



ACADEMIC STAFF MOTIVATION AND PRODUCTIVITY IN PUBLIC UNIVERSITIES IN RIVERS STATE: A STUDY OF RIVERS STATE UNIVERSITY 2008 – 2018

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Abstract: The study investigated Academic Staff motivation and productivity in Public Universities in Rivers State: A Study of Rivers State University 2008 — 2018. The major objective of this study is to examine Academic Staff Motivation and Productivity in Public Universities with a special focus on Rivers State University covering the period 2008 – 2018. A sample of 279 academic staff was used for the study, which was achieved using simple random sampling technique. The instrument for data collection was a structured questionnaire. The questionnaire consisted of two parts; first part elicited personal information, second part gathered information on strategies for academic staff motivation and productivity and information on challenges facing the managing of academic staff for increased productivity in Rivers State University. The reliability of the instrument was determined using Cronbach alpha method. Four objectives, four research questions and four hypotheses were used to guide the study. Mean, standard deviation and spearman rank order statistical tools were used to answer the research questions why Z-test was used to test the hypotheses. Vroom's Expectancy Theory was used to couch this study. The study found out that productivity ultimately aimed at improving academic staff development, motivation has a significant effect on the development of academic staff, organizing of seminars and conferences and academic staff development while the null was rejected. In this result academic staff identified that provision of study leave, attending both local and international conference, organizing of internal conference and seminar for staff academic updates, organization of workshop and symposia were able to develop academic staff effectively. Based on the findings, the study recommended that, for academic staff to be effective in their role, government should create a framework and platform that will make them productive for good vision and strategic plan; Adequate funding should be made available. This will enhance learning, research and retention of academic staff. Adequate funding should strongly take care of an improved salary structure for academic staff and such other conditions of service that are needed should be put in place among other recommendations.

Keywords: Academic Staff, Motivation, Productivity, Public Universities, Rivers State University

Introduction

Education is the key to the development of people and society. Education helps individual, groups and nation to realize their worth, potential and value in the society and country at large. This explains why the governments of developing countries great importance on education for her citizens. Staffs are one of the most important

components of any educational system, they contribute to the attitudes of the society, thereby shaping the nation (Abdulumini, 2001). The quality of any education system depends on the way the skills and strategies of the staff in the system are developed. However, the importance and quality of staff can only be noticed when they are involved in staff development programmes. This

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is so because staff development focuses on professional growth, bringing about change in individuals' knowledge, understanding, behaviour, attitudes, skills, values. The purpose of staff development is to further improve job performance, enhance the quality of work environment and foster personal growth and development.

Through staff development activities staff acquire knowledge about educational issues and problems, develop and utilize new or improved skills or work ethics and methods, clarify work-related attitudes and values, derive greater satisfaction from work with students, and develop more stimulation and supportive relationships with their colleagues (Ozurumba and Amasuomo, 2015). On the contrary, it has been observed that most state-owned universities are not adequately productive due to inadequate staff development programmes, training, conferences and availability of physical facilities. Physical facilities are essential tools to facilitate and stimulate academic programmes. Staff need them in an ideal working environment. Experience shows that if physical facilities are available, staff tend to have interest in impacting knowledge to students; this will invariably lead to high job performance. A close observation of the performance of staff perhaps could be traced to lack of physical facilities and a motivating learning environment.

The success of any institution largely depended on its staff. For any institution to achieve its stated goals and objective in this competitive world, adequate and relevant training and development of staff could not be overemphasized. Staffs are the human resources which need development. This development would greatly depend on the outcome of constant training and re – training of staff. Training and development are very expensive. But universities continue to investment in training to attain goals.

Conference also enhances staff growth and development. It is a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at educational level and at cluster level with the

purpose of reviewing and reflecting on practice on a regular basis. Conference comprise different personalities in the field of education with bountiful of ideas. Robinson (1996) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized its strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Academic staff have access to a broad range of ideas through conference which lead to the enhanced performance.

Frequency in attending workshops is also an indicator of staff development. Workshop can be seen as a group of people engaged in study or work on a creative project or subject. It is meant to upgrade staffs' knowledge and sharing of ideas. Workshop can be organized in institution cluster and university lecturers are invited to these clusters to serve as trainers and mentors. Such formal arrangement for staff development need to be supported by informal practices like team teaching and sharing of experiences and educational resources among staff, which greatly contribute to self-improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action.

The knowledge, idea, skills and attitude at the educator must be developed through integrated and systematic way. One of the important components to improve the quality of education is through seminar for teachers. Seminar is a group meeting led by an expert that focuses on a specific topic or discipline. Seminars typically take place over the course of a few days and involve cooperative discussion, multiple speakers and opportunities to share perspectives and issues related to the topic. Attending a seminar has numerous benefits, including improving communication skills, gaining experts knowledge, networking with others and renewing motivation and confidence.



Most universities seems to lack the necessary facilities, training and scholarships that could enhance effective teaching and learning as a result little in term of productivity is expected from staff for proper delivery. Experience shows that inadequate physical facilities have some adverse effect on staff productivity. Academic staff have not lived up to their expectations due to inability of the state government and university administration to expose them to in-service training, conferences, research, community service and current practices in their fields. This has resulted in reduction of quality manpower. Thus, qualified manpower which would have emanated from staff development has decreased tremendously (Okebukola, 2005). When people talk about increase in productivity, they generally mean increase in output per person. Productivity refers to the output gained through the inputs of staff aimed towards attaining the overall objectives of both the any system and the employee. Also Productivity is defined as the efficiency with which things were being produced. Employee productivity however was the measure of output per unit of input economically. It was the log of net sales over total employees. Ogbunbamowo(2000) and Ohinmorin (2003) saw productivity as the relationship between output generated by the production of service and input provided to increase this output. Therefore, increase in productivity of any staff is measured in terms of more and/ or better construction of structures. Staff development provides growth in staff academic career and improved university organization. In other words, it assists in the promotion of academic staff from one level to another and encourages hard work amongst them. During the period of staff development, academic staff are privileged to be trained and retained. These outputs measure the extent to which university organizations achieve their goals, which is dependent on the acquisition of new skills, knowledge and experiences attributable to staff development programmes. One of the major problems confronting employers worldwide is the issue of

poor productivity. It is on this view that the researcher investigates academic staff, and productivity in public universities in Rivers State.

Statement of the Problem:

It is obvious that productivity is germane to prestige and career progression of academic staff in the universities. In spite of the relevance of productivity in education, it is observed that the level of productivity of academic staff in Nigeria universities especially in south - south is abysmally low. This has been attributed to lack of programmes and facilities required to increase productivity. Most of the people employed are unmotivated in terms of due entitlement, such as promotion, salary, conferences, scholarship and training. It takes time for academic staff to acquire the necessary training which enhances academic development and adequate productivity. Most of the people employed are not opportuned to have these academic entitlements. In most universities in south-south of Nigeria, academic staff are not adequately productive due to inadequate or non-availability of conducive learning environment and staff development programmes. Academic staff cannot live up to expectation particularly in preparation of lecture delivery, impacting knowledge to students, taking proper evaluation of their performance and conducting research. This problem has been of concern to stakeholders in the university system. Moreover, some graduates that are turned out from these universities can hardly write memo or communicate effectively and meaningfully. They cannot defend their qualifications or degrees.

On the part of the academic staff they have very low morale, poor attitudes particularly towards embracing opportunities such as in-service training, ICT training, conferences, seminars and workshops (learning new learning physical facilities to impact knowledge to students). They lack academic staff sponsorship towards enhancing academic staff output. Could it be that the resources are not available or are not enough for the



necessary requirements needed for the productivity and motivation of academic staff in our tertiary institutions? It is against this backdrop that researcher investigates academic staff motivation, and productivity in public universities in Rivers State.

Aim and Objectives of the Study

The aim of the study is to examine academic staff motivation and productivity in public universities in Rivers State. Specific objectives includes to:

- i) examine the extent to which planning towards academic staff development increases productivity in Rivers State University.
- ii) ascertain whether motivation via the provision of physical facilities for academic staff increases productivity in Rivers State University.
- iii) determine the extent to which organizing seminars and conferences increased academic staff productivity in Rivers State University.
- iv) examine the extent to which provision of welfare scheme increased academic staff productivity in Rivers State University.

Research Questions

In order to achieve the objectives of the study, the following research questions will serve as a guide to the study.

- i. To what extent does academic staff development influence productivity in River State University?
- ii. To what extent does motivation via the provision of physical facilities for academic staff increase productivity in Rivers State University?
- iii. To what extent does organizing of seminars and conferences for academic staff increase productivity in River State University?
- iv. To what extent does the provision of welfare packages increase academic staff productivity in Rivers State University?

Hypotheses

Ho1: There is no significant relationship between planning towards academic staff development and increased productivity in Rivers State University.

Ho2: There is no significant relationship between motivation via the provision of physical facilities and increased productivity in public universities in River State.

Ho3: There is no significant relationship between organizing of seminars and conference for academic staff and increased productivity River State University.

Ho4: There is no significant relationship between provision of welfare and academic staff productivity in Rivers State University.

Significance of the Study

The study will be of benefit to the academic staff in public universities in Rivers State with particular reference to Rivers State University (RSU), universities management and authority in Rivers State, students in public universities in Rivers State, researchers and the larger society. The outcome of this investigation could serve as a basis for policy formulation by the Rivers State government or her agencies, for the effective management of academic staff in public universities in Rivers State.

In addition, this study will expose researchers to the extent which public universities in Rivers State in general, and, the Rivers State University in particular manages her academic staff to maximize efficiency and effectiveness for maximum performance. This study will also serve as a guide to those scholars who may wish to carry out further research into any areas related to staff development and performance by providing relevant literature for consultation and reference.

THEORETICAL FRAMEWORK

Expectancy theory of Motivation (Vroom, 1964)

Vroom's expectancy theory assumes that behaviour results from conscious choices among alternatives whose



purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this.

Expectancy : is the belief that increased effort will lead to increased performance i.e. if I work harder then this will be better. This is affected by such things as:

1. Having the right resources available (e.g. raw materials, time)
2. Having the right skills to do the job
3. Having the necessary support to get the job done (e.g. supervisor support, or correct information on the job)

Instrumentality: is the belief that if you perform well that a valued outcome will be received. The degree to which a first level outcome will lead to the second level outcome. i.e. if I do a good job, there is something in it for me. This is affected by such things as:

1. Clear understanding of the relationship between performance and outcomes – e.g. the rules of the reward 'game'
2. Trust in the people who will take the decisions on who gets what outcome
3. Transparency of the process that decides who gets what outcome

Valence: is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. For example, if someone is mainly motivated by money, he or she might not value offers of additional time off.

The three elements are important behind choosing one element over another because they are clearly defined: effort-performance expectancy (E>P expectancy) and performance-outcome expectancy (P>O expectancy).

E>P expectancy: our assessment of the probability that our efforts will lead to the required performance level.

P>O expectancy: our assessment of the probability that our successful performance will lead to certain outcomes. Crucially, Vroom's expectancy theory works on **perceptions** – so even if an employer thinks they have provided everything appropriate for motivation, and even if this works with most people in that organisation, it doesn't mean that someone won't perceive that it doesn't work for them.

At first glance expectancy theory would seem most applicable to a traditional-attitude work situation where how motivated the employee is depends on whether they want the reward on offer for doing a good job and whether they believe more effort will lead to that reward. However, it could equally apply to any situation where someone does something because they expect a certain outcome. For example, I recycle paper because I think it's important to conserve resources and take a stand on environmental issues (valence); I think that the more effort I put into recycling the more paper I will recycle (expectancy); and I think that the more paper I recycle then less resources will be used (instrumentality)

Thus, Vroom's expectancy theory of motivation is not about self-interest in rewards but about the associations people make towards expected outcomes and the contribution they feel they can make towards those outcomes.

In summary, the theory is very apt in the explanation of the managing academic staff for increased productivity and the impact of training on productivity of staff in public universities using Rivers State University as a case study. The topic talks about productivity which is a reflection of input/output analysis. The theory used, believes that what goes in as input is influenced and shaped by the academic staff and sent out as output. It is obvious that one of the critical reasons for proper management of academic staff for increased productivity in the public universities (Rivers State University as a case study) is to adapt with innovations and changes in technology and work demand in general. However, these



changes, innovation and technological requirement are mainly approved by the boards of University managements which are the decision makers. It is important to mention that decision made by the University Managements whether in the department level, Faculties or entire school of Rivers State University, are all affected by it. One of the tenets of this theory is that it deals with organizational effectiveness and organizational survival. The act of managing academic staff for increased productivity is to improve their performance is geared towards making them more effective and productive, and as such academic staff training is of great importance. However, when academic staffs are properly motivated as seen in the Expectancy theory, in the long run there will be better productivity and staff will experience job satisfaction. Furthermore, with the increase in productivity the organization will maximize more profit. However in services rendering organizations like Rivers State University, there will be better services delivery to student, staff and management of the institution

CONCEPTUAL FRAMEWORK

Concept of Productivity

Productivity is commonly seen as a ratio between the output volume and the volume of inputs, in other words, it measures how efficiently production inputs, such as labour and capital are being used in an organization to produce a given level of output. Productivity is considered a key source of economic growth and competitiveness and as such, is basic statistical information for many international comparisons and country performance assessments. Productivity growth constitutes an important element for modeling the productive capacity of an organization. It also allows an analyst to determine capacity utilization, which in turn allows one to gauge the position of economics in business cycle and to forecast organizational growth.

Productivity for most of the academic system should be the measurement of effective teaching and a careful

understanding of what students learn, as well as ensuring that the students under their supervision are well supervised in their dissertation. (Philip 2015). Education is the key to development of people and society. It is through education that individuals, groups, the nation's worth and potentials are realized. This explains why the governments of developing countries provide education for their citizens. Academic staff are most important components of any educational system as they contribute to the attitudes of the society, thereby shaping the nation (Ozurumba, & Amasuomo 2015). The quality of any educational system depends on the way the skills of the staff in the system are developed.

However, the importance and quality of academic staff can only be noticed when they are involved in staff development programmes. This is because staff development focuses on professional growth, bringing about change in individuals knowledge, understanding, behavior, attitudes, skills values and beliefs. The purpose of staff development is to further improve job performance, enhance the quality of work environment and foster personal growth and development. Through staff development activities, staff acquires knowledge about educational issues and problems, develop and utilize new or improved skills or work ethics and methods clarify work-related attitudes values, derive greater satisfaction with students and develop more stimulation and supportive relationships with their colleagues which increase productivity (Ozurumba, & Amasuomo 2015).

Increase in productivity generally mean increase in output per person Babalola, (2009), opined that to the farmers, increase in productivity might imply a boost in the farming yields, which may be as a result of better and/or more education and training of farmers. Similarly, increase in productivity of those who are in the construction sector of the economy might be measured in terms of more and/or better construction of structure. To manufacturers, increase in productivity might imply better or efficient production process and highly-



demanding products. In the service sector like institution of learning, increase in productivity might be interpreted to mean more and better school leavers and graduates who are morally and mentally able to fit into the society and labour market via the knowledge inculcated to the students by the academic staff. It is pertinent to know that sound management of academic staff provides growth in staff's academic career and improved university organization.

