IMPACT OF STAFF TRAINING IN THE PRODUCTIVITY OF WORKERS IN PUBLIC SECTOR IN NIGERIA: A CASE STUDY OF PERSONNEL SERVICES DEPARTMENT UNIVERSITY OF NIGERIA, NSUKKA FROM 2000-2010

BY

ISIWU, GLORIA O
REG NO: PG/MSC/09/51310

A PROJECT

SUBMITTED IN PARTIAL FULFILLMENT FOR THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS OF SCIENCE (MSC) IN PUBLIC ADMINISTRATION AND LOCAL GOVERNMENT TO SCHOOL OF POST GRADUATE STUDIES, UNIVERSITY OF NIGERIA, NSUKKA.

MARCH, 2012.
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MARCH, 2012.
CERTIFICATION

This is to certify that Isiwu, Gloria O a post graduate student of the department of public administration and local government University of Nigeria, Nsukka and whose registration no is PG /M SC / 09 /51310 has satisfactorily completed the requirements for the award of master of science degree (M.Sc) in public administration (human resources management).

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DEDICATION

This work is dedicated to the Almighty God, for His love and protection over life and my family. He has shown Himself very wonderful and gracious in every aspect of my life. May His name be praised forever.
ACKNOWLEDGEMENT

I acknowledge my husband, Mr. Isiwu Micheal and my son Chimdindu they have been my source of joy and encouragement during the writing of this work, may God bless them and keep them for me.

My appreciation goes to Mr. and Mrs. Fidelis Ekwueme for their support spiritually and otherwise, they have always encouraged me through the hard times of the data gathering stage of this research. Special appreciation also goes to Mrs. Kalu Rose for their care even whenever I am tired in the office she always encourages me as a mother; she treats me as she would do to her biological daughter, may God bless you immensely. This work will not be complete without due recognition of my supervisor Dr. B.A. Amujiri who painstakingly guided and supervised me in this research. This acknowledgement will not be complete without acknowledging Prof. Fab O. Onah who is known for his scrupulous and meticulous nature. My appreciation also goes to Professor F.C. Okoli (Osisi omankemba), Professor Elekwa, M.O.A. Obi, Prof. R.C. Onah, Dr Sam Ugwu and my special thanks goes to a mother of mothers, a woman that has milk of human kindness she is no other person than Prof C.N Oguonu.
Abstract

Every organization whether public or private, at every instance desires to satisfy the needs of its clients, this will only be possible with an enlightened and well trained staff therefore, the role played by staff training cannot be over-emphasized as many have come to recognize that training offers a way of developing skill, enhancing productivity, guaranteeing quality of work and build worker’s loyalty to the firm. The work was guided by the following research questions: What are the factors that determine the training of Staff of personnel services department University of Nigeria Nsukka? Does training of the Staff of personnel Service department of University of Nigeria Nsukka bring about improved productivity? What are the factors that can hinder the training of Staff of the personnel Service department of University of Nigeria Nsukka? How can the needs be effectively filled to improve performance of Staff of the personnel services department of University of Nigeria Nsukka? Stratified random sampling was used in this study and the sample size of 101 was used and analyzed. Questionaire was used as the method of data collection and simple percentage was used as the method of data analyses. The findings for this study includes the following; training and performance appraisal should be done frequently for staff on organizations, staff who are found guilty of an offence should be dismissed, staff whose productivity is low should be disciplined, training should not be made compulsory for staff, there was improvement in the performance of staff of personnel services department within the period under study. Some recommendation includes that management should always detect training needs, organizations should constantly embark on performance appraisal, the code of conduct and ethics of the profession should be strictly adhered, underperforming staff should be punished.
# TABLE OF CONTENT

- Title Page ........................................................................i
- Certification ...................................................................... ii
- Dedication ......................................................................... iii
- Acknowledgement ................................................................ iv
- Abstract ............................................................................ iv
- Table of Contents ................................................................ vi-vii

## Chapter One
1.1 Background to the Study ....................................................1
1.2 Statement of the Problem ..................................................5
1.3 Objectives of the study ......................................................8
1.4 The Significance of the Study ............................................9
1.5 Scope and Limitation of the Study .....................................10

## Chapter Two

**LITERATURE REVIEW AND METHODOLOGY**

2.1.1 The Concept of Training and productivity .......................13
2.1.2 Approaches to Training ...............................................21
2.1.3 Methods of Manpower Training ...................................25
2.1.4 Stages of Training ......................................................29
2.1.5 Typical Reasons For Training And Development ..........31
2.1.6 Importance of Training ...............................................36
Chapter Two: The Personnel Service Department of UNN

2.1 Units In The Personnel Service Department Of UNN

2.2 Gap in Literature

2.3 Hypothesis

2.4 Operationalization of key concepts in the work

2.5.1 Reliability Of the Instrument

2.5.3 Validity Of The Instrument

2.5.3 Data Gathering Instrument

2.5.4 Population of Study

2.5.5 Sample of Study

2.5.6 Sampling Procedure

2.5.6 Method of Data Analysis

2.6 Theoretical Framework

2.6.1 Application Of The Theory

Chapter Three: Background Information of the Study Area

3.1 Background Information on University Of Nigeria, Nsukka Personnel Services Department

3.2 Philosophy

3.3 Location

3.4 Schedule Of Duty
Chapter Four: Data Presentation and Analysis
4.1 Data Presentation and analysis ..............................................69
4.2 Test of hypothese ..................................................................94

Chapter Five Summary Conclusion and Recommendation
5.1 Summary.................................................................................97
5.2 Conclusion ..............................................................................98
5.3 Recommendation .....................................................................100

Bibliography
Appendix
CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Prior to the third republic in Nigeria, there has been a general resistance to investment in training in the public service because of the belief that an employee hired under a merit system must be presumed to be qualified. This assumption was later jettisoned as the need for training became obvious both in the private and public sector together with the expanding roles of the government and the civil services respectively. Training further became necessary in view of advancement in modern world given the growing complexity of the work environment, the rapid change in organizational and technological advancement which in turn necessitates the need for training and development. The role played by staff training can no longer be over-emphasized as many have come to recognize that training offers a way of developing skill, enhancing productivity, guaranteeing quality of work and building worker’s loyalty to the firm.

Organizational goals also keep changing in line with the realities of the time; technology keep getting sophisticated; customers and clients of organization become more choosy and conscious of their rights in demanding organizational products and services, and organization product and service keep changing in
response to their choice. These keep increasing the need for well-trained employees. Okotoni and Erero (2005) throw more light to the discussion when they assert that:

The importance of training and development is more obvious given the growing complexity of the work environment, the rapid change in organizations and advancement in technology, among other things. Training and development helps to ensure that organisational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions.

Organization regardless of its size must provide for the need, interest and desire of its employee within the environment if it is to earn loyalty, dedication, involvement and commitment necessary to complete effectively. Though there are number of factor, such as finance, material and manpower which collectively contribute to the production of good and service in organization, human resource has been the most significant factor among these factors. With the provision of finance, material and even machine without experienced and trained manpower nothing can be done. Human resource therefore is the most valuable resource and ultimate basis of an organization. Manpower which was intellectually and emotionally trained in turn develop all other dependent segments of the organ to its predetermined level.
Most organizations tend to perceive training as the solution or correct therapy for many of the observed personnel and organizational low performance and productivity problem. Unfortunately, there are other personnel management problems that can generate the same performance and productivity problems that lack of skills and knowledge generate. This is why Decenzo and Robbins (2005:247) have warned that

If salaries are low, if supervision is poor, if worker benefits are inadequate or if physical work layout is deficient, spending on employee training may have little or no effect on productivity, since inadequate performance is due to conditions that training cannot remedy.

Abiodun (2008) submitted that training is a systematic development of knowledge skill and attitude required by employee to perform adequately on a given, task training ensures that organizational members posses the knowledge and kill they need to perform their job effectively take a new responsibilities and adapt to changing environment. A result-oriented public or private organization will always need to recruit and train specialized personnel. Generally, the effectiveness and efficiency of an organization therefore lies on the human resources that plans and coordinates work within the organization in relation to the qualitative training designed to improve and to harshness the manpower potentials among others.
Arero and Aygeni (1992) posited that the post independence effort to develop a training system for the Nigerian civil service can be traced to Professor, C.P. Wille’s survey of 1967 on the training Needs of the Federal civil service. The study was conducted and report was submitted. The federal government commissioned the then institute of administration, University of Ife, Ile-Ife to carry out a survey on the training needs of the civil service. After the study was conducted, and the report submitted, the federal government came out with a white paper on the report in April 1969. The document titled “statement of federal government policy on staff training and development on the federal public service has the following key elements; the appointment of department of training officers with responsibility for assessing staff development needs and preparing and implementing programmes to meet these needs; the reorganization of the federal ministry of establishments to give greater priority to training; establishment of a standing committee on staff development, encouragement of every large ministry/department to establish a training commensurate with its size and function; and the establishment of the Administrative staff college of Nigeria.

In addition to the above effort the Public Service Review Commission (PSRC) report of 1974 emphasized also that there was deficiency in training programme throughout the public service and therefore devoted a substantial
section of the report to training. Amongst others, it recommended the “reactivation of the standing committee on staff Development and Administrative Staff College of Nigeria (ASCON) and centre for management development.

Three decades after, another reform endeavour (1988) civil service reform emphasized obligatory and periodic training. A fundamental question is what has happened to this important subject matter through these periods? Little or nothing has been achieved.

However, the success with which an organization survive depended largely on the ability and expertise of human resources who operate both at the managerial and lower levels of operation, such ability and expertise usually stem from the qualitative knowledge possessed and standard training received.

1.2 STATEMENT OF THE PROBLEM

Most of the plans are meticulously on investment in physical and material resources while rarely do such organizational plan pay attention to human investment in which the capital and equipment depended in order to be prudently managed. Not every organization considers the necessity for a well defined and sustained training and development for staff in order to upgrade their performance. In other words where training need is recognized and a lot of time and money are committed; the exercise is often inappropriate, haphazard or lopsided in terms of
content and participation. The worst of it is that it is premised on a faulty diagnosis or organizational training needs. In addition to the above, the zeal of training employee is being handicapped by the management: The failure to give cognizance to staff who have acquired additional skills and knowledge in terms of promotion and other fringe benefit. In other words, in a situation where training occurs, deployment of staff, job enlargement are carried out without adequate regard to the skill staff acquire leading to frustration of personnel which usually resulted to low morale to other employee in relation to further training. As a result of this lackadaisical attitude of management towards training, development, there had been a progressive decline in the ability of manpower to cope with the challenges that arise from unfolding new dispensation, ceaseless clamoury for social change, social satisfaction in the public sector.

Although the federal government of Nigeria adopted a recommendation of the 1988 and 1999 civil service commission which stipulated that ten percent (10%) of the total annual personnel emoluments be set aside for staff training and development. Most Federal Universities, including University of Nigeria, Nsukka (U.N.N.) have failed to honour this recommendation. Public servants are sent for training without proper consideration for the relevance to the present job or future posting. Training is supposed to build upon the critical analysis of organizational
objectives and evolutionary trend of the organization. But because of uncoordinated and inaccurate data management in Nigeria Universities training is being carried out on the basis of guess work rather than on fact and figure.

Furthermore, many of the training centres lack adequate facilities specifically most of them do not have modern training facilities such as computer, laboratories, libraries, and vehicles etc. The effect of the above is poor quality and quantity of service delivery in many government parastatals.

