

**ASSESSMENT OF THE ORGANIZATION AND CONDUCT OF
DEVELOPMENT PROGRAMMES FOR NON-ACADEMIC STAFF IN
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA**

BY

Karima Suleiman BAKO
P16EDFC8127

JULY, 2018

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

JULY, 2018

DECLARATION

I hereby declare that this dissertation is a result of my personal research work. It has never been presented anywhere for the purpose of the award of a higher degree. All sources of information are either indented or acknowledged by means of references.

Karima Suleiman Bako
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Date

CERTIFICATION

This dissertation entitled “Assessment of the Organization and Conduct of Development Programmes for Non-Academic Staff in Ahmadu Bello University, Zaria, Nigeria” by Karima Suleiman Bako, meets the regulations governing the award of the Master’s Degree in Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria, Nigeria is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my Father, Alhaji Suleiman Bako and my Mother Hamamatu

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ABBREVIATIONS

ABU - Ahmadu Bello University

WAEC - West African Examination Council

ICT – Information and Communication Technology

JNAS - Junior Non-Academic Staff

SNAS - Senior Non-Academic Staff

SPSS - Statistical Package for Social Sciences

t-test – Independent Sample test

UNESCO - United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study was carried out to “Assess the Organization and Conduct of Development Programmes for Non-Academic Staff in Ahmadu Bello University, Zaria”. Four objectives were postulated in line with research questions and hypotheses that guided the study. The objectives were set to: assess the organization and conduct of conference, seminar, workshop and in-service programmes for senior and junior non-academic staff in Ahmadu Bello University, Zaria. The study used descriptive survey method that covered all non-academic staff in Ahmadu Bello University, Zaria. The total population of the study comprises 445 senior non-academic staff and 1572 junior non-academic staff making total of 2017. A total of 608 samples were used in the study out of which 589 copies of questionnaire were correctly filled and returned while 19 got missing. The instrument used for the data collection was structured questionnaire tagged “Assessment of the Organization and Conduct of Development Programmes for Non-Academic Staff Questionnaire” (AOCDPNASQ). The instrument was validated by the supervisors. To ensure the reliability of the instrument, Pearson Product Moment Correlation Coefficient was used during the pilot study. This yielded a reliability coefficient of $r = 0.7$ which shows that the instrument is reliable. Four (4) hypotheses were formulated and the testing was done by using Independent Sample (t-test). The result reveals that: workshops were organized for both senior and junior non-academic staff and in-service training was organized for both senior and junior non-academic staff in ABU, Zaria. It was concluded that, Non-academic staff were allowed to attend conference only in their areas of specialization and both senior and junior non-academic staff were sponsored for international training to acquire more knowledge and skills to boost their performance. It was recommended that, non-academic staff should be sponsored for both local and international Workshops to other countries at least once a year as this would enable them have more knowledge and skills for the improvement of their jobs. Also, conferences, seminars, workshops and in-service training should be organized for junior and senior non-academic staff on frequent bases in Ahmadu Bello University, Zaria.

Operational Definition of Terms

Staff Development: refers to the process whereby employees of an organization enhance their knowledge and skills in directions that are advantageous to their role in the organization.

In-Service Training: is a process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibilities.

Staff Training Scheme: is to provide staff members on opportunity to raise their standard of general education. They are encouraged to learn new ideas and concepts and are a made enlightened members of the University community.

Seminar: in the seminars, members discuss on a selected subject or theme. One or more trainee presents paper on the theme. The material of discussion is distributed in advance.

Conference: A conference is generally understood whereby a meeting of several people to discuss a particular topic. During the discussion, the participants may be divided in groups for intensive discussion.

Workshop: Workshops are based on carrying out activities (the 'work') rather than listening to a presenter. This enable staff develops the knowledge, competencies and dispositions they will need in open or flexible learning.

Staff Development Programs: simply means the efforts, strategies and course of action deliberately taken to help and/or facilitate employees to achieve technical, academic and psycho social development of organizational goals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Ahmadu Bello University was established in October 1962. The University comprises of twelve (12) faculties, one Postgraduate School, five Research Institutes and six Specialized Centers. These institutes offers multiple ranges of opportunities for postgraduate research in Administration, Agriculture, Art, Education, Engineering, Environmental Design, Law, Medicine, Pharmaceutical Science, Biological Science and Veterinary Medicine. In order for the University to progress, her staff must undergo a series of staff development programmers.

Staff development refers to the process whereby employees of an organization enhance their knowledge and skills in directions that are advantageous to their role in the organization. Definitions of staff development may be approached from the perspectives of the developer, the employer and the person being developed. O’Leary (1997) argued that staff development activity has to be outcome and process orientated, while Collett and Davidson (1997) suggested that a significant component of staff development is to facilitate change on a personal, professional and institutional level. Webb (1996) highlighted the need for human understanding and recognition that the feelings, emotions, humanity and ‘being’ of the people involved play an important part in staff development. This ‘being’ of the people was reinforced by Thornton and McEntee (1998) who viewed staff development as self-development guided by critical questions and practiced within. Frameworks that can lead to meeting the needs of all persons involved in the process. Essentially, staff development is an on-going process of education, training, learning and support activities and is concerned with helping people to grow within the organizations in whic’ they are employed. While the term ‘staff

development' has been defined in a number of ways, the primary purpose of non-academic staff development is to expand their awareness of the various tasks they must undertake to contribute to the effective accomplishment of the organization's objectives.

Scholars (Collett, and Davidson, 1997; Turner, and Harkin, 2003; Banett, 2005; Karagiorgi and Symeou, 2006; Darzi, 2008; Nkebem, 2009; Frederick, Ngala, Stephen and Odebero, 2010) has identified variety of staff development programme in the university. This range from in-service, seminar, conference to workshops programmes. However, Complex challenges in education, such as increasingly diverse student populations, new technologies and rigorous academic standards and goals have led to the emergence of the concept of staff development within the process of lifelong service (Eurydice, 1995). Thus, emphasis internationally has shifted from the traditional one-shot workshops to a consensus' view of staff professional development programme. Several studies point to the need for broadening the concept of in-service, seminar, conference and workshops to a growth continuum of ongoing, participatory function that is loosely linked to the realities of universities needs and moving towards continuous professional development models (Du Plessis, 1998). Therefore, there is a need to progress to a vision of staff development as a continuum along the various types of non-academic staff development programme- in-service training, seminar, conference and workshops. Initially, "education and training of staffs" emerged as one of the sixteen indicators on quality of school education, proposed by the European Council (European Commission, May 2000). Then, "educators and training" was declared to be one of the fifteen indicators used to evaluate participation in lifelong learning (European Commission, June 2002). In addition, the "percentage of staffs and trainers in continuo's training" was identified as one of the indicators proposed for the implementation of the work programme (Education and Training 2010). With the rapid global workforce

change, and the high populace, of workforce therefore, staff development programs have been fully recognized as a dream in enhancing job performance.

It is imperative therefore that, to achieve the effective acquisition and utilization of the human resource by busting in through training programs like workshop, seminars, conference and in service training. Staff development programs have therefore becomes the vehicle for maningful change which plays an integral part in developing the university philosophy, goals and expansion. It is through training and development activities which differentiate in relation to the needs and resource of the university. That professionalism, productivity, individual, organizational, effectiveness and individual performance can be increased performances are often in the center of attention in Educational Institutions. The challenge experience by universities currently, such as life student enrollment, globalization of education with inherent competition for staff and student have called for performance has been contended issue in most countries due to poor co-ordination between departments among other features.

In-service training is a process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibilities. It promotes the professional growth of individuals. "It is a program designed to strengthen the competencies of extension workers while they are on the job" (Malone, 1984). In-service training is a problem-centred, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of the clientele, and increase capacity to gain knowledge and mastery of techniques.

Staff development programs, according to Pigors and Myers (1981), are all efforts, strategies and course of action deliberately taken to help and/or facilitate

employees to achieve technical, academic and psycho social development to enhance their contribution to the achievement of organizational goals and for national benefit the two authors contended that staff development programs encourage training, promotion, motivating and rewarding staff.

Eurydice (1995) opined that development programme like workshops, conferences, and seminars help in developing instructing encouragement for the staff workshop aim to both challenge and extend staff to work hard. The office were being discuss such as creative conflict resolution; This involve widely addressing how staff can effectively deal with conflict in the working place, key issues that will be covered include achieving a win/win situation sparking appropriate assertiveness managing emotions, willingness to resolve managing conflict, dressing options, negotiation skills and mediation effective communication motivation, leadership development motivation.

Seminars are usually short event lasting a couple hours half day or whole day they have single and multiple speakers and keep all participant together in the same space. Ideally they so beyond the showing of facts and probe the depth of the subject matter at hand. Seminar and conferences; organizations plan and hold their meetings with targeted guidance and provide them with relevant information that will improve the skill, taking career in the next level. There is really no substance for a live learning events by interacting with roomful of pier and opportunities to ask experts question of the subject matter and examining real-world application of the information you covering it really helps cement your new knowledge; only refresh training provide staff with wide array of topics covering the problems you are facing every day.

The study is primary concern with organization and conduct among non-academic professional employees in higher education. According to U.S. Department of

Education report on employees in post-secondary Institutions (Iinap-II-neid, Ginder and National centre for Education, 2009) non-academic profession employees are hires for the primary purpose of performing academic support student service and instructional support. Their assignment in the most instances would require either training in specialized areas and that they hold appropriate experience.

Non-Academic professional staffs members are key components in today's higher settings they are responsible for the day-today operation of a university — (Smerek and Peterson, 2007). In Liebman's (1986) study of non-academic employees in higher education, he found that non-academic employees outnumbered faculty members nationally and “could be consider chiefly responsible for the stressful daily operations of every institution of higher learning, Because of the bureaucratic nature of professional staff to maintain functioning.

Higher Education is an either a phrase of human being (Ilebsman) 1986.) Where technology and service are primary driven by human resources (Jensen 2006). Thus, an innovation organization climate that maximizes the potential of its members may be a viable option for an enhance work environment where employees for an enhanced work environment where employee feel empowered to experiment with new ideas (Siegel and Kammere, 1978). Ultimately, may become important to the long- term survival of colleges and Universities in today's increasingly competitive environment (Jensen 2006) Scott and Bruce, 1994)

In Ahmadu Bello University, for example, Mahadi (2004) stressed that, one of the objectives of the management of the University was to produce competent staff in the field of administration and planning. Likewise, every tertiary institution has that motive of producing competent staff in different fields of development for their employees, in

order to get good service delivery. In line of the above background, the study was carried out to evaluate the assessment of staff development programs on the performance of non-academic staff in ABU Zaria.

1.2 **Statement of the Problem**

Even though vice-chancellors are actually aware of the benefits of staff development, numerous problems continue to bedevil staff development practices in the universities in Nigeria. Crucial among them are limited availability of staff development programmes like seminars, in-service training, conferences and workshops; scarcity of time and financial resources in relation to their individual needs; poor attitudinal problems and lack of co-operation on the part of university managers and acceptable qualification of facilitators. In other words, the number and quality of staff development programmes in the university are wanting. Financing staff development programmes presently is a big challenge to non-academic staff and university managers.

Global competition has increased the need for efficiency and productivity, one way to meet this challenge is the need for training and development of employees on a continuous basis. There is need to relate training more closely to organizational goals and specific needs. Recognizing that training and development should be a process, organization must provide training institutions that address several critical requirements.

Non-academic staff of university, mostly find it difficult to accurately deliver what they are expected to achieve in their various units of the university due to the insufficient professional toward their career there by find it difficult to attend conference, seminars, workshops and acquire higher degree or qualification for the good service delivery in their respective units department and faculties respectively.

The problem of this study is to examine how Staff Development programmes can enhance performance of senior and junior of non- academic staff of Ahmadu Bello University, Zaria. That is why this study is being embarked upon based on the organization and conduct of conferences; workshops; seminar and in-service training for non-academic staff of the universities. This is because the quality of any system depends on the quality of staff. If staffs are well trained, their working skill will improve. It is against this background that this study was set to assess staff development programmes of non- academic staff in Ahmadu Bello University Zaria.

1.3 Objectives of the Study

This study was set to achieve the following objectives:

1. determine the organization and conduct of conference for non-academic staff in Ahmadu Bello University, Zaria;
2. find out the organization and conduct of workshop for non-academic staff in Ahmadu Bello University, Zaria;
3. examine the organization and conduct of seminars for non-academic staff Ahmadu Bello University, Zaria; and
4. assess the organization and conduct of in-service training for non-academic staff in Ahmadu Bello University, Zaria.

1.4 Research Questions

The following research questions were formulated to guide the conduct of the study;

1. How does Ahmadu Bello University, Zaria organize and conduct conference for non- academic staff?

2. How is workshop organized and conducted for non – academic staff in Ahmadu Bello University, Zaria?
3. What is the process for organization and conduct of seminars for non – academic staff in Ahmadu Bello University, Zaria?
4. How is in-service training organized for non-academic staff in Ahmadu Bello University, Zaria?

1.5 Research Hypotheses

The following null hypotheses are raised in order to test the validity of the answers given to the research questions;

H₀₁: There is no significant difference in the opinions of registry, bursary and Institute of Information and Communication Technology on organization and conduct of conference for non-academic staff in the A.B.U Zaria.

H₀₂: There is no significant difference in the opinions of respondents on organization and conduct of workshop for non – academic staff in the A.B.U Zaria.

H₀₃: There is no significant difference in the opinions of respondents on organization and conduct of seminar for non – academic staff in A.B.U. Zaria.

H₀₄: There is no significant difference in the opinions of respondents on organization and conduct of in-service training for non- academic staff in A.B.U Zaria.

1.6 Basic Assumptions

The study adopted the following assumptions have been brought forward:

1. It is assumed that higher academic qualifications improve performance of non-academic in Ahmadu Bello University, Zaria.

2. Constant training, conferences and workshop improve performance of non-academic staff.
3. It is also assumed that development programme improves the performance of non-academic staff.

1.7 Significance of the Study

Staff development programme has become a central function for both academic and non-academic staff management in improving overall level of productivity after pre-service training. The significance of this study is based on the research findings that it will benefit the Ahmadu Bello University Zaria, and other universities' community in Nigeria on how staff development programme has impacts on non-academic staffs' effectiveness. Researchers who are keen on furthering their studies on different aspects of staff development programme will rely on this study as a databank. Furthermore, staff development being a key function of university management, research finding on how to improve staff development will benefit staff advisory and universities. Besides, the government and NUC in particular, who are keen on enhancing staffs' productivity, are likely to find this study precious for policy formulation and implementation purposes.

It will also be relevant to other tertiary Institution in Nigeria who have different component of staff. The study will be crucial to educational administrators of various departments. Also to non-governmental organization who make partnership with education to improve performance of their staff.

However, given the increased technological development and the competition challenges failing organization and the need to meet these challenges coupled with the desire to ensure efficiency, it is imperative that the study will be relevance to training and manpower development and their impact productivity.

1.8 Scope of the Study

The scope of the study covers only Ahmadu Bello University, Zaria and restricted to non-academic staff of the university, because the research topic has started clearly the location where it is to be conducted. Also Ahmadu Bello University has adequate and different categories of non-academics who work in all composes of the university, which gives the researcher upper hand for generalization. The study is delimited to junior and senior within the Samaru non-academic staff of A.B.U main campus specifically in ICT, Registry and Bursary units of Samaru main campus.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In an organization different types of changes should be done according to time. These changes are done to achieve certain goals and objectives the act of centralization of changes in organization by using systematic way called Organizational Development. In other words Organizational Development is planned practice to change. It is the long term in behavioral by systematic improvement and development in organizational development, we can increase functional efficiency of organization and in other hand, we can manage societal environment for work.

The organization development takes the organization to the way of progress and also helps to control all the activities of organization, development is utilized by the help of different principles and experts considering behavioral science culture of organization and environmental change. It helps to remove different types of problems and brings changes in value, belief, view, acceptance, feeling and behavior of group, that is why it is very much useful for organization training that has the distinct role in the achievement of an organizational goal by incorporating the interest of organization and the workforce (Stone: human Resource Management 2002). Now a days training is the most important factors in the business world because training increases the efficiency and the effectiveness of both employees and the organization the employee performance depends on various factor. But the most important factor of employees who have more on the job experience have better because of more on the job experience (Fakhar, 2010).

