

HUMAN RESOURCE DEVELOPMENT AND ACADEMIC STAFF JOB PERFORMANCE IN PUBLIC UNIVERSITIES IN NORTH CENTRAL NIGERIA

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Abstract

The study investigated influence of human resource development on academic staff job performance in public universities in North Central Nigeria. Three research questions guided the study. Three hypotheses were formulated and tested. Descriptive survey research design was adopted for the study. The population comprised 7,592 academic staff from all the 13 public universities in North Central Nigeria. The sample of the study consisted of 759 academic staff from eight public universities. A 15-item structured questionnaire titled "Human Resource Development and Academic Staff Job Performance Questionnaire" (HRDASJPQ) with reliability coefficient of 0.96 was used for data collection. Mean and standard deviation were used to answer the research questions. Chi-square (χ^2) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance. The findings indicated that human resource development variables of induction course, in-service training and conferences have significant positive influence on academic staff job performance in public universities in North Central Nigeria. Based on these findings, it was recommended among others that governing councils of universities should organize induction courses for all academic staff of the universities in North Central Nigeria. Universities should give staff of the universities the opportunity to go for in-service training and sponsor them for conferences attendance. This will make their staff to keep abreast of recent developments in university education. Private sectors, individuals and philanthropist could assist in funding training programmes for universities.

Keywords: Human resource development, academic staff job performance, induction course, in-service training and conferences

Introduction

Academic staff job performance continues getting much attention globally. It has been generally perceived that, in many universities in Nigeria especially public universities academic staff job performance has been very poor. This issue of poor academic staff job performance has remained a source of worry especially in public universities in North Central Nigeria. Realizing the relevance of academic staff job performance for the success of universities, there is a need for continuous and quality human resource development in universities. Human resource refers to staff or people that an organization has and can use for the realization of its goals and objectives. Human resources facilitate the objectives of any organization without which the objectives of an organization would be unrealistic. Hence shortage of appropriate skills and knowledge would constitute a limiting factor to academic staff job performance.

The success of any organization largely depends on the quality of the human resources at its disposal for the achievement of its long term corporate goals. This is why Solkhe and Chaudhary (2011:2) assert that “human resource being the most vital factor of production and labour productivity, a positive, forward looking, human resource development is a sine-qua-non-for the efficiency and effectiveness of public sector employees”. For this reason, organizations all over the world invest several millions of their financial resources in the recruitment, selection, training and development, promotions, transfers and compensation of human resources to enable them to perform optimally in their respective organizations. Human beings are the active agents, who accumulate wealth, exploit material resources, build social, economic and political organizations and carry forward national development (Appah & Coleman, 2011). This is also true of the Nigerian educational system, especially universities in the North Central Nigeria.

Historically, the Nigerian educational system has undergone several stages of development, from the purely traditional system of education, where human resource development was at its most rudimentary level, to the 21st educational system when digital systems have become the bedrock of the educational sector and are employed in the academic environment. In between, there was the Muslim educational system introduced into the country by Muslim or Islamic Missionaries, the Christian education system brought by Christian Missionaries and modern education which can be divided into several phases like the early stages of modern education in Nigerian, covering the period from 1842 to 1929, the period of educational expansion from 1930 to 1950, the era of self-determination in education from 1951 to 1970 and the modern Nigerian education from 1971 to 2000 (Fafunwa, 2004).

Each of these periods required a different approach to human resource development in order to enhance job performance in the delivery of education to the students. From empirical observations, another notable characteristic of educational development across the nation is that the development has been rather uneven. While Islamic education took roots quite early in the far northern part of the country, western education introduced into the country by Christian Missionaries found a fertile ground in the southern part of the country very early and developed quite rapidly.

For the Middle Belt of the country where the North Central Nigeria is located, it was a mixed bag of fortunes for the two systems of education. This means that the challenges of

human resources development followed the uneven pattern charted by general educational development. The result is that human resources development and job performance of staff seemed to have varied and continues to vary across the six geopolitical zones of the country's universities. The modern educational system requires a continuous development of human resources especially the academic staff within the university system in order to enhance their job performance.