As Akpan (1979) stressed, an untrained man is a menace to the society. He is a quark; he knows only the law of things he has no idea of (their) why. Hence if there is any trouble anywhere – breakdown in a machine or a mistake in a ledger all he can do is to tumble and punch up trouble anyhow leading to a more serious breakdown or greater confusion. Really there is no place for the untrained worker or even the intelligent amateur in these days of specialized work.

The Nigerian geographical landscape is littered with quack graduates. As Okoli (2004) puts it, the quality of staff determines the quality of the output. Nigeria public organizations are dominated with quack personnel that have grossly affected the socio-economic development of the country. Nigeria cannot compete with other Africa countries like South Africa in terms of productivity and performance, this has continued to impact on the dependent nature of Nigeria state
on the developed nations for her survival. It is against this background that the researcher considered the need for critical analysis of the nexus between training and productivity.

On this note the research questions that will guide this study are as follows;

1. What are the factors that determine the training of Staff of personnel department University of Nigeria Nsukka?
2. Does training of the Staff of personnel Service department of University of Nigeria Nsukka bring about improved productivity?
3. What are the factors that can hinder the training of Staff of the personnel Service department of University of Nigeria Nsukka?
4. How can the needs be effectively filled to improve performance of Staff of the personnel services department of University of Nigeria Nsukka?

1.3 OBJECTIVES OF THE STUDY

The broad objective of the study is to explore staff training and performance in Personnel Services Department of University of Nigeria Nsukka with the view to improve higher productivity. Specifically, it is set to

1. To find out the factors that determines the training of Staff of personnel Service department University of Nigeria Nsukka.
2. To discover whether training of Staff of personnel Service department of University of Nigeria Nsukka bring about improved productivity

3. To examine the factors that can hinder the training of Staff of the personnel department of University of Nigeria Nsukka.

4. To recommend measures to improve performance of Staff of the personnel Service department University of Nigeria Nsukka.

1.4 SIGNIFICANCE OF THE STUDY

The result of the research is expected to go a long way to expose inadequacies of staff training and development programme in the Personnel Services Department. It will also reveals in its totality, the advantage of staff training, development and their implication for management. The research has both theoretical and practical significance.

Theoretically, the study constituted a veritable material for research purposes. It will supplement the limited literature on staff training and its impact on productivity. In other words, the research will adduce essential material for academic study as research work form the basis of any meaningfully study. It will also help to instigate other research to further carrying out extensive study on training. In addition, the study helps to inform
the less informed and uninformed on the role of staff training in national development.

The practical aspect of the significance of this study is that it will help to facilitate the intervention programmes on staff training in Nigeria. This research study serve as an eye opener to the policy makers in making of the policy that will help to propel the management board, private and public institution to embark on the staff training and development.

In addition, the study will contribute greatly in solving the problem of poor service delivery that dominates industries/firms which will help to accelerate socio-economic and political development of the country. This is because there is evidence that investment in training is associated to socio-economic and political development. The development of country is associated with the kind of manpower that exists in the country.

1.5 SCOPE AND LIMITATION OF THE STUDY

This study focuses on staff training programme in Personnel Services Department, University of Nigeria, Nsukka, and its effect on the quality and quantity of service delivery. The information for this study will be generated from staff of the personnel service department, University of Nigeria Nsukka. The research also examined the method of staff training, factors affecting training and
strategic measure to improve staff training. In other words we shall generate data for this study from the staff of the personnel service department of the University of Nigeria, Nsukka.

Limitations and constraints in this research are numerous. The problems, the researcher encountered was that some officers especially junior Staff refused to avail themselves for interview for fear that the information given might put their job in jeopardy. To overcome this problem, the researcher had to explain to them critically the main purpose of the research and that there is no impeding dangers as it concern any information given by them. The researcher also assured them of their anonymity.

The dearth of literature especially material that concerns strategic measure towards improving epileptic training in the institution is another constraint to the study. In order to solve this problem, researcher had to move from place to place for documented materials on training and regular sourcing of the internet.
CHAPTER TWO
LITERATURE REVIEW AND METHODOLOGY

The main focus of this chapter is to identify and critically review some noticeable literatures that are related to the subject matter under study that will address the research questions. This will be done under the following sub themes

➢ The Concept of Training and productivity
➢ Approaches to training,
➢ Method of training,
➢ Stages of training
➢ Reasons and benefits of employee training
➢ Importance of training in organization.
➢ The units in personnel service department UNN.

A lot had been documented in the form of newspapers, journals and books by different authors on staff training and its impact on productivity but still training in public sector is still unstructured, sporadic and unsystematic. It is against this background that this chapter has been divided into such issues as concepts and definitions of training, approach to training, method of training, evaluation of
training programme, reasons and benefits of training, and importance of training in organization.

2.1.1 The Concept of Training and productivity

The concept of training has been defined; and explained in different ways by so many authorities in the field. Irrespective of the diversities in the definition given by authors, the meaning of the concept “training” still boil down to mean one thing which is “to develop individual”.

According to Cambridge International Dictionary of English, training is an occasion of practicing skills and doing exercise. It went further to explain that “if you say that something is a good training, it therefore means that it is a useful experience and will be helpful when doing other similar things in the future. Implicitly, the word training is future oriented. Oxford Dictionary of English defined training as the process of learning the skill that one needed to do a job e.g. staff training.

According to Abonyi (2007), training is perhaps one of the best known techniques of manpower development. It means orienting a worker towards the needs of an organization, for the purpose of maximum output and attainment of the organizational goal and objective.
The main objectives of staff training and retraining, is to assist workers to acquire more skill in order to perform at the maximum level in current jobs and to develop and expose them to future jobs (Abonyi, 2007:130).

In addition to the above literature on staff training Nwachukwu (1988:121) states that “training is an organizational effort at helping employee to acquire basic skill required for the execution of the functions for which they were hired or employed for. In line with the above, Hill (2002) stated that training is teaching organizational members how to perform their current jobs and helping them acquire knowledge and skill they need to be effective in their performances. Ikeanyibe (2009) argues that training is the process of helping an employee to acquire basic skills required for the effective execution of the functions for which he is assigned. Here ability to perform a specific or present job is emphasized. Training is job oriented and is therefore in scope. Training may mean changing what employees know, how they work, their attitudes towards their work, or their interaction towards their co-workers or their supervisors. Employee who have not received adequate training before being assigned responsibilities lack the necessary confidence with which to carry out the job.

In critical examination of the above definitions of staff training, by scholars, they fail to offer a comprehensive definition or illustration on Staff training. Staff
training is not only for knowledge building or skill acquisition; it embraces the
development of attitude, required by employee to perform adequately on a given
task. This implies that training is the overall process by which an individual
behaviour is modified to conform to a pre-defined and specified pattern.

In closing the gap above, Onah (2003) defined staff training as an organized
and co-ordinated development of knowledge, skill and attitude needed by an
individual to master a given situation or perform a certain task within organization
setting. In the same view with the above, Abiodun (1999) submits that training is a
systematic development of knowledge, skill and attitude for effectiveness of an
organization.

In close observation of the above two literatures on staff training, it shows
that training is a précised and planned affair aimed at enhancing the performance
of employee in an organization, which result to the realization of actualization of
the stated objectives of an organization. These definitions still have a shortfall,
they fail to give recognition to organizational objectives, organizational systems
and methods which form the basis and give direction for the training approach.

Subscribing to the above, Obiajulu and Obi Emeka (2004) contend that after
the selection process has been completed, the new employees need some form of
training for them to adapt to the organizational methods. Griffin (1997) sited in
Obiajulu and Obiemeka states that training refers to teaching operational or technical employees how to do the job for which they were hired. In relation to the above, Cole (2002) posits that it is any learning activities that is directed towards the acquisition of the specific knowledge and skill for the purpose of an occupation or task needed for both present and future job.

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

Taking us to author phase of training, Stemetz (2004) posited that training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge skilled for a definite period. In
addition to that Oribabor (2000) submit that training is aimed at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth. In the observation of the above, training is technically oriented; it is designed to improve technical and mechanical skill of personnel. Training therefore is usually designed for both non-managerial and managerial staff.

According to Oguonu (2007), training is a very important aspect that should be considered in manpower planning and staffing. According to Ferries and Buckley (1996), there is need for proper identification of competencies needed for successful organizational-based job performance. They further stressed that on the job training should be encouraged and developed. More also, they stated that performance appraisal should be done effectively, and critical job elements should be developed.

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

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

Nigro and Nigro (1977) in Onah (2003:138) argued that the objective of an executive development programme is to improve the executive and the understanding of such areas as planning, organizing, communication, coordination, decision-making, delegation; headquarters field relations, legislative relations and public relations.

Accordingly Mutahaba (1986) in Onah (2003:138) posited that in the developing countries, it is now no longer in dispute that training and development of public administrators contribute to improved performance. This has increasing acceptance of the importance and significance of training in public administration. They further stressed that there is recognition that training and development in developing countries should include all categories of public service personnel from the most senior to the most junior, but in developing countries, as Hoyle (1975) in
Onah (2003) posited that training of middle level public service personnel: senior and top executives have generally been left out.

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

According to Selden and Moynihan (2000) there are some paradox to training, these include;

First, almost everyone from presidents and management experts to shop stewards and departmental heads emphasizes the importance of training and development and agree that it is inadequately provided. Ensuring that people have adequate technical skill has never been more important, and as employees are more empowered and cross-trained to do multiple jobs. It is obvious that training concerns about job skills increase.

A second paradox is that as training and development become more important to the organization, responsibility for fulfilling these needs is shifted downward to individuals’ employees, supervisors and units. That is decentralization of training has occurred.
The third paradox is that as responsibilities increase, employees may have less time to focus on training. They may recognize their need for increased knowledge, skills, or abilities and complain about not getting enough training and development, but that does not mean that employees have the time and energy to pursue them. These paradoxes reveal the underlying cross-currents that affect training and development: tight budgets, increased technology, cross-training, employee mobility, and overworked staff.

There are two aspects that determine the success of people on the job: their desire to do the job and their ability to do the job. First, there are possibilities for redefining a job to make it more interesting, such as expansion, enrichment, or sharing but in the end the desire rest heavily with the employee.

Increasing labour productivity in your work place means increasing value added per worker or per hour worked.

An important measure of productivity is called total factor productivity, a term many economists favour, or multifactor productivity (MFP), the term the Bureau of Labor Statistics uses; the terms are interchangeable. Their rate of growth is often called the residual. MFP can be most easily understood by comparing the calculation of its growth rate with the calculation of the growth rate of output per hour (labor productivity).
If we use capital letters for levels and lower-case letters for rates of growth, $Y/N$ can stand for the level of labor productivity, where $Y$ is real output and $N$ is hours; $y - n$, the growth rate of the numerator less the growth rate of the denominator, is the growth rate of labor productivity. This simply says that if output per hour is to grow, output (the numerator) has to rise faster than hours (the denominator).

Multifactor productivity, in turn, is calculated as the difference between the growth rate of real output ($y$) and a weighted average of the growth rates of capital services and hours, the weights corresponding to shares in national income. Thus, if capital services and hours grew at the same rate, there would be no difference between the growth rate of multifactor productivity and the growth of labour productivity.

### 2.1.2 Approaches to Training

A training plan is a systematic statement of training intentions and the means by which they are to be achieved and measured. Training is not a haphazard affair, it is a systematic activity in which one stage informs the second stage in such order. It is a planned affair which is carried out to accomplish a set out objective or solve existing problem in an organization. There are stated procedures that organization must undergo to achieve their aim.
The systematic indicators of training needs have to be observed before organization can embarked on the training. As a result of that critical analysis of some existing variable is a necessity.