Banett (2005) opined that, training also has impact on the return of investment (Richard Chang Associates, INC). The organizational performance depends on the

employee performance because human resource capital of organizational performance. So to improve the organizational performance on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee of the organization. Thus, the purpose of this study is to assess the staff development programme of non – academic staff in Ahmadu Bello University so as to improve the organizational performance and employee performance.

Training and development increase the employee performance like the researcher said in his research that training and development is an important activity to increase the performance of health sector organization (Iftikhar Ahmad and Siraj-un–din, 2009). Another researcher said that employee performance is the important factor and the building block which increase the performance of overall organization Qaiser, Abbss and Sara (2011). Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris Amisano, 2010). This shows that employee performance is important for the performance of organization and training and development is beneficial for the employee to improve its performance. Thus the purpose of this study is to assess the staff development programme for non -academic staff in Ahmadu Bello University, Zaria.

The main objective of this study is how the training will increase or develop the managerial skills (Robert and Frank 1998) despite focusing on efficiency and cost control the spending on training should increase because organization get more efficiency, effectiveness out of the training increase the efficiency and the effectiveness of the organization.

People are talking more about performance and results and consequences. They are not necessary doing more about performance and results (Roger Kaufman, Florida University). From this it is clear that training and development is the most important factor. So the significance of study is that the training improves the organization performance. Training performance is important for the employees' development to encourage self-fulfilled skills and abilities of employee decreased costs, limits organizational liabilities and changing goals and objectives (Donald, Nickels, 2009).

2.2 Theoretical Framework of the Study

This study is based on the theory of human resource management as postulated by DeCenzo, Robbins and Owens (1987). The central postulate of this theory is that proper management of staff invariably translates into enhanced productivity or effectiveness on their part. The key concepts of this theory are: acquisition; development; motivation and maintenance of staff. As an equation, it comes out thus:

$$P=f(A,D,M \&Ma)$$

The personnel function of staff acquisition is carried out on the basis of pre-entry qualifications, that is, pre-service training and other relevant experiences. Staff development however, involves well-planned activities intended to enhance staff s' productivity through the job training programmes. Staff development activities are also well-documented motivators. Besides, well developed workers are easier to maintain for the overall success of an organization. Put otherwise, it does not be adequate to acquire, deploy and assign tasks to new staff. Relatively, it is vital that they are constantly developed among other management practices, to increase their effectiveness as they face the reality and expectation of the teaching profession.

Expected therefore, is proper management of staff development programmes by vice-chancellor and other concerned university managers with a view to enhancing staffs' effectiveness. Given the prospect of this theory, the researcher posits that well developed non-academic staffs are better prepared to cope with current and emerging job challenges compared to their less developed contemporaries.

Human Resource Management is concerned with the planning, acquisition, training and developing human beings for getting the desired objectives & goals set by the organization. The employees have to be transformed according to the organizations' & global needs. This is done through an organized activity called Training.

Training is a process of learning a sequence of programmed behavior. It is the application of knowledge and gives people an awareness of rules & procedures to guide their behavior. It helps in bringing about positive change in the knowledge, skills & attitudes of employees.

Thus, training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has & what the job demands.

Since training involves time, effort & money by an organization, so an organization should to be very careful while designing a training program. The objectives & need for training should be clearly identified & the method or type of training should be chosen according to the needs & objectives established. Once this is done accurately, an organization should take a feedback on the training program from the trainees in the form of a structured questionnaire so as to know whether the amount &

time invested on training has turned into an investment or it was a total expenditure for an organization.

Training is a continuous or never ending process. Even the existing employees need to be trained to refresh them and enable them to keep up with the new methods and techniques of work. This type of training is known as Refresher Training and the training given to new employees is known as Induction Training. This is basically given to new employees to help them get acquainted with the work environment and fellow colleagues. It is a very short informative training just after recruitment to introduce or orient the employee with the organization's rules, procedures and policies.

2.2.1 A Brief Historical of Ahmadu Bello University

The establishment of Ahmadu Bello University, Zaria (ABU) began in 1961 following the recommendation of the Ashby Commission on "Post-School Certificate and Higher Education in Nigeria". A Law establishing a Provisional Council for the University was passed by the Legislature of Northern Nigeria in April while the Council itself was constituted in November, 1961, under the Chairmanship of the Hon. Shettima Kashim, CBE, who later became Sir Kashim Ibrahim KCMG, CBE. Sir Norman Stanley Alexander, a New Zealander and a Professor of Physics at the University College, Ibadan, was appointed the First Principal, later Vice -Chancellor, of the University in July and he assumed office in November, 1961.

Ahmadu Bello University began full operation in 1962, on the sites of these educational institutions: the defunct Nigerian College of Arts, Science and Technology, founded in 1955; the Clerical Training Centre, Kongo, founded in 1957; the Samaru Agricultural Research Station, established in April 1924, and the Shika Livestock Farm, started in 1928. The University was named after Sir Abmadu Bello (1901-1966), "the

Sardauna of Sokoto” and the Premier of Northern Nigeria. As the first Chancellor of the University, Sir Ahmadu Bello performed its Opening Ceremony on the 4th of October, 1962. In 1975, the University was taken over by the Federal Government through a Decree (the Ahmadu Bello University [Transitional] Provisions Decree of 1975), thus becoming a Federal University.

Ahmadu Bello University began with the faculties of Agriculture, Engineering, Law and Sciences, 15 academic departments and 426 students. The University increased in size and scope under the successive Vice-Chancellorships of the late Professor Norman Alexander (1961- 1966), the late Professor Ishaya Audu (1966-1975), Professor Iya Abubakar (1975-1978), Professor Oladipo Akinkugbe (1978-1979), Professor Ango Abdullahi (1979- 1986) The late Professor Adamu Nayaya Mohammed (1986:-1991), Professor Daniel Saror (1991-1995), the Sole Administrator, Major General Mamman Kontagora (rtd) (1995-1998), Professor Abdullahi Mahadi (1999-2004), Professor Shehu Usman Abdullahi (2004-2009), Professor Jarlath U. Umoh (2009), Professor Aliyu (2009-20 10) and Professor Abdullahi Mustapha (2010 to date). As a result of its rapid growth, the University has been transformed into the largest and the most extensive of all the universities in Sub-Saharan Africa (portal.abu.edu.ng).

The University covers a land area of about 7,000 hectares and encompasses two campuses, twelve Faculties, a Postgraduate School and 82 academic departments. It also has five Institutes, six Specialized Centers, a Division of Agricultural Colleges, a School of Basic and Remedial Studies and Demonstration Secondary Schools. A Primary School and a Consultancy outfit which provides a variety of services to the University and the wider society.

The total student enrolment in the University's degree and sub-degree programmes is about 35,000, drawn from every State of the Federation. Africa and the rest of the world. Currently, the University has about 1,400 academic and research staff and over 6000 non-teaching, senior and junior administrative staff. The University has also nurtured two University Colleges, - the Abdullahi Bayero College (now Bayero University), Kano and the Abubakar Tafawa Balewa College (now Abubakar Tafawa Balewa University of Technology), Bauchi, while 27 institutions made up of Colleges of Education, Polytechnics and Schools of Basic or Preliminary Studies are currently affiliated to it. The universities have it goals and objectives to achieved which was condensed in the following mission and vision.

i. Mission

To advance the frontiers of learning and break new grounds, through teaching, research and the dissemination of knowledge of the highest quality; to establish and foster national and international integration, development and the promotion of African traditions and cultures; to produce high-level human power and enhance capacity-building through retaining, in order to meet the needs and challenges of the catchment area, Nigeria and the rest of the world.

ii. Vision

Ahmadu Bello University shall be a world-class university comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races, as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large

iii. Philosophy of Ahmadu Bello University

At the first convocation ceremony of the Ahmadu Bello University held on 23rd November, 1963 during which Alhaji Sir Ahmadu Bello, Sardauna of Sokoto and Premier of Northern Nigeria was installed as the first Chancellor of the University, the Sardauna of Sokoto stated the cardinal principles of the University in his speech at the occasion. He said:

the cardinal principles upon which our founded is to impart knowledge and learning to men and women of all races without distinction on the grounds of race, religious, or political beliefs. This principle is enshrined in the University. Only through freedom of membership and freedom of enquiry and research can University be drawn into the full ferment of thought from which new knowledge comes. Only if it adheres to those freedom can it become truly great. If our staff and students are drawn from all parts of the world, the mixture of international minds working together in an atmosphere of academic freedom can produce a University true to its ideals and meaning....our character must reflect the needs, the traditions, the social and intellectual heritage of the land in which we live. Inevitably in a country developing as fast as- ours we must call on outside help that we have received in generous measure. But in seeking help from outside it is our intention to cops a standard pattern of University from United States of America. We must develop our own pattern to suit our present back round and our future needs must grow out of our own soil. We shall be a truly Nigerian institution and not the mirror image of some alien body”.

The Sardauna of Sokoto said (1963):

let there be no mistake, the challenges of the future will require the highest academic standards and achievements that we can attain - they cannot be inferior to the standards of any country in the world”.

It is on this philosophy that the objectives of the University were designed as follows:

(a) to provide regular and liberal courses of instruction in the humanities, the sciences and other spheres of learning of a standard required and expected of a University of the highest standing:

(b) to promote research and advancement of science and learning;

(c) to secure the diffusion of knowledge throughout or Northern Nigeria.

In carrying out these objectives, membership of the University was made free “to persons of either sex and no discrimination shall be made or test imposed on the ground of religious belief, political views, racial or tribal origin, place of birth or residence”

This is why, in pursuit of its cardinal objectives, the Ahmadu Bello University, like other Nigerian Universities, is a complex organization with the responsibility of producing the national high level manpower requirements for the country. It is also part of its responsibility to conduct research into the nation’s multifarious problems. These responsibilities have expanded since the colonial era when, educational institutions were established to basically, train people to satisfy’ the manpower requirements of the colonial administration. The University of Ibadan was, for instance charged to train graduates work in civil service as doctors in hospitals.

2.3 Conceptual Framework

The term staff development could be referred to as a planned educational strategy that intended to change the beliefs, attitudes. Values and structure of organizational members so that they can better adaption to new technologies, markets and challenges (Ama. 1992). Development is concerned with preparing the employees so that they can move with the organization as it develops changes and grows. Staff development programmes give participant’s opportunities to enroll in programmes gives participants opportunities to enroll in programmes that will enable them to acquire new horizons, new technologies and new points.

According to Koontz (1980). Staff development involves actions taken or designed to help the employee to acquire the necessary skills by moving along a career path and growing. Development is an ongoing education designed by organizations to prepare their employees for future jobs. Aina (1992) concludes that staff development attempts to integrate organizational goal with the needs for growth of individual members in order to design a more effective and fully functioning organization, in which the members are personally more fully realized.

Contrasting training and development Koontz (1980) contented that while training provides learners with the knowledge and skills needed for their present jobs development on the other hand involves learning that goes beyond today's job and has a longer—term focus. It prepares employees to keep pace with the organization as it changes and grows. In concludes that 'the basic difference between training and development is that, while training provides technical and operational staff with how to perform the jobs they were employed for. Development provides the skills required for both current and future jobs.

Aina (1992) noted that attention is now being focused towards integrating the needs of individuals with the goals of the organization thereby reducing destructive conflict, producing genuine collaboration adapting to changes in the social and economic environment and revitalizing existing bureaucratize structures. He argued that adequate development programmes touches and affects the entire organization. "It uncovers problems of poor interpersonal relations of inadequate procedures of confused policies. It develops further solutions." However, the purpose of training and development is to ensure that critical competencies are not only preserved but also enhanced. Employee training and development is accomplished through continual assessment of employees to ensure that their behaviors and attitudes are relevant to strategic goals. While

development programmes provide critical knowledge and skills, the process also requires the individual personal commitment. Development is a choice a person makes, not something an individual can do to someone else. An employee's manager, For example, may be able to provide support for development, but he or she cannot develop the employee. Taking responsibility for one's own development may be the most important aspect in the process.

2.3.1 Some Assumptions Underlying Staff Development

It should be pointed out that the only thing that is constant is change. We are living in a dynamic world and changing environment. It follows therefore that individuals must be aware of the need for change and the potential consequences of failing to change. Given this line of reasoning. It should be born in mind that competent employees will not remain competent. Their skills can deteriorate; technology may make their skills obsolete; the organization may move into new areas, enhancing the type of jobs that exist and the skills necessary to do them. This reality has not been overlooked by organizations. However, Aina (1992) outlined some basic assumptions underlying staff development concept, namely:

- i) The basic building blocks of organizations are groups of people. Therefore, the basic units of change are also groups not simply individuals:
- ii) Work which is organized to meet people's needs, as well as to achieve organizational requirements, tends to produce the highest productivity and quality production;
- iii) Most members of organizations are not motivated primarily by an avoidance of work for which tight controls and threats of punishment are necessary but rather. Most

individuals seek challenging work and desire responsibility for accomplishing organizational objectives to which they are committed;

iv) The culture of most organizations tends to suppress the open expressions of feelings which people have about each other and about where they are and their organizations are heading. The difficulty is that the suppression of feelings adversely affects problem-solving, personal growth, and satisfaction with one's work;

v. Group, which learn to work in a constructively open way by providing feedback for members. Become more, able to profit from their own experiences and become more able to fully utilize their resources on others furthermore. The growth of the individual member is facilitated by relationships which are open, supportive, and trusting

vi.) People support what they help to create: commitment is most assuredly attained where there is actual participation in the planning and conduct of change:

vii) The basic value underlying all staff development efforts is that of choice. Through the collection and feedback of relevant data made available by trust and openness, more choices become available to the organization and to the individual, and hence better decisions can be made.

2.3.2 Organization of Training and Development Programmes in Ahmadu Bello University

The phenomenon of staff training and development is of crucial importance to the primary objectives of Ahmadu Bello University. The university requires the most skilled personnel in all fields to conduct teaching and research and also offer other support services. The university therefore takes responsibility for developing high-level

manpower for other institutions and organizations around the country. To achieve these objectives the university has a carefully planned development policy for its employees.

The non-academic staff of the University is made up of junior and senior cadre from various aspect such as: administrative unit, health unit, audit unit institute of information and communication technology, registry, and Bursary unit. In this research only few number of categories of non-academic staff was observe respectively, they are; registry unit, Bursary. Audit and institute of information and communication technology.

The institute has two types of training that it do offers to the employees, on – the job and off – the job training, on the aspect of on the job training it deals with the internal training of staff pre-dates the university itself. It was originally carried out by the units that transferred to the Ahmadu Bello University. It was continued by individual faculties and institutes until 1972 when the staff training scheme was established with the aim of coordinating the University – wide training programmes. While the off – the job programmes concerned with training programmes that are carried out by external bodies with the concept of the university. These kind of bodies are ABUCONS: the institute organized refresher training either by itself or direct it to ABUCONS to administer, training courses for the; drivers, security officers, fire safety and statistical data analysis etc.

Moreover, other external bodies like Tetfunds assist in sponsoring the nominated staff on international workshops bodies thus University contribute in developing the employees through national bodies programmes like ASCON, Nigerian Institute of Management, the Institute of Registered Administrative Managers of Nigeria, Centre for Public Service Productivity and Development, Nigerian Institute of Corporate Affairs Management, the Institute of Chartered Account of Nigeria, Higher Heights Associates,

Nigerian Institute of Public Relations, Centre for Management Development, Nigeria Institute of Corporate Affairs Management, the Institute of Chartered Accountants of Nigeria, higher Heights Associates, Nigerian Institute of Public Relations, Centre for Management Development, Human Development and Management Services, Centre for Administration and Corporate Secretarial Studies, the Professional secretaries and administrators association of Nigeria, training guide International, New Ways, International Workshop for Institutions, Centre for Human Capital Development Studies and Administrations of Nigerians, Centre for Advanced Secretarial and Administrative Studies, African Institution of Crime Prevention and Promotion of Public Safety, Cap Net Afrique, Michael Modu National Institute for Labour Studies (minils) man power manager of Nigeria. The Institute of Information and Records Management of Nigeria, Integrated Staff Development Initiative (ISDI). The above arrangement are channeled through the staff coordinator at the registry department.

