PROBLEMS AND PROSPECTS OF HUMAN RESOURCES TRAINING AND UTILIZATION IN UNIVERSITY OF NIGERIA, NSUKKA

BY

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CERTIFICATION

Ezema Simon Olisa Chukwu Emeka, a Postgraduate student in the Department of Public Administration and Local Government with Registration Number PG/M.Sc/00/28068 has satisfactorily completed the course and research work requirements for the award of Master Degree (M.Sc) in Public Administration. The work embodied in this project is original and has not been submitted in part or in full for any other diploma or Degree.

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DEDICATION

This work is dedicated to Almighty God for His unending love and faithfulness. I also dedicate this work to my family for their support and encouragements.
ACKNOWLEDGEMENT

I am highly indebted to the Almighty God for His unqualified mercies, protection and blessings. I thank immensely my supervisor, Professor (Mrs) R C Onah for her motherly, morally and scholarly training. She always gives me an encouragement that makes me to work harder. There are many people whom God used both directly or indirectly to provide resources and hope: Professor N N Elekwa, Professor Fab Onah, and other lecturers in the Department of Public Administration and Local Government University of Nigeria, Nsukka. I am also grateful to the staff of Nnamdi Azikiwe Library for their guidance during this research. My regard and appreciation go to my amiable wife for her support and encouragement. I cannot forget to thank my children for their support and appreciation. I am specially indebted to my present Head of Department, Professor J E Eyo, Head, Department of Zoology, University of Nigeria, Nsukka, for his special support and encouragement to see that this work comes to a successful conclusion.

Ezema, Simon O C E
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

University of Nigeria has important role to play in the development of human resources. In the first place for a University to be recognized both nationally and internationally it has to develop its work force so as to achieve the institutions objective or goal which of course is the production of high quality manpower in the society. In order to maximise the productivity and efficiency of any organization such as University of Nigeria, the Chief Executive, Heads of Departments and supervisors has the responsibility and indeed the bounding duty to ensure the development of those working under them who have the requisite knowledge and expertise. The aim is to enable them to contribute their full measure to the welfare, health and development of the great institution.

It is pertinent to point out that since the inception of the University of Nigeria, its philosophy and basic objectives have been:

To seek the truth,

To teach the truth and

To preserve the truth

UNN Calendar 1999 – 2001:40

In order to achieve these noble objectives, the University has continuously tried to involve some necessary resources in the management and in making of policy decisions. These resources have taken the human, financial and material forms. For the establishment and survival of any organization, these basic resources are of course necessary. It is indeed, the human resources which is the most important of other resources that this research work is
trying to establish the progress or otherwise made in terms of its development. No establishment can be developed or properly managed in isolation of any of these three resources. It is on the human resources, however, that the effective utilization of the other two depends.

Harbison (1967:20) observed that “Human resources – not capital not income or material resources – constitute basis for the wealth of a nation. Capital and material resources are passive factors of production; human beings are the active agents who accumulate wealth, exploit material resources, build social, economic and political organizations, and carry forward national development.” In order to maximize the productivity and efficiency of the organization, every executive, manager and supervisor in a public or private enterprise has the responsibility and indeed the duty to ensure the development of men and women who have requisite knowledge and expertise. The aim is to enable them to contribute their full measure to the welfare, health and development of the enterprise.

Human resources development comes under the purview of personnel functions in most organizations, especially public organizations which the university belongs. The importance of human resources development in any organization is a clear one if we recognize the fact that the structure that sustains it depends on the individuals that operate the structure. Human resources training and development can occur simultaneously or complementarily but the two do not necessarily have direct relation to each other. They should in fact be separated in concept. Training on the job and some form of in-service training are examples of training being designed or intended to develop the knowledge or expertise, greater confidence and a high degree of performance. Akpan (1982:128) opines
that the principal intension of training is to equip a person with the knowledge required to qualify him for a particular position of employment or to improve his skills and efficiency in the position he already holds. Staff development on the other hand implies growth and acquisition of wider experience.

1.2 Statement of the problem

The ideal aim of every individual is to achieve self-actualization and personal development. This would normally not be achieved in isolation of either an institution of training or a place of work. Employers of labour, on their own part, recognize the importance of the human resources as a tool through which other resources are made effectively functional for the achievement of organizational objectives. A well motivated employee will normally achieve the advancement of his knowledge through training. This would elevate his status in his place of work, and make him enjoy all the privileges, rights and benefits that go with enhanced status. Such an employee will naturally be expected to put in his best in the job and produce the best of possible results.

In view of these well known facts, the problem on which the present study is based lies on the situation that is commonly observed in the University of Nigeria, Nsukka. Many staff of the University especially those in junior cadres, would not promptly be placed in their appropriate grades after their higher training. Presently, most junior staff who has acquired higher qualifications such as University Degree, diplomas or certificates is left to remain in the designations they were prior to higher training. There are widespread complaints of improper placement, stagnation and under utilization by such staff. They also complain of being stagnated even after their academic advancement such as Masters Degrees. There is
also widespread view that the administration recruits new staff from outside when there are many qualified and experienced serving staff.

It was therefore considered important to establish a substantial explanation for the problems associated with the employment and staff training conditions of the University of Nigeria, Nsukka. Hence, the following research questions are addressed:

1. What are the reasons for improper placement of staff after their training in University of Nigeria, Nsukka?
2. To what extent does staff training enhance promotion in University of Nigeria, Nsukka?
3. How effective is the utilization of trained staff in the University of Nigeria, Nsukka?
4. To what extent does the post training job designation pose a challenge to the trained staff in University of Nigeria, Nsukka?
5. To what extent does trained staff improved productivity in University of Nigeria, Nsukka?

1.3 Objective of the study

The general objective of this study is to find out the problems and prospects of human resources development and utilization in University of Nigeria, Nsukka. We also intend to relate training and development to staff career in the institution. We will attempt to construct human resources development programme aimed at reducing administrative, social psychological and economic problems of human resources in the University of Nigeria, Nsukka and other universities in Nigeria. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else. Against this background, therefore, the study is aimed at addressing the following objects:
1. To find out reasons for improper placement of staff after their training in University of Nigeria, Nsukka.

2. To ascertain whether staff training enhances promotion in University of Nigeria, Nsukka.

3. To find out how effective is the utilization of trained staff in the University of Nigeria, Nsukka.

4. To find out how post training job designation pose a challenge to the trained staff in University of Nigeria, Nsukka.

5. To find out how trained staff improved productivity in University of Nigeria, Nsukka.

1.4 Significance of the study

University is the highest institution best known both in the developing and developed nations of the world for human resources development. University of Nigeria, Nsukka, which is internationally known, cannot be an exception. Under this assertion, it became necessary for one to empirically assess the problems and prospects of human resources development which is a catalyst for institutional and all round academic development.

The research work will be very useful to the entire public enterprises more especially University of Nigeria, Nsukka. This study is significant on the basis that the findings will enable the top university management most especially the human resources management unit to be sequential with the problems of workers and reasons for their low productivity, and equally x-ray the efficiency of sound job training of staff that will lead to effective service delivery.
This study will be of immense value to policy makers in Nigeria, and the findings will enable government make better decisions on the training of the staff and their utilization of the University of Nigeria, Nsukka staff in general and assessing the constraints of training and utilization of the staff of University of Nigeria, Nsukka.