In line with this, Beach (1975) cited in Nnochi (1998) states that a rational way of identifying the area of training need is to analyze the entire organization. This will identify trouble sport where training may help.

The following are factors that can affect organizational training needs.

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

2. **Organizational Objectives Analysis**: Organization whether public or private has a mission statement or target it wants to achieve. These objectives determine the kind of skill, knowledge and capacity that its employee will have so that it can realize its objectives, critical examination of the objective have to be taken so that organization can define the training objective. The data obtain from the basis of training are always useful to the organization.
(3) **Analysis of Evolutionary Trends of the Organization:** The evolutionary trends spell the future of the organization. Such organization has its life cycle. The life cycle of an organization has a gradual development process, which acts as an eye opener or guide to all activities in the organization. Organizations have introductory stage, growth stage, maturity stage and decline stage. It is mainly at the growth stage of the organization that investment in training is crucial to the organization.

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

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

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

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

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

### 2.1.3 Methods of Manpower Training

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

However, some Methods for manpower training are stated below:-

(1) **Orientation**: This method of training could be said to be an integral part of the recruitment exercise in that once an employee has been found appointed, it is expected that such an employee need to be positively oriented in line with the
vision and aspiration of the organization for effective discharge of function.
Furthermore when employee functions in an organization is basically affected by
his perception of the organization vis-à-vis the rules and principles that exist in the
organization. It therefore follow that an employee undergoes formal and informal
orientation in his place of work.
While the formal orientations focuses on job specification and occupational
demands placed on the employee, the informal orientation involve the social
interaction that take place in the place of work which could either boast
productivity or be detrimental to it (Kontz, 1988).
Orientation therefore, as a method of manpower training, is quite indispensable
because it helps in boasting the productivity of workers which are needed for
competing in the global market of the 21st century.
(2) On the Job Method of Manpower Training

This method is basically different from the orientation method in that while
orientation is at the point of entry into the organization or a new assignment, on the
job method is a process through which knowledge and experience are acquired
over a period of time either formally or informally. On-the-job training involves
the following:
(a) Coaching: As a method of on-the-job training, a young employee is attached to a senior employee with the purpose of acquiring knowledge and experiences needed for the performance of tasks.

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

(c) In-House-Training: This involves a formal method of on-the-job training in which skills and knowledge are acquired by employees through internally organized seminar and workshop. According to Lawal (2006) seminar and workshop are geared toward updating workers with new techniques or skills associated with the performance of their job.

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

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

(4) Vestibule Training Method

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

(5) Apprenticeship Method

This method of manpower training involves the acquisition of skill through extensive practice for over a period of time by the trainee. Mongo (2005) posited that training device could either be formal or informal. In the informal environment, the trainee is attracted to the trainer, and he/she is expected to pay for an agreed period of apprenticeship. In the formal environment on the other hand, an employee of an organization could be placed under apprenticeship in the organization with pay.
2.1.4 Stages of Training

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

The Planning Of Training Programmes Has To Be Timely And Strategic

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

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

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

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

McCormick and Tiffin (1977) in Onah (2003:137) categorized training programmes in organization into four forms, namely orientation training, on-the-job-training, off-the-job-training closely related to the above are the training needs
of the staff in organization. McCormick and Tiffin believes that training needs of people in organization tends to fall into two groups which more or less blends into each other. First, there is the need to provide specific job training, especially for new employees and sometimes for present employee who are deficient in job performance. Secondly there is the need in most organizations to provide training of a personal development nature that will contribute to the longer range effectiveness of the individuals’ question. Although personnel development training programmes have generally been limited to executives and the management class, the changing time emphasize the desirability of such training for other groups in order to combat the occupational obsolescence of professional and scientific personal.

2.1.5 Typical Reasons For Training And Development

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

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

Area where Employee Training and Development are Necessary

1. **Communication:** The increasing diversity of today’s workforce brings a wide variety of language and customs.

2. **Computer skills:** Computer skills are becoming a necessity for conducting administrative and official task.

3. **Customer service:** Increased competition in today’s global marketplace makes it critical that employees understand and meet the needs of customer.

4. **Diversity:** Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity.

5. **Ethics:** Today’s society had increasing expectations about corporate social responsibility. Also, today’s diverse workforce brings a wide variety of values and morals to the workplace.
6. **Human relations:** The increased stresses of today’s workplace can include misunderstanding and conflict. Trainings make people to get along in the workplace.

7. **Quality initiatives:** Initiative such as Total Quality Management, Quality Circles, benchmarking, etc require basic training about quality concepts, guidelines and standards for quality, etc.

8. **Safety:** Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc., but can also be useful with practical advice for avoiding assaults, etc.

9. **Sexual harassment:** Sexual harassment training usually includes careful description of the organization’s policies about sexual harassment, especially about what are inappropriate behaviors (wikipedia, 2010).

**General Benefits from Employee Training and Development**

- Increase job satisfaction and morale among employees.
- Increased employee motivation.
- Increased efficiencies in processes, resulting in financial gain.
- Increased capacity to adopt new technologies and methods.
- Increased innovation in strategies and products.
- Reduced employee turnover.
- Enhanced company image, e.g. conducting ethics training (not a good reason for ethics training!).
- Risk management, e.g. training about sexual harassment, diversity training (Wikipedia, 2010).

2.1.6 Importance of Training

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

Hill (2000), posits that training help to improve quality customer’s dissatisfaction, productivity, morale, management succession, business development and profitability. In line with the above, Stahl (1999) argues that many organizations have come to recognize that training offer a way of developing skill, enhancing productivity quality of work and building workers loyalty to the firm.
In critical analysis of the above, the importance of training has become more obvious given to the growing complexity of the work environment. A rapid change in an organization and technological advancement, further necessitate the need for training and development of the employee to meet the challenges. In other words organization operates in a dynamic environment which dictates or influence the output of the organization. For organization to stay balance with political, social, economic and technological changes, training must be upheld.

Mullius (1999) argues further that training is capable of producing the following benefits. Increase the confidence, motivation and commitment of the workers, provide recognition, enhance responsibility and the possibility of increased pay and promotion; give feeling of personal satisfaction and achievement, and broaden opportunities for career progression, and help the availability and quality of staff.

In relation to the above Akintayo (1996), and Oguntimehin (2000) identify functions of training as follows:-

- Increase productivity
- Increase the quality of work; improves skills, knowledge and understanding. They also states that training enhance the use of tools and machines; reduce waste, accident, turnover, lateness and absenteeism
In addition to the above, they stress that training brings incumbent to better level of performance which ensures higher performance on the job; enhance the implementation of new policies and regulations. Pitfield opines that training provide the skill, knowledge and aptitude necessary to undertake required job efficiently. He further states that it develop the potential of the employees which provides the room for them to grow in the job.

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

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

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

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

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

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

**2.1.7 Units In The Personnel Service Department Of UNN**
There are eight units in the personnel service department of UNN these include the following

1. Central Administrative unit
2. Records and statistics unit
3. Recruitment unit
4. Senior Staff Committee unit
5. Senior Staff Services unit
6. Senior Staff Housing unit
7. Senior Staff Training unit
8. Junior Staff Services unit

2.2 Gap in literature

This study investigated the concept of training and productivity in organizations with particular reference to the personnel services department of the University of Nigeria Nsukka. Studies before now has more often than not dealt with similar topics however none has dealt specifically with the level of staff competence, performance and productivity of the staff of the personnel services department of university of Nigeria Nsukka. Therefore it is expected that this study will fill the gap that exist in the non availability of literatures on the performance of the personnel services department of University of Nigeria Nsukka, within our period
under study. However it will help to fill the gap of what management will do when there is low performance of staff even after undergoing training.

2.3 Hypotheses

In line with problem under investigation, the following hypotheses are stated:

1. Low productivity is a major factor that determines the training of staff of the personnel Service Unit of University of Nigeria Nsukka.

2. Training of staff of the personnel Service Unit of University of Nigeria Nsukka has not led to the improvement in their productivity or service delivery.

3. Training of the staff of the Personnel Service Department University of Nigeria, Nsukka has enhanced their performance.

2.4 OPERATIONALIZATION OF KEY CONCEPTS

(i) Training: Training is an organized and coordinated development of knowledge, skill and attitude needed by individual and organization so they can master a given situation or perform a certain task within an organizational setting.

(ii) Productivity: The rate at which organizational workers produce goods and the quantity or amount produced.
(iii) **Training programme**: this refers to an organized activity which may include workshop, seminars, part-time or full-time educational programmes conducted for the staff of organization for a particular time frame.

(iv) **Training of staff**: this simply refers to the careful and deliberate attempt by the management to improve the knowledge and efficiency level of its staff.

(v) **Employee Turnover**: The rate at which employee leave an organization and replaced by others.

(vi) **Management**: In this content, means a group of people that carry out organizational functions in the organization. They are those that occupy management position.

2.5.1 Data Gathering Instrument

**Primary Sources**: Primary data were collected using personal oral interviews. Oral interview were conducted for the key official of the eight (8) units of the Personnel Service Department University of Nigeria, Nsukka.
Questionnaires were also administered to all workers that constituted the sample of study. This instrument helped the researcher to elicit reliable information from respondents.

**Secondary Data Source:** The researcher also utilized documented materials such as government annual publication, gazette, edict, textbooks, newspapers, magazine, journals, and official records.

These documented material helped the researcher to obtain the information that formed the basis of our research work it also gave direction to the researcher on staff training and productivity.

### 2.5.2 Reliability Of the Instrument

Reliability ensures that the result generated from the field remains constant over time. On the other hand, it ensure that when different people conducts the same research using the same case study they will derive the same result all things being equal.

A measuring instrument can only be reliable when they are consistent over time, dependable, and credible. A pre test was conducted with advice from my supervisor, however the pre test result and the final result from the respondents yielded the same results.
2.5.3 VALIDITY OF THE INSTRUMENT

Validity of research instrument ensures that the result of the research is accurate and consistent. In this work, the instrument was validated using a test and pre-test techniques. This was done with the help of the supervisor. Thorough, supervision was done by the supervisor in the construction of the questionnaire to ensure that the questions addressed the research questions and the hypotheses.

The question was well arranged and organized, the researcher also used closed ended to limit the respondent on the predetermined answers which equally eliminate the problem of going outside the subject matter. All these helped to improve the reliability and validity of measuring instrument.

2.5.4 Population of Study

The study focused on the staff of University of Nigeria, Nsukka, however sample was drawn and generalization were made in that regard. In other words, the entire number of staff of UNN constituted the population for the study. However, sample for this study will be drawn out of the entire population.

2.5.5 Sample of Study

The researcher utilized one hundred forty staff selected from the entire population of the study. The sample of one hundred forty eight (140) staffs helped
the researcher elicit/obtain relevant information or data used in analyzing and testing the hypotheses.

2.5.6 Sampling Procedure

The technique employed in choosing the target population is stratified sampling technique. The stratified sampling techniques helped the researcher to divide the population into sub-set or strata (senior and junior staff). It helped the researcher to avoid the problem of lopsidedness the sample and reduced the degree of bias and the probability of being included in the sample of the respondent’s opinion.

Secondly, purposive sampling technique was also used by the researcher in selecting those that have key information on the subject matter. In other words, it ensures that both senior and junior staff were adequately and equally represented.