2.4 History of Staff Training Scheme

In pursuit of its cardinal principle and objectives, the Ahmadu Bello University made it a policy to train and re-train its staff members at various levels and cadres for the purposes of effective and result-oriented teaching and research and community service.

It is common knowledge that every organization and Institution has its own methods and means of improving the academic and professional standards of its staff members. The training policies of the University were designed to suit the manpower requirements of the University so that its staff members are properly and adequately turned towards the drive to achieve the overall organizational goals. The methods of training staff vary from allowing or sponsoring staff to pursue courses at other institutions of learning to organizing on-the job training for such staff. While some

establishments organize, on periodic basis, in-house training through short-term courses, seminars, workshops and conferences, some establishment's set-up training outfits like the Federal Training Centre, the Staff Development Centre or better called Staff Training Centre by some establishments.

There are two principal methods for ensuring that the employees of an organization have the desired traits, skills and abilities. The first method is through selection which provides an access to those that were believed to have acquired the desired qualifications. While the second method involves the process of behavior modifications it is known by the simpler term of training and development.

No organization can choose what or not to train its employees, this is because staff development is not only necessary also essential to its employees. The Ahmadu Bello University has an internal training System called Staff Training Scheme to coordinate the much-needed in-service part-time e.g. programmes for various categories of University staffers.

Institutional training of staff at Ahmadu Bello University is as old as the University itself the practice could be traced to the activities of the institutions that were later transferred to the Ahmadu Bello University. These Units were the defunct Nigerian College of Arts, Science and Technology; Clerical Training Centre, Kongo; the Samaru Agricultural Research station and the Shika livestock farm.

The Nigerian College of Arts, Science and Technology was established in 1952 by the Nigerian Government with branches at Enugu, Ibadan and Zaria to train middle level manpower. The Clerical Training Centre (now Institute of Administration) was formed in 1947 for middle level professional training in Local Government Administration, Finance and Law and also to assist in the modernization of management

system and practices at both the public and private sectors of the country. The Samaru Agricultural Research Station (now Institute for Agricultural Research) came into existence in 1924 for research and training on crop production in the savannah region. It had experimental field stations at Kano, Mokwa, Ngola and Yandev. The Shika Stock Farm (now National Animal Production Research Institute) was created in 1928 for developing cattle breed suitable for both meat and milk production. These Units served to produce and train both the junior and middle level manpower in clerical responsible, administration, agriculture and extension services. At the formal establishment of Ahmadu Bello University on 4th October, 1962, the training of staff at the junior and middle levels was pursued through training programmes organized by individual Faculty and Institutes. The training of intermediate and junior staff of the University was streamlined in July 1972 following the establishment of the Staff Training Scheme to coordinate the University-wide training programmes.

2.4.1 Objectives of Staff Training Scheme

To make the Ahmadu Bello University self-sufficient in both intermediate and junior level manpower, it has remain the policy thrust of the University administration to continue the training and re-training of its staff through the Staff Training Scheme. This is also it realization of the fact that the training will enhance its staff performance for efficiency and high-level productivity.

One of the policy objectives of the Staff Training Scheme is to improve the work performance, output level and general efficiency of its staff The Scheme serves to provide them with the necessary training that will enable them face the challenges of the academic environment they work under thus exposing them to the new and ever emerging developments in knowledge, research and technological advancement.

The Scheme also aims at bridging the existing gap between the senior qualified and junior-unqualified staff and thus affording them an opportunity to pursue new lines of studies for the improvement of their knowledge and skills. Apart from improving their knowledge, the training also up-date their horizon on their respective areas of specialization.

The third objective of the Staff Training Scheme of the Ahmadu Bello University is to raise the professional standards of the staff qualifications that will earn them promotions in their chosen careers. This way also, their academic and/or professional standards are uplifted for better productivity.

The fourth reason for setting-up the Staff Training Scheme is to provide staff members on opportunity to raise their standard of general education. They are encouraged to learn new ideas and concepts and are a made enlightened members of the University community.

These objectives are meant, in the whole, to enhance high level productivity, high level of staff morale. In such way they become fully geared and motivated towards achieving the overall objectives of teaching and research and community service.

To achieve these policy objectives, a Training Coordinator was appointed from the Registry Department while the Faculties were also to appoint Liaison Officers. An Intermediate and Junior Staff Training Committee was also set-up to advise the Vice-Chancellor on the overall training of staff in tat category. In January 1985, the Staff Training Office was merged with the defunct intermediate and Junior Staff Division under the Staff Officer. Following the merger of the defunct Intermediate and Junior Staff Division with the Establishment Division in 1989, the Staff Training Scheme became a Unit under the Establishment Division.

The various programmes under the staff training scheme are based in three faculties, namely: Faculty of Education, Faculty of Engineering and Faculty of Science and in the Kashim Ibrahim Library.

Faculty of Education Offers:

1. Basic Clerical Course-Two Years

This is a two-year programme aimed at developing clerical staff in the offices and halls for the effective discharge of their duties. It is also intended for other cadres of staff that may want to be redesigned into the clerical (administration) cadre.

2. Basic Stores Course

The course is run for one year only to up – date and up – grade the skills in stores management for stores attendants and stores assistants.

3. Senior Clerical (Admin) Course

Effective 1996/97 academic session, the Basic Clerical I course was re-named Senior Clerical course and to be conducted for one year duration is to introduce the trainees to new concepts, ideas and knowledge in office administration and also increase their horizon on their routine jobs

4. Senior Clerical (Accounts) Course

One year, it is a course designed to provide participants with book – keeping and accounting knowledge; enhancing their opportunities to pursue higher accounting courses.

5. Assistant Stores Officers Course

The course has a one year duration with the objective of teaching advanced knowledge in stores management and administration and cost accounting for the trainees.

Confidential Secretary IV two years improve their methods of communication; create economic understanding and awareness, develop human relations attitude; introduce them to the use of modern office equipment and procedure.

6. Confidential Secretary III Course Two Year

This course has a two year duration to equip trainees with the advanced methods of office management and secretarial duties. The course is applicable to those that passed the confidential secretary IV course.

7. Confidential secretary II (2 years)

8. Basic Security Personnel Course

This course is obtained in one year

9 Advanced Security Personnel Course

For the duration of two years

10. Executive Officer (Accountant)

This course lasts for two years.

11. Executive office (General Admin)

For the duration of two years.

12. Advanced Purchasing and Supply

2.5 Faculty of Engineering

The Faculty of Engineering like the faculties of agriculture and science inherited the training of their members from the units that were transferred to the university in 1962. In the case of the faculty engineering, the training was done by the defunct Nigerian college of Arts, science and technology. The courses under the faculty of engineering were administered through the coordinator of faculty of science until July 1972 when the courses were streamlined under the staff training scheme. The courses are:

1. Craft Course – three years: The craft course is to prepare trainees for external examination. The course is designed as a searching test of their skill and understanding as craftsmen.
2. Technician course three years: the technician's courses are divided into part I, II and III of three years duration year each.

2.6 Faculty of Science

Since the running of the science laboratory technology training during the days of the former Nigerian College of Arts, Science and Technology, trainees were prepared to register and sit for the professional examination by the City and Guilds of London Institute. This has continued until 1992 when the management of the university approved that the trainees should register and sit for the management of the university approved that the trainees should register and sit for the professional examinations conducted by the Nigerian Institute of Science Technology (NIST), Ibadan, this followed the acceptance, by NIST, for the University to serve as one of its examination centres

accordingly. The staff training scheme has continued to train, prepare and enroll its students for the professional examinations at the three levels namely:

1. Basic Technology Certificate (Sc. Lab. Technology) -Two years.
2. Intermediate diploma (Science Lab Technology) – two years.
3. Final diploma (science laboratory Technology) - two years.

2.7 Kashim Ibrahim Library

The idea of training non-professional staff in the Ahmadu Bello University Library complex began in the middle of the 1960s when some library staff was prepared for the London Library Association examinations. Consequently, an internal programme was designed by the Kashim Ibrahim library for its staff members on the non-professional, junior category. The training was to provide structural career opportunities is for people interested in working in the library and who have the necessary academic qualifications.

In November 1982, the training was incorporated into the staff training scheme with the overall objective to equip and increase the efficiency of the junior staff within the library complex of the Ahmadu Bello University. It hopes to achieve this goal by teaching junior staff the necessary library skills and developing in the trainees, the right attitudes to work. The trainees were taught basic library procedures and techniques and also get acquainted them with the operations within the library so that they can provide improved and qualitative services, integrated with there, is instruction in language development so that they can improve and provide qualitative services, integrated with these, instruction in language development so that they can express themselves clearly and easily interpret instructions. The programme is also aimed at serving as a means of

achieving non – academic qualifications for the trainees who, on successful completion, could be eligible for recommendation for promotion.

The training programme is administered at three different levels namely:

1. Library Assistant course.
2. Senior library assistant's course.
3. Assistant library officer's course.

2.8 Training and Development

Human resource development is basically a part of Human Resource and Management (HRM) which specifically deals with the

Training and development of employees. HRD would include training an individual after he or she is hired, providing opportunities to learn new skills, distributing resources which are beneficial for the employees' task, and any other developmental activities.”

Human Resource Development is used to support employees in improving their personal and organizational skills, knowledge and abilities. HRD includes opportunities like performance management and development, employee training, employee career development, coaching, monitoring, succession planning, key employee identification, tuition assistance, and organization development. Human Resource Development can be formal such like class room training or a college course or an organizational planned change effort. On the other hand HRD can be informal as a manager coaching his employee. The main focus of all aspects of Human Resource Development and training the most senior management so that organizations and individual employees can together achieve their goals in customer service (Susan et al...2010).

Every business organization thrives with the capable and competent human resource, which is considered as a key to the success of the organization. The business organizations which aim high and aspire to develop devote larger amount of resources in order to enhance the performance of the staff. Stone Human Resource Management (2002) is right to note that training has the distinct role in the achievement of an organizational goal by incorporating the interest of organization and the workforce. There can be innumerable factors as the determinants of the employees' performance in the organization. Out of many, the key to the performance is training which augments the skill of every employees. Training is an essential function of human resource management. It is a subsystem of an organization that ensues reduced randomness and enhanced learning associated with professional and behavioral changes taking place in a structured and organized work places (Izba 2010). Training is essential for inducing the positive progressive approach in any organization. It is understood as an activity that gives outcomes of learning. In the general sense, the purpose of training is to develop a team that is efficient and wise to meet the challenging requirement of future. Training and development is planned program that is followed by instructions that enable employees to enhance their capabilities and skills to finish their job more efficiently (Armstrong 2009).

Training and development are sequential parts for which exploration of the need of the training is necessary in the preliminary phase. Subsequent to the realization that certain training is necessary to the employees, the methods of the training along with its type is to be determined. The accomplishment of the training demands its success at its best. The most important outcome of the training should be measured in the performance of the employees. For example, McDonald conducted three weeks intensive training to its customer care team. After that, the performance of those trained should be reflected hi

practice that they could provide quality customer delivery as a result of the training. So. Performance is the litmus of all the training process. The performance is to be measured in certain indicators and not with reckless estimation.

Training plays a significant role in human resource development. Human resources are the lifeblood of any organization. Only through trained & efficient employees, can an organization achieve its objectives.

- ❖ To impart to the new entrants the basic knowledge and skills they need for an intelligent performance of definite tasks.
- ❖ To prepare employees for more responsible positions.
- ❖ To bring about change in attitudes of employees in all directions.
- ❖ To reduce supervision time, reduce wastage and produce quality products.
- ❖ To reduce defects and minimize accident rate.
- ❖ To absorb new skills and technology.
- ❖ Helpful for the growth and improvement of employee's skills and knowledge.

The most widely used methods of training used by organizations are classified into two categories: On-the-Job Training & Off-the-Job Training.

ON-THE-JOB TRAINING is given at the work place by superior in relatively short period of time. This type of training is cheaper & less time-consuming. This training can be imparted by basically four methods: -

Coaching is learning by doing. In this, the superior guides his sub-ordinates & gives him/her job instructions. The superior points out the mistakes & gives suggestions for improvement.

Job Rotation: - In this method, the trainees move from one job to another, so that he/she should be able to perform all types of jobs. E.g. In banking industry, employees are trained for both back-end & front-end jobs. In case of emergency, (absenteeism or resignation), any employee would be able to perform any type of job.

2.9 Off the Job Training

This type of training is given outside the actual work place, the technique of off the job training is not related to everyday activities of job. The location of the training may be company's class room, an outside place owned by the company or a training institute. The main objective of the management development is to improve the behaviour of the managers. It can be well achieved with off the job training. Technological development demands that managers need to be placed in a highly stimulated atmosphere to derive the maximum output. The popular techniques of this training are:

2.9.1 Lectures

These are formally organized talks by an instructor on a specific topic. This method is useful when theories, philosophy, concepts, attitudes and problem solving have to be discussed. The lecture can be used for a very large group to be trained in short time. The lectures are supplemented with discussion, film screenings, case studies and role playing.

2.9.2 Seminars and Conferences

In the seminars members discuss on a selected subject or theme. One or more trainees present a paper on the theme. The material of discussion is distributed in advance.

In conference, mutual problems are discussed and participants share their ideas and experience in dealing with the problem. It is a training through sharing and learning from each other. During the discussion, the participants may be divided in groups for intensive discussion. These groups report back to the whole group with their conclusion and problems. This method helps in developing conceptual know edge and modifying trainee's attitudes.

Films: - can provide information and explicitly demonstrate skills that are not easily presented by other techniques. Motion pictures are often used in conjunction with Conference, discussions to clarify & amplify those points that the film emphasized.

Simulation Exercise: - Any training activity that explicitly places the trainee in an artificial environment that closely mirrors actual working conditions can be considered a Simulation. Simulation activities include case experiences, experiential exercises, vestibule training, management games & role-play.

Cases: - present an in depth description of a particular problem an employee might encounter on the job. The employee attempts to find and analyze the problem, evaluate alternative courses of action & decide what course of action would be most satisfactory.

Experiential Exercises: - are usually short, structured learning experiences where individuals learn by doing. For instance, rather than talking about inter-personal conflicts & how to deal with them, an experiential exercise could be used to create a conflict situation where employees have to experience a conflict personally & work out its solutions.

Vestibule Training: - Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. While expensive, Vestibule

training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job.

Role Play: - It is just like acting out a given role as in a stage play. In this method of training, the trainees are required to enact defined roles on the basis of oral or written description of a particular situation.

Management Games: - The game is devised on a model of a business situation. The trainees are divided into groups who represent the management of competing companies. They make decisions just like these are made in real-life situations. Decisions made by the groups are evaluated & the likely implications of the decisions are fed back to the groups. The game goes on in several rounds to take the time dimension into account.

In-Basket Exercise: - Also known as In-tray method of training. The trainee is presented with a pack of papers & files in a tray containing administrative problems & is asked to take decisions on these problems & are asked to take decisions on these within a stipulated time. The decisions taken by the trainees are compared with one another. The trainees are provided feedback on their performance.

