

**ASSESSMENT OF THE EFFECT OF TRAINING AND DEVELOPMENT ON
ACADEMIC STAFF PERFORMANCE IN AHMADU BELLO UNIVERSITY
(ABU), ZARIA**

BY

**Amina ABDULRAZAQ
P13ADPA8210**

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DECLARATION

I, Amina Abdulrazaq, hereby declare that this dissertation titled: “**Assessment of the Effect Training and Development on Academic Staff Performance in Ahmadu Bello University (ABU) Zaria**” is written by me and that it was not copied from any past research work. Also, I declare that both published and unpublished articles directly used in the thesis are appropriately acknowledged.

Amina ABDULRAZAQ

Date

CERTIFICATION

This dissertation entitled “**Assessment of the Effect of Training and Development on Academic Staff Performance in Ahmadu Bello University(ABU), Zaria**” by **Amina Abdulrazaq** meets the regulation governing the award of the degree of Master of science in Public Administration in Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literacy presentation.

Dr. Hamza A. Yusuf
Chairman, Supervisory Committee

Date

Dr. Denis Dalhat Danjos
Member, Supervisory Committee

Date

Dr. Hamza A. Yusuf
Head of Department

Date

Prof. S. Z. Abubakar
Dean, Postgraduate School

Date

DEDICATION

This dissertation is dedicated to my parents: Alhaji Abdulrazaq and Hajiya Hariratu. And my husband Alhaji Tajudeen Abdulganiyu who initiated the entire idea of this study.

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ABSTRACT

This paper assessed the effect of training and development on academic staff performance in Ahmadu Bello University Zaria. The study adopted KirkPatrick learning and evaluation theory which serve as a guide to understanding training and it effect on worker's performance. Primary data were collected from 297 respondents through the use of random sampling techniques with the aid of structured questionnaire. Data obtained was subjected to simple descriptive statistical analysis and chi-square was used to compare relationship between the opinions of the groups involved. The 0.05 level of significant was chosen for acceptance or rejection of the null hypothesis. The study hypothesized that there is no significant relationship between training and academic staff performance. The study concludes that training and development enhances performance and recommended that training and research work should be encourage among academic staff of the University.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Training and retraining of staff has been seen as a way to improve performance of employees in the organization (Shelly, 2007). The following were extract from his work about the relevance of training to staff performance in the organization; Training is necessitated by some major factors which include technological changes and or new ways to doing things. Work pattern changes as a result of introduction of new ways to do things in the organization which can be internal or external form of training. The importance of staff training to staff performance cannot be overemphasized. Training provides a prime opportunity to expand the knowledge base of all employees, training programme allows you to be able to strengthen those skills that each employee needs to improve upon in the organization. Training and development programme also allows employee to get a succession training, this has to do with the employees who are expected to take over from their superiors in the organization.

Training has been seen as a way to improve employees performance in the organization. There are time in the organization when the performance of employees may dwindle and go low as against the expectation of the organization, this deficiency can be corrected by constant training and retraining programme in the organization. A well structured training and development programme ensures that employees have consistent experience and background knowledge to deal with changing pattern of work in the organization. To maintain consistency in performance, all staff need to be made aware of and trained on changing demand and pattern of work in the organization.

Training and retraining programme brings about employees satisfaction in organization. The value that comes back to the employees when trained is personal satisfaction and job satisfaction. Employees who feel appreciative and challenged through a training programme tend to be more satisfied doing their job.

Training of academic staff in Ahmadu Bello University, Zaria is usually geared towards facilitating academic staff development. To tackle the issues of training, the internal and external form of training is used as a mechanism. The internal forms of training predates the university itself, the internal training covers all the form of training that academic staff undergo within the organization. The internal mechanism for training of academic staff in Ahmadu Bello university Zaria includes; interdepartmental seminar, workshops on new research techniques, conferences, seminar presentations and enrolment for higher degree programme within the university.

External training on the other hand is a situation where academic staff are given the opportunity to carry out further studies outside the institution and even outside the country. It comes in form of an official release or study leave accorded to staff to go for further training outside the organization. External training mechanism like the internal training involves conferences outside the institution, seminars, workshop, sabbatical, visitations and participation in both local and international journals.

Academic staff do have three basic function they tend to serve the society and this include to teach, research production and community services. And to effectively carry out these functions academic staff needed to be engaged in constant training and retraining. This is because intellectuals who have the proper and adequate training can offer a high quality

learning experience to their students and build a high reputation for the institution involved.

Salesho and Naile(2014) submitted that to focus on their obligation of teaching and learning, research and community engagement effectively, Universities need adequate academic staff suitably qualified and motivated to work effectively. Accordingly, Rou(1992) advocates that the eminence of a University cannot surpass that of its academic staff, this is in line with the interpretation advanced by Horwitz(1991), who opines that the essence of any institution is to attract and retain first class academic staff.

Ssekanwa (1999) noted that in countless cases, it has become a challenge to retain a well-developed and motivated academic staff force that is suitably qualified to work effectively, this is because this efforts frequently requires enormous financial resources because the market rate of academic staff, and the cost of their development are usually high.

Training is usually used to facilitate career development, Ai Yeow *et al.*, 2012). In the same vein, , Jane *et al.*(2012) noted that training represents an important investment by colleges or Institutes that are interested in developing their employees so that they can make their maximum contribution over the long term. Besides, it will help to strengthen the quality of education in the country. Most higher education institutions have an implicit or explicit mission to offer a high quality learning experience to all their students. Consequently, their training is crucial in determining the quality of this interface. In addition, research is important both in revitalizing staff interest in their subject and in keeping their enthusiasm alive, and in building a research and publishing profile for the institution. Exceptionally well trained academic staff can, with appropriate support, build

a national and international reputation for the institution in the research, publishing and professional areas..By offering training and development opportunities the academic staff will feel that the university is investing in him or her and that they are opportunities for growth within the organization and hence gives meaning to the current job, Jane *et al.*(2012).

Tettey (2006) observes that professional development is the engine that keeps the Universities true to their mandate as centers of ideas and innovation. Without effort in this direction intellectual capital can stagnate and the relevance of Universities to society may diminish. Faculty members thrive on intellectual and collegial stimulation from their peers when they attend professional activities, national and international research meetings,Jane *et al.* (2012). Thus, development activities for academic staff continues to be an important aspect associated with their professional work lives.

The role of the Universities in the delivery and development of the work force required for the social, economic, and technological innovation of any organization cannot be over- emphasize (Ng'ethe,Iravo and Namusange,2012 p.205) the unique nature of Universities allow academics to be the repository of the most specialized and skilled intellectuals, thus the demand and competition for highly qualified academics have increased, Salesho and Naile,(2014)

Bushe (2012,P.279), noted that growth in global mobility and shifting demographics profiles means employing and retaining talented and knowledgeable lecturers and researchers is an ever –increasing challenge. This calls for a high degree of competency and proven scholarship from the University academic employees in particular; hence, university serve as a storehouse of knowledge for cultivating workers need of the nation and meeting the needs of community for a good and caring society.

In the view of the foregoing training and development of the academic staff is of vital importance to Ahmadu Bello University which is a tertiary institution that has to do with human resources elements and consequently the skills for the utilization of materials resources for the achievement of organizational goals and set objectives.

1.2 Statement of the Problem

The importance of lecturers' training in tertiary institutions cannot be over emphasized. In spite of its apparent merit, there are still many employers particularly in the education industry who do not commit sufficient funds to the development of their employees. They consider staff development as a waste of meagre resources because of the high cost involved although most employees appear to have positive feeling about the usefulness of training and development and would want to engage in them Peretomode and Chukwuma,(2013)

There are different lecturers with different academic status. And the principal criterion for promoting lecturers from one level to the other is the lecturer's productivity defined in terms of research output or publications in referred national and international journals and text books. Some of these lecturers have participated in self-sponsored development activities and few others have benefited from their institution's sponsored staff development programs.

Internal training held for academic staff across the departments under review for this study shows that there is deficiency in the supposed number of staff that ought to be trained and actually trained. Across faculty of administration where Public administration and Local Government and Development studies is inclusive only a total of 316 staff got internal training where Public Administration and Local government Development Studies carries 62 numbers of the slot.

Furthermore, pharmaceutical sciences and sciences where Biological sciences was inclusive have got a total of 895 staff trained, unfortunately, this both department have got a total of 53 staff trained over the years under review which is a whole lot of negligible number compared to the 895 trained across.

Additionally, economic and sociology department in the social science faculty which have recorded trainings of internal staff across departments is 227 only a handful of 29 has been trained internally between those period of time.

More worrisome is the situation which shows that 266 academic staff have been trained externally across the faculties and departments of the institution.

Considering that this work focuses on six different departments across faculties in Ahmadu Bello University, Zaria namely Public Administration, Local Government and Development Studies, Biological Science, Pharmaceutical Science, Economics and Sociology, the study was able to find out that against the available numbers of academics staff in these departments, those who have receive or receiving one form of internal and external training are of negligible number compared to those who have not received, enrolled nor giving the permission to proceed for training. This is evidenced using below description;

Public administration for example boast of 35 Academic staff which cut across Professorial cadre, Associate Professors, senior lecturers, Assistant Lecturers and graduate assistant, of all these categories excluding the professors and Associate professors who may not be needing continuous training, only a handful of 9 academic staff are currently undergoing one form of internal and external training which is not healthy for academic development;

Department of Local Government boasts of 27 academic staff of which only one of them is undergoing a M.Sc programme, 10 are into a P.hD programme while the rest are of professorial and associate professor cadre. This goes to show that the department has not been deficient in terms of internal training. The external training although has not been really impressive as majority of the employees are undergoing the higher degree programme in the department of same faculty instead of touching knowledge from other institutions across.

Biological Science in the same vein boasts of 46 academic staff equally cutting across Professorial cadre, Associate Professors, senior lecturers, Assistant Lecturers and graduate assistant, information available to the researcher revealed that only 11 of the eligible 34 staff for one form of internal and external training are currently receiving such trainings. This too shows that the difference is not healthy for academic performance and development.

Pharmaceutical science boasts of 63 academic staff cutting across Professorial cadre, Associate Professors, senior lecturers, Assistant Lecturers and graduate assistant, information available to the researcher revealed that only a handful of 19 academic staff are receiving one form of internal and external training, considering the disparity, it is save to conclude that this too is not healthy for optimal academic performance.

Economic department too have been caught up with this problem of high disparity in the numbers of trained as against the untrained academic staff. Information available to the researcher shows that the department boasts of 59 academic staff cutting across Professorial cadre, Associate Professors, senior lecturers, Assistant Lecturers and graduate assistant, information available to the researcher revealed that only a total of 13

numbers are currently undergoing one form of internal and external training a situation equally considered not healthy for academic success.

Sociology department is no exception in this vacuum in the number of trained and untrained academic staff. This department currently have 59 academic staff cutting across Professorial cadre, Associate Professors, senior lecturers, Assistant Lecturers and graduate assistant, information available to the researcher revealed that only a total number of 16 are currently undergoing one form of internal and external training.

However, in spite of the mechanism(internal and external training) put in place for training and development in ABU, there seem to be poor work performance, and general inability for academic staff to raise their standard of education. (Staff Training unit).

1.3 Research Questions

- i. What is the relationship between training and development and acquisition of additional certificate?
- ii. What is the relationship between training and teaching quality in ABU Zaria?
- iii. What is the relationship between training and quality of research in ABU Zaria?

1.4 Objective of the Study

The main objective of the study was to assess the effects of training and development on academic staff performance in ABU Zaria. The specific objectives include;

- i. To determine the relationship that exist between training development and acquisition of additional certificate in ABU Zaria.
- ii. to determine the relationship between training and development and teaching quality in ABU Zaria

iii. to determine the relationship between training and quality of research in ABU Zaria.