Concept of Management

The concept of management has been viewed in two broad ways by different authors. For instance, Okeke (2007) presented two broad views on the meaning of management, thus: (1) as a process which involves the effective utilization and co-ordination of the resources of an organization which include capital, plant, material and labour to achieve defined objectives with the management efficiency, and (2) in personal terms, as people responsible for directing and running an organization.

Management, as a people, refers to individuals or a group of individuals that are responsible for running an organization. They managers plan, organize, direct and control all the activities of the organization. Managers do not do the work themselves rather they motivate others to do the work and also co-ordinate the work of others in order to achieve the objectives of the organization (Okeke, 2007). Management brings together all six Ms, these are men and women, money, machines, materials, methods and markets. They use these resources for achieving the objectives of the organization. Management, according to Hartzell (2011), is making the most effective use of available resources, whether in forms of machines, money or people. Managers are responsible for the management of an organization that is, for directing, planning and running of its operations for the implementations of its policies and the attainment of its objectives. Hartzell further defines management as the process of organizing, using, and controlling human activities and other resources towards specific ends; and

or the group of persons responsible for running an organization or directing human activity towards specific end.

Brech (1995) postulated that a combination of two sets of skills involving “thinking and doing” are what management itself is all about. The thinking aspect comprises of ‘mental skills of deliberation, judgment and decision, the determination of objectives and goals and the ways and means of effectively attaining them. The other set includes skills of attitude and behaviour, and the capacity to motivate fellow human beings to give off their debt in the team's effort towards the accomplishment of those objectives and goals”.

However, in this study, management is seen as a process which involves the performance of specific tasks that will lead to the realization of specified organizational goals and objectives. Thus, Wali, & Ololube, (2015). defined management as a social process which is designed to ensure co-operation, participation, intervention and involvement in the effective achievement of a given or a predetermined objective. Onwioduokit, & Nwachukwu, (1998) described management as “getting things done through others”.

Ihuarulam, (2015) defines management as a process which involves the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives. He argued that management is the coordination of the resources of an organization through the process of planning, organizing, directing and controlling activities in the organization in order to attain organizational goals. It is the supervising, controlling and co-ordinating of activity to achieve optimum results with organizational resources. From these definitions, it implies that management is the effective organization and utilization of human and material resources in a particular system for the achievement of identified objectives. It can be deduced that management involves people looking beyond



themselves and exercising formal authority over the activities and performance of other people.

To Ihuarulam, (2015), management is the organization and mobilization of human and material resources in a particular system for the achievement of identified objectives in the system. Management is the process of mobilizing the available human and material resources in an organization to realize stated goals and planned mission. Kinard (2012) defined management as the process directed towards maximizing the potentials of people and coordination of their efforts to attain some pre-determined goals. In effect, management is the means of harnessing, mobilizing and organizing organizational resources to achieve the stated objectives of the organization. Thus, management is inevitable in the effort to resolve or control organizational conflict.

Management is concerned with developing people, working with them and reacting objectively towards them and achieving result (Mullins, (2007)). It is also a process by which human and non human resources are co-ordinated to accomplish a given set of objectives. Obi (2003) stated that management is a process of planning, and organizing operations in order to achieve a co-ordination of human and material resources essential for the effective and efficient attainment of set objectives. Management, according to Njoku and Nwosu (2010), refers to the process of getting activities completed efficiently with and through other people. It is the process of designing and maintaining an environment in which individuals working together in groups efficiently accomplish selected aims. The researcher sees management as the art of purposeful action of planning, organizing, directing, communicating and controlling scarce human and material resources to achieve organizational goals.

Peretomode, (2012) an authority in educational management, sees management as the social or interactional process involving a sequence of coordinated events – planning, organizing, coordinating and

controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way. Management is defined by Mgbodile (2003) as the coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Sherleker in Mgbodile (2003) sees it as the guidance, leadership and control of the efforts of people towards some common objectives. Koontz, Donnel and Weihrich in Mgbodile (2003) present management as a set of activities which is primarily concerned with planning, organizing, staffing, controlling, and coordinating.

From the above definitions, management is deduced or seen as a social process which has goals to achieve. Management involves planning, organizing, staffing, leadership, directing, controlling and coordinating of the efforts of people towards the achievement of goals. Management is also the guidance or direction of people towards organizational goals or objectives. The importance of management to any organization cannot be over emphasized. It is with efficient management that an organization or universities can plan, organize staff, control, direct and coordinate its activities to achieve predetermined goals. Management is the process of getting activities completed efficiently with and through others. It is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims.

Management consists of a series of interrelated functions that are performed by all managers. Some of the common definitions of management given by famous writers and thinkers will be considered. According to Koontz and Heinz Weihrich, management is a process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims, Robert sees management as a process of planning, organizing, actuating and controlling an



organization's operations in order to achieve coordination of human and material resources essential in the effective and efficient attainment of objectives.

However, Adeleke (2004) connotes that, the concept of management has multiple uses, and can therefore be applied to many situations and circumstances. According to Henri Fayol, "To manage is to forecast and to plan, to organize, to command, to coordinate and to control" Henri Fayol gave this definition of management in his book "Industrial and General Administration." Management is the art of getting things done through people. Henri Fayol's concept is a simple model of how management interacts with personnel. Fayol's management theory covers management concepts in broad way. So, almost any business can apply his theory of management. Recently, the business community considers Fayol's classical management theory as a relevant guide to productively manage staff.

The management theory of Henri Fayol includes fourteen principles of management. From these principles, Fayol concluded that management should interact with personnel in five basic ways in order to enhance productivity; these basic ways are explained as follows:

- i. **Planning-** According to Fayol's theory, management must plan and schedule every part of industrial processes.
- ii. **Organizing-** Henri Fayol argued that in addition to planning a manufacturing process, management must also make certain resources available at the appropriate time of production.
- iii. **Commanding-** Henri Fayol's management theory states that management must encourage and direct personnel activity as to achieve increased productivity.
- iv. **Coordinating-** Fayol States that management must make certain that personnel works together in a cooperative fashion and
- v. **Controlling** – which is the final management activity, Henry Fayol disclosed that managers

must evaluate and ensure that personnel follows management's commands.

Nonetheless, according to (Agwaranze, 2007), the goals of university management are basically the same in all university systems; to hire, retain, develop and motivate teaching personnel. In order to achieve the objectives of the university members of staff are assisted to reach highest possible levels of achievement and maximize the career development of personnel. To Agwaranze, these goals must be implemented through the following dimensions of human resources functions; human resource planning; recruitment; selection; placement and indication; staff development; performance evaluation; compensation and collective negotiation.

According to Federal Republic of Nigeria (FRN) (2004), one of the purposes for establishing universities in Nigeria among others is to provide high-level manpower needed for the organization of Universities, whether in the public or private sector of the economy. Like any other sector, the ability of the Nigerian universities to achieve their goals and objectives is a function of its ability to attract competent workforce irrespective whether they are males or females that will perform their duties with efficiency and effectiveness with a view of achieving organizational goals.

However, workers in an organization, including university settings, are classified into management/senior employees and others. The management/senior employees are responsible for the overall administration of the organization for enhanced performance. These categories of employees provide the direction through effective leadership to achieve the overall goals of the organization while others carry out the actual day to day activities of the organization. In the university setting, workers are further classified as teaching and non-teaching staff of the university. The teaching staff is technically known as academic staff because they are responsible for the day to day teaching/learning and



research which is purely academic in nature, while the non-teaching staff is the support and technical staff of the university. Consequently, since universities are regarded as citadels of learning, it then follows that the bulk of activities geared towards achieving the objectives of the university lies on the shoulders of the academic staff and this in turn is hinged on their performance.

Therefore, three of these strategies which the researcher perceives could bring about increased productivity among academic staff in the universities are further discussed here in line with the objectives of this study. There are; academic staff development, provision of physical facilities for staff and organizing of seminars and conferences for academic staff.

The Concept of Training and Productivity

The concept of training has been defined; and explained in different ways by so many authorities in the field. Irrespective of the diversities in the definition given by authors, the meaning of the concept “training” still boil down to mean one thing which is “to develop individual”. According to Cambridge International Dictionary of English, training is an occasion of practicing skills and doing exercise. It went further to explain that “if you say that something is a good training, it therefore means that it is a useful experience and will be helpful when doing other similar things in the future. Implicitly, the word training is future oriented. Oxford Dictionary of English defined training as the process of learning the skill that one needed to do a job e.g. staff training. According to Abonyi (2007), training is perhaps one of the best known techniques of manpower development. It means orienting a worker towards the needs of an organization, for the purpose of maximum output and attainment of the organizational goal and objective. The main objectives of staff training and retraining, is to assist workers to acquire more skill in order to perform at the maximum level in current jobs and to develop and expose them to future jobs (Abonyi, 2007). In addition to the above literature on staff training

Ololube, (2007) states that “training is an organizational effort at helping employee to acquire basic skill required for the execution of the functions for which they were hired or employed for. In line with the above, Hill (2002) stated that training is teaching organizational members how to perform their current jobs and helping them acquire knowledge and skill they need to be effective in their performances. Ikeanyibe (2009) argues that training is the process of helping an employee to acquire basic skills required for the effective execution of the functions for which he is assigned. Here ability to perform a specific or present job is emphasized. Training is job oriented and is therefore in scope.

Training may mean changing what employees know, how they work, their attitudes towards their work, or their interaction towards their co-workers or their supervisors. Employee who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out the job. In critical examination of the above definitions of staff training, by scholars, they fail to offer a comprehensive definition or illustration on Staff training. Staff training is not only for knowledge building or skill acquisition; it embraces the development of attitude, required by employee to perform adequately on a given task. This implies that training is the overall process by which an individual behaviour is modified to conform to a pre-defined and specified pattern. In closing the gap above, Onah, & Anikwe (2016) defined staff training as an organized and co-ordinate development of knowledge, skill and attitude needed by an individual to master a given situation or perform a certain task within organization setting. In the same view with the above, Olaniyan and Ojo (2008) submits that training is a systematic development of knowledge, skill and attitude for effectiveness of an organization. In close observation of the above two literatures on staff training, it shows that training is a précised and planned affair aimed at enhancing the performance of employee in an organization, which



result to the realization of actualization of the stated objectives of an organization. These definitions still have a shortfall, they fail to give recognition to organizational objectives, organizational systems and methods which form the basis and give direction for the training approach. Subscribing to the above, Isiwu, (2012). contend that after the selection process has been completed, the new employees need some form of training for them to adapt to the organizational methods. Griffin (1997) cited in Obiajulu and Obiemeka (2004) states that training refers to teaching operational or technical employees how to do the job for which they were hired. In relation to the above, Cole (2002) posits that it is any learning activities that is directed towards the acquisition of the specific knowledge and skill for the purpose of an occupation or task needed for both present and future job.

Analyzing the above views on staff training, one will discover that Staff training is geared towards improving the skill of workers for organizational effectiveness. According to Ukeji (1998) staff training is an organized system to the acquisition of wider and new knowledge and to develop further the skill and techniques to function effectively through device of word. The main pitfall of this concept of training is that the scholars myopically see the acquisition of knowledge and skill only through the use of word, forgetting that teaching with example and demonstrations offer a profound or indelible knowledge to unskilled employee. Teaching with sign provides an avenue for new entrance to observe their superiors perform the job. In other words, it is one of the methods of staff training and development.

Taking us to author phase of training, (Flores et.al. 2004) posited that training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge skilled for a definite period. In addition to that Olaniyan, & Ojo, (2008) submit that training is aimed at developing competences such as technical, human, conceptual and

managerial for the furtherance of individual and organizational growth. In the observation of the above, training is technically oriented; it is designed to improve technical and mechanical skill of personnel. Training therefore is usually designed for both non-managerial and managerial staff.

According to Oguonu (2007), training is a very important aspect that should be considered in manpower planning and staffing. According to Buckley, Coleman, Davison, Khan, Zamora, Malick, & Sayers (2009, there is need for proper identification of competencies needed for successful organizational-based job performance. They further stressed that on the job training should be encouraged and developed. More also, they stated that performance appraisal should be done effectively, and critical job elements should be developed.

In the analyses of the whole definition of training, training is viewed as a linear process but training goes beyond that, it has a vicious cycle. This is as a result of evaluation of the performance of employee that has embarked on training. Some training programmes however also provide the avenue for the redesigning of the training programme. Sometimes it requires that the Staff should be allocated a required task or the trained employee for organizational effectiveness. In other words, training process is a continuous one.

Training is defined as the effort to increase the knowledge, skills and abilities of employees and managers so that they can better do their job. New employee frequently needs training to help them understand their task, techniques, and procedures unique to the organization and to correctly implement key rules and regulations.

Nigro and Nigro (1977) in Onah, & Anikwe (2016) argued that the objective of an executive development programme is to improve the executive and the understanding of such areas as planning, organizing, communication, coordination, decision-making,



delegation; headquarters field relations, legislative relations and public relations.

Accordingly Mutahaba (1986) in Onah, & Anikwe (2016) posited that in the developing countries, it is now no longer in dispute that training and development of public administrators contribute to improved performance. This has increasing acceptance of the importance and significance of training in public administration. They further stressed that there is recognition that training and development in developing countries should include all categories of public service personnel from the most senior to the most junior, but in developing countries, as Hoyle, (2005) in Onah, & Anikwe (2016) posited that training of middle level public service personnel: senior and top executives have generally been left out.

Training is defined as the effort to increase the knowledge, skills and abilities of employees and managers so that they can better do their job. New employee frequently needs training to help them understand their task, techniques, and procedures unique to the organization and to correctly implement key rules and regulations.

According to Selden and Moynihan (2000) there are some paradox to training, these include; first, almost everyone from presidents and management experts to shop stewards and departmental heads emphasizes the importance of training and development and agree that it is inadequately provided. Ensuring that people have adequate technical skill has never been more important, and as employees are more empowered and cross-trained to do multiple jobs. It is obvious that training concerns about job skills increase.

A second paradox is that as training and development become more important to the organization, responsibility for fulfilling these needs is shifted downward to individuals' employees, supervisors and units. That is decentralization of training has occurred. The third paradox is that as responsibilities increase, employees

may have less time to focus on training. They may recognize their need for increased knowledge, skills, or abilities and complain about not getting enough training and development, but that does not mean that employees have the time and energy to pursue them. These paradoxes reveal the underlying cross-currents that affect training and development: tight budgets, increased technology, cross-training, employee mobility, and overworked staff. There are two aspects that determine the success of people on the job: their desire to do the job and their ability to do the job. First, there are possibilities for redefining a job to make it more interesting, such as expansion, enrichment, or sharing but in the end the desire rest heavily with the employee.