2.5.6 Method of Data Analysis

The method of data analysis adopted in the study is the simple percentage; this will be used to analyze the information generated from the questionnaire. Furthermore it will be used to test the hypotheses in this study.
2.6 THEORETICAL FRAMEWORK

The theoretical framework suitable for the explanation of our work used is the Systems Theory. It is the best that can analyze the variable in our hypotheses. The systems theory has its chief proponent as David Easton, the tenet of the theory are as follows. System theory can be looked at, as a whole that is made up of interrelated parts. These parts which compose the unit are called subsystems. Subsystem contribute to the effective functioning of the whole and produces output greater than would have been the output of the constituent units when perform independently (Nnabuife (1999:37). It deals with input and output analysis.

System theory finds its justification in the functional interrelatedness of parts (Okoli, 2004:16). The system theory enthrones the criterion of efficiency and concerns its self with organizational survival; and its continued existence as a unit. The system theory also concerns itself with attainment of its stated goals. On this score, the system model breaks down into two strands – the system survival model, and the system effectiveness model. The system survival deals with the organizational functions that promote and ensure the survival of the organization itself. The system effectiveness deals with the optimum combination of resources for optimum results (Okoli, 2004:17). In the same vein Okolie (2006) posited that the following are the tenets of system theory.
1. Each part of a system has an optimum value.

2. Every system seeks goal and tend towards system stability

3. Every system is by the law of economy. Waste is avoided and what is available is put to maximum use.

4. By creatively joining together parts to form a system, the sub system becomes specialized unit but depends on one another and it is their dependence that gives rise to bonds which hold the system together.

5. A balanced system will be self regulating. This enables it to adapt to its environment, interpret any situation and predict changes. It feedback capacity enable it to interpret and predict changes thereby regulating an increase in its homeostasis.

6. Every system tries to provide the idea, correct and appropriate environment for it part [sub system], because each system expects each of its part to fulfill its differentiated functions [roles] within the system. It provides the milieu or conditioning factors that facilitate role performance. Fulfillment gives sub-system maximum satisfaction. Furthermore, once the correct environment exists, sub-system behaves in ways that favour system maintenance, survival of the system.
2.6.1 APPLICATION OF THE THEORY

The systems theory is very apt in the explanation of the impact of training on productivity of staff in the public sector using personnel service department of University of Nigeria as case study. Our topic talked about productivity which is a reflection of input output analysis. The system theory believes that what goes in as input is influenced and shaped by the political system and sent out as output. It is obvious that one of the critical reasons for training in the public sector is to adapt with innovations and changes in technology and work demand in general. However, these changes, innovation and technological requirement are mainly approved by the governments which are the decision makers. It is important to mention that decision made by the government whether in the local government, state parastatals or federal establishments are all affected by it.

One of the tenets of the systems theory is that it deals with organizational effectiveness and organizational survival. In the same vein UNN is an organization which personnel department is a sub system within the supra system however it strives to deliver services to its clients. The act of training staff of the personnel is to improve their performance geared towards making them more effective and productive. However, when there is training programme for staff of an organization and adequate measures are taken to supervise the trainee, in the long
run there will be better productivity and staff will experience job satisfaction. Furthermore, with the increase in productivity the organization will maximize more profit. However in services rendering organizations like UNN there will be better services delivery to student, staff and management of the institution.
CHAPTER THREE: BACKGROUND INFORMATION OF THE STUDY AREA

3.1 Background Information on University Of Nigeria, Nsukka

Personnel Services Department

Founding and philosophy of the university Founding

A law to establish a University in the Eastern Region of Nigeria was passed in 1955. While that data marks the formal beginning of the history of the university of Nigeria, the enactment of this legislation was in fact the culmination of many years of thought and discussion by several Nigerian leaders, and inspired particularly by the then Premier of the Eastern Region, Dr. Nnamdi Azikiwe.

One of the first steps taken by the Eastern Nigeria Government towards the implementation of its commitment was an invitation to both the United States of America and the United Kingdom to send advisers that will help in the planning of physical and educational aspects of the proposed university.

Under the joint auspices of the Inter-University Council for Higher Education Overseas and the International Co-operation Administration (now the United State Agency for International Development), Mr. J.W. Cook, Vice-Chancellor of the University of Exeter, Dr. John A. Hannah, President of Michigan State University and Dr. Glen Taggert, Dean, International Programmes at the
same University, came to Nigeria in 1958. The team surveyed the present site at Nsukka, and extensively investigated a great variety of factors pertinent to the establishment of a new University.

The results of their efforts were contained in a white paper issued by the Eastern Nigeria Government on 30th November, 1958. They had recommended, “that the development of Nigerian based upon the concept of service to problems and needs of Nigeria, is a desirable project and one that should receive support from every source which could help to make it a sound endeavour”.

They further recommended that a provisional council be established to “draw upon the technical and consultative resources available throughout the world for help in planning the institution”. This provisional council, authorized by the Eastern Nigeria Legislature, was appointed by the Governor in Council in April, 1959, and given necessary financial and administrative powers to build a sound university.

The provisional council reflected the spirit of international cooperation, which has given to the institution. The council consisted of Dr. Nnamdi Azikiwe, Chairman, Dr. T. Olawale Elias and Dr. Okechukwu Ikejiani from the Federation of Nigeria, Mr. J.S. Fulton from the United Kingdom, Dr. Marguerite Cartwright and Dr. Eldon Lee Johnson from the United States of America.
The University was formally opened on 7\textsuperscript{th} October 1960, as the climax to the Nigeria independence celebrations in the Eastern Region. Her Royal Highness, the Princess Alexandra of Kent representing her Majesty Queen Elizabeth II at the Nigeria Independence celebrations, performed the opening ceremonies and laid the foundation stone of one of the University’s early buildings.

Classes began on 17\textsuperscript{th} October, 1960 with an enrolment of 220 students and 13 members of the academic staff. The opening convocation addresses were delivered by the Chairman of the Provisional Council, Dr. Nnamdi Azikiwe, the first President of the Federation of Nigeria, and by Dr. John A. Hannah, President of Michigan State University, USA. Thus was this University born.

3.2 PHILOSOPHY

In keeping with the essential purposes of all great universities since the dawn of man’s great struggle towards universal human dignity, the basic objectives of the University of Nigeria are:

To seek truth

To teach truth

To preserve truth

These ends were legislated for the Institution by the Eastern Nigeria House of Assembly on 28\textsuperscript{th} January, 1955 in the following words:
To hold forth to all classes and communities, whatsoever an encouragement for pursuing a regular and liberal course of education. To promote research towards the advancement of science, and learning. To organize, improve and extend education of a University standard.

But the goals of the University of Nigeria go beyond those of education for its own sake. The seat of higher learning is committed to play a dynamic and vital role in the significant task which faces the Country of which it is part: that of building a great new nation.

Thus the community of scholars, teachers, students and researchers- who have gathered themselves on the pains of Nsukka launched a venture in higher education that is somewhat different for this part of the world. They are attempting to sift out the most appropriate aspects of traditional Universities, and by blending them into the Nigeria scene, to evolve a programme specifically suited to the needs and interests of the people of Niger, as they take their rightful place in the world community of nations.

The objectives of the University of Nigeria have their root in a spirit and philosophy as old as man’s research for his own fulfillment and the ancient university of Bologna and Paris, and land-grant universities of America.
The spirit stems from such expression as that of one of the University’s founders, Dr. Nnamdi Azikiwe, when he wrote, nearly three decades ago, “Universities have been responsible for shaping destinies of and nations and individuals. They are mirrors which reflect their particulars societal idiosyncrasies….” He suggested that if African has its own university, there is no reason why the best libraries, laboratories, professors, cannot be produced right here, and this continent become, overnight, “a Continent of light”.

In response to its shattering documents, which have repeatedly emphasized not only academic and cultural excellence, according to the classical concept of universities, the University of Nigeria must approach its curriculum from a perspective somewhat different from that which has hitherto characterized the ideas of university and college of education in West Africa.

To the extent that the institution in true to philosophy, the courses of study are related to the day-to-day life of Nigeria and focus upon the social and economic needs of this nation. At the same time, the university is international in scope and cosmopolitan in outlook. Admission is open to men and women, without regard to racial or national origin, religious creed or political persuasion.

The University of Nigeria is different, and may continue to be different, from other institutions of higher learning in this country. As stated by the
Commission on Post-School Certificate and Higher Education in Nigeria. “…..it would not be in the national interest if one single pattern were to be imposed on all Nigerian higher education. The hope for Nigerian higher education lies in its diversity”.

It is in this faith that diversity in education, like diversity in thought, could be a sign of strength rather than weakness in a society that the University of Nigeria has been born. While the university has undoubtedly drawn heavily upon British and American models the Council, administration and academic staff are sincerely attempting to develop a pattern which will be uniquely appropriate to Nigeria. Underlying this pattern lies the belief that the addition of cultural and vocational pursuits does not demean a university, but rather enables it as well to elevate the vocations and, through them, the community as a whole.

The university is thus committed to a philosophy that provides for the broadcasting of higher education whereby it can be fully equipped to offer courses in such branches of learning as are related to agriculture and industry without excluding the classics, the arts, and the sciences. The aim is to promote general and practical education in Nigerian communities as a whole.

The university is co-educational. It aims at enabling male and female students to engage together in academic, vocational, and extra-curricular activities
in developing their personalities to the higher levels of human experience in an atmosphere where young men and woman can grow individually, academically, and professionally through the dignity of labour, sacrifices and self determination. The democratic concept of higher education will bear its fruits in the intellectual and social progress of the nation. Keenly aware of the necessity to establish and maintain standards, the University of Nigeria, is concern with the qualifications of its prospective students. Thus, this institution accepts young men and women on the basis of their ability to undertake university education. It will stake its reputation and its future upon the range and depth of knowledge with which its students leave its environs as graduates.

It is in the spirit of “nation building” that the University of Nigeria sets forth its objectives and its philosophy. Our dedication is to breadth as well as depth in curriculum, distinguished scholarship and academic excellence, and to a significant contribution to the enlightenment of mankind.

This is a University whose orientation is at once academic, cultural and vocational, and whose content is Nigerian, in the context of all African and the larger world. At the inaugural convocation of the University of Nigeria on 13th October, 1960, the first Chancellor of the University, Dr. Nnamdi Azikiwe, in an
address entitled “Heroes and Heroines of a new Nigeria” summed up the outlook of the University in the following words:

“The founders of the University of Nigeria aimed at relating its activities to the social and economic needs and the day-to-day life of the people of Nigeria”.

The calls for a realistic approach to the problems of education, we must frankly admit that we can no longer afford to flood only the white collar jobs at the expense of the basic occupations and productive vocations, which can be intelligently directed to create wealth, health and happiness among the greatest number of our people, particularly in the field of agriculture, engineering, business administration, devised to enable our youth to re-discover themselves and dedicate their lives anew to the building of a new nation. By the grace of God, “the University of Nigeria shall be a beacon of hope to those who seek knowledge and skill for service to humanity”.

Since its inception, the university has grown from strength to strength. The total students enrolments by 1995/1996 academic session was 20,747. This figure is made up of the following: full-time postgraduate (15,824); part-time undergraduate (645); diploma (694); part-time postgraduate diploma (42) and sub-degree programme in 1995 (10,124) and in 1996 (6,647). The staff strength had also rocketed. Specifically, academic staff strength has grown to 1213, Senior
Administrative (910), senior technical staff (983) senior secretarial (429) and junior staff (2703). The University has at present 14 Faculties with 88 Departments, two Schools, 8 Sub-Departments and 7 Institutes/Centre.