1.5 Research Hypotheses

H₀; there is no significant relationship between training and development and acquisition of additional certificate in ABU Zaria.

H₀; there is no significant relationship between training and teaching quality in ABU Zaria.

H₀; there is no significant relationship between training and quality of research in ABU Zaria.

1.6 Scope and Limitations of the study

The study covers assessment of the effect of training and development on academic staff in Ahmadu Bello University, Zaria. There are 12 faculties, 3 institutes, 7 centres and 98 Departments with a total of 2664 academics. The researcher will like to state clearly here that the study does not include Academics in other affiliated institutes with the University. The study covers majorly academics from faculties based in Samaru and Kongo Campuses. The area of the study covered issues of training and development within the period between 2010-2016. The researcher used this time frame, due to the transition of ABU Administration (Change of Vice Chancellor).

As in most recent research work, the study was limited by a number of factors amongst these are: the mobility of the researcher to obtain all the desired relevant information from the primary source. The researcher also faces some financial problem to meet up with certain needs. On a final note, the research result, findings and recommendations are based on the assumptions and responses of the respondents and documented data provided to the researcher by academic staff, management and students of the institution.

1.7 Significance of the Study

This research work has filled the gaps of previous researchers and has created avenue for future investigations. Among others, it has bridge the gap of the following authors; Maureen (2014) who concluded that training in ABU Zaria are conducted less frequently than ideal, not well timed, are ineffective and irrelevant to job realities of trainees and thus training does not impact or affect performance. Her findings has triggered the interest to find out if her conclusion is true whether training does not effect on performance, Okereke and Igboke (2011) who concluded that training and development might not directly gear towards higher or better performance. Thus making the authors recommend further studies to ascertain the conditions within which training and development could improve performance and thirdly the work of Rashid (2008) who reported that certain types of training programs do not address peculiar training need. Hence, recommending both on the job and of the job training to tackle the issue.

This research work also be of great significant to Ahmadu Bello University in particular and other institutions in that it will study and assess effects of training and development on academic staff performance within the span of its scope.

Secondly it would be of utmost significance to researchers in this field as well as students of personnel management since the research would try to find out the processes of training and development in ABU Zaria.

Thirdly owing to the importance or significance of training and development it is hoped that at the end of the study, the organization will see the need of improving the working skill of their academic staff, which will in turn create greater employee versatility in their job.

Finally, this piece of research would be of immense significance to the researcher herself through the acquisition of new knowledge and guidance of scholars. It is expected that the department of public administration will benefit from the study as an advancement of research through new findings from it in addition to what has been done in the past. Personnel managers of academic institutions and other stakeholders in personnel and human resource management will equally benefit from it. This work is also an addition to the field of literature on human resource management.

1.8 Operational Definition

Training and development: By this research academic training and development means teachers or academics that have acquired additional qualification and has gone on conferences, seminars, etc. and have improved in their knowledge skill and competence.

Operational definitions of terms

- i. Training; Training is used in this study to mean developing oneself skill and knowledge that relate to specific useful competencies. It is the activity of learning the skills and knowledge necessary to perform work effectively in the university settings.
- ii. Development; this is used in this study to mean the process in which academic staff grows, changes and becomes more advanced. It is also increased skill and capacity for academic staff of Ahmadu Bello University, Zaria. Development in this study is equally means moving from a lower position to a higher position of academic qualification after a training programme may have been achieved.
- iii. Acquisition of additional certificate; it means a designation earned by academic staff through further training to assure qualification to perform their job in Ahmadu Bello University Zaria.
- iv. Teaching Quality; Meaning intellectual display of competence and service

delivery by the academic staff of Ahmadu Bello University, Zaria. That is a teacher who has at least bachelor's degree, has full state licensure and demonstrates subject area competence in all the subjects that he or she teaches which spans through the years of teaching in the university.

- v. Research quality: in this study it means a precursor to quality evidence. Typically, the overall study design, the specific research question, methods, coherence and consistency of findings.
- vi. Academics; in this study, it is use to mean intellectuals in the universities, who teach, carry out researches, and impart knowledge to students.
- vii. Performance: performance is the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter contained a review of some related literature, empirical studies and contributions of some scholars under the following headings; literature review and theoretical framework.

2.2 Literature Review

2.2.1 Concept of Training

Training according to Jie and Roger(2005) refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peer's cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produce better performance, hence improving organizational performance. Training programs not only develop employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training program for its employees to enhance their abilities and competencies that are needed at the workplace.

Training; according to Cole(1992) is a type of activity which is planned, systematic, and results in enhance level of skill, knowledge and competency that are necessary to perform work effectively. David (2006) opined that training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner. Moreover it also enable employees to deal with the customer in an effective manner and respond to their complaints in timely

manner Hollenbeck, Derue and Guzzo, (2004). Training develops self-efficacy and results in superior performance on job. Svenja, (2007) sees training to have taken place when we replace the traditionally weak practices by efficient and effective work related practice. Training refers to a planned intervention aimed at enhancing the elements of individual job performance” Chiaburuand Tekleab,(2005). He submitted further that it is all about improving the skills that seems to be necessary for the achievement of organizational goals.

Training programs, may also help the workforce to decrease their anxiety or frustration, originated by the work on job (Chenet *al.*, 2004). He submitted further that those workers who feel they are unable to perform a task with the desired level of performance often decide to leave the firm otherwise their stay at firm will not add to productivity.

The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. Rowden and Conine (2005), trained employees are more able to satisfy the customers. Tsai *et al.*, (2007),also opined that employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance.

2.2.2 The Importance of Training and Development

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality

of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs Tsai, (1998). The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee.

2.2.3 Forms of Training and Development Methods

In training literature, two major forms of training employees in an organization have manifested. These are On the Job and Off the Job training. Both forms have generated a lot of controversy on which should take precedence over the other. This in essence, means that there is yet to be a consensus among scholars on the various ways to meet the needs of the organization. Most experts however, agreed that the terms themselves suggest what they mean.

On-The-Job Training: This is the method used to acquire specific skill while the individual is on the job. On- the- job training is required to improve the staff who had inadequate academic qualification for his job performance when he was employed specifically in a situation of acute manpower shortage. This is also regarded as training within industry or training within organizational policy.

The definition also suggests that on -the- job method is a specific form of job instruction. It imparts only those skill needed by the worker to perform a particular job competently. This is why it is mostly done implant. However, it can be done outside the plant too. This specific form of training can both be formal and informal. Formal in the sense that, what

is to be instructed is organized, manned or structured sequentially. These forms of training are:

- Induction Training and
- In-service Training

Induction Training

This is given to newly appointed staff immediately they are employed. This type of course is highly essential for newly recruited staff for the following reasons:

- The new staff is protected from making costly mistakes.
- It makes him understand the general objectives, scope, programmes, problems, policy and structure of the organization.
- Induction courses are also very necessary for newly employed officers to enable them gain Self-confidence and perform better to meet the desired expectation.

The period may vary from few days to a few weeks depending on the situation.

In-service Training

This is the typed of training which an officer or staff undertakes while he is still in the employment of an establishment institution. It is intended to update the officer's activities at all levels.

According to William et al (1984) opined that in- service training is necessary in such a dynamic field like modern agriculture in a developing country like Nigeria. He went further to say that it should be regarded as supplementary to rather than substitute for the formal study programme. This is particularly so when the formal training given will be getting outdated. It is usually impossible to learn all essential techniques required during the pre-services or induction-training period. The programme could be an informal agricultural training lasting two or more years.

Off-the-Job-Training

This is the type of professional training given to individual before they are appointed. It is usually carried out on full-time basis, in schools, colleges and even universities lasting through a specific period.

There are (3) levels of this professional training for individuals in Nigeria.

- Non- Degree Training
- First- Degree and
- Postgraduate Training.
- The Non- Degree Training is undertaken in two (2) stages. Firstly, the two (2) years Certificate course leading to ordinary diploma and then followed by another two (2) years Diploma course leading to National Diploma. In most cases a specific period of one or two Or more years of practical field experience is required between the OND and HND.
- First degree courses involves taking basic courses involves taking basic courses in social, natural and agricultural science. Specialization increases speedily in a specific area until graduation in the last year.
- The postgraduate training that is undertaken at the postgraduate levels leads to higher degree such as Masters of Science or Doctor of Philosophy (Ph.D). This involves more intensive training and research in special problem areas. (Akinyele 2007)

One of the major reasons advanced in favour of off-the job training is based on the premise that trainees require a certain amount of vocational or technical knowledge before entering the organization or office being assigned specific tasks. The view here is that a sort of preliminary instruction is deemed necessary in order to prevent injury to the

trainee, damage to equipment or waste of materials. It also prepares the worker for the additional training he may get on the job.

Furthermore, this form of training is more appropriate for imparting complex skills. It produces broadly-based training workers who can apply their skills in a variety of work settings. Equally important is the fact that the method is good for a large number of trainees and is offered at all times during the day or week and on part time and fulltime basis. All these advantages cannot be obtained from on-the job form of training.

Finally, it is a versatile worker who can perform many different tasks for the organization. It is also desirable to combine the two forms because the disadvantage of one can be compensated by the other.

2.3 Concept of Development

Development implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material wellbeing. To him development enhance skill and prepare the person involved for greater responsibility (Rodney 1972, in Anyebe,2011). Development means a progression from a lower and often undesirable state to a high and preferred one. While Rogers (1969) sees it to a type of social change in which new ideas are introduce into a social system.

In Riberios approach (2005, p 11), the sense of the word development, in various areas of knowledge converges to ‘a state, process, well- being, progress, economic and human growth or ecological balance’. The South Commission [SUD] (1990, p.10) defines the term development as’ a maturing and development process of self that frees the population from fear and exploitation’. Development simply means any activities to increase knowledge, skill and experience.

Training and Development

Ngu (1994) sees training and development to be the process of behavioural modification or moulding of workers to integrate organizational needs with their characteristics. Oribabor (2000) as cited in Kulkarni (2013) added that training and development aims at developing competencies such as technical, human, conceptual and managerial for individual and organization growth. In interpreting the above postulation Onah (2003) maintains that at the time of technological change and innovation both new and old employees need to be trained to update their knowledge and skills and keep them abreast of the new development in the techniques and methods of doing their jobs in order to achieve individual and organizational objectives. Halsay (1947) contends that training is the process of aiding employees in their present or future worth through the development of appropriate habit of thought and action, skills, knowledge and attitudes. Atiomo (2000), in supporting the foregoing, opines that training is the process of acquiring knowledge, skills and attitude for the sole purpose of executing a specific or present job more effectively and efficiently. Isyaku (2000) as cited in Kulkarni (2013) corroborated that the process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. In reassessing and reviewing the submissions of Halsay(1947), Cruden and Sherman (1963), Ngu (1994), Atiomo (2000), Isyaku (2000), Oribabor (2000) and Onah (2003) as postulated above it shows that training is a course of action designed to enable the individual to realize his potentials for self-growth and organizational development.

Teaching quality

This can be tested by quality of graduate. That is a teacher who has at least bachelor's degree, has full state licensure and demonstrates subject area competence in all the

subjects that he or she teaches. Teacher quality is said to be the most important factor influencing learner outcome and behavior of student it is an effective instruction that promotes excellence and student outcomes through best practices. It is a teaching practice based on high standard of instruction and student engagement and the ability to effectively support student learning.

Research output

Research output can be determined by quality and number of publication which could range from journals, conferences seminars, workshops etc. and also place of publication which could either be local or international. To achieve a quality research output, the research must have gone through a process of (checklist) comprising of several steps that attempts to ensure the credibility, applicability and neutrality of the results.