Similarly, the findings will help providing challenging task to the trained staff of University of Nigeria, Nsukka. This will help to curb redundancy in staff utilization and improve their on-the-job performances. It is of significance that the problem created by the untrained staff of University of Nigeria, Nsukka service will come to a halt, because of the quality of assessment, supervision, guidance and orientation given to the untrained staff by the trained staff.

Finally, this study will be of immense help to student of human resources management and to future researchers, social analysts and students. The work shall contribute to available literature in the field.

1.5 Scope and Limitations of the study

We cannot claim that this study has covered exhaustively all aspects of problems and prospects of human resources development because of many reasons. The study is only limited to University of Nigeria, Nsukka which cannot be generalized without further studies by other writers. We intend to establish the progress or otherwise made in terms of human resources development in University of Nigeria, Nsukka. This covered from 2000 to 2010. Our subjects of the study were the University of Nigeria, Nsukka staff which was selected randomly from faculties in University of Nigeria, Nsukka, administrative units and mainly personnel unit. This study was only carried out in UNN alone; Enugu campus was not included. University of Nigeria, Nsukka is a public sector and we made references to other public sectors.
We visited some of our respondents many times before they responded while some even lost their questionnaire thereby making it very difficult for us to bring this work to its highest standard. Some of our respondents told us that they have no time to fill our questionnaire. Others filled it but could not locate it again and this affected the quality, reliability, validity, applicability, adaptability and generalizability of the study. We experienced other constraints such as dearth of literature on human resources development in University of Nigeria, Nsukka, and the disappearance of existing literature in the library.
CHAPTER TWO
LITERATURE REVIEW

Introduction

The importance of literature review in a work of this nature cannot be over emphasized. Scholars have written extensively on human resources training. A knowledge of the nature, dynamics and requirements of jobs is a fundamental prerequisite for an intelligent attach on problems in any organization whether large or small, public or private. Without information concerning the interrelationships and interchangeability of jobs, it is impossible to make satisfactory transfers and promotions of workers.

Therefore, a review of related literature on problems and prospects of human resources training will be carried out in the following sub-headings:

1. Human Resources Management: An Overview
2. Human Resources Development
3. Human Resources Utilization
4. Synthesis of literature review
5. The Historical Development of University of Nigeria

1. Human Resources Management: An Overview

Eboh (1999:3) in Pride et al explained that management is the process of coordinating the resources of an organisation to achieve the primary goals of the organisation. Most organisations make use of four kinds of resources: material, human, financial, and informational. Material resources of any organisation constitute the more tangible, physical resources of that organisation. The human resources constitute what is easily regarded as the most important assets of any organisation: the men whose labour (in
return for wages) translate the goals and objectives of the organisation into the desired results. However, no matter the money and material resources an organization may have without credible human resources, the organization will not progress well.

Cary (2006:5) in his emphasis on the important of human resources management in the growth of an industry, institutions and any organization has this to say: “For many years it has been said that capital is the bottleneck for a developing industry. I don’t think this any longer holds true. I think it’s the work force and the company’s inability to recruit and maintain a good work force that does constitute the bottleneck for production. I don’t know of any major project backed by good ideas, vigour, and enthusiasm that has been stopped by a shortage of cash. I do know of industries whose growth has been partly stopped or hampered because they can’t maintain an efficient and enthusiastic labour force, and I think this will hold true even more in the future.”

Management experts use the terms vision and mission to help them define an institution’s or company’s current and future business. In this Wareen Dennis (1985:145), James M. Lucas (1998:22-26) and Catherine Truss and Lynda Gratton, (1994:663) agreed that to choose a direction, a leader must first have developed a mental image of a possible and desirable future state for the organization. This image, which we call a vision, may be as vague as a dream or as precise as a goal or mission statement. The critical point is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists.

Every institutions goal is always per excellence in the production of very good quality manpower for the nation and the world over. It is on this that Becker, Huselid, and Ulrich (2001:87) explain the need for such a measurement system this way: In our view, the most potent action human resource managers can take to ensure their strategic contribution is to
develop a measurement system that convincingly showcases human resource’s impact on business performance. To design such a measurement system, human resource managers must adopt a dramatically different perspective, one that focuses on how human resources can play a central role in implementing the firm’s strategy. With properly developed strategic human resource architecture, managers throughout the firm can understand exactly how people create value and how to measure the value creation process.

James (2002:183-197 emphasized that more globalization means more competition and more competition means more pressure to be “world-class” – to lower costs, to make employees more productive, and to do things better and less expensively. Training is the best solution for solving administrative and academic problems and to meet up with International standard considering the rate of proliferation of universities in the country and world over.

No organization can thrive without adequate provision of human resources that would suit their requirements. Nwankwo (2000:10) observed “… there is no organization without human resources. Even if an organization has got all the money and materials it needs, it must still require capable people to put them into effective use. It is therefore safe to claim that human resources are about the most important of the three essential resources of an organization. It is equally true to say that human resources are the highest asset of any organization, because no matter the amount of capital invested in an organization, its success or failure depends on the quality of people who plan and execute its programme.”

Harbison (1974:52) argued that, “human resources and not any other, constitutes the ultimate basis for the health of nations.” It is true that no organization or higher institution can succeed or achieve its aims and objectives without adequate provision of
human resources even where money and materials are in abundance. To meet with this serious demand on human resources all organizations including University of Nigeria, Nsukka must have to make and plan well for the provision of both present and future demand of human resources if it wants to achieve its goals. In Nwankwo’s text he focused mainly on concepts and principles of manpower planning. He intellectually explained in details the concepts of manpower planning which he would regard as an indispensable avenue towards acquiring the right human resources. Planning, we may rightly say is a pregnant article whose baby cannot be predicted in terms of achieving prosperity or otherwise in an organization such as University of Nigeria, Nsukka.

Dubrin (1993:232) opined that human resources planning begin with a prediction about how many and what types of people will be needed to conduct the work of the firm. It is the process of anticipating and providing for the movement of people into, within, and out of an organization. It is the duty of an organization such as UNN to attempt through planning, to have the right number and the right kinds of people at the right time. Human resources planning, as one aspect of the planning model consist of four basic steps which will help us to determine the problems and prospects of human resources development in U.N.N.

a) Planning for future needs. - A human resources planner estimates how many people, and with what abilities, the firm will need to operate in the foreseeable future.

b) Planning for future turnover - A planner predicts how many current employees are likely to remain with the organization. The difference between this number and the number of employees needed leads to the next step.
c) Planning for recruitment, selection and layoffs – The organization must engage in recruitment of employee, selection or layoffs to attain the required number of employees.

d) Planning for training and development – An organization always needs experienced and competent workers. This step involves planning and providing for training and development programmes that ensure the continued supply of people with the right skills.