Human resource development is defined as planning for human needs, finding and hiring employees, training and compensating them and finally retiring them (Samu, 2008). The author further states that an employee, who has been well trained and is selected for a job, will be more motivated in doing his/her job than the one who is selected but not trained. According to Nwachukwu (2007), the falling standard of education in Nigeria can be attributed in part, to poor job performance among teachers. Job performance is one of the most important dependent variables and has been studied for decades.

Academic staff members are one of the most critical input in an educational enterprise including universities. Consequently, continuous development of members of academic staff towards the improvement of their competence is crucial to the attainment of qualitative university education (Anyamele, 2007). The human resource development foci that affect academic staff may encompass areas like classroom management, lesson organization, recording and reporting student's work achievement on assessable standards, teaching skills, teacher behaviour and student management (Jamil, Atta, Ali, Balochi & Ayaz, 2011).

Human resources in educational organizations are made up of the people who perform various responsibilities and produce various services (Akpakwu, 2013). These include ministers, commissioners, permanent secretaries, directors, vice chancellors, provosts, rectors, principals, headmasters, teachers, non-teaching staff and students of educational institutions. For the purpose of this study, the list could be shortened to vice chancellors, professors, lecturers, other academic staff of universities and students. There is a compelling need to take an active interest in building and fully utilizing these human resources towards the achievement of the goals of university education in the North Central Nigeria. To this end, high premium should be placed on human resources development.

It is important to develop the capacity of teaching staff in Nigerian universities in order to stem the alleged persistent falling standards of university education in the country. Studies have shown that some lecturers often display poor work ethics, prepare graduates with poor work-life competencies and have inferior research and publication out-put (Dawo, Simatwa & Okwatch, 2012). Studies also reveal that private universities are relatively better organized than public universities in terms of management structures, physical facilities and human resources (Gudo, Oanda & Otel, 2011). Nsindabi (2006) claims that most faculty teaching staff members are pedagogically illiterate. This is because in a number of cases, academic staff are drawn from those with various non-teaching backgrounds such as laboratories, markets, hospitals, mortuaries, farms, industries, hotels, churches, courts and from years of unemployment. There are also persistent allegations that some universities, in order to cut costs, are engaging under-qualified and non-specialist personnel to teach (Kairu, 2011). This could be responsible for rapidly falling standards in university education in most African countries including Nigeria generally, and the North Central Nigeria in particular.

Although there is a general agreement that training and development are beneficial to the university system and they enhance academic productivity, the question of "how much?" has not been adequately addressed by research (Dawo, Simatwa & Okwatch, 2012).

It is not even easy to show a causal link between the human capital development and organizational performance for the simple reason that returns may not be seen in the short term (Torrington, Hall & Taylor, 2005). Eyopuglu and Sanner (2009), however feel that opportunities for training and development may be regarded as adequate compensation when promotion or salary upgrade is less available in the university system. Continuing staff development is even vital to suit the changing work environment which renders some of their original professional skills and knowledge obsolete. A study conducted by Oyoo and Bwoga (2009) on post- graduate students' view of an exemplary teacher revealed that a teacher with competencies such as work planning, classroom practices, classroom management and personal view points scored highly.

Through teaching, human resources training and development, employees are able to deliver high productivity and total commitment, while their employers are able to offer enhanced employability rather than long-term employment (Aguinis, 2009). Academic staff develop skills and experiences that are in demand in their present positions. They offer them opportunities to keep updated and available for another appropriate job when the current one is no longer available (Werner, Randy & Le Desimone, 2006). Dawo, Simatwa and Okwatch (2012) report that although university staff development policies are well documented, majority of the staff cannot testify to their effectiveness and their implementation as a basis for their Ph. D academic staff development programmes. They also found that there is no significant difference in job performance based on the selected academic staff development practices in public universities. Staff development per se may not lead to significant improvement in job performance if not supported with other career development strategies such as recognition, promotion and salary increase.

The focus of human resource development is consequently described as employee acquisition, utilization, productivity, commitment, motivation and growth. It is the process of acquiring and increasing the number of persons who have education, skills and experience which are critical for economic and social development (Nwachukwu, 2007). These include investment by society in education, investment by employees in training and investment by individuals in time and money in their own development (Sharma & Solomon, 2009). Saraswathi (2010:175) maintains that the process of human resources development involves several elements such as helping the staff to:

1. acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
2. develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and /or organizational development process; and
3. develop an organizational culture in which supervisor-subordinate relationships, team work and collaboration among sub units are strong and contribute to the professional well-being, motivation and the pride of employee.

Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. Babalola and Ayeni (2004:59) quote the Word Bank by saying that:

Tertiary education provides not only high-level skills necessary for every market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists and a myriad of personnel. It is these trained personnel that develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments and make important decisions which affect the entire society.

Human resources development as a concept can be broken down into components such as, induction course, in-service training, conferences, workshops, mentoring, sabbatical leave committee system and internship. Thus, this study is focused on induction course, in-service training and conferences.

Induction of employees is the first step towards gaining employees' commitment. It is aimed at introducing the job and organization to the recruits and them to the organization. Akpakwu (2012) defines induction as a planned introduction of staff (old and new) to their jobs, co-workers and the organizational environment. Providing adequate induction could give best knowledge of the practices in the organization which may enhance their job performance. However, after induction, a worker needs continuous training and this may be made possible through human resources development programmes like in-service training.

In-service training or on the job training is the process of helping the new employees gain more experiences, adjust to the work culture and standards (Nwankwo, 2014). It is almost the oldest form of staff development in their job performance. It could take several forms such as attaching a staff to another experienced worker for purpose of joint activities (mentoring); helping the staff to gain various experiences by rotating the task from familiar and easier ones to more difficult one (that is job rotation), organizing short (20-30 minutes) technical briefing/ debriefing meetings with more experienced staff; or putting the staff to special assignment designed in a way that the staff will gain additional insight or experience. In-service training enables academic staff to get acquainted with current educational issues by acquiring new knowledge. The knowledge acquired will enable the academic staff to perform their duties judiciously. Through in-service training, staff are made to learn innovations in their chosen fields which will help them in their jobs. They are therefore, able to impart new knowledge to their students. Apart from in-service training as a human resource management variable, there is also every need to consider conference attendance by staff to enhance their job performance in the university.

A conference is a formal meeting whose typical aims are discussion, problem-solving and consultation. It is a platform where people 'confer' about a topic. Since conferences have specific objectives, they can last for several days. There are various types of conferences. These include academic conferences, trade conferences, business conferences, media conferences and religious conferences. This study focuses on academic conference which is an opportunity for academics and researchers to present and discuss their work (Guilbert, 2008). Often conferences seem to improve the performance of organizational staff however conferences alone may not provide all the necessary competences that could enhance staff job performance thus organization needs a shift to other human development programmes like workshops among others.

Academic staff job performance is seen as the lecturer's ability to improve students' learning as measured by students' gains on standardized achievement tests. It is an undeniable fact that the performance of an academic staff mainly depends upon his/her psychological state of mind. Job stressors may affect the physical and psychological well-being of the academic staff which in turn may affect job performance. Stress among academic staff of universities is one of the factors that seem to disrupt smooth operation of academic activities in the tertiary institutions. Academic staff refers to teaching staff who are specialists in their disciplines in universities. According to Abimbola (2018), the functions of academic staff worldwide are: to generate ideas, human resource capacity building, and

service rendering. Therefore, every academic staff in a university is employed with three major terms of employment: to teach, to research, and to carryout community service.

For academic staff to maximally perform their job, whatever affects it adversely must be removed. This is because job performance of a staff in any organization is of paramount importance in achieving organizational goals. It is against this background that the researcher is investigating the influence of human resource development and academic staff job performance in public universities in North Central Nigeria.

Statement of the Problem

The efforts of government at all levels cannot be overstressed in the area of human resource development for effective job performance, despite all the efforts by federal and states governments in Nigeria to enhance academic staff job performance, the researcher observed that academic staff job performance in public universities in North Central Nigeria is still poor. This poor academic staff job performance manifest in poor lecture delivery by some academic staff, some academic staff erroneously prepare students' semester result while some can't effectively attend to correspondences and processing of students' admission. It appears that all is not well with academic staff and job performance is therefore negatively affected. The researchers observe that it is as a result of human resources development. Human resources development if properly carried out in organization enhances staff job performance. However, in public universities in North Central Nigeria, the researcher observed that human resources development is lacking.

