

**TRAINING AND DEVELOPMENT PROGRAMME AND ITS IMPACT ON THE PERFORMANCE OF SENIOR ADMINISTRATIVE STAFF IN THE NIGERIAN UNIVERSITY SYSTEM**

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**ABSTRACT:** *The study stresses the urgent need for the regular training and development of the Senior Administrative Staff in the University of Nigeria. This will contribute significant in the production of high quality manpower as well as provide the assistance to academic by specialization. Most of them have stayed on their jobs for 20years or more without attending a single training and development course or workshop. They have risen to their respective levels of incompetence. Invariably, they are redundant hence the colossal wastage as waves of fashion or new skills pass them over without notice. They rely heavily on their past or obsolescence knowledge and display old fashioned skills that contribute minimally to the attainment of the organizational goals, their zone-of-indifference becomes very narrow and survive on the basis of political membership or solid protection racket. Their style of membership gives them ‘immunity’ from any disciplinary action. They pass as time-serves and still move fast through the ranks by way of promotion or favour. This class of staff lack commitment to contribution or effectiveness. They cheat other staff they work with. The few who stick to the rules but do not belong experience the fact that good performance on their part will not merit them good evaluation by their bosses. They merely complain of inefficiency to mask their envy against employees who have pull. To upturn this obvious disservice and contribute effectively staff members have to be recruited on the basis of merit or technical qualification and regularly trained and developed to apply current skills and techniques to increase the ratio of output/input, towering cost and improving quality as well as expected revenue and also increasing profit.*

**KEYWORDS:** Training, Development, Performance, Nigerian University System

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## **INTRODUCTION**

The universities were known by one common name the ivory Tower (or the American IVY League). This sums up the universally known goal, mission and idealism of universities. They were a community of scholars and students set apart from worldly distractions, and devoted to focused pursuit of excellence and the best creativity of the human mind. The ultimate results and findings of these universities’ pursuits have in a very fundamental manner shaped the larger society for good. The ideals of the university are intellectualism, think tank mission and service to humanity. A university is expected to gain a lot of financial and academic autonomy, international recognition, internal cohesion, discipline and self-perpetuation to function and flourish to world class and stay there. Dr. Asobie (2005:3) sees the university as a moral force: exploring the sovereignty of truth.

According to him-the university is the apex of educational institutions, and in our part of the world, education is the most important industry. In general education plays a critical role in the progress of society and the moulding of civilization. It is of added importance to any nation troubled by the scourge of poverty. In Nigeria, in general, and among the Igbo in particular, education is regarded as a potent lever of upward socio-economic mobility, as a mechanism for lifting an entire family out of a condition of object poverty. For all Nigerians air future lies in education, especially, university education. It I at the level of the university that the future is determined. This is why all civilized nations see the university as the soul of the nation and nurture it with great care. The university, in any society, has the highest concentration of intellectuals, each by and large imbued with the basic character of restless mental inquest and freedom of thought and speech (if not of action) Okara visitation panel 1984-1985:22). It is a progressive and an evolving institution and holds the key to every situation, and contains within it a transforming and regenerative spirit (Allen 1982:19). The Nigeria's first indigenous University of Nigeria Nsukka was placed from the unset, under the guidance and grooming of American universities, particular Michigan States University and other affiliates in the United States. This arrangement lasted for the early years of the University of Nigeria. Therefore, the University of Nigeria Nsukka was set up in the ideals of world class universities of the American system.

