

Impact of Training on Academic Staff Development in the State Higher Educational Institutions of Borno State

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Article DOI: 10.48028/iiprds/ijargpgm.v2.i1.07

Abstract

Academic staffs are the backbone of any form of development. Training academic staff for knowledge and skills update is a necessity for state and national development. The study explores the Impact of training on academic staff development in the State higher educational institutions of Borno State. The study raised two questions to determine: The impact of training on academic staff development. Hypotheses was formulated and tested in line with the objectives of the study. Related literatures were reviewed based on the stated objective. survey method was employed for the study. The populations of the study were academic staff of the State higher educational institutions (1410). The sample of the study comprised academic staff from four selected institutions (938) using closed questionnaires. The collected data was presented by the use of simple frequency and percentages, and later analysed using Chi-square statistical technique. The finding reveals there is a significant relationship between training and academic staff development. The study concluded that training influence academic staff development. It is recommended that the state should provide adequate funds for academic staff in the state higher education for training, workshops, conference, research and publications for knowledge and skill updates to boost academic staff productivity.

Keywords: *Impact, Training, Academic staff development.*

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Background to the Study

Today all over the World countries are heavily investing billions of dollars into educational sectors particularly on tertiary institutions focus on training and research to prepare the academics for present and future challenges because of the fast-changing nature of the world. The state government despite our educational backwardness instead of investing much on academic staff training and provision of adequate teaching and learning resources the state invests much on what can be immediately seen and admired such as massive constructions of housing estate, flowering and interlocking of streets which has taken billions of Naira. The State allocate no or less dollar to academic staff training, academics train themselves for promotion sake to avoid been stagnated. An onward training always prepares academics for different challenges, training received years back if any are no longer important because things are fast changing. Okeke (2000) stressed that training received by worker's years ago is inadequate to meet the challenges of today's school system. Hence, according to him, academic staff needs to attend conferences and seminars regularly to update their knowledge, expand their capacity to develop the skills and knowledge need for the new challenges.

Statement of the problem

Borno state despite its educational backwardness the academic staffs in the state higher educational institutions are left without training for skills and knowledge update in today's fast changing world. The study is to look at academic staff training in the state higher educational institutions of Borno state.

Research Questions

1. Does the state government train academics for higher degrees in the State higher education?
2. Does the state government sponsor academic staff for publications, seminars/workshops in the State higher education?

Hypothesis

The study is guided by these two-research hypotheses:

- H₀ There no significant relationship between training for high degrees and academic staff development in the state higher educational institutions.
- H₀. There is no significant relationship between sponsoring for publications, projects, seminar, and workshop and academic staff development in the state higher educational institutions.

Objectives of the Study

The Broad objective of the study seeks to examine academic staff training in the State high education, specifically, the study sought to:

- i. Determine academic staff training for high degree in the state higher education.
- ii. Determine the sponsorship of academic staff for publications, projects, conference, seminar, and workshop in the state higher educations.

Literature Review

Armstrong (2006) defined training as “the planned and systematic modification of behavior through learning events, programs, and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively”. According to Tannenbaun (1992) training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Academic Staff development programs refers to various opportunities provided by employers to increase knowledge, skills, attitudes, experience, and understanding of academic staff which will eventually improve upon the performance of academic staff and contribute to the accomplishment of the organizational objectives. According to Rusobya (2012) “training and development " describes the formal ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs”. Dawo et al. (2014) opined that in an educational institution, in-service teaching staff development, aims at improving capacities of individuals to play their roles and fit in assignments optimally for higher achievements resulting from quality service delivery.