Increasing labour productivity in your work place means increasing value added per worker or per hour worked. An important measure of productivity is called total factor productivity, a term many economists favour, or multifactor productivity (MFP), the term the Bureau of Labor Statistics uses; the terms are interchangeable. Their rate of growth is often called the residual. MFP can be most easily understood by comparing the calculation of its growth rate with the calculation of the growth rate of output per hour (labor productivity).

Approaches to Training

A training plan is a systematic statement of training intentions and the means by which they are to be achieved and measured. Training is not a haphazard affairs, it is a systematic activity in which one stage informs the second stage in such order. It is a planned affair which is carried out to accomplish a set out objective or solve existing problem in an organization. There are stated procedures that organization must undergo to achieve their aim.

The systematic indicators of training needs have to be observed before organization can embarked on the training. As a result of that critical analysis of some existing variable is a necessity.



In line with this, Beach (1975) cited in Isiwu, (2012) states that a rational way of identifying the area of training need is to analyze the entire organization. This will identify trouble spot where training may help. The following are factors that can affect organizational training needs.

(1) Organizational Policy: Every organization has policy that guides its operations. The policy on training indicates if training should be annually or perennially or in ten years and the method of training it can subject its employee to; the personnel manager has to critically observe it before further actions

(2) Organizational Objectives Analysis: Organization whether public or private has a mission statement or target it wants to achieve. These objectives determine the kind of skill, knowledge and capacity that its employee will have so that it can realize its objectives, critical examination of the objective have to be taken so that organization can define the training objective. The data obtain from the basis of training are always useful to the organization.

(3) Analysis of Evolutionary Trends of the Organization: The evolutionary trends spell the future of the organization. Such organization has its life cycle. The life cycle of an organization has a gradual development process, which acts as an eye opener or guide to all activities in the organization. Organizations have introductory stage, growth stage, maturity stage and decline stage. It is mainly at the growth stage of the organization that investment in training is crucial to the organization.

(4) Manpower Inventory: Manpower inventory is also another important stage in the organization, the stock taken on the existing employee adduce the data in the qualification of employee, age, actual/performance of employee and their experiences. The analysis of manpower in the organization exposes totally on the poor performance of employee and their attitude on the job that required to be adjusted. These stocks taken provide the

information on the employees that required to be subjected for further training for improvement.

(5) Action Plan (Programme activity and event): The analysis above helps the employee to identify areas that need urgent training needs. It also helps to provide information on the current level of employee performance and also help the management define and set the standard of performance. Organization should aim for and design programme, activities and events around it. Training plan involves the method of training the workers which will be subjected to training the scope and time schedule.

(6) Implementation Stage: Action plan only remain a mere expression of wishes if the management fails to implement programmes. Implementation is the state which expressions are turned into realities. It ensure that what was established or stated at the preparatory stage is put into action, the employees nominated for training at this stage is given training so as to accomplish it objectives.

(7) Evaluation: The critical examination of the trainee is very essential in any organization, organization will not just assume that employee had been subjected to training and have acquired the required skill, to measure or assess the trainee against the defined objectives or set criteria. The appraisal helps to observe if the trainee have actually obtained the skills. For instance, if trained personnel have improved performance true the avoidance of waste in the course of operation and high rate of absentee. After this the organization has to investigate if there has been a positive change.

(8) Feedback: Feedback is a necessity in our contemporary organization. Feedback helps to have vicious circle. There is needs for data collected on evaluation or appraisal to be communicated this can lead to further action for effectiveness. Feedback data form the basis for deployment of trainee to new role if they really acquired skill. Organization aimed at and designing of more training programme if they have not obtained the necessary skills.



Methods of Manpower Training

The tools and methods for manpower training in organizations differ and are largely determined by the objectives of organization. Thus, it is a common feature to see methods for manpower training varying from one organization to the other, just as a given organization can be tailored at adopting different methods at different time or a combination of techniques at the same time. However, some Methods for manpower training are stated below;

1. Orientation: This method of training could be said to be an integral part of the recruitment exercise in that once an employee has been found appointed, it is expected that such an employee needs to be positively oriented in line with the vision and aspiration of the organization for effective discharge of function.

Furthermore when employee functions in an organization is basically affected by his perception of the organization vis-à-vis the rules and principles that exist in the organization. It therefore follow that an employee undergoes formal and informal orientation in his place of work. While the formal orientations focuses on job specification and occupational demands placed on the employee, the informal orientation involve the social interaction that take place in the place of work which could either boast productivity or be detrimental to it Blunt, (1990). Orientation therefore, as a method of manpower training, is quite indispensable because it helps in boasting the productivity of workers which are needed for competing in the global market of the 21st century.

2. On the Job Method of Manpower Training: This method is basically different from the orientation method in that while orientation is at the point of entry into the organization or a new assignment, on the job method is a process through which knowledge and experience are acquired over a period of time either formally or informally. On-the-job training involves the following:

(a) Coaching: As a method of on-the-job training, a young employee is attached to a senior employee with the

purpose of acquiring knowledge and experiences needed for the performance of tasks.

(b) Job Relations: This method either involves the movement of an employee from one official assignment or department to the other in order for the employee to be acquainted with the different aspects of the work process or through the enlargement. That is given additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge.

(c) In-House-Training: This involves a formal method of on-the-job training in which skills and knowledge are acquired by employees through internally organized seminar and workshop. According to Syed, Anka, Jamali & Shaikh, (2012) seminar and workshop are geared toward updating workers with new techniques or skills associated with the performance of their job.

(d) In-service-training: This method involves training outside the organization or work place in higher institution of learning or vocational centre's under the sponsorship of the organization or in terms that may be agreed upon between the organization and the worker.

3. Committee/Work Group Method: This method entails manpower training through the involvement of employees in meeting, committees and work group discussion geared towards injecting inputs in form of decision making as regard to solving organizational problems. This method is quick and indispensable, especially in the aspect of training employees for managerial functions or heading organizational units.

4. Vestibule Training Method: This is a method of manpower training through the acquisition of skills in a related working environment. Under this method, the trainee practice has skill with identical equipment that he uses or he is expected to use in his actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected at workplace.

5. Apprenticeship Method: This method of manpower training involves the acquisition of skill through extensive practice for over a period of time by



the trainee. ARRAHTU, (2018) posited that training device could either be formal or informal. In the informal environment, the trainee is attracted to the trainer, and he/she is expected to pay for an agreed period of apprenticeship. In the formal environment on the other hand, an employee of an organization could be placed under apprenticeship in the organization with pay.

Stages of Training

1. **Identification Of Training Needs:** The major reasons for training a worker results from the observable gap between the need for new skills and knowledge concomitant with the job and those possessed by the worker presently. When this kind of gap is identified, it is the responsibility of the council to expose such workers to new training. In doing this the organization would determine the existing and emerging trends in administration, new innovations in technology and planned changes in other aspects of the job requirement.

2. The Planning Of Training Programmes Has To Be Timely And Strategic:

The worker must be sent to where he/she should really acquire the desired training or skill. This could come in the form of workshops or seminars within the council or outside it. Element of new knowledge required by the staff must be identified and presented in a way which facilitates learning. Such training must be related to the staff previous experiences. The staff should be adequately motivated while in training.

Having identified and planned training programme, the council in collaboration with relevant agencies must strive to implement such training programmes. There is always need to evaluate the outcome of such training programmes in order to ascertain whether the training objectives have been met and whether the workers performance has improved. Similarly, junior staff should be encouraged to further their education while on the job. This is futuristic aspect of training, a calculated reference should be made to the behaviour of the worker on the job, overall performance of the staff undergoing such training

has to be evaluated and the extent to which the organization has benefited or will benefit from such training and development.

3. **Discipline:** Discipline is also an important stage of manpower training and development. Discipline simply means the process of bringing the worker under control in obedience to rules and regulations. This is an important aspect for organizational effectiveness.

According to Onah (2003), Training is a process that develops and improves skills related to performance. Effective training programmes, can result in increased productivity reduced labour turnover, and greater employee satisfaction (Naylor 1976 in Onah, 2003).

McCormick and Tiffin (1977) in Onah, & Anikwe (2016) categorized training programmes in organization into four forms, namely orientation training, on-the-job-training, off-the-job-training closely related to the above are the training needs of the staff in organization. McCormick and Tiffin believes that training needs of people in organization tends to fall into two groups which more or less blends into each other. First, there is the need to provide specific job training, especially for new employees and sometimes for present employee who are deficient in job performance. Secondly there is the need in most organizations to provide training of a personal development nature that will contribute to the longer range effectiveness of the individuals' question. Although personnel development training programmes have generally been limited to executives and the management class, the changing time emphasize the desirability of such training for other groups in order to combat the occupational obsolescence of professional and scientific personal.

Typical Reasons for Training and Development

Training and development can be initiated for a variety of reasons for an employee or group of employees, e.g.



1. When a performance appraisal indicates that performance improvement is needed or required.
2. To “benchmark” the status of improvement so far in a performance improvement effort.
3. As part of an overall professional development program.
4. As part of succession planning to help an employee to be eligible for a planned change in role in the organization.
5. To “pilot” or test the operation of a new performance management system.
6. To train about a specific topic.

Areas where Employee Training and Development are Necessary

1. Communication: The increasing diversity of today’s workforce brings a wide variety of language and customs.
2. Computer skills: Computer skills are becoming a necessity for conducting administrative and official task.
3. Customer service: Increased competition in today’s global marketplace makes it critical that employees understand and meet the needs of customer.
4. Diversity: Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity.
5. Ethics: Today’s society had increasing expectations about corporate social responsibility. Also, today’s diverse workforce brings a wide variety of values and morals to the workplace.
6. Human relations: The increased stresses of today’s workplace can include misunderstanding and conflict. Trainings make people to get along in the workplace.
7. Quality initiatives: Initiative such as Total Quality Management, Quality Circles, benchmarking, etc require basic training about quality concepts, guidelines and standards for quality, etc.

8. Safety: Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc., but can also be useful with practical advice for avoiding assaults, etc.
9. Sexual harassment: Sexual harassment training usually includes careful description of the organization’s policies about sexual harassment, especially about what are inappropriate behaviors (wikipedia, 2010).

Importance of Academic Staff Training

The need or importance of training in any organization cannot be over emphasized. There is growing economic evidence that investment in training are associated with long run profitability in an organization. In other word, any organization that wants to have a competitive edge over others must embark on training. In our dynamic environment, the relevance of an organization depends much on its ability to embark on training. It provides the opportunity for an organization to keep track with current events and methods.

Hill, (2002), posits that training help to improve quality customer’s dissatisfaction, productivity, morale, management succession, business development and profitability. In line with the above, Loughran, Stahl, Eisenhour, Hammel, & Marks, (1999) argues that many organizations have come to recognize that training offer a way of developing skill, enhancing productivity quality of work and building workers loyalty to the firm.

In critical analysis of the above, the importance of training has become more obvious given to the growing complexity of the work environment. A rapid change in an organization and technological advancement, further necessitate the need for training and development of the employee to meet the challenges. In other words organization operates in a dynamic environment which dictates or influences the output of the organization. For organization to stay balance with political, social,



economic and technological changes, training must be upheld.

Mullins, (2007) argues further that training is capable of producing the following benefits. Increase the confidence, motivation and commitment of the workers, provide recognition, enhance responsibility and the possibility of increased pay and promotion; give feeling of personal satisfaction and achievement, and broaden opportunities for career progression, and help the availability and quality of staff.

In relation to the above Akintayo, (2008) and Olaniyan & Ojo (2008) identify functions of training as follows:

1. Increase productivity
2. Increase the quality of work; improves skills, knowledge and understanding.

They also states that training enhance the use of tools and machines; reduce waste, accident, turnover, lateness and absenteeism.

In addition to the above, they stress that training brings incumbent to better level of performance which ensures higher performance on the job; enhance the implementation of new policies and regulations. Pitfield opines that training provide the skill, knowledge and aptitude necessary to undertake required job efficiently. He further states that it develop the potential of the employees which provides the room for them to grow in the job.

Omodia (2002) categorizes the benefit of training into political stability, economic development, and poverty alleviation. These will be effectively analyzed here under;

Economic Development: The relevance of manpower development in Nigeria could be situated vis-à-vis economic development. This is because manpower development captures the actual meaning of development in that it is people centered. In addition, it involves building of capacity and harnessing the state's human resource which constitute a sine-qua-non for development.

Human resources constitute the ultimate basis for wealth of nation. Capital and natural resources are passive factors of production. Human beings are active agents which accumulate capital, exploit natural resources build social, economic and political organizations and carry forward national development. Clearly, a country which is unable to develop skill and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

Political Stability: There is no doubt that a country which fails to adequately develop her manpower would be doing so at the expense of her socio-economic and political stability. In this aspect Omodia (2004) stressed the dysfunctional use of the nation's human resource among the youths in propelling political instability when he stated that there has been situations in which the Nigerian youth especially, those of poor family background were used as tools for disrupting the political democratic system through rigging, thuggery and ethnic conflicts. These factors such as rigging, thuggery, economic mismanagement, personal ambition, selfishness among others were the factors that terminated the first and second republic. Thus manpower training could help the youths in the development of self and improving the quality of their political participation.

Poverty Alleviation: It has been argued that effective poverty alleviation scheme must involve the development and training of local resources including human for solving local problems.

Thus manpower development is central to solving the present problem of poverty in Nigeria.

General Benefits from Employee Training and Development

1. Increase job satisfaction and morale among employees.
2. Increased employee motivation.
3. Increased efficiencies in processes, resulting in financial gain.



4. Increased capacity to adopt new technologies and methods.
5. Increased innovation in strategies and products.
6. Reduced employee turnover.
7. Enhanced company image, e.g. conducting ethics training (not a good reason for ethics training!).
8. Risk management, e.g. training about sexual harassment, diversity training (Wikipedia, 2010).

Training and Development

There is growing economic evidence that investment in training are associated with long run profitability, and firms that recognize work using programmes such as teams and quality circle report greater productivity if those programmes are associated with worker education (Lynch & Black, 1995).

While the effort to spend on training is astonishing, even more astonishing is how little we know about effectively managing training investments. (Mikovich & Boudreau, 1997).