Inspired and sustained by its philosophy, the university is already committed to the future with all its promise and prospect of restoring the dignity of man.

The University was taken over along with other Universities in the country by the Federal Government on 1st April, 1973.

3.3 LOCATION:

The main Campus of the University is located on 871 hectares of hilly savannah in the town of Nsukka, about eighty kilometers north of Enugu, and enjoys a very pleasant and healthy climate. Additionally, 209 hectares of arable land are available for an experimental agricultural farm and 207 hectares for staff housing development. There is a regular road transport between Nsukka and Enugu, and Nsukka is also quite easily accessible from all parts of Nigeria. There are modern shopping facilities and a large market in Nsukka town.

The former Nigeria College of Arts, Science and Technology, Enugu, was incorporated into the University in 1961: and its building now form the Enugu Campus (200-hectares) of the Ite University located in the heart of Enugu, the administrative capital of Enugu State in Nigeria. Enugu is a modern city,
accessible by air, rail and road. The College of Medicine and the Faculty of Business Administration, Environmental Studies, and Law are located at the Enugu Campus. Teaching hospital attached to the University is presently sited in old State General Hospital on a 14 hectare site (about 4 kilometers from the Enugu Campus of the University). The new teaching hospital is under construction at Ituku-OZALLA (25 kilometers south of Enugu) on a 500-hectares site.

A third campus was opined in October 1973 in Calabar, Cross River State. The Campus at Calabar became a full-fledged University of Calabar in October, 1977.

3.4 SCHEDULE OF DUTY

1. OFFICE OF THE CONTROLLER OF PERSONNEL SERVICES

The Controller of Personnel Services is the Head of the Personnel Services Department. He is responsible to the Vice-Chancellor in the day-to-day running of the Department. He controls the activities of the functional units in the Department. He is also the Secretary to the University Appraisals Committee (UAC), Central Administrative Appraisals Committee (SATS) and the University of Nigeria Pension Board of Trustees Scheme.
2. CENTRAL ADMINISTRATION

(A) General Duties:

The Central Administrative Unit is under a Unit Head

(i) Receipt and recording of mails.

(ii) Preparation of Departmental Budget and processing of imprest account.

(iii) Procurement and distribution of stationery to the Units in the department.

(iv) Keeps inventory of office equipment and up-to-date list of staff of the University.

(v) Processes the University obligations to deceased staff, spouse and children including obituary announcement.

(vi) Repairs and maintenance of Personnel Department building, office equipment and vehicles.

(B) Immigration Duties:

(i) Liaison with Lagos Office and Foreign missions.

(ii) Registration of Aliens with the police.

(iii) Regularization of residential permit of expatriate staff.

(iv) Forwards recommendation on the status of staff to embassies and High Commissions.
(v) Issue of letters of reference/introduction on University staff to outside bodies, including letters of extension of temporary permits/visas.

(vi) Update of the list of expatriate staff.

(vii) Any other assignment that may be delegated by Controller, Personnel Services.

(C) **ICT/Computer Room**

(i) Typing and production of official letters, circulars, memos, formats, etc from every unit in the Department.

(ii) Computerization of staff records and internet services.

(iii) Safe guarding of all computer installations, hard/soft wares, computer accessories and the internet box.

(iv) Liaise with the Innovation Centres/MIS/Computing Centre Computer Communication Centres for computer installations, repairs and up-grading.

(v) Downloading e-mail letters and other communications.

(vi) Sending official e-mails of the Department.

(vii) Any other assignments as may be directed by the Controller, Personnel Services.
3. **SENIOR STAFF HOUSING COMMITTEE**

(a) Responsible to the Controller Personnel Services and Chairman Senior Staff Housing Committee.

(b) Attends to all routine matters on Senior Staff Housing Committee as may be directed by the chairman.

(c) Endorses all incoming mails to the chairman.

(d) Clerks all meetings of the Senior Staff Housing Committee.

(e) Drafting of housing allocation letters as approved by the senior staff Housing Committee.

(f) Processing and updating of applications for housing allocations.

(g) Identification of all vacant quarters on campus.

(h) Liaises with the Security department/Works Department for effective discharge of Housing Committee assignments as it affects checking in, checking out, ejection, repairs and renovations.

(i) Keeping up-to-date list of senior staff quarters and their occupants.

4. **SENIOR STAFF COMMITTEE**

(a) Assists the Controller, Personnel Services in the Secretaryship to the University Appraisals Committee for Academic Staff (CONUASS 6 and 7)
and Central Administration Appraisal Committee for Senior Administrative and Technical Staff (CONTISS 13 and above).

(b) Communication of the recommendations of the above Committees to the appropriate Appointments and Promotions Committees.

(c) Matters relating to External Assessment of candidates for readership/professorship.

(d) Policy matters on appraisal of academic and Non-Teaching staff in the University.

(e) Custodian of the yellow book.

(f) Issuance of promotion letter based on A & P decisions.

(g) Custodian of papers/Records relating to Internal and External assessment of Academic Staff.

(h) Processes request for sabbatical leave, leave of absence and secondment.

(i) Implements A & P decisions on matters relating to adjustments, conversion, etc as they relate to staff.

(j) Other duties as may be assigned by the Controller, Personnel Services from time to time.

5. STAFF RECRUITMENT UNIT

(a) Custody and update of Scheme of Service based on Council decisions.
(b) Processing of requests for advertisement of staff vacancies.

c) Arrangement for the placement of advertisement in Nigerian and Overseas press in liaison with the PRO.

(d) Processes of applications for academics, senior and junior staff appointments permanent, contract, temporary, acting, adjunct, extension and part-time staff.

e) Communications to the Vice-Chancellor through the Controller on staff recruitment policies.

(f) Interview arrangements and preparation/distribution of Committee working papers.

(g) Representing the Controller, Personnel Services at Assessment Committee meeting at the Faculty/Unit level as assigned.

(h) Issuance of appointment letters to all categories of appointee-permanent, contract, temporary, visiting, acting, extension, part time, demonstration, etc.

(i) Regularization of temporary appointments.

(j) Renewal of contract and part-time appointments when due.

(k) Processing of arrival reports of new appointees.

(l) Processing and verification of claims submitted by part-time appointees.
(m) Opening and numbering of files in respect of new appointees on assumption of duty, for onward transmission of the Record Unit after all recruitment formalities have been completed.

(n) Any other duties that the Head of Department may from time to time assign.

6. **SENIOR STAFF SERVICES UNIT**

(a) Preparation of Certificate of Service.

(b) Processing of Withdrawal, Resignation, Merging/Transfer of Service.

(c) Internal deployment of National Youth Service Corps members.

(d) Processing of Confirmation of appointments, Termination of appointment and Suspension letters.

(e) Recording and processing of notices of marriage, birth registration, additional qualifications, maternity leave and change of name.

(f) Processing of requests for change of next-of-kin.

(g) Processing of Departmental transfers of staff.

(h) Processes notice for voluntary retirement.

(i) Stoppage of salaries of Senior Staff who resigned/withdrew his services or abandoned duty.
7. **STAFF TRAINING AND DEVELOPMENT AND INDUSTRIAL RELATIONS (STD & IR)**

(a) Compilation of training needs of Faculties/Departments.

(b) Processes applications for in-service training.

(c) Processes applications for study leave with or without pay of various duration, including, attendance at Workshops and Seminars by staff.

(d) Implementation of Governing Council approvals which are related to training.

(e) Organizing the training and retraining of staff where necessary.

(f) Organizing orientation for newly employed staff, and Workshops and Seminars for old staff, processing of application for industrial attachments and coordinating the performance evaluation of attachees.

(g) Re-instatement of Staff-senior and junior after study leave.

(h) Processing applications for permission to embark on sandwich/evening/weekend programmes/part-time programme.

(i) Secretary to Personnel Department Appraisal Panel.

(j) Personnel Department staff matters including casual leave, examination leave, etc.

(k) Implementation of the Governing Council Approvals on Staff Training.
8. **STATISTICS UNIT**

(a) Preparation of Statistical Information on staff to guide Management decision: - Number of Academic staff, Senior Administrative and Technical staff, junior staff and their mix.

(b) Preparation of staff distribution by faculty/department/unit.

(c) Keeping of records of staff movements through transfers, retirements, deaths, resignations and new appointments into various departments and units.

(d) Information delivery to corporate bodies and agencies on approval by the Controller.

(e) Regular update of staff nominal roll.

(f) Confirmation of staff information on staff discretion forms for staff children/spouse for UME Admissions in the University.

(g) Service in the various University Committees and representing the Controller, Personnel Services in Department/Unit Assessment/Appraisals Committee.

(h) Other duties as may be assigned or directed by the Controller, Personnel Services.
9. **RECORDS UNIT**

(a) Custodian of staff Personal Files.

(b) Custodian of General Files.

(c) Filing of letters and original Appraisal forms, and updating of Records of every staff of the University.

(d) Issuance of Retirement notices to staff.

(e) Processing annual leave papers for every category of staff and deferment of annual leave on approval by the Vice-Chancellor.

(f) Processing final entitlements of retired and dead staff.

(g) Identification of deceased staff next-of-kin.

(h) Issuance of authenticated past records of service to staff.

(i) Processing clearance for loan facilities by serving and retired staff.

(j) Processing clearance for loan facilities by serving and retired staff.

(k) Issuance of confidential report on serving and retired staff and to staff who are no longer in the service of the University.

(l) Implementation of retirement policies from Federal Government and National Pension Commission.

(m) Assistance to the Controller, Personnel Service as secretary to University of Nigeria, Nsukka Pension Board of Trustees Scheme.
67

(n) Identification of University of Nigeria, Nsukka Retirees in the National Pension Board Retirees verification exercise.

(o) Confirmation of information on staff children for the purposes of admission into the University secondary/primary school.

(p) Any other assignments as may be directed from time to time by the Controller, Personnel Services.

10. JUNIOR STAFF SERVICES

(a) Custodian of junior staff Regulation.

(b) Secretaryship to the Junior Staff Central Appraisal Committee and Junior Staff Disciplinary Committee on behalf of the Controller, Personnel Services.

(c) Communication of the recommendations of the above Committees to the Deputy Vice-Chancellor (Administration).

(d) Implementation of the decisions of the two Committees after the approval, including issuance of promotion letters.

(e) Suspension/Interdiction/Dismissal/Termination/Re-instatement of staff.

(f) Preparation of working papers for the above Committees.

(g) Confirmation of Appointments.

(h) Processing of shift duty/hazard/overtime allowances for staff concerned.
(i) Withdrawal/Merging/Issue of Certificate of Service to junior staff.

(j) Condonation of break in service.

(k) Processes resignation and voluntary retirement from service by junior staff.

(l) Registration of marriages.

(m) Maternity leave for junior staff.

(n) Processes additional qualification/examination results.

(o) Processes change of name/next of kin/bird registration.

(p) Stoppage of salaries of Junior Staff who resigned/withdrew his services or abandoned duty.

(q) Routine letters and any other duty as may be assigned from time to time by Controller, Personnel Services.
CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

Questionnaires were shared to 136 respondents and a total of 101 questionaires were returned. The raw data collected from the field were geared towards our research questions, research objective and hypotheses. These data shall be first of all presented and analysis of the data shall be made. Furthermore, generalization shall be made from the result arising from the analysis of our data.