2.4 Concept of Performance

Campbell *et al.*, (1993) agrees that when conceptualizing performance one has to differentiate an action i.e.(behavioral) aspect and an outcome aspect of performance. The behavioral aspect refer to what an individual does in the work situation. Not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals;” performance is what the organization hires one to do, and do well”(Campbell *et al.* 1999;p.40) thus performance is not defined by the action itself but by judgmental and evaluative processes (Iigen and Schneider,1991) (Motowildo *et al.* 1997).moreover actions which can be scaled i.e. measured are considered to constitute performance(Campbell *et al.*1993)

The outcome aspect refers to the consequence or result of the individual behavior. Outcome aspect of performance depends also on factors other than the individual behavior (Campbell *et al.* 1993).

Borman and Motowildo (1993) say performance is a multi-dimensional concept. They distinguish between task performance and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. Contextual performance on the other hand includes not only behaviors such as helping co-workers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

Three basic assumptions are associated with the differentiation between task and conceptual performance (Borman and Motowildo,1997; Motowildo and Scmit,1999;(1) Activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs. (2) Task performance is related to ability whereas contextual performance is related to personality and motivation; (3) task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is more discretionary and extra –role.

Avolio, Waldman, and Mc Daniel; 1990; Mc Daniel, Schmidt and Hunter,1988; Quinones, Ford and Teachout,1995) says individual performance is not stable overtime. Variability in an individual's performance changes as a result of learning. Studies showed that performance initially increases with increasing time spent in a specific job and later reaches a plateau).Moreover the process underlying performance relies largely on 'controlled processing', the availability of declarative knowledge and the optimal allocation of limited organizational resources , whereas later in the skill acquisition process, performance largely relies on automatic processing , procedural knowledge and psychomotor abilities (Ackerman,1988; Kanfer and Ackerman,1989).

Murphy (1989) identifies the processes underlying changes of job performance stage. They include; the transition stage, and the maintenance stage. The transition stage occurs

when individual are new in a job and when the tasks are novel. The maintenance stage occurs when the knowledge and skills needed to perform the job are learned and when task accomplishment becomes automatic.

2.4.1 Employee Performance

Employee performance is defined as the outcome or contribution of employees to make them attain goals(Herbert, John and Lee (2000) while employee performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success; Uganda National Development Program(1995). Afshan *et al*(2012) define performance as the achievements of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in the new technology, highly motivated workers(Afshan, 2012)

2.5 Review of Empirical Studies

Nwankpa (2014) with the intention to assess the effects of training and development of workers performance in Ahmadu Bello University Zaria having used the case study approach came to the conclusion that training and development programs are conducted less frequently than ideal, not well timed and lopsided in application. The conclusion by Nwankpa(2014) triggered the desire to assess the effect of training and development on Academic staff performance in ABU Zaria and to find out if her conclusion is true. Also her study covers training and development among senior and junior academic staff of A B U Zaria. And while Nwankpa used the time frame between 2004-2009, these Research assessed the period of 2010-2016 respectively.

Peretomode and Chukwuma (2013) investigated on manpower development and lecturer's productivity in tertiary institutions in the Delta state of Nigeria and came to the

conclusion that manpower development enhances lecturers' productivity irrespective of gender, faculty and the type of institution. Peretomode and Chukuma's study adopted the ex-post-facto design. In contrast to their work, these research assessed the effect of training and development on Academic staff performance using ABU Zaria as a case study also questionnaire, non- participant observation and schedule interview was used to elicit information from respondents. This research focused on three variables which include training and acquisition of additional certificate, quality teaching and quality research as a yardstick for measuring academic staff performance and how they are all related to performance. Jie and Roger(2005) sees training to bridge the gap between the current performance and the standard desired performance.

Yeow *et al* (2004) investigated on the effects of training among academic staff in private higher learning institutions and conclude that training is significantly related with performance and attitude. Hence staff satisfactions are significantly related with training. While they used variables such as performance, loyalty, satisfaction, and motivation, this research used knowledge advancement, quality research, and quality teaching to measure academic staff performance after further training. It most also be noted that they restricted their work to a small sample of 100 respondents.

Rashid (2008) investigated effect of manpower development on staff performance and retention in Federal college of Education (FCE) Zaria and found out that the training program that are majorly emphasized in the college are rather too academic in nature. Rashid (2008) also revealed the various types of training that is being carried out in FCE stating that it includes study leaves, probationer leaves, conferences, seminars and workshops. The author concluded that the above mentioned training programs do not address peculiar training need on the job. And that it has not impacted positively in enhancing the skill, knowledge of staff, their performance and service delivery. Rashid

(2008) recommended that the college should emphasize on both on the job and off the job training for staff of the college. The study was conducted between 1999-2006 and adopted a survey design. It also made use of tables, frequency counts and percentage as it method of data analysis. In contrast to Rashid's work this research assessed the effect of training and development on academic staff performance using Abu as a case study. Also the study of Rashid has induced the desire to find out other methods of training program that will lead to positive impact on staff performance and the time frame of this work is 2010-2016.

Akinyele (2007) evaluated the impacts of Nigeria training programs on employees performance using chi-square to test the postulated hypothesis and came to the conclusion that effective training leads to skill and knowledge for employee to perform effectively on the job. Akinyele restricted his study to private international institute (IITA) Oyo State between 2002-2006 while this research assessed the effects training and development on academic staff performance was carried out in a public institution (Abu Zaria) also while Akinyele used purposive sampling this research used multi-stage sampling technique

Okereke and Igboke (2011) carried out a study with the purpose to examine the relevance of training and manpower development on employee performance using civil servants in Ebonyi state as reference and came to the conclusion that training and manpower development might not directly gear towards job performance. In their study, a pre-coded questionnaire was administered on 300 civil servants stratified into different categories; GL 04-06, GL 07-12 and GL13+. It most however be noted that the work of Okereke and Igboke gave preference of their research to staff of certain grade level. The authors recommend that further study is required to ascertain the conditions within which training

and manpower development could improve job performance amongst civil servants. With the recommendation by Okereke and Igboke's this research has assessed other methods used to improve job performance in ABU Zaria.

Usang *et al.*(2007) conducted a study to examine academic staff research productivity in Universities in South-South Zone of Nigeria using Ex post facto design and reported that there is a significant influence of areas of productivity. The study recommended that academic staff in universities should be encouraged to carry out research work irrespective of their gender, marital status, and areas of specialization. Also Oloruntobi and Ajayi(2006) in Usang(2007); encourages hard work and fills in the gaps of previous researches and create avenue for future investigations. While they focus on gender, this research used some yardstick to measure academic staff performance after training and this include acquisition of additional certificate, quality research and teaching quality in ABU Zaria between 2010-2016.

2.6 Theoretical Framework

Kirkpatrick Learning and evaluation theory was used as a theoretical framework for this study. And hereunder contained an explanation of what the theory is all about.

Kirkpatrick's Learning and Training Evaluation Theory

Donald L Kirkpatrick, Professor Emeritus, first published his ideas in 1959, in a series of articles in the journal of American society of Training Directors. The articles was subsequently included in Kirkpatrick's book; *Evaluating Training programs* (originally published in 1994; now in its 3rd edition. He has written several other significant books about training and evaluation. Kirkpatrick four-level model is now considered an industry standard across human resource and training communities. The model has been introduced in 1959 by Donald Kirk Patrick. This is a very popular model focuses on

measuring four kinds of outcomes or it can be said that outcomes in four levels that should result from a highly effective training program. Kirkpatrick (1977) divided the evaluation model into four parts: reaction; learning; behavior and results. Reaction would evaluate how participants feel about the program they attended. The learning would evaluate the extent to which the trainees learned the information and skills, the behavior would evaluate the extent to which their job behavior had changed as a result of attending the training. The results would evaluate the extent to which the results have been affected by the training program. The main strength of the Kirkpatrick evaluation approach is the focus on behavioral outcomes of the learners involved in the training.

Kirkpatrick's Four Levels of Evaluation Model

The four levels of Kirkpatrick's evaluation model essentially measure;

- Reaction of student - what they thought and felt about the training. It is how the student/personnel felt, and their personal reaction to training or learning experience e.g. did the trainees like and enjoy the training? Did they consider the training relevant? Perceived practicability and potential for applying the learning
- Learning - the resulting increase in knowledge or intellectual capability. From before to after learning experience; did the trainees learn what was intended to be taught? Did the trainee experience what was intended for them to experience? What is the extent of advancement or change in the trainees after the training in the direction or area that was intended?
- Behavior - extent of behavior and capability improvement and implementation/application. It is the extent, to which the learning had changed their behavior, and this can be immediately or several months after the training depending on the situation; did the trainees put their learning into effect when back on the job? Were the relevant skills and knowledge used? Was there

noticeable and measurable change and the activity and performance of the trainees when back in their roles? Was the change in behavior and the new level of knowledge sustained? Would the trainee be able to transfer their learning to another person? Is the trainee aware of their change in behavior, knowledge, skill level?

- Result – the effects on the business, organization or environment resulting from the trainee’s improved performance of the trainee. This could be increase or decrease in organizational performance (kirkpatric 1959).

All these measures are recommended for full and meaningful evaluation of learning and training in organizations, although their application broadly increases in complexity, and usually cost, through the levels from level 1-4(kirkpatric 1959)

Relating the Theory to the Study

Kirkpatrick’s submission, which has four principles that include reaction, learning, behavior and result has discuss the issue of personnel/worker, training and development and also performance. The reaction is revolve around the worker and is concerned with the reaction of the student/personnel undergoing training and the possibility of practically applying it after the training. It should be noted that academic staff need to apply what they have learn in their job and thus questions was asked on their job and their reaction to the training programs. The learning is concerned with increase in knowledge and intellectual capability. Academic staff go for further training solely for the sake of increase in knowledge and so questions wasasked to know the extent of advancement or change in the trainees after training in the direction intended. As for the behavior it has guided us in measuring improvement in application; that is if there were change in activity and performance when back in their roles and if the trainee would be able to transfer their knowledge to another person while the result relates to the effect of the

training on performance and subsequently the organization. And the effect could either be positive or negative.

In the light of the foregoing, the organization without the human element is of no consequences. Therefore, the human element therein cannot be self-creative, self-initiative, self-innovative, self-fulfilling, self-growth and development without being empowered physically, mentally and intellectually through training and developmental programs. Musner, (1959) and Herzberg (1966); gave credence to the afore assertions and argued that an investment to enable workers acquire more knowledge may lead to more efficiency and higher productivity.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the methodology of the research work. The contents of this section include sources of data, population of the study, sampling size, and sampling technique, measurement of academic staff progress and method of data collection, research instruments, and administration of instruments and method of data analysis.

3.2 Sources of Data

Two main method of data collection was selected for this research. They are:

1. Primary Source: here, data were collected using questionnaire. The questionnaire contains the open and close ended questions. The open ended questions allows the respondents to freely express their opinions while the close ended questions restricts the respondents to a particular level of response which they cannot go against. Both open and close ended was necessary for the work to allow for corroboration of responses. The administration process of the interview was done by the researcher who took time to visit each department and administered the questionnaires to targeted respondents. Considering that the respondents are scholars who needed little or no guidance to complete the questionnaires, they were left with the documents for proper completion and the researcher went back to retrieve the documents in a later scheduled date.

The questionnaires contains different questions for the students and for the academic staff all together. The questions for the students was not to evaluate the commitment and level of performance of their lecturers to their primary responsibility which is guidance and imparting of knowledge while that of the

lecturers basically contains questions gearing towards finding out how training or non training programme have affected their performance or otherwise.