The University of Nigeria Nsukka was international in scope and cosmopolitan in outlook. It stakes reputation and its future upon the range and depth of knowledge with which its students are transformed as graduates (UNN Calendar: 1981-83:47). Also, staff members, academic and non-teaching, were gifted personnel by nurture to devote their lives single-mindedly to the business of unraveling the mysteries of nature and human society (Obasi, 1991 unpublished Ph.D Thesis). Today, the sophisticated foreign background that sustained its ideals are gone with the Biafran civil war (1967-70). The Nigerian universities are known to have had persistent major difficulties and crises and have degenerated in the stature and outlook from several reports in the international media. Frequent and precipitate closures of the universities generally nationwide and for prolonged periods of time lasting from month to over one year. In the process, organized teaching and learning is made difficult and uncertain and confidence in the system badly eroded. The then Federal Minister of Education, Professor Fabian Osuji (2004) states: Today, we produce graduates who have no competence at all, no skills. Our graduates are without employment because they are bereft of the required competence and skills. Nigeria's higher education may have lost focus. The failures and limitations of the education you have received during your time here leading to your graduation today will become clearer to you should you ever seek to do what was very easy for me to do-that is gain admission to one of the best schools in the world for my graduate studies simply on the strength of my university of Nigeria education (Ezekwesili 2013:9) at the 42<sup>nd</sup> convocation lecture University of Nigeria and a former Minister of Education in Nigeria. Federal character principle of representation down plays the significance of merit in the recruitment process. Public acceptance of the philosophy of 'Ima Madu' or Iche Yuknuw is a strong source of recruitment process as well as family ties. Profess A.O. Anya raises an alarm on the pre-eminent wastage and inefficiency in the university. Also Curex management consultants harped on the colossal and mind-boggling levels of human and materials wastage and decay obtainable at the University of Nigeria, more specifically at the non-academic sector of university of Nigeria (Curex management consultants, 1992:3-4).

### **Statement of Problem**

1. There is no efficiently-oriented training and development programme for Senior Administrative Staff for the constant reinforcement of their knowledge, provision of new skills and procedures, new techniques and approaches and most up-to-date methods of operations.
2. The placement of the University of Nigeria, Nsukka from on set under the guidance and grooming of the Michigan State University and other affiliates in the United States conferred a lasting a presumed reputation on the university as an ideal world class University.
3. Decayed and sub-standard infrastructural facilities with little positive growth or major revitalization for several years running arising from wrong government education policy in the face of bursting numbers of yearly intake of students, totally unmatched by available spaces, facilities, teaching and administrative staff in the universities.
4. Some senior administrative staff stay on their jobs for 20years or more without attending a single training and development seminar or conference. Their zone-of-indifference becomes narrow having risen to their level of incompetence. Their inefficiency becomes narrow having risen to their level of incompetence. Their inefficiency and incompetence are shielded by the solid protection racket in force which ensures the security of their family staff-members or appantees by 'pull'

### **Objectives of the Study**

1. To determine the need of a training and development programme
2. To ascertain that the value of every training and development programme is short lived, transitory of has period of usefulness.
3. To find out the effect of matching infrastructural facilities and yearly intake of students with available administrative staff.
4. To evaluate the effect of solid protection racket on human and materials wastage

### **Research Questions**

The following research questions have been formulated to facilitate the achievement of the objective of the study.

1. What is the need of the training and development programme in the university?
2. What is the period of usefulness or value 'presence' of a training and development programme in the university
3. What is the effect of matching infrastructural and the yearly intake of students with the number of administrative staff in the university?
4. What is the effect of the solid protection racket on the human and material wastage in the university?

### **REVIEW OF RELATED LITERATURE**

The essence of training and development is to have qualified people. These qualified people can be produced in two ways within an organization. First those select for jobs by the organization must be made familiar through orientation with the company's objectives, activities and with their specific jobs as well as to learn about their environment. Second, those within the organization can be trained and developed to bring out their full potential. Actually, these two approaches are both a

part of the same process, since once an individual is selected, he must undergo some training and development programme must therefore be developed (Hicks et al, 1974:302).

The basic objective of training and development is to alter the thinking and behavior of employees in the direction desired by management. A training programme must be useful only when it is tailored to the needs of a specific company for specific positions. Training in technology and methods of performing tasks is specific and detailed and is common at the operative levels. Managers/Supervisors build human skills for operations (Hicks *et al*, 1974:303).

Training and development is an attempt to improve current or future employee performance. It is the systematic process of altering the behavior of employees in a direction to achieve organizational goals, it includes management development which is the process by which managers gain the experience skills and attitudes to become or remain successful leaders in their organizations. A formal training programme is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (Horold and Given in Ivancevich-Glueck 1983:284-285). Learning is the act by which the individual acquires skills, knowledge and abilities which result in a relatively permanent change in his or her behavior. Continual learning ensures self-renewal and greater self-determination-presenting individuals with an enormous challenge and an opportunity to manage their own careers and development (Mcbeth *et al*, 2004:17).