2.10 Objectives of Training

There are a number of objectives to be achieved by both management and employees from training employees. Some of these objectives are tangible and can be quantified while others are intangible. For example. Aina (1992) pointed out that no systematic effort has been made in this country to calculate the gains of training but in the United States, for instance, the round figure of increase in efficiency as a result of training is 25 percent. A Few of the tangible results of training can be listed below:

- i.) Performance Improvement: Training helps to improve the performance of human resources, especially if it is preceded by an effective system of performance appraisal which should have detected areas of strengths and weaknesses of the prospective trainee.
- ii) Increased Productivity: The most obvious reason for training is that it increased productivity. The trained Sales Manager, for example, can handle more customers than the untrained one. While all the results of training cannot be measured directly, the results can be seen indirectly by increased patronage on the long run.
- iii) Reduces the Number of Accidents: It has been discovered that about 90 percent of the accidents that occurred in industry are among untrained employees (Aina, 1992). This is more so with employees who are working with sophisticated machines. In addition to the fact that the untrained employees do not know how to manipulate the equipment, the nervous strain brought about by not knowing, is an important cause of accident.
- iv) Reduces Labour Turnover: An employee who goes through training programmes of an organization develops with the organization and will scarcely want to leave such organization. Sense of belonging and commitment is built in such staff. On the other hand, an employee who does not know what he is supposed to do is a dissatisfied employee. He is more apt to find reasons to leave the organization.
- v) Enhances Self-Respect, increased Feelings of Security and Economic Independence

The trained worker meets one of the ideas of a fully developed person. He is relatively free to make his own decision, he can feel proud in his work, and has a relative sense of security. Training makes workers into self-respecting, self-reliant and participating employees. At a macro level training has come to be universally accepted as a vital input to improve the output of administration. It is one of the management's

most important means of achieving objectives and has been viewed as an organization's most important investment in human resource.

vi) Training Influences Change

The primary objective of training and development is to anticipate change and to respond proactively to it. Change involves moving from one condition to another, and it will affect individuals, groups, and the entire organizations. All organizations experience, change of some sort, and the rate at which change takes place is accelerating. The impetus for change comes from a belief that the organization and its human resources can be more productive and successful.

2.11 Organization and Conduct of Workshop in Ahmadu University, Zaria.

2.11.1 The Role of Workshops in Staff Development

Mentioning various approaches to helping staff develop the knowledge, competencies and dispositions they will need in open or flexible learning (OFL) and suggests that these approaches need to be integrated into an overall strategy. The main body of the focuses on the workshop as a key means of staff development, offering some ideas as to its distinctive character and sharing the experience of what makes a successful workshop for staff that are new to OFL.

2.11.2 The Staff Development Context

OFL projects are often set up in a hurry and with a view to economizing on staff time and other costs. The time-scale may seem too short to prepare people in advance. And the powers-that-be may not see much necessity for briefing or training. Or they may hope that staff will pick up whatever new skills they need as they go along. In any case, staff may be given no time off from normal duties to prepare for their new roles.

All this can spell danger. Few newcomers realize how much the man need to learn. For example, designing an OFL course can be quite different from planning a classroom course. Writing appropriate learning materials can be very different from any kinds of writing the teacher has done before. Tutoring and supporting open and flexible learners may be quite different from working with class-based learners. And a move into new technology can present any of us with a daunting learning curve. Staff may need to acquire new knowledge. New competencies and, in many cases, new attitudes or dispositions.

Based on the research, experience suggests that every OFL project should have a strategy for staff development. This strategy should be thought about as soon as the project is mooted and evolve throughout its life. Here are some possible components of such a strategy:

- A needs analysis, to determine the insights, dispositions and competencies that roles within the project will demand of staff:
- an appraisal of all individuals involved (teachers, administrators, librarians, media specialists and others) to identify where each one might need help in preparing for their role:
- Briefing and debriefing sessions and information packs, together with explicit job descriptions:
- Workshops, seminars, networking and visits to other OFL providers;
- Encouragement for staff to enroll as OFL learners themselves;
- Newsletters, conferencing and other means of sharing colleagues' experience and keeping them updated;

- working with an external consultant:
- Internship- assisting a more experienced colleague;
- Supervision and mentoring by experienced colleagues:
- keeping a reflective diary or building a portfolio;
- Accreditation (for example, through S/NVQs in the UK) for new competencies as a tutor, developer or manager of OFL courses;
- A stall appraisal system that reinforces continuous staff development:
- A rewards system that-whether through extra money, promotion or enriched opportunities-makes it worth people's while.

2.11.3 What are Workshops?

In this context, the term 'workshops' means something different from lectures, presentations or even seminars.

- their purpose is to develop not merely the participants' knowledge but also their vocational competence (participants should emerge better at doing some aspect of their job):
- they are based on carrying out activities (the 'work') rather than listening to a presenter;
- such activities will have much the same purpose as those in an open learning text- but the feedback will come not from the 'author' but from fellow learners and the work and the workshop leader;
- workshops focus on the experience (either recalled or here-and-now) of the participants rather than on the knowledge of the workshop leader:

- they are o a vehicle for the transmission of information but for the thinking through of ideas or practicing of competencies and for the sharing of individualized feedback;

2.12 The Role of Workshops

- Participants will be doing much more talking than the leader-perhaps two or three times as much;
- Participants can expect to learn as much (or more) from one another as they will from the workshop leader;
- The workshop leader can expect to learn as much from the participants as they do from the leader;
- The leader (to use a well-worn but still worthwhile cliché does not so much teach as arrange for learning to take place; he or she is a facilitator, not the fount of all wisdom, not the ‘sage on the stage’ but the ‘guide on the side’;
- In a workshop, the objectives and priorities of the participants are at least as important as those of the workshop leader.

The aspect of organization and conducting workshop is relayed in the hands of the registry department of the university. If there is any request letter or advertisement of staff development workshop programme which will in hence the ability and skills of the employee from external and internal bodies. The staff coordinator brings to the notice of all units “non-academic staff” the available vacancies for training and development; therefore interested staff will tender his /her application address to their various units; registry, bursary and Institute of Information and Communication Technology (IICT).

Applicant from registry serving under senate will address his application of follows: through the deputy registrar human resources development, to the registrar. The

deputy will recommend and forward it to the registrar for approval, while those applicants from registry and were serving under the faculty will address their request as follows: example in the faculty of education through the head of the department to the dean of the faculty.

Applicant from bursary will address his application to the bursar, staff from information and computer technology will address to the director. Applicant from divisions; institute, directorate will address as follows; through the head of the department, to the director. After the approval of application by various units example: registry department, the registrar will grant approval, and directive will be given to the bursar for disbursement in to applicant account.

In faculties after the approval of the Dean, he will direct the application to the faculty accountant for disbursement. In division; institute, directorate; having approve, the director will direct it to finance office for disbursement. Tetfund as external body: if applicant want to apply to Tetfund: through the head of department, to the vice – chancellor then will be directed to director academic planning and monitory directorate, at this point he will process the request and forward to Tetfund for onward consideration and approval.

The university funding aspect for the development programmes, at the beginning of each session there is allocation of fund which will be administer to various directorate, divisions, institutes and faculties by the university management under budget accusation committee, it is the committee that normally allocate the various fund to its various department.

2.13 Organization and Conduct of Seminar in Ahmadu Bello University Zaria

A seminar may be defined as a gathering of people for the purpose of discussing a stated topic such gatherings are usually interactive sessions where the participants engage in discussions about the delineated topic. The sessions are usually headed or led by one or two presenters who serve to steer the discussion along the desired path.

2.14 Purpose of a Seminar

A seminar may have several purposes or just one purpose. For instance, a seminar may be for the purpose of education, such as a lecture, where the participants engage in the discussion of an academic subject for the aim of gaining a better insight into the subject. Other forms of educational seminars might be held to impart some skills or knowledge to the participants. Examples of such seminars include personal finance, web marketing, real estate, investing or other types of seminars where the participants gain knowledge or tips about the topic of discussion.

Of course, a seminar can be motivational, in which case the purpose is usually to inspire the attendees to become better people, or to work towards implementing the skills they might have learned from the seminar. For instance, a business seminar with a financial theme could be for the purpose of teaching small business owners how to pitch to investors or to write a solid business plan, and to motivate them to get started right away

Sometimes, seminars are simply a way for businessmen and women, or other like-minded people, to network and meet other attendees with similar interests. Such seminars provide opportunities for the attendees to make some potentially valuable contacts that can help them move to the next level in their careers or endeavors

A trade seminar brings a wide cross-section of the community together, such as government officials. Businessmen and women and the general public, such seminars often consist of workshops and the presentation of white papers. They are usually held for the purpose of networking with various vendors and making new connections.

2.15 Seminars VS. Workshops

The main difference between seminars and workshops is that seminars are usually more academic and less hands-on than workshops. Seminars are events that are mostly geared towards educational topics and usually feature one or more experts on the subject matter, On the other hand, workshops are generally less formal and require more attendee participation than seminars. The main thrust of workshops is for the participants to gain new skills during the event under the guidance of the instructor.

Seminar training is through the following process; the external bodies write a nomination letter to the staff training scheme office of Ahmadu Bello University Zaria to notify. them on the available seminar courses for that session, if they care to send their staff for training. The staff scheme coordinator will receive the letter and highlight various unit about the training courses. Therefore interested staff will response by witting letter of application through his/her unit, if the application is successful, then necessary directives for disbursement will be administrated by the university.

2.16 Organization and Conduct of In-Service Training in Ahmadu Bello University, Zaria.

A Personnel Training Scheme is one that seeks to improve work performance. Such a scheme may take forms such as on-the-job, informal, and formal educational training. Slee (1997) explains that it is a systematic approach to staff development and continuing education that is often a programme of learning opportunities, with the aim of

ensuring that workers continue to acquire and adapt their skills and knowledge to a changing environment. The roles and challenges for information professionals are ever greater, what Kigongo-Bukenya (1999) describes as the need to be “contingent”. This implies that their skills must be the “best fit” for the ever-changing needs of an information society.

Employees require training for various purposes. Jain (1989) and Rowley (1995) assert that lack of training results in a lack of ability to use existing knowledge, which causes ineffective services, a lack of customer satisfaction, and lower productivity. Pugh (1984) maintains that training will foster an increase in professionalism and better management methods, whereas lack of training can cause frustration and lack of job satisfaction. Well-trained individuals know the scope and expectations of their jobs and will be able to add building blocks to their expertise as they progress through their careers.

Posner (1990) reports on a study of an organization that uses job rotation to keep its staff from getting bored. The study revealed that nearly twenty percent of the employees made lateral job switches during a two-year period. The management believes the job rotation programme has helped cut turnover from twenty five percent to less than seven percent a year.

Rationale for In-service Training

The quest for western education by Nigerians during the colonial dispensation encouraged education through correspondence. This was due to the negative attitude of the colonial administration towards the education of its colonies. For instance, Hamza (1992) observed that the colonial masters were interested in creating structures that facilitated exploitation of their resources and suppress any revolt. Therefore, the

initiative for developing the educational system in Nigeria was left in the hand of the missionaries as well as ambitious individuals. However, shortages in critical areas of manpower demand, the need to meet unsatisfied demand for higher education as well as ability to acquire further education while on the job make in-service training education imperative in Nigeria today. The Commonwealth of Learning International (2001) identified four major reasons for strong and growing institutional commitment to in-service training in Nigeria as follows:

- i. Institutions see potential for it to expand their reach and scale of operations.
- ii. They see it as a means to provide education to working students.

Training is being widely considered a key tool for enhancing job-related skills and performances, its value is being recognized world-wide in engendering behavioral changes and personal growth. "In most cases, training is influenced by ideas and values that represent the broad parameters of national objectives for social and economic development. This, in fact, helps in making the training more meaningful and purposive in the national context" (Agochiya, 2002).

In-service training may broadly be categorized into five different types: (1) induction or orientation training, (2) foundation training, (3) on-the-job training, (4) refresher or maintenance training, and (5) career development training. All of these types of training are needed for the proper development of extension staff throughout their service life.

Induction or Orientation Training. Induction training is given immediately after employment to introduce the new extension staff members to their positions. It begins on the first day the new employee is on the job (Rogers & Olmsted, 1957). This type of training is aimed at acquainting the new employee with the organization and its

personnel. Induction training for all new personnel should develop an attitude of personal dedication to the service of people and the organization. This kind of training supplements whatever pre-service training the new personnel might have had (Halim and Ali, 1988). Concerning the characteristics of a new employee. Van Dersal (1962) said that when people start to work in an organization for the first time, they are eager to know what sort of outfit they are getting into, what they are supposed to do, and whom they will work with. They are likely to be more attentive and open-minded than experienced employees. In fact, the most favourable time for gaining employees' attention and for moulding good habits among them is when they are new to the job.

Foundation Training. Foundation training is in-service training which is also appropriate for newly recruited personnel. Besides technical competence and routine instruction about the organization, every staff member needs some professional knowledge about various rules and regulations of the government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing, and so on. Foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of service life.

In service training is organize based on selection by the committee through the university staff scheme office. The university have attain to two bodies for the excursion of the training, they are external and internal bodies the internal body which is the university itself that has certain courses which are available to the non-academic staff were based in three faculties namely: faculty of education, faculty of Engineering and faculty of science and the Kashim Ibrahim Library. Each faculty has certain courses has it rendered to the staff. Education faculty offers the following courses

1. Basic clerical course for two years
2. Basic store course for one year
3. Senior clerical (Admin) course for one year
4. Senior clerical (Account) course for one year
5. Assistant store officers course for one year
6. Confidential secretary course III for two years
7. Confidential secretary II for two years
8. Basic security personnel course for one years
9. Advance security personnel course for two years
10. Executive officer (Accountant) course for two years
11. Executive office (General Admin) curse for two years
12. Advance purchasing and supply

Faculty of engineering: It offers these courses

1. Craft course for three years
2. Technician course for three years

Faculty of science: The faculty offers the following courses

1. Basic technology certificate (Sc. Lab. Technology) two years

2. Intermediate diploma (Science Lab Technology) Two years
3. Final diploma (Science laboratory technology) two years

Library: Offers There Courses

1. Library assistance course
2. Senior library assistant's course
3. Assistance library officers course.

These courses are offered to the applicant that is eligible for the courses. After the applicant has undergone certain interview by the committee to scrutinize him/her for the course and to know if the course he want to attain is relevant to his line of duty at the officer then he will be released for the study leave.

External bodies refers to certain university or polytechnics out side the staff's university; which the applicant wisher to attain his in-service there, for that he needs to apply to the school through the necessary channel and he will be called for interviewed pertaining the course if he is successful he could be release for the studies.

2.17 Organization and Conduct of Conference in Ahmadu Bello University Zaria

A conference is generally understood as a meeting of several people to discuss a particular topic. It is often confused with a convention, colloquia or symposium. While a conference differs from the others in terms of size and purpose, the term can be used to cover the general concept. A convention is larger than a conference; it is a gathering of delegates representing several groups. At a conference, innovative ideas are thrown

about and new information is exchanged among experts its purpose could be one of the following:

- An academic conference is a gathering of scientists or academicians, where research findings are presented or a workshop is conducted.
- A business conference is held for people working in the same company or industry. They come together to discuss new trends and opportunities pertaining to the business.
- A trade conference takes place on a larger scale. Besides businessmen, there are members of the public who come to network with vendors and made new connections. Such a conference consists of workshops and white paper presentations.
- An unconference differs from the traditional conference, since it avoids the high costs, top-down organizational hierarchy and sponsored presentation. All attendees are equally knowledgeable about the topic and the discussion follows an open mode; usually without a single speaker addressing the gathering.

Most conferences have one or more keynote speakers who will deliver the keynote speech. These are common at academic and business conferences. The speakers chosen are eminent personalities in the related field and their presence is meant to attract more people to attend the conference. There are various types of conferences.

- A symposium is a casual gathering and includes refreshments and entertainment.
- A seminar is organized to discuss a particular topic. They are usually educational in nature and attendees are expectect to gain new knowledge or skills at the end of the seminar.

- A workshop is more of a hands-on experience for the participants with demonstrations and activities; the amount of time one speaker addresses the group is limited.
- A round-table conference is a get-together for peers to exchange thoughts and opinions on a certain topic, usually political or commercial. There are a limited number of participants who sit at a round table, so that each one can face all the others.

The term conference training in the institute is organized by the staff scheme coordinator as the same with other training programmes; when the staff scheme coordinator receives a request letter from the external bodies, informing the organisation on the available staff development programme to be offered for the session, if they are interested to sponsor their staff? The staff coordinator will discharge his duty by communicating formally with the necessary and related office pertaining the course. Therefore interested employees will respond by applying through their various departments, if their application is successful then they will be released for the training.

2.18 Empirical Studies

In a study carried out by Joshua and Olufemi (2013) titled: Lecturers' Performance Appraisal on total Quality Management of Public Universities in South-Western Nigeria. The study raised four objectives among which are: examine the performances of lecturers on quality management and to critically examine the methods used in assessing lecturers in the performance of their duties.