4.1 Data Presentation

Table 4.1 Sex distribution of population.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Male</td>
<td>53</td>
<td>52.5</td>
<td>52.5</td>
<td>52.5</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td>467.5</td>
<td>47.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher field work 2011

Table 4.2 Distribution of respondents by academic and non academic staff

<table>
<thead>
<tr>
<th>Department</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Academic Staff</td>
<td>42</td>
<td>41.6</td>
<td>41.6</td>
<td>41.6</td>
</tr>
<tr>
<td>Non Academic</td>
<td>59</td>
<td>58.4</td>
<td>58.4</td>
<td>100.0</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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<td></td>
</tr>
</tbody>
</table>

Source: researcher field work 2011
### Table 4.3 Educational Qualification Of Respondents

<table>
<thead>
<tr>
<th>Educational Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid B.Sc/ B.Ed, B.A, H.ND</td>
<td>57</td>
<td>56.4</td>
<td>56.4</td>
<td>56.4</td>
</tr>
<tr>
<td>M.A, MSc, and Ph.D</td>
<td>44</td>
<td>43.6</td>
<td>43.6</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Source: researcher field work 2011

### Table 4.4 Staff Residential Area

<table>
<thead>
<tr>
<th>Staff Residential Area</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives in staff quarters</td>
<td>65</td>
<td>64.4</td>
<td>64.4</td>
<td>64.5</td>
</tr>
<tr>
<td>Does not live in staff quarters</td>
<td>36</td>
<td>35.6</td>
<td>35.6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: researcher field work 2011
### Table 4.5 Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>22</td>
<td>21.8</td>
<td>21.8</td>
<td>21.8</td>
</tr>
<tr>
<td>Married</td>
<td>63</td>
<td>62.4</td>
<td>62.4</td>
<td>84.2</td>
</tr>
<tr>
<td>Divorced</td>
<td>16</td>
<td>15.8</td>
<td>15.8</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

### Table 4.6 Age Distribution Of Respondents

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>21</td>
<td>20.8</td>
<td>20.8</td>
<td>20.8</td>
</tr>
<tr>
<td>30-39</td>
<td>29</td>
<td>28.7</td>
<td>28.7</td>
<td>49.5</td>
</tr>
<tr>
<td>40-49</td>
<td>36</td>
<td>35.6</td>
<td>35.6</td>
<td>85.1</td>
</tr>
<tr>
<td>50-59</td>
<td>12</td>
<td>11.9</td>
<td>11.9</td>
<td>97.0</td>
</tr>
<tr>
<td>60&amp; above</td>
<td>3</td>
<td>3.0</td>
<td>3.0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011
Section B

Table 4.7 The staff of personnel services department university of Nigeria are not allowed to embark on training and acquisition of higher educational qualification.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agreed</td>
<td>2</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Agreed</td>
<td>4</td>
<td>4.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>10</td>
<td>9.9</td>
<td>16.4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>39</td>
<td>38.6</td>
<td>55</td>
</tr>
<tr>
<td>Disagreed</td>
<td>46</td>
<td>45.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

Table 4.8 Training improves the efficiency and productivity of staff of personnel services UNN.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagreed</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>5.0</td>
<td>5.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>14</td>
<td>13.9</td>
<td>19.8</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>46.5</td>
<td>66.3</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>34</td>
<td>33.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Field work 2011
Table 4.9 Unproductivety is the reason for training of staff of personnel unit of Unn

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>14</td>
<td>13.9</td>
<td>13.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>37.6</td>
<td>51.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>21</td>
<td>20.8</td>
<td>72.3</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>15.8</td>
<td>88.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>12</td>
<td>11.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.10 Absenteeism, inefficiency, low productivity, poor public relation skills are all factors that necessitate training.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>10.9</td>
<td>15.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>21</td>
<td>20.8</td>
<td>36.6</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>44.6</td>
<td>81.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>19</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

Source: Researcher field work 2011.
4.11 **Performance appraisal should be frequently done in order to improve staff efficiency.**

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>1.0</td>
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<tr>
<td>Disagree</td>
<td>4</td>
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<td>5.0</td>
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<tr>
<td>Undecided</td>
<td>10</td>
<td>9.9</td>
<td>14.9</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
<td>49.5</td>
<td>64.4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>35.6</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>101</td>
<td>100.0</td>
<td></td>
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</tbody>
</table>

Source: Researcher field work 2011.

4.12 **Staff whose performance and productivity is low or below average should be disciplined**

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>16.8</td>
<td>17.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>23</td>
<td>22.8</td>
<td>40.6</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>39.6</td>
<td>80.2</td>
</tr>
<tr>
<td>Strongly agreed</td>
<td>20</td>
<td>19.8</td>
<td>100.0</td>
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<tr>
<td><strong>Total</strong></td>
<td>101</td>
<td>100.0</td>
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</tr>
</tbody>
</table>

Source: Researcher field work 2011.
### 4.13 Staff found guilty after investigation of an offence should be sacked

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>26.7</td>
<td>30.7</td>
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<tr>
<td>Undecided</td>
<td>36</td>
<td>35.6</td>
<td>66.3</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>16.8</td>
<td>83.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>17</td>
<td>16.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
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</tr>
</tbody>
</table>

Source: Researcher field work 2011.

### 4.14 There was improved staff performance between 2000-2010

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3.0</td>
<td>4.0</td>
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<tr>
<td>Undecided</td>
<td>15</td>
<td>14.9</td>
<td>18.8</td>
</tr>
<tr>
<td>Agree</td>
<td>41</td>
<td>40.6</td>
<td>59.4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>41</td>
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</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Field work 2011.
4.15 Training of personnel staff of UNN has brought about improved productivity.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
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<td>2.0</td>
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<tr>
<td>Disagree</td>
<td>1</td>
<td>1.0</td>
<td>3.0</td>
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<tr>
<td>Undecided</td>
<td>11</td>
<td>10.9</td>
<td>13.9</td>
</tr>
<tr>
<td>Agree</td>
<td>54</td>
<td>53.5</td>
<td>67.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>33</td>
<td>32.7</td>
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</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

4.16 Staff who had undergone training and their productivity is still low should be retrained

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>21</td>
<td>20.8</td>
<td>21.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>19</td>
<td>18.8</td>
<td>40.6</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>42.6</td>
<td>83.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>16.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.
Table 4.17 Staff should be allowed to freely indicate interest for training programme.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>9.9</td>
<td>9.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>24</td>
<td>23.8</td>
<td>33.7</td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>36.6</td>
<td>70.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>30</td>
<td>29.7</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>101.</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

4.18 The fees for the training of staff of the personnel service unit of UNN should be both financed by the individual and the sending institution.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>11.9</td>
<td>15.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
<td>11.9</td>
<td>27.7</td>
</tr>
<tr>
<td>Agree</td>
<td>49</td>
<td>48.5</td>
<td>76.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>24</td>
<td>23.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.
Table 4.19 The factors that hinders the training of staff of personnel department of UNN includes lack of funds, lack of supervision from training institution, delay salaries and lack of motivation.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>7.9</td>
<td>9.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>11</td>
<td>10.9</td>
<td>20.8</td>
</tr>
<tr>
<td>Agree</td>
<td>46</td>
<td>45.5</td>
<td>66.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>33.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.20 Staff performance can be improved true the following ways study leave with pay, prompt payment of salaries, car loans and through other incentives.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>2.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Agreed</td>
<td>40</td>
<td>39.6</td>
<td>44.6</td>
</tr>
<tr>
<td>Strongly agreed</td>
<td>56</td>
<td>55.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.
**Frequency table**

### 4.2 Data Analysis

**Sex Distribution**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percent</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Male</td>
<td>53</td>
<td>52.5</td>
<td>52.5</td>
<td>52.5</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td>467.5</td>
<td>47.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

Table 4.1 shows the sex distribution of respondents. The table shows that 53 respondents were male while 48 were female. This shows that out of the 101 respondents 52.5% were male while 47.7% of the entire population represents the female that responded to the questionnaire. From the above table male sex are just 5 greater than the number of female respondents.

**Table 4.2**

**Department**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Academic Staff</td>
<td>42</td>
<td>41.6</td>
<td>41.6</td>
<td>41.6</td>
</tr>
<tr>
<td>Non Academic</td>
<td>59</td>
<td>58.4</td>
<td>58.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011
Table 4.2 shows the academic and non academic staff of respondents. This revealed 42 respondent out of our 101 respondent were from the academic staff of the institution. These represent 41.6% of the sample, while 59 respondents are from non academic staff of the institution. This represents 58.4% of our total valid sample. From the data however, non academic staff were 17 more in number compared to the academic staff. Therefore more non academic staff attended to our questionnaire than the academic staff.

Table 4.3 educational qualification of respondents

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid B.Sc/ B.Ed, B.A, H.ND</td>
<td>57</td>
<td>56.4</td>
<td>56.4</td>
<td>56.4</td>
</tr>
<tr>
<td>M.A, MSc, and Ph.D</td>
<td>44</td>
<td>43.6</td>
<td>43.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

Table 4.3 shows the educational qualification of the respondents. 57 respondents hold either of the following B.Sc, B.Ed, B.A, HND or Degree less than a master degree. These 57 respondents represents 56.4% of the entire valid sample, while 44 respondents which represent 43.6% hold post graduate degrees
which include M.Sc, M.Ed, M.A., M.Phil, Ph.D. This shows that 13 persons which represents 12.8% of the respondents were holders of less than a master degree.

**Table 4.4 Staff Residential Area**

<table>
<thead>
<tr>
<th>Residence</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives in staff quarters</td>
<td>65</td>
<td>64.4</td>
<td>64.4</td>
<td>64.5</td>
</tr>
<tr>
<td>Does not live in staff quarters</td>
<td>36</td>
<td>35.6</td>
<td>35.6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

Table 4.4 shows the residential areas of our respondents which are staff of University of Nigeria Nsukka. The data in table 4.4 shows that 65 respondents representing 64.4% of our respondents live in the staff quarters within the campus. Whereas, 36 respondents out of the 101 returned questionnaire representing 35.6% who live off the campus. This shows that greater number of staff that lives within the campus responded to our questionnaire.
Table 4.5 marital status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>22</td>
<td>21.8</td>
<td>21.8</td>
<td>21.8</td>
</tr>
<tr>
<td>Married</td>
<td>63</td>
<td>62.4</td>
<td>62.4</td>
<td>84.2</td>
</tr>
<tr>
<td>Divorced</td>
<td>16</td>
<td>15.8</td>
<td>15.8</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

Table 4.5 shows the marital status of our respondents. From table 4.5 one can discover that 22 respondents out of the 101 respondents are single i.e. they are yet to marry. This represents 21.8% of the valid sample. While 63 respondents out of the 101 respondent were married, representing 62.4% of the married people in the sample. Nevertheless 16 persons which represents 15.8% out of the 101 respondents are divorced. From this table, it shows that more of the respondents are married than single and divorced.
Table 4.6 Age Distribution of Respondents

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>21</td>
<td>20.8</td>
<td>20.8</td>
<td>20.8</td>
</tr>
<tr>
<td>30-39</td>
<td>29</td>
<td>28.7</td>
<td>28.7</td>
<td>49.5</td>
</tr>
<tr>
<td>40-49</td>
<td>36</td>
<td>35.6</td>
<td>35.6</td>
<td>85.1</td>
</tr>
<tr>
<td>50-59</td>
<td>12</td>
<td>11.9</td>
<td>11.9</td>
<td>97.0</td>
</tr>
<tr>
<td>60&amp; above</td>
<td>3</td>
<td>3.0</td>
<td>3.0</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

Table 4.6 shows the various ages of our respondents. The table shows that 21 respondents out of 101 are within the age range of 20-29 years. This represents 20.8%. While 29 respondents representing 28.7% are between the ages of 30-39. 36 respondents out of the total of 101 respondents were within the age range of 40-49, representing 35.6%. While 12 respondents, representing 11.9% were within the age range of 50-60 years. Three (3) respondents are above 60 years of age representing 3.0%. From the data presented above, it is obvious that the age range of respondents between 40-50 years responded more and constitutes a higher number of respondents in our valid sample.
Section B

Table 4.7 The staff of personnel services department university of Nigeria are not allowed to embark on training and acquisition of higher educational qualification.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agreed</td>
<td>39</td>
<td>38.6</td>
<td>36.6</td>
</tr>
<tr>
<td>Agreed</td>
<td>46</td>
<td>45.5</td>
<td>84.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>10</td>
<td>9.9</td>
<td>94.1</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>4.0</td>
<td>98.0</td>
</tr>
<tr>
<td>Disagreed</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011

Table 4.7 is in response to research question one. From the table 39 respondents representing 38.6 percent strongly disagreed to the question while 46 respondents representing 45.5 percent disagreed to the question that members of staff of personnel services department of university of Nigeria are not allowed to embark on training and acquisition of higher educational qualification. However 4 respondents agreed to the question, while 2 respondents strongly agreed to the question. From the responses one will discover that the staffs of the personnel
service department of UNN are not deprived of the opportunity to embark on training and acquisition of higher educational qualifications.

