, development helps to recharge the ‘’lecturer’s intellectual battery’’ with new electrolytes of knowledge and ideas. Which implies that after a lecturer has been given necessary training in an educational institution where he is employed, he develops on the job in order to acquire new

knowledge, skills and abilities which ensure their usefulness to the university and at the same time meeting personal desire for advancement.

Kaduna State University as one of the government owned Universities in Nigeria also engage in development programmes in the area of advanced studies (Masters and Ph.D.) to promote its lecturers' qualifications to teach and impart on student in order to produce qualified graduate, and in the area of research. The University also engage in development programmes like; conferences, workshops and seminars to sharpen lecturers' skill to produce quality research and at the same time impart such skill on their students.

1.2 Statement of Research Problem

The relevance of development of academic staff of universities can never be overstated. Human resource development exerts significant effect on employee performance. This can be achieved taking into consideration factors like academic staff development meant to show that the lecturers are qualified to teach as they are directly involved in training students and produce qualified graduates. Apart from the academic staff being promoted through research publications, research activities enhance their credibility, status, and also add value both to their immediate community and the larger global community.

One of the major problems confronting employers in Nigeria is the issue of low productivity (Etudor, 2001). This has been attributed to lack of skills required in increased productivity. Most of the graduates employed are either unskilled, semi-skilled or non-professional. It takes time for these categories of graduates to acquire the necessary skills for increased output. In Nigerian Universities, Kaduna State University especially, academic staff are not adequately productive due to inadequate staff development programmes. Academic staff cannot live up to expectations

particularly in preparation of lessons, teaching their students, evaluating their performances and conducting research. These problems have been of concern to stakeholders in the university system. Moreover, some graduates that are turned out from these universities can hardly write memo or communicate effectively and meaningfully. They cannot defend their qualifications or degrees. This problem poses question on how underdeveloped the academic staff who are engaged with the function of teaching those to be produced as graduates into the society.

Also, Kaduna State University lecturers have low morale, poor attitude particularly towards embracing development opportunities such as conferences, seminars, and workshops. The quality of research being carried out by these lecturers has been seen to be of low standard, when compared to their counterparts in other parts of the world. Since the world is a global village, it is expected that research findings from the nation's tertiary institutions meet international standard.

Many researchers like Etudor (2001) Ozurumba & Amasuomo (2015), have made frantic efforts to address the problem of Human Resource Development and Performance in State government owned Universities but their efforts have not yielded better results. It is against this back drop that this study investigated the extent to which Human Resource Development Influences Academic Staff performance in Kaduna State University.

1.3 Research Questions

Based on the above research problem, the following questions were formulated;

i. How does academic staff development affects quality of graduates in KASU?
ii. What is the effect of staff development on research output in KASU?
iii. To what extent does staff development affects community services in KASU?

1.4 Research Objectives

The main objective of this study is to assess the effect of Human Resource Development on performance of academic staff of Kaduna State University. Specifically, the study seeks to;

i. Determine the effect of academic staff development on quality of graduates in KASU.
ii. Examine the effect of academic staff development on research outputs in KASU.
iii. Ascertain the effect of academic staff development on community services in KASU.

1.5 Research Hypotheses

The following null hypothesis were formulated based on the objectives;

H_{01} Academic staff development has no significant effect on quality of graduates in KASU.

H_{02} Academic staff development has no significant effect on research output in KASU.

H_{03} Academic staff development has no significant effect on provision of community services in KASU.

1.6 Significance of the Study

Studies by researchers such as Etudor (2001), and Ozurumba &Amasuomo (2015) made efforts to address the problems of academic staff development and performance in State owned universities in Nigeria. Their results have not yielded ultimate results despite using different statistical tools, as they did not include some of the parameters of measuring performance of academic staff of universities.

In order to have a more robust research, the study includes variables like academic staff development together with research output, quality of graduates and community services to properly investigate human resource development and academic staff performance in the university. This study sees the need to fill the gap by undertaking a similar study using simple linear regression to check for direct effect of staff development on academic staff performance in Kaduna State University. Therefore, this study will contribute to literature on the subject matter and serve as reference material for other researchers engaged in similar studies.

1.7 Scope and Limitations of the Study

This study is limited to Kaduna State University based on the fact that all Nigerian Universities engaged in the same pattern of Academic Staff Development and most of the empirical literatures on the subject matter are on government universities from the southern part of Nigeria. Kaduna state university was selected among other northern state universities due to timeframe and available resources. The Study focused primarily on assessment of the effect of Human Resource Development on Performance of academic staff of KASU from 2014 to 2018, reason for the time frame is to get current information on academic staff development. The variables of interest include; academic staff development, quality of graduate, research output, and communal services.

For this study, there is limitation in the aspect of secondary data on academic staff promotion list, the list for the year 2014 was not available for the study.

1.8 Operational Definitions of Concepts

Human Resource Development (HRD): HRD means the medium by which employees in an organization are transformed from their present state, to a desired state of development in the area of improved skills and knowledge through training for the purpose of achieving effective performance of organizational workforce. Such medium of HRD programmes in the university include advanced studies (i.e masters or Ph.D degrees), and conferences/seminars/workshops as well as research and publications.

Academic Staff Development: In this study, academic staff development is the development programmes (Masters and Ph.D.) undergone by lecturers to show that the lecturers are qualified to teach, have skills to produce quality research output. They include; advance studies (masters, and PhD), seminars, conferences and workshops.

Academic Staff Performance: Academic staff performance in this study implies research output, effective delivery of lectures, qualified graduates and communal services.

Quality of Graduates: Quality of graduates in this study means impressive academic result of graduates, low level of failure among graduates, improved students comprehension of subject matter and improved students mastery of the field.

Research Output: Research output in this study means making research publications in international/national journals, publishing proceedings of international/national conferences, serving as an editor/editorial board of an academic staff promotion at a higher level.

Community Services: Community services in this study means academic staff contribution to helping the university gain recognition for its awards by professional bodies, having performed important administrative duties, publication of problem solving research.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviewed related literatures on HRD, Workers' Performance, the relationship between HRD and Workers' performance. Also, theoretical review on the Michigan and Havard model of Human Resource Management (HRM), Storey model of Hard and Soft approach to HRM, and the human capital theory were used to explain the variables under study.

2.2 Human Resource Development (HRD)

Human Resource Development (HRD) represents a concept that focuses on how individuals develop their personal and organizational skills, knowledge and abilities with the objective of ensuring a better integration between work and learning (Agwu, 2014). It is mainly concerned with developing the skills, knowledge and competencies of people and it is people-oriented concept (Park, 2015). In a similar manner, Vasantham (2015), defines it from both the individual and organizational need as a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. This focuses on the framework for helping employees develop their personal and organizational skills, knowledge and abilities for both personal and organizational system success. (Sharma, 2011). Chukwuma (2001), Kulwart (2000), Natali and Joo-Hyun (2014), support this view as they refer to HRD as an integrated use of training and development, career development, and organizational development to improve individual and organizational effectiveness. To this end, Chalofsky (1992), also states that HRD is the practice of increasing the learning capacity of individual, groups, and organizations application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness.

The Chattered Institute of Personnel Management (2017), describes HRD as a key aspect of Human Resource Management (HRM) function that deals with the preparation of employees for competence to effectively deliver on the current or future job or responsibility requirements.

It involves the process of observation, planning, action and review to manage the cognitive capacities, capabilities and behaviors needed to enable and improve individual, team and organizational performance in work organizations (Gibb, 2006). Swanson and Holton (2009) give a similar definition of HRD as a process of developing and unleashing expertise for the purpose of improving individual and teamwork processes, and organizational systems. Also, Mannnien and Viitala (2007), see human resource development (HRD) as a complex process in which knowledge accumulates through training, education as well as work and life experiences.

It is the systematic maintenance, improvement and broadening of competencies, knowledge, experiences and skills and the development of personal qualities helpful in the execution of the organizational role and task (Pierce, 2001). Definition of HRD by these various authors fall short of measures, programmes or activities that ensure the existence of HRD in organizations. To this end, Desimone, Werner and Harris (2002) defined HRD as "a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands". Similarly, Nadler and Nadler (1989 in Agwu 2014), described HRD as "a series of organized activities conducted within a specified time and designed to produce behavioral change" through training activities. In these directions the three key activities involved in HRD include: training, education and development (Nadler and Nadler, 1989 in Agwu 2014).

Training and development is a technique used to transfer to the employee's relevant skills, knowledge and competence to improve employees' performance on current jobs and future

assignment (Parce & Robinson, 2009; McNamara, 2008; Katou and Budhwar, 2006). Training is involved in learning with focus on the learner's present job. Training may be off-the-job (conducted outside the office) or on-the-job (conducted within the office environment). Education is involved in learning with focus on the learner's future job while development is learning that is not focused on the job (Armstrong, 2010).

Despite the numerous definitions, HRD focuses on the medium by which employees in an organization are transformed from their present state, to a desired state of affairs in the area of improved skills and knowledge through training for the purpose of achieving effective performance of organizational workforce. However, for the purpose of this study, the definition put forth is derived from Nadler and Nadler (1989), which explains that HRD is a series of organized training activities conducted within a specified time and designed to produce behavioral change towards effective performance of the organization through training activities. This definition contradicts some scholars who posit that HRD puts the interests of the individual above the organization benefit and thus turning the individual into the main beneficiary of HRD activities.

HRD in tertiary institutions also known as staff development is defined as the comprehensive process by the educational institutions which, through their faculties design both on and off campus variety programmes and activities to strengthen faculty members in their institutions (Uwalaka, 1998). In the words of Elmore (2002), staff development is a set of ongoing activities that increase the capacity or knowledge and skills of lecturers and administrators to improve their practices and performance. Okendu (2009), asserted that staff development in the educational system are planned activities concerned with increasing and enlarging the capabilities of teachers

so that they can successfully improve instructions and enable them occupy higher positions in the hierarchy to handle current responsibilities.

Croft (1964) in Onah (ND) advocated that one effective way of training higher institutional staff is by attendance at learned conferences, seminars, symposia and workshops. In a similar way, Ogundele (2001), stated that numerous programmes have emerged over the years in response to the demand for staff improvement, in the management of educational process. These include conferences, seminars, consultant services, correspondent courses, demonstration, teaching, outreach programmes, experimentation, inter-visitation, workshops, teacher oriented programmes, radio or television programmes, among others. These programs can be classified as a form of on-the-job training except seminar, conference and workshop which sometimes are hold outside the institution or organization (Ogundele, 2001). Sullivan (2007), stresses that on the job training is one of the best training methods because it is planned, organized and conducted at the employee's work place. Generally, organizations use of on-the-job training programmes to provides hands-on learning experience that facilitates learning transfer and because they fit into the organization's flow of activities (Owo,2016).

Off-the-job training on the other hand is a useful development tool. Owo (2016), states that in an off-the-job training, trainees are separated from their job environment and their attentions are focused upon their learning materials related to their future job performance. Since the trainee is not distracted by his job requirements, he can concentrate on his training and learning the job rather than spending his time performing it (Okendu, 2009). Honey (2001), also stated that off-the-job learning experiences, such as workshops, conferences and seminars, obviously have an important contribution to make development meaningful. Honey points out that if designed properly they provide a focus, and safe environment free from distractions where learning is an

undisputed purpose. Over the years leave of absence and sabbatical leave have been popular in the academic world, where professors and lecturers take a leave of absence to sharpen their skills and advance their education and research which is a part of off-the-job training (Owo 2016). Off-the-job training involves employees taking development courses away from their place of work. This is often also referred to as "formal training". It has the advantage of allowing people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas (Sullivan, 2007).

Sandwich Programs or advanced study according to William & Loader (2003), is another form of off-the-job training which involve regular training and development for employees so as to acquaint them with new knowledge and improve on their weaknesses. He further explained that Sandwich programme is a type of continuous education which consists of those learning opportunities utilized by individuals in fulfilling their needs to learn and grow following their preparatory education and work experiences. It intends to deepen understanding or building skills of the individual learner.

Mgbekem (2004), discussed staff development or HRD education programmes under two categories as follows:

a) Long duration staff development education programme

b) Short duration staff development education programmes

Long duration staff development education program according to him is the type of staff training that lasts for a duration of between one, to four years, based on the specific programme involved. During this period the affected lecturers will undergo all the rigor of lectures, research activities and practical. These academic activities prepare lecturers towards their examination for the award of Masters or Doctorate Degree and enhance promotion of lecturers in the system.

Short duration staff development education programme include weekend courses, workshops, seminars, conferences, departmental interaction and exchange of views on crucial educational issues, committees' findings etc. These short duration courses improve lecturers' skills, update their knowledge, competence and performance. They help lecturers to obtain certificates of attendance which are sometimes useful for promotion (Owo, 2016).

Therefore, HRD is geared towards improving teacher's performance with the ultimate aim of achieving set organizational goals (Okendu, 2009). To this end, this study sees HRD activities to include; seminars and workshops, lectures, conferences and higher education attainments, sabbaticals, assisting and deputing position ("assistant-to" position), which are directed to the maintenance, updating and enhancement of professional competence.