One area of manpower resources development which is relevant in the effective use of employees is training and development (Egbo and Okeke, 2009). They went further to state that it is only few people who argue against the importance of training as a major influence on the success of an organization. Similarly, Nnadozie (2002) rightly observed that training and development of human resources in an organization is sine-qua-non to the growth and development of any organization. The exploitation and utilization of the material resources towards achievement of the goals and objectives of an organization and government, in turn as a function of effective human resources development programme. In collaboration with this, Onah, & Anikwe (2016) posits that the importance of staff training and development in any organization is clear if we recognize that the structure that sustains every organization depends on the individuals that operate the structure. The acquisition of requisite skills and competence by person through training and development programmes is an important

determinant of productivity- it offers the personnel an opportunity imbibing the desired attitude and streams behavior that enforce productivity by helping them learn effective organization technique and time-tasted efficiency practices in the use of resources. By so doing, the individual workers develop the necessary self confidence in him or herself and limits the supervisory role of managers. Hence, human beings need training and development in order to be effective and productive in their work Egbo and Okeke, (2009). Orewa (1991), Gbervbie, (2004) have similar view. To Orewa, the aim of human resources development is to provide the scope for the acquisition of knowledge, which enable trainee to gain self confident. It equips the employees satisfactorily on the job and prepares them to carry out more complex functions than their present jobs. As Ademolekun & Olowu (2015) put it, training is expected to meet a range of objectives notably among his skill development, upgrading the socialization into a public service ethics. Asiegbu (1992) puts it, human resources development or human capital formation is the process of acquiring and increasing the number of persons who have education, skills and experience, and the motivation, which are critical for economic and social development of the country. It involves investments in man and his development as creative and productive resource. It includes:

1. Investment by society in education.
2. Investment by employers in training and
3. Investment by individuals in time and money in their own development.

In other words, human capital formation can be societal base, organizational based and individual.

Akpan (1982) in his own observation on the Nigerian situation stresses the need for specialized training and professional specialization but also on pre and post entry training in methods and techniques of administration for newly recruited permanent members of staff and those already serving. Hilgert and Towle (1978)



look at training and development of staff as not only being capable of reducing organizational/employee conflict but also of motivating staff in their work place. In their words, “a well –conceived training and development programme can contribute to a Lessing or reconciliation of conflict. Thus a challenge and an opportunity is presented to every manager to make each employee better able to serve the firm, while at the same time realizing greater satisfaction of individual needs and aspirations. Thus the authors’ observation that training is also related to employee motivation agrees with French, Collins & Loen (1978). notion that “employees who know and understand their jobs and who feel that management values them enough to prepare them for future assignment are more likely to demonstrate higher morale and greater interest in the job.

Furthermore, French describes the dynamics of motivating people through training programme in the following words:

In order to change behavior in the direction of greater contribution to the attainment of organizational goals, the individual must perceive the new, expected behavior serving to fulfill needs, or at least as not leading to deprivation of fulfillment...supplying goals that fulfill needs and are within reasonable reach of employees is very important in providing motivation as it relates to training and to change in behavior.

Based on the above statement, Onah, & Anikwe (2016) states that the implication of training motivation correlation for organization’s sponsoring their employees on training programmes is perhaps more critical for the public service, particularly in developing countries where government is the largest employer of labour and the problems of motivating the workforce is rather daunting. Therefore, to Onah, the task of the public service as an organization seeking to improve the performance of its workforce through training is to guarantee an environment conducive for the trainee to return to, or else beneficiaries of the employee-sponsored training

programmes would not see training received as a motivator to greater job performance. He went further to say that the point is all the more important given the fact that the need for organization training its employees in the first place is to equip them with knowledge that would enable them to contribute their quota to organizational growth and development. In the words of French et. al. (1978), “to be effective, training and development functions of organizations as a process which is a complex amalgamation of many sub-processes aimed at increasing the capacity of individuals to contribute to organizational goal attainment.

Nevertheless, there is need for training in the organizations. To Cole (2002), training needs are basically any shortfall in employee. He identifies two major typologies of training which we further classified under group of six training methods each. These he presented as follows:

Figure1. Manpower Development Methods

1. Lecture, Conferences/Talks
2. Classroom Instruction
3. Programme Instruction
4. Group Discussion
5. Case Study Analysis
6. Simulation exercise
7. Job Instruction
8. Learning from Experienced Workmate (eg. Sitting by Nellie)
9. Coaching/Counseling
10. Delegation
11. Secondment
12. Special Project

Sources: Cole, (2002). *Personnel and Human Resource Management 5th Edition*, London: Continuum.

According to Cole in an off-the-job location, such as training centers or educational institutions, the emphasis in learning is usually on;

1. Developing an understanding of general principles



2. Providing background knowledge
3. Generating an awareness of competitive ideas and practices.

Conversely, in on-the-job location, the emphasis is on the acquisition of specific local knowledge in a 'real' situation. He notes that the important point to be considered when selecting one or the other of the above mentioned methods is "the degree of freedom to learn allowed to the trainee concerned". Other methods of training by other authors include;

1. Induction Training
2. Special Course
3. Apprenticeship
4. Pre-Entry Training
5. Orientation
6. In Service Training
7. Vestibule Training
8. Circular Training
9. Refresher Training
10. Retraining
11. Post-entry training
12. Short terms and Long term training
13. Department and central training
14. Skill and Background training
15. Simulation training etc.

Our discussion will focus on some of the above methods of training which may be categorized under on-the-job or off-the-job training.

Orientation:

This method according to Omodia (2009) is the integral part of the recruitment exercise in that once an employee has found appointable, it is expressed that such an employee needs to be positively oriented in line with the aspiration of the organization for effective discharge of the function. The orientation programmes according to Onah (2003), should include refresher courses largely for management staff pool staff for whom orientation programmes may be necessary include cleaners, messengers, drivers, clerical officers, typists, secretaries,

executive officers and administrative officers. The orientation programmes in his view should be organized by personnel services department in liaison with the department, for pool staff, drawing from the resources available within the university. He also posits that this training programme should be done once in every two years and participation should be mandatory since they serve as a sort of retraining and upgrading programmes.

Induction Training:

This often consists of a short course or programme of items aimed at assisting new recruits to adjust to the organization and to provide them with the background information. Typically courses include talks and films about the organization's structure and facilities and the provision of literature containing regulations and useful information (Ezeani, 2006).

Special Courses: This is classified by some education rather than training. Included in this category are the OND and ADP programmes offered in some designated institutions such as the University of Nigeria, Nsukka; Ahmadu Bello University, Zaria, and Obafemi Awolowo University Ile Ife, for training of local government officials. It is important to state that these special courses cannot be dismissed simply as general education since they can be directly related to the affected employees' particular job (Ezeani, 2006).

Apprenticeship Training: The usual apprenticeship programme combines on-the-job training and experience with classroom instruction in particular subjects. Apprenticeship programme tends towards more education than on-the-job training in the knowledge and skill in doing a craft or a series of related jobs are involved. Apprenticeship programmes are available in a number of crafts such as machining, electrical works, welding, carpentry etc (Ezeani, 2006). Unamka and Ewurum (1995) further assert that:

The apprenticeship system, which is a way of developing skilled craftsmen, originated from the craft guild system of the middle ages. Under this scheme, the worker or



apprentice learns from a specialists or craftsman by observation and imitation sometimes, training may be supplemented by formal classroom instruction.

This type of training is not usually employed by large businesses. It is common among small businesses particularly the sole proprietorship type.

Pre-Entry Training:

This is the training given to an individual in preparation for entry into the civil service. The purpose is “to prepare the aspirant for the selection examination, to develop the knowledge and qualities which would make for his subsequent success” (Tyagi, 2004).

Pre-Entry training is specialized in nature and the general objective potential is to make an individual fit for a given potential career. It could take the form of vocational or professional training (Egbo and Okeke, 2009).

In-Service Training:

These are schemes not merely designed to improve academic qualification but with the training needs of the system, and not only the officer but necessary for the enhancement of the staff member’s performance on the job (Onah, 2003). Lawal (2006), in his view, posits that this method involves training outside the organization or workplace in higher institutions of learning or vocational centers under the sponsorship of the organization or on terms that may be agreed upon between the organization and the workers.

Vestibule Training:

This is a method of manpower development through the acquisition of skills in a related working environment (Nongo, 2012). Under this method, the trainees practice his skill with identical equipment that he uses or he is expected to use in his actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected. The purpose is therefore to enable perfection at work place.

Coaching:

This is an on-the-job training which according to Onah, & Anikwe (2016). will develop the strengths and

potentials of subordinates and help overcome their weakness. To Onah, coaching requires time, but if done well, it will save time, money costly mistakes by subordinates, which in the long run will benefit everyone, the superior, the subordinates and the university.

Classroom Instruction:

This consists of using standard lecture and discussion techniques for training on the technical aspects of the job. For example, during such periods managers could be called together from time to time and lectured on a given technical aspect of their jobs. In this way, they acquire more skills and build up more confidence in their jobs (Onah, 2003).

Simulated Training:

This is having a manager learn by giving him examples of typical situation to deal with and to study. There is a number of this type of training such as;

1. Case study method
2. In basket testing
3. Management gaming (Onah, 2003).

Lectures, Conferences and Talks: These are among the most common methods of transmitting information or training. They provide ample opportunity for trainee interest and share experiences with their counterparts, both within and other organization.

Job Instruction: This approach is used by supervisors for training subordinates. It is based upon four steps which consist of preparing the trainee, presenting the knowledge, allowing the trainee to perform. It is a logical approach and forms the basis of a great deal of traditional training (Ezeani, 2009).

The Concept of Manpower Utilization

Successful training and development programme offer potential and real benefits to the organization and to the employees. Conceding this view, Ezeani (2002) in his definition of personnel management observes that the aim is to ensure effective use of performance, or potential performance, which can be reminded by appropriate training. Onah, & Anikwe (2016). adds that there are



many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact, since sometimes training staff are asked to meet needs which ought to be dealt with in some machinery or simplifying procedures. Furthermore, Onah was of the opinion that as lack of training is dysfunctional to organizational performance, adequate care should be taken to recognize when training is needed. Thus according to Nwachukwu (1988), indications that employees in any organization require training are the following factors:

- i. Lack of interest in one's job
- ii. Negative attitude to work
- iii. Low productivity
- iv. Tardiness
- v. Excessive complaints
- vi. Excessive absenteeism rate
- vii. High rejects or low quality output
- viii. High incidence of accidents
- ix. Insubordination.

Whenever these conditions are experienced among staff, Nwachukwu contends that the organization should consider organizing training. As these situations are frequent occurrences in organizations, the implication is that training has to be regular. Put precisely, training is a continuous process. Dooley (1946) emphasizes this point when he asserts that training is not something that is done once to a new employee, it is used continuously in every well-run establishment. Every time you get someone to do work the way you want it done, you are training, every time you give instructions or discuss a procedure, you are training.

There are varieties of training types or methods by different authors from which managers can choose. The first important thing to do is to establish the need for training and carefully identify who needs training and the kind of training needed. The next thing to do is to select the best technique that will easily lead to the training objectives. As Pigor and Myers (1984) rightly observe,

the type of employee training best suited to a specific organization depend upon a number of factors such as skills called for in jobs to be filled, qualification of candidates applying for job and the kinds of operating problems confronted by the organization.

Cole (2002) was more comprehensive in treatment of training methods. He defines training methods as “the means by which we intend to communicate information, ideas, skills, attitude and feelings to learners”. Of the personnel to achieve maximum productivity for the organization and at the same time enable the employee to gain optimum psychological and material benefits from his or her work.

In examining the concept of manpower utilization, Udo Aka (1992) admits that it has to do with “a sequence in the relationships between development and utilization of human resources which emphasizes their relevance to the manpower requirements and their actual deployment in their appropriate mix to meet national needs”. Egungwu, (2017) added that it is a gradual and systematized continuous job assignment during the working life in order to guarantee increased performance abilities. He made the following clarifications:

Systematized human resources utilization schemes require the placement of only employees in the right job at the right time and place irrespective of their origin, and adequately motivating them, through appropriate management techniques to be productive. It ensures that every employee's talent is used to the fullest benefit of the enterprise and of the employees. By taking this step, there is the avoidance of talented employees' display of disenchanted and disruptive work attitude which never augur well with any enterprise.

In an explanation, Egbo and Okeke (2009) state that the target for employee utilization involves optimal use of skills, will-power and knowledge or human capital of the employee without recourse to parochial considerations of race, origin, sex; age and other psychographic and



demographic yardstick in pursuit of organizational objectives through efficient use of other factors services, including land and capital. Hence for us, human resources utilization involves effective use of personnel in pursuit of efficiently designed goals through objective roles assignment based on appraisal outcomes, skills and knowledge garnered from training and development programmes as well as experiences or employees' competences.

Ezeani (2002) sees this as involving maximum use of competent staff, and their deployment at strategic places and the creation of enabling environment for the practice of acquired skills.

Ajileye (1992) rightly observes, "...where trainees are not deployed to perform for which they are trained, it results in a huge financial loss to the organization". Apart from this, the employee loses confidence in himself, his organization and the undertaken.

In corroboration with this view, Smith and Gintzberg (1967) observe that the commonly observed error in both developed and developing nations is the tendency to often shift attention exclusively to matters like manpower supply with very little considering given to its development and utilization. They maintain that there is a close relationship between manpower development and its corresponding utilization since "a trained person who is not used or who is poorly utilized is not really an asset". In fact the extent to which the full rewards of training are realized depends on a planned and systematic approach which integrates a clear-cut plan for utilizing trained personnel. Harbison (1973) manpower utilization is a factor to the attainment of corporate objectives. He argues that appropriate and maximum utilization of human resources in production activities are the essential factors that can increase economic development.

In a nutshell, the entire idea of human resources utilization is concerned with how best to put to use the human capital of the employees of the organization for the attainment of its objectives without undermining the

potentialities of the workers to attain optimum psychological and material benefits from his work. It refers broadly to the effective deployment of existing skill, qualification, competences and in fact human capital for the maximum achievement of individual goals and organizational or national goals and objectives. It is pertinent to note that there are several conditions required for the actual use or application of skills.

Boxall and Purcell (2007) share similar view. The less individual performance, they admit, is a function of three factors viz: ability, motivation and opportunity (AMO) and point out that perform well when:

- a. They are able to do (that is, when they can do the job they have the necessary abilities and skills.
- b. They have the motivation to do so (that is, they will do this because they want to and are adequately incentivized; and

Their work environment provides the necessary support avenue for expression.

Rationale for Effective Academic Staff Manpower Utilization

One important aspect of productivity is manpower training and pattern of deployment of trained or developed personnel (Egbo and Okeke, 2009). Mullins (1999) posits that training is one of the most important potential performance motivators, and it can lead to many possible benefits for both the individual and the organization. To him it can • Increase the confidence, motivation and commitment of staff

1. Provide recognition; enhance responsibility, and the possibility of increased pay and promotion;
2. Given a filling of personnel satisfaction and achievement and broader opportunity for career progression; and
3. Help to improve the availability and quality of staff.

As Armstrong (1991) rightly argues, that training increases the level of individual and organizational competence; and helps to reconcile the gap between what



should happen and what is happening, that is between desired targets or standards and actual level of work performance.

Egbo and Okeke (2009) made their claims clear when they stated that the potential benefits of training are obvious; we make quick to observe that it does not necessarily follow that training per-se will lead to improved performance. There has to be an appropriate training culture, and training has to be relevant to the needs, and programme makes meaning and impact on organizational performance only to the extent to trained personnel are use in discharging tasks and responsibilities that have a close link with the training content together with the skills and knowledge called for in a given work or task. It was Olaniyan, & Ojo, (2008) who admits that the failure to adequately link manpower development on the one hand and that of utilization on the other can always lead to frustration, unemployment and mismanagement. Udo-Aka (1992) then posits that human resources development and utilization are mean variables of productivity, which generally depends on the relevance of the human assets to need and optimization of their use.