The research design for this study was a descriptive design. The population for the study consisted of 1500 lecturers drawn from public

universities in the South-Western part of Nigeria. The sample for the study was 500 lecturers from the rank of senior lecturers to Professors. Random sampling technique was used in drawing the sample from the population. The instrument used in collecting data for the study was a questionnaire. The A part of the questionnaire contained items which was mainly on bio-data of the respondents. The B part of the questionnaire consisted of 40 questionnaire items, designed to provide answers to the four research questions.

The findings of the study revealed among others that there are significant relationship among establishing performance standard, communicating performance standard to the lecturers, assessing lecturers by annual performance appraisal and total quality management in public universities. It was recommended amongst other things that management must ensure the assessment of lecturers' performance thoroughly and continually in order to improve quality in the lecturers and bring about overall total quality management in public and private universities.

This study of immense importance to this present study in the sense that it has revealed that extent which studies have been carried out on the staff development programmes in the Nigerian university system. The relationship between this study and the present study is that the both studies are studying staff of universities and using descriptive survey method and the main instrument for gathering data for both studies was questionnaire.

The short coming of this study was that it was delimited to only senior academic staff of universities. This present study wants to cover the gap that was left by the previous study as it did not cover the non-academic staff of the universities.

In another study, Uhuru (2013) titled “*Impact of Employee Development Programs on Organizational Commitment in Public Universities in Kenya*”. The study was a journal paper that had two objectives that are as follows:

- i. How to handle employee development programs for their non-teaching staff in public universities in Kenya.
- ii. To investigate the effects of employee development programs on non-academic staff’s performance in Kenyan Public universities.

This study adopted a descriptive research design and the target population for the study was 2,174 non-academic staff. Simple random and purposive sampling was used to draw a sample of 327 employees as respondents from all the public universities in Kenya. The main instrument used for gathering data in this study was the questionnaire which had 20 questionnaire items. The study also employed Statistical Package for Social Sciences (SPSS) in analyzing the data as a statistical tool.

The findings of the study revealed those employees’ development and support influences performance in public universities to an extent. The study further recommended that public universities should use other conventional

strategies and a well-designed appraisal procedure to evaluate staff alongside staff development.

The relationship of this particular study to the present study is that the both studies are examining staff development programmes in public universities. One other major similarity is that the both studies are using descriptive survey design and questionnaire as the main instruments for gathering data.

The short coming of this present study is that it was delimited to only non-academic staff of public universities. The study ought to have been extended to private universities as well as other staff of the universities.

Furthermore, Yilfashewa (2012) carried out a Doctorate thesis research titled “*Staff Development as an Imperative Avenue in Ensuring Quality: The Experience of Adama University*”. The study raised five objectives, among which are:

- i. To investigate the views and feelings of stakeholders on the implementation of staff professional development in Adama University
- ii. To assess the contributions of implementation of staff professional development’s contribution in sustaining program quality in Adama University.
- iii. To determine the problems encountered while implementing staff development programe to ensure quality in Adama university

This study also adopted a qualitative as well as quantitative descriptive survey design. The population for the study was 5000 consisting of students 3000 and staff (both academic and non-academic) formed the remaining 2000. The study also adopted systematic random sampling technique to draw a sample of 300 students and 200 staff to constitute the sample for the study.

The main instruments used for collecting data was the questionnaire and grating interview to the respondents. The researcher carried out observations as well as carrying out documentary analysis.

The study adopted the Statistical Package for Social Sciences (SPSS) in analyzing the data as a statistical tool, and the final data was put in tabular form and analyzed using mean and standard deviation.

The main findings of the study among others was continuous professional development has been perceived as the useful avenue of teachers continuous and life long learning. Another major finding of the study was that training facilities and lack of well articulated policy were a hindrance to staff development and training in Adama University.

This study is similar to the present study in that the study made use of descriptive survey design and the study made use of mean and standard deviation in calculating responses from the respondents of which this study will make use of. The questionnaire design was well articulated which can be used by this present study.

One of the major areas which this study has not covered much is the recommendations which are very important for the institution to rely in finding solutions to this program and improving upon it in the future.

2.19 Summary

The chapter has examined the origin of the Ahmadu Bello University Zaria since 1961 and the university began full operation in 1962. The Nigeria college of Art, science and technology, founded in 1955 the clerical training center kongo founded in 1957. Samara agricultural research station established in 1924, and the shika live stock farm, started in 1928. The university named after Sir Ahmadu Bello (1901-1966) the Sardauna of Sokoto and the premier of Northern Nigeria as the first chancellor of the university. The university encompasses two campuses, twelve faculties, a postgraduate school and 82 academic departments also has five institutes. Six specialized centers. The chapter captured the history of staff of staff training scheme of Ahmadu Bello university on how they conduct and organizes training for the non-academic staff and the courses they offered. The training are focused in 3 faculties; faculty of education, faculty of engineering and faculty of science, courses for training are been attached to their faculties like clerical courses, store courses, craft courses, account courses and technicians etc.

The theoretical framework was from human resource management by Decenzo and Robbins and Owens (1987): the concept of training emphasizes on two aspects of training, according to the review are on-the job training and off-the job training which consist of conference, workshop seminar, and in-service training and they are geared towards staff improvement. The chapter also dwelled on some empirical studies of which most were used on academic staff training of the senior and junior levels whereas that is one of the major gaps which the present study intend to breach.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology for conducting the study, which comprises of the research design that is descriptive and survey in nature, content the population of the study, sample technique, instrumentation and how the data has undergone series of scrutiny before administering through pilot study to be sure of the validity and reliability of the instrument. This study was discussed under the following sub-headings: Research Design, Population, Sample and Sampling Technique, Instrumentation, Validity, Pilot Study, Reliability of the Instrument, Procedure for Data Collection and Methods of Data Analysis.

3.2 Research Design

The research design for this study is a survey design and descriptive in nature. According to Leedy, Ormrod (2005), it is a description of a real situation that lends itself to the application of methods and also invites reflection and provides an opportunity for discussion. Also Ajayi (2000) viewed survey research as a study which involves an investigation of an entire population of people or items by collecting data from samples drawn from the population and assuming that these samples are true representation of the entire population. The study was planned to make an in-depth analysis of mode of Non-academic Staff Training and Development, implementation, and the status of the professional development at Ahmadu Bello University.

3.3. Population of the Study

The population of this study includes 445 senior non-academic staff and 1572 junior non-academic staff making a total of 2017 non-academic staff in Ahmadu Bello University, Zaria.

3.4 Sample and Sampling Technique

From the population of 2017 non-academic staff drawn from all the departments in Ahmadu Bello University, the random sampling technique was applied. In order to allow every member of the population to have equal opportunity of being selected as held by Aderonmu (1985), a multi-stage sampling technique was used to select the respondents. Based on this, the researcher folded papers with numbers written on it ‘yes’ and ‘no’ well mixed in a container. In each department any staff that picks the paper written on it “yes” is eligible to fill the questionnaire and that staffs that pick papers written “no” are not eligible to participate in the exercise. This is done to make sure that the researcher assured all sub-groups in the population were equally represented in the sample. A sample of 606 was used for the administration of the questionnaire to staff. The pieces of papers were squeezed according to the number of staff per department. The 30% is in accordance with Aderonmu (1989). The sample for the study is presented in Table 3.1.

Table 3.1: Sample of the Non-academic Staff of Ahmadu Bello University Zaria

S/no	Department	Number of Staff	Population	Sample
1.	Registry	Senior Staff	199	60
		Junior Staff	1,325	398
2.	Bursary	Senior Staff	205	62
		Junior Staff	164	49
3.	IICT (Institute of Information and Communication Technology)	Senior Staff	41	12
		Junior Staff	83	25
Total			2017	606

Source: Staff Record, Registry, Ahmadu Bello University, Zaria: 2014

The selection was based on the target population or sampling frame from which the intended non-academic staffs were randomly selected for the fillings of the questionnaires. Oyejola (2003) describes random sampling as a probabilistic procedure where every member/element is having an equal chance of being represented and used mostly in a homogeneous population.

3.5 Instrumentation

For the purpose of this research work, the use of structured questionnaire was employed for the achievement of the research hypotheses. The instrument was questionnaire, which was drawn and administered to the respondents. The respondents were expected to tick the options most appropriate to the question. The questionnaire consists of five sections, sections A, B, C, D and E.

Section A: consisted of questions to obtain relevant information on the personal data of each respondent.

Section B: consisted of ten (10) questionnaire items which were designed to seek answers on staff's awareness on organization and conduct of conferences for non-academic staff in Ahmadu Bello University, Zaria.

Section C: Consists of 10 questionnaire items seeking answers on the organization and conduct of workshop for non-academic staff in Ahmadu Bello University, Zaria.

Section D: Consisting of 10 questionnaire items seeking answers on organization and conduct of seminar for non-academic staff in Ahmadu Bello University, Zaria and

Section E: Consisting of 10 questionnaire items seeking answers on organization and conduct of refresher courses for non-academic staff in Ahmadu Bello University, Zaria.

3.5.1 Validity of the Instrument

The drafted questionnaire was vetted by the researcher supervisors and specialists in the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria to determine the validity of the instruments. After the validation, corrections were made on framing the questionnaire items spellings, to ascertain the validity of the instrument for the study.

3.5.2 Pilot Study

The pilot study was conducted in Federal University, Dutsinma, Katsina State. This was to ensure that there was no contamination during the administration of the instrument in the research region. The piloted questionnaire was scrutinized to identify items that seemed unclear or ambiguous to the students. Such items were reviewed and reworked, thereby improving the face validity of the instrument. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment.

3.5.3 Reliability of the Instrument

The researcher established the reliability of the instrument by using of Cronbach alpha method. This method was appropriate since it involved a single administration of the instrument therefore it yielded greater internal consistency. Reliability coefficient was established at 0.78. This was after piloting the instruments and modifying some of the items.

3.6 Procedure for Data Collection

The researcher and two trained research assistants visited the various departments in Ahmadu Bello University. After filling the questionnaire by the respondents, the researcher and the two trained assistants retrieved the questionnaire in order to determine those that were usable for the study. The whole exercise lasted for four weeks. This was to ensure that all the staff involved in the exercise were fully on ground and those that could not make it should be given the chance of coming to work within this period of time.

3.7 Methods of Data Analysis

Percentage was used to analyze the bio-data. Descriptive frequency counts and mean were used to analyze the data collected through the questionnaire. The equivalent mean of the raw data was used to answer the four research questions in Chapter One. The mean rating on the scale is 2.50 (that is $5+4+3+2+1/5 = 3.00$). Any response that has a mean rating of 3.00 or above was considered as agreed and any response that has a mean rating of less than 3.00 was considered as disagreed. In depended t-test used to test hypotheses.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents and analyzed the data collected from the research investigation, the chapter covers the results and discussion based on the 606 samples used in the study out of which 589 respondents correctly filled and returned their questionnaire while 17 got missing. Data analysis was based on the questionnaire received from the sample in the study. The four null hypotheses raised for the study were tested at 0.05 level of significance. Tables were also used for the presentation of information derived from the analysis.

4.2 Analysis of Demographic Information

Descriptive statistics was used to analyze the demographic information of the respondents; these included the use of frequency and percentage.

Table 4.1: Bio-data of Respondents

S/N	Bio-data	Category	Frequency	Percentage
1	Cadre	Senior Staff	135	22.9%
		Junior Staff	454	77.1%
2	Genders	Male	406	68.9%
		Female	183	31.1%
3	Qualification	Ph.D	2	0.3%
		M.Ed/B.Sc	97	16.5%
		B.Ed/ B.Sc	248	42.1%
		NCE/OND	197	33.4%
4	Years of Experience	Others	45	7.6%
		0-5years	53	8.9%
		6-10years	138	23.4%
		11-15years	234	39.7%
		15years and Above	164	27.8%

Source: Field survey (2016)

Table 4.1 shows that 135 representing (22.9%) are senior non-academic staff, 454 representing (77.1%) are junior non-academic staff cadre. 406 respondents, representing

(68.9%) are male and 183 representing (31.1%) are females. On the respondents level of educational qualification non-academic staff representing (0.3%) had Ph.D, 97 people representing (16.5%) of the respondents had M.Ed/M.Sc, 248 people representing (42.1%) had B.Ed/B.Sc, 197 people representing (33.4%) had NCE, while 45 representing (7.6%) are for others. On the respondents working experience from the table 4.1 showed that, 53 representing (8.9%) each has worked between 0-5years, 138 representing (23.4%) has worked between 6-10 years, 234 representing (39.7%) has worked for 11-15years, while 164 representing (27.8%) has work for 15years and above.

4.3 Answering of Research Questions

The researcher used 3.000 as the mean otherwise known as decision mean since the instrument was structured along a modified five point likert scale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicate positive response to the research question and accepted while a mean score below 3.0 indicate negative answer to the research question and rejected. This is shown below:

SA	-	5point	
A	-	4point	
UD	-	3point	
SD	-	2point	
D	-	1point	
<u>5+4+3+2+1</u>			= 15 = 3.000 (Decision mean)

4.3.1: Opinion of Respondents on the Organization and Conduct of Conference for Non-Academic Staff in Ahmadu Bello University, Zaria

This section presents the opinion of stakeholders on the Organization and Conduct of Conference for Non-Academic Staff in Ahmadu Bello University, Zaria. Items 1-10 in the questionnaire relate to this section.

Items 1 and 2 were set to find from stakeholders if conference is organized for all non-academic staff and whether conference is only organized for selective non-academic staff. Items 3, 4 and 5 carried to solicit the opinion of stakeholders on whether non-academic staff are sponsored for international conference, non-academic staff attend conference only on there are of specialization and whether non-academic staff are sponsored for conference only once in a year respectively.

Items 6 and 7 solicited the opinion of stakeholders on whether non-academic staff participate in conference twice in a session and non-academic staff are sponsored for conference twice in a session respectively.

Items 8, 9 and 10 attempted to find out if conference is conducted for senior non-academic staff at anytime of the year, conference is organized for all non-academic staff quarterly and conferences, and junior non-academic staff attend conference based on the need of university respectively. Respondents of all stakeholders were collected, analyzed and presented in the table 4.2.

Table 4.2: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on Organization and Conduct of Conference for Non-Academic Staff in ABU, Zaria

S/N	Item Statement	Category of Respondents	Responses											
			SA		A		U		D		SD		Mean	
			F	%	F	%	F	%	F	%	F	%		
1	Conference is organized for all non-academic staff	Junior Staff	78	17.2	95	20.9	47	10.4	113	24.9	121	26.7	1.93	
		Senior Staff	13	9.6	9	6.7	8	5.9	81	60.0	24	17.8	2.77	
2	Conference is only organized for selective non-academic staff	Junior Staff	22	4.8	77	17.0	20	4.4	192	42.3	143	31.5	1.63	
		Senior Staff	11	8.1	68	50.4	–	–	34	25.2	22	16.3	2.21	
3	Non-academic staff are sponsored for international conference	Junior Staff	70	15.4	47	10.4	30	6.6	130	28.6	177	39.0	2.00	
		Senior Staff	7	5.2	8	5.9	2	1.5	19	14.1	97	71.9	2.35	
4	Non-academic staff attend conference only on there are of specialization.	Junior Staff	41	9.0	55	12.1	41	9.0	196	43.2	121	26.7	3.13	
		Senior Staff	18	13.3	34	25.2	4	3.0	59	43.7	20	14.8	2.34	
5	Non-academic staff are sponsored for conference only once in a year	Junior Staff	36	7.9	30	6.6	39	8.6	156	34.4	193	42.5	3.29	
		Senior Staff	–	–	2	1.5	4	3.0	18	13.3	111	82.2	2.03	
6	Non-academic staff participate in conference once in very promotion	Junior Staff	14	3.1	19	4.2	11	2.4	175	38.5	234	51.5	3.35	
		Senior Staff	–	–	1	0.7	–	–	20	14.8	114	84.4	1.68	
7	Non-academic staff are sponsored for conference twice in a session	Junior Staff	6	1.3	9	2.0	7	1.5	245	54.0	187	41.2	3.48	
		Senior Staff	1	0.7	1	0.7	–	–	79	54.8	54	40.0	3.40	
8	Conference is conducted for senior non-academic staff at any time of the year	Junior Staff	30	6.6	45	9.9	9	2.0	174	38.3	196	43.2	3.02	
		Senior Staff	3	2.2	3	2.2	2	1.5	100	74.1	27	20.0	1.96	
9	Conference is organized for all non-academic staff quarterly	Junior Staff	18	4.0	11	2.4	9	2.0	262	57.7	154	33.9	3.22	
		Senior Staff	3	2.2	2	1.5	3	2.2	61	45.2	66	48.9	1.85	
10	Junior non-academic staff attend conference based on the need of university	Junior Staff	14	3.1	24	5.3	12	2.6	142	31.3	261	57.2	2.79	
		Senior Staff	10	7.4	14	10.4	5	3.7	43	31.9	63	46.7	1.65	

Source: Field survey (2016)

Table 4.2 reveals the opinion of the respondents on Organization and Conduct of Conference for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether conference is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 1.93, senior staff and junior staff 2.77. From item 2, the responses of the respondents on whether the conference is only organized for selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 1.63, senior staff and junior staff 2.21. In respect to item 3, it was rejected by the respondents

whether the Non-academic staff are sponsored for international conference, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.00, senior staff and junior staff 2.35. In item 4, it was accept by the respondents with mean score of senior staff 4.19 and that of junior staff is 3.85. In item 5, 6 and 7 were all rejected from the responses of the respondents on whether non-academic staff participate in conference twice in a session, non-academic staff are sponsored for conference twice in a session and conference is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by the respondents that Junior non-academic staff attend conference based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.84, senior staff and junior staff 1.65.