In addition, interview was also conducted. This was found good enough to get the information needed for analysis. Using this instrument, face to face chat was carried out with academic staff across these departments where they were asked various questions that relate to the types of internal and external training they have received, mechanism used in delivering the training and the changes they have observed in their performance after which they have been involved in the training exercise. In the same vein, some selected students too were interviewed to be able to substantiate to some extent the responses gotten from the lecturers of the departments.

For both the students and academic staff, a random administration techniques was adopted to dish out the questionnaires to them and administer the interview. Since it is difficult to get the lecturers assembled at the same time to respond to the questionnaires and interview, the researcher resorted to administering it randomly to available academic staff on every visitation to the department. Same applies to the students who happens to be available but in large quantity and may be unwilling, the researcher carried out random administration of the questionnaires and interview to them.

2. Secondary Source: this was collected from textbooks, research projects, journals annual reports, official documents and other material necessary for the study.

3.3 Population of the study

The academic staff strength of ABU consist of population of 2664. There are eighty two(82)department in ABU in which six department were selected.

3.4 Sample size

This study used Krejcie and Morgan table to Determine the sample size from the given population. The total population of Academics in Ahmadu Bello University is 2,664. According to Krejcie and Morgan table this total population falls within the range of 2,400 and 2,600. Therefore, the sample size is 338.

3.5 Sampling Technique

In choosing the sampling technique, multi- stage sampling technique was considered appropriate. the first stage involves random selection of six (6) departments out of eighty-two Departments of ABU. The second stage involves listing of all the lecturers in each of these departments (Biology, Economics, Local government, pharmacy, Public Administration, and Department of Sociology). Finally, Krejcie and Morgan (1970) table was used to determine the sample size from the given population In all, a total of three hundred thirty-eight lecturers were randomly selected. With regard to the above, 338 questionnaires were administered to the respondents whom are academic staff, students of ABU Zaria.

3.6 Research Instruments

The researcher decided to use three basic instruments which were all non-experimental because of their ability to be reliable and fair. These were structured questionnaire, non-participant observation and schedule interview.

The questionnaire was extensively used alongside the non-participant observation. The questionnaire contained three main sections: section A would was bio-data of the respondents, section B, C and D where the respondents were asked to give their own contribution on the relationship between training and development, acquisition of additional certificate, teaching quality and research output.

3.7 Administration of Instruments.

Instruments of the research work were administered with the help of an introductory letter which gave the researcher access to the departments and the two categories of respondents who comprises of academic staff of ABU and the students. Questionnaire was distributed to the following department whom were picked randomly using balloting system i. e Department of biology, Economics, Local government, pharmacy, Public Administration, and Department of Sociology respectively. The total of 338 questionnaires administered. That is 288 was administered to academic staff while 100 was distributed to the student of ABU Zaria.

3.8 Likert-type scale

To determine respondents' perceptions, Likert-type scale was used to achieve the objectives. This measures the degree or intensity of agreement by the respondents to a statement. The respondents were asked to indicate the extent of their agreement on statements using a 5-point Likert scale of Strongly Agree (SA), Agree (AG), Undecided (U), Disagree (DA) and Strongly Disagree (SD). Weight of 5, 4, 3, 2 and 1 is assigned. For each indicator a weighted mean was obtained as follows:

$$WM = \frac{[(fSA * 5) + (fAG * 4) + (fU * 3) + (fDA * 2) + (fSD * 1)]}{N}$$

Where;

WM= Weighted mean

f = Frequency

Values 5, 4, 3, 2, 1 = Attached weights

SA, AG, U, DA & SD = Perceptions of strongly agree, agree, undecided/ neutral, disagree and strongly disagree

N = Sample size

Adopting Bagheri (2010) perception analysis, the mean(s) for all indicators were then categorized as follows;

The mean(s) 1.00-1.49 = Strongly Disagree (SD),

1.50-2.49 = Disagree (DA),

2.50-3.49 = Undecided/Neutral (U/N),

3.50-4.49 = Agree (AG) and

4.50-5.00 = Strongly Agree (SA).

3.9 Method of Data Analysis

Data obtained was subjected to simple descriptive percentage by exposing the number of items as percentage of the total number of the respondents. The chi square statistical method was used to test and compare relationship between the opinions of the groups involved from the study. The 0.05 level of significant was chosen for acceptance or rejection of the null hypothesis.

The Chi-Square according to Leven & Rubin (2007:586) is used to measure the level of discrepancy between observed and expected frequencies and is given as:

$$x^2 = \sum \frac{(O - E)^2}{E}$$

Where:

X^2 = Chi - square

O = Observed Frequencies

E = Expected Frequencies

Σ = Sigma or Summation

The Expected Frequency is usually calculated by multiplying the column total by the row total and dividing the result by the grand total for each cell.

$$E = \frac{CT \times RT}{GT}$$

The Degree of Freedom is the number of freely varying scores within the sample. It is calculated as: $df = N - 1$, in a 2x2 contingency table. But in a computer generated results like this, the degree of freedom is most likely to vary in each test of hypothesis.

The level of significance refers to the maximum probability with which we could be willing to risk: for the purpose of this study, our level of significance will be 0.05 because it agrees with the Yamane's formula for sampling adopted by the study. This means that the maximum probability we are willing to risk is 5% of the result.

CHAPTER FOUR

OVERVIEW OF A B U ACADEMIC STAFF TRAINING AND DEVELOPMENT

4.1 Introduction

This chapter discussed the history of academic staff training in ABU, Objectives of academic staff training in ABU, implementation strategies of academic staff training in ABU, list of academic staff trained between the period of 2010-2015, achievement of academic staff trained in ABU, problems of staff training in ABU, and Organizational structure of staff training in ABU. And finally the functions of staff training in ABU will be stated.

4.2 A Brief History of Academic Staff Training Scheme.

HISTORY

The internal on-the-job 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 training scheme was established with the aim of coordinating the university-wide training programs. However as time goes on, external form of training was also introduced and academic staff were given the opportunity to carry out further studies outside the institution and even outside the country if they so wish. (Staff training unit).

Objectives of academic staff training Scheme

1. To improve the work performance, output level and general efficiency of academic staff.
2. To bridge the gap between the senior-qualified and junior-qualified staff.
3. To raise the professional standards of the staff so as to afford them better prospects for promotion.
4. To provide them an opportunity to raise their standard of general education.

5. To achieve these policy objectives, a coordinator of staff training was appointed while the institutes, faculties and centers were allowed to appoint senior staff as Training 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 that category. In January 1985, the intermediate and junior 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 office in 1989, the staff training scheme became a unit under the establishment division.

The staff-student admitted under the scheme are allowed to close work at 2.00pm Mondays – Fridays so that they can attend classes which are normally held between 3.00pm-7.00pm on week days only part time tutors are also employed and paid for that purpose.

4.3 Types of Training in Ahmadu Bello University

- a) On-the-job training; this is one among other training available in ABU Zaria. It is a situation whereby a staff will continue to learn his routine of duties while on the job. For example, a graduate assistant will continue to pursue his master's degree and a Ph.D while still receiving his salary from the university. This form of training could be within or outside the country. It is also known Training as study fellowship.
- b) through organizing workshops/seminars within and outside the University. This includes attending international conferences too.
- c) Staff training scheme; this is a scheme aimed at training junior members of staff whom were recruited with lower qualifications such as first or primary

school leaving certificates, secondary school certificates and other related certificates. The mission is to enable the acquire knowledge and skills relevant to their duties in accordance with the University style. The qualifications obtained are also used for their promotions. Some of the courses offers under the scheme include Basic clerical Administration, senior clerical Administration, Executive officer(General) Administration, Basic Security personnel course, advanced security personnel course, advanced purchasing and supply, Basic stores course, National Diploma in Science laboratory Technology, N.D. Physics/Electronics etc.(staff training unit). The scheme is under the office of the registrar and is being coordinated by a senior Registry staff titled 'Coordinator Staff Training Scheme'.

- d) Sabbatical Leave; this form of training is usually a one year training and it is awarded to academic staff at the rank of lecturer 1 and above and as for non-academic staff it is from CONTISS 13 and above

4.4 Implementation Strategies of Staff Training In ABU

The implementation strategy of staff training in ABU is carried out in two forms. This include;

- a) Internal training
- b) External training

Internal training cover all the form of training that academic staff undergo within the institution while external training is an official release/or study leave accorded to staff to go for further training outside the organizations. Academic staff are given the privilege to choose either to study within the country or outside the country.

Below is the list of staff trained under the regime of Prof. Abdulahi Mustapha between 1st of May 2010-30th April 2015.

List of staff trained internally between the periods of 2010-2015

Funding of Training and Development of academic staff

- a) University
- b) Tertiary Education Trust Fund(TETFUND)
- c) Needs Assessment Intervention Fund
- d) African Union (AU)
- e) Non-Governmental organizations (NGOs)

4.5 Achievements of Staff Training in ABU

Large number of trained staff are now carrying their responsibilities at various capacities of the university. Staffs are better equipped and thus leading to positive performance and improve job performance. Also many staff that were trained by the University are now serving various institutions, Ministries and Non-Governmental organizations both within and outside Nigeria through Secondment, Sabbatical Leave, leave of Absence and transfer of Service.

4.6 Problems of Academic Staff Training in ABU

Training employee in ABU Zaria has some problems which is faced by both the staffs and the University itself. On the part of staff there is lack of adequate study fund e.g. those who wish to go for study fellowship do not have the financial support from the University. The University is not responsible for their sponsorship. So this serve as a discouragement on the part of the staff.

Furthermore, the problem the university is facing sometimes by training its staffs ranges from abscondment (sponsored staffs sometimes abscond and will refuse to come return to

serve the organization that sponsored their training. As information gotten from the human resources department, up to 11 academic staff send on training absconded and refuse to come back to serve the institution. Another problem faced by the University by training their staff is 'overstay'. Overstay in the sense that some staffs who are undergoing training tend to overstay their study limited time. Mostly when they cannot meet up to the limited study time, they usually seek for extension of time. Invariably his services to the University will be delayed and will not be rendered on time.

Organizational Structure of Staff Training Unit in ABU Zaria.



Source: Staff training Unit

4.7 Functions of Staff Training in ABU Zaria

The functions of staff training in ABU Zaria include the following;

- a) To improve the work performance, output level and general efficiency of staff.
- b) To bridge the gap between the senior-qualified and junior-qualified staff.
- c) To raise the professional standards of the staff so as to afford them better prospects for promotion.
- d) To provide them an opportunity to raise their standard of general education.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS OF RESULT

5.1 Introduction

In this chapter, the empirical data collected were presented, analyzed and the major findings was established. The instrument used in collecting the data inclined with the three hypothesis formulated. The first section deals with the profile and demographic characteristics of the respondents, the second section relate to training and knowledge advancement, the third section covers training and quality teaching and the fourth relates to training and quality research covering the responses of academic staff, management and students of ABU Zaria. Furthermore, this chapter also include application of statistical tool of correlation to test the related hypothesis. The chapter concludes with the discussion of major findings from the analysis of data.