Instruments of Human Resources Utilization

Ensuring effective use of the personnel in any organization is the function of the managers, especially those in the personnel unit and department of the organization. They hire, train, use and fire (Egbo and Okeke, 2009). As it concerns the utilization of personnel, several mechanisms are open to organization and end goal is principally to ensure that workers are always at the right place and time carrying out tasks which allow them to apply their knowledge and skills learned.

Kiggundu (1989) rightly asserts that human resources utilization is the extent to which available human resources are deployed effectively for the maximum achievement of individual, collective organizational or national goals and objectives. Effective human resources he noted may involve three options; human resources allocation, maintenance and further development. The

instruments of human resources utilization according to Egbo and Okeke are:

1. Transfer and Job rotation
2. Advancement
3. Promotion
4. Conversion
5. Delegation
6. Secondment
7. Special assignment and project
8. Sitting up for superiors
9. Assistant-to method
10. Membership of committee and Junior Board

Transfer and Job Rotation:

Egbo and Okeke (2009) posit that transfer and job rotation involve the movement of staff from one scheduled service or duty to another within the same service. Here an employee is transferred from one place of work to another in the same grade and on the same position.

Lerner, (1998) opines that this instrument serve to bring out the best in the employee by offering him new challenges and deeming his skill and knowledge of different tasks within the organization.

Tyagi (2012) rightly admits that “in order to draw the maximum advantage out of the employee and also in order to provide fit person for a job, his transfer to an appropriate job is made”. It is referred to as job rotation because the worker is require to learn several different jobs in a work unit or department and perform each job for a specified time period.

Advancement:

Egbo and Okeke (2009) posit that unlike transfers, advancement process does not involve inter-sectional or departmental mobility, or role reassignment, instead it involves an increment in individual pay. It is a device which vitally affects the efficiency of work and has been defined by Lerner, (1998) as a personnel administrative device which pertains “to an advance in pay by a prescribed increment within the scale of pay



appropriate to a given position”. It is known also as administrative promotion and primarily involves increase in compensation. Though advancement to them is distinguished from promotion proper in the sense that it entails no advancement in the status or responsibility of the employee concerned, but only an advanced in his emolument.

Egbo and Okeke (2009) stated three forms of advancements which according to them depend on two distinct factors namely: employees’ length of service in the positions and efficiency of the employees. The forms therefore are

1. The automatic advancement system
2. The conditional advancement system and
3. The semi-automatic advancement system.

Promotion:

Egbo and Okeke (2009) assert that promotion is the advancement matched with status elevation of pay like and increased responsibilities. It involves the movement of an employee from a position to another with entirely different schedule of duties and responsibilities usually accompanied with increment in emolument. Lerner, (1998) in his words defines promotion as “an appointment from a given position to a position of higher grades involving a change of duties to a more difficult type of work as greater responsibility, accompanied by change of title and usual increase in pay”.

The scholars were of the view that unlike transfer and advancement, promotion involves increases in duties and responsibility as well as upward review of pay. Thus William G Torpey defines it as “the movement of employee from one position to another position having a higher and or a higher minimum salary”.

According to Manroop, (2015), the basic elements or components of promotion system include;

1. Change of position, that is, from lower position to higher position;
2. Change of duties, that is, from less difficult type of work to more difficult type of work.

3. Change of responsibility, that is, from lesser responsibility to greater responsibility.

4. Change of title, that is, from lower designation to a higher designation; and

5. Change of pay, that is, from lower salary scale to higher salary scale.

The difference between transfers, advancement and promotion was clearly stated by

Tyagi (2012), as thus;

Although transfer and advancement also bring about a change in the conditions of service of the employee, yet promotion differs from both of them fundamentally. Transfer simply entails a change of service from one agency to another without any change in rank or emolument. Similarly, advancement affects only an increase in pay; but promotion entails a basic change in position and status of the employee. The promote goes from a lower position to higher one, which means more responsibility, higher rank and incidentally, though not fundamentally higher salary.

Conversion:

Egbo and Okeke (2009) rightly put that conversion is the process of integrating an employee back into the service on completion of a programme of development, or training or at the expiration of the duration of a secondment by placing him/her in right position and job where the skills and knowledge gained will be optimally put to use for the good of the service and organization. As provided for in section 23 of part iv of the guidelines for appointments, promotion and discipline, all conversions from one cadre to another shall be based on the acquisition of the qualifications prescribed in the possession of cognate experience. The notional date of conversion, it adds, shall be the date the officer acquired the qualification or when vacancies occurred, whichever is the later, while the actual effective date (for remuneration) shall be January 1, following the date of conversion.



Delegation:

This involves given authority and additional responsibility to subordinates by their supervisor. Making the subordinate do and take decisions themselves, which is possible through delegation according to Dawar (1988) can alone develop in them the decision making and leadership skills so essential in good management.

Secondment:

This according to Egbo and Okeke (2009) is a temporary release of an officer to the servants of another government agency or international organizations of which Nigeria is a member for a specified period. The provisions governing this system are contained in chapter 2, section 6 of the civil service policy and shall be strictly complied with. The provision states that

1. Secondment at an officer's request shall be for a two years duration, after which the officer must apply for extension, seek for transfer or return to his original post. All requests for secondment and extension shall be considered by the appropriate committee and recommendations there on submitted to the Federal civil service commission.

2. Secondment on grounds of public policy and its duration shall be at the discretion of the federal civil service commission.

Empirical Review

Ofoegbu and Ofoegbu (2014) carried out a study on the influence of staff management on academic productivity in secondary schools in Port Harcourt Local Government Area of Rivers State. Stratified random sampling technique was adopted to draw a sample of 370 respondents out of the total population of 5200 from the 245 private schools in Rivers State. Data were generated using the instrument titled "Staff Management on Academic Productivity Questionnaire (SMAPQ)" on a 4-point modified likert rating scale. The data were both analysed and tested using the Pearson's Product Moment Correlation Coefficient and z-test statistics. From the analysis, it was found that a significant relationship exist

between staff management as measured by staff recruitment procedures, development programme, on staff academic productivity in private schools in Rivers State. Based on the findings, the following recommendations were made: private school administrators and the non-governmental organizations (NGOs) should provide modalities to boost staff morale and maximize productivity at work. Also, adequate selection approach, training and re-training courses should be encouraged by private school administrators as they provide staff with up-to-date teaching methods that will boost their morales'.

Aidah (2013) Investigated on effects of training on employee performance; The purpose of the thesis was to evaluate the effects of training on employee performance, using the telecommunication industry in Uganda as case study. In order to understand the study aim, four goals were developed and these focused particularly on identifying the training programs' existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions

Johnson and Victoria (2016) carried out a study on the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. The study used the ex-post-facto research design. Three research questions and three hypotheses were generated and tested using questionnaire items adapted from Raja et



al (2014) but subjected to manipulation by the researchers which contained closed ended type of questionnaire based on the research questions and hypotheses and was structured on a four points Likert scale. The instrument was administered to a purposely selected population of 152 respondents while 134 questionnaires were returned. Data generated were analyzed using Analysis of Variance (ANOVA) and Multiple Regression Analysis to test the hypotheses at 0.05 level of significance. The findings showed that in-service training and staff development had insignificant combined effects but significant relative effects on workers' optimal job productivity. The study therefore recommended that schools should design proper and functioning in-service training and staff development programmes for their workers to boost their morale, enhance their performance and in addition ensure that workers training are conducted frequently to ensure they cope with changing technological environment and organizational climate in schools

Neelam, Israr, Shahid and Muhammad carried out a study on The Impact of Training and Development on Employees Performance and Productivity, a case study of United Bank Limited Peshawar City, KPK, Pakistan. The main objective was to investigate whether training and development has impact on employees' performance and productivity. The paper was quantitative in nature. Data for the paper were collected through primary source that are from questionnaires surveys. The data was checked through statistical software to find the impact of training and development on employees' performance and productivity. There were two variable Training and Development (Independent) and Employees' performance and productivity (Dependant). Eight united banks limited were selected for the study. Eighty questionnaires were distributed for the collection of data. Descriptive statistic tools SPSS were applied on the questionnaire to see the reliability and consistency. The goal was to see whether Training and Development has an impact on Employees Performance and Productivity. Data were analyzed and

discussed. The result showed that there was significant relationship between the variables, the Pearson correlation was used in study and Cronbach Alpha for each questionnaire was obtained. Frequency distribution was used to see the individual result of the study. Relevant literatures were also studied about topics related to this research. Recommendation and conclusion form the last part of this paper.

Akintayo, (2008) carried out a study on Motivation and Effective Performance of Academic Staff in Higher Education (Case Study of Adekunle Ajasin University, Ondo State, Nigeria). This study investigated motivation and effective performance of academic staff in higher education. The research design was descriptive survey. The population comprises of all lecturers and heads of various departments in Adekunle Ajasin University, Akungba Akoko, Ondo State. Fifty (50) lecturers and ten (10) heads of department were randomly selected for the study. Data was carefully collected through questionnaire measuring it item on a four (4) point likert-type-rating scale and properly analyzed using frequency count and simple percentage. The study revealed that encouragement for creativity and innovation, appreciation on genuine effort, award with impressive titles and acknowledge on achievement enhances the performance of university lecturers, also, 60% of the respondents agreed that there was lack of provision of regular payment of salary and other remuneration by the head to promote the performance. This study also revealed that provision of adequate chances for professional growth, instructional facilities arguments lecturer's performance. The following recommendations were made; Universities managers and other tertiary institution should continue to provide adequate chances for professional growth and research development, availability of Institutional facilities, good relationship with academic staff and prompt payment of lecturers' salaries to further advance their performance among others.



Vincent (2020) Carried out a study on academic staff's job satisfaction and motivation in catholic universities in Nigeria. The study determined the differences in the responses to each aspect of academic staff's job satisfaction and motivation in Catholic universities in Nigeria and examined the interaction of gender, religious affiliation and institutional differences with job satisfaction and motivation. 247 academic staff from 3 Catholic universities in Nigeria completed a survey developed for the study. Descriptive statistics was used to address the differences in the responses to each aspect of academic staff's job satisfaction and motivation while three-way ANOVA addressed the interaction of university, gender and religious affiliation with job satisfaction and motivation. The findings revealed, among others, that there was a statistically significant difference in the job satisfaction of academic staff across the 3 Catholic universities but no significant difference in the area of motivation. Recommendations and areas of further studies were treated under discussion of findings.

Mutua (2015) carried out a study on the influence of motivation on job performance among secondary school teachers in kirinyaga central sub-county. The study specifically was guided by the following objectives, establish the extent to which satisfaction of basic needs influence job performance of secondary school teachers; find out whether teacher qualification influences secondary school teacher job performance and suggest mitigation measures that may enhance teachers' motivation to improve their job performance in Kirinyaga Central Sub County. The study was based on the expectancy theory of motivation. The study used descriptive survey design to establish the influence of motivation on job performance among secondary school teachers. Highly motivated teachers tend to give the best in return. Teacher questionnaires were used to collect data for 80 teachers from public and private secondary schools in Kirinyaga central District from which 65 of the respondents were public school teachers while 15 were

from private schools. These were randomly selected from public secondary schools and 41 teachers in private secondary schools. The schools from which the sample population came from were also randomly selected. Opinion from my supervisors was used to check on the content validity of the instruments and to test reliability of the instrument test- retest technique was used. The instruments of the study were tested in two schools which did not participate in the actual study. The piloting was to ensure clarity of the final instruments for the actual data collection. Questionnaires were first pretested to determine their validity and reliability before using them in the actual study. Data was analyzed using both qualitative and quantitative techniques where both charts and graphs were used Out of the total number of respondents contacted ,majority were of the opinion that teachers were supposed to be rewarded and their efforts appreciated. Motivation emerged key as far as teacher job performance is concerned. Some of the motivating factors suggested included rewards after exam results, recognition, promotion, housing, good pay as well as reasonable class size and provision of adequate teaching learning resources. The study established the fact that teachers can only be motivated by the provision of their basic needs in terms of emoluments. Teacher's qualification was a key factor in influencing performance as poor teacher professional qualification leads to poor performance in schools. The study recommends that strategic measures to be taken to enhance job motivation and performance, teachers call for improvement of working condition, good opportunities for career advancement, salary increment and provision of allowances.

Masum, Azad, and Beh (2015) determined the influential factors that contributed to the enhancement or reduction of academics' job satisfaction among private universities. Their sample comprised 346 respondents from ten private universities using non-probability sampling. A pre-tested and closed-ended questionnaire



using a seven-point Likert scale was used for data collection. Using descriptive statistics, Pearson product moment correlation, multiple regression and factor analysis, their results revealed that compensation package, supervisory support, job security, training and development opportunities, team cohesion, career growth, working conditions and organizational culture and policies were positively associated with the academics' job satisfaction (Masum et al., 2015). Amongst them, three factors stood out as significant indicators of job satisfaction of academic staff. They were (1) compensation package, (2) job security and (3) working conditions.

Chukwuma and Japo (2015) carried out a study on academic Staff Development and Output in State Universities in South-South Nigeria. An ex-post-facto survey design was used to conduct the research in three state universities in the area. Three research hypotheses were formulated to guide the study. Data were collected from a sample of 402 academic staff. This was done using a questionnaire entitled "Academic Staff Development and Academic Staff Output Questionnaire". One way Analysis of Variance (ANOVA) was used to analyse the data. The findings were that significant relationship exists between staff development and the productivity of academic staff in terms of research, teaching and community service. Therefore, the study concluded that in-service training and attendance of conferences and workshops influence the output of academic staff. Accordingly, it is recommended that adequate funding towards staff development and policies that support staff development are imperative for improved performance.

Isiwu, (2012) investigated the impact of staff training on the productivity of workers in public sector in Nigeria: a case study of Personnel Services Department, University of Nigeria, Nsukka from 2000-2010. The study was guided by the following research questions What are the factors that determine the training of Staff of Personnel Services Department University of Nigeria

Nsukka? Does training of the Staff of personnel Service department of University of Nigeria Nsukka bring about improved productivity? What are the factors that can hinder the training of Staff of the personnel Service department of University of Nigeria Nsukka? How can the needs be effectively filled to improve performance of Staff of the personnel services department of University of Nigeria Nsukka? The population of the study focused on the staff of University of Nigeria, Nsukka Stratified random sampling was used in this study and the sample size of 101 was used and analyzed. Questionnaire was used as the method of data collection and simple percentage was used as the method of data analyses. The findings for this study includes the following; training and performance appraisal should be done frequently for staff on organizations, staff who are found guilty of an offence should be dismissed, staff whose productivity is low should be disciplined, training should not be made compulsory for staff, there was improvement in the performance of staff of personnel services department within the period under study. Some recommendation includes that management should always detect training needs, organizations should constantly embark on performance appraisal, the code of conduct and ethics of the profession should be strictly adhered, underperforming staff should be punished.