By and large, the above human resources planning mode, must have, no doubt, been taken care of by the University of Nigeria, Nsukka both from the inception and present time, but one controversial question should be, to what extent can one feel the prospect or otherwise in realizing the organizations goal. How is the image and dignity of University of Nigeria, Nsukka being perceived by the outside world? Human resources is always very fragile and does not require haphazard handling where goal achievement is very important.

Okoye (1997:56) posited that men are managed by fellow men scientifically applying all convincing and appropriate method in order to arrive at equilibrium stage between the organization and the workers so as to achieve goals. Now, in its essence, scientific management involves a complete mental revolution on the part of the working man engaged in any particular establishment or industry – a complete mental revolution on the part of these men as to their duties towards their work, towards equally complete mental revolution on the part of those on the management’s side the foreman, the superintendent, the owner of the business, the board of directors – a complete mental revolution on their part as their duties toward their fellow workers in the management, toward their workmen and toward all of their daily problems. It is when workers are managed well that management receives the true dividend but when the reverse became the case, the
organization will turn into shamble. University of Nigeria, Nsukka, we may say is a victim of bad management. Training does not make any meaning to the management, whether self trained or the institution train you. A lot of low cadre workers who possesses university degrees, yet they remain in their former position with their newly acquired knowledge being tapped by the administration without remuneration. Life and property are in danger yet there were many thousands of untrained and ill-equipped security men and women. Workers cannot demand for their rights, and salaries are paid any time and months those responsible for that feel like paying. Resignation by workers as a result of frustration or unjust retrenchment is a grand design opportunity for the management to employ their own men whom they kept in their cup-board, whether they can perform or not.

French (1974:3) noted that the human resources of an organization consist of all individuals, regardless of their role, who are engaged in any of the organization’s activities. An organization according to him may be a manufacturing firm, an insurance company, a governmental agency, a hospital, a University, a social club, a ski resort, a public school system, or a church. In a system where attention is focused on some groups of individuals as the pillar of everything, that system must and will always continue to have systems breakdown. Any human being employed by the University of Nigeria, Nsukka is a resource person and must be managed well so that the expected goal of the university will be achieved.

Cascio (1989:42) posits that employees should be trained carefully by supervisors (whose own work was also divided into specialties) to ensure that they performed the work exactly as specified by prior scientific analysis. Scientific management of people in an organization according to Frederick W Taylor As quoted by Cascio is the systematic analysis and breakdown of work into its smallest mechanical elements, and then their
rearrangement into their most efficient combination. Even though there were some certain occasions whereby resource persons do not perform their civic duties well may be because of administrative frustration such as lack of incentives to worker. Incentives to workers do not only mean salaries and wages. Good environments makes workers feel they belong and make them perform better. It is not enough telling workers that they are doing well when actually there were nothing to support the praise.

Cascio (1989:45) in Argyris explain that telling a worker he is an important part of the company when in actual fact he sees that he is a very minor part (thanks to task specialization) with little responsibility (thanks to chain of command, directive leadership, and management controls) may only increase the employee’s dissatisfaction with management. These “fads” assume it is possible to make human relations better, not by attacking the causes (formal organization, directive leadership, and management controls) but in effect by making the activities outside the actual work situation more pleasant for the worker (e.g new toilets, new cafeterias, sports, picnics etc); or by sugar-coating the work situation. Where encouragement fails to come from the employer, one would expect that if the employee initiates self-training for promotion of organization's goal, he would without doubt be supported both financially and morally. This should also be supported with higher responsibilities in the organization after the employee's self training.

2. Human Resources Development

Okoli et al (2002:160) sees development as a human issue, which should involve the total and full mobilization of a society. On the other hand, Nnoli, 1981:36 defined development as a dialectical phenomenon in which the individual and society interact with their physical, biological and inter-human environments, transforming them for their own betterment and that of humanity at large and being transformed in the process. When we
develop human being we have transformed the environment and the entire society for the betterment of the humanity. Human resources development matters a lot because it controls other resources in the society and University in particular.

Nwankwo (1988:35) identifies the shortage of trained men and women as the greatest single obstacle to progress in the improvement of public administration and also recognizes training as the most important element in technical assistance in public administration. Even though this author wrote on the federal civil service of Nigeria which as we know is distinct from the universities but his views are very relevant to our study. University of Nigeria, Nsukka and even some other universities in Nigeria seems to be finding it very difficult to meet up with its duties and obligations to its workers—especially payment of salaries and allowances, maintenance of structures and other administrative duties. If this is the case, what actually may be the fainth of the prospects of human resources development? The National University Commission (NUC) has discovered by themselves problems in all federal universities in Nigeria and were trying to solve it through direct payment of workers salaries and allowances by NUC. This alone cannot solve institutions problems without in-depth studies of human resources development.

Despite the fact that human resources development should be one of the organization’s responsibilities, there are many public organizations, like the Universities, which seem to do their best to avoid it. This, they do either out of ignorance and or lack of appreciation of its importance. Some avoid it because of economic considerations. Majority of typist in University of Nigeria, Nsukka are not computer literate either because the department where they belong have no money to send them or that the university did not see it as their duty, and important aspect of human resources development. Employees who have not received adequate training before being assigned with responsibilities lack the necessary
confidence with which to carry out the job. An employee should be helped to grow into more responsibility by systematic training and development for it is only then that he believes he can do it, his enthusiasm on the job increases. It is a person in that position who can think and originate ideas as to how best to carry out tasks of the job.

Training and development is crucial to both employee and employer because it helps the employee to avoid obsolescence, it prepares him for a better or different and more rewarding job; it prepare him to follow a planned and chosen career path and on the other hand, the organization grows higher with greater productivity. (Onoh, C C (2005:18 and Ezugwu, A A 2005).

Ubeku, (1975:270; and Ubeku 1977) opin that development of human resources cannot be entirely the concern of our nation's educational institutions. It is also the responsibility of the other institutions capable of performing training functions... If employers display greater readiness than many of them do, to invest in training, we can hope more rapidly to supplement the work of educational and other training institutions.

Organization development is therefore possible through planned teaching that is learning on a continuous basis. It is not possible through a haphazard, uncoordinated and unfocused training. Staff training and development must therefore, be planned and coordinated so as to make the organization more effective and more efficient by up-grading employees who must solve such organizational problems as: Filling vacancies for highly skilled workers; Need to improve quality; Excessive absenteeism and turnover; Need to improve productivity and Inadequate planning and cost control (Ezeani, 2002).

Cary (2006:302) indicated that training process consists of five steps: needs analysis, instructional design, validation, implementation, and evaluation. He further explained that principles of learning that are useful for training include: Make the material meaningful (by
providing a bird's-eye view and familiar examples, organizing the material, splitting it into meaningful chunks, and using familiar terms and visual aids), making provision for transfer of training; and try to motivate trainees. He ex-rays basic training methods which according to him include: on-the-job training, apprenticeship training, informal learning, job instruction training, lectures, programmed learning, audiovisual tools, simulated training, computer-based training, electronic performance support systems, and distance and Internet-based training.