Seminar is a form of academic instruction, either at a higher education level or offered by a commercial or professional organization (Owo, 2016). According to Hamby (2014), It is an educational event that feature one or more subject matter experts delivering information primarily via lecture and discussion. Webster (2014), sees seminar as a meeting for giving and discussing information. It was further explained by Owo (2016), as;

> *"a small group of advanced students in a college or graduate school engaged in original research or intensive study under the guidance of a professor who meets regularly with them to discuss their reports and findings, in a course of study. It is a meeting for an exchange of ideas just like a conference. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor or through a more formal presentation of research findings. Normally, participants must not be beginners in the field under discussion. He further states that the idea behind the seminar system is to familiarize students more extensively with the methodology of their chosen subject and also allow them to interact with examples of the practical problems that always crop up during research work." (Owo, 2016:50)*

Workshops at schools according to Owo (2016), often act as in-service training, it is an occasion when a group of people meet to learn about a particular subject, especially by taking part in

discussions or activities. He further explained that consultants are known for their practical hands-on-sessions, which emphasize creating a learning environment that considers, and involves the whole person. Ejiogu (2001) and Okorie (2003), opined that staff development and in-service education are basically the same but for semantic variation. They identified the terms with enhancing teacher effectiveness and efficiency in the teaching and learning process. They also explained that if people working in a particular profession are given in-service training, they attend special courses to improve their skills or to learn about new developments in their field.

Nadler (2009), stated that an academic conference is for researchers to present and discuss their work. Along with academic or scientific journals. conferences provide an important channel for the exchange of information among experts (Okorie, 2003). Presentations are generally followed by discussion, in which participants exchange reactions and criticisms. This exchange of ideas distinguishes academic conference from other non-interactive forms of scholarly communication. Academic conferences are also places where scholars and professionals develop professional relationships.

2.3 Staff Performance

Staff performance is a term typical to the Human Resource field, is everything about the performance of employees in a firm or a company or an organization, It involves all aspects which directly or indirectly affect and relate to the work of the employees (Elnaga and Imran, 2013) According to Hawthorne studies, and many other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in

happy and satisfied workers and the management finds it easy to motivate high performers to attain organizational targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better human resource development programmes (Elnaga and Imran, 2013).

According to Leonard-Barton, (1992), an organisation that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensures constant learning, and on the effective way of doing so is HRD. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. HRD is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 1993; Delaney and Huselid, 1996).

2.3.1 Academic StaffPerformance

Particularly,performance appraisal of organizational performance with regards to academics in institutions of higher education has not received enough attention from, policy makers and administrators of tertiary institutions in the past, hence, its contribution to enhance institutional performance and quality appear to have been neglected (Igbojekwe et al, 2015). The evaluation criteria used in evaluating the teachers in Nigerian tertiary institutions today have failed to enhance the quality of performance and credibility of graduates of tertiary institutions because such evaluation methods tend to give low priority to teaching as noted by Oranu (1993) that describes the quality of teaching in Nigeria as apparently poor, and attributed this to the fact that teaching performance and other in-class behaviours are never recognized criteria when considering university teachers for promotion or reward. Emphasis is rather placed on research publications (Ofoegbu, 2001). Agbonye(2015), contends that the use of research publications

and paper presentation at conferences as the main performance indicators for lecturers while neglecting in-class effectiveness is counter-productive. This view is informed by the fact that the use of these criteria have resulted in the negligence of the primary assignment of an academic which is excellence in teaching (Igbojekwe et al, 2015). According to Adomi (2007) students are the direct consumers of services rendered by universities, polytechnics and colleges of education; hence their views on all aspects of their higher education experiences are essential to the effective monitoring of quality in universities (Hill, Lomas and McGregor, 2003). In the USA, student evaluation of teaching is part of the faculty member's performance evaluation (Emery, Kramer and Tian, 2003). This is also true of European countries (Curtis, 2002). In Nigeria, student evaluation of teaching has not yet been introduced in tertiary institutions (Agbonye, 2015). Criteria for assessing academics for tenure and promotion in many Nigerian higher institutions of learning include qualifications, teaching, current research, publications, and service to university/community and also the promotion and reward systems for academics in Nigeria, however, are largely based on research excellence (Adomi and Mordi, 2003).

Murray, et al. (1996) posit that higher institution teachers are expected to possess content competence; pedagogical competence; the ability to deal with sensitive topics in an open, honest, and respectful way, the ability to contribute to the intellectual development of the student, the ability to treat students' grades, other academic records, and private communications with strict confidentiality, assessment of students that is valid, open, fair, and congruent with the course, and, respect for the institution. According to them, these are ethical principles, which should be taken into account along with other relevant conditions and circumstances, in the design and analysis of university-college teaching, they call these good teaching and appropriate assessment.

As opined by Priestly and Kerpneck (1977 in Agbonye, 2015), tertiary institution teacher needs broad knowledge and understanding of the subject as well as a deep knowledge and understanding of at least one substantial area of it. Since their primary business (and that of the institution) is teaching, they must know a good deal about what they are teaching and a good deal about how to teach it. Hill, Lomas, and McGregor (2003) in their investigation of what students in a number of disciplines perceive as quality education, found that students appreciated lecturers who knew their subject, were well organized, and were interesting to talk to. They appreciated lecturers who provided feedback to students during the session and in assignments, and also liked teachers who were easy to be with and helped them to learn.

It is on the basis of the aforementioned scenario, that this study draws the attention of academics and administrators of institutions of higher learning to the need for carrying out HRD practices that can improve the skills of staffs on the subject area and teaching process and thus, raise institutional growth measures that encompass appropriate assessment of students, quality research output and quality of teaching which at large increased the performance of the institution.

2.3.2 Human Resource Development and Performance

Recognizing the role of HRD practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective HRD programmes that may also affect employee motivation and commitment (Meyer and Allen, 1991 in Elnaga & Imran, 2013). In order to prepare their workers to do their job as

desired, organizations provide HRD programmes to optimize their employee's potential. Most of the organizations, by applying long term planning, invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of competence and commitment. When employees recognize their organization interest in them through offering human resource development programmes, they in turn apply their best efforts to achieve organizational goals, and show high performance on job. (Elnaga & Imran, 2013).

Pfeffer (2004) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Kamoche and Mueller (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm.

HRD researchers assert that the discretionary efforts of employees, on the basis of their commitment and competence induced by HRD, promote workers' performance and organizational goal by extension (Nguyen et al., 2010; Tharenou et al., 2007). Commitment refers to a sense of being emotionally bound to the target, which in the present study is the workers (Tsui, Pearce, Porter& Pripoli, 1997). Competence is represented by a combination of the knowledge, skill, and abilities (KSAs) of the employees, which enable them to fulfill the requisite tasks (Le Deist & Winterton, 2005). In the present study, employee competence specifically refers to the extent to which an organization holds employees with greater knowledge, skills and abilities than those held by its competitors, thereby giving the organization an operational advantage. This study isolate employee commitment and competence as critical intervening processes that account for the effects of HRD on the workers' performance of an organization.

2.4 Empirical Review

Ezeanokwasa (2014) studied Human Resource Development and Academic Staff Performance in Anambra State University. The study employs descriptive research design. Chi-square statistical tool was used to analyze the data gathered from64 respondents out of 217 target population. The study found out that there is significant relationship between employee and organizational achievement, it also revealed that there is a strong relationship between selection/recruitment and organizational performance and lastly, that human development appraisal and academic staff performance is significant. The study is related to this study in terms of human resource practice, it was also a study on staff of tertiary institutions but differs in the area of methodology as the study does not specify the instrument of data collection and the sample was not representative enough and no justification for the choice of sample.

Etale and Bingilar (2014), carried a study on the Impact of Human Resources Development on Performance of Academic Staff in Nigerian Universities. The study involved a survey of two Universities in Bayelsa State. Three hypotheses were tested. Data were obtained from the annual reports of the Federal University, Otuoke and Niger Delta University, Wilberforce Island both in Bayelsa State selected for the period 2010-2014. Data were subjected to statistical analysis using the multiple regression technique. The results of the study revealed that academic staff development has positive and significant relationship with Performance of Academic Staff in Nigerian Universities. The paper is related to this study in the area of study in higher institution but differs in concepts as the research does not observe other variables (Advanced studies and seminars) of Human resource development in the university system.

Owo (2014), carried out research on Appraisal of Staff Development Programmes and performance for Lecturers in Colleges of Education, South-East of Nigeria. Four hypotheses

were tested by the study. The study used both descriptive and inferential statistics to analyze data generated using 264 questionnaire administered and secondary data, data was analyzed using ANOVA. The study found out that Staff Development programmes did not have direct impact on the performance of lecturers in South-East Nigeria.

Yusuf and Dada (2016), studied Impact of teachers' qualification and experience on the performance of students in Colleges of Education in Kaduna State, Nigeria. The study collected data using questionnaire and students' test scores. Analysis was done using frequency counts, percentages and T-test. The study found out that a significant difference existed in the performance of students taught English Language by professional and experienced teachers. The study fails to address the type of qualification it aimed at assessing and as well the kind of training the teachers had. This study is related to the present study in the performance of students in colleges of Education in Kaduna State but differs in the aspect of qualification and experience of teachers as it is limited compare to the recent study that studies the effect of HRD on the performance of the institution in totality.

Ozurumba and Amasuomo (2015), studied academic staff development and output in three state universities in the south-south region of Nigeria. The study used analysis of variance as it statistical tool of analysis and found out that there is no significant difference between academic staff training and teaching, research output and community service. The study is related to this study in the area of its main objective as it determined the relationship between academic staff training and output but differs in the aspect of methodology and population as the study covers three different populations.

Etudor (2001) studied Human resource management skills and teachers' performance in Akwa-Ibom state university. The study used correlation as it statistical tool of analysis and found out

that there is significant relationship between in-service training and teaching, research output and commitment to duty. The study is related to this study in the area of its main objective as it determined the relationship between training and performance but differs in the aspect of methodology and population.

Rajkaran and Mammen (2014), carried out a study on Identifying Key Performance Indicators for Academic Departments in a Comprehensive University through a consensus Based Approach: A South African Case Study. Data was gathered through mailed questionnaire to 243 academics and 12 members of management in one comprehensive university out of which 100 and 11 questionnaires were returned and used from the academics and management members respectively, which represent 41% academics and 92% members of management. Members of management were further interviewed. Data were analyzed for frequencies and percentages using SPSS. The study found out among others that there was limited number of staff with the required number of research publications required for promotion and departmental analysis. The paper is related to this study in the area of measuring performance of institution of learning but differs in the area of HRD as the focus was not on HRD practices in institution of learning.

Nabunya A., Mukwenda H.T., and Kyaligonza R., (2019), studied professional development and service delivery of academic staff of Kampala International University and Kyambogo University. The study used simple linear regression determine the effect of professional development on teaching, research service delivery and community service delivery. The study tested three hypotheses using simple linear regression. They found out that professional development improves academic staff participation in community services. The study is related to this study as it studied the relationship between academic staff development and community service. But differs in the aspect of population.

Kasule (2015), studied Professional development status of teaching and service delivery in Ugandan public university, the study used regression analysis to determine the effect of professional development on teaching and community development activities. Data was collected using questionnaire issued to academic staff of a public university in Uganda. The study used correlation to test two hypotheses and found outthat Ugandan private universities hardly engage in community development activities and that the quality of education provided is relatively low.The study is related to this study in the aspect of relationship between academic staff development and teaching and service delivery but differ in the aspect of research as it does not have research output as one of it variables.

2.5 Theoretical Review

The knowledge and skills of workers acquired through training and education have become important in the face of the increasingly rapid changes in technology, products, and systems (Thang, Quang & Buyens, 2010). Most organizations invest in training because they believe that higher performance will give result (Kozlowski, et al. 2000 in Ndibe, 2014). Devanna, Formbrun and Tichy (1984) proposed the Michigan School model also known as the 'hard' Human Resource Management (HRM) while Beer et al (1984) proposed the Harvard model also known as the 'soft' Human Resource Management.

The Michigan model (i.e. hard model) also known as matching model was influenced by much of well-known literature on management style, such as Mayo (1933) and McGregor (1960). An organization operating 'hard' HRM would aim to have a rational fit between the organization strategy, structure and HRM system. The hard model emphasizes on treating employees as a means to achieving the organization's strategy. Its assumption is that 'what is good for the

organization is equally good for the employee'. According to Devanna, Fombrun, and Tichy (1984), training and other HRM activities aim to increase individual performance, which is believed to lead to higher organizational performance. Although the Michigan School model acknowledges the importance of motivating and rewarding people, it concentrates most on managing human assets to achieve strategic goals (Pinnington and Edwards, 2000).

The Harvard model (i.e. the soft model of Beer et al (1984), also known as map of HRM territory is based on the belief that, the problems of historical personnel management can only be solved when general managers develop a view point of how they wish to see employees involved in and developed by the enterprise and of what HRM policies and practices may achieve these goals. They proposed four HR policy choices of employee influence, human resource flow, reward systems and work systems that all these put together will lead to HR outcomes of commitment, competence and cost-effectiveness and result in the long-term consequences of individual well-being, organizational effectiveness and societal well-being. Soft model is associated with human relations movement, the utilization of individual talents and McGregor's Theory Y perspective on individuals. This has been equated with the concept of 'high commitment work system' (Walton, 1985 in Balley, 1997) which is aimed at eliciting a commitment so that behavior is primarily self-regulated rather than controlled by sanctions and pressures external to the individual and relations within the organization are based on high levels of trust (Wood 1996 in Balley, 1997). In comparing the soft approach to Theory Y, the soft version assumes that employees will work best (and thereby increase organizational performance) if they are fully committed to the organization (Beaumont, 2002). The soft model emphasizes that this commitment will be generated if employees are trusted, if they are trained and developed, and if

they are allowed to work autonomously and have control over their work. (Guest 1987 in Balley et al, 1997).