Ozioko (2012) carried out a study on manpower development and utilization in Nigerian universities: a case study of the staff of the university of Nigeria, Nsukka. The study method adopted a cross-sectional survey design, precisely a descriptive design for the study. The questionnaires were carefully administered to respondents, which represent the population of the study. The population of the study is the entire staff of the University both the Academic and Non-academic staff which is about 6488. The sample for the study consists of Two hundred (200) subjects representing 3% of the Staff in University of Nigeria, Nsukka. The study adopted a proportionate simple random sampling technique for the



study in which one hundred (100) respondents each were selected from the academic and non academic staff of the University respectively. The instruments used by the researcher for data gathering include documentary and questionnaire instruments. The questionnaire instrument was given to the project supervisor for both face and content validation, who made some reasonable and minor corrections as well as modifications. Twenty copies of the questionnaire were administered on twenty staff of the University of Nigeria, Nsukka, who were not included in the study but have the same characteristics with the study population. The researcher made use of statistical tables through the adoption of simple percentage via frequency distribution table. The researcher also made use of Chi-Square (χ^2) in the testing of the formulated hypotheses at (α) 5% or 0.05 level of significance. The results were presented in tables with a brief interpretation of its content. The result of the analysis shows that the highest number of 176, with the highest percentage 90.3% of the respondents attested to this fact which proved it beyond every reasonable doubt that the statement is true of the study area. Much attention is not paid to staff training and development in the University of Nigeria, Nsukka. This was gotten from the above analysis and presentations. Greater majority of 95 respondents with 48.7% attested to that by disagreeing that much attention is paid to staff training and development in the University of Nigeria, Nsukka. Based on the findings, the following recommendations were made. The University of Nigeria, Nsukka management should make training and development a priority. The University should also ensure that the personnel function of training is consistent through embarking on it annually, biannually or quarterly as the case may be.

However, it is quite apt at this juncture to present some empirical studies as it relate to the present study for meaningful discussion of the possible findings of this research work.

METHODOLOGY

The study adopted a correlational research design. The design was considered appropriate since it has to do with relationships between academic staff motivation and productivity, information was collected from academic staff in ten (10) different faculties in Rivers State University.

Population of the Study

The population of the study was Nine hundred and seventeen (917) academic staff drawn from the ten faculties in Rivers State University which are as follows: Sciences, Engineering, Law, Management Sciences, Environmental Sciences, Agricultural Sciences, Education, Humanities, Social Sciences, Medical Sciences.

Sample and sampling Techniques

A sample of 279 academic staff was used for the study. This is approximately 30.42% of the total population of academic staff in the ten faculties in Rivers State University. The sample size was obtained using simple random sampling technique. The sample size was reached by the researcher through the application of Taro Yamen's formula $n = \frac{N}{1+N(a^2)}$ for estimating sample unit

$$n = \frac{917}{1+917(0.05^2)} = \frac{917}{1+917 \times 0.05 \times 0.05} = n = \frac{917}{1+917 \times 0.0025} \\ = \frac{917}{1+2.2925} = \frac{917}{3.2925} = 278.511769 \approx 279$$

Sources of Data

The data that was used in this study is collected directly from the target respondents (academic staff) who basically served as the source of the information for the study. Therefore, the data can be regarded as a primary data to the researcher, Nevertheless, a secondary data consisting of the number of academic staff and the faculty as well as departments in the University is obtained and used by the researcher as a guide in identifying properly the number staff in the ten faculties in Rivers State university.



Instrument of Data Collection

The instrument developed for the study will be titled “Academic Staff Motivation and productivity Questionnaire” (ASMPQ) was used to elicit academic staff views on strategic for academic staff motivation and productivity and challenges facing the academic staff and productivity in Rivers State university.

The questionnaire consisted of two parts I and II, Part I elicits personal information such as gender of academic staff, highest educational qualification, years of teaching/research experience, academic staff rank and academic staff position. Part II of ASMPQ consisting of two section A and B. Section A, gathers information on strategies for academic staff motivation and productivity while section B, gathers information on challenges facing the academic staff motivation and productivity in Rivers State University. The response format for each of section A and B is a four point likert format scale of Very High (VH) with 4-points, High (H) with 3-points, Low (L) with 2- points and Very Low (VL) with 1- points.

Validity of Instrument

To ensure the validity of the instrument, the researcher consulted the supervisor of the research work and two other experts in the field of educational management administration in Rivers State University for the face and content validity of the research instrument (ASMPQ). The experts subjected the research instrument to thorough scrutiny with a view of establishing the face and content validity in terms of the clarity, appropriateness, relevance, and representativeness of the items with regards to the variables under investigation. Inputs, which are in the form of corrections and comments from the experts was adequately utilized to modify the research instrument to ensure the face and content validity before it will be administrated to the respondents for the study.

Reliability of the Instrument

The reliability of the instrument, Academic Staff Motivation and Productivity Questionnaire (ASMPQ) determined through Cronbach Alpha method for a measure of its internal consistency. Simple random sampling techniques were used to draw a sample of 30 academic staff from Rivers State University for the reliability test which will not be part of the selected sample. Copies of the instrument were administered to the sample with request from the researcher that the sample responds to all the items of the instrument as honestly as possible. The scores that was obtained was subjected to Cronbach alpha technique for each section of part II of the (ASMPQ) as well as for the entire instrument to obtain the internal consistency coefficients. And reliability coefficient of 0.79 was obtained

Method of Data Collection

Copies of the instrument (ASMPQ) were administered directly to the respondents by the researcher with the help of research assistants domiciled in the university. An instruction guiding the filling of the instruments was explained to the respondents. The researcher and assistants will supervise the filling of the instrument. After that, copies of the instruments were collected from the respondents on the spot. In the course of this study, the instrument, ASMPQ, was administered on a random sample of two hundred 200 respondents as stated earlier.

Method of Data Analysis

Mean, Standard Deviation and Spearman Rank Order was used to answer the Research Questions, while Pearson Product Moment Correlation was used to test for the Hypothesis at 0.05 level significance.

RESULTS AND DISCUSSION

This Section deals with the analysis and interpretation of the data collected from the questionnaires administered on the respondents with respect to research questions and hypotheses.



Presentation of Data

Research Question 1: To what extent does academic staff development influences productivity in River State University?

Hypothesis 1: There is no significant relationship between planning towards academic staff development and increased productivity in Rivers State University

Table 1: Correlation analysis of academic staff development and productivity in Rivers State University

Variables	n	$\bar{x}$	df	p-value	r-cal	r-cri	Remark
Productivity	279	3.44	277	0.001	0.703	0.0112	Significant
academic staff development	279	3.32					

Research Question 2: To what extent does motivation via the provision of physical facilities for academic staff increased productivity in Rivers State University?

Hypothesis 2: There is no significant relationship between motivation via the provision of physical facilities and increased productivity in public universities in River State.

Table 2: Correlation analysis of academic staff development and motivation in Rivers State University

Variables	n	$\bar{x}$	df	p-value	r-cal	r-cri	Remark
academic staff development	279	3.44	277	0.001	0.715	0.0112	Significant
Motivation	279	3.12					

Research Question 3: To what extent does organizing of seminars and conferences for academic staff increased productivity in River State University?

Hypothesis 3: There is no significant relationship between organizing of seminars and conference for academic staff and increased productivity River State University.

Table 3: Correlation analysis of academic staff development and organizing of seminars in Rivers State University

Variables	n	$\bar{x}$	df	p-value	r-cal	r-cri	Remark
academic staff development	279	3.44	277	0.001	0.720	0.0112	Significant
Seminar Conference	279	3.26					

Research Question 4: To what extent does the provision of welfare increased academic staff productivity in Rivers State University?

Hypothesis 4: There is no significant relationship between provision of welfare and academic staff productivity in Rivers State University.

Table 2: Correlation analysis of academic staff development and welfare in Rivers State University

Variables	n	$\bar{x}$	df	p-value	r-cal	r-cri	Remark
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academic staff development	279	3.44	277	0.001	0.720	0.0112	Significant
Welfare	279	3.26					

Data Analysis

Table 1 showed the correlation analysis of planning towards academic staff development and productivity. With the degree of freedom 277 at 0.05 level of significance, the r-calculated value of 0.703 and r- critical of 0.0112. r-calculated is greater than r-critical and p-value of 0.001 is less than 0.05. The results indicate that there is significant relationship between productivity and academic staff development; $p < 0.05$ ($P = 0.001$). Thus, the values of productivity is statistically significant ($p < .05$) which means an increase in mean index of productivity will increase academic staff development by a positive unit mean index value of .703 (70.3 percent).

Table 2 showed the correlation analysis of planning towards academic staff development and motivation. With the degree of freedom 277 at 0.05 level of significance, the r-calculated value of 0.715 and r- critical of 0.0112. r-calculated is greater than r-critical and p-value of 0.001 is less than 0.05. The results indicate that there is significant relationship between motivation and academic staff development; $p < 0.05$ ($P = 0.001$). Thus, the values of motivation is statistically significant ($p < .05$) which means an increase in mean index of motivation will increase academic staff development by a positive unit mean index value of .715 (71.5 percent).

Table 3 showed the correlation analysis of planning towards academic staff development and organizing of seminar conference. With the degree of freedom 277 at 0.05 level of significance, the r-calculated value of 0.720 and r- critical of 0.0112. r-calculated is greater than r-critical and p-value of 0.001 is less than 0.05. The results indicate that there is significant relationship between organizing of seminar conference and academic staff

development; $p < 0.05$ ($P = 0.001$). Thus, the values of organizing of seminar conference and is statistically significant ($p < .05$) which means an increase in mean index of organizing of seminar conference and will increase academic staff development by a positive unit mean index value of .715 (72.0 percent).

Table 4 showed the correlation analysis of planning towards academic staff development and welfare. With the degree of freedom 277 at 0.05 level of significance, the r-calculated value of 0.685 and r- critical of 0.0112. r-calculated is greater than r-critical and p-value of 0.001 is less than 0.05. The results indicate that there is significant relationship between welfare and welfare; $p < 0.05$ ($P = 0.001$). Thus, the values of welfare and is statistically significant ($p < .05$) which means an increase in mean index of welfare and will increase academic staff development by a positive unit mean index value of .715 (68.5 percent).

Discussion

Academic staff development influence productivity

The first objective was to establish the influence of productivity on academic staff development. The findings revealed. There is a significant relationship between productivity and academic staff development. This affirmed that productivity ultimately aimed at improving academic staff development. The implication of these findings is that productivity plays a very prominent role in assisting academic staff to grow academically. This will also help in improving academic development and capacity building. This finding is consonance with the study of OFOEGBU and OFOEGBU (2014) who reported that significant relationship exist between staff management as measured by staff recruitment procedures, development programme, on staff academic productivity.



Johnson and Victoria (2016) also reported that in-service training and staff development have significant relative effects on workers' optimal job productivity.

Motivation via the provision of physical facilities for academic staff increased productivity

The findings of this study are based on statistical data analyses and hypothesis testing. The descriptive analysis of data collected revealed that the above stated motivation is a significant predictor of academic staff development. Therefore, the alternate hypothesis which states that motivation has a significant effect on the development of academic staff of and the null hypothesis rejected. These findings corroborate the findings of Akintayo, (2008) in the Motivation and Effective Performance of Academic Staff in Higher Education (Case Study of Adekunle Ajasin University, Ondo State, Nigeria). Findings from the study revealed that provision of adequate chances for professional growth, instructional facilities arguments lecturer's performance and have a significant effect on academic staff development which is also a measure of productivity. This was further validated by Vincent (2020) establishing that motivation is a major key for teacher job performance and plays a major role in improving worker performance and productivity levels in an organization.

Organizing of seminars and conferences for academic staff increased productivity

Table 3 revealed that organizing seminar conference is a significant predictor of academic staff as a measure of development. As such the alternate hypothesis which states there is significant relationship between Organizing of seminars and conferences and academic staff development while the null was rejected. In this result academic staff identified that provision of study leave, attending both local and international conference, organizing of internal conference and seminar for staff academic updates, organization of workshop and

symposia were able to develop academic staff effectively. The findings corroborate the opinion of Chukwuma and Japo (2015) where he stated that significant relationship exists between staff development and the productivity of academic staff in terms of research, teaching and community service. And he went further to say that in-service training and attendance of conferences and workshops influence the output of academic staff. The finding of this study support the finding of ISIWU (2012) who stated that training and performance appraisal should be done frequently for staff on organizations because of its capability to improve academic staff development.

Welfare for academic staff increased development

Table 4 showed that is a relationship between welfare and academic staff development. This implies that welfare enhance and improve academic staff development. Effective welfare purposely to boost academic staff commitment to work, the sort of welfare provided is very significant to cause a remarkable positive change among staff. The essence of good working environment, paucity of working materials, reliable health and safety facilities, adequate monetary incentives and recreational activities is to increase the productivity and job performance of academic staff. It is in the powers of the institution to invest funds in only those welfare programmes that facilitate the efficiency process of staff for them to maintain high productivity. Therefore it is important to provide various benefits to ensure staffs' welfare is taken care off. Institution should understand that a conducive and stress free teacher is a major asset to any institution and should therefore provide all institution welfare services and programmes that enlist a sizeable degree of motivation among the academic staff. The finding of this agrees with the study of Naluwemba, Sekiwu, and kwenje (2016) who reported that school welfare provision will positively influence teacher performance if teachers are reciprocally committed to work and administrators meet teachers varied needs. **Also** Chukwunenye and Amgbare (2010) this finding by



saying that working environment was poor, in terms of office accommodation and furniture, paucity of working materials, scarcely available monetary incentives and unreliable health and safety facilities, which altogether reduce morale (job satisfaction) and efficiency in job performance.

Summary, Conclusion and Recommendations

The study investigated and analysed academic staff motivation and productivity in public universities in Rivers State. The study posed four objectives, four research questions and four hypotheses.

The study adopted a descriptive survey research design to examine the opinion and expectations of respondents on academics staff programme of universities in Rivers State. The population of the study was Nine hundred and seventeen (917) academic staff from faculties in Rivers State University which are as follows: Sciences, Engineering, Law, Management Sciences, Environmental Sciences, Agricultural Sciences, Education, Humanities, Social Sciences, Medical Sciences Universities in Rivers State . The sample size for the study was 279 respondents which was determined using Taro Yamane formula for determination of sample size. Multi-stage sampling technique was employed in sample selection. In the first stage, a stratified random sampling technique was used to select 279 respondents from each of the faculties understudy in Rives state university of science and technology.

The instrument used for data collection was “Academic Staff Motivation and Productivity Questionnaire” (ASMP Q). The questionnaire was divided into two (2) sections, one section for collection of demographic data of the respondents while the other items represented the variables of the study. The instrument for data collection was validated by face and content validation by the project supervisor and other lecturers in the Department of Educational Management and Measurement & Evaluation of Rivers state university of science and technology. The reliability of the

instrument was ascertained using the test-retest method and the results were analysed using Cronbach alpha which yielded a reliability co-efficient of 0.87 which was considered reliable enough. The data gathered from the field was collated and analysed using Pearson product moment correlation to answer the research questions while the null hypotheses were tested using Pearson product moment correlation statistics at 0.05 level of significance.