Table 4.3 Section B: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on Organization and Conduct of Conference for Non-Academic Staff in ABU, Zaria

S/N	Items	Category	Agree	Undecided	Disagree
1	Conference is organized for all non-academic staff	1. Junior Staff	173 (38.1%)	47 (10.3%)	234 (51.5%)
		2. Senior Staff	22 (16.2%)	8 (5.9%)	105 (77.7%)
2	Conference is only organized for selective non-academic staff	1. Junior Staff	99 (21.8%)	20 (4.4%)	335 (73.7%)
		2. Senior Staff	79 (58.5%)	0 (0.0%)	56 (41.4%)
3	Non-academic staff are sponsored for international conference	1. Junior Staff	117 (25.7%)	30 (6.6%)	307 (67.6%)
		2. Senior Staff	15 (11.1%)	2 (1.4%)	116 (85.9%)
4	Non-academic staff attend conference only on there are of specialization	1. Junior Staff	96 (21.1%)	41 (9.0%)	317 (69.8%)
		2. Senior Staff	52 (38.5%)	4 (2.9%)	79 (58.5%)
5	Non-academic staff are sponsored for conference only once in a year	1. Junior Staff	66 (14.5%)	39 (8.5%)	349 (76.8%)
		2. Senior Staff	2 (1.4%)	4 (2.9%)	129 (95.5%)
6	Non-academic staff participate in conference once in very promotion	1. Junior Staff	33 (7.2%)	11 (2.4%)	409 (90.0%)
		2. Senior Staff	1 (0.7%)	0 (0.0%)	134 (99.3%)
7	Non-academic staff are sponsored for conference twice in a session	1. Junior Staff	15 (3.3%)	7 (1.5%)	432 (95.1%)
		2. Senior Staff	2 (1.4%)	0 (0.0%)	133 (98.6%)
8	Conference is conducted for senior non-academic staff at any time of the year	1. Junior Staff	75 (16.5%)	9 (1.9%)	370 (81.4%)
		2. Senior Staff	6 (4.4%)	2 (1.4%)	127 (94.0%)
9	Conference is organized for all non-academic staff quarterly	1. Junior Staff	29 (6.3%)	9 (1.9%)	416 (91.6%)
		2. Senior Staff	5 (3.7%)	3 (2.2%)	127 (94.0%)
10	Junior non-academic staff attend conference based on the need of university	1. Junior Staff	38 (8.3%)	12 (2.6%)	403 (88.7%)
		2. Senior Staff	24 (17.7%)	5 (3.7%)	106 (78.5%)

Table 4.3 section B reveals the opinion of the respondents on Organization and Conduct of Conference for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether conference is organized for all non-academic staff, this could be seen from the responses of the respondents where the majority of senior and junior staff were disagreed. From item 2, the responses of the respondents were disagreed that conference is only organized for selective non-academic staff. In item 5, 6 and 7 were all disagreed from the responses of the respondents on whether non-academic staff participate in conference twice in a session, non-academic staff are sponsored for conference twice in a session and conference is conducted for senior non-academic staff at anytime of the year.

In respect to item 10, it was disagreed by the respondents that Junior non-academic staff attend conference based on the need of university.

4.3.2: Opinion of Respondents on the Organization and Conduct of Workshop for Non-Academic Staff in Ahmadu Bello University, Zaria

This section presents the opinion of stakeholders on the Organization and Conduct of Workshop for Non-Academic Staff in Ahmadu Bello University, Zaria. Items 1-10 in the questionnaire relate to this section.

Items 1 and 2 were set to find from stakeholders if Workshop is organized for all non-academic staff and whether Workshop is only organized for selective non-academic staff. Items 3, 4 and 5 carried to solicit the opinion of stakeholders on whether non-academic staff are sponsored for international Workshop, non-academic staff attend conference only on there are of specialization and whether non-academic staff are sponsored for Workshop only once in a year respectively.

Items 6 and 7 solicited the opinion of stakeholders on whether non-academic staff participate in conference twice in a session and non-academic staff are sponsored for Workshop twice in a session respectively.

Items 8, 9 and 10 attempted to find out if Workshop was conducted for senior non-academic staff at anytime of the year, Workshop is organized for all non-academic staff quarterly and Junior non-academic staff attend Workshop based on the need of university respectively. Respondents of all stakeholders were collected, analyzed and presented in the table 4.4.

Table 4.4: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on Organization and Conduct of Workshop for Non-Academic Staff in ABU, Zaria

S/N	Item Statement	Category of Respondents	Responses										
			SA		A		U		D		SD		Mean
			F	%	F	%	F	%	F	%	F	%	
1	Workshop is organized for all non-academic staff	Junior Staff	160	35.2	134	29.5	15	3.3	99	21.8	46	10.1	3.58
		Senior Staff	25	18.5	43	31.9	12	8.9	34	25.2	21	15.6	3.35
2	Workshop is only organized for selective non-academic staff	Junior Staff	102	22.5	130	28.6	60	13.2	69	15.2	91	20.0	3.40
		Senior Staff	45	33.3	26	19.3	14	10.4	23	17.0	27	20.0	2.81
3	Non-academic staff are sponsored for international Workshop	Junior Staff	111	24.4	157	34.6	53	11.7	83	18.3	49	10.8	3.43
		Senior Staff	37	27.4	40	29.6	14	10.4	21	15.6	23	17.0	2.56
4	Non-academic staff attend Workshop only on there are of specialization.	Junior Staff	168	37.0	198	43.6	19	4.2	23	5.1	45	9.9	3.92
		Senior Staff	40	29.6	47	34.8	9	6.7	16	11.9	23	17.0	2.83
5	Non-academic staff are sponsored for Workshop only once in a year	Junior Staff	149	32.8	148	32.6	28	6.2	76	16.7	53	11.7	3.58
		Senior Staff	30	22.2	34	25.2	15	11.1	21	15.6	35	25.9	2.33
6	Non-academic staff participate in Workshop once in every promotion	Junior Staff	94	20.7	87	19.2	29	6.4	135	29.7	108	23.8	2.87
		Senior Staff	41	30.4	28	20.7	10	7.4	32	23.7	24	17.8	2.77
7	Non-academic staff are sponsored for Workshop twice in a session	Junior Staff	83	18.3	83	18.3	32	7.0	117	25.8	139	30.6	2.68
		Senior Staff	29	21.5	36	26.7	9	6.7	7	5.2	54	40.0	2.53
8	Workshop is conducted for senior non-academic staff at any time of the year	Junior Staff	85	18.7	99	21.8	31	6.8	109	24.0	130	28.6	2.76
		Senior Staff	25	18.5	26	19.3	16	11.9	32	23.7	36	26.7	2.76
9	Workshop is organized for all non-academic staff quarterly	Junior Staff	59	13.0	133	29.3	31	6.8	103	22.7	128	28.2	1.85
		Senior Staff	15	11.1	65	48.1	15	11.1	32	23.7	8	5.9	2.22
10	Junior non-academic staff attend Workshop based on the need of university	Junior Staff	140	30.8	157	34.6	28	6.2	46	10.1	80	17.6	3.49
		Senior Staff	21	15.6	33	24.4	20	14.8	23	17.0	37	27.4	2.79

Source: Field survey (2016)

Table 4.4 reveals the opinion of stakeholders on the Organization and Conduct of Workshop for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether workshop is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with mean score 2.79, senior staff and accepted with junior staff 3.58. From item 2, the responses of the respondents on whether the workshop is only organized for

selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were accepted with their mean score 3.35, senior staff and junior staff 3.40. In respect to item 3, it was rejected by the respondents whether the Non-academic staff are sponsored for international workshop, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.81, senior staff and accepted with junior staff of 3.43. In item 5, 6 and 7 were all rejected from the responses of the respondents of senior staff while junior staffs were all accepted on whether non-academic staff participates in workshop twice in a session, non-academic staffs are sponsored for conference twice in a session and workshop is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by senior staff responses that Junior non-academic staff attend workshop based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.54, senior staff and junior staff 2.47.

Table 4.5 Section B: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on Organization and Conduct of Workshop for Non-Academic Staff in ABU, Zaria

S/N	Items	Category	Agree	Undecided	Disagree
1	Workshop is organized for all non-academic staff	1. Junior Staff	294 (64.7%)	15 (3.3%)	145 (31.9%)
		2. Senior Staff	68 (50.3%)	12 (8.8%)	55 (40.7%)
2	Workshop is only organized for selective non-academic staff	1. Junior Staff	232 (51.1%)	60 (13.2%)	166 (36.5%)
		2. Senior Staff	71 (52.5%)	14 (10.3%)	50 (37.0%)
3	Non-academic staff are sponsored for international Workshop	1. Junior Staff	268 (59.9%)	53 (11.6%)	132 (29.0%)
		2. Senior Staff	77 (57.0%)	14 (10.0%)	44 (32.5%)
4	Non-academic staff attend Workshop only on there are of specialization	1. Junior Staff	366 (80.6%)	19 (4.1%)	68 (14.9%)
		2. Senior Staff	87 (64.4%)	9 (6.6%)	39 (28.8%)
5	Non-academic staff are sponsored for Workshop only once in a year	1. Junior Staff	297 (65.4%)	28 (6.1%)	129 (28.4%)
		2. Senior Staff	64 (47.4%)	15 (11.1%)	56 (41.8%)
6	Non-academic staff participate in Workshop once in every promotion	1. Junior Staff	181 (39.8%)	29 (6.3%)	243 (53.5%)
		2. Senior Staff	69 (51.1%)	10 (7.4%)	56 (41.4%)
7	Non-academic staff are sponsored for Workshop twice in a session	1. Junior Staff	166 (36.5%)	32 (7.0%)	256 (56.3%)
		2. Senior Staff	65 (48.1%)	9 (6.6%)	61 (45.1%)
8	Workshop is conducted for senior non-academic staff at any time of the year	1. Junior Staff	184 (40.5%)	31 (6.8%)	239 (52.6%)
		2. Senior Staff	51 (37.7%)	16 (11.8%)	68 (50.3%)
9	Workshop is organized for all non-academic staff quarterly	1. Junior Staff	192 (42.2%)	31 (6.8%)	231 (50.8%)
		2. Senior Staff	80 (59.2%)	15 (11.1%)	40 (29.6%)
10	Junior non-academic staff attend Workshop based on the need of university	1. Junior Staff	297 (65.4%)	28 (6.1%)	126 (27.7%)
		2. Senior Staff	54 (40.6%)	20 (14.8%)	60 (44.4%)

Table 4.5 section B reveals the opinion of stakeholders on the Organization and Conduct of Workshop for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether workshop is organized for all non-academic staff, this could be seen from the responses of the respondents where the majority agreed with their decision. From item 2, the responses of the respondents show agreement that workshop was only organized for selective non-academic staff. In item 5, 6 and 7 were all agreed from the responses of the respondents of senior staff while junior staffs were all agreed that non-academic staff participates in workshop twice in a session, non-academic staffs are sponsored for conference twice in a session and workshop is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was agreed by the majority of senior staff

responses that Junior non-academic staff attend workshop based on the need of university.

4.3.3: Opinion of Respondents on the Organization and Conduct of Seminars for Non-Academic Staff in Ahmadu Bello University, Zaria

This section presents the opinion of stakeholders on the Organization and Conduct of Seminars for Non-Academic Staff in Ahmadu Bello University, Zaria. Items 1-10 in the questionnaire relate to this section.

Items 1 and 2 were set to find from stakeholders if seminar is organized for all non-academic staff and whether seminar is only organized for selective non-academic staff. Items 3, 4 and 5 carried to solicit the opinion of stakeholders on whether non-academic staff are sponsored for international seminar, non-academic staff attend seminar only on there are of specialization and whether non-academic staff are sponsored for seminar only once in a year respectively.

Items 6 and 7 solicited the opinion of stakeholders on whether non-academic staff participate in seminar once in every promotion and non-academic staff are sponsored for seminar twice in a session respectively.

Items 8, 9 and 10 attempted to find out if seminar is conducted for senior non-academic staff at anytime of the year, seminar is organized for all non-academic staff quarterly and conferences, and Junior non-academic staff attend seminar based on the need of university respectively. Respondents of all stakeholders were collected, analyzed and presented in the table 4.6.

Table 4.6: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on the Organization and Conduct of Seminars for Non-Academic Staff in Ahmadu Bello University, Zaria

S/N	Item Statement	Categories of Respondents	SA	%	A	%	U	%	D	%	SD	%	Mean
1	Seminar is organized for all non-academic staff	Senior Staff	18	4.2	34	17.2	4	10.4	59	6.7	20	5.2	2.13
		Junior Staff	41	0.7	55	9.6	41	36.2	196	17.8	121	12.0	2.34
2	Seminar is only organized for selective non-academic staff	Senior Staff	3	2.0	2	4.8	-	-	19	1.5	111	12.8	3.29
		Junior Staff	36	0.7	30	8.1	39	23.9	156	18.3	193	15.2	2.03
3	Non-academic staff are sponsored for international Seminar	Senior Staff	1	9.9	-	-	-	-	20	7.4	114	12.6	3.35
		Junior Staff	14	2.2	19	5.2	11	1.5	175	21.9	234	14.1	1.68
4	Non-academic staff attend Seminar only on there are of specialization.	Senior Staff	1	2.4	1	9.0	-	-	79	6.7	54	9.2	3.48
		Junior Staff	6	1.5	9	13.3	7	3.0	245	14.8	187	13.7	3.40
5	Non-academic staff are sponsored for Seminar only once in a year	Senior Staff	3	5.3	3	7.9	2	1.6	10	1.7	127	11.4	3.02
		Junior Staff	30	10.4	45	23.1	9	13.0	174	12.2	196	13.3	1.96
6	Non-academic staff participate in Seminar once in every promotion	Senior Staff	3	20.9	2	3.1	3	2.4	61	7.9	66	8.5	3.22
		Junior Staff	18	6.7	11	5.9	9	13.0	262	14.9	154	14.8	1.85
7	Non-academic staff are sponsored for Seminar twice in a session	Senior Staff	25	17.0	43	1.3	2	1.5	34	3.2	21	4.8	2.79
		Junior Staff	14	50.4	24	0.7	2	1.5	142	17.0	261	14.8	1.65
8	Seminar is conducted for senior non-academic staff at anytime of the year	Senior Staff	13	10.4	9	6.6	8	2.9	81	9.2	24	5.9	1.93
		Junior Staff	78	5.9	95	2.2	47	17.5	113	14.0	121	14.1	2.77
9	Seminar is organized for all non-academic staff quarterly	Senior Staff	11	12.1	68	4.0	-	-	34	9.8	22	5.2	1.63
		Junior Staff	22	25.2	77	2.2	20	17.2	197	18.9	143	15.2	2.21
10	Junior non-academic staff attend Seminar based on the need of university	Senior Staff	9	6.6	8	3.1	2	1.5	19	7.2	97	11.3	2.00
		Junior Staff	70	1.5	47	7.4	30	23.7	130	26.7	177	21.9	2.35

Source: Field survey (2016)

Table 4.6 reveals the opinion of the respondents on Organization and Conduct of Seminar for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether seminar is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.13, senior staff and junior staff 2.34. From item 2, the responses of the respondents on whether the seminar is only organized for selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 3.29, senior staff and junior staff 2.03. In respect to item 3, it was rejected by the respondents

whether the Non-academic staff are sponsored for international seminar, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.00, senior staff and junior staff 2.35. In item 4, it was accept by the respondents with mean score of senior staff 4.19 and that of junior staff is 3.85. In item 5, 6 and 7 were all rejected from the responses of the respondents on whether non-academic staff participate in seminar twice in a session, non-academic staff are sponsored for seminar twice in a session and conference is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by the respondents that Junior non-academic staff attend seminar based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.00, senior staff and junior staff 2.25.