The researchers also observed that over the years, academic staff clamours for their inability to effectively perform their jobs. Some academic staff in a personal discussion with the researchers expresses grievances that after their employment they were not inducted and that they have not been offered opportunities to attend human resources development programmes such as conferences, in-service training and conferences. The academic staff further report that since their assumption of duty they have not participated nor played any active role in any committee for university governance while some say they lack opportunities for internship. This state of affair continues to affect their job performance and it is a source of worry for relevant stakeholders. Given the above concern one begins to wonder what impact has human resource develop on academic staff job performance. It is based on the above concern that this study investigated the impact of human resources development on academic staff job performance in public universities in North Central Nigeria.

Purpose of the Study

This study investigated the influence of human resource development and academic staff job performance in public universities in North Central Nigeria. Specifically, the study sought to determine the influence of:

1. induction course on the academic staff job performance in public universities in North Central Nigeria.
2. in-service training on the academic staff job performance in public universities.
3. conferences on the academic staff job performance in public universities.

Research Questions

The following research questions guided the study.

1. To what extent does induction course influence academic staff job performance in public universities in North Central Nigeria?
2. To what extent does in-service training influence academic staff job performance in public universities?
3. To what extent do conferences influence academic staff job performance in public universities?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Induction course has no significant influence on the academic staff job performance in public universities in North Central Nigeria.
2. In-service-training has no significant influence on academic staff job performance in public universities.
3. Conferences have no significant influence on academic staff job performance in public universities.

Research Method

The study adopted descriptive survey design. According to Ogbaji (2013) survey design is one in which a group of people or things are studied in their natural setting by analysing and interpreting data which are considered to be a representative sample of the entire population. The choice of the descriptive survey design is appropriate because; it is chiefly concerned with finding, describing and interpreting what is in existence. It enabled the researcher to investigate human resource development and academic staff job performance in public universities in North Central Nigeria. The study was carried out in the North Central Nigeria which comprised Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and the Federal Capital Territory of Nigeria, Abuja. The population comprised 7,592 academic staff from 13 public universities in North Central Nigeria. The sample of the study consisted of 759 academic staff from eight public universities.

A 40-item structured questionnaire titled "Human Resource Development and Academic Staff Job Performance Questionnaire" (HRDASJPQ) with reliability coefficient of 0.96 and interview schedule were used for data collection. Mean and standard deviation were used to answer the research questions. Chi-square (χ^2) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance.

Results and Findings

This section presented and discussed the results of the study

Question One: To what extent does Induction course influence academic staff job performance in public universities in North Central Nigeria?

Table 1:
Mean and Standard Deviation Scores of respondents on the extent Induction Course Influence Academic Staff Job Performance in Public Universities in North Central Nigeria.

S/No	Item Description	N	VHE	HE	LE	VLE	Mean	St. D	Decision
1	Attending induction course boosts and motivates staff for better job performance in university environment	759	292	346	47	74	3.13	.91	HE
2	Induction course is an avenue for the universities to develop staff and increase their productivity.	759	147	417	124	74	2.84	.84	HE
3	Induction course has no properly defined role in staff job performance in Universities.	759	253	320	134	52	3.02	.89	HE
4	All academic staff participate in induction courses to boost their morale and enhance their job performance.	759	476	194	41	48	3.45	.86	HE
5	The universities administrators conduct induction course for staff at regular interval to increase their job performance	759	129	441	151	38	2.87	.74	HE
	Cluster Mean and Standard Deviation						3.06	.85	HE

Table 1 shows high extent of induction course as has influenced academic staff job performance in Public Universities in North Central Nigeria. The mean scores of items 1-5 stood at 3.13, 2.84, 3.02, 3.45, 2.87 and cluster mean of 3.06 with corresponding standard deviations of .91, .84, .89, .86, .74 with cluster deviation of .85. The result therefore indicates that attending induction course boosts and motivates staff for better job performance in university environment. Similarly, induction course is an avenue for the universities to develop staff and increase their productivity, induction course have no properly defined role in staff job performance in Universities, all academic staff participate in induction courses to boost their morale and enhance their job performance and the universities administrators conduct induction course for staff at regular interval to increase their job performance. This is evident in the result of the cluster mean of 3.06, which implies that to a high extent induction course has influence on academic staff job performance.