A second ‘hard and soft’ HRM theoretical model to show how Human Resource Management (HRM) policies can affect employees and organizational outcomes was developed by Guest called Guest model. The central hypothesis of Guest’s model is that if an integrated set of HRM practices is applied with a view to achieving the established goals, employees’ performance will improve. It also assumes that this will translate to increase in organizational performance. The strength of Guest's model is that it is a useful analytical framework to studying the relationship between HRM policies and organizational performance. This is because it expresses pathways for more careful, clear and ease of empirical testing. Guest also saw the goals of linking employees with organizational performance as important to ensure the high quality of products and services. He thus opines that training policy play an important role in HRM and contributes to improved strategic integration, employee commitment, flexibility and quality. He further asserts that HRM outcomes can lead to high job performance, high problem solving activity, high cost effectiveness, and low turnover, reduced absences and fewer grievances.

Storey (1989) in his model called Storey model of HRM has distinguished between hard and soft forms of HRM, typified by the Michigan and Harvard models respectively. 'Hard' HRM according to him focuses on the resource side of human resources. It emphasizes costs in the form of 'headcounts' and places control firmly in the hands of management. Their role is to manage numbers effectively, keeping the workforce closely matched with requirements in terms of both bodies and behavior. 'Soft' HRM, on the other hand, stresses the 'human' aspects of

HRM. Its concerns are with communication and motivation. People are led rather than managed. They are involved in determining and realizing strategic objectives

The incorporation of both soft and hard elements within one theory or model is highly problematic (Balley et al, 1992) because each rest on a different set of assumptions in the two key areas of human nature and managerial control strategies. Many of these assumptions can, in fact, be traced back to the work of Mc Gregor (1960) who even used the terminology 'hard' and 'soft' to characterize forms of managerial control. McGregor was concerned with how to foster an organizational environment conducive to innovation. He concluded that most managerial control strategies were based on views of human nature contained in Theory X (e.g. that people dislike work), leading to tight managerial control through close direction. This has overtones of the emphasis within the hard model on strategic direction, integration, and performance management techniques such as appraisal. Theory Y, on the other hand, opens up the notion that 'man will exercise self-control in the service of objectives to which he is committed (McGregor 1960 in Balley et al, 1992). If people are assumed to be in pursuit of self fulfilment through work, then management's aim should be to foster individual growth and development in order to realize the potential of its 'human resource'. This has a surprising degree of similarity with the soft version of HRM, resting on the notions of commitment and self-direction, with the dual aims of meeting the needs of the organization and of the individual.

However, it was pointed out by Keenoy (1997 in Armstrong, 2006) that hard and soft HRM are complementary rather than mutually exclusive practice.

The effect of the development of human resource to organization performance can be seen from the perspective of the Human Capital Theorists. The origin of Human Capital Theory can be

traced to macro-economic development theory. In the 1950s, the main factors of production comprised land, labour, physical capital and management (Mincer 1962 in CIPD, 2017; Becker 1993). By the 1960s, however, economists had great difficulty in explaining the growth of the US economy based on the aforementioned factors of production (Schultz 1961 in CIPD, 2017). It was the work of Becker (1964), Schultz (1961) and Mincer (1974) that challenged the prevailing assumption that the growth of physical capital is paramount to economic success. The basic premise behind Human Capital theory is that people's learning capacities are of comparable value with other resources involved in the production of goods and services (Lucas, 2010).

Schultz (1961) introduces his theory of Human Capital where he argues that both knowledge and skill are a form of capital, and that this capital is a product of "deliberate investment." Schultz highlights Western countries, and explains their increase in national output as a result of investment in human capital. He also makes a direct link between an increase in investment in human capital, and the overall increase in workers' earnings. For Schultz, the concept of human capital implies an investment in people. He argues that education, training, and investments in health open up opportunities and choices that otherwise would be unavailable to many individuals. Schultz compares the acquisition of knowledge and skills to acquiring the "means of production." Workers no longer have to be at the mercy of others; instead they can be in control of increasing their own productivity and earnings. He also stipulates that investment in human capital leads to economic growth that in the long-term these investments will strengthen the economy and raise the standard of living. Schultz criticizes those who see investment in human capital as a cost. He argues that while in the short-term there may be a cost (i.e., cost of facility, loss of earnings for workers while in school, etc.), in the long-term the yield from the investment will far outweigh the cost.

The Human Capital Theory has been developed extensively by Becker (1964). He explained that Human Capital Theory has been developed in the sixties due to the realisation that the growth of physical capital has only small part of growth in the growth of income. Relatively, the emergence of education and skills training in military technology has played an important part in the discovery of this theory. Becker suggests, schooling raises earnings and productivity mainly by providing knowledge, skills and a way of analyzing problems. Moreover, Becker's idea plays an important role in contemporary employee development and learning literature, as Human Capital theory fuels the idea that employees' knowledge and skills can be developed through investment in education or training.

One of Becker's most important contributions to employee development theory relates to training. Becker (1964) argues that, on the whole, investment in education and training will improve productivity, however, it is the type of training that determines who will pay for the training, that is, the employee or the firm. However, this study adopts the Becker Version of Human Capital Theory as it elaborates the effect of investment in education and training which is the focus of this study.

2.6 Theoretical Framework

Human Capital Theory by Gray Becker (1964)

The theoretical framework for this study is human capital theory by Gray Becker 1964. Human capital according to this theory refers to the knowledge, expertise, and skill one accumulates through education and training.The major elements of this theory are; education and training.Human capital theory rest on the assumption that formal education is highly

instrumental and even necessary to improve the production capacity of a population. The theory emphasizes the role of education and training in the growth and development of workers by increasing the level of cognitive stock of productive human capability which is a critical input for innovations, research and development activities.The key assumption underlying this theory is that investment in education and training results in increased learning while increased learning leads to high productivity, and high productivity results to increased wages and business earnings.

Studies like Quiggin (1999), Olaniyan and Okemakinde (2008) used the human capital theory to analyse educational development in different countries and found out that human capital theory helps in the analysis of educational development putting into consideration the role of formal education in societies.

The theory has been criticized on several grounds. At the individual level, it has been controversial whether or to what extent education or other forms of human investments are directly related to improvement in occupation and income.Another problem in the application of the theory is its failure to account for a growing gap between people's increasing learning efforts and knowledge base and diminishing number of commensurate jobs to apply for their increasing knowledge investment especially in developing nations.

Upon the above problem associated with the human capital theory, this study adopts the human capital theory as its theoretical framework as the elements of the theory (education and training) explain the variables of this study. Education and training according to the theory aid the growth and development of workers by increasing the level of cognitive stock of productive human capability which is a critical input for innovations, research and development activities. That is, investment in education and training results in increased learning while increased learning leads

to high productivity, and high productivity results to increased wages and business earnings. In relation to this study, education and training explain the independent variables which is; academic staff development this variable tends to affects the quality of graduate produced,innovations and research which may lead to promotion, which according to the theory result to increased wages and lastly development activities in the form of community development services.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter describes the procedures that were adopted in carrying out the study. The chapter is organized under the following sub-headings; Research design, population of the study, sampling and sampling techniques, sources of data collection, method of data collection and method of data analysis.

3.1 Research Design

The study is an assessment; hence the survey research design was adopted. Survey research design, according to Nwogu (2001) describes the opinion of a cross section of people on an issue of interest by describing events as they are without any manipulation of the entity being observed. This study adopted the survey design because it elicited information from lecturers concerning staff development in Kaduna State University without manipulating any variable.

3.2 Population of the Study

The target population of this study consists of academic staff of Kaduna State University. The reason for the selection of academic staff of KASU is that they are directly involved in training students who later turn out as graduates of the institution and also engage in research activities. The population is distributed as follows:

Table 3.1 Population Distribution of Academic Staff of Kaduna State University, Kaduna

S/n	Cadre	No of Staff
1	Professor	38
2	Associate Professor	26
3	Senior Lecturer	95
4	Lecturer I	112
5	Lecturer II	129
6	Assistant Lecturer	131
7	Graduate Assistant	13
8	**Total**	**544**

Source: Registry Department (KASU, 2019)

The overall population of this study is 544. Professors in KASU are 38, associate professors are 26, senior lecturers are 95, lecturer I are 112, lecturer II are 129, Assistant Lecturers are 131 and Graduate Assistants are 13.

3.3 Sample Size and Sampling Technique

For this study, Krejcie& Morgan table for determining sample size from a given population was used to determine the sample size. Therefore, the sample size for the study population of 544 is 226. This was derived from Kreicie and Morgan sample distribution table (see Appendix B). The respondents were selected from two faculties (Sciences and Social and management Sciences) out of the eight faculties of KASU, reason for the selection of the two faculties is that they have the largest number of students' population and academic staff in KASU. The total population for faculty of sciences and social sciences is 254 faculty of sciences has population of 160 (63% of 254) while the Faculty of social and management sciences has population of 94 (37% of 254).

Therefore, the questionnaire was shared given 142 pieces (63%) of the 226 questionnaire was answered by academic staff of Faculty of sciences, while 84 pieces (37%) of the 226 questionnaire was answered by academic staff of the Faculty of social sciences.

The study employed simple random sampling technique in sampling respondents. Simple random sampling takes a small, random portion of the entire population to represent the entire data set, where each member has an equal probability of being chosen. More so, with the nature of the study and the university system with regards to performance of academic staff, any set of academic staff can be selected to respond to questions as to the quality of graduates and research since they all engage in the business of teaching and research.

3.4 Sources and Methods of Data Collection

Both primary and secondary sources of data were used in the study to assess the effect of human resource development on Performance of academic staff of KASU. Primary data was obtained through the use of adapted questionnaire from (Bartlett, 2001; Bulut and Culha 2010 and Ishaq, Suhaida and Yuzainee, 2009). While secondary data on academic staff promotion lists and graduates' results were collected from registry department of KASU.

The researcher personally administered the hardcopies of the questionnaire face to face to the respondents and a preamble note was attached to the questionnaire. We adopted personal on the spot administration and recovery techniques during the administration of the instrument. To realize this, the researcher administered the questionnaire personally and ensured that instruments distributed were retrieved from the respondents immediately after their responses.

3.5 Variables, Instrument and Measurement of Data Collected

Hypothesis 1

Independent Variable – Academic Staff Development

Dependent Variable – Quality of Graduates

Hypothesis 2

Independent Variable – Academic Staff Development

Dependent Variable – Research Output

Hypothesis 3

Independent Variable – Academic Staff Development

Dependent Variable – Community services

3.6 Validity and Reliability of the Instrument

Validity test of instrument can generally be described as "the extent to which the research findings accurately reveals the phenomena under study" or "the extent to which what is set to be measured is accomplished" (Collis, Hussey& Gregory as cited in Charity, 2011). However, the validity test of the instrument was achieved by help of an experienced academic staff in the area of Public Administration in Ahmadu Bello University, Zaria.

To this effect, reliability of the instrument was contained through employing the Cronbach's Alpha coefficient to measure the internal consistency of the instrument on the questionnaire administered to (22) respondents for the pilot testing. After running the data, using SPSS version 20, it was found that all the measures possessed high reliability standard ranging from 0.720 to

0.856. This is in line with the benchmark that an instrument with coefficient of 0.60 is regarded to have an average reliability while the coefficient of 0.70 and above shows that the instrument has a high reliability standard (Sekaran & Bougie, 2010; Tabachnick & Fidell, 2014).

Table 3.2 Reliability Test Score of Variables

Variable	Number of Items	Cronbach's Alpha
Academic Staff Development	5	.721
Quality of Graduate	5	.773
Research Output	5	.705
Community Services	4	.674

Table 3.2 shows the reliability tests for the instrument that was used for the study. All the reliability test results of the Cronbach's Alpha coefficient for all construct were above 0.60, therefore, meeting the acceptance standard for research (Sekaran & Bougie, 2010).

3.7 Method of Data Analysis

The data generated for this study was analyzed using descriptive and inferential statistics. The descriptive statistics (frequency and percentage) were used to determine the level of HRD and the performance level of academic staff of KASU. Simple linear regression analysis using statistical Package for Social Science (SPSS) version 20 was used to test the hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter involves data presentation, analysis, interpretation of the results, discussion of findings and summary of major findings of the study. The findings of the study were based on the data collected from Kaduna State University, Kaduna. Three hypotheses were tested and the findings explained

4.1 Data Presentation and Analysis

A total of 226 copies of questionnaire were distributed and 190 (84%) copies of the questionnaire were returned, out of which 187 (82.7%) were valid and fully completed. The analysis was based on 187 valid questionnaires. However, the response rate considered large for statistical reliability and generalization (Tabachnick & Fidell, 2013). Therefore, high response rate was accredited to the self-administration method undertaken in distributing the questionnaire.

Table 4.1: ANALYSIS OF QUESTIONNAIRE ADMINISTERED

Categories	Number of questionnaire administered	Number returned	Percentage retuned	Number not returned	Invalid questionnaire	Valid questionnaire
Professors	16	12	5.5	4	0	12
Associate Professors	12	8	3.7	2	0	8
Senior lecturers	39	32	14.7	4	0	32
Lecturer I	43	41	18.9	5	1	40
Lecturer II	49	47	21.7	3	0	45
Assistant Lecturers	49	46	21.1	6	0	46
Graduate Assistants	9	4	1.8	6	2	4
Total	217	190	86.2	30	3	187

Source: Field survey, 2019.

4.2 Frequency Table of the Variables

This section presents the descriptive statistics of the biodata of the respondents, the dependent and independent variables of this study. The biodata includes; gender, cadre and years served in KASU. The main variables in the study include: Academic Staff Development, Academic Staff Training, Academic Staff Development, Quality of Student Graduates, quality of research output and commitment to duty. The number of responses were shown in percentage.