**Table 4.8 Training improves the efficiency and productivity of staff of personnel services UNN.**

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagreed</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>5.0</td>
<td>5.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>14</td>
<td>13.9</td>
<td>19.8</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>46.5</td>
<td>66.3</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>34</td>
<td>33.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher Field work 2011

Question: stated thus that training improves the efficiency and productivity of staff of personnel services department of UNN is in response to research question 2. From the derived data only one respondent strongly disagreed to the question while 5 respondent disagreed to the question. Nevertheless 14 respondents out of the 101 total numbers of returned questionnaires were indifferent, hence their responses were undecided. However 47 respondents agreed to the question that Training improves the efficiency and productivity of staff of personnel services department
of UNN. In the same vein 34 persons strongly agreed to the question. But indeed does training really improve the efficiency and productivity of staff? A well planned and well monitored training programme of staff of an organization will always yield positive result, because there will be better output and improved performance on staff general assessment. Conversely, when staff of an organization are sent on training but not adequately monitored, it might fail to yield the much needed result. Therefore, a total of 81 respondents are of the opinion that training improves the efficiency of staff of personnel service department of UNN.

Table 4.9 Unproductivety is the reason for training of staff of personnel department of Unn

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>14</td>
<td>13.9</td>
<td>13.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>37.6</td>
<td>51.5</td>
</tr>
<tr>
<td>Undecided</td>
<td>21</td>
<td>20.8</td>
<td>72.3</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>15.8</td>
<td>88.1</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>11.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.
Table 4.9 is in response to research question 1 which states thus: what are the factors that determine the training of staff of personnel unit of university of Nigeria Nsukka. The data generated from the questionnaire revealed that 14 respondents representing 13.9% strongly disagreed. Similarly, 38 respondents disagreed to question no 9 in the questionnaire which states that staff of the personnel service department of UNN are sent on training because they have not been productive. From our data more than half of the respondents disagreed to the question posed in no 9 of our questionnaire. The number of respondents who filled undecided were 21 representing 20.8%. On the other hand, 16 respondents representing 15.8 agreed. While 12 respondents representing 11.9% strongly agreed. Therefore, about 28 respondent were of the opinion that the reason why the staff of personnel service department of UNN are sent on training is because they have not been productive. Abonyi (2007) argued that decline in the performance of workers may be the pointer to training needs in any organization. Notwithstanding, changes in technology can also be a cause for training. Prior twenty years ago in Nigeria the use of computers were not in place and there is need for workers in various organizations to adapt to this change in technology therefore the need for training is inevitable. We can conclude with the information generated from the questionnaire by saying that staff of the personnel services department of UNN are
sent on training to improve their skill and competence but not necessarily because they have not been productive or efficiency.

**Table 4.10** Absenteeism, inefficiency, low productivity, poor public relation skills are all factors that necessitate training.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>10.9</td>
<td>15.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>21</td>
<td>20.8</td>
<td>36.6</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>44.6</td>
<td>81.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>19</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.10 is in response to research question 1 which says: what are the factors that determine the training of staff of personnel service department of UNN. Question 10 in the questionnaire states that absenteeism, inefficiency, low productivity poor public relation skills are factors that necessitates training. Responses from our respondent revealed that 5 respondent strongly disagreed, 11 respondents disagreed while 21 respondents representing 20.8 % ticked undecided. 45 respondents representing 44.6% agreed while 19 respondents representing 18.8
% strongly agreed. Inefficiency could be manifested in other different areas such as delays in the delivery of roles assigned to a subordinate inability to use discretion when they are required, and the ability to introduce innovation. These are additional areas where inefficiency can be seen.

4.11 Performance appraisal should be frequently done in order to improve staff efficiency.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>10</td>
<td>9.9</td>
<td>14.9</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
<td>49.5</td>
<td>64.4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>36</td>
<td>35.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Question number 11 in the questionnaire is in response to research question 2. The questionnaire number 11 states whether performance appraisal should be frequently done in order to improve staff efficiency? From the various responses generated from the respondents it revealed that one respondent strongly disagreed, four (4) disagreed, 10 were undecided, fifty (50) agreed representing 49.5 % of the
total population of our respondents and thirty six representing 35.5 % strongly disagreed that performance appraisal should be frequently done in order to improve staff efficiency. This result is in consonance with Onah (2003:220) Who argued that performance appraisal is a way of focusing employee attention on the key priorities of their work. Furthermore performance appraisal encourages a joint problem solving approach, in which the other team members may be involved. Therefore, it is important that performance appraisal to be frequently carried out in personnel service unit of UNN in particular, and both public and private organizations’ in order to improve efficiency and effectiveness in productivity.

4.12 Staff whose performance and productivity is low or below average should be disciplined

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>16.8</td>
<td>17.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>23</td>
<td>22.8</td>
<td>40.6</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>39.6</td>
<td>80.2</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>20</td>
<td>19.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.
Table 4.12 is in response to research question which states that: how can the needs be effectively filled to improve performance of staff of the personnel services department University of Nigeria, Nsukka. Staff whose performance and productivity is low or below average should be disciplined. The data showed that one respondent strongly disagreed, seventeen (17) representing 16.8% disagreed, while twenty three (23) respondents opinions were undecided and forty (40) respondents representing 39.6% agreed while twenty (20) respondents out of the (101) total number of respondents strongly agreed that Staff whose performance and productivity is low or below average should be disciplined. From these results about 60% supports the question while over 40% did not quite support the idea to discipline staff whose performance is below average. It is assumed that staff whose performance are below average have adequately undergone training programme. That is why Mishra (2006) argued that the issues of indiscipline corruption and misconduct are vexed questions in the Nigeria society, and when they exist in an organization, they bring about inefficiency and low productivity. Therefore, it is pertinent to set high expectation to the staff whose productivity is still low even after they have undergone adequate training from their management. In the same vein Abonyi, (2007) posited that discipline is also an aspect of manpower development and should be pursued vigorously. So it is important that
Staff whose performance and productivity is low or below average should be disciplined and given some period to show that they have really improved.

4.13 Staff found guilty after investigation of an offence should be sacked

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
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<tr>
<td>Disagree</td>
<td>27</td>
<td>26.7</td>
<td>30.7</td>
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<tr>
<td>Undecided</td>
<td>36</td>
<td>35.6</td>
<td>66.3</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>16.8</td>
<td>83.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>17</td>
<td>16.8</td>
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</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field work 2011.

Table 4.13 revealed the opinion of respondents as regards to staff discipline. From the result of the respondents as regards their opinions; whether disciplinary measure should include sack after found guilty of an offence. The result shows that four (4) respondents strongly disagreed, 27 disagreed, 36 undecided, 17 agreed while 17 strongly agreed that staff found guilty after investigation of an offence should be sacked. More respondent chose the option undecided. This is simply because the researcher felt that sack cannot come to play except there was an
earlier query for a similar offence. This is the reason for the organization to have a working rule or guidance through which the conduct of staff shall be based. Therefore, when a staff is committing an offence, such staff will already know the penalty that awaits his/her action.

4.14 **There was improved staff performance between 2000-2010**

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
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<tr>
<td>Strongly Disagree</td>
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<tr>
<td>Disagree</td>
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<td>4.0</td>
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<tr>
<td>Undecided</td>
<td>15</td>
<td>14.9</td>
<td>18.8</td>
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<td>Agree</td>
<td>41</td>
<td>40.6</td>
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<td>Total</td>
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<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.14 is in response to research question number 2. The research question states thus: Does training of the staff of personnel service department University of Nigeria Nsukka bring about improved productivity?. The question was posed thus that there was improved staff performance between the years 2000-2010 as a result of training. The data showed that one person strongly disagreed to the question and three respondents disagreed. The numbers of undecided respondents
were 15. Conversely 41 respondents representing 40.6 out of the total 101 number of respondents agreed, while 41 respondents representing 40.6 out of the total number of 101 respondents strongly agreed that there was improvement in staff performance within the period under study. This improvement was as a result of staff training and acquisition of higher educational qualification, because education teaches one to know how to attend to issues in the most acceptable and appropriate way. This might not really be so all the time because some employee might evade an already registered training programme meant for them by their management. So it is always necessary for management to ensure that employee participate actively in any training programme meant for them.

4.15 Training of personnel staff of UNN has brought about improved productivity.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Disagree</td>
<td>1</td>
<td>1.0</td>
<td>3.0</td>
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<tr>
<td>Undecided</td>
<td>11</td>
<td>10.9</td>
<td>13.9</td>
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<tr>
<td>Agree</td>
<td>54</td>
<td>53.5</td>
<td>67.3</td>
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<td>33</td>
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<td>Total</td>
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<td></td>
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</tbody>
</table>

Source: Researcher field work 2011.
Table 4.15 is in response to research question 2. The question number 15 in the questionnaire is thus posed that the training of staff of the personnel service department of UNN has brought about improved productivity. The responses from our respondents revealed that two respondents (2) strongly disagreed; one respondent disagreed while eleven (11) respondents were undecided. Similarly fifty four respondents representing 53.5% agreed and thirty three (33) respondents representing 32.7% strongly agreed. From the responses it is now clear that more than 87% of the total numbers are of the opinion that training of personnel services department Staff of UNN has brought about improved productivity. This could have been manifested in various dimensions of work for example there would have been improvement in punctuality, prompt attendance to files, prompt attendance to staff promotion, staff leave, retirement, housing allocation and other duties or services expected from the personnel services department.
4.16 Staff who had undergone training and their productivity is still low should be retrained

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<tr>
<td>Disagree</td>
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<td>21.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>19</td>
<td>18.8</td>
<td>40.6</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>42.6</td>
<td>83.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
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<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.16 is in response to research question 4 which states: to recommend measures to improve performance of staff of the personnel service department University of Nigeria, Nsukka. Question number 16 in the questionnaire state that: Staff who had undergone training and their productivity is still low should be retrained. The data generated from this field revealed that one (1) respondent strongly disagreed, twenty one respondents disagreed (21),19 were undecided, while 43 agreed representing 42.6% of the total number of one hundred and one (101) returned questionnaires, and 17 respondent strongly agreed that Staff who had undergone training and their productivity is still low should be retrained. The
number of respondents that agreed and strongly agreed to the this question are sixty (60). They believe that provision should be made for retaining of staff who may as a result of negligence, did not put in their best in the training programme. This will help to boost the morale of staff in terms of job security, this notwithstanding

**Table 4.17 Staff should be allowed to freely indicate interest for training programme.**

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>0</td>
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<tr>
<td>Disagree</td>
<td>10</td>
<td>9.9</td>
<td>9.9</td>
</tr>
<tr>
<td>Undecided</td>
<td>24</td>
<td>23.8</td>
<td>33.7</td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>36.6</td>
<td>70.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.17 is in response to the forth research question. This question is a recommendation by respondents. From the data generated, the researcher deduced that ten (10) respondents disagreed, twenty four (24) undecided, thirty seven (37) representing 36.6% agreed while, thirty (30) respondent representing 29.7%
strongly agreed that Staff should be allowed to freely indicate interest for training programme. When they are allowed to undertake a training programme based on their volition, it is most likely that the programme will succeed because they were not sent under compulsion rather from their volition. Furthermore the staff of any organization will actively participate better in a training programme that they find useful to their job. Therefore it is the duty of management to ensure that any training programme will contribute enormously to the job development of its staff.