Question Two: To what extent does In-service training influence academic staff job performance in public universities?

Table 2:
Mean and Standard Deviation Scores of respondents on the extent of In-service Training Influence on Academic Staff Job Performance in Public Universities

S/no	Item Description	N	VHE	HE	LE	VLE	Mean	St.D	Decision
6	Staff in-service training is necessary for better performance of academic staff of universities	759	89	479	124	67	2.78	.77	HE
7	Educational institutions especially universities, encourage academic staff to go for in-service training for better job performance.	759	215	286	167	91	2.82	.98	HE
8	In-service training programmes are necessary tools for the progress of academic staff of universities	759	83	626	48	2	3.04	.43	HE
9	Staff on in-service training are encouraged by their universities to read relevant courses in their various fields of study for improved job performance	759	63	541	74	81	2.77	.75	HE
10	In-service training serves as a motivator for academic staff's job performance.	759	286	336	106	31	3.16	.81	HE
Cluster Mean and Standard Deviation							2.91	.75	HE

Table 2 shows that in items 6-10, in-service training to a high extent influence academic staff job performance in Public Universities. The result from decision rule state the level of influence each item(s) have on academic staff job performance. The mean scores show as follows 2.78, 2.82, 3.04, 2.77, 3.16 and cluster mean of 2.91 with standard deviation scores corresponding of .77, .98, .43, .75, .81 with cluster standard deviation of .75. The result indicate that staff in-service training is necessary for better performance of academic staff of universities, also, educational institutions especially universities, encourage academic staff to go for in-service training for better job performance, in-service training programmes are necessary tools for the progress of academic staff of universities, staff on in-service training are encouraged by their universities to read relevant courses in their various fields of study for improved job performance and in-service training serves as a motivator for academic

staff's job performance. This is evident in the result of the cluster mean of 3.06, which implies that to a high extent in-service training has influence on academic staff job performance

Question Three: To what extent do Conferences influence academic staff job performance in public universities?

Table 3:
Mean and Standard Deviation Scores of respondents on the extent Conferences Influence Academic Staff Job Performance in Public Universities

S/no	Item Description	N	VHE	HE	LE	VLE	Mean	St. D	Decision
11	Conferences increase staff knowledge and skills towards better job performance.	759	247	432	43	37	3.17	.74	HE
12	Conference improve moral of academic staff leading to higher job performance among them.	759	233	361	52	113	2.94	.98	HE
13	Attending conference brings about human resources development in universities to improve their job performance.	759	270	354	42	93	3.06	.95	HE
14	For effective staff performance conferences are mandatory for all academic staff of universities especially in North central Nigeria.	759	148	512	65	34	3.02	.68	HE
15	Conferences help the universities to improve the knowledge of academic staff to enhance their job performance	759	201	408	52	98	2.94	.92	HE
	Cluster Mean and Standard Deviation						3.03	.85	HE

Table 3 reveals to a high extent conferences influence academic staff job performance in Public Universities. The mean scores of items 11-15 are 3.17, 2.94, 3.06, 3.02, 2.94 and cluster mean of 3.03 with corresponding standard deviation scores of .74, .98, .95, .68, .92 with cluster standard deviation of .85. The respondents buttressed that conferences increase staff knowledge and skills towards better job performance, conference improve moral of academic staff leading to higher job performance among them, attending conference brings about human resources development in universities to improve their job performance, for effective staff performance conferences are mandatory for all academic staff of universities especially in North Central Nigeria and conferences help the universities to improve the knowledge of academic staff to enhance their job performance. This is evident in the result

of the cluster mean of 3.06 which implies that to a high extent conferences has influence on academic staff job performance

Testing of Hypotheses

The following hypotheses were tested using chi-square at 0.05 level of significance.

Hypothesis One: Induction course has no significant influence on the academic staff job performance in public universities in North Central Nigeria.

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Table 4:
Chi-square test of Significant Influence of Induction Course on Academic Staff Job Performance in Public Universities in North Central Nigeria

	VHE	HE	LE	VLE	df	χ^2 -cal	P-value	Decision
Observed	292	346	47	74				
					3	361.76	0.00	Sign.
Expected	189.8	189.8	189.8	189.8				

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 189.8

Table 4 reveals that $\chi^2 = 361.76$, at $df = 3$ and $p = 0.00$. Since p -value of $0.00 < 0.05$ at 3 degrees of freedom, the null hypothesis which states that induction course has no significant influence on the academic staff job performance in public universities in North Central Nigeria was therefore, rejected. This result therefore implies that induction course has significant influence on academic staff job performance in Public Universities in North Central Nigeria.