Table 4.7 Section B: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on the Organization and Conduct of Seminars for Non-Academic Staff in Ahmadu Bello University, Zaria

S/N	Items	Category	Agree	Undecided	Disagree
1	Seminars is organized for all non-academic staff	1. Junior Staff	128 (28.1%)	42 (9.2%)	284 (62.5%)
		2. Senior Staff	50 (37.0%)	4 (2.9%)	81 (60.0%)
2	Seminars is only organized for selective non-academic staff	1. Junior Staff	188 (41.4%)	53 (11.6%)	213 (46.9%)
		2. Senior Staff	47 (43.8%)	22 (16.2%)	66 (48.8%)
3	Non-academic staff are sponsored for international Seminars	1. Junior Staff	129 (28.4%)	30 (6.6%)	295 (64.9%)
		2. Senior Staff	41 (30.3%)	2 (1.4%)	92 (68.1%)
4	Non-academic staff attend Seminars only on their area of specialization.	1. Junior Staff	138 (30.3%)	25 (5.5%)	290 (63.8%)
		2. Senior Staff	54 (40.0%)	6 (4.4%)	75 (55.5%)
5	Non-academic staff are sponsored for Seminars only once in a year	1. Junior Staff	99 (21.8%)	24 (5.2%)	331 (72.9%)
		2. Senior Staff	47 (34.8%)	5 (3.7%)	83 (61.4%)
6	Non-academic staff participate in Seminars once in very promotion	1. Junior Staff	62 (13.6%)	24 (5.2%)	368 (81.0%)
		2. Senior Staff	32 (23.7%)	2 (1.4%)	101 (74.8%)
7	Non-academic staff are sponsored for Seminars twice in a session	1. Junior Staff	79 (17.4%)	13 (2.8%)	362 (79.7%)
		2. Senior Staff	33 (24.4%)	6 (4.4%)	96 (71.1%)
8	Seminars is conducted for senior non-academic staff at any time of the year	1. Junior Staff	70 (15.4%)	36 (7.9%)	348 (76.6%)
		2. Senior Staff	36 (26.6%)	14 (10.3%)	85 (62.9%)
9	Seminars is organized for all non-academic staff quarterly	1. Junior Staff	84 (18.5%)	57 (12.5%)	313 (68.9%)
		2. Senior Staff	41 (30.3%)	8 (5.9%)	86 (63.7%)
10	Junior non-academic staff attend Seminars based on the need of university	1. Junior Staff	85 (18.7%)	79 (17.4%)	290 (63.8%)
		2. Senior Staff	51 (37.7%)	4 (2.9%)	80 (59.2%)

Table 4.7 section B reveals the opinion of the respondents on Organization and Conduct of Seminar for Non-Academic Staff in Ahmadu Bello University, Zaria. The majority of the respondents opinions disagreed that seminar was organized for all non-academic staff. From item 2, the responses of the respondents on whether the seminar was only organized for selective non-academic staff, this could be seen from the responses of the respondents show disagreement on the decision. . In item 5, 6 and 7 were all disagreed from the responses of the respondents that non-academic staff participate in seminar twice in a session, non-academic staff are sponsored for seminar twice in a session and conference is conducted for senior non-academic staff at anytime of the year. In respect

to item 10, the majority of the respondents disagreed that Junior non-academic staff attend seminar based on the need of university.

4.3.4: Opinion of Respondents on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria

This section presents the opinion of stakeholders on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria. Items 1-10 in the questionnaire relate to this section.

Items 1 and 2 were set to find from stakeholders if in-service is organized for all non-academic staff and whether in-service is only organized for selective non-academic staff. Items 3, 4 and 5 carried to solicit the opinion of stakeholders on whether non-academic staff are sponsored for international in-service, non-academic staff attend in-service only on there are of specialization and whether non-academic staff are sponsored for in-service only once in a year respectively.

Items 6 and 7 solicited the opinion of stakeholders on whether non-academic staff participate in in-service twice in a session and non-academic staff are sponsored for in-service twice in a session respectively.

Items 8, 9 and 10 attempted to find out if in-service is conducted for senior non-academic staff at anytime of the year, in-service is organized for all non-academic staff quarterly and junior non-academic staff attend in-service based on the need of university respectively. Respondents of all stakeholders were collected, analyzed and presented in the table 4.8.

Table 4.8: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria

S/N	Item Statement	Categories of Respondents	SA	%	A	%	U	%	D	%	SD	%	M
1	In-service is organized for all non-academic staff	Senior Staff	54	14.9	23	7.2	10	3.3	7	3.3	15	6.7	2.80
		Junior Staff	132	30.0	167	19.6	14	8.9	74	18.9	34	17.8	2.33
2	In-service is only organized for selective non-academic staff	Senior Staff	59	12.3	22	4.8	9	13.2	14	3.2	9	1.5	3.35
		Junior Staff	110	15.2	78	8.1	18	10.4	144	10.4	86	16.3	3.42
3	Non-academic staff are sponsored for international In-service	Senior Staff	18	8.6	24	5.4	13	11.7	35	11.7	45	9.0	3.59
		Junior Staff	85	10.1	38	5.9	34	10.4	135	10.4	160	21.9	2.82
4	Non-academic staff attend In-service only on there are of specialization.	Senior Staff	2	0.6	36	9.4	31	4.2	2	0.2	42	6.7	2.56
		Junior Staff	278	14.7	96	11.3	9	6.7	50	26.7	18	2.8	2.50
5	Non-academic staff are sponsored for In-service only once in a year	Senior Staff	64	9.4	23	7.9	3	6.2	18	6.2	27	4.5	2.83
		Junior Staff	141	13.3	95	10.7	14	11.1	183	31.1	21	2.9	4.38
6	Non-academic staff participate in In-service twice in a session	Senior Staff	24	8.5	35	9.1	4	6.4	43	9.4	28	3.5	2.33
		Junior Staff	100	10.2	59	12.7	14	7.4	124	27.4	156	34.4	3.33
7	Non-academic staff are sponsored for In-service twice in a session	Senior Staff	21	4.0	32	8.3	1	7.0	59	7.5	22	3.2	2.77
		Junior Staff	90	9.8	72	10.7	10	6.7	153	26.7	129	19.0	2.60
8	In-service is conducted for senior non-academic staff at anytime of the year	Senior Staff	16	8.3	48	16.6	2	6.8	31	6.8	38	7.2	2.53
		Junior Staff	92	7.1	52	12.2	36	11.9	157	11.9	117	18.3	2.65
9	In-service is organized for all non-academic staff quarterly	Senior Staff	23	7.7	29	4.9	1	6.8	49	6.8	33	5.9	2.76
		Junior Staff	80	14.2	55	10.8	31	11.1	153	11.1	135	28.9	2.54
10	Junior non-academic staff attend In-service based on the need of university	Senior Staff	59	11.3	19	3.7	6	6.2	44	6.2	7	1.2	2.22
		Junior Staff	171	21.9	87	13.4	12	14.8	108	14.8	76	14.2	3.37

Source: Field survey (2016)

Table 4.8 reveals the opinion of stakeholders on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether in-service is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with mean score 2.80, senior staff and accepted with junior staff 3.58. From item 2, the responses of the respondents on whether the in-service is only organized for selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were accepted with their mean score 3.35, senior staff and junior staff 3.40. In respect to item 3, it was rejected by the

respondents whether the Non-academic staff are sponsored for international in-service, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.81, senior staff and accepted with junior staff of 3.43. In item 5, 6 and 7 were all rejected from the responses of the respondents of senior staff while junior staffs were all accepted on whether non-academic staff participates in in-service twice in a session, non-academic staffs are sponsored for conference twice in a session and workshop is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by senior staff responses that Junior non-academic staff attend in-service based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.54, senior staff and junior staff 2.47.

Table 4.9: Section B: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria

S/N	Items	Category	Agree	Undecided	Disagree
1	In-service is organized for all non-academic staff	1. Junior Staff	299 (65.8%)	14 (3.0%)	108 (23.7%)
		2. Senior Staff	75 (55.5%)	10 (7.4%)	22 (16.2%)
2	In-service is only organized for selective non-academic staff	1. Junior Staff	188 (41.4%)	18 (3.9%)	230 (50.6%)
		2. Senior Staff	81 (60.0%)	9 (6.6%)	23 (17.0%)
3	Non-academic staff are sponsored for international In-service training	1. Junior Staff	123 (27.0%)	34 (7.4%)	295 (64.9%)
		2. Senior Staff	42 (31.1%)	13 (9.6%)	80 (59.2%)
4	Non-academic staff attend In-service only on their area of specialization.	1. Junior Staff	374 (82.3%)	9 (1.9%)	68 (14.9%)
		2. Senior Staff	67 (49.6%)	2 (1.4%)	64 (47.4%)
5	Non-academic staff are sponsored for In-service training only once in a year	1. Junior Staff	236 (51.9%)	14 (3.0%)	204 (44.9%)
		2. Senior Staff	87 (64.4%)	3 (2.2%)	45 (33.3%)
6	Non-academic staff participate in In-service training once in very promotion	1. Junior Staff	159 (35.0%)	14 (3.0%)	280 (61.6%)
		2. Senior Staff	59 (43.7%)	4 (2.9%)	71 (52.5%)
7	Non-academic staff are sponsored for In-service training twice in a session	1. Junior Staff	162 (35.6%)	10 (2.2%)	282 (62.1%)
		2. Senior Staff	53 (39.2%)	1 (0.7%)	81 (60.0%)
8	In-service is training conducted for senior non-academic staff at any time of the year	1. Junior Staff	144 (31.7%)	36 (7.9%)	274 (60.3%)
		2. Senior Staff	64 (47.4%)	2 (1.4%)	69 (51.1%)
9	In-service training is organized for all non-academic staff quarterly	1. Junior Staff	135 (29.7%)	31 (6.8%)	288 (63.4%)
		2. Senior Staff	52 (38.5%)	1 (0.7%)	82 (60.7%)
10	Junior non-academic staff attend In-service based on the need of university	1. Junior Staff	258 (56.8%)	12 (2.6%)	184 (40.5%)
		2. Senior Staff	78 (57.7%)	6 (4.4%)	51 (37.7%)

Table 4.9, section B reveals the opinion of stakeholders on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 show whether in-service was organized for all non-academic staff, this could be seen from the responses of the respondents where the majority agreed with their decision. From item 2, the responses of the respondents also shows agreed that, in-service was only organized for selective non-academic staff. In respect to item 3, 4, 5, 6 and 7 were all disagreed from the responses of the respondents of senior staff while junior staffs were all agreed that non-academic staff participates in in-service twice in a session, non-academic staffs are sponsored for conference twice in a session and workshop was conducted for senior

non-academic staff at anytime of the year. In respect to item 10, it was also agreed by senior staff responses that junior non-academic staff attend in-service based on the need of university.

4.4 Hypotheses Testing

This section deals with hypothesis testing. The hypotheses are related to variables identified in the research objectives. These issues include organization and conduct of conference, workshops, seminars and in-service for non-academic staff in Ahmadu Bello University, Zaria. The four hypotheses were tested using t-test at 0.05 level of significance. A hypothesis is rejected if the p-value is less than the level of significance set by the study.

Hypothesis 1

There is no significant difference in the opinions of senior and junior staff on the organization and conduct of conferences for non-academic staff in Ahmadu Bello University, Zaria.

Table 4.10 showing t-test no significant difference in the opinion of senior and junior staff on the organization and conduct of conferences for non-academic staff in Ahmadu Bello University, Zaria

Table 4.10: Summary of t-test on the Opinions of Senior and Junior Staff on the Organization and Conduct of Conferences for Non-Academic Staff in Ahmadu Bello University, Zaria

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Senior Staff	135	19.6296	4.31198	2.120	587	1.96	0.034
Junior Staff	454	20.6296	4.39867				
Total	589						

Source: Field survey (2016)

Table 4.10 shows t-cal value (2.120) at the degree of freedom 587 and at 0.05 level of significant. The t-cal value (2.120) is greater than t-critical value (1.96).The observed level of significance P (0.034) is greater than 0.05.The mean scores of junior staff (19.6296) is less than the senior staff (20.6296). This means that there is a significant difference in the opinions of senior and junior staff on the conferences for non-academic staff in Ahmadu Bello University, Zaria. Therefore, the null hypothesis is rejected.

Table 4.11: Summary of Scheffe’s Multiple Comparison Test on Opinions of Senior and Junior Staff on the Organization and Conduct of Conferences for Non-Academic Staff in Ahmadu Bello University, Zaria

Respondents	N	Mean
Senior Staff	135	20.6296
Junior Staff	454	19.6296

As indicated by table 4.11, the mean score of senior staff 20.6296 was found to be greater than that of junior staff 19.6296. However, this implies that there was a significant difference in the opinion of senior and junior staff on the organizing and conduct of conferences for non-academic staff in Ahmadu Bello University, Zaria.

Hypothesis 2

There is no significant difference in the opinions of senior and junior staff on the organization and conduct of workshops for non-academic staff in Ahmadu Bello University, Zaria.

Table 4.12 showing t-test no significant difference in the opinions of senior and junior staff on the organization and conduct of workshops for non-academic staff in Ahmadu Bello University, Zaria

Table 4.12: Summary of t-test on the Opinions of Senior and Junior Staff on the Organization and Conduct of Workshops for Non-Academic Staff in Ahmadu Bello University, Zaria

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Senior Staff	135	31.4370	7.77444	1.596	587	1.96	.111
Junior Staff	454	32.5308	6.73973				
Total	589						

Source: Field survey (2016)

Table 4.12 shows t-cal value (1.596) at the degree of freedom 587 and at 0.05 level of significant. The t-cal value (1.596) is less than t-critical value (1.96). The observed level of significance P (.111) is greater than 0.05. The mean scores of junior staff (32.5308) are greater than the senior staff (31.4370). This means that there is a significant difference in the opinions of senior and junior staff on the workshops for non-academic staff in Ahmadu Bello University, Zaria. Therefore, the null hypothesis is retained.

Hypothesis 3

There is no significant difference in the opinions of senior and junior staff on the organization and conduct of seminars for non-academic staff in Ahmadu Bello University, Zaria.

Table 4.13 showing t-test no significant difference in the opinions of senior and junior staff on the organization and conduct of seminars for non-academic staff in Ahmadu Bello University, Zaria

Table 4.13: Summary of t-test on the Opinions of Senior and Junior Staff on the Organization and Conduct of Seminars for Non-Academic Staff in Ahmadu Bello University, Zaria

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Senior Staff	135	24.9407	7.46710	2.365	587	1.96	0.018
Junior Staff	454	23.3656	6.58235				
Total	589						

Source: Field survey (2016)

Table 4.13 shows t-cal value (2.365) at the degree of freedom 587 and at 0.05 level of significant. The t-cal value (2.365) is greater than t-critical value (1.96).The observed level of significance P (0.018) is less than 0.05. The mean scores of junior staff (23.3656) is less than the senior staff (24.9407).This means that there is a significant difference in the opinion of senior and junior staff on the organization and conduct of seminars for non-academic staff in Ahmadu Bello University, Zaria. Therefore, the null hypothesis is rejected.