The theory adopted to guide this study is human relation theory which was founded by Elton Mayo (1935-1950) an Australian interested in employee motivation and commitment and the relationship between workers and management. Human relation theorist are concern with people, workers of the organization, worker's feelings, interest, opinions, creativity, cognition and emotion of workers. In accordance to the theory, the management of higher educational institutions should always leave their doors open to receive, act and share the problems of academics because problems of academics may count on Students performances. The state government or the managements of higher education should close the communication gap with the academics and looked into their problems to get their morale booster for effective performance of their primary duties and for maintenance of quality and standard because according to Mayo (1945) better communication enhances employee motivation and performance. Academics are always prepared to work well if their problems are looked into or addressed. Today in the state academics are left with many promotion letters of different years without financial benefits. Human relation theory calls on employers to take up the problems of their employees and find an appropriate solution to it through good communication for the achievement of organizational objectives. The concept of Human Relations is generally defined as the capacity to interact and work well. One of the management principles of human relation theory is for the employers not only to show concerned but to work hard to overcome the problems of their employees. Training and developing academics will boost their morale not only that but also increasing their freedom and responsibility as their capabilities enlarge.

According to Mayo (1945) there is a good leader behind every successful task, and tool of every successful leader is good human relationship. An environment with healthy human relation will always remain prosperous, because all necessary measures have been taken to see to its success and all progress retarding factors eliminated. Workplace relationships provide a source of employee motivation, which is important to maintaining productivity. Creating the

opportunity for professional development, establishing a communication line, showing them affection and sharing their concern will help boost their morale in any organizational settings, and this helps to achieve the organizational objectives. Academic Staff development efforts in higher educational institutions in Nigeria are supported by Article 5 (b and c) as compulsory for institutions to ensure that their academic staff members are actively engaged in “research, and appropriate training. Academics are the source of all knowledge and are the backbone of all sort of development neglecting those means neglecting all forms of societal development.

Be it in Africa or Europe, it is generally accepted that training boost academic staff performance. Altbach (2003) established that professional trainings provided to academic staff and employees especially in Japan and USA allows academics staff to do them researches effectively. It is in recognition of this development that countries are sinking billions of dollars to train and encourage academics into new fields of research, this is not only aimed at institutional development but national developments. Ramat polytechnic a beneficiary of TETFund and the only polytechnic in the state has higher number of train academics both for master's and Ph.D. holders while other state institutions have non or quite few Ph.D. and Masters holders been the does not train its academics. Leaving academics without training you are not only killing the institutions but killing the state/nation development. The National policy on education (NPE 2004:36) highlights the goals of tertiary education as including to contribute to national development through manpower training. This point was supported by Falola et. al. (2014) where he stressed that the survival of tertiary education institutions in the knowledge driven competitive economy lies in its efforts to train and develop its human capital to be innovative, creative, and inventive to enhance their efficiency, effectiveness and to increase the institutions competitive advantage in a sustainable state.

Training of academics in the state higher education are left at the mercy of TETFund which train quite negligible number of the academics. Generally speaking, TETFund has not done well in academic staff training, this point was also stressed by Ogundu and Nwokoye (2013) who argued that TETFund has alleviated the Universities problems in the area of infrastructures, instructional materials and equipment and needs to do more in the area of human capital development. Not only in Universities but in all of the institutions it sponsored. The state government is expected to have complimented the efforts of TETFund in academic staff training for professional development and for maintenance of quality in its institutions of higher learning.

Training of academics means laying of solid foundation for the state development if properly utilized. Uche (2013) supported the point when he said every economy is investing in research and knowledge generation through human capital development. which will have equipped them to face the economic challenges, competitions and in their areas of needs and which may involve attendance of workshops, seminars, conference all aimed at sharing and update of knowledge on several challenging developments. In the develop world today, leaders invest much on human capital development to give their nations brighter future, this was rightly pointed out by Ofojebe and Chukwuma, (2015) where they stressed that investing in people, if done right . . . provides the firmest foundation for lasting development. Surely when you

trained academics you have also train the students and when you train students national development is guaranteed. This was stressed by Wenglinsky (2002) where he stated that a teacher's knowledge promote high student's achievement. Students development rest on academics.

Academic staff training will offer a qualitative knowledge, making the academics more competence and been able to adapt or handle the challenges and embark on research findings that can be of importance to the state and the nation as well. When students are not given qualitative knowledge, they are virtually useless and qualitative knowledge can only be given by trained academics with knowledge updates. Onah et al, (2016) has argued that employees are investments that will, if effectively managed and developed, provide long-term rewards to the organization in the form of greater productivity. Human capital training is of great importance to any organization particularly academic environment where quality and maintenance of standard are always emphasized. Wong (2002) also stated that the best investment that school systems could make in teachers. Teachers need to be knowledgeable of their respective areas of specialization for adequate performance.