Lippitt et al (1971:8) saw human resources development as a revolution which he suggested that it must be peaceful revolution so as to achieve the desired aim. He maintained that "We need leaders who will listen to protests when they are peaceful. We need managers who will be responsive to demand that come from rank and file. We need educators who will welcome participation by students and faculty in the decision-making process. We need administrators who are willing to move with the times and change their systems accordingly. If we don't listen, if we don't respond, if we don't move, if we don't welcome this kind of innovation, then we cannot very well protest or object when those who have been trying to move us, who have been trying to participate, who have been trying to bring about this change, give up on our system and say the only way is to confront it and attack it with violence if necessary. Training, as we know is a very important aspect of any system that needs a change in the right direction. Trainers should be made to understand that trainees were supposed to be versatile in the organization so as to accommodate the future and societal changes that may occur.

Lippitt (1971:33) opined that Training and development of professionals will have to understand and learn to apply the principle of matrix organizations. We will need to recognize that many early organization theories and assumptions are obsolete. Training and
development will proceed from the assumption that people can and should be used anywhere in the organization that their talents are required. Focus will be on getting the job done. A) Systematic efforts will be made to prevent emphasis on working through organizational channels which tend to choke and prevent organizational growth and effectiveness. B) Trained professionals must learn to make organization analysis and to interpret the results for management. C) Trainers must place greater emphasis on being communications linkers within the organization. D) Training and development must focus attention on helping people become comfortable in the presence of change and to work effectively within organizations characterised by continues change. In the same vein Onah (2005:116) in Bean (2001) explain that through education and training, producers (employees) become better qualified for positions and functions inside the organization. Improving quality and increasing productivity require personnel who are continually learning how to adapt to changes accruing in the larger environment, specifically, how to take advantage of emerging technologies, socioeconomic trends, and political development. Training and manpower development help employees learn what they need to know. And increasingly in modern organizations, it is what personnel know – and what they do not know – that adds to or subtracts from the value of the organization’s activities and outputs.

The federal government of Nigeria some time ago closed some sections of the University of Nigeria, Nsukka such as Catering Department. Some workers were reabsorbed in some other departments of the University as a result of their being versatile while some were just prematurely retrenched when they were physically fit to do their job well. Some workers may enter an organization with wrong talent which may be corrected through systematic training. Any organization that does not entertain changes from the society may not move forward as expected. It does not make any good sense where in an organization a
clerk remains a clerk throughout his service in an organization. There is need for encouragement of workers through training so that there will be increase in the organizations production and achievement of their expected goal. This is why it is important to assess the environment of an organization so as to know the right staff to recruit for each position.

Human resources development has always been a great threat to organizational goal achievement because of socio-cultural, political, economic and technological factors. Africans always find it very difficult to give a position which he has assessed as being very lucrative to the right person who may not come from his side or the person must be the highest bidder.

Onah (2000:1) posits that the incorporation of environmental factors in analysing an organization is referred to as the ecological approach to the study of organization. She further explained the approach as adopted by Fred Riggs (1961) in his Administrations in Developing countries: The Theory of Prismatic Society conceptualizes the prismatic model of the administrative system which deals with a range of social phenomena and behaviour, which influence the political and administrative aspects of life in developing countries. University of Nigeria, Nsukka is in a developing country and it cannot be an exception. At the inception of University of Nigeria, Nsukka some departments, positions and the like were dominated by those who were opportune to secure jobs early enough and brought down their relations to stay close to them. When it came to how to select those to be trained it would also go the same way or there will be no training.

In order to understand and diagnose an organization’s Human resources management, it is necessary that we consider the internal organization and management structures, processes, activities and outcomes, and the demand characteristics of the
context or external environment within which the system operates. A distinction must be
drawn between Human Relation Department and Human Relation Unit. Human resource
development relates to the development of institutional arrangements and behavioural
processes for acquisition of general knowledge, skills, abilities, attitudes and values in order
to bring about general improvements in human conditions.

3. Human Resources Utilization

Human resource utilization is the extent to which an organization has the capacity
for sustained deployment of available human resources for the effective performance of its
critical operating and strategic management tasks. It is organization specific, and it relates
directly to the organization-specific tasks required by its mission and by the strategies that it
has chosen to fulfil its mandate. In most organizations, human capital tends to be
underutilized in comparison with other forms of capital resources. This trend is particularly
detrimental to organization in developing countries where labour constitutes one of the
factors of comparative advantage. Organizations can overcome some of these problems by
taking a strategic approach to human resource development and utilization. Human
resource utilization and human resource development has two major activities within the
human resource area as identified by Frank (1974). He stated that the first is concerned
with the recruitment, selection, placement, compensation, and appraisal of the human
resource. The second group of activities is designed to enable employees of the
organization assume new roles and functions and improve their efficiency and effectiveness.

Utilization function is closely related to recruitment which in effect means to assess
candidates for suitable positions in the organization. As Onah (2002) rightly said: During
selection, applicants are sifted to get the best candidates. Selection exercise can start with
the application letters. We can assess the candidates by sorting the application letters into
“possible”, “doubtful”, “and unsuitable” and the unsuitable ones rejected. Through this means, those who are most unlikely to meet the job specifications are weeded out and application forms sent to the other basic biographical details as well as other personality attribute like leadership qualities, consistency and the like.

Tanuja (2002:315-331) opined that human resource management is a part of every manager’s responsibilities. These responsibilities according to him include: placing the right person in the right job, and then orienting, training, and compensating to improve his or her job performance. He further explained that human resource department carries out three main functions such as to exerts line authority in his or her unit and implied authority elsewhere in the organization. He or she ensures that the organization’s human resource objectives and policies are coordinated and implemented. And he or she provides various staff services to line management, such as partnering with the Chief Executive Officer in designing the company’s strategy, and assisting in the hiring, training, evaluating, rewarding, promoting, and disciplining of employees at all levels. Trends such as globalization, technological advances, and deregulation mean that companies must be more competitive to thrive today. Other important trends include growing workforce diversity and changes in the nature of work, such as the movement toward a service society and a growing emphasis on human capital.

Leadership plays a very crucial and important role in human resources management and utilization. Good leaders lead well because they have selected the right, well qualified and experienced recourse persons to work with. Catt and Miller (1985) define leadership as “the ability to influence the activities of others through the process of communication, toward the attainment of a goal.” Weihrich and Koontz, in their own contribution, define leadership as, “influence, that is, the art or process of influencing people so that they will
strive willingly and enthusiastically toward the achievement of group goals.” Furthermore, Weihrich and Koontz (1993:491) explained that leaders do not only stand behind a group to push and prod; they place themselves before the group as they facilitate progress and inspire the group to accomplish organizational goals.” Leaders envision the future; they inspire organization members and chart the course of the organization. Leadership is therefore a managerial function.

Leadership deals directly with people and their behaviour. This is why effective leadership is a crucial element in human resources management. Effective leadership in turn, depends on the style of leadership. In this regard, Likert (1961, 1967 and 1974) sees effective manager (leader) as strongly oriented to subordinates, relying on communication to keep all parties working as a unit. All members of the group including the manager or leader adopt a supportive attitude in which they share in one another’s common needs, values, aspirations, goals and expectations. This is democratic or participative leadership style. It appeals to human motivations and is therefore most effective for human resources management.