Table 4.2 Gender

		Frequency	Percent	Cumulative Percent
Valid	MALE	127	67.9	67.9
	FEMALE	60	32.1	100.0
	Total	187	100.0	

Source: Field Survey, 2019

Table 4.2 shows that 127 (68%) respondents are male while 60 (32%) are female. From the table, it clearly shows that the respondent group of male are the dominant.

Table 4.3 Rank

		Frequency	Percent	Cumulative Percent
Valid	Professor	12	5.9	5.9
	Associate Professor	8	3.7	9.6
	Senior Lecturer	32	18.2	27.8
	Lecturer I	40	21.4	49.2
	Lecturer II	45	24.1	73.3
	Assistant Lecturer	46	24.6	97.9
	Graduate Assistant	4	2.1	100.0
	Total	187	100.0	

Source: Field Survey, 2019

Table 4.3 shows that 12(6%) out of the respondents are professor, 7(4%) respondents are associate professor, 34 (18%) are senior lecturer, 40 (21%) are lecturer I, 45 (24%) are lecturer II, 46(25%) are assistant lecturer, while 4 (2%) are graduate assistant. From the table, it clearly

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shows that respondents in the rank of lecturer II are dominant respondents in the study while the respondent cadre of graduate assistant are the lowest in population.

Table 4.4Years of Service in KASU

		Frequency	Percent	Cumulative Percent
Valid	0-5years	94	50.3	50.3
	6-10years	56	29.9	80.2
	11andabove	37	19.8	100.0
	Total	187	100.0	

Source: field survey, 2019

Table 4.4. shows that ninety-four (50%) respondents served KASU within the year of 0 to 5, fifty-six respondents (30%) have served KASU within the year of 6-10, while 37 respondents (20%) served KASU within the year of 11 and above. From the table, it clearly shows that respondents group of 0 to 5 are dominant respondents in the study while the respondent group of 11 and above are the lowest in population.

4.3 Frequency Tables on Academic Staff Development (Masters and Ph.D)

Table 4.5 Increased Knowledge on Job Content

		Frequency	Percent	Cumulative Percent
Valid	1	30	16.0	16.0
	2	39	20.9	36.9
	3	49	26.2	63.1
	4	50	26.7	89.8
	5	19	10.2	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.5 shows that 30 respondents which represent 16.0% strongly disagreed that their knowledge of job content have increased, 39 respondents which represent 20.9% disagreed, 49

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respondents which represent 26.2% were undecided while 50 respondents which represent 26.7% agreed and 19 respondents which represent 35.6% strongly agreed. This means that, most of the academic staff have increased knowledge of their job content.

Table 4.6 Improved Skills at work as a Result of Advanced degree.

		Frequency	Percent	Cumulative Percent
Valid	1	30	16.0	16.0
	2	19	10.2	26.2
	3	49	26.2	52.4
	4	69	36.9	89.3
	5	20	10.7	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.6 shows that 30 respondents which represent 16.0% strongly disagreed that they have improved skills through advanced degree, 19 respondents which represent 10.2% disagreed, 49 respondents which represent 26.2% were undecided while 69 respondents which represent 36.79% agreed and 20 respondents which represent 10.7% strongly agreed. This means that, reasonable number of academic staff have improved skills through advance degree.

Table 4.7 Commitment to Work as a Result of Improved Skills Acquired

		Frequency	Percent	Cumulative Percent
Valid	1	20	10.7	10.7
	2	20	10.7	21.4
	3	49	26.2	47.6
	4	89	47.6	95.2
	5	9	4.8	100.0
	Total	187	100.0	

Source: SPSS output, 2019

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Table 4.7 shows that 20 respondents which represent 10.7% strongly disagreed that they are committed to work as a result of improved skills acquired through advanced studies, 20 respondents which represent approximately 10.7% disagreed, 49 respondents which represent 26.2% were undecided while 89 respondents which represent 37.6% agreed and 9 respondents which represent 4.8% strongly agreed. This implies that, significant number of academic staff are committed to work as a result of improved skill acquired through advanced studies.

Table 4.8 Supervision at Work

		Frequency	Percent	Cumulative Percent
Valid	1	30	16.0	16.0
	2	39	20.9	36.9
	3	49	26.2	63.1
	4	50	26.7	89.8
	5	19	10.2	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.8 shows that 30 respondents which represent 16.0% strongly disagreed they perform their work with little or no supervision, 39 respondents which represent 20.9% disagreed, 49 respondents which represent 26.2% were undecided while 50 respondents which represent 26.7% agreed and 19 respondents which represent 35.6% strongly agreed. This This implies that, larger number of academic staff of KASU perform their work with little or no supervision.

4.4 Frequency Table on Quality of Graduate

Table 4.9 Impression on Academic Result of Graduates

		Frequency	Percent	Cumulative Percent
Valid	1	0	0	0
	2	0	0	0
	3	10	5.3	5.3
	4	40	21.4	26.7
	5	137	73.3	100.0
	Total	187	100.0	

Source: SPSS output, 2019

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Table 4.9shows that no respondents strongly disagreed and disagree that academic result of graduates is impressive, 10 respondents which represent 5.2% were undecided while 40 respondents which represent 21.4% agreed and 137 respondents which represent 73.3% strongly agreed.This implies that, the overall result of graduate students is impressive.

Table 4.10 Failure among Graduate

		Frequency	Percent	Cumulative Percent
Valid	1	10	5.35	5.35
	2	30	16.04	21.39
	3	20	10.70	32.09
	4	74	39.57	71.66
	5	53	28.34	100
	Total	187	100	

Source: SPSS output, 2019

Table 4.10 shows that 10(5.35%) respondents strongly disagree that there is low level of failure among graduate student, 30 respondents which represent 16.04% disagreed, 20 respondents which represent 10.70% were undecided while 74 respondents which represent 39.57% agreed and 53 respondents which represent 28.34% strongly agreed. This implies that, there is low level of failure among graduate students.

Table 4.11 Student Comprehension of Subject Matter

		Frequency	Percent	Cumulative Percent
Valid	1	0	0	0
	2	19	10.2	10.2
	3	50	26.7	36.9
	4	89	47.6	84.5
	5	29	15.5	100.0
	Total	187	100.0	

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Table 4.11 shows there was no respondents' who strongly disagree that students' comprehension of subject matter has improved, 19 respondents which represent approximately 10.2% disagreed, 50 respondents which represent 26.7% were undecided while 89 respondents which represent 47.6% agreed and 29 respondents which represent 15.5% strongly agreed. This implies that, significant number of academic staff are committed to work as a result of improved skill acquired through advanced studies.

Table 4.12 Student Mastery of their Fields

		Frequency	Percent	Cumulative Percent
Valid	1	11	5.88	5.88
	2	30	16.04	21.92
	3	28	14.98	36.90
	4	59	31.55	68.45
	5	59	31.55	100
	Total	187	100	

Source: SPSS output, 2019

Table 4.12 shows that 11 respondents which represent 5.88% strongly disagreed that student mastery of their field has improved, 30 respondents which represent approximately 16.04% disagreed, 28respondents which represent 14.98% were undecided while 59 respondents which represent 31.55% agreed and 59 respondents which represent 31.55% strongly agreed. This implies that, student mastery of their field has improved.

Generally, responses gotten form questions on quality of graduate student result shows that the students performed well and of good quality. This is further buttress by the result of graduated students from 2014 to 2018 in Appendix D which shows that larger percentage of graduates have first class and second class degree.

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4.5 Hypothesis Testing

4.5.1 Hypothesis One

H_{01} Academic staff development has no significanteffect on graduates of KASU

Table 4.13: Simple Linear Regression Result (Model summary) between staff development and quality of graduates in KASU

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664(a)	.441	.438	.35220

a Predictors: (Constant), Staffdevelopment

Table 4.13 shows the model summary fitness at 0.441 and adjusted R square of 0.438. The coefficient of correlation (r) is 0.664 which is a strong value. This shows that the sample is good enough to explain the variation on the dependent variable at 44%. The remaining percent can be taken care of by the other variables not included in the study.

Table 4.14: Simple Linear Regression Result (ANOVA) between staff development and quality of graduates in KASU

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.485	1	18.485	149.018	.000(a)
	Residual	23.445	186	.124		
	Total	41.930	187			

a Predictors: (Constant), staffdevelopment
b Dependent Variable: graduatequality

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Table 4.14 shows the F statistics of the regression between the staff development and quality of student graduates in KASU. The F statistics is 149.018 at a significant value of 0.000. This

means that our independent variable which is staff development can influence our dependent variable which is quality of graduates. This is a desirable result for a model.

Table 4.15: Simple Linear Regression Result (Coefficients) between staff development and quality of graduates in KASU

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.406	.241		5.830	.000
	Staffdevelopment	.680	.056	.664	12.207	.000

a Dependent Variable: graduatequality

Table 4.15shows a coefficient value of 0.680 which is positive. However, its t-value is 12.207 having a significant P-value of 0.000, this shows that we have enough statistical evidence to reject the null hypothesis which says that staff development has no significant relationship on the quality of graduate in KASU.

4.6 Frequency Table on Research Output from 2014 to 2018

Table 4.16 Publication(s) in International Journals

		Frequency	Percent	Cumulative Percent
Valid	1	0	0	0
	2	19	10.2	10.2
	3	50	26.7	36.9
	4	89	47.6	84.5
	5	29	15.5	100.0
	Total	187	100.0	

Source: SPSS output, 2019

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Table 4.16 shows there was no respondents' who strongly disagree that they have made publication(s) in international journals, 19 respondents which represent approximately 10.2% disagreed, 50 respondents which represent 26.7% were undecided while 89 respondents which represent 47.6% agreed and 29 respondents which represent 15.5% strongly agreed. This implies that, significant number of academic staff have made publication(s) in international journals.

Table 4.17 Publications in National Journals

		Frequency	Percent	Cumulative Percent
Valid	1	0	0	0
	2	0	0	0
	3	10	5.3	5.3
	4	40	21.4	26.7
	5	137	73.3	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.17shows that no respondents strongly disagreed and disagree that they have made publications in national journals, 10 respondents which represent 5.2% were undecided while 40 respondents which represent 21.4% agreed and 137 respondents which represent 73.3% strongly agreed.This implies that, most of the academic staff have made publications in national journals.

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Table 4.18 Proceedings of International Conference

		Frequency	Percent	Cumulative Percent
Valid	1	10	5.35	5.35
	2	30	16.04	21.39
	3	20	10.70	32.09
	4	74	39.57	71.66
	5	53	28.34	100
	Total	187	100	

Source: SPSS output, 2019

Table 4.18 shows that 10(5.35%) respondents strongly disagree that they have published proceedings of international conference, 30 respondents which represent 16.04% disagreed, 20 respondents which represent 10.70% were undecided while 74 respondents which represent 39.57% agreed and 53 respondents which represent 28.34% strongly agreed. This implies that, most of the academic staff have published proceedings of international conference.

Table 4.19 Proceedings of National Conference

		Frequency	Percent	Cumulative Percent
Valid	1	10	5.3	5.3
	2	30	16.0	21.4
	3	30	16.0	37.4
	4	98	52.4	89.8
	5	19	10.2	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.19 shows that 10 respondents which represent 5.3% strongly disagreed that they have published proceedings of national conferences, 30 respondents which represent 16.0% disagreed, 30 respondents which represent 16.0% were undecided while 98 respondents which represent

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52.4% agreed and 19 respondents which represent 10.2% strongly agreed. This implies that, most of the academic staff have published proceedings of national conferences.

Table 4.20Editor on Editorial Board of Academic Journals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	10.7	10.7	10.7
	2	49	26.2	26.2	36.9
	3	20	10.7	10.7	47.6
	4	30	16.0	16.0	63.6
	5	68	36.4	36.4	95.2
	Total	187	100.0	100.0	

Source: SPSS output, 2019

Table 4.20 shows that 20 respondents which represent 10.7% strongly disagreed that they have served as editor or editorial board of an academic journal, 68 respondents which represent 36.4% disagreed, 20 respondents which represent 10.7% were undecided while 21 respondents which represent 11.2% agreed and 49 respondents which represent 26.2% strongly agreed. This implies that, most of the academic staff have served as editor or editorial board of an academic journal.

4.7 Test of Hypothesis Two

H_{02} Academic staff develop has no significant effect on research outputs in KASU.

Table 4.21: Simple Linear Regression Result (Model summary) between staff development and research output in KASU

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733(a)	.538	.536	.31248

a Predictors: (Constant), staffdevelopment

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Table 4.21 clearly showed that the model is nicely fitted with the R square of 0.538 and adjusted R square of 0.536 and strong coefficient of correlation (r) which is 0.733. This shows that the sample is good enough to explain the variations on research output for self-development. The table also shows that R Square which is 53%, can explain changes in quality of research output at 53%. The remaining percent can be explained by other variables represented by the residual but not captured in the study.

Table 4.22 Simple Linear Regression Result (ANOVA) between staff development and research output in KASU

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.492	1	21.492	220.109	.000(a)
	Residual	18.454	186	.098		
	Total	39.946	187			

a Predictors: (Constant), staff development
b Dependent Variable: Researchoutput

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Table 4.22 shows that the F statistics is 220.1 and significant value is 0.000 meaning that it is less than 5% and our F statistics is significant. This means that staff training is significant enough to influence quality of research output and the model is desirable.

Table 4.23 Simple Linear Regression Result (Coefficients) between staff development and research output in KASU

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.127	.214		5.265	.000
	Staffdevelopment	.733	.049	.733	14.836	.000

a Dependent Variable: ResearchOutput

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Table 4.23shows a coefficient value of 0.733 which is positive with a t-value of 14.836 having a significant P-value of 0.000, which is less than 5%. This shows that we have enough statistical data to reject the null hypothesis which says that there is no significant relationship between staff training and quality of research output in KASU.