The staff members will focus on contribution which encompasses the four basic requirements of effective human relations namely: communication, team work, self-development and development of others (Drucker, 1979:66). Training strives to prepare a society based on information and knowledge: that is, the vision of a society that offers everybody the opportunity to participate in the knowledge revolution of our age. That means being prepared for life-long learning, having the will to play in the premier division in the world-wide competition for knowledge-which above all implies an enlightened attitude to technology (Herz Roman, 1997:25).

What is the relevance of good reading habit? Through reading or learning, the reader or manager conquers incompetence. By conquering incompetence others, you can do your work more easily, gain promotion and make more money. You can avoid pain or illness. You can become a leader of men, enjoy your leisure, gratify your friend confound your enemies, impress your children, enrich and revitalize your marriage. One should not decide lightly on whether or not to read. This is an irrevocable decision. Once you read, you can never regain your present state of blissful ignorance; you will never again unthinkingly venerate your superiors or dominate your subordinate (Peter and Hull, 1977: xvii).

Every organization or institution needs performance in three major areas: (I) It needs direct results, (II) building of values and their reaffirmation, and (III) also, building and developing people. But if it is deprived performance in any one these areas it will decay and die (Drucker 1979:57), it is important to note that any organization which just perpetuates today's level of vision, excellence and accomplishment has lost the capacity to adapt. It will not be capable of survival in a changed tomorrow (Drucker, 1979:58). Without having adequate training a person floats in the organization by short-changing himself, depriving his organization and cheats the people he works with

(Drucker, 1979:59). A good training programme will check or avoid misguided individualism (Miegel, 1997:32), and arrogance, the degenerative diseases which destroy knowledge and deprives it of beauty and effectiveness.

A training and development programme facilitates the learning process (Koontz et al, 1980:572). It has been proved that absence of a systematic training and development programme generally results in higher training costs because the employee will not use the best operating methods (Flippo 1971:194). A good training and development programme is never static for it considers the training and development needs of managers both in the present job and in the next. It also takes into account broad enterprise needs and plans in the distant future (Koontz et al, 1980:581). The programme provides staff opportunity to acquire skill and requisite knowledge for managerial and operative functions.

Acquiring skill is an asset, it is valuable to the employee for better security and greater productivity enhancing advancement, within or outside his present-organization (Flippo, 1970:194). Acquiring technique is essential to having competence (Boettinger 1974) and also to building a healthy self-confidence which is based on developed and tested powers of thought and action, not on nervous compulsion to do everything except think (Boettinger 1974). This is necessary because our knowledge of human beings or resource materials is both tentative and limited. This lack of knowledge is one reason why waves of fashion in new manipulation and motivation methods sweep over us from time to time. Moreso, every resource material has its own strength and weakness and any effective manager or executive is expected to know its limitations and how to work it so that it does not resist his effort. A manager acquiring a skill is like an architect wishing to transcend the limits of his previous construction method. He must study the nature of his materials and experiment with their possibilities. These attempts will surely put him in form to avoid his having a primitive outlook on motivation. It will also equip him with competence (Technical skill and imagination, the facility of mind to arrive at vision). He can therefore communicate his visions and create a response in those around and concerned. This is a necessary requirement for handling practitioners after intervene to keep face with their powers and levels of authority and positions and cause misdirected, though well-intentioned results. Companies must ensure that their managers are masters of the best available techniques before they are called upon to carry out tasks that are fraught with grave human economic, political and social consequences (Boettinger, 1974) or in the environment of their operations.

To change employees' or staff behaviour in the direction of greater contribution to the attainment of organizational goals, the individuals must perceive the new expected behavior as serving to fulfill needs or at least not leading to deprivation of fulfillment. Such goals are expected to be within the reasonable reach of employees training and development. This implies that the environment of operation must be conducive to change in behavior (French 1978). A man becomes calm in the measure that he understands himself as a thought evolved being for such knowledge necessitates the understanding of others as a result of thought and he develops a right understanding and sees more clearly the internal relations of things, by the action of cause and effect, he remains poised, steadfast and serene (Allen 1982:65). Training and development in such a conducive environment will lead to a state of (or process of) human perfection in terms of certain absolute or universal values (Williams, 1975). A conducive learning environment is capable of providing the

right atmosphere of freedom and standard of self-discipline necessary to foster creativity. It can become a habitation of the mind and spirit a kingdom of learning growth and development (Ajayi, 1983).