The study found that there is positive relationship between productivity and academic staff development in Rivers state, a positive relationship between welfare and academic staff development, a positive relationship between organizing seminar and conference and academic staff productivity and a positive relationship between motivation and academic staff development in Rivers state. The study rejected all four null hypotheses raised. This indicates that there was a significant relationship between productivity and academic staff development, significant relationship between welfare and academic staff development, significant relationship between organizing seminar and conference and academic staff and finally significant relationship between motivation and academic staff development in Rivers state. The study therefore recommends that the significance relationship between variables understudy and academic staff development should be bridged by creation of a framework and platform that will make academic staff productive for good vision and strategic plan. And adequate funding should be made available.

Conclusion

Based on the major findings of this research, the study concludes that there exists significant positive relationship between productivity and academic staff development in Rivers state. Secondly, positive relationship between motivation and academic staff development in Rivers state. This has an improved effect causing staff to take their job very serious. Thirdly, there exists a positive significant relationship between



organizing seminar and conference and academic staff productivity. Finally, it was found out that majority respondents share the view that welfare affect the academic staff development. There is thus a positive significant relationship between welfare and academic staff development.

Recommendations

Based on the findings and conclusions, the following recommendations were outlined

1. For academic staff to be effective in their role, government should create a framework and platform that will make them productive for good vision and strategic plan.
2. Adequate funding should be made available. This will enhance learning, research and retention of academic staff. Adequate funding should strongly take care of an improved salary structure for academic staff and such other conditions of service that are needed should be put in place.
3. The university management should judiciously utilize support funds from the Education Trust Fund and other external agencies and be ready to retire or account for income and expenditure when required. This could assist government's effort toward providing conducive atmosphere for effective learning.
4. Work overload should be curtailed in order to improve quality standard of education. This will create conducive academic atmosphere for learning.

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QUESTIONNAIRE ON ACADEMIC STAFF, AND PRODUCTIVITY IN PUBLIC UNIVERSITIES

Department of political Sciences,
Faculty of Social sciences,
Rivers state university, Nkpolu

Oroworukwo,

Port Harcourt,
Rivers State

Dear Respondent,

This questionnaire is designed to obtain information to examine academic staff motivation and productivity in public universities in Rivers State. Please your genuine response is highly needed and will be used purely for academic purpose.

Thank you.

Nwafor Chima ThankGod.

SECTION ONE: DEMOGRAPHIC DATA: Indicate as appropriate.

1. Status:
2. Sex : Male ☐ Female ☐
3. Institution:
4. Faculty:
5. Department:

Instruction: Kindly tick the appropriate choice of response as indicated in the columns below

SECTION TWO: PLANNING TOWARDS ACADEMIC STAFF DEVELOPMENT

S/NO	ITEMS	VERY HIGH (VH)	HIGH (H)	LOW (L)	VERY LOW(VL)
1	Academic staff are usually send for training on effective Planning programme	129	70	52	28
2	The Planning programmes are usually relevant to your academic productivity	184	62	24	9
3	My institution Develops methods for staff productivity which are more efficient and thorough in carry out your work.	182	70	19	8

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4	Through Effective Planning academic staff Develop superior quality assurance mechanisms that provide greater confidence and reassurance to other staff	170	94	12	3
5	Through Effective Planning, academic staff Goal and Objectives have been achieved	105	79	10	5

SECTION THREE: MOTIVATION VIA PHYSICAL FACILITIES FOR ACADEMIC STAFF PRODUCTIVITY

S/NO	ITEMS	VERY HIGH (VH)	HIGH (H)	LOW (L)	VERY LOW(VL)
1	The adequacy of reviews and books in your institution to carry out your work	125	50	70	34
2	Provision of Food service (restaurant/bar/canteen)	168	57	33	21
3	The adequacy of laboratory equipment to your needs	150	56	44	29
4	The adequacy of computer facilities to your needs	141	64	49	25
5	Provision of well furnished, standard and quality office	149	51	43	36

SECTION FOUR: ORGANIZING SEMINARS AND CONFERENCES FOR ACADEMIC STAFF PRODUCTIVITY

S/NO	ITEMS	VERY HIGH (VH)	HIGH (H)	LOW (L)	VERY LOW(VL)
1	Provision of study leave for staff for academic staff productivity	111	62	68	38
2	opportunities for academic staff to attend both local and international conferences	176	62	30	11



3	Organization of internal conference and seminar for staff academic updates	164	57	39	19
4	Organization of workshops for academic staff productivity	121	66	64	28
5	Organization of symposia helps academic staff productivity in relation to their area of specialization	128	62	53	36

SECTION FIVE: PROVISION OF WELFARE FOR ACADEMIC STAFF PRODUCTIVITY

S/NO	ITEMS	VERY HIGH (VH)	HIGH (H)	LOW (L)	VERY LOW(VL)
1	Good working environment increases my productivity as an academic staff	210	39	15	15
2	paucity of working materials affects my productivity	235	24	16	4
3	There is reliable health and safety facilities for academic staff	153	93	22	11
4	Adequate monetary incentives for academic staff	202	42	27	8
5	Recreational activities ease academic staff stress	69	30	18	162

SECTION SIX: ACADEMIC STAFF DEVELOPMENT

S/NO	ITEMS	VERY HIGH (VH)	HIGH (H)	LOW (L)	VERY LOW(VL)
1	Adaption to innovation in content knowledge	158	50	51	20
2	I know how to deal with software and hardware problems	182	60	29	8
3	Effective communication and presentation skills	173	56	35	15



4	Using information access techniques(search engine and database)	153	69	45	12
5	I know how to use the basic office package (office, excel, powerpoint etc)	159	52	40	28

DATASET ACTIVATE DataSet1.

DATASET CLOSE DataSet3.

DATASET ACTIVATE DataSet2.

CORRELATIONS

/VARIABLES=Productivity Academic_development

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

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[DataSet2] C:\Users\CLIFFORD\Desktop\Chima's thesis\Chima Anaysis.sav

Descriptive Statistics

	Mean	Std. Deviation	N
Productivity	17.2473	2.73265	279
Academic_development	16.6452	3.11637	279

Correlations

		Productivity	Academic_development
Productivity	Pearson Correlation	1	.703**
	Sig. (2-tailed)		.000
	N	279	279
Academic_development	Pearson Correlation	.703**	1
	Sig. (2-tailed)	.000	
	N	279	279

**. Correlation is significant at the 0.01 level (2-tailed).



CORRELATIONS

/VARIABLES=Motivation Academic_development

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Motivation	15.7312	3.60697	279
Academic_development	16.6452	3.11637	279

Correlations

		Motivation	Academic_development
Motivation	Pearson Correlation	1	.715**
	Sig. (2-tailed)		.000
	N	279	279
Academic_development	Pearson Correlation	.715**	1
	Sig. (2-tailed)	.000	
	N	279	279

**. Correlation is significant at the 0.01 level (2-tailed).



CORRELATIONS

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/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Organizing_seminar	15.6523	3.58518	279
Academic_development	16.6452	3.11637	279

Correlations

		Organizing_seminar	Academic_development
Organizing_seminar	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	279	279
Academic_development	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	279	279

**. Correlation is significant at the 0.01 level (2-tailed).



CORRELATIONS

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/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Welfare	16.3297	2.30238	279
Academic_development	16.6452	3.11637	279

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Correlations

		Welfare	Academic_development
Welfare	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	279	279
Academic_development	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	279	279

**. Correlation is significant at the 0.01 level (2-tailed).

RELIABILITY

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```
/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13  
item14 item15 item16 item17 item18 item19 item20 item21 item22 item23 item24 item25  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA.
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Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.788	25



* Chart Builder.

GGRAPH

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REPORTMISSING=NO

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DATA: Productivity=col(source(s), name("Productivity"), unit.category())

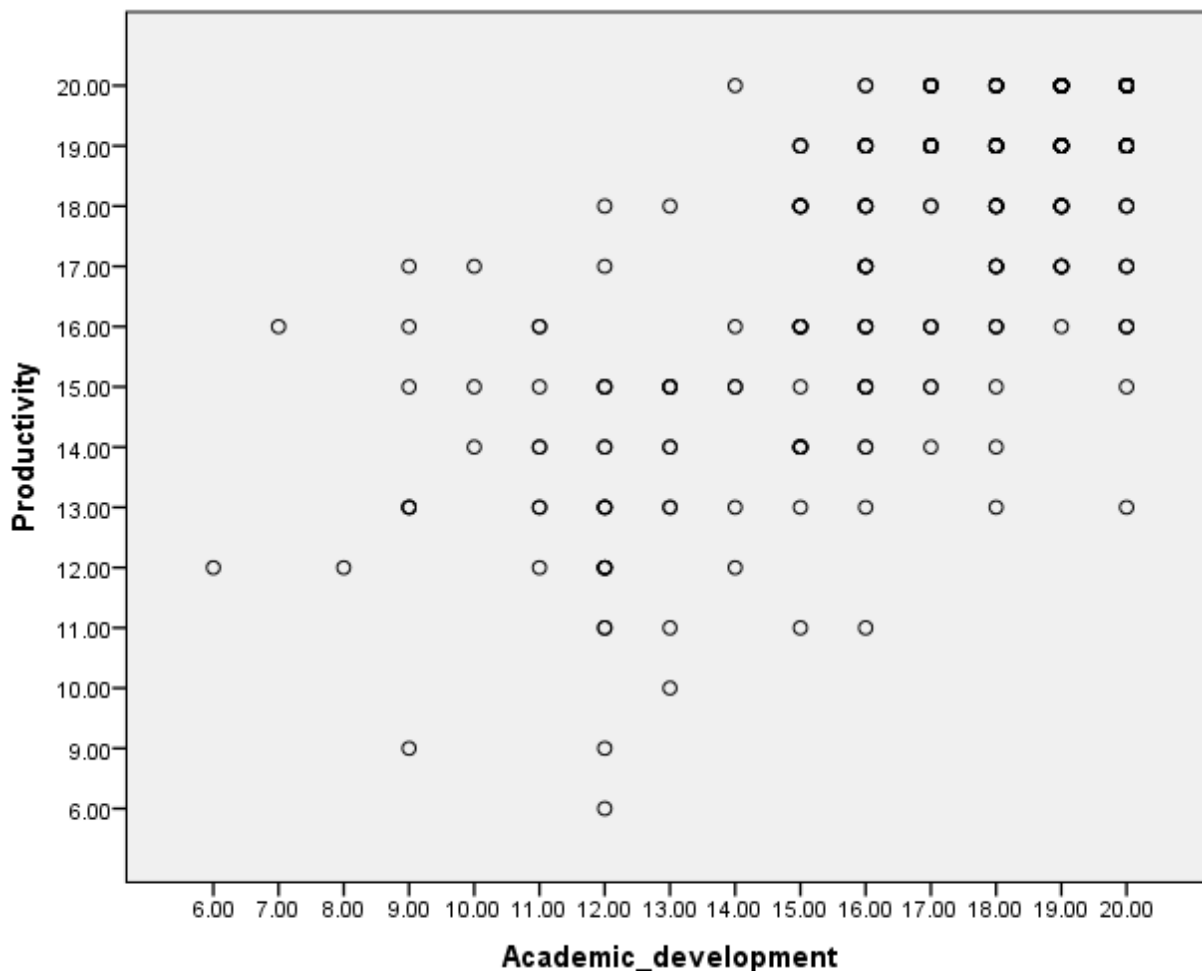
GUIDE: axis(dim(1), label("Academic_development"))

GUIDE: axis(dim(2), label("Productivity"))

ELEMENT: point(position(Academic_development*Productivity))

END GPL.

GGraph



* Chart Builder.

GGRAPH

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REPORTMISSING=NO
```

```
/GRAPHSPEC SOURCE=INLINE.
```

BEGIN GPL

```
SOURCE: s=userSource(id("graphdataset"))
```

```
DATA: Academic_development=col(source(s), name("Academic_development"), unit.category())
```