4.8 Frequency Tables on Community Services

Table 4.24 Public Office Bearer

		Frequency	Percent	Cumulative Percent
	2	68	36.4	10.7
	3	79	42.2	21.4
alid	4	20	10.7	63.6
	5	20	10.7	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.24 shows that there are no respondents who strongly disagreed that they have been a public office bearer, 68 respondents which represent 36.4% disagreed, 79 respondents which represent 42.2% were undecided while 20 respondents which represent 10.7% agreed and 20 respondents which represent 10.7% strongly agreed. This implies that, most of the academic staff have not been a public office bearer.

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Table 4.25 Letter of Commendation/Award from Participating in Community Project.

		Frequency	Percent	Cumulative Percent
Valid	1	10	5.3	5.3
	2	29	15.5	20.9
	3	30	16.0	36.9
	4	69	36.9	73.8
	5	49	26.2	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.25 shows that 10 respondents which represent 5.3% strongly disagreed that they have received letter of commendation/award from community for participating in a project, 29 respondents which represent 15.5% disagreed, 30 respondents which represent 16.0% were undecided while 69 respondents which represent 36.9% agreed and 49 respondents which represent 26.2% strongly agreed. This means that, most of the academic staff have received letter of commendation/award from community for participating in a project.

Table 4.26 Helping the university Gain Recognition for its Awards by Professional Bodies

		Frequency	Percent	Cumulative Percent
Valid	1	20	10.7	10.7
	2	69	36.9	47.6
	3	49	26.2	73.8
	4	30	16.0	89.8
	5	19	10.2	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.26 shows that 20 respondents which represent 10.7% strongly disagreed that they have contributed to helping the university gain recognition for its awards by professional bodies, 20

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respondents which represent 10.7% disagreed, 69 respondents which represent 36.9% were undecided while 49 respondents which represent 26.2% agreed and 30 respondents which represent 16.0% strongly agreed. This means that, most of the academic staff have not contributed to helping the university gain recognition for its awards by professional bodies.

Table4.27 Speaking in talks/forums academically or non-academically

		Frequency	Percent	Cumulative Percent
Valid	1	10	5.3	5.3
	2	117	62.6	67.9
	3	20	10.7	78.6
	4	40	21.4	100.0
	Total	187	100.0	

Source: SPSS output, 2019

Table 4.27 shows that 10 respondents which represent 5.3% strongly disagreed that they have spoken in talks/forums academically or non-academically, 117 respondents which represent 62.6% disagreed, 20 respondents which represent 10.7% were undecided while 20 respondents which represent 10.7% agreed and 40 respondents which represent 21.4% strongly agreed. This means that, most of the academic staff have not spoken in talks/forums academically or non-academically.

4.11 Test of Hypothesis Three

H_{03} Academic staff development has no significant effect on community services in KASU

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Table 4.28: Simple Linear Regression Result (Model summary) between Staff Development and Community Services in KASU

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616(a)	.379	.376	.58148

a Predictors: (Constant), Staff Development

Table 4.28 showed a model fitness with the R square of 0.379 and adjusted R square of 0.376 with coefficient of correlation (r) value of 0.616. The model appeared to have a low R square value. It shows that the independent variable which is staff developmentexplains the variations on community services in KASU at 37%. The remaining percent can be taken care of by other variables not captured in the study.

Table 4.29 Simple Linear Regression Result (ANOVA) between Staff Development and Community Services in KASU

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.074	1	39.074	115.563	.000(a)
	Residual	63.904	186	.338		
	Total	102.978	187			

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a Predictors: (Constant), Staff Development
b Dependent Variable: Community

Table 4.29 shows the F statistics to be significant at 0.000 which is less than 5%. This means that the population sample is adequate to represent. This also implies that staff development is significant enough to influence community services in KASU. The model is a desirable one because the F statistics is significant.

Table 4.30 Simple Linear Regression Result (Coefficients) between staff development and community services in KASU

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.724	.220		3.297	.001
	Staff Development	.647	.060	.616	10.750	.000

a Dependent Variable: Community

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Table 4.30shows a coefficient value of 0.64 which is a positive one with a t-value of 10.750 and a significant P-value of 0.000, which is less than 5%. This shows that we have enough statistical evidence to reject the null hypothesis which says that there is no significant relationship between academic staff development and community service in KASU.

4.12 Summary and Discussion of Major Findings

The first hypothesis was tested to find out the effect of staff development on quality of graduates in KASU and the null hypothesis was rejected at P-value of 0.000 with a positive coefficient of correlation (r) value of 0.664. the implication of this finding is that staff development sharpens the lecturers' mastery of their field which then reflects on the quality of graduates produced. This was supported by our secondary data from KASU in appendix C which shows that high number of graduates of KASU have good class of degree. This result is in line with the findings of Etale & Bingilar (2014) which revealed that academic staff development has positive and significant relationship with Performance of Academic Staff in Nigerian Universities.The human capital theory explains this finding in the form of investment in education leads to learning and high productivity i.e. the development of academic staff leads to the production of qualified graduates.

The second hypothesis which states that academic staff development has no significant effect on research output in KASU was also rejected at P-value of 0.000 with a positive coefficient of correlation (r) value of 0.733. the implication of this result is that academic staff development helps to sharpen the lecturers' skill to produce more research output in KASU. More evidence is provided from our secondary data in appendix D which shows the promotion list of academic staff as a result of their research publications.This result is in tandem with the findings of Amasuomo and Ozurumba (2015) which show that academic staff development impacts positively on teaching, research output and community service. To them, staff development is a way of improving academic staff performance. This finding also is a clear evidence of the human capital theory which sees the role of education and training as a critical input for innovations, research and development activities and as a result lead to higher earnings for the individual and higher productivity for the organization.

The third hypothesis which states that academic staff development has no significant effect on community service in KASU was also rejected at P-value of 0.000 with a positive coefficient of correlation (r) value of 0.640. The implication of this finding is that staff development programmes sharpen the academic staff research skill to carry out problem solving research peculiar to communities. Although, there is no secondary data on community service. A study by Nabunya et al (2019) also revealed that staff development positively affects academic staff community development activities. According to the human capital theory, human being are motivated to attend training and educate themselves in order to have the knowledge to produce or do something different from others in the form of innovation and have an increased earnings in return. With regards to this study, members of academic staff are motivated to attend training

programmes in order to learn problem solving research skill and such training leads to learning and innovation to take care of community problems.

From the hypotheses tested, the first hypothesis revealed that academic staff development has a significant positive effect on graduate output in KASU; the second hypothesis also revealed that academic staff development has a significant positive effect on research output in KASU and lastly, the third hypothesis revealed that staff development has a positive significant effect on community services in KASU.

Based on the findings, human resource development stands as a tool for effective performance of academic staff of KASU.

4.13 Contribution to Knowledge

The findings of this study reveal that attending staff development programmes (seminars and conferences) makes academic staff of KASU learn from others around the world and also improve on their research ability and as well impart the skill on their students.

Similarly, this study reveals that when staff are exposed to the opportunity of attending staff development programmes, they will have a good mastery of their field and this will enhance their output and also contribute tremendously to their professional growth and development. Thus, they acquire more knowledge and skills and the capacity to face challenges as the need arises.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of summary of the study, conclusion of the study and recommendation of the study.

5.2 Summary

Human resource development refers to employee development programs put in place to improve value of employee after joining the organization. It includes education, training and development, which involves giving employee experience made to improve learning geared towards proper preparation for job performance. Higher educational institutions as one of the major institutions that engaged in training of human resources for various task also emphasis training of their academic staff who are directly involved in the training of human resources for society at large. The Nigerian University system significantly emphasizes research and dissemination of knowledge as part of their mission statement. Therefore, Universities in Nigeria are seen to be performing below expectations based on the quality of graduates they produced, quality of research among others. Therefore, the study was designed to assess the effect of HRD on the performance of academic staff of KASU. To achieve these objectives, specific objectives and null hypotheses were raised in this study, specifically, the following null hypotheses were put forward to guide the study. Thus, there is no significant relationship between academic staff development and quality of student graduates; there is no significant relationship between academic staff training and quality of research and there is no significant relationship between motivation for training and commitment to duty.

Literature were reviewed based on the research variables; academic staff development, the independent variable and the dependent variables as the quality of graduate, research output and community services. Survey research design was employed in this study in order to achieve the objectives of the study. Data were collected using survey questionnaire from the population of 544 academic staff of KASU and sample size of 226 questionnaires was distributed to the targeted respondents. 190 questionnaires were returned. After screening the returned questionnaires, 187 were found to be valid and useable for the final analysis. Given 82.7% rate of return. Descriptive statistics and inferential statistics were conducted. The descriptive statistics result revealed the number and percentage of responses gotten for each item used in measurement of the variables.

Hypotheses were tested in null form and all the three hypotheses were rejected. The result of the hypotheses tested indicates that academic staff development, academic staff training and motivation for training have significant effect on performance(graduate student, research output and community services) of academic staff. However, based on the research findings, the conclusion, and recommendations were made.

5.3 Conclusion

This study assesses the effect of human resource development or staff developmenton performance of academic staff of KASU. Based on the major findings of the study,this study conclude academic staff development has positive effect on the quality of graduates, research outputs and community services in KASU. Following the explanation of the human capital theory, which states that investment in education and training leads to learning, and learning leads to innovation, research, development activities, high wages and productivity, this study

concludes that academic staff development haspositive effects on quality of graduates, research output, and community services in KASU.

5.4 Recommendations

Basedon the findings, human resource development stands as a tool for effective performance of academic staff of KASU therefore, should be made a priority if quality research output, quality graduates and community services will be achieved. Specifically, this study recommends that;

i. Kaduna State University Management should continue to ensure that, from time to time, the lecturers are further developed especially in the area of advanced studies (both locally and internationally) as education for teachers is a continuous process and it is important for them to have a good mastery of their field in order to produce qualified graduates.

ii. Kaduna State University Management should ensure regular conduct of continuous staff development programmes (such as seminars, conferences and workshops) across the faculties so that lecturers can easily learn from their colleagues within the university or those that may attend the programme from other universities to improve their research skills.

iii. Knowing that aspect of development to emphasize on is an important factor that managements have to put into consideration in order to improve academic staff performance. Kaduna State University management should pay much attention to the areas where the academic staff are lagging especially those areas where they are expected to be innovative in order to be able to carry out problem solving research peculiar to their community.

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APPENDICES

Appendix A: Questionnaire

Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University,
Zaria.
September, 2019

Dear Sir/Madam,

HUMAN RESOURCE DEVELOPMENT –ACADEMIC STAFF PERFORMANCE QUESTIONNAIRE.

I am a master student of the above department in Ahmadu Bello University, Zaria, currently carrying out a study on assessment of the effect of human resource development on performance of Academic Staff of Kaduna State University. I am soliciting your kind cooperation in order to make the study successful. You are therefore requested to complete the questionnaire by carefully and ticking (√) the appropriate column provided against the items that best represents your opinion.

The items are arranged in cluster **(A - C)** and the questionnaire has response options. I wish to assure you that all the information provided by you will be used for the research purpose only. So your responses have no implications whatsoever except for the purpose of this research. Also absolute confidentiality is assured.

Thanks for your cooperation.

Yours faithfully,

Yusuf, A. Oyiza
(Student)

Section A

Biography:

1. Gender:

   Male ( ) Female ( )

2. Cadre:

   Professor ( ) Associate professor ( )

   Senior Lecturer ( ) Lecturer I ( )

   Lecturer II ( ) Assistant Lecturer ( )

   Graduate Assistant ( )

3. Number of years spent in Kaduna State University:

   0 - 5 ( ) 6 – 10 ( ) 11 and above ( )

Section B

Instruction:

Please tick (√) one of the following option as you personally deem right.

The following serves as guide.

Key: Strongly Agree (SA) Agree (A) Undecided (UD)

Disagree (D) Strongly Disagree (SD)

CLUSTER A: Academic Staff Development

	Advanced studies (Masters and Ph.D)	SA	A	UD	D	SD
1	I have increased knowledge on my job content.					
2	My skills at work have improved as a result of advanced degree					
3	I am committed to do my work as a result of improved skills acquisition through advanced studies at work					
4	I do my work with little or no supervision					

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	Quality of Graduate					
1	The academic result of the graduate students is impressive					
2	There is low level of failure among the graduate students					
3	Students comprehension to the subject matter have improved					
4	Students mastery of their field have improved					

CLUSTER B: Academic Staff Training

S/No	Attendance in conferences, seminars and workshops	SA	A	U	D	SD
1	Ibenefited from training programmes attended.					
2	I learnt the skills of research writing emphasized in training programmes					
3	I invested effort to improve skills and competencies in order to prepare myself for promotion					
4	I exerted considerable effort in training programmes in order to improve my research skills					

S/No	Research Output from 2014 to 2018	SA	A	U	D	SD
1	I have made publication in international journals					
2	I have made publications in national journals					
3	I have published proceedings of International Conferences					
4	I have published proceedings of National Conferences					
5	I have served as editor on editorial board of an academic journal.					