5.1.1 Management Information System(MIS) Unit

**Institute of Computing and ICT
Ahmadu Bello University, Zaria**

Staff on Training Statistics by Faculty and Session (2010/2011 to 2014/2015)

Count of year	Column labels					
Row Labels	2010	2011	2012	2013	2014	Grand Total
Administration	106	48	64	37	61	316
Agriculture	108	88	97	82	96	471
Arts	75	60	67	53	54	309
Education	161	137	160	127	75	660
Engineering	100	76	80	70	73	408
Environmental Design	100	55	60	46	48	309
Law	44	25	30	22	16	137
Medicine	40	32	38	39	56	205
Pharmaceutical Sciences	46	31	39	35	34	185
Science	177	154	143	116	120	710
Social Sciences	51	45	66	35	30	227
Veterinary Medicine	82	57	59	49	64	311
Grand Total	1099	808	903	711	727	4248

Source: (MIS) Unit

List of Staff Trained Externally Between 2010-2015	
Study Fellowship	266
Total	226
Source (staff training unit)	

5.2 Demographic Characteristics of the Respondents

5.2.1 Sex of Staff Respondents

Figure 5.1 shows the distribution of the staff respondents according to sex. Majority of the staff respondents (67%) were males more than double the number of females. It can therefore be inferred that staff training among male and female in Ahmadu Bello University, Zaria was highly skewed towards the male lecturers. One of the possible explanations of the low level of female lecturers could be explained by the fact that female respondents allocated more of their time to household chores which emanates from the belief that men and women are generally viewed as occupying different roles in society: a woman's place is in the home as wife and mother; the man's place is in the public sphere. This is correlated with the tradition and custom of the majority of people in the study area who are predominantly Hausa and their wives are usually preferred to stay at home for children education and other house cores to public sphere. This result is in line with the findings of Hogarh et al.(2012) all of whom found out that the number of personnel in training programmes for both gender of various institutions was mostly dominated by males.

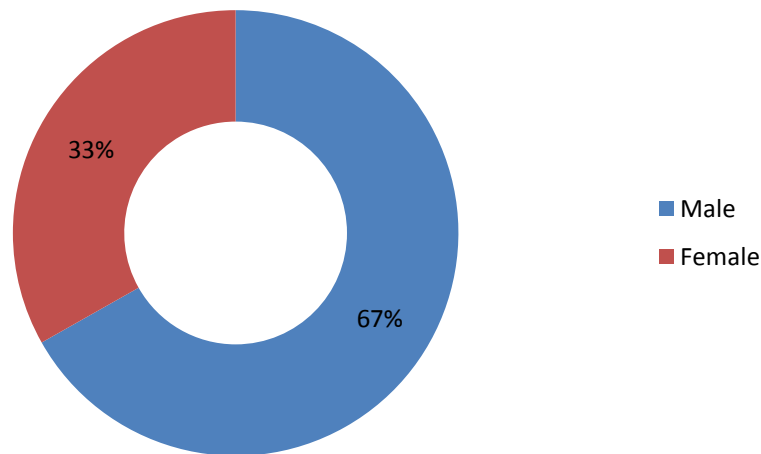


Figure 5.1: Sex distribution of the staff respondent
Source: Researchers survey 2017

Table 5.1.1 Computation of Rate of Returns/Response

No. of Questionnaire Administered	No. of Questionnaire Return	No. of Questionnaire duly completed
338	302	297

Source: Research survey 2016

Analysis; table 5.1 above shows that out of 338 questionnaire administered to respondents of ABU Zaria, 302 were returned and out of this 297 was dully completed which gives 87% rate of response. The table shows that only 297 people responded.

The calculation of the rate of return and responses of questionnaires for both staff and pupils respondents captured from table 1 above are as follows:

$$\text{Calculation of respondents rate of return} = \frac{\text{total No of questionnaire returned}}{\text{Total No of questionnaire administered}} \times \frac{100}{1}$$

$$= \frac{302}{338} \times \frac{100}{1} = 89\%$$

$$\text{Rate of response} = \frac{\text{Total No of questionnaire duly completed}}{\text{Total No of questionnaire administered}} \times \frac{100}{1}$$

$$= \frac{297}{338} \times \frac{100}{1} = 87\%$$

5.2.2 Educational qualification of the staff respondents

The result of the educational qualification of the staff respondents is presented in figure 5.2. It could be observed from the figure that 48% of the respondents were of the master degree qualification and as well undergoing training for doctorate degree and about (46%) of the respondents were lecturer II cadre. These two educational levels put together accounted for more than 90% of the respondents. This means, the work force is majorly consisted of lower level cadre, an indication of the need for active training programme in institutions targeted at the staff in order to achieve high level of experienced members in the educational sector. The low number of staff at the apex educational qualification is either an indication of the fact that training programmes were not encouraging or had restriction placed on them or there was no proper record of the number which are on foreign training trip. Hassan (2011) noted that employees training and development is poorly performed in many organizations.

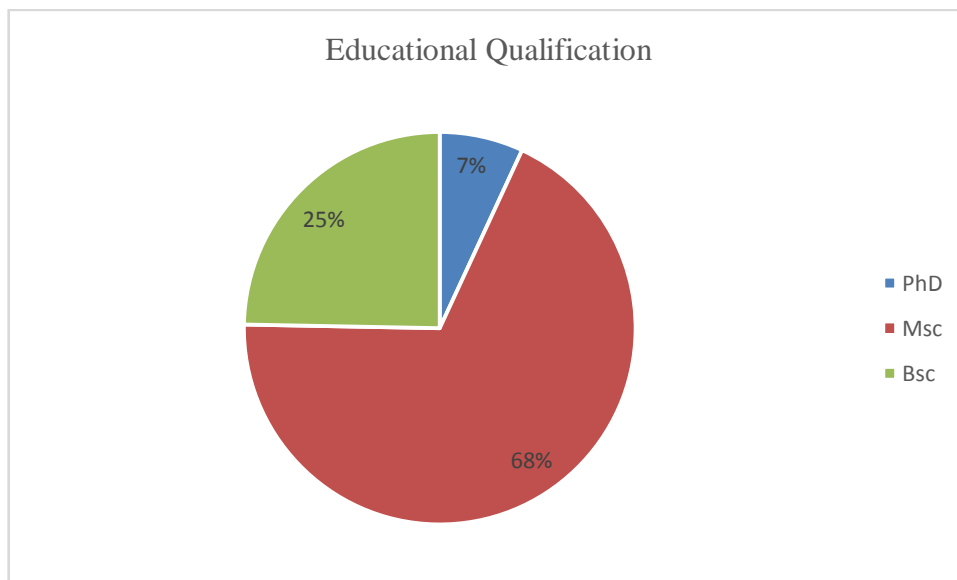


Figure 5.2: Educational qualification of staff respondents
Source: Researchers survey 2017

5.2.3 Departmental distribution of the staff respondents

The result presented in Figure 3 revealed the staff respondents according to their various departments. Public administration had the highest number of staff in training with 22.12%, followed by economics (21.20%) and Pharmacy (18.89%). Local Government Studies (13.36%), Sociology (12.44%) and Biology (11.98%) ranked next respectively. The choice of this value were proportionate to the number of staff in training in Ahmadu Bello University, Zaria

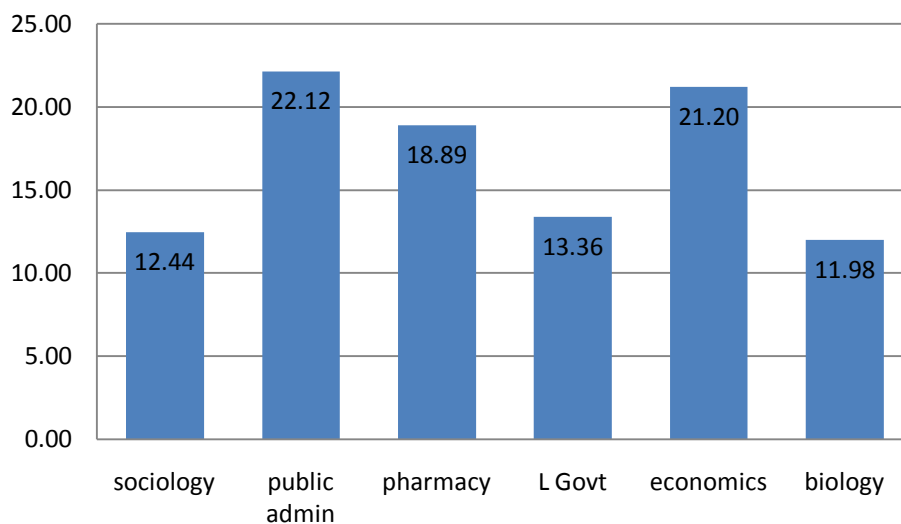


Figure 3: Distribution of staff by department
Source ; Researchers survey 2017

5.2.4 Staff respondents on length of service

The result presented in Figure 4, revealed the length of service of staff in training. Majority of the staff respondents had service length of 1-3 years indicating that they were newly recruited into the service of the University. This could be attested to by the fact that many of the staff in the training programme were the lower cadre and supposedly are the newly employed. This is the trend especially in Nigeria, as most graduates and master degree holders who secured employment into the field of academics obviously need to

build on their educational level and qualification for further career promotion. Aidah (2013) rightly affirm that, it is the responsibility of every organization to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most organisations need to achieve this. The author further noted that it is evident that employees are a crucial resource; therefore, it is important to optimize the contribution of employees to the organisation aims and goals as a means of sustaining effective performance.

In addition, the author calls managers/administrators to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions.

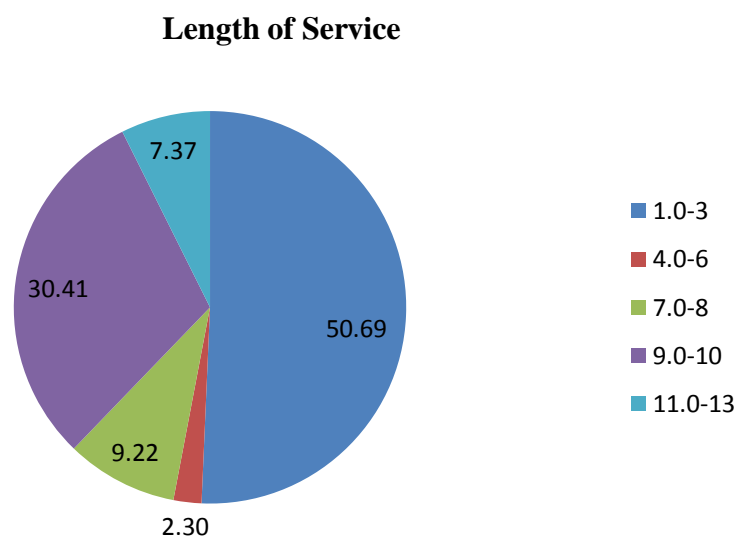


Figure 4: Length of service by the staff members
Source : Researchers survey 2017

5.2.5: Achievement after Training

The staff achievement after training is shown in Figure 5 revealed that PhD and MSc degrees were the two most undertaken training courses. This is right because Ahmadu Bello University is an academic institution and academic training is therefore the most

preferred for academic staff development for quality performance and promotion as mentioned earlier. These two major training programmes indicates the fact that most recruitments involve mainly lower cadre whom are expected to engage in training and development to attain higher career cadre. Organization also awards certificates to trainees for successfully participating in the training programme (Hogarh, 2013). The certificate so awarded normally serves for evidence of training participation and hence, promotion of the participant and reward thereafter in terms of allowances and salary increase

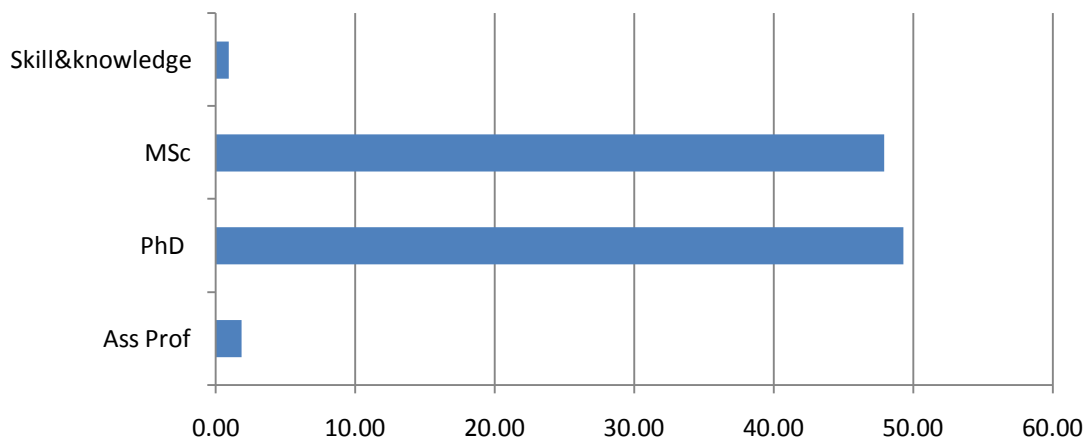


Figure 5 Staff achievement after training

Source: Researcher Survey 2017

5.2.6 Sex of students' respondents

Figure 6 shows the sex distribution of the student respondents. Majority of the students (64%) were males while (36%) were females. It can therefore be inferred that student's population was highly skewed towards the male student. This implies that male gender dominate the studentship of the respondents in Ahmadu Bello University, Zaria. The United States Office for civil right in 2012 made known after data collection affirming that there are differences in the number of male and female gender exposure in the education (Gagnon, 2010; Office for Civil Rights, 2012).