Table 4.14: Summary of Scheffe’s Multiple Comparison Test on Opinions of Senior and Junior Staff on the Organization and Conduct of Seminars for Non-Academic Staff in Ahmadu Bello University, Zaria

Respondents	N	Mean
Senior Staff	135	23.3656
Junior Staff	454	24.9407

As indicated by table 4.14, the mean score of senior staff 23.3656 was found to be greater than that of junior staff 24.9407. However, this implies that there was a significant difference in the opinion of senior and junior staff on the organization and conduct of seminars for non-academic staff in Ahmadu Bello University, Zaria.

Hypothesis 4

There is no significant difference in the opinions of senior and junior staff on the organization and conduct of in-service for non-academic staff in Ahmadu Bello University, Zaria.

Table 16 showing t-test no significant difference in the opinions of senior and junior staff on the organization and conduct of in-service for non-academic staff in Ahmadu Bello University, Zaria

Table 4.15: Summary of t-test on the Opinions of Senior and Junior Staff on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria

Variables	Number	Mean	Std	t-cal	Df	t-critical	Prob
Senior Staff	135	30.6444	5.10701	.809	587	1.96	0.087
Junior Staff	454	30.2974	4.13430				
Total	589						

Source: Field survey (2016)

Table 4.15 shows t-cal value (.809) at the degree of freedom 587 and at 0.05 level of significant. The t-cal value (.809) is less than t-critical value (1.96). The observed level of significance P (0.087) is greater than 0.05. This means that there is a significant difference in the opinions of senior and junior staff on the organization and conduct of in-service for non-academic staff in Ahmadu Bello University, Zaria. Therefore, the null hypothesis is retained.

4.5 Summary of the Five Null Hypotheses Tested

Table 4.16: Summary of Hypotheses

S/N	Hypotheses statements	Statistical test	Results	Level of significance	Decision
1	There is no significant difference in the opinion of senior and junior staff on organization and conduct of conference for non-academic staff in ABU, Zaria	Independent t-test	Prob. value 0.034 is less than 0.05	0.05	H0₁ Rejected
2	There is no significant difference in the opinion of senior and junior staff on organization and conduct of workshop for non-academic staff in ABU, Zaria	Independent t-test	Prob. value .111 is greater than 0.05	0.05	H0₂ Retained
3	There is no significant difference in the opinion of senior and junior staff on organization and conduct of seminar for non-academic staff in ABU, Zaria	Independent t-test	Prob. value 0.018 is less than 0.05	0.05	H0₃ Rejected
4	There is no significant difference in the opinion of senior and junior staff on organization and conduct of in-service for non-academic staff in ABU, Zaria	Independent t-test	Prob. value 0.087 is greater than 0.05	0.05	H0₄ Retained

4.6 Summary of Major Findings

The study revealed that:

1. Non-academic staff only attended conferences locally on their area of specialization and were not sponsored for international conference in ABU, Zaria;
2. Workshops were organized for both senior and junior non-academic staff and as such were allowed to participate in workshop once in every promotion in ABU, Zaria;
3. Seminar were not organized for senior and junior non-academic staff in ABU, Zaria; and
4. In-service training was organized for both senior and junior non-academic staff. Also, non-academic staffs were sponsored for international service training to boost their performance in Ahmadu Bello University, Zaria.

4.6 Discussion of the Findings

This study was aimed at assess the organization and conduct of development programmes for non-academic staff in Ahmadu Bello University, Zaria. Its objectives were to examine the followings: organization and conduct of conference, seminar, workshop and in-service programme for senior and junior staff in Ahmadu Bello University, Zaria. The hypotheses formulated were tested using t-test, however to give general description of the respondents on the issues raised, frequencies and mean were used. The following are discussions arising from the major findings of the study.

Table 4.2 reveals the opinion of the respondents on Organization and Conduct of Conference for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether conference is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 1.93, senior staff and junior staff 2.77. From item 2, the

responses of the respondents on whether the conference is only organized for selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 1.63, senior staff and junior staff 2.21. In respect to item 3, it was rejected by the respondents whether the Non-academic staff are sponsored for international conference, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.00, senior staff and junior staff 2.35. In item 4, it was accept by the respondents with mean score of senior staff 4.19 and that of junior staff is 3.85. In item 5, 6 and 7 were all rejected from the responses of the respondents on whether non-academic staff participate in conference twice in a session, non-academic staff are sponsored for conference twice in a session and conference is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by the respondents that Junior non-academic staff attend conference based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.84, senior staff and junior staff 1.65.

Table 4.3 reveals the opinion of stakeholders on the Organization and Conduct of Workshop for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether workshop is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with mean score 2.79, senior staff and accepted with junior staff 3.58. From item 2, the responses of the respondents on whether the workshop is only organized for selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were accepted with their mean score 3.35, senior staff and junior staff 3.40. In respect to item 3, it was rejected by the

respondents whether the Non-academic staff are sponsored for international workshop, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.81, senior staff and accepted with junior staff of 3.43. In item 5, 6 and 7 were all rejected from the responses of the respondents of senior staff while junior staffs were all accepted on whether non-academic staff participates in workshop twice in a session, non-academic staffs are sponsored for conference twice in a session and workshop is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by senior staff responses that Junior non-academic staff attend workshop based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.54, senior staff and junior staff 2.47.

Table 4.4 reveals the opinion of the respondents on Organization and Conduct of Seminar for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether seminar is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.13, senior staff and junior staff 2.34. From item 2, the responses of the respondents on whether the seminar is only organized for selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 3.29, senior staff and junior staff 2.03. In respect to item 3, it was rejected by the respondents whether the Non-academic staff are sponsored for international seminar, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.00, senior staff and junior staff 2.35. In item 4, it was accept by the respondents with mean score of senior staff 4.19 and that of junior

staff is 3.85. In item 5, 6 and 7 were all rejected from the responses of the respondents on whether non-academic staff participate in seminar twice in a session, non-academic staff are sponsored for seminar twice in a session and conference is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by the respondents that Junior non-academic staff attend seminar based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.00, senior staff and junior staff 2.25.

Table 4.5 reveals the opinion of stakeholders on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria. Item 1 shows whether in-service is organized for all non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with mean score 2.80, senior staff and accepted with junior staff 3.58. From item 2, the responses of the respondents on whether the in-service is only organized for selective non-academic staff, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were accepted with their mean score 3.35, senior staff and junior staff 3.40. In respect to item 3, it was rejected by the respondents whether the Non-academic staff are sponsored for international in-service, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.81, senior staff and accepted with junior staff of 3.43. In item 5, 6 and 7 were all rejected from the responses of the respondents of senior staff while junior staffs were all accepted on whether non-academic staff participates in in-service twice in a session, non-academic staffs are sponsored for conference twice in a session and workshop is conducted for senior non-academic staff at anytime of the year. In respect to item 10, it was rejected by senior staff

responses that Junior non-academic staff attend in-service based on the need of university, this could be seen from the responses of the respondents where the decision mean of senior and junior staff were rejected with their mean score 2.54, senior staff and junior staff 2.47.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter was discussed under the following headings:

- Summary;
- Conclusion;
- Recommendations; and
- Suggestion for Further Studies.

5.2 Summary

This study has empirically examined the assessment the organization and conduct of development programmes for non-academic staff in Ahmadu Bello University, Zaria. The objective of the study was to find out the organization and conduct of conference, seminar, workshop and in-service of senior and junior staff in Ahmadu Bello University, Zaria.

Five research questions and hypotheses each were formulated as guide for the study. The study covered all senior and junior staff and it is significant because it would help stakeholder (policy makers, school administrators, teachers, government and the students) in playing a sensitive role aimed at improving the standard of work performance and the provision of a conducive learning environment. The key variables are operationally defined to conclude the chapter.

In chapter two, some literatures considered related to the present study were reviewed. The conceptual framework provided a base as it explores the concepts of development programme Scholarly works on the variables such as conferences, workshop, seminar and in-service. Empirical study of related works to show the relationship of the study to previous studies was carried out. It revealed some similarities

to the present research, but its uniqueness in terms of scope and variables covered are highlighted.

The third chapter of this study examined the methodology used in carrying out the research work. The research design used is the descriptive survey. The population of the study comprises two thousand and seventeen (2017) senior and junior staff in Ahmadu Bello University, Zaria. 608 samples used in the study out of which 589 respondents correctly filled and returned their questionnaire while 19 got missing. A questionnaire titled “Questionnaire for the Assessment the Organization and Conduct of Development Programmes” containing 40 items was deployed to collect data for the study. The instrument was validated by expert in the field of Educational Administration and planning in the Department of Educational Foundations and Curriculum Educational, Ahmadu Bello University Zaria, a pilot study was carried out before it was finally deployed to the field.

The fourth chapter presented the analysis of the data in form of frequency and percentage tables. The research questions were answered using mean scores and standard deviation. The four null hypotheses were tested using T-test at 0.05 alpha levels and all were retained.

5.3 Conclusions

In view of the findings of this study, conclusions can be made that:

1. Conference is conducted for both senior and junior non-academic staff at any time of the year;
2. Non-academic staff allowed to participate in workshop once in every promotion and only on there area of specialization in ABU, Zaria;

3. Junior non-academic staff do attend seminar based on the need of university unlike the senior non-academic staff; and
4. Finally, both senior and junior non-academic staffs are sponsored for international service training to acquire more knowledge and skills to boost their performance in Ahmadu Bello University, Zaria.

5.4 Recommendations

The followings recommendations were made in respect of the findings from this study:

1. Conference should be effectively organized for all non-academic staff and they should as well sponsored for international conference in Ahmadu Bello University, Zaria;
2. Non-academic staff should be sponsored for local and international Workshop to other countries at least once a year as this will enable them have more knowledge and skills for the improvement of their jobs;
3. Seminar should not only organized for selective non-academic staff, seminar should be organized for junior and senior non-academic staff on frequent bases in Ahmadu Bello University, Zaria; and
4. Non-academic staff should not be attending in-service training only on their area of specialization. They should go for in-service training in other areas of specialization.

5.5 Suggestions for Further Studies

1. The same study could be carried out in other Universities on the areas the present researcher could not penetrate for more knowledge.
2. A study could be furthered on this aspect of the organization and conduct of development programmes, specifically on organization and conduct of conference,

seminar, workshop and in-service of senior and junior staff in Universities. The reason for this is to determine whether there is organization and conduct of development programmes for both senior and junior staff.

3. A comparative study could be carried out in the topic based on two or more tertiary institutions to ascertain their differences.

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APPENDIX

QUESTIONNAIRE ON THE MEASURING DEVELOPMENT PROGRAMMES OF NON-ACADEMIC STAFF IN AHMADU BELLO UNIVERSITY, ZARIA

Department of Admin and Planning
Faculty of Education,
Ahmadu Bello University,
Zaria – Nigeria.

Dear Respondent,

The bearer of this research instrument is a final year masters' student in the above addressed Department undertaking a research on the topic entitled "Assessment of Staff Development Programmes on the Job Performance of Non-Academic Staff of Ahmadu Bello University, Zaria". You are therefore requested to study this instrument and respond as appropriate. Be informed that this research is for academic purpose only, and that information provided will be treated with utmost sincerity and confidentiality.

Please note the following keys:

Scoring

SA = Strongly Agree	= 5
A = Agree	= 4
U = Undecided	= 3
D = Disagree	= 2
SD = Strongly Disagree	= 1

APPENDIX A

Questionnaire on Assessment of the Organization and Conduct of Development programmes for Non- Academic Staff in Ahmadu Bello University Zaria.

Educational Foundation and Curriculum Department,
Faculty of Education,
Ahmadu Bello University, Zaria.
Kaduna State.

Dear Respondent,

REQUEST LETTER

I am a student of the above mentioned university, undergoing Master of Education Programme. I wish to solicit for your assistance in collecting necessary data on a research topic: **Assessment of the Organization and Conduct of Development programmes for Non- Academic Staff in Ahmadu Bello University Zaria.**

Therefore your contribution in bringing out honest opinion as a senior and junior staff in the University will surely enhance the validity and reliability of this research. Moreover, this research work is purely an academic exercise and the information gathered in this questionnaire will be used and treated with confidentiality.

Thank you and best regards.

Karima Suleiman Bako

SECTION A

BIO-DATA: Please tick [] in the appropriate box that relates to you.

1. Cadre:

- (a) Senior Staff []
- (b) Junior Staff []

2. Gender:

- (a) Male []
- (b) Female []

3. Qualification :

- (a) M.ed/MA []
- (b) B.ed/BS Ed []
- (c) NCE []
- (d) Others please specify.....

4. Years of Working Experience

- (a) 0-5 []
- (b) 6-10 []
- (c) 11-15 []
- (d) 16-20 []
- (e) above 20 []

SECTION B

GUIDELINES

Beside each statement are possible options: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Thus, you tick in the column that relates to your option.

Section B: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on Organization and Conduct of Conference for Non-Academic Staff in ABU, Zaria

S/N	Items Statement	SA	A	U	D	SD
1	Conference is organized for all non-academic staff.					
2	Conference is only organized for selective non-academic staff					
3	Non-academic staff are sponsored for international conference					
4	Non-academic staff attend conference only on there are of specialization.					
5	Non-academic staff are sponsored for conference only once in a year					
6	Non-academic staff participate in conference once in very promotion					
7	Non-academic staff are sponsored for conference twice in a session					
8	Conference is conducted for senior non-academic staff at any time of the year					
9	Conference is organized for all non-academic staff quarterly					
10	Junior non-academic staff attend conference based on the need of university					

SECTION C: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on Organization and Conduct of Workshop for Non-Academic Staff in ABU, Zaria

S/N	Items Statement	SA	A	U	D	SD
11	Workshop is organized for all non-academic staff					
12	Workshop is only organized for selective non-academic staff					
13	Non-academic staff are sponsored for international Workshop.					
14	Non-academic staff attend Workshop only on there are of specialization.					
15	Non-academic staff are sponsored for Workshop only once in a year					
16	Non-academic staff participate in Workshop once in every promotion					
17	Non-academic staff are sponsored for Workshop twice in a session					
18	Workshop is conducted for senior non-academic staff at any time of the year					
19	Workshop is organized for all non-academic staff quarterly					
20	Junior non-academic staff attend Workshop based on the need of university					

SECTION D: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on the Organization and Conduct of Seminars for Non-Academic Staff in Ahmadu Bello University, Zaria

S/N	Items Statement	SA	A	U	D	SD
21	Seminar is organized for all non-academic staff					
22	Seminar is only organized for selective non-academic staff					
23	Non-academic staff are sponsored for international Seminar					
24	Non-academic staff attend Seminar only on there are of specialization					
25	Non-academic staff are sponsored for Seminar only once in a year					
26	Non-academic staff participate in Seminar once in every promotion					
27	Non-academic staff are sponsored for Seminar twice in a session					
28	Seminar is conducted for senior non-academic staff at anytime of the year					
29	Seminar is organized for all non-academic staff quarterly					
30	Junior non-academic staff attend Seminar based on the need of university					

SECTION E: Opinions of Junior and Senior Non-Academic Staff of Ahmadu Bello University on the Organization and Conduct of In-Service for Non-Academic Staff in Ahmadu Bello University, Zaria

S/N	Items Statement	SA	A	U	D	SD
31	In-service is organized for all non-academic staff					
32	In-service is only organized for selective non-academic staff					
33	Non-academic staff are sponsored for international In-service					
34	Non-academic staff attend In-service only on there are of specialization.					
35	Non-academic staff are sponsored for In-service only once in a year					
36	Non-academic staff participate in In-service twice in a session					
37	Non-academic staff are sponsored for In-service twice in a session					
38	In-service is conducted for senior non-academic staff at anytime of the year					
39	In-service is organized for all non-academic staff quarterly					
40	Junior non-academic staff attend In-service based on the need of university					