Cluster C: Academic Staff Motivation for Training

S/No		SA	A	UD	D	SD
1	My personal development motivates me to participate in training programmes.					
2	Going for training is associated with my work performance review					
3	Participating in training programmes help me to get along better with my peers					
4	Participating in training programmes strengthen my skills weaknesses					

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	Community Services					
1	I have served in a public office at national/international level					
2	I have received letter of commendation/award from my community for participating in a project					
3	I have contributed to helping the university gain recognition for its awards by professional bodies					
4	I have spoken in talks/forums academically or non-academically					

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Appendix B: Krejcie and Morgan table for determining Sample Size

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Appendix C: Graduate Student Results

Appendix C: Academic Staff Promotion List

KADUNA STATE UNIVERSITY

ACADEMIC STAFF RECOMMENDED FOR 2015 PROMOTION

FACULTY OF SCIENCE

i. DEPARTMENT OF BIOCHEMISTRY

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	04/01/12	04/01/14	Nil	Assistant Lecturer CONUASS 02/06	Lecturer IICONUASS 03/03	B. Sc. Biochem 2003 M. Sc. Biochem 2008	Due	Recommended w.e.f. 01/10/15

ii. DEPARTMENT OF CHEMISTRY

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	09-01-08	09/01/10	01/10/11	Lecturer IICONUASS 03/07	LEC. I CONUASS 04/04	B. Tech. (Ind. Chem) 1999, M. Sc. (Chem.) 2006, Ph.D. 2014	Due	Recommended w.e.f 01/10/15

iii. DEPARTMENT OF PHYSICS

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	05/07/12	05/07/14	Nil	Assistant Lecturer CONUASS 02/08	Lecturer IICONUASS 03/05	B.Sc. Physics 1992 PGDE 2006 PGDIP 2007 M.Sc. Physics 2011	Due	Recommended w.e.f 01/10/15

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iv. DEPARTMENT OF MATHEMATICAL SCIENCES

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	04-03-05	04/03/07	01/10/12	Associate Professor CONUASS 06/07	Professor CONUASS 07/03	B. Sc. (Maths) 1993, M. Sc. (Maths) 2002, Ph. D (Maths) 2008	Due	Recommended w.e.f 01/10/15 Subject to external assessment
2.	27-09-05	27/09/05	Nil	Lecturer ICONUASS 04/09	Senior Lecturer ICONUASS 05/04	B. Sc. (Maths) 1991, M. Sc. (Maths) 2003 Ph.D. 2014	Due	Recommended w.e.f 01/10/15
3.	03-10-06	03/10/08	01/10/09	LEC. II CONUASS 03/08	Lecturer ICONUASS 04/05	B. Sc. (Maths) 2001, M. Sc. (Stats) 2006	Due	Recommended w.e.f 01/10/15

v. DEPARTMENT OF GEOGRAPHY

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	04-11-08	04/11/10	01/10/11	Lecturer II CONUASS 03/06	Lecturer ICONUASS 04/03	B. Sc. (Geo) 1999, M. Sc. (Geo) 2007, Ph.D (Geo. &Env. Sc.) 2014.	Due	Recommended w.e.f 01/10/15
2.	17/01/12	17/01/14	Nil	Assistant Lecturer CONUASS 02/06	Lecturer. II CONUASS 03/03	B. Sc. (Geo)2006 M. Sc. GIS 2010	Due	Recommended w.e.f 01/10/15

FACULTY OF SOCIAL AND MANAGEMENT SCIENCES

I. DEPARTMENT OF BUSINESS ADMINISTRATION

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	05-01-09	05/01/11	01/10/12	Lecturer II CONUASS 03/04	Lecturer I CONUASS 04/02	B. Sc. (Bus Admin) 1998, MBA 2001, PGDE 2007	Due	Recommended w.e.f 01/10/15
2.	10/02/12	10/02/14	Nil	Assistant Lecturer CONUASS 02/06	Lecturer IICONUASS 03/03	B. Sc. (Bus Admin) 2005 M. Sc. (Bus. & Fin. Econs) 2011	Due	Recommended w.e.f 01/10/15

ii. DEPARTMENT OF ECONOMICS

2.	17/01/12	17/01/14	Nil	Assistant Lecturer CONUASS 02/06	Lecturer IICONUASS 03/03	B. Sc. (Econs) 1999 PGD (Int\l Rel.) 1999 M. A. (Int'l Rel) 2001 Master Econ. Dev. & Pol. Analysis – 2003	Due	Recommended w.e.f 01/10/15
3.	02/05/12	02/05/14	Nil	Assistant Lecturer CONUASS 02/06	Lecturer IICONUASS 03/03	B. Sc. Econs. 2002 PGDM 2006 M. Sc. Econs 2011	Due	Recommended w.e.f 01/10/15

iii. DEPARTMENT OF SOCIOLOGY

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	03-10-06	03/10/08	01/10/12	Senior Lecturer CONUASS 05/04	Associate Professor CONUASS 06/01	B. Sc. (Sociology) 1991, M. Sc. (Soc. & Anthropology) 2002, Ph. D (Soc. &Anthropology) 2011	Due	Recommended w.e.f 01/10/15. Subject to external assessment
2.	15-04-09	15/04/11	01/10/12	Lecturer IICONUASS 03/08	Lecturer ICONUASS 04/05	B. Sc. (Sociology) 1987, M. Sc. (Sociology) 1994	Due	Recommended w.e.f 01/10/15
3.	01/03/12	01/03/14	Nil	Assistant Lecturer CONUASS 02/06	Lecturer IICONUASS 03/03	B. Sc. Sociology 1994 M. Sc. Sociology 2011	Due	Recommended w.e.f 01/10/15

iv. DEPARTMENT OF POLITICAL SCIENCE

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	07-04-11	07/04/13	Nil	Assistant Lecturer CONUASS 02/04	Lecturer IICONUASS 03/02	B. Sc. (Pol. Sc.) 2006, M.Sc. (Pol. Sc.) 2012.	Due	Recommended w.e.f 01/10/15

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KADUNA STATE UNIVERSITY

ACADEMIC STAFF RECOMMENDED FOR 2016 PROMOTION

1. FACULTY OF SCIENCE

a. DEPARTMENT OF BIOCHEMISTRY

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	08-04-11	15/04/13	23/02/13	Assistant. Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. (Biochem) 2008 M.Sc.(Crop Biotech.) 2013.	Due	Recommended w. e. f 01/10/2016
2.	08-04-11	08/07/13	23/02/13	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. (Biochem) 2009, M.Sc. (Crop Biotech.) 2013.	Due	Recommended w. e. f 01/10/2016
3.	06-06-07	06/06/08	01/10/13	Lecturer. I CONUASS 04/01	Senior Lecturer. CONUASS 05/01	B. Sc. (Biochem) 1999, M. Sc. (Biochem) 2006 Ph.D (Biochem) 2015	Due	Recommended w. e. f 01/10/2016

b. DEPARTMENT OF MATHEMATICAL SCIENCES

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	05-03-08	05/03/10	01/10/13	Lecturer I CONUASS 04/06	Senior Lecturer CONUASS 05/02	B. Sc. (Maths) 1987, Adv. Cert. (COBOL/Prog) 1988, M. Tech. (Opt) 1999 Ph.D (Maths) 2014	Due	Recommended w. e. f 01/10/2016
2.	08-09-08	08/09/10	01/10/13	Lecturer II CONUASS 03/06	Lecturer I CONUASS 04/03	B.Sc. (Maths) 2002, M.Sc. (Maths) 2008 Ph.D (Physical Sc.) 2014	Due	Recommended w. e. f 01/10/2016

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c. DEPARTMENT OF GEOGRAPHY

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	02-10-07	02/10/09	01/10/13	Lecturer I CONUASS 04/06	Senior Lecturer. CONUASS 05/02	B. Sc. (Geo.) 2004, M. Sc. (Env. Mgt.) 2007, Ph.D (Urban Geo.) 2014	Due	Recommended w. e. f 01/10/2016
2.	04/02/13	04/02/15	Nil	Assistant Lecturer CONUASS 02/04	Lecturer. II CONUASS 03/01	B.Sc Geography 2000, M.Env. Mgt. 2009, M.Sc. (Rem. Sen. & GIS) 2013	Due	Recommended w. e. f 01/10/2016
3.	01/03/13	01/03/15	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II. CONUASS 03/03	B.Sc. (Geo.) 2008, PGDE 2009, M.Sc.(Applied GIS)	Due	Recommended w. e. f 01/10/2016

d. DEPARTMENT OF BIOLOGICAL SCIENCES

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	01-07-05	01/07/07	01/10/11	Lecturer I CONUASS 04/06	Senior Lecturer CONUASS 05/02	B. Ed. (Biology) 1999, M. Sc. (Biology) 2005 Ph.D (Biology) 2015	Due	Recommended w. e. f 01/10/2016

2. FACULTY OF SOCIAL AND MANAGEMENT SCIENCES

a. DEPARTMENT OF ACCOUNTING

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	11-04-11	11/04/13	04/08/13	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. (Acct.) 2008, M.SC.(Int. Acct.) 2013.	Due	Recommended w. e. f 01/10/2016
2.	13-04-11	13/04/11	04/08/13	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. (Acct.) 2009, M.Sc. (Int. Acct.) 2013	Due	Recommended w. e. f 01/10/2016

b. DEPARTMENT OF BUSINESS ADMINISTRATION

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	01-08-05	01/08/07	01/10/13	Senior Lecturer. CONUASS 05/04	AssociateProfessor CONUASS 06/02	B. Sc. (Bus. Admin) 1986, MBA 2000, Ph.D (Mgt.) 2012	Due	Recommended w. e. f 01/10/2016 Subject to External Assessment
2	08/11/12	08/11/14	Nil	Assistant. Lecturer CONUASS 02/08	Lecturer II CONUASS 03/05	B.Sc. (Bus. Admin) 1985, MBA 1994, PGDE 2002, M.Sc. 2011	Due	Recommended w. e. f 01/10/2016
3	08/11/12	08/11/14	Nil	Assistant Lecturer CONUASS 02/08	Lecturer II CONUASS 03/05	B.Sc.(Bus.Admin) 1992 MBA 1995, PGDE 2002, M.Sc. 2011	Due	Recommended w. e. f 01/10/2016

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c. DEPARTMENT OF ECONOMICS

S/N		DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.		15-08-05	15/08/07	01/10/13	Associate Professor CONUASS 06/10	Professor CONUASS 07/07	B. Sc. (Econs) 1993, M. Sc. (Econs) 1998, Ph. D (Econs) 2005	Due	Recommended w. e. f 01/10/2016 Subject to External Assessment
2.		01-10-05	01/10/07	Nil	Senior Lecturer CONUASS 05/13	Associate Professor CONUASS 06/10	B. Sc. Econs. (1977) M.A. Econs. (1982) M.Sc. Econs. Devt. Ph.D. Economics	Due	Recommended w. e. f 01/10/2016 Subject to External Assessment
3.		11-04-11	Nil	01/10/13	Assistant Lecturer CONUASS 02/05	LecturerII CONUASS 03/02	B. Sc. (Econs) 2008, M.Sc.(Econs) 2013.	Due	Recommended w. e. f 01/10/2016

d. DEPARTMENT OF MASS COMMUNICATION

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	01-07-09	01/07/11	01/10/13	Lecturer. II CONUASS 03/07	Lecturer I CONUASS 04/04	B. A. (Mass Com) 2005, M. A. (Com. Media & Culture) 2008	Due	Recommended w. e. f 01/10/2016

e. DEPARTMENT OF POLITICAL SCIENCE

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	01-08-05	01/08/07	01/10/13	Senior Lecturer CONUASS 05/04	Associate Professor CONUASS 06/02	B. Sc. (Pol. Sc.) 1990, M. Sc. (Pol. Sc.) 1999 Ph.D Pol. Sc.) 2012.	Due	Recommended w. e. f 01/10/2016 Subject to External Assessment
2.	05-09-05	05/09/07	01/10/11	Lecturer. I CONUASS 04/06	Senior Lecturer CONUASS 05/02	B. Sc. (Pol. Sc.) 1997, M. Sc. (Int. Rel. &Strat. Stud.) 2002, Ph.D (Pol. Sc.) 2015	Due	Recommended w. e. f 01/10/2015
3.	27-09-10	27/09/12	01/10/13	Lecturer II CONUASS 03/06	Lecturer I CONUASS 04/03	B. Sc. (Pol. Sc.) 1998, PGDE 2005, M. Sc. (Pol. Sc.) 2009	Due	Recommended w. e. f 01/10/2016
4.	27-09-10	27/09/12	Nil	Lecturer II CONUASS 03/06	Lecturer I CONUASS 04/03	B. Sc. (Pol. Sc.) 2002, M. Sc. (Pol. Sc.) 2009	Due	Recommended w. e. f 01/10/2016

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f. DEPARTMENT OF SOCIOLOGY

S/N	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	26/03/12	26/03/14	Nil	Associate Professor CONUASS 06/08	Professor CONUASS 07/05	B. Sc. Sociology 1992 M. Sc. Sociology 1998 Ph. D. (Dem.& Pub. Stud) 2010	Due	Recommended w. e. f 01/10/2016 Subject to External Assessment
2.	01-07-08	01/07/10	01/10/11	Lecturer I CONUASS 04/07	Senior Lecturer CONUASS 05/03	B. Sc. (Sociology) 1991, M. Sc. (Sociology) 2002 Ph.D Sociology, 2016	Due	Recommended w. e. f 01/10/2016
3.	04/03/13	04/03/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/03	B. Sc. Sociology 2001 PGDE 2004 M. Sc. Sociology 2012	Due	Recommended w. e. f 01/10/2016

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2017 SENIOR STAFF PROMOTIONS