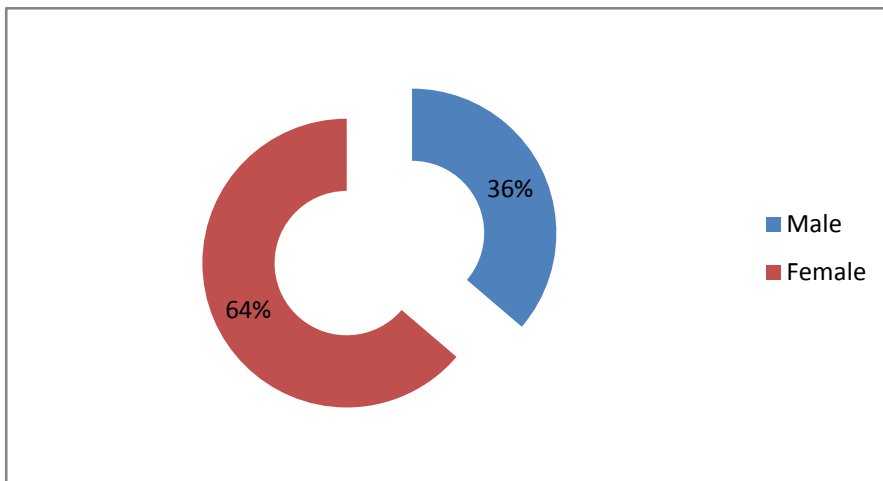


Figure 6: Sex distribution of the student respondents
Source : Researchers survey 2017

5.2.7 Educational Level of the respondents

Figure 8 demonstrates the educational levels of the student respondents. Majority (47.5%) of the respondents were in their undergraduate programme, followed by Postgraduate students (33.75%) and diploma students (18.75%). This implies that majority of our respondents have stayed in the university long enough to assess the performance of their lecturers.

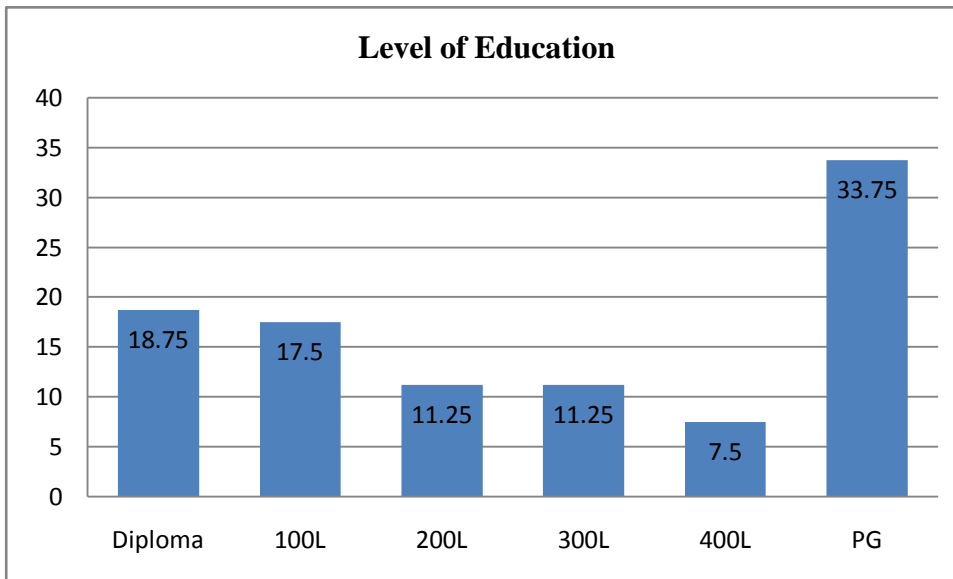


Figure 8: Level of education of the student respondents

Source : Researchers survey 2017

5.2.8 Student Course of study

The students course of study was presented in Figure 5.9. Public administration had the highest percentage of students (43%) followed by both Pharmacy and Economics which were both at (15%) followed next by Biology and Local Government studies which again were both at (10%) and Sociology had the least number of students.

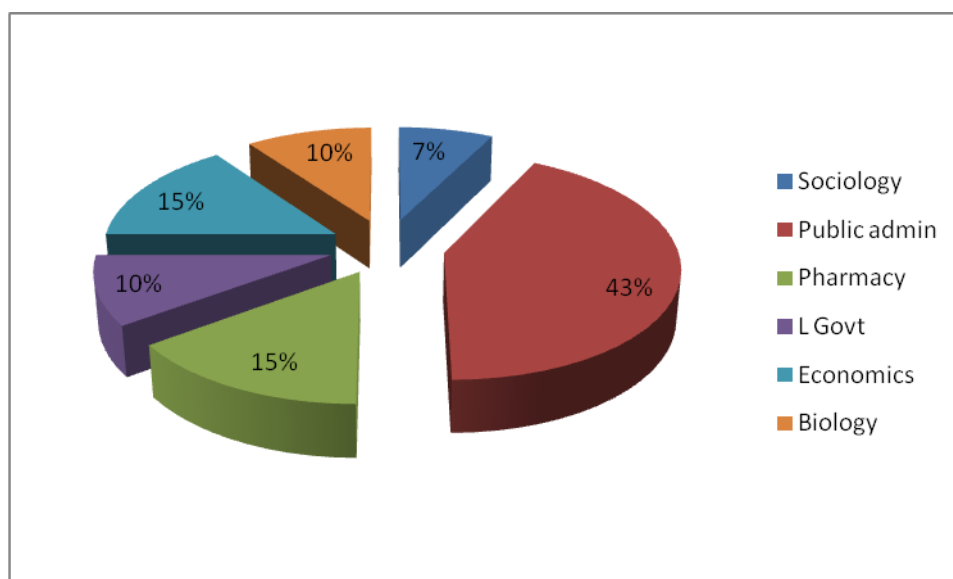


Figure 9: Course of study of the student respondents

Source : Researchers survey 2017

5.3. Training and Knowledge Advancement

Adopting Bagheri (2010) and Bagheri *et al.* (2008) perception analysis, the means for all indicators were then categorized as follows; the means 1.00-1.49= strongly disagree (SD), 1.50-2.49= disagree (D), 2.50-3.49= undecided (U), 3.50-4.49= agree (A) and 4.50-5.00 = strongly agree (SA). The respondents' perceptions were prioritized according to the mean on these statements. The staff response to the impact of training program which they have attended and knowledge advancement gained.

The result presented in Table 5.1 revealed that training has impacted on staff skill and performance with a mean score of ($\bar{x} = 4.90$) with SD of (0.3). This implies that staff strongly agreed that training had significant impact on their skill and performance. This implies that training gives additional knowledge, discipline, value and respect for the field of study, better understanding on the implication and consequences of doing and not doing what is required of the field, more and more acceptance to spearhead that particular activity by the staff with little or no supervision. In addition, there is V-shaping to a particular aspect of the field of training, specificity and specialization, therefore, the trained academic staff becomes more competent. During the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity, this in turn leads to placing organizations in the better positions to face competition and stay at the top, and therefore leading to the existence of a significant difference between the organizations that train their employees and organizations that do not (Hassan, 2011; Hagarh, 2012; Aidah, 2013; Uzma and Waqar, 2015).

The value or worth of knowledge cannot be quantified but we can only assume by the benefit we derive from the use of that knowledge or skill. Therefore, the value of the training acquired can only be measured through the impact it in turn has on the person trained and on the community. The value hereby measured was done by perception from the individual so trained. This value could be inform of the satisfaction which they personally derive after the training program. The perceptions of the respondents were put to a 5 point Likert scale which are; highly valuable (HV), valuable (V), undecided (U), not valuable (NV) and least valuable (LV) test to understand how each individual value the training program they have undergone (Table 5.1). The training program was perceived by the respondents to be highly valuable with a MS of ($\bar{x} = 4.85$) and SD of (0.38). According to a variety of researches training has been found in connection with increasing job satisfaction and morale. It supposes to be individuals have more power over their jobs, it indicates that training leads to increased job satisfaction and morale among employees (Thomas Acton, Willie Golden, 2003), especially when the personnel in question is able to achieve personal benefits like promotion and reward. Training can aid employees to be aware of how their effort fits into their organization therefore, employees turn out to be further motivated as they know how and what they do for the success of their organization (Uzma and Waqar, 2015).

Table 5.1: Impact of training program on skill and performance

Impact of training on skill and performance	SA	A	U	D	SD	WS	MS	SD
Do you agree that the training program you have attended has impacted well on your skill and performance?	195	22	0	0	0	1063	4.90	0.3
How would you rate the value of the training programs you have attended?	186	29	2	0	0	1052	4.85	0.38

Source; Researchers Survey (2016)

Hypothesis I: Relationship that exist between training and knowledge advancement (additional qualification) in ABU Zaria

The chi square statistics result was also used to confirm statistical difference on perception statements on training and knowledge advancement. The Pearson Chi-Square explain the direction of relationship on the training and knowledge Acquisition while Phi and Cramer's V are both tests of the strength of association. The result in Table 5.1.1 revealed that the Pearson Chi-Square that $\chi(1) = 7.333, p = 0.042$. This implies that there is statistically significant association on training and knowledge advancement at 5% level of probability. This implies that there is direct relationship between training and knowledge advancement and the strength of association between the variables is strong (0.87). The study of Raja Abdul Ghafoor *et al* (2011), showed that there is a positive correlation between the two variables training & employee performance areas. While Abdul-Hameed (2011), in their research paper related to employee performance and development said that employee is the major element of every firm and their success and failure mainly based on their performance. The above explained literature is describing the merits of training and its positive influence on employee performance. If there is a proper planning for making the training procedures then it will be fruitful for both the employee and for the organization as well.

Table 5.1.1: chi square result on relationship that exist between training and knowledge advancement (additional qualification) in ABU Zaria

	Value	Df	Asymp. Sig. (2-sided)
Training and knowledge advancement $\chi(1)$			
Pearson Chi-Square	7.333 ^a	9	0.042
Likelihood Ratio	10.044	9	0.034
Linear-by-Linear Association	1.364	1	0.024
N of Valid Cases	14		
Nominal by Nominal	Phi	0.87	0.042**
	Cramer's V	0.87	0.042**

Source; Researchers Survey (2016)

5.4 Training and Development and Teaching Quality

The staff perception in response to training and quality teaching was presented in Table 5.2. The perception of the staff on whether quality teaching was effective after training program showed a positive response with mean score of ($\bar{x} = 4.80$) and SD of (0.4). This implies that training greatly influence quality performance in terms of teaching. Demonstration of competence over the subject taught was also addressed in the same manner with MS ($\bar{x} = 4.82$) and SD of 0.44. When the staff were asked about improvement in their own teaching and learning skills after training, they responded with a strong agreement which was positive with MS ($\bar{x} = 4.84$) and SD of (0.36). Generally, the mean score responses of the staff on the effect of training on quality teaching, delivery skill and learning was strongly agree that training does enhance their academic delivery and performance. Uzma and Waqar (2015) noted that with the invention of a new technology and methods, the need to train employees is vital and organisations now focus to switched to utilizing training program so that their employees will be with equipped with the latest technology to solve troubles facing them in a competitive world (especially advancement in teaching aids and quality research, books and journals publications) brought about through advancements. Training also helps employees to develop specialized financial skills (Mary Jane).