In his view, Kiggundu (2002:178-180) argued that this approach requires that the organization focus on the development and utilization of its human resources in combination with other resources, for instance, financial, technological, and political. He went further to cite goals that would enable an organization to utilize its human resources effectively as “clearly stated, understood and widely accepted organization mission, goals and objectives; a critical mass of human resources with the requisite skills, knowledge, abilities, experience, attitudes and values for the effective performance of organization’s operating and strategic management tasks; appropriate supervisory and managerial styles, and practices; Opportunities for human resource training, upgrading, development and
advancement in preparation for the performance of the organization’s future operating and strategic management tasks; Management, control, reward and incentive systems supportive of efforts for human resource utilization.”

When adequate fund is available, the key input becomes human resources. In fact, the success of any organization in achieving its objectives very much hinges upon the efforts of its human resources. All other resources depend upon human efforts for effective and optimum utilization.

Likert (1967:20) pointed out the paramount position of the human factor in an organization thus: “All activities of any enterprise are initiated and determined by persons who make that institution. Plants, offices, computers, automated equipment, and all else that a modern firm uses are unproductive except for human effort and direction.”

As a result of the indispensable role of the human resources in enterprise, much managerial attention is focused on activities designed to attract and maintain the right calibre of personnel for the accomplishment of organization goals. Thus, Koontz and O'Donnell (1976 and 1980:64) believe that “it is the basic task of all managers at all levels, and in all kinds of enterprise to design and maintain an environment in which individuals, working together in groups, can accomplish preselected missions and objectives”

Simon (1957:35) explained that the incumbents of organizational positions bring with them the necessary skills, knowledge and information (facts), whereas the organization determines the goals, ends and purposes of organizational behaviour (Values). From this premise we can now deduce that a worker who was not trained on the job may not bring facts to the organization. Where the organization refuses to pay salaries, promote deserving staff, and give workers incentives, the workers of course may not bring facts to the organization. Under this it became a ridiculous situation for the organization to
determine the goals for which it was established. In University of Nigeria, Nsukka, workers no longer derive joy in bringing facts to the administration. It is even very difficulty now to determine whether the workers are still ready to bring facts to the University administration since the greatest part of every session have been overtaken by strike actions embarked by workers. The determination of the organizational goals is now questionable. The organization have failed in many instances (such as payment of salaries and more importantly training of workers rarely exist) to meet up with their obligations to workers. Consequently, it became irrational for the organization to have firm control of its employees.

4. Synthesis of literature review

However, the fact that it is the primary objective of any organization to maximise production does not imply that all individuals working in an organization will necessarily work and contribute all they can at any point in time to ensure that this goal is accomplished. The extent to which an individual will contribute to the realization of organizational objective has been discovered to be intricately bound with his personal need gratification processes. In other words, the man-work relationship is governed by what makes the man work that is motivation. This means that workers shows more seriousness in their assignment in an organization and brings facts and values when actually they are given what they expected from their employers. Therefore, we solicit that an organization should try to train its workers, reinstate them, tap their knowledge and give workers their required incentives so as to move the organization forward.

Peter Drucker (1998:45 and James Guthime et. Al. (2002:183-197) agreed that more globalization means more competition and more competition means more pressure to be “world-class” – to lower costs, to make employees more productive, and to do things better
and less expensively. Training is the best solution for solving administrative and academic problems and to meet up with International standard considering the rate of proliferation of universities in the country and world over.

5. The Historical Development of University of Nigeria

The University of Nigeria, a fifty years old indigenous institution, occupies a unique position in the history of the development of Universities in Nigeria. Being a first indigenous University in this country, its location also portrays a unique characteristic. Nsukka township may not have been known very well had it been the University of Nigeria, Nsukka was not situated at its present site. This is because, the greatest number of Nigerian universities was situated at the state capitals, but University of Nigeria, Nsukka, has its main campus at the outskirt of the state capital of Enugu Coal City.

In 1955, a bill proposing the establishment of the University was passed by the Eastern Regional Legislature. (UNN Calendar 1999-2001:39) Under the joint auspices of the Inter-University Council for Higher Education overseas and the Internal Cooperation Administration (now the United States Agency for Inter Development), a group of university resource administrators from the United States of America visited Nigeria in 1950. This team was made up of Mr. J W. Cook who was then the Vice-Chancellor of the University of Exeter and Dr. Hohn F Hanna, the then President of Michigan State University. Another member of the group was Dr. Glen T. Taggart who was the Dean of International Programmes of the Michigan State University. The team surveyed the present site of the University of Nigeria, Nsukka and extensively investigated the various factors that were relevant in the establishment of a university. Their favourable recommendations must
obviously have led to the founding of the University in Nsukka. The most important considerations were based on service to the problems of Nigeria.

The University of Nigeria, thus became the first University in Nigeria to start as a full fledged, degree awarding and indigenous university. It was formally declared open on October 7, 1960. This marked the climax of the celebrations of Nigerian independence in the eastern region. The University started with an initial enrolment of 220 students and thirteen members of the academic staff. With these, classes began on the 17th day of October, 1960 (UNN Calendar 1999-2001)

At that very initial stage, the University was being administered from the African Continental Bank Limited headquarters building at Ogui Road, Enugu. This building provided office accommodation until the completion of the Faculty of Education Building in Nsukka. The university administration was then transferred to Nsukka and part of the Education building was used as offices for the administration of the university.

Ever since then, the University of Nigeria has set the pace in Nigeria for curriculum development. As the University continues to grow and expand, it became necessary to have campuses of the university in other Nigerian towns. It was indeed the aim of the founders and administrators of the university to relate its activities to the social and economic needs and daily life of the peoples of Nigeria. Formally, the university had two subsidiary campuses situated at Enugu and Calabar, with the main campus at Nsukka. The Calabar campus later became an indigenous university, independent of the University of Nigeria.

The highest asset or liability of any organization is the human resources. Other resources such as financial and material are inanimate and can only thrive if the human
resources are highly developed to plan and execute the policies and programmes of an organization. The problems and prospects of human resources development are joint aspects of the desire of man to express himself through the individual and society in order to achieve a wider life in terms of his economic and career potentials, in terms of the use of his time socially and as an individual, and of the development of his most profound cultural and spiritual values. Human resources development are the most effective means which organizations have in their possession for creating a form of development which will provide for progress of this kind.

Staff training and development is a continuous process as far as there is progress in science and technology. This means that even those who have been trained in one area or the other still have to be retrained to match up with the changes in the society. An example is the introduction of the computer technology in the society which has overtaken typewriting machines. The importance of staff training and development in any organization is a clear one if we recognize the fact that the structure that sustains it depends on the individuals that operates the structure.

One would without doubt say that one of the most pressing problems of human resources development in most universities in this country, especially University of Nigeria,Nsukka is inadequate management capability for planning and implementation of government programme as well as the delivery of various social services. Judging from the age of this University one may safely say that the University of Nigeria is supposed to have attained maturity stage in human resources development to an extent that it should serve as a touch light to other Universities in this country. But by and large, it is the duty of this
research work to examine in more details the problems and prospects of human resources development of this great institution.