4.18 The fees for the training of staff of the personnel service department of UNN should be both financed by the individual and the sending institution.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
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</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>4.0</td>
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<tr>
<td>Disagree</td>
<td>12</td>
<td>11.9</td>
<td>15.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
<td>11.9</td>
<td>27.7</td>
</tr>
<tr>
<td>Agree</td>
<td>49</td>
<td>48.5</td>
<td>76.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
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<td>23.8</td>
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<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.18 is in response of research question 4 which states that: the fees for the training of staff of the personnel service department of UNN should be both
financed by the individual and the sending institution. From the responses from the 101 returned questioners the data showed that 4 persons strongly disagreed, 12 strongly disagreed, 12 undecided and 49 agreed representing 48.5% of the returned questionnaires, while 24 representing 23.8 % strongly agreed that the fees for the training of staff of the personnel service department of UNN should be both financed by the individual and the sending institution. A situation where both individual and the management foots the bill for training of its staff dwells only in the realms of idealism because in the private organizations the incidence of training is always bore by the individual (recipient) of such training. This is because private organizations are always emphasizing profit as their sole aim of business. This is not so with public organizations that can even afford to send her staff into a training programme and bore the financial demands of such training alone. In conclusion staff of the personnel service department of the UNN should also contribute though very minimal towards their training programmes.
Table 4.19 The factors that hinders the training of staff of personnel department of UNN includes lack of funds, lack of supervision from training institution, delay salaries and lack of motivation.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>2.0</td>
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<tr>
<td>Disagree</td>
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<td>9.9</td>
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<tr>
<td>Undecided</td>
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<td>10.9</td>
<td>20.8</td>
</tr>
<tr>
<td>Agree</td>
<td>46</td>
<td>45.5</td>
<td>66.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>34</td>
<td>33.7</td>
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</tr>
<tr>
<td>Total</td>
<td>101</td>
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<td></td>
</tr>
</tbody>
</table>

Source: Researcher field work 2011.

Table 4.19 shows the various responses of respondents to research question number three. The question is number 19 in our questionnaire, it states that: The factors that hinders the training of staff of personnel department of UNN includes lack of funds, lack of supervision from training institution, delay salaries and lack of motivation. The questionnaire revealed that 2 respondent strongly disagreed, eight (8) disagreed, Eleven (11) representing 10.9% answered undecided. In the same vein forty six (46) representing 45.5% agreed to the question 19, while thirty four (34) representing 33.7% strongly agreed that the factors that hinders the training of staff of personnel department of UNN includes lack of funds, lack of supervision from training institution, delay salaries and lack of motivation. In a
critical analysis of this question in number 19 in our questionnaire, we may discover that there are other factors that can hinder training of staff in an organization. This is in consonance with the Nnamani & Okolie (2010:113) posited that lack of coordination among various training institution in a country could hinder manpower development in a country. Biaakie (2002) & Oku (2003) argued that poor data base is the major challenge to manpower development and training in Nigeria. Therefore the researcher does not fully agree to the result generated from the field in this particular question. This why the researcher has deemed it fit to cite other factors that hinder training programmes in general and the training of the staff of personnel services department of UNN.

4.20 Staff performance can be improved true the following ways study leave with pay, prompt payment of salaries, car loans and through other incentives.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>2.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Agreed</td>
<td>40</td>
<td>39.6</td>
<td>44.6</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>56</td>
<td>55.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field work 2011.
Table 4.20 is in response to research question 4 which states that: Staff performance can be improved through the following ways such as; study leave with pay, prompt payment of salaries, car loans and other incentives. The responses from the table revealed that one respondent strongly disagreed, two (2) respondents disagreed, two (2) undecided, while 40 respondents representing 39.6% of the total number 101 returned questionnaires agreed. In the same vein 56 respondents representing 54.4% strongly agreed that study leave with pay, prompt payment of salaries, car loans and other incentives motivate an employee to perform better. The researcher quite agrees with the popular opinions of the respondents however believes that management attitude to staff also influences their efficiency in their work place. For example when a manager seems to ask about the health and well being of the members of the family of his Staff or worker; this act will go a long way to also motivate staff of the organization. This is in line with the view of Ikeayibe (2009) who argued that fringe benefit is a great motivating factor of the staff of any organization.
4.3 Test of Hypotheses

Test of Hypotheses 1: Low productivity is a major factor that determines the training of staff of the personnel service department of University of Nigeria Nsukka. Table 4.8, 4.9, 4.10 are questions that addressed hypotheses 1. From the result generated from the field it was discovered that it is not really low productivity that necessitate training but could be as a result to adapt to changes in technology and innovation. Notwithstanding, when management detects a serious lapse in the performance of its staff it becomes necessary to indulge in training of staff. Therefore, unproductively can be a major cause of training of staff of any organization but not absolutely the cause of training. So in conclusion, we reject the hypotheses 1 therefore unproductively is not the reason for training of staff of the personnel service department.

Test of hypotheses 2

Hypotheses 3 states that: Personnel service department of University of Nigeria Nsukka, experiences hindrances during their training programme. Table 4.19 addressed hypotheses three. Question 19 in our questionnaire that addressed this hypotheses 3 is stated thus: The factors that hinders the training of personnel service department includes lack of fund, lack of supervision from sending institution, delay of salaries and lack of motivation. From the information
generated from the field, it showed that 80% of the respondents were in support of the question. This means therefore that the factors mentioned in the questions were agreed for, by the respondents. Nevertheless there could be some other factors that constitute a great deal of hindrance to a successful training programme but were not inclusive in the questionnaire. Just like the researcher discovered that poor data base and lack of coordination from the training institution could constitute a great deal of constrain. Therefore we can conclude by saying that the variables mentioned in question 4.19 in the questionnaire and others variables could hinder the actualization of a training programme. Therefore the hypothesis is hereby accepted. In conclusion, Personnel service unit of university of Nigeria Nsukka, experiences hindrances during their training programme.

**Hypotheses3**

**Test of hypotheses, hypotheses3 states that** Training of staff of the personnel service department University of Nigeria Nsukka has enhanced their performance (2000-2010). Question 4.15, addressed hypotheses two and from the result generated 87% of the respondent agreed to the question 15 in the questionnaire which states that training of staff of personnel service unit of UNN has brought about improved productivity. The researcher hereby rejects the second because it was discovered that training of staff of the personnel services of UNN has indeed
brought about increase in various aspects of their services to their various clients. The researcher therefore, accepted the hypotheses. Therefore training of staff of the personnel services department of the UNN has lead to the improvement in their productivity and service delivery.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION.

5.1 Summary

Most organizations either public or private emphasize profit and the achievement of their core task. Scarcely do they pay attention on the development of other capabilities of man in our ever changing and ever advancing society. Organizations have to adapt to flux in technology and innovations’ in all ramification. This can only be possible when management engage their staff on training in other to equip them with the modern technological requirement and innovative adaptabilities.

This study was guided with the following research question what are the factors that determine the training of staff of personnel department, University of Nigeria Nsukka? Does training of the staff of personnel service department of University of Nigeria Nsukka bring about improved productivity? What are the factors that can hinder the training of staff of the personnel services department University of Nigeria Nsukka? What measures should be adopted to improve the performance of the staff of personnel department, University of Nigeria Nsukka. Questionnaires were used as the method for data collection however always was made based on the data generated from the questionnaires. Stratified sampling
technique was used as sampling technique in this study some finding were made they included that the reason for training of staff of an organization is not because they have not been productive or efficient in their job but it could be to meet the demand of technological innovations and better proficiency in task requirement. It was discovered that there were difficulties and challenges experienced by the staff of the personnel department of UNN however; it could not hinder the success of the programme.
This study also discovered that training of staff of personnel service department has led to the improvement in the productivity and performance of staff.
The difficulty we experienced in this study is majorly that most of the respondents did not return their questionnaires and most of the respondents refused to attend to our questionnaire. Notwithstanding the study utilized the 101 returned questionnaire and analysis were drawn from those returned question. The study made some major recommendations which includes

5.2 Conclusion

Based on the findings from the study some conclusions were made
The Staff of personnel services department are always allowed to embark on training and acquisition of higher education qualification. The school management have been very much in support of this. The school authority has as a matter of fact
reduced the fees for staff who are embarking or want to embark on higher education pursuit. These staff are sent on training so that they can easily adapt to technical changes, innovations and world best practices. Asenteeism, inefficiency, low productivity, poor public relations skills are factors that necessitate training.

It is necessary to carry out performance appraisal in other to ensure that actions and roles of conforms to standards. Performance appraisal fills a vacuum of laxity among staff and places staff in the path of the discharge of their required duty. Worthy to mention is that organization should always monitor and supervise their staff who are undergoing training. This will eliminate lackadaisical attitude from the trainees and position their mind set at optimizing the opportunity of undergoing such training exercise. The training of the staff of personnel services department of university of Nigeria Nsukka has brought about better disposition of functions.

5.3 Recommendation

This research has objectively deduced some recommendations based on the findings on the data generated from the field

1 The management of any organization should have it as a duty to detect whenever there is a flaw in performance and productivity, therefore embark on training for her staff.
2 The management should avoid factors that could cause low performance and productivity such as absenteeism, poor public relations, inefficiency as these factors could retard the growth of an organization.

3 Performance appraisal should be constantly conducted from time to time because it help to instill duty consciousness in the staff of personnel services department of university of Nigeria Nsukka.

4 Organizations should always endeavour to sponsor interested individuals who have willingly indicated interest in undergoing a training programme; the sponsorship either fully sponsored by the management or partly notwithstanding, the management should always supervise to ensure at their staff did not at any point withdraw from the programme. In addition staff who are undergoing training should undergo study leave with pay This will act as a huge motivation to them to put in their best.

5 Staff whose productivity is still low after undergoing training exercise should be given strict instruction on the need to improve as their non significant contribution to the organization could cause deterioration of the organization.

6 Disciplinary measures should be taken against Staff who violates the ethics and the standing order of the organization, but not automatic sacked.
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Book


JOURNALS


GOVERNMENT DOCUMENT


UNPUBLISHED

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