Methodology

In this section, survey method and purposive sampling technique were adopted, a sample of each group needed from different area were taken for fair representation. The data collected were analyzed using simple inferential statistic converted to a frequency distribution and percentages involving the use of chi-square formula. A total number of nine hundred and thirty-eight (938) academic staff taken as sample out of one thousand four hundred and ten (1410) which constitute the entire population of academics in the nine State higher educational institutions as at February 2018 when the study was being conducted. The advantage of purposive sampling technique is that it ensured a fair representation of the target population and also enabled the researcher to gather data from respondents in all the Colleges under the study. In Borno state almost all State higher education were located within the State capital except three Waka-Biu college of education, Umar Ibrahim Ibn Elkanemi college education Bama, and Konduga College of Business and administrative studies even the latter is still considered as part of central district.

Table 1: A table showing total number of Academic Staff, with their qualifications in the State Higher Educational Institutions of Borno States

S/N	Colleges	No of Acad. Staff	Master	PhD
1	Ramat polytechnic. Maid	447	130	19
2	Muhd. Goni Coll. of Legal & Islamic. Stud. Maid.	267	59	9
3	Kashim coll. of education Maid.	216	129	8
4	Waka-Biu Coll. of Educ. Biu L.G.	120	45	3
5	UIICEST, Bama College of Education. Bama L.G	104	37	-
6	Muhd. L. College of Agric. Maid.	90	17	-
7	Coll. of health tech. Maid	65	8	-
8	Coll. Buss. & Mgt. studies Konduga L.G	51	22	
9	Coll. of Nursing & Midwifery Maid	50	5	2
	Total	1410	452	42

Source: Field Survey 2018

The above table could not take into account those on study for both PhD and Masters. The state government has nine higher educational institutions with the total number of one thousand four hundred and ten (1410) academic staff out of which only 42 or (3%) were PhD holders, while 452 or (32%) were Masters Holders and 916 or 65% for first degrees. Doctoral-level certification PhD are much lacking in the state high education and over 916 academics are still on first degree this shows about 65% of the academics have not furthered their studies for higher degrees, because of lack of sponsorship for training. Academic staff sponsor themselves for higher degree for benefit of promotions same with conference, seminars, workshops and publications to avoid stagnated.

Table 2: Population and sample of academic staff of higher educational institutions of Borno state

S/N	Coll. Selected	Geo-pol. Zone	Academic staff pop.	Percent % Sample
1	Umar Ibrahim Ibn Ibrahim El-kanemi Coll. of educ. Sc.& tech. Bama	Central	104	21
2	Waka-Biu College of Education	South	120	24
3	Ramat polytechnic, Maid.	Central	447	89
4	Muhammad Goni college of legal & Islamic studies	Central	267	53
5	TOTAL		938	174

Source: Field survey 2018

Data Analysis

Data collected in the field were carefully analysed using simple percentage and Chi-square statistical tool to draw relevant inferences and conclusion

Table 3: Distribution of respondents' opinion on Impact of training on academic staff development in the State higher educations

S/N	STATEMENT	A	SA	U	D	SD	TOTAL
1	The state government sponsors Academic staff for training in the state higher education			97(35.4)	18(6.6)	159(58)	274(100)
2	The State government sponsors academic staff for seminar, workshops conference, publications in the state higher education			36(13.1)	111(40.5)	127(46.2)	274(100)

Source: Field survey 2018

Discussion of results

Item number 1of the above table 3 reveal that 159(58) strongly disagreed, 18(6.6) disagreed, and 97(35.4)26 or 9.5% undecided, this indicate that the majority of the respondents 125 or 45.6% have strongly disagreed with the statement that the state government sponsor academic staff for training in the State higher education.