2.2 Hypotheses of the study

In full consideration of our literature review, other scholarly materials on staff training and development and in recognition of our theoretical orientation, the following are the hypotheses we intend to test in this study. These hypotheses are all alternate hypotheses; their respective null hypotheses of no difference are therefore assumed.

1. Improper staff placement is responsible or lead to low motivation.

2. Inadequate training is responsible for the stagnation of some categories of staff in the University of Nigeria, Nsukka.

3. Inadequate funding is responsible to the low incidence of staff training in the University of Nigeria, Nsukka.

2.3 Operationalization of key concepts

We highly appreciate the fact that for any write-up to be better understood by the reader, one would expect that some ambiguous concepts should be well operationalized. In the light of this we have set aside few concept to be clarified.

Motivation: We see motivation as a situation that make somebody want to do something, especially something that involves hard-work and effort. For instance, “She is very good at motivating her students.” Most people said that pay was their main motivation for working. By motivating workers it makes an organization achieve its primary goals. Motivation could be given in so many ways such as appreciation of hard-work, payments of salaries as at when due, good environments and the like. Motivation can be understood as those factors or incentives which have the capacity to bring out the greatest productivity effort or the
greatest service from those engaged in production or service. Motivation can be seen as a vehicle which if put in order it will move an organization forward but where it is not in order the organization will not have adequate progress.

Stagnation: This is a state of being very difficult in developing or making progress. In every human being, there is the expectation that one shall make progress in his or her life circle. A man should, for instance, create his own home, be educated, secure a job, get married, build his own house, buy a car and the like. This is an indication of progress in life. On the other hand, where a man could not maintain his personal home, talk less of being educated and other aspect of life, one would assume that such a man is being stagnated.

In terms of organization which is our focus, stagnation always came from the organization to its employees. If an organization employs someone and the person works for about ten years without promotion and no change in job designation, one would assume that such employee has been stagnated. It is a situation where there was no development of one’s talent in terms of training while on the job. It is also a situation where a worker is denied his promotion when such worker is qualified and possesses all the attributes, such as hard work on the job, efficient, dedication and the like.

2.4.1 Theoretical Framework

It is very difficult for us in social sciences to discuss and analyse concepts meaningfully without linking them to or understanding them from some theoretical viewpoint or orientation. Problems and prospects of human resources development are concepts which easily lend themselves to theoretical orientations.

Obasi (1999:38) perceive theory as that which sets out the interrelations among a group of variables; secondly it presents a systematic view of the phenomena described by the variables, and then finally explains and predicts the phenomena.
Onah, (1993:50) observed that “A theory is a proposition describing the operation and causes of natural phenomena. Theories are guide-posts in all fields of human endeavour. Their strength lie in the fact that rather than base action on judgement derived from mere experiences, guess work or speculations, theories enable a chosen line of action to be anchored on and guided by evidence derived from scientific research which makes the consequences of such an action to fall as close in line with the intended direction as possible.

To this end, however, this study should be anchored on the system approach to training as propounded by Anderson et. al. (1975). Systems theory and input-output model are closely related. In a way system theory according to them is an example of the more general input – output model. Systems theory conceives public policy as the response of the political system to demands from its environment. The political system consists of those institutions that make authoritative allocation of values binding on the society as a whole. The environment of the political system consists of those institutions such as University of Nigeria, Nsukka which is found in the economic, social, cultural, and international systems which shape political process and whose activities are influenced by the political system. Using the systems approach, it is assumed that the state mutual accusation exists between public policy and environmental variable.

In a similar vein, input – output model views public policy as a result of what impinges on or what is put (fed) into the political system. Thus, policy output is a direct result of the economic, social and cultural inputs in the political system.

The limitation of these twin approaches is that they do not explain the origin of policy, cycle of policy process, or the evaluation of past and present policies. The limitation notwithstanding, we still have to adopt it for our study because it explains in full the
happenings in University of Nigeria, Nsukka our target population for this study. The staff’s area of deficiency on the job is an input to the management for him to promulgate a policy, recommending and sending out staff for training. The staff’s ability to transfer what they have learnt from the training or improve on their job is an output, which tells the management either to reject; the training approach, modify or sustain it. A system directs the efforts of an organization towards higher customer satisfaction, continuous improvement and employee involvement. There should be increased communication among workers. The various types of communication must be increased such as downward communication, upward communication and lateral communication. The relationship between workers should be associative and not communal. Human resources development should form the priority of any viable organization. Part of the problems of Human Resources Management (HRM) is lack of communication that is, individuation. Sometimes, people regard others as tools, and never ask why is a worker not performing.

In other words, the organization must be sensitive to the environment and this perhaps is what is lacking in organizations in Nigeria today, and University of Nigeria, in particular. Individuals must be listened to: complaints must be recognized; change must be continuous.
CHAPTER THREE
RESEARCH METHODOLOGY

This research is a survey research congruent with the work on hand. Since it is unrealistic to attempt using the total number of staff as population, the researcher focused mainly on the non-teaching staff and makes references to teaching staff. The reason is obvious in that human resources development of non-teaching staff in University of Nigeria, Nsukka do exist but teaching staff benefits more than non-teaching staff.

Hence, the academic staff enjoys various staff development training through i) Study leave with pay,
ii) Research leave,
iii) Sabbatical leave and
iv) Leave of absence.

The non-teaching staff does enjoy only study leave mainly without pay while teaching staff enjoy all.

3.1.1 Population

The population of this study was divided among the Senior Administrative Staff, Senior Technical Staff, Junior, Administrative Staff, and Junior Technical Staff as represented on the table below:
Table 3.1

Sample Population:

Summary of Sample Distribution

<table>
<thead>
<tr>
<th></th>
<th>Senior Admin Staff</th>
<th>Senior Technical</th>
<th>Junior Admin</th>
<th>Junior Technical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>1949</td>
<td>711</td>
<td>800</td>
<td>920</td>
<td>4,440</td>
</tr>
<tr>
<td>Sample Element</td>
<td>195</td>
<td>77</td>
<td>80</td>
<td>82</td>
<td>444</td>
</tr>
</tbody>
</table>

Source: Academic Planning Unit of the Vice-Chancellor’s Office UNN.’

Sample Population:

At the Academic Planning Unit of the Vice Chancellor’s office, University of Nigeria, Nsukka, a total of four thousand four hundred and forty populations was drawn from their records. In order to select our sample elements we adopted probability sampling methods. Out of this population, one thousand nine hundred and forty nine belong to Senior Administrative staff and our sample element was 195. In the same vein 771 belong to Senior Technical, our sampled element was 77; 800 to junior administrative, we took 80, while 920 belong to junior technical and we also took 92 sample elements.

3.1 Method of Data Collection

The instrument for data collection in this study was questionnaire and direct observation. Questionnaire were distributed to the categories of staff above mentioned. This is supplemented by direct observation of documents and reports on Human Resources Development from personnel services Department which as a matter of fact is so scanty.