```
DATA: Motivation=col(source(s), name("Motivation"), unit.category())
```

```
GUIDE: axis(dim(1), label("Academic_development"))
```

```
GUIDE: axis(dim(2), label("Motivation"))
```

```
ELEMENT: point(position(Academic_development*Motivation))
```

Management and Human Resource Research Journal

Official Publication of Center for International Research Development

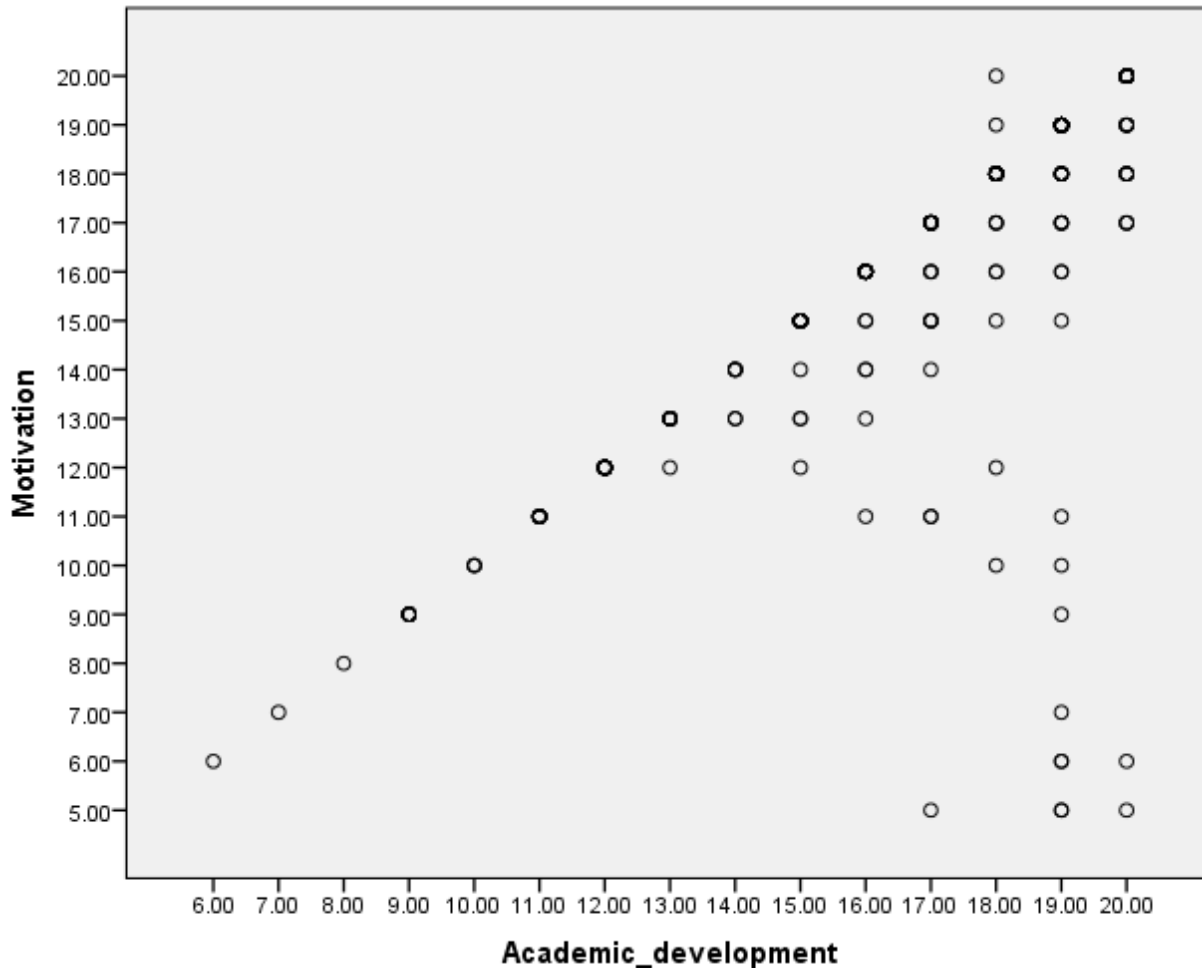
Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available www.cirdjournal.com/index.php/mhrrj/; E-mail: journals@cird.online



END GPL.

GGraph



* Chart Builder.

GGRAPH

/GRAPHDATASET NAME="graphdataset" VARIABLES=Academic_development Organizing_seminar

MISSING=LISTWISE REPORTMISSING=NO

/GRAPHSPEC SOURCE=INLINE.

BEGIN GPL

Management and Human Resource Research Journal

Official Publication of Center for International Research Development

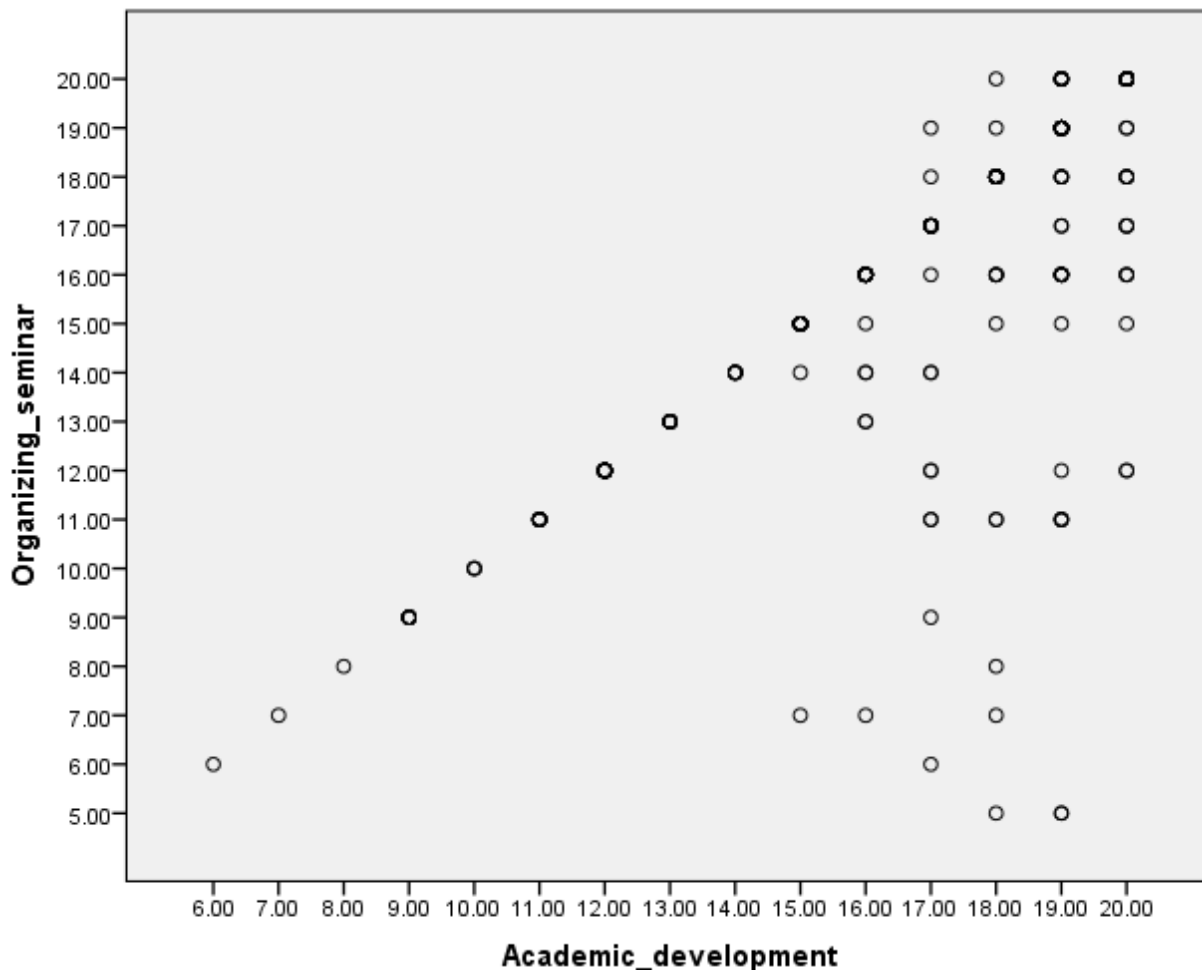
Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available www.cirdjournal.com/index.php/mhrrj/; E-mail: journals@cird.online



```
SOURCE: s=userSource(id("graphdataset"))
DATA: Academic_development=col(source(s), name("Academic_development"), unit.category())
DATA: Organizing_seminar=col(source(s), name("Organizing_seminar"), unit.category())
GUIDE: axis(dim(1), label("Academic_development"))
GUIDE: axis(dim(2), label("Organizing_seminar"))
ELEMENT: point(position(Academic_development*Organizing_seminar))
END GPL.
```

GGraph



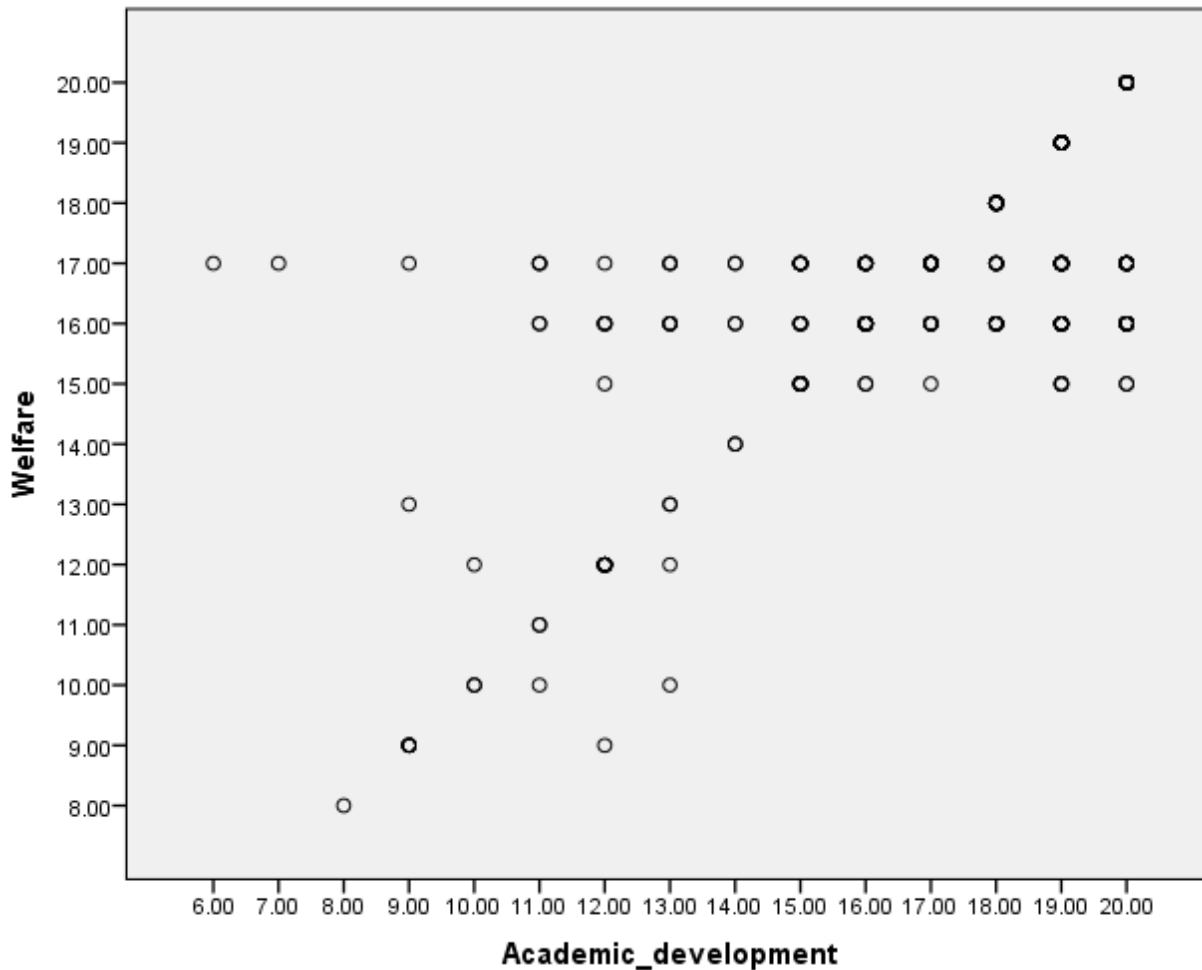
* Chart Builder.

GGRAPH



```
/GRAPHDATASET NAME="graphdataset" VARIABLES=Academic_development Welfare MISSING=LISTWISE  
REPORTMISSING=NO  
/GRAPHSPEC SOURCE=INLINE.  
BEGIN GPL  
SOURCE: s=userSource(id("graphdataset"))  
DATA: Academic_development=col(source(s), name("Academic_development"), unit.category())  
DATA: Welfare=col(source(s), name("Welfare"), unit.category())  
GUIDE: axis(dim(1), label("Academic_development"))  
GUIDE: axis(dim(2), label("Welfare"))  
ELEMENT: point(position(Academic_development*Welfare))  
END GPL.
```

GGraph



APPENDIX

RSU TOTAL NUMBER OF ACADEMIC STAFF AND THEIR FACULTY/DEPARTMENT/UNIT

S/N.	FACULTY/DEPARTMENT/UNIT	ACAD		
		M	F	TOTAL
1	Vice-Chancellor's Office	1		1
2	Consultancy Unit	1		1
3	Counselling Unit		1	1
4	Directorate of Quality Assurance Unit		1	1
5	Information/Publication Unit	1		1
6	Planning and Statistics Unit	1		1
7	Physical Planning Unit	1		1
8	Deputy Vice-Chancellor's (Acad.) Office		1	1
9	Centre for Continuing Education (CCE)	1		1
10	Information Technology Centre (ITC)	1		1
11	Student Affairs (Director's Office)	1	1	2
12	Centre for Advancement/Linkages	1		1
13	Industrial Training Unit		1	1
14	Mep Unit	1		1
15	Library Unit	3	3	6
16	Postgraduate School	2		2





41	Faculty of Law (Dean's Office)	1		1
42	Post Graduate Unit		1	1
43	Department of Private Law	8	6	14
44	Department of Business Law	19	9	28
45	Department of Jurisprudence & International Law	14	3	17
46	Department of Public Law	11	3	14
47	Faculty of Management Sciences (Dean's Office)	1		1
48	Department of Accountancy	13	3	16
49	Department of Banking & Finance	7	6	13
50	Department of Management	22	4	26
51	Department of Marketing	9	2	11
52	Department of Office & Information Management	8	5	13
53	RSU Entrepreneurship Development Centre	1		1
54	Faculty of Science (Dean's Office)	1		1
55	Department of Applied & Environmental Biology	8	7	15
56	Department of Maritime Science	1		1
57	Department of Microbiology	10	8	18
58	Department of Plant Science & Biotechnology	6	6	12
59	Department of Chemistry	9	7	16
60	Department of Mathematics	14	1	15
61	Department of Computer Science	15	4	19
62	Department of Medical Laboratory Science	22	20	42
63	Department of Physics	16	1	17
64	Department of Biochemistry	4	6	10
65	Department of Animal & Environmental Biology	6	2	8
66	Department of Geology	5	3	8
67	College of Medical Science	3	4	7
68	Department of Nursing	1	6	7
69	Department of Dermatology		1	1
70	Department of Anatomical Pathology	2		2
71	Department of Ophthalmology	1		1
72	Department of Urology	1		1
73	Department of Chemical Pathology	3		3
74	Department of Obstetrics & Gynecology	7	2	9
75	Department of Surgery	4		4
76	Department of Pediatrics	1	7	8
77	Department of Medical Microbiology & Parasitology	1	2	3
78	Department of Anaesthesia	1		1





79	Department of Community Medicine	1	2	3
80	Faculty of Basic Clinical Science			
81	Department of Ear, Nose & Throat Clinical Sciences	1	1	2
82	Department of Family Medicine	4		4
83	Department of Public Health	1		1
84	Department of Otorhinolaryngology		1	1
85	Department of Psychiatry	3		3
86	Department of Radiology	2	3	5
87	Faculty of Basic Medical Science	1		1
88	Department of Pharmacology	7	1	8
89	Department of Human Physiology	5	2	7
90	Department of Medical Biochemistry	3	2	5
91	Department of Human Anatomy	5	3	8
92	Faculty of Humanity		1	1
93	Department of English/Literature in English	6	3	9
94	Department of History & International Diplomacy	4	2	6
95	Department of Theatre Arts	2	1	3
96	Department of Philosophy	7	5	12
97	Department of French	2	4	6
98	Department of Theatre & Film Studies	1		1
99	Faculty of Social Sciences (Dean Office)	1		1
100	Department of Psychology	2	2	4
101	Department of Haematology	1	1	2
102	Department of Geography & Environment Management	6	1	7
103	Department of Economics	11	4	15
104	Department of Political Science	9	3	12
105	Department of Sociology	5	4	9
106	Department of Religious & Culture	8		8
107	Department of Mass Communication	8	3	11
108	Faculty of Education (Dean's Office)	1		1
109	Department of Business Education	11	7	18
110	Department of Educational Foundations	12	18	30
111	Department of Science Education	6	7	13
112	Department of Adult & Community Education	1		1
113	Department of Educational Management	4	5	9
114	Department of Vocational/Technology Education	12		12
115	Department of Library & Information Science	4	4	8
116	Department of open and Distance Education	1		1
117	Institute of Geosciences & Space Technology (IGST)	5	1	6
118	Institute of Foundations Studies (IFS)	4	3	7
119	Institute of Pollution Studies (IPS)	4	1	5





120	Institute of Education	3		3
121	RIART	1		1
122	GRAND TOTAL	668	294	962