Hypothesis Two: In-service-training has no significant influence on academic staff job performance in public universities.

Table 5:
Chi-square test of Significant Influence of In-Service-Training on Academic Staff Job Performance in Public Universities in North Central Nigeria

	VHE	HE	LE	VLE	df	χ^2 -cal	P-value	Decision
Observed	89	479	124	67				
					3	596.61	0.00	Sign

Expected 189.8 189.8 189.8 189.8

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 189.8

Table 5 shows that $\chi^2 = 596.61$, at $df = 3$ and $p = 0.00$. Since p-value of $0.00 < 0.05$ at 3 degrees of freedom, the null hypothesis which states that in-service training has no significant influence on the academic staff job performance in public universities in North Central Nigeria was therefore, rejected. This result therefore implies that in-service training has a significant influence on academic staff job performance in Public Universities in North Central Nigeria.

Hypothesis Three: Conferences have no significant influence on academic staff job

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Table 6:
Chi-square test of Significant Influence of Conferences on Academic Staff Job Performance in Public Universities in North Central Nigeria

	VHE	HE	LE	VLE	df	χ^2 -cal	P-value	Decision
Observed	247	432	43	37				
					3	363.01	0.00	Sign.
Expected	189.8	189.8	189.8	189.8				

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 189.8

Table 6 shows that $\chi^2 = 363.01$, at $df = 3$ and $p = 0.00$. Since p-value of $0.00 < 0.05$ at 3 degrees of freedom, the null hypothesis which states that conferences have no significant influence on the academic staff job performance in public universities in North Central Nigeria was therefore, rejected. This result therefore implies that conferences have significant influence on academic staff job performance in Public Universities in North Central Nigeria.

Discussion of Findings

The study determined the influence of human resource development on the job performance of academic staff of public universities in the North Central Nigeria and made the following findings as discussed:

The first finding of this study revealed that induction course influence academic staff job performance in public universities in the North Central Nigeria. The study found that induction course had influence on academic staff job performance. This implies that the respondents disagreed with the fact that induction course does not influence academic staff job performance. This finding conformed to Alabi's (2011) study which revealed that well trained personnel and secondary school teachers improved in their productivity. Findings also showed that teachers that are well-trained are very effective in the management of their classes. Findings also indicated that teachers in the metropolis showed high standard in the

management skills. Also, Akwashike (2009) found that staff who attend induction course performed well in their job. Also that induction course brought out better understanding among teachers and their techniques of teaching.

The second finding of this study revealed that in-service training influence academic staff job performance in public universities. The result of this variable showed that in-service training had influence on academic staff job performance. This implies that the respondents disagreed with the idea that untrained staff has positive influence on job performance. the study found out that training broaden staff knowledge they are able to carry out their duties effectively and it facilitate hard work, ginger discipline and motivate staff. This finding corroborates with Ayeni (2006) who found that academic staff needed to update their knowledge in their various disciplines to keep them abreast with current technological and academic enhancement. In a related development, Kheryrollab and Ibrahim (2012) also revealed that in-service training had influential effect on employees' personal and

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The third finding of this study revealed that conferences influence academic staff job performance in public universities. The result shows that conferences had influence on academic staff job performances. It could be concluded therefore that conferences have influence on academic staff job performance. This finding agreed with Omoke (2012) who revealed that the correlation between employee performance and training and development were highly significant. In same vein, Salisu (2013) found significant relationship between conferences and job satisfaction.

Conclusion

Based on the findings of the study, it has been established that there is significant influence of induction course, in-service-training and conferences, on academic staff job performance in Public Universities in North Central Nigeria.

Recommendations

Based on the findings of the study the following recommendations were made:

1. The university governing council should instruct the senate to provide funds for the conduct of induction course.
2. Both private sectors, individual and philanthropies should assist in funding training programmes for universities.
3. Lecturers from other universities, especially private ones should assist in mentoring services to lecturers in public universities.

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