3.2.1 Sample and Sampling Technique
The need for a representative sample cannot be doubted when one takes the size of the target population into consideration. Of the two sample techniques that can be employed in the social sciences, namely: the probability and non-probability samplings, the probability sampling has been adopted for this study. In that light, the researcher adopted the proportionate stratified sampling method. The target population of 4,440 has been stratified and one sample element is chosen from every 10th of the population as shown in table 3.1.

3.2.2 Validation of Instruments

A copy of the questionnaire was given to an expert for validation. In a letter that accompanied the questionnaire, the expert was provided with a clear guideline on what to do. The purpose of the study as well as the research hypotheses was included. This helped the expert determine which item can actually elicit the information they are intended to give. Thereafter, the item of the questionnaires was modified along the lines suggested by the expert.

3.2 Method of data Presentation and analysis

The data collected were analysed using tables and percentages to represent the information collected. Hypotheses will be tested based on the responses elicited from the questionnaire
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Four hundred questionnaires were distributed out of which three hundred and fifty respondents from non teaching staff were collected. The presentation and analysis is as follows. Number one to three items in the questionnaire gives information on gender, marital status and age range.

Table 4.1

Items Number four states as follows: How would you rate University of Nigeria in terms of Staff Training and Development?

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate</td>
<td>200</td>
<td>57%</td>
</tr>
<tr>
<td>High</td>
<td>80</td>
<td>22%</td>
</tr>
<tr>
<td>Low</td>
<td>70</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>99%</td>
</tr>
</tbody>
</table>

**Source: Field survey**

This was responded as follows: Eighty respondents rated high, seventy rated low while two hundred rated moderate. Number one indigenous University in Nigeria and above forty years of age is supposed to be rated high in training and development of its staff since it is from its staff that her per excellence in education is being produced.
ITEM NUMBER SIX: How long have you worked in UNN?

<table>
<thead>
<tr>
<th>YEARS</th>
<th>NUMBER OF STAFF</th>
<th>PERCENTAGE OUT OF 350</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>40</td>
<td>11.4%</td>
</tr>
<tr>
<td>11-20</td>
<td>80</td>
<td>22.9%</td>
</tr>
<tr>
<td>21-30</td>
<td>150</td>
<td>42.9%</td>
</tr>
<tr>
<td>31 and above</td>
<td>80</td>
<td>22.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey 2010

150 respondents or 42.9% had served the University between 21 to 30 years while 11-20 years and 31 and above years had bracket in response of 80 or 22.9% each. It is in this group of staff that majority possesses higher certificates without being elevated, harmonised, or promoted.
TABLE 4.3:

ITEM NUMBER NINE; HOW LONG DID IT TAKE YOU TO GET TO THE PRESENT POST?

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>RESPONSE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement on Appointment</td>
<td>50</td>
<td>11.4%</td>
</tr>
<tr>
<td>Promotion</td>
<td>160</td>
<td>49.35%</td>
</tr>
<tr>
<td>Conversion after training/Study leave</td>
<td>40</td>
<td>11.4%</td>
</tr>
<tr>
<td>Any other</td>
<td>100</td>
<td>28.57%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey

One hundred and sixty students corresponding to 49.35% indicated that they came to their current position through promotion. This means that workers who were employed with higher certificates were being promoted until the end of their career ladder. On the other hand forty respondents corresponding to 11.4% agreed that their promotion stopped where their certificate can carry them to. These were the groups who were employed with First School Leaving Certificates and School Certificates. This certificate will only take this group to CONTISS five or six which in effect would necessitate in-service training that would enable them to obtain higher certificates for further promotion. Majority of these groups have after struggling to obtain higher certificates only to be dumped in the same grade level where they are before their training for many years but the administration will continue to use the acquired experience without elevating the staff.
**TABLE 4.4**

Item 10 states: Among the in-service training programme offered by UNN such as: study leave with pay/without pay, Conferences etc. which one have you benefited from?

<table>
<thead>
<tr>
<th>ALTERNATIVE RESPONSES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>130</td>
<td>37.1%</td>
</tr>
<tr>
<td>No</td>
<td>220</td>
<td>62.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>350</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Field survey

Two hundred and twenty respondents corresponding to 62.9% disagreed that they have not benefited from training programme. On the other hand, one hundred and thirty or 37.1% respondents agreed that they have benefited from training programme. Those who benefits through study leave with pay or without pay find it very difficult to be reinstated on their return. The University utilizes the knowledge gained by the staff but do not give the corresponding incentives which are harmonization, conversion and the like.
TABLE 4.5

ITEM THIRTEEN: Is in service training for all staff in the UNN?

<table>
<thead>
<tr>
<th>ALTERNATIVE RESPONSES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>120</td>
<td>34.3%</td>
</tr>
<tr>
<td>No</td>
<td>230</td>
<td>65.7%</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey

One hundred and twenty respondents corresponding to 34.3% agreed that in service training in the UNN is for all staff. On the other hand, two hundred and thirty respondents corresponding to 65.7% disagreed. Some junior staff does not know what in service training is all about because they were not encouraged by their seniors. This means that those who are aware of in service training gained knowledge without utilization and benefit attached to it is without doubt a wasted effort. No trader will buy goods only for his customers to benefit alone. There must be market equilibrium so that both parties will be happy.

TABLE 6.6

ITEM 14: How often in two years does staff attend such courses or seminars?

<table>
<thead>
<tr>
<th>ALTERNATIVE RESPONSES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>150</td>
<td>42.9%</td>
</tr>
<tr>
<td>1-3 times</td>
<td>100</td>
<td>28.6%</td>
</tr>
<tr>
<td>3-5 times</td>
<td>70</td>
<td>20%</td>
</tr>
<tr>
<td>5 times and above</td>
<td>30</td>
<td>8.6%</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey
In the table above majority of the respondents answered that they have not attended any courses or seminars. The academic staff attends such things as often as they came. For non teaching staff even if such opportunity exist that would require fund, the usual answer shall be the University have no money. Seminars, workshops and the like are part of training. It exposes workers to the outside world.

**TABLE 4.7:**

**Item 17: Have you benefited from any training since your appointment in the University**

<table>
<thead>
<tr>
<th>ALTERNATIVE RESPONSES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>140</td>
<td>40%</td>
</tr>
<tr>
<td>No</td>
<td>210</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Field survey*

The table above exposes the ingenuity of training in the University. Those who answered no indicate that some don’t even know what training is all about after thirty years of service in the University.
TABLE 4.8

Item 18: Have your newly acquired certificates after training elevated you to a higher position?

<table>
<thead>
<tr>
<th>ALTERNATIVE RESPONSES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>120</td>
<td>34.3</td>
</tr>
<tr>
<td>NO</td>
<td>230</td>
<td>65.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey

One hundred and twenty respondents or 34.3 indicated that their higher certificate after training have elevated them to higher position. On the other hand, two hundred and thirty respondents or 65.7 said that they have not been promoted since they got higher certificate. The same staff that possesses higher certificate without promotion are being used for administrative, executive, and secretarial duties even though that is not their real designation. They are fully used and highly stagnated.
TABLE 4.9

Item 21: In your opinion, has the University been doing enough to encourage staff training of their employees?