ACADEMIC STAFF

3. FACULTY OF SCIENCE

vi. Department of Biochemistry

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	05/07/05	05/07/07	01/10/14	Senior Lecturer CONUASS 05/03	Associate Professor CONUASS 06/01	B. Sc. (Biochem) 1997, M. Sc. (Biochem) 2004; Ph.D (Biochem) 2012	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
2.	08/08/11	09/10/13	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B. Sc. (Biochem) 2009, M.Sc. (Biotechnology) 2013	Due	Recommended w.e.f 01/10/17
3.	29/11/13	29/11/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc (Biochem) 2004, M.Sc. (Biochem) 2013	Due	Recommended w.e.f 01/10/17
4.	02/12/13	02/12/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc (Biochem.) 2007, PGDE 2013, M.Sc. 2013.	Due	Recommended w.e.f 01/10/17

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vii. Department of Chemistry

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	03/02/14	03/02/16	Nil	Senior Lecturer CONUASS 05/09	Associate Professor CONUASS 06/05	B.Tech ((Ind. Chem) 1990, M.Sc. (Org. Chem) 1999, Ph. D (Org. Chem) 2011	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
2.	03/02/14	03/02/16	Nil	Lecturer I CONUASS 04/09	Senior Lecturer CONUASS 05/04	B.Sc (Chem.) 2000, PGDE 2007, M.Sc (Anal. Chem.) 2011. Ph.D (Anal. Chem.) 2016	Due	Recommended w.e.f 01/10/17
3.	06/09-11	28/05/16	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B. Sc. (Chem) 2007, M.Sc. (Org. Chem.) 2014.	Due	Recommended w.e.f 01/10/17
4.	02/06/14	02/06/16	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B.Sc (Chem) 2008, M.Sc (Analitical Chem) 2013.	Due	Recommended w.e.f 01/10/17
5.	10/12/13	09/12/15	Nil	Assistant Lecturer CONUASS 02/07	Lecturer II CONUASS 03/04	B.Sc. (Chem.) 2005, M.Sc. (Pharm.& Med. Chem.) 2012	Due	Recommended w.e.f 01/10/17
6.	09/12/13	09/12/15	Nil	Assistant Lecturer CONUASS 02/07	Lecturer II CONUASS 03/04	B.Sc. Ed. (Chem.) 2002, PGD Chem.2006, M.Sc 2011	Due	Recommended w.e.f 01/10/17

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viii. Department of Physics

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	01/08/14	Transfer of Service w.e.f 31/07/14	Nil	Associate Professor CONUASS 06/09	Professor CONUASS 07/06	B.Sc (Physics) 1984, Cert. in Reactor Physics 1983, M.Sc (App.Geophysics) 1996, Ph.D (App. Geophysics) 2001.	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
2.	02/01/08	02/01/10	01/10/14	Senior Lecturer CONUASS 05/06	Associate Professor CONUASS 06/04	B. Sc. (Physics) 1992, MBA (Mkt.) 2002, M. Sc. (Physics) 2006; Ph.D (Physics) 2013.	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
3.	01/08/05	01/08/07	Nil	Lecturer I CONUASS 04/09	Senior Lecturer CONUASS 05/04	B. Sc. (Physics) 1988, M. Sc. (Physics) 2003 Ph.D (Physics) 2016.	Due	Recommended w.e.f 01/10/17
4.	02-07-08	01/07/10	01/10/14	Lecturer I CONUASS 04/04	Senior Lecturer CONUASS 05/01	B. Sc. (Physics) 2000, M. Sc. (App. Physics) 2007, Ph.D (Electronic & Elect. Engineering) 2017	Due	Recommended w.e.f 01/10/17

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ix. Department of Mathematical Sciences

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	01/12/10	02/01/13	Nil	Lecturer II CONUASS 03/06	Lecturer I CONUASS 04/03	B. Sc. (Comp. Sc.) 2006, M. Sc. (Comp. Network) 2008, Ph.D	Due	Recommended w.e.f 01/10/17
2.	31/05/11	31/05/13	01/10/14	Lecturer II CONUASS 03/07	Lecturer I CONUASS 04/04	B. Sc. (Comp. Sc.) 2006, M. Sc. (Adv. Software Engr.) 2007	Due	Recommended w.e.f 01/17/17
3.	14/04/11	09/01/16	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B. Tech. (Comp. Sc./Maths) 2008, M.Sc. (Sec. in Computing) 2014.	Due	Recommended w.e.f 01/10/17
4.	01/06/11	06/03/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Comp. Sc.) 2006, M.Sc. (Software Engr.) 2014.	Due	Recommended w.e.f 01/10/17
5.	10/08/11	01/09/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. (Maths) 2008, M. Sc. (Maths) 2014.	Due	Recommended w.e.f 01/10/17
6.	11/08/11	01/09/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. (Maths) 2009, M.Sc. (Maths) 2014.	Due	Recommended w.e.f 01/10/17
7.	28/11/13	28/11/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Maths) 2010, M.Sc. (Maths)2013	Due	Recommended w.e.f 01/10/17
8.	11/12/13	09/12/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.A.(Bus. Inf. Tech.) 2002, M.Sc (MIS) 2011	Due	Recommended w.e.f 01/10/17
9.	06/01/14	06/01/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Maths & Comp. Sc) 2006, M.Sc.(Comp.) 2013	Due	Recommended w.e.f 01/10/17

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x. Department of Geography

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	03/03/14	Transfer of Service w.e.f 28/02/14	Nil	Lecturer II CONUASS 03/05	Lecturer I CONUASS 04/02	B.Sc. (Geo) 1996, M.Sc. (Env.& Res. Plan) 2004, Dip.(Env. Health) 2011	Due	Recommended w.e.f 01/10/17
2.	03/03/14	03/03/16	Nil	Lecturer II CONUASS 03/05	Lecturer I CONUASS 04/02	B.Sc (Geo) 2005, M.Sc. (Env. Mgt.) 2009.	Due	Recommended w.e.f 01/10/17
3.	18/11/13	18/11/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Geo) 2006, M.Sc. (GIS) 2010	Due	Recommended w.e.f 01/10/17
4.	30/12/11	16/06/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. URP 2008, M.Sc. (Env. Res. Mgt.) 2015	Due	Recommended w.e.f 01/10/17
5.	25/11/13	25/11/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc (Land Survey) 2008, M.Sc (GIS) 2013	Due	Recommended w.e.f 01/10/17
6.	19/12/13	19/12/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Geo) 2001, PGDE 2004, M.Sc.(Geo) 2012	Due	Recommended w.e.f 01/10/17

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xi. Department of Biological Sciences

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	03/03/14	Transfer of Service w.e.f 28/02/14	Nil	Senior Lecturer CONUASS 05/11	Associate Professor CONUASS 06/05	B.S.c. (App. Biology) 1991, M.Sc. (App. Ent.. & Paras.) 1999, Ph.D (Parasitology) 2012.	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
2.	22/10/08	23/10/10	01/10/11	Lecturer I CONUASS 04/07	Senior Lecturer CONUASS 05/03	B. Sc. (App. Biology) 1994, M. Sc. (Botany) 2007, Ph.D (Botany) 2017.	Due	Recommended w.e.f 01/10/17
3.	22/10/08	21/10/10	01/10/12	Lecturer I CONUASS 04/05	Senior Lecturer CONUASS 05/02	B. Sc. (Bio. Sc.) 1994, M. Sc. (Zoology) 2005, Ph.D (Zoology) 2017	Due	Recommended w.e.f 01/10/17
4.	02/12/13	Transfer of Service w.e.f 10/07/14	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. Ed. (Biology) 1995, M.Sc (Ecology) 2013	Due	Recommended w.e.f 01/10/17
5.	02/12/13	02/12/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc (Zoology) 2000, M.Sc. (Zoology) 2009, PGDE 2009.	Due	Recommended w.e.f 01/10/17
6.	02/12/13	02/12/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Tech (App. Zoology) 2008, M.Sc. (Cons. Biology) 2011	Due	Recommended w.e.f 01/10/17

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xii. Department of Microbiology

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	31/01/14	31/01/16	Nil	Lecturer II CONUASS 03/05	Lecturer I CONUASS 04/02	B.Sc. (Microbiology) 1995, M.Sc. (Microbiology) 2010,.	Due	Recommended w.e.f 01/1017
2.	12/04/11	02/06/16	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B. Sc. (Microbiology) 2008, M.Sc.(Med. Mol. Microbiology & Immunology) 2014.	Due	Recommended w.e.f 01/10/17
3.	28/11/13	28/11/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc (Microbiology) 1990, M.Sc (Med. Microbiology) 1992	Due	Recommended w.e.f 01/1017
4.	03/02/14	03/02/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc (Microbiology) 2005, M.Sc. icrobiology) 2009, Phil (Medicine) 2013	Due	Recommended w.e.f 01/1017
5.	22/08/11	22/08/15	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B. Sc. (Microbiology) 2005,PGD (Comp. Sc.) 2009, M.Sc. (Mol. Biology with Bioinfo.) 2013.	Due	Recommended w.e.f 01/10/17
6.	08/04/11	20/05/15	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B. Sc. (Microbiology) 2008, M.Sc. (Biotech.) 2013.	Due	Recommended w.e.f 01/10/17
7.	08/04/11	21/10/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B. Sc. (Microbiology) 2008 M.Sc. Microbiology 2014	Due	Recommended w.e.f 01/10/17
8.	21/12/11	01/05/16	.Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B. Sc. Microbiology 2010, M.Sc.(Med. Mol. Microbiology & Immunology) 2014	Due	Recommended w.e.f 01/10/17
9.	28/11/13	28/11/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Microbiology) 2005, M.Sc (Microbiology) 2011	Due	Recommended w.e.f 01/10/17

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4. FACULTY OF SOCIAL AND MANAGEMENT SCIENCES

i. Department of Accounting

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	09-11-06	09/11/08	01/10/14	Senior Lecturer CONUASS 05/06	Associate Professor CONUASS 06/03	B. Sc. (Acct.) 1998, M. Sc. (Acct. & Fin.) 2005, Ph.D (Acct & Fin) 2014.	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
2.	30-06-08	30/07/10	01/10/14	Lecturer I CONUASS 04/04	Senior Lecturer CONUASS 05/01	B. Sc. (Acct.) 1997, M. Sc. (Acct. & Fin.) 2004, Ph.D (Acct. & Fin.) 2013.	Due	Recommended w.e.f 01/10/17
3.	02/12/13	02/12/15	Nil	Senior Lecturer CONUASS 05/04	Associate Professor CONUASS 06/01	B.Sc (Acct) 1997, M.Sc (Acct.& Fin.) 2008, Ph.D (Acct.& Fin.) 2012	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
4.	31/12/13	31/12/15	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc (Acct.) 2002,, M.Sc (Fin.. Mgt.) 2006.	Due	Recommended w.e.f 01/10/17
5.	01/04/14	01/04/16	Nil	Assistant Lecturer CONUASS 02/07	Lecturer II CONUASS 03/04	B.Sc. (Acct.) 2002, M.Sc. (Acct. & Fin.) 2011, PGDE 2011	Due	Recommended w.e.f 01/10/17

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ii. Department of Business Administration

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	31-12-07	31/12/09	01/10/10	Lecturer I CONUASS 04/05	Senior Lecturer CONUASS 05/02	B. Sc. (Bus Admin) 1991, MBA 2003, M.Sc. (Bus. Admin) 2011. Ph.D (Bus. Admin) 2016.	Due	Recommended w.e.f 01/10/17
2.	01-07-05	01/07/07	01/10/14	Senior Lecturer CONUASS 05/03	Associate Professor CONUASS 06/01	B. Sc. (Acct.) 1998, MBA 2004, Ph.D (Mgt.) 2013	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
3.	24/02/14	24/02/16	Nil	Senior Lecturer CONUASS 05/05	Associate Professor CONUASS 06/02	B.Sc.(Bus. Admin) 1997, MBA (Fin.) 2002, Ph.D (Mgt.) 2011	Due	Recommended w.e.f 01/10/17 Subject to External Assessment

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iii. Department of Economics

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	01-07-05	01/07/07	01/10/14	Senior Lecturer CONUASS 05/03	Associate Professor CONUASS 06/01	B. Sc. (Econs) 1988, M. Sc. (Econs) 1992, Ph.D (Econs) 2012	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
2.	05-03-08	04/03/10	01/10/14	Senior Lecturer CONUASS 05/03	Associate Professor CONUASS 06/01	B. Sc. (Stats) 1998, PGDE 1999, M. Sc. (Econs) 2004, Ph.D (Econs) 2013.	Due	Recommended w.e.f 01/10/17 Subject to External Assessment
3.	26/11/13	26/11/15	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B.Sc. (Econs) 2009, M.Sc (Econs) 2012	Due	Recommended w.e.f 01/10/-17
4.	02/12/13	02/12/15	Nil	Assistant Lecturer CONUASS 02/06	Lecturer II CONUASS 03/03	B.Sc. (Econs) 2002, M.Sc. (Econs) 2013	Due	Recommended w.e.f 01/10/17
5.	02/12/13	Transfer of Service w.e.f 02/12/13	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Econs) 1989, PGDM 1996, M.Sc.9Econs. 2010	Due	Recommended w.e.f 01/10/17
6.	06/01/14	06/01/16	Nil	Lecturer II CONUASS 03/05	Lecturer I CONUASS 04/02	B.Sc (Econs) 2001, M.Sc (Econs) 2010, PGDE 2008,.	Due	Recommended w.e.f 01/10/17
7.	03/03/14	03/03/16	Nil	Lecturer II CONUASS 03/06	Lecturer I CONUASS 04/03	B.Sc. (Econs) 2002, M.Sc (Econs) 2011	Due	Recommended w.e.f 01/10/17
8.	02/06/14	02/06/16	Nil	Assistant Lecturer CONUASS 02/04	Lecturer II CONUASS 03/01	B.Sc. (Econs) 2001, M.Sc. (Econs) 2013.	Due	Recommended w.e.f 01/10/17