Training and Quality teaching	SA	A	U	D	SD	WS	MS	SD
Is your method of teaching and delivery skill more effective after academic achievement?	174	23	0	0	0	1042	4.80	0.4
After you have undergone training, do you now demonstrate competence over the subject you teach?	184	28	5	0	0	1047	4.82	0.44
Has training and development improve your teaching and learning skill?	183	34	0	0	0	1051	4.84	0.36

Table 5.2: Training and Development and Teaching Quality
Source; Researchers Survey (2016)

5.6 Perception Response of Student

5.6.1 Quality teaching by Lecturers in the University

Student perception on quality teaching by lecturers in the university was rate using a 5 point likert scale; very high (VH), high (H), undecided (U), low (L) and very low (VL). For the case of the contentment, it is used as very highly contented (VHC), highly contented (HC), undecided (U), lowly Contented (LC) and very lowly contented (VLC). The general perception of students about the quality of lecturers in the university was positive with MS ($\bar{x} = 4.64$) and SD (0.47). This implies that the students strongly agreed that their lecturers are dishing out quality teaching in the university. The students again indicated that they are very highly contented with the lecturers' teaching skills with MS ($\bar{x} = 4.98$) and SD (0.16). The incidence of training obtained by the lecturers and improvement in skills and quality could serve to justify the fact of the student perception of quality teaching by the lecturers. This finding is in line with Gordon (1992), who opined that employee training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Table 4.5: Rate quality teaching by your lecturers in the University

Student Perception	VH(C)	H(C)	U(C)	L(C)	VL(C)	WS	MS	SD
Rate quality teaching by your lecturers in the University	54	26	0	0	0	374	4.68	0.47
Are you contented with lecturers teaching skill?	78	2	0	0	0	398	4.98	0.16

Source; Researchers Survey (2016)

5.6.2 Comparison between lecturers with Ph.D. and those without?

Comparison between lecturers with Ph.D and none Ph.D, as well as between senior and junior lecturers was scored as by perceived by the students. The student perception was carried out using 5 point Likert scale: strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD). The students' perception was positive to the statement: Do you agree that lecturers with Ph.D. are better than those without it? The MS was $\bar{x} = 4.63$ while the SD was 0.86. The perception of the students on whether senior lecturers and above teach better than junior academic staff was also positive with MS ($\bar{x} = 4.59$) and SD of 0.77. Ph.D is an academic qualification obtained after training, as rightly confirmed earlier by the staff respondents while being a senior academic staff as above junior academic staff means a form of promotion obtained after a higher certificate which in turn is achieved academic training.

Therefore, the students assertion that lecturers with Ph.D are better than those without it or that senior lecturers teach better than junior ones is a confirmation and affirmation of the fact that the training and development programs attained by the higher level degree/certificate holder or higher cadre vis-à-vis lower one is effective and it improves the teaching skills and delivery ability of the lecturers with Ph.D over the ones without it and of the senior lecturers over the junior ones. This result is the statement of Hassan (2011); Hagarh (2012); Aidah (2013); Uzma and Waqar (2015).

Table 4.6: Comparison between lectures cadre

Student perception on rating of lecturers cadre	SA	A	U	D	SD	WS	MS	SD
Do you agree that lecturers with Ph.D. are better than those without it?	65	5	5	5	0	370	4.63	0.86
Do you agree that senior lecturers and above teaches better than junior academic staff?	58	14	5	3	0	367	4.59	0.77
Do you think that academic staff exposure to national and international conferences, seminars, and workshops has added more value to the university?	67	1	12	0	0	375	4.69	0.72

Source; Researchers Survey (2016)

Hypothesis II: Relationship Between Training and Development and Teaching Quality in ABU Zaria

The result in Table 5.2.1 revealed that the Pearson Chi-Square that $\chi(2) = 12.000$, $p = 0.045$. This implies that there is statistically significant association on training and development and teaching quality at 5% level of probability. This implies that there is direct relationship between training and development and teaching quality and the strength of association between the variables is strong (0.83). The study of Raja Abdul Ghafoor *et al* (2011), showed that there is a positive correlation between the two variables training & employee performance areas. While Abdul Hameed (2011), in their research paper related to employee performance and development said that employee is the major element of every firm and their success and failure mainly based on their performance. The above explained literature is describing the merits of training and its positive influence on employee performance. If there is a proper planning for making the training procedures then it will be fruitful for both the employee and for the organization as well.

Table 5.2.2 chi square result on relationship between training and development and teaching quality in ABU Zaria

	Value	Df	Asymp. Sig. (2-sided)
Training and development and teaching quality $\chi^2(2)$			
Pearson Chi-Square	12.000 ^a	12	0.045
Likelihood Ratio	16.636	12	0.016
Linear-by-Linear Association	2.511	1	0.011
N of Valid Cases	14		
Nominal by Nominal	Phi	0.83	0.045**
	Cramer's V	0.83	0.045**

Source; Researchers Survey (2016)

5.5 Training and Quality of Research

Publications in terms of International journal, national journal, books and workshop papers have also been shown to have positive responses due to training effect. The number of staff who have indicated that there has been improvement in international journal were 160 (73.73%) while 209 (96.31%) indicated an improvement in national journal publication. Publications in terms books (19.35%) representing 42 respondents and workshop papers (20.28%) representing 44 respondents. The values for the last two are however not encouraging. This is because most staff members are only engaged in journal publication (international and national) as report of their research work in order to earn their promotion

Table 5.3: Area of improve publication

Publication	*Frequency	Percentage
International Journal	160	73.73
National Journal	209	96.31
Books	42	19.35
Workshop papers	44	20.28

*Multiple response was allowed

Result in Table 5.4 revealed that training and development improve your research and publications output had a mean score of ($\bar{x} = 4.75$) with SD of (0.44) and training and enhance your promotion ability with a mean score of ($\bar{x} = 4.74$) with SD of (0.55). this assertion is true because research output can be determine by quality and number of publication which could range from journals, conferences seminars, workshops etc. and also place of publication which could either be local or international. However, effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an employee aware of her goals and how she will reach them. Since their training enhance your promotion ability

Table 5.4: Area of improve publication

Training and Quality teaching	SA	A	U	D	SD	WS	MS	SD
Has your training and development improve your research and publications output?	162	55	0	0	0	1030	4.75	0.44
Has the training enhance your promotion ability?	173	32	12	0	0	1029	4.74	0.55

Source; Researchers Survey (2016)

Hypothesis III: Relationship between training and quality of research in ABU Zaria

The result in Table 5.4.1 revealed that the Pearson Chi-Square that $\chi(3) = 12.389$, $p = 0.0216$. This implies that there is statistically significant association between training and quality of research at 5% level of probability. This implies that there is direct relationship between training and quality of research and the strength of association between the variables is strong (0.77). This implies that there is direct relationship between training

and quality of research and the strength of association between the variables is strong (0.77). The study of Raja Abdul Ghafoor *et al* (2011), showed that there is a positive correlation between the two variables training & employee performance areas. While Abdul Hameed (2011), in their research paper related to employee performance and development said that employee is the major element of every firm and their success and failure mainly based on their performance. The above explained literature is describing the merits of training and its positive influence on employee performance. If there is a proper planning for making the training procedures then it will be fruitful for both the employee and for the organization as well.

Table 5.4.1: chi square result on relationship between training and quality of research in ABU Zaria

	Value	Df	Asymp. Sig. (2-sided)
Training and quality of research (3)			
Pearson Chi-Square	5.143 ^a	6	0.526
Likelihood Ratio	7.075	6	0.314
Linear-by-Linear Association	.035	1	0.852
N of Valid Cases	14		
Nominal by Nominal	Phi	0.77	0.0426**
	Cramer's V	0.77	0.0426**

Source; Researchers Survey (2016)

Finding

1. This research found that there is a significant relationship between training and knowledge advancement (additional qualification) in ABU Zaria. It was discovered that after increase in knowledge, academic staff usually exhibit positive advancement and change in the direction required or intended. The intended direction is exhibited in their area of specialization which usually revolves around competency and service delivery. As such academic staff tend to impart their learning into effect when back in their respective roles. Even though the study revealed that there is a positive relationship

between training and performance in ABU Zaria, the study also discovered from information gotten from human resources department that sometimes some academic staff sent for training sometimes overstay their study time while some abscond and refuse to come to serve the institution.

2. The study also found that there is a significant relationship between staff training and quality of graduates produced in ABU, Zaria and it is the quality of a graduate that will determine his/her ability. . The study has revealed that the academic staff who have undergone further training tend to be more efficient in carrying out their academic duties, that is, the quality of what they have acquired in the training determines what they pass on to the students. It was also discovered that training usually changes behavior positively. In spite the fact that the study found that training in ABU Zaria enhances teaching quality where academic staff show noticeable difference before and after training, it is sad to know that sometimes the management release some academic staff to go for PHD bench work and sponsor themselves with the promise to pay them back after their studies. But alas there have been cases when such staff round up that only to apply for refund which most often they do not get back.

3 Furthermore, it was revealed that there is a significant relationship between training and quality of research in ABU Zaria. Academic staff tends to exhibit noticeable change in their research output and production when back from training. This is because they have acquired wider experience on research writing and publication. And hence they are able to produce /publish more qualitative research. But along these finding, it was discovered that academic staff do not have new and updated labs and the old ones are not maintained, they lack adequate access to journals as ABU only subscribe to Elsevier, unconducive research environment and do not have enough literature site.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter provides summary, conclusion and recommendation of the study according to the major findings of the study.

6.2 Summary

The focus of this study was to determine the relationship that exist between training and knowledge advancement (additional qualification) in ABU Zaria. Training and development for academic staff of universities cannot be overemphasized as it serves as the grease to which effective performance is expected and personal development can be achieved by the teachers of such institutions. Ahmadu Bello University, Zaria for example is not an exception in the dire need of training and development for academic staff, when training occurs, it is expected to bring about knowledge advancement by acquisition of additional qualification which is only made possible when new or updated knowledge has taken place.

Academic staff of Ahmadu Bello University Zaria have provision for internal and external training which is meant to boost their knowledge and make it easier for them to impart knowledge to students. The field of social science is not static, this is because we deal with human being whose behavior cannot be actively or holistically predicted, therefore, the knowledge base of social sciences, arts and humanities changes by the passage of everyday, new literatures emerges and new pattern of how to achieve organizational objectives are proposed with the emergence of new literature. When this occur, the first point of contact for organization and students are the academic staff of university considering the role as models and givers of knowledge, therefore, in the absence of credible and reliable cum consistent training, the academic staff may tend to

fail in their responsibility to deliver new and updated knowledge and this is what a researcher tagged as “training the trainer.

This study revealed that although, Ahmadu Bello University, Zaria has done immensely well and should be well commended for its giant strides in the area of training and development of its employees, but still noted that there still gaps which the management needs to cover to be able to achieve improved performance for academic staff of the university.