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100</td>
<td>28.6%</td>
</tr>
<tr>
<td>No</td>
<td>250</td>
<td>71.4%</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey

This table indicates that respondents who answered No were in majority. This means that there is no encouragement from the employer to the employee for staff training. This is also responsible for staff not being harmonized or promoted after their training.

TABLE 4.10

Item 22: How would you rate harmonization of staff in University of Nigeria? Nsukka

<table>
<thead>
<tr>
<th>ALTERNATIVE RESPONSES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>80</td>
<td>22.9%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>210</td>
<td>60%</td>
</tr>
<tr>
<td>Manageable</td>
<td>60</td>
<td>17.1%</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey
The harmonization of staff who have acquired higher certificate in University of Nigeria, Nsukka as this table revealed is quite inadequate. Two hundred and ten respondents corresponding to 60% agreed that harmonization of staff who possesses higher certificates were inadequate while eighty respondents or 22.9% said it was adequate. Sixty respondents or 17.1% agreed that it was manageable.
CHAPTER FIVE;

SUMMARY, RECOMMENDATION AND CONCLUSION

5.1 Summary

The problem of human resources training and utilization as the study summarizes was traced to poor and inadequate training policy in University of Nigeria, Nsukka especially among the non teaching staff. The placement of staff after training as we found, does not seem to be strictly determined by the nature of training and qualifications obtained and this has resulted in a good number of trained staff preferring other jobs outside the University. This is, therefore, inadequate utilization of manpower in the university. The result of this study also shows that owing to inadequate funding, the University has meagre budget for staff training and development programmes. This situation dwarfs the University interest in staff training thereby significantly reducing its occurrence in the university. This has led to the inarticulate nature of the programme in the university to the detriment of their prestated goals.

Investment by an organization like University of Nigeria in the skills of its employees is a litmus test for a change in the way they are managed. It acts as a powerful signal of its intentions. The prospects act as a triggering mechanism for the progression of other human relation management policies that are aimed at recruiting, retaining and rewarding employees who are recognized as the qualitative difference between organizations. Human resource training carries the prospect of unleashing the potential that lies within all people, allowing employees to contribute to and indeed transform strategy of the University. Inadequate or lack of prospects is the sources of discontent among staff. This discontentment affects production.
5.2 **Recommendations**

In view of the foregoing, the researcher recommends the following as a panacea to the problems of training and development in University of Nigeria.

Adequate induction programme should be established as a matter of policy for all new staff in the University.

Staff should be given every opportunity for short courses, attendance at seminars, conferences, exchange programmes and attachments for which the University should as far as possible, be fully responsible.

Similarly, opportunity should be provided for professional development of all categories of non teaching staff in all areas of University management notably, personnel, Planning, Accounting as well as Examinations, Admissions, Careers services and committee work.

The University should enable its staff to participate in remedial professional or other short term courses offered by competent Departments and Divisions in the University such as the Sandwich courses of the institute of Education, ICT training, in-service or in-house programmes for staff improvement and the project planning and appraisals course of some Departments like Agricultural Economics and Extension. Other training institutions and agencies in Nigeria such as ASCON should be included.

Specifically, the department of Works Services should also conduct in-service training courses in the areas of its work assignment with particular reference to driving, plumbing, mechanic etc. All these should be taken into account for purposes of appraisal and promotion of staff who have successfully completed attendance at these training programmes.
5.3 Conclusions

We have so far attempted to investigate the present status of training and development of the University of Nigeria. We have tried to determine what the problems and prospects of human resource training and development are and will be required by the staff in an effort to meet the challenging needs of the time. It should be noted that the investment in staff learning is a way of creating a primary internal market and policies aimed at progressively upgrading skills as well as reducing the University's dependency on external sources of skill. Thirdly increasing the prospects and reducing to its barest minimum the human resource training in the University engender the conditions whereby loyalty and commitment towards the University’s aims can be encouraged.
BIBLIOGRAPHY

Books


Harbison, F H (1967). Educational Planning and Human Resources Development. Paris UNESCO


**Journals**


**Projects**


**Calendar**

APPENDIX

I am M.sc student of PALG, UNN carrying out research on problems and prospect of training in UNN. You are requested to complete this questionnaire for academic purpose only.

Sir Simon Ezema

Questionnaire

Please tick [ ] where appropriate and supply answers where necessary

1. Sex: Male [ ] Female [ ]

2. Marital Status: Single [ ] Married [ ]

3. Age: 20-30yrs [ ] 31-40 yrs [ ] 41-50yrs [ ] 50 and above [ ]

4. How would you rate University of Nigeria in terms of Staff Training and Development? (a) High [ ] (b) Low [ ] (c) Moderate [ ]

5. If your answer to the above is low, what is responsible.
   (a) Welfare services are inadequate [ ]
   (b) Welfare services are inefficient [ ]
   (c) General work attitude of staff [ ]
   (d) Shortage of manpower [ ]

6. How long have you worked in UNN?
   (a) 1-10 [ ] (b) 11-20 [ ] (c) 21-30 [ ] (d) 31- [ ]

7. In which category of staff are you? (a) Senior [ ] (b) Junior [ ]

8. What is your present post? ---------------------------------------------

9. How long did it take you to get to the present post?
   (a) Placement on appointment [ ] (b) Promotion [ ] (c) Conversion after training/study [ ]
(d) Any other __________________________please indicate

10. Among the in-service training program offered by UNN such as: study leave with pay/without pay, conferences etc. which one have you benefited from? (a) ☐
(b) ☐

11. Which of these best describe your staff place of work? (a) Conducive ☐ (b) Not conducive but manageable ☐ (c) Not conducive at all ☐

12. Is the work place well equipped for effective job performance? (a) Yes ☐ (b) No ☐

13. Is in-service training for all staff in the UNN? (a) Yes ☐ (b) No ☐

14. Now often in two years does staff attend such courses or seminars? (a) Non ☐
(b) 1-3 times ☐ (c) 3-5 times ☐ (d) 5 times and above ☐

15. Dose UNN recognize and reward hard work? (a) Yes ☐ (b) No ☐

16. If answer to the above is “No” does this affect staff attitude to work? (a) Yes ☐ (b) No ☐

17. Have you benefited from any training since your appointment in the University?
(a) Yes ☐ (b) No ☐

18. Have your newly acquired certificates after training elevated you to a higher position? (a) Yes ☐ (b) No ☐

19. If your answer to question 18 above is (b), what does the UNN do to improve your qualification? (a) Grant you study leave with pay ☐ (b) Study leave without pay ☐
(c) Send you to in service training ☐ (d) Not interested in staff training ☐

20. How important is manpower training to the performance of your job in the University?
(a) Very important ☐ (b) Not so important ☐ (c) Not important at all. ☐

21. In your opinion, has the University been doing enough to encourage staff training of their employees? (a) Yes ☐ (b) No ☐

22. How would you rate harmonization of staff in University of Nigeria Nsukka?
(a) Adequate ☐ (b) Inadequate ☐ (c) manageable ☐