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iv. Department of Sociology

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	03/03/14	03/03/16	Nil	Assistant Lecturer CONUASS 02/05	Lecturer II CONUASS 03/02	B.Sc. (Sociology) 2003, PGDE 2011, M.Sc. (Sociology) 2012.	Due	Recommended w.e.f 01/10/17

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v. Department of Political Science

S/NO	DATE OF 1ST APPT	DATE OF CONFIR	DATE OF LAST PROM.	PRESENT RANK	NEXT RANK	QUAL	DUE/NOT DUE	REMARKS
1.	06/01/13	06/01/15	Nil	Lecturer II CONUASS 03/03	Lecturer I CONUASS 04/01	B.Sc. (Pol. Sc.) 2004, PGDE 2008, M.Sc. (Pol. Sc.) 2011.	Due	Recommended w.e.f 01/10/17
2.	10/07/14	10/07/16	Nil	Assistant Lecturer CONUASS 02/04	Lecturer II CONUASS 03/01	B.Sc. (Pol. Sc.) 2001, MPA 2011	Due	Recommended w.e.f 01/10/17

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KADUNA STATE UNIVERSITY

ACADEMIC STAFF DUE FOR 2018 PROMOTIONS

1. FACULTY OF SOCIAL & MANAGEMENT SCIENCES

i. Department of Accounting

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1.	05-08-11	23/03/17	B. Sc. (Acct.) 2009, M.Sc.(Acct. & Fin.) 2015	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 01/09/15	Asst. Lec. CONUASS 02/05	Lec. II. CONUASS 03/03	Due	Recommended w.e.f 01/10/18
2.	09-08-11	01/07/16	B. Sc. (Acct.) 2009, M.Sc. (Acct) 2015	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 16/02/15	Asst. Lec. CONUASS 02/05	Lec. II. CONUASS 03/03	Due	Recommended w.e.f 01/10/18

ii. Department of Business Administration

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1.	05-01-09	05/01/11	B. Sc. (Bus Admin) 1998, MBA 2001, PGDE 2007, PhD in Business Admin. (2017).	01/10/15	Lec. I CONUASS 04/03	Snr. Lec. CONUASS 05/01	Due	Recommended w.e.f 01/10/18
2.	21/05/15	21/05/17	B.Sc (Mkt. & Strat.) 2009, M.Sc (Finance) 2014.	Nil	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18

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iii. Department of Economics

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1.	17/01/12	17/01/14	B. Sc. (Econs) 1997 M. Sc. (Econs) 2006	01/10/15	Lec. II CONUASS 03/04	Lec. I CONUASS 04/02	Due	Recommended w.e.f 01/10/18
2.	02/05/12	02/05/14	B. Sc. Econs. 2002 PGDM 2006 M. Sc. in Econs. 2011	01/10/15	Lec. II CONUASS 03/05	Lec. I CONUASS 04/03	Due	Recommended w.e.f 01/10/18
3.	04/01/12	04/01/14	B. Sc. (Econs) 1999 M. Sc. (Energy Stud. – Oil & Gas Econs) 2006 MBA – 2008	01/10/15	Lec. II CONUASS 03/04	Lec. I CONUASS 04/04	Due	Recommended w.e.f 01/10/18

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iv. Department of Mass Communication

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1.	26-08-11	25/02/17	B. A. (Mass Com) 2010 M.Sc. (Mass Com.) 2015	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 01/03/15	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18
2.	10-03-08	09/03/10	B. A. (Mass Com) 1990, M. A. (Com. Lang Arts) 2002, Ph.D (Media Arts) 2015	01/10/15	Snr. Lec. CONUASS 05/05	Assoc. Prof. CONUASS 06/03	Due	Recommended w.e.f 01/10/18
3.	27-04-09	28/04/11	B. A. (Mass Com) 1996, M. Sc. (Mass Com) 2007, PGDE 2008, Ph. D (Media Arts) 2015.	01/10/15	Snr. Lec. CONUASS 05/02	Assoc. Prof. CONUASS 06/01	Due	Recommended w.e.f 01/10/18

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v. Department of Political Science

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUALIFICATION	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1.	04-07-05	04/07/07	B. Sc. (Pol. Sc.) 1991, M. Sc. (Pol. Sc./Int. Rel.) 2002, Ph.D in Pol. Sc. (2018)	01/10/11	Lec.I CONUASS 04/08	Snr. Lec. CONUASS 06/06	Due	Recommended w.e.f 01/10/18
2.	07-04-11	08/04/13	B. Sc. (Pol. Sc.) 2006, M.Sc (Pol. Sc.) 2012, Ph.D in Pol. Sc. (2018)	01/10/15	Lec. II CONUASS 03/03	Lec. I CONUASS 04/01	Due	Recommended w.e.f 01/10/18
3.	07-04-11	25/06/17	B. Sc. (Pol. Sc.) 2008, M.Sc. (Peace Stud.) 2015.	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 01/07/15	Asst. Lec. CONUASS 02/05	Lec. II CONUASS 03/03	Due	Recommended w.e.f 01/10/18
4.	03/02/14	03/02/16	B.Sc. (Sociology) 1987, M.Sc. Int. Rel.) 1999, Ph.D (Int. Rel.) 2002	Nil	Snr. Lec CONUASS 05/06	Assoc. Prof. CONUASS 06/04	Due	Recommended w.e.f 01/10/18
5.	05-09-05	05/09/07	B. Sc. (Pol. Sc.) 1997, M. Sc. (Int. Rel. &Strat. Stud.) 2002, Ph.D (Pol. Sc.) 2015.	01/10/15	Snr. Lec. CONUASS 05/03	Assoc. Prof. CONUASS 06/01	Due	Recommended w.e.f 01/10/18

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vi. Department of Sociology

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1	01/03/12	01/03/14	B. Sc. Sociology 1994 M. Sc. Sociology 2011	01/10/15	Lec. II CONUASS 03/06	Lec. I CONUASS 04/04	Due	Recommended w.e.f 01/10/18
2.	11-04-11	05/12/14	B. Sc. (Sociology) 2008 M.A. (Sociology) 2014	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 05/12/14	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18
3.	11-04-11	12/12/16	B. Sc. (Sociology) 2008, M.Sc. (Sociology) 2014.	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 12/12/14	Asst. Lec. CONUASS 02/05	Lec. II CONUASS 03/03	Due	Recommended w.e.f 01/10/18
4.	08/05/15	08/05/17	B.Sc. (Soc.) 2009, M.Sc.(Ind. Soc.) 2014	Nil	Asst. Lec. CONUASS 02/04	Lec. II CONUASS 03/02	Due	Recommended w.e.f 01/10/18
5.	03-10-06	03/10/08	B. Sc. (Sociology) 1991, M. Sc. (Soc. & Anthropology) 2002, Ph. D (Soc. &Anthropology) 2011	01/10/15	Assoc. Prof. CONUASS 06/05	Professor CONUASS 07/03	Due	Recommended w.e.f 01/10/18
6.	05-07-05	04/07/07	B. Sc. (Sociology) 1994, Master of Social Work (M.S.W) in Health Social Welfare (2000), Ph.D (Sociology) 2018.	01/10/11	Lec. I CONUASS 04/07	Snr. Lec. CONUASS 05/05	Due	Recommended w.e.f 01/10/18

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2. FACULTY OF SCIENCE

i. Department of Biochemistry

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1.	08-04-11	18/09/16	B. Sc. (Biochem) 2008, M.Sc.(Med. Biochem.) 2014	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 11/11/14	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18
2.	04/01/12	06/01/14	B. Sc. Biochem 2003 M. Sc. Biochem 2008	01/10/15	Lec. II CONUASS 03/05	Lec. I CONUASS 04/03	Due	Recommended w.e.f 01/10/18

ii. Department of Biological Sciences

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARK
1.	12-04-11	04/03/17	B. Sc. (Biology) 2008, M. Sc (Env. Biology) 2015	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 19/01/15	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18
2.	05-08-11	18/02/17	B. Sc. (Biology) 2008, M.Sc. (Biotech) 2014	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 08/02/15	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18
3.	12-04-11	26/11/16	B. Sc. (Zoology) 2008, M.Sc. (Zoology) 2014	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 26/12/14	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18
4.	12-04-11	31/08/17	B. Sc.	Upgraded	Asst. Lec.	Lec. II	Due	Recommend

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			(Botany) 2008, M.Sc. in Botany 2015.	from Graduate Asst. to Asst. Lec. w.e.f 01/10/15	CONUASS 02/05	CONUASS 03/03		ed w.e.f 01/10/18
5.	08/05/15	08/05/17	B.Sc. (Microbiology) 2004, PGDE 2008, M.Sc. (Ecology & Env. Stud.) 2014.	Nil	Asst. Lec. CONUASS 02/04	Lec. II CONUASS 03/02	Due	Recommended w.e.f 01/10/18
6.	08/05/15	08/05/17	B.Sc. (Biology) 2006, M.Sc. (Nat. Resource Conservation.) 2012.	Nil	Asst. Lec. CONUASS 02/04	Lec. II CONUASS 03/01	Due	Recommended w.e.f 01/10/18

iii. Department of Chemistry

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARKS
1.	01-09-11	09/03/17	B. Sc. (Chem) 2009, M.Sc.(Chemistry) 2015	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 08/02/15	Asst. Lec. CONUASS 02/07	Lec. II CONUASS 03/05	Due	Recommended w.e.f 01/10/18
2.	02/06/15	02/06/17	B.Sc. (App. Chem) 2006, M.Sc. (Inorg. Chem.) 2012.	Nil	Lec. II CONUASS 03/06	Lec. I CONUASS 04/ 04	Due	Recommended w.e.f 01/10/18
3.	13-06-11	Nil	B. Sc. (Chem)	Upgraded from	Asst. Lec. CONUASS	Lec. II CONUASS	Due	Recommended w.e.f

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			2008, M.Sc. (Anal. Chem.) 2015.	Graduate Asst. to Asst. Lec. w.e.f 01/10/15	02/05	03/03		01/10/18
4.	21/12/11	19/01/17	B.Sc. Chem. 2009, M.Sc. (Anal. Chem.) 2015.	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 19/01/15	Asst. Lec. CONUASS 02/06	Lec. II CONUASS 03/04	Due	Recommended w.e.f 01/10/18
8.	03/03/14	Transfer of Service w.e.f 01/03/14	B.Ed (Chem.) 2002, PGDE 2006, M.Sc. (Org. Chem.) 2011.	Nil	Lec. II CONUASS 03/06	Lec. I CONUASS 04/04	Due	Recommended w.e.f 01/10/18

iv. Department of Geography

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARKS
1.	01/07/15	Transfer of Service w.e.f 30/06/15	B.Sc. (Geo. & Plan.) 1997, M.Tech.(Geo/Rem. Sen.) 2003, Ph.D. (Geo.) 2011.	Nil	Snr. Lec. CONUASS 05/04	Assoc. Prof. CONUASS 06/02	Due	Recommended w.e.f 01/10/18
2.	11/05/15	11/05/17	B.Engr. (Land Surv) 1999, M.Sc (RS & GIS) 2013.	Nil	Asst. Lec. CONUASS 02/04	Lec. II CONUASS 03/02	Due	Recommended w.e.f 01/10/18

v. Department of Mathematical Sciences

S/N	DATE OF	DATE OF	QUAL	DATE OF	PRESENT	NEXT RANK	DUE/NOT	REMARKS

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	1ST APPT.	CONFIRM		LAST PROMOTION	RANK		DUE	
1.	11-08-11	13/08/17	B. Sc. (Stats) 2006, M.Sc.(Time Series & Spatial Anal.) 2015	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 01/09/15	Asst. Lec CONUASS 02/05	Lec. II CONUASS 03/03	Due	Recommended w.e.f 01/10/18
2.	11/05/15	11/05/17	B.Sc. (Stats) 2010, M.Sc. (Stats) 2014.	Nil	Asst. Lec. CONUASS 02/04	Lec. II CONUASS 03/02	Due	Recommended w.e.f 01/10/18

vi. Department of Microbiology

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARKS
1.	08/04/11	08/04/13	B. Sc. (Microbiology) 2006, M.Sc (Microbiology) 2010, Ph.D in Industrial Biology 2018.	01/10/14	Lec. II CONUASS 03/05	Lec. I CONUASS 04/03	Due	Recommended w.e.f 01/10/18
2.	08-04-11	02/03/17	B. Sc. (Microbiology) 2006, M.Sc. (Biotech.) 2015	Upgraded from Graduate Asst. to Asst. Lec. w.e.f 08/02/15	Asst. Lec CONUASS 02/07	Lec. II CONUASS 03/05	Due	Recommended w.e.f 01/10/18
3.	13/05/15	13/05/17	B.Sc. (Microbiology) 2008, M.Sc. (Microbiology) 2013.	Nil	Asst. Lec. CONUASS 02/04	Lec. II CONUASS 03/02	Due	Recommended w.e.f 01/10/18

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vii. Department of Physics

S/N	DATE OF 1ST APPT.	DATE OF CONFIRM	QUAL	DATE OF LAST PROMOTION	PRESENT RANK	NEXT RANK	DUE/NOT DUE	REMARKS
1.	08/06/15	08/06/17	B. Sc (Physics) 1989, M.Sc. App. Geophysics 1996, Ph.D (App. Geophysics) 2003	Nil	Snr. Lec. CONUNASS 05/08	Assoc. Prof. CONUASS 06/06	Due	Recommended w.e.f 01/10/18

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