In lieu of the above, the results of the socio-demographic analysis shows that majority of the staff respondents (67%) and students (64%) were males. It was observed that 48% of the respondents were of the master degree qualification and as well undergoing training for doctorate degree and about (46%) of the respondents were lecturer II cadre. In terms of staff number and distribution, Department of Public Administration had the highest number of staff in training with 22.12%. Majority of the staff respondents had service length of 1-3 years indicating that they were newly recruited into the service of the University. The result of the achievement (certificate degree) after the training revealed that PhD and MSc degrees were the two most undertaken training courses.

The student age group of 18-24 years had the highest percentage (65%). Majority (47.5%) of the respondents were in their undergraduate programme, followed by Postgraduate students (33.75%) and diploma students (18.75%). The students’ course of study revealed that public administration had the highest percentage of students (43%). The staff response to the impact of training program on knowledge advancement revealed that training has impacted on staff skill and performance with a mean score of ($\bar{x} = 4.90$) with SD of (0.3), while the perception of the staff agreed that quality teaching was effective after training program with mean score of ($\bar{x} = 4.80$) and SD of (0.4). Publications in terms of International journal, national journal, books and workshop

papers have also been shown to have positive responses due to training effect. The general perception of students about the quality of lecturers in the university was positive with MS ($\bar{x} = 4.64$) and SD (0.47). The student perception agreed that lecturers with Ph.D. are better than those without it with MS was $\bar{x} = 4.63$ while the SD was 0.86. The students also agreed that senior lecturers and above teach better than junior academic staff also positive with MS ($\bar{x} = 4.59$) and SD of 0.77.

6.3 Conclusion

This study has assessed the effect of training and development on academic staff performance in ABU Zaria. The study is in consistence with the study of Peretomode and Chukwuma (2013), Akinyele (2007), Kulkarni (2013) and TETFund cited in Salihu (2015) who all concluded that there is a relationship between training and workers performance. Therefore this study reliably concludes that academic staff training has a positive effect on their performance and this conclusion is also related to early studies such as Kirkpatrick (1959) and Musner (1959) and Agyris (1957,1964). Lastly This study has bridged the gap left by Maureen (2014) who concluded that training in ABU Zaria are conducted less frequently than ideal, not well timed, ineffective, irrelevant and thus does not impact or affect performance. Although, Maureen (2014) confessed to have been denied access to some relevant information which could have been the reason for her conclusion. But on the contrary, these research found based on evidence from both primary and secondary data that training in ABU Zaria is frequent, effective, and relevant to job need as most respondents have affirm to that. Also training does have effect on staff performance.

6.4 Recommendations

Based on the findings of this study the following recommendation are put forward:

1. That more of the academic staff should be sponsored on various internal and external training since it has revealed from the findings of this work that those who have been granted the training opportunity have done well on their job after training.
2. Consistency should be maintained in the area of internal training which seems to be more cheaper and reachable for the staff than the external which takes a lot of rigor to get approval for one.
3. The issue of overstay should be avoided by academic staff. Sometimes people wonder why academic staff overstay their study time and questions like whose fault is begins to rise; ranging from whether it is the fault of the supervisor or the supervisee? Whichever the case, academic staff on training should always remember that their responsibility to impact knowledge is pending and should try to be rounding up on time. Secondly academic staff should be sincere and keep to their bond of agreement between them and the management and always return to serve for the agreed term. And if they really want to leave for greener pastures then they should refund the expenses exert on their training to the management.
4. Management should make refund a priority to those who spent their own money to embark on the training programme before approval. This is because in some cases, academic staff may secure admission outside the institution while approval of the funds may still be pending which makes some of them commits their own funds for the training, a quick refund will motivate the rest to follow that path.
5. The institution should make provision for new and updated labouratories and the old ones should be maintained. The institution should make journals both local and international more readily available and accessible to academic staff. Also a conducive environment and literature site should be made available for researches

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APPENDIX I

QUESTIONNAIRE ON ASSESSMENT OF EFFECT OF TRAINING AND DEVELOPMENT ON ACADEMIC STAFF PERFORMANCE IN ABU ZARIA.

Hello, I am Amina Abdulrazaq from the department of public Administration, Ahmadu Bello University. I am conducting a research to assess the effect of training and development on academic staff performance in ABU Zaria. All information provided will be employed strictly for the research purpose and treated with utmost confidentiality.

Thank you.

Signature.....

Date.....

Appendix II

SECTION A: Demographics (please tick where appropriate)

1. Gender: Male () Female ()
2. Educational Qualification -----
3. Department -----
4. Length of service -----

Section B: Questionnaire For Training and Knowledge Advancement

(To be completed by Academic staff)

5. What type of staff training and development program have you attended?
 - a) Academic training ()
 - b) Professional training ()
 - c) Others -----
6. Do you agree that the training programs you have attended has impacted well on your skill and performance?
 - a) Strongly agree ()
 - b) Agree ()
 - c) Unsure ()
 - d) Disagree ()
 - e) Strongly disagree ()
7. How would you rate the value of the training programs you have attended?
 - a) Highly valuable ()
 - b) Valuable ()
 - c) Undecided ()
 - d) Not valuable ()
 - e) Least valuable ()

8. What was achieved after training?

- a) M.sc ()
- b) Ph.D. ()
- c) Professional certificate ()
- d) Skill and knowledge enhancement ()
- e) Others ----- ()

Section C : Questionnaire for Training and Quality teaching

9. Is your method of teaching and delivery skill more effective after academic achievement?

- a) Strongly agree ()
- b) Agree ()
- c) Unsure ()
- d) Disagree ()
- e) Strongly disagree ()

10. After you have undergone training, do you now demonstrate competence over the subject you teach?

- a) Strongly agree ()
- b) Agree ()
- c) Unsure ()
- d) Disagree ()
- e) Strongly disagree ()

11. Has training and development improve your teaching and learning skill?

- a) Strongly agree ()
- b) Agree ()
- c) Unsure ()
- d) Disagree ()
- e) Strongly disagree ()

Section D: Questionnaire for Training and Quality Research

12. Has your training and development improve your research and publications output?

- a) Strongly agree ()
- b) Agree ()
- c) Unsure ()
- d) Disagree ()
- e) Strongly disagree ()

13. Has the training enhance your promotion ability?

- a) Strongly agree ()
- b) Agree ()
- c) Unsure ()
- d) Disagree ()
- e) Strongly disagree ()

14. What area have you improve in publication?

- a) International journal ()
- b) National journal ()
- c) Books ()
- d) Workshop papers ()
- e) Others -----

STUDENT QUESTIONNAIRE

Section A: Demographics

1. Gender: Male () Female: ()
2. Level-----
3. Course-----
4. Age-----

Section B:

5. Rate quality teaching by your lecturers in the University
 - a) Very high ()
 - b) High ()
 - c) Undecided ()
 - d) Low ()
 - e) Very low ()
6. Are you contended with lecturers teaching skill?
 - a) Yes ()
 - b) No ()
 - c) Undecided ()
7. Do you agree that lecturers with Ph.D. are better than those without it?
 - a) Strongly agree ()
 - b) Agree ()
 - c) Undecided ()
 - d) Disagree ()
 - e) Strongly disagree ()
8. Do you agree that senior lecturers and above teaches better than junior academic staff?
 - a) Strongly agree ()
 - b) Agree ()
 - c) Unsure ()

d) Disagree ()

e) Strongly disagree ()

9. Do you think that academic staff exposure to national and international conferences, seminars, and workshops has added more value to the university?

a) Yes ()

b) No ()

c) Unsure ()

APPENDIX III

INTERVIEW SCHEDULE FOR THE MANAGEMENT

1. Do you think it is necessary to send academic staff on training?
 - a) Necessary ()
 - b) Not necessary ()
 - c) Unsure ()

2. If academic staff returns from training do they exhibit slandered desired performance? How do you monitor their performance?

3. Which of the following is the most noticeable and measurable change in the activities of trained staff when they achieve higher qualification or professional skill
 - a) Improve Lecture ()
 - b) Supervision ()
 - c) Conference presentation ()
 - d) Publications ()
 - e) Research and development(RandD) ()
 - f) Others.....

Please tick as many as possible

4. Has training and development improve staff retention and dedication?

5. Has staff additional qualification encourage more research output and publications?

APPENDIX IV

Staff on Training Statistics by Faculty and Session (2010/2011 To 2014/2015)

Count of year	Column labels					
Row Labels	2010	2011	2012	2013	2014	Grand Total
Administration	106	48	64	37	61	316
Agriculture	108	88	97	82	96	471
Arts	75	60	67	53	54	309
Education	161	137	160	127	75	660
Engineering	100	76	80	70	73	408
Environmental Design	100	55	60	46	48	309
Law	44	25	30	22	16	137
Medicine	40	32	38	39	56	205
Pharmaceutical Sciences	46	31	39	35	34	185
Science	177	154	143	116	120	710
Social Sciences	51	45	66	35	30	227
Veterinary Medicine	82	57	59	49	64	311
Grand Total	1099	808	903	711	727	4248

**SHOWING ACADEMIC STAFF TRAINING AND DEVELOPMENT BETWEEN
2010/2016**

S/n o	Place of Study/Research	Gende r	Department		Duratio n
1	ABU	F	University Health Service	PhD Bench work	6months
2		M	Industrial Design	PhD bench work	3yrs
3		M	NAPRI	Masters	2yrs
4		F	Plant Science	PhD	3yrs
5	University of Technology Malaysia	M	NAPRI	Masters	2yrs
6		M	Building	PhD	3yrs
7		M	Building	PhD	3yrs
8		F	Textile Science and Technology	PhD	3yrs
9		M	ICT/Web Unit	PhD Bench work	1yr
10		M	NAERLs/ABU	PhD	3yrs
11	University of Malaysia	M	Mathematics	PhD	3yrs
12		M	Accounting	PhD	3yrs
13		M	Urban & Regional Planning	PhD	3yrs
14		M	Physics	PhD	4yrs
15		M	Physics	PhD	3yrs
16		M	Accounting	PhD	3yrs
17		M	Water resources & Environment engineering	PhD	3yrs
18	King FahD University of Petroleum and Mineral Resources	M	Civil Engineering	PhD	4yrs
19		M	Water Resources & Environmental	PhD	4yrs
20		M	Engineering Chemical	PhD	2yrs
21		M	Mechanical Engineering	Masters	2yrs
22	King FahD University Contd	M	Chemistry	Masters	2yrs
23		M	CERD	PhD	4yrs
24		M	Science Education	Masters	2yrs
25		M	Chemical Engineering	PhD	3yrs
26	University of Birmingham	F	Micro Biology	PhD	3yrs
27	University of Nothing ham U.K	F	Architecture	PhD	3yrs
28	University of Cameroon, Italy	F	Pharmacology & Therapeutics	PhD	3yrs

29	Eindhoven University of Technology Netherlands	M	Chemical Engineering	PhD	4yrs
30	University of Ghana	M	Plant Science	PhD	5yrs
31	University of Lagos	M	Mass Communication	PhD	3yrs
32	University of Ghana	M	Plant Science	PhD	5yrs
33	University of Reading UK	M	Building	PhD	4yrs
34		M	Electrical & Computer Engineering	PhD	4yrs
35	University of Brasilia Biazil	M	Biochemistry	PhD	4yrs
36	Chemistry of Maryland	M	Electrical Engineering	PhD	
37	Italy	M	Vet. Pathology & Microbiology	PhD bench work	6months
38	University of Bremen Germany	F	Biotechnology Res. & Training	PhD bench work	6months
39	Jordan	M	Microbiology	Masters	2yrs
40	Wageningen University Netherlands'	M	Animal Science	PhD bench work	3yrs
41	Islamic University, Uganda	M	Arabic	Masters	3yrs