Item number 2of the above table 3 reveal that 127 (46.2) strongly disagreed, 111(40.5) disagreed, and 36 (13.1)26 or 9.5% undecided, this indicate that the majority of the respondents 127 or 46.2 have strongly disagreed with the statement that the state government train academic staff for seminars, workshops, conference quarters available to academic staff in the State higher education

Question 1: The state government train academic staff for higher degree in the State high educational institutions

Hypothesis 1

H₀ There is no significant relationship between training and academic staff development in the state higher educational institutions

Table 4: Chi-Square Test

	Value	df	Asymp. sig. (2-sided)
Pearson Chi-square	548.000 ^a	4	.000
Likelihood Ratio	472.535	4	.000
Linear-by-Linear Association	273.000	1	
N of Valid Cases	274		

The results of chi-square test conducted to assess, relation between academic staff training for higher degree and academic staff development in the state higher education. A chi-square value of 548.000 at 16 degree of freedom (df) is significant at $P = 0.000$, that is, $P < 0.05$, indicate that there is significant relationship between training, and academic staff development in the state higher education, therefore null hypothesis is rejected

Question 2: The state government sponsors academic staff for conference, workshops, seminars, and publications in the state higher education.

Hypothesis 2

There is no significant relationship between attendance of conference, workshop, seminars, publications and academic staff development in the state higher education.

Table 5: Chi-Square Test

	Value	df	Asymp. sig. (2-sided)
Pearson Chi-square	548.000 ^a	4	.000
Likelihood Ratio	544.257	4	.000
Linear-by-Linear Association	273.000	1	.000
N of Valid Cases	274		

The results of chi-square test conducted to assess, relation between publications, seminars, conference, workshops and academic staff development. A chi-square value of 548.000 at 16 degree of freedom (df) is significant at $P = 0.000$, that is, $P < 0.05$, indicate that there is significant relationship between publications, conference, workshops, seminars and academic staff development in the state higher education. Therefore, null hypothesis is rejected

Findings

1. Item number 1 of table 3 reveal that 159 (58) respondents strongly disagreed, that the state government train academic staff in the state higher education. This indicates that the state government does not train academic staff for higher degrees in the State higher education. The result from Chi-square test 1 of table 4 indicate that there is significant relationship between training and academic staff development in the state higher education, therefore null hypothesis is rejected. Huang (2001) and Collins (2003) whose research results on the influence of in-service training on worker's output was found to be significant. In other words, in-service training has a significant influence on staff development. The study is also in agreement with the finding of Inyang and Akpama (2002) who affirmed that in-service training is a necessary pre-requisite for organizational staff to achieve the goal of high output. This implies that trained academics performed better in the areas of research, teaching and community services.
2. Item number 2 of table 3 reveal that 127 (46.2) respondents strongly disagreed, that the state government sponsors academic staff for conference, publications, seminars, and workshops in the State higher education. The result from table 5 of Chi-square test

indicate that there is significant relationship between publications, conference, workshops, seminars and academic staff development in the state higher education. Therefore, null hypothesis is rejected. The findings of this study is in agreement with Okeke (2000) who stressed that the environment of staff development through conferences is very imperative and has become noticeably with the challenging development in the society with the rapid rate of technological changes. The study is also in agreement with findings of Bateman and Organ (2003) and Locke (2004) whose studies on staff attendance at conferences and their output found a significant relationship between conference attendance and academic staffs' productivity. This implies that an onward training keeps academic staff updated in knowledge and skills. Walton and Kpela (2005) affirmed that workshop organization and attendance has a significant influence on staff output. According to them workshops are an important index for staff development. This implies that Conference, workshops, seminars and publications facilitate knowledge update for staff development.

Conclusion

The study concluded that lack of investment into the educational sector for the provision of adequate training for academic staff in the state higher education for the maintenance of quality and standard will affect the brighter future of the state developments, and will force the academics to search for alternative work place instead of remaining to build the State.

Recommendations

1. The State Government to allocate more funds to the education sector and more specifically to the training of academic staff in the state higher education.
2. The state government to sponsor academic staff in the state higher education for publications, seminars, workshops, and conference for skills and knowledge updates in the state higher education.
3. The state government/managements of higher educational institutions should always leave their doors open to receive, act and share the problems of academics.
4. The state government should complements the efforts of TETFund in training academic staff in its state higher educations.

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