The environmental requirements will change with the demands of the time. Today's knowledge and vision take on a momentary shape and form. They dissolve completely or partly or are substantially modified or improved upon as new knowledge, new awareness fresh vitality or fresh approach break in upon them on the problem at hand. Therefore, knowledge will no longer serve as an end or even a foundation to build upon but as a continual point of departure (Mcbeth et al, 2004:17).

Conditioning the behavior of man to suit organizational, goals is not easy. Man is a bundle of contradiction, people are illogical. They often prove difficult to manage, maintain and utilize (Hicks and Gullett 1974). They manipulate and wrestle honour and reward from those who deserve and merit them through informal or extra official means like the pull which is employee's relationship-by blood, marriage or acquaintance with a person of authority above him in the hierarchy (Peter and Hull, 1977:7). This fosters and maintains a protection racket which promotes indiscipline as a way of service or unproductive service (working party, 1986:30).

Training and development should be on a regular and periodic basis to enhance the staff members job fit whether oriented around job content, basic skill, attitudes and interpersonal relations and ensure effective adaptation to the demands of the job (Howell, 1976). This agrees with Goethe's view: he only earns his freedom that daily conquers them a new. This implies that staffs earn their commensurate their commensurate status and due reward, if they regularly and periodically conquer them a new. This is a compelling necessity for people or staff in the university.

The four earliest universities in Nigeria were either modeled on the British or American ideals of universities. Evidence abounds too from those who experienced those universities in the fifties, sixties and early seventies, that these earliest universities in Nigeria ran successfully as world class universities and achieved spectacular results (Ndili 2004:4).

Today, the state of crises in Nigeria's old and new universities has buttered those ideals of world class ascribed to them: some of the causes are:

- Near total loss of any mix of expatriate and international students who once freely sought intellectual growth and fulfillment in Nigerian universities and gave Nigerian universities some semblance of international community of scholars. Many of these expatriate academics have long gone away to other parts of the world.
- Open and long-drawn out acrimony and crisis over the appointment and succession of vice-chancellors in many Nigerian universities, the crisis invariably woven into a contentious ethnic and tribal warfare and politicking, with not always the best candidate being appointed.
- Then there is the troubling issue of student cults and cult killing of fellow students by students, reported to be rampant in many Nigerian universities campuses nation wide. Aspects of this include pervasive loss of sense of security of life and property in many Nigerian university campuses today. Even some top academics, professors, administrators, deans or heads of Department have been gunned down on campus by cults, hired assassins or bandits.

- There is a lot of immorality with regards to buying and selling of grades, buying of admissions, hoodtams operating and holding place hostage, students buying grades, lecturers selling grades, people using every kind of means to get what they want unrest with the unions whether it is ASUU, SANU or NASU but especially with ASUU. The University has come to such low ebbs now that academic performance has come to the lowest possible level.

The summary of the review of related literature showed that the university system as 15 known in the world today started in Europe and Britain and later spread to America. These European and American Universities have not only existed for hundreds of years pursuing their goals, they have even in the midst of many world political crises continued to run smoothly and uphold their ideals of intellectualism, think tank mission and service to community. Nigerians took over the management of the University and they threw the ideals and standards to the blues. And instead, turned the universities into war zones with in-fighting and constant strife. For example, the University of Nigeria, Nsukka has had a particularly unhappy history of constant in-fighting and intemperate disagreements and tensions among staff members (Okara Visitation Panel Report 1985: 22).

The gap in literature: The review of related literature shows Nigerian academics and administrators as unprepared and constituting a hasty management team. The obvious gap arising from their unpreparedness place serious stress on the system and them subordinates. They use the resources of the University to protect their weaknesses and subjecting their fellow staff to pain and misguided individualism.

## RESEARCH METHODOLOGY

This is a study of Training and Development programme and its impact on Senior Administrative Staff in Nigerian university system. The University of Nigeria, Nsukka is chosen for the study. The data are generated from both the primary and secondary sources. The primary data were collected through the administration of questionnaire and personal interviews. The secondary data were sourced from textbooks and articles downloaded from the internet. The population comprises all the Senior Administrative Staff of the University of Nigeria. The staff strength which is 1,200 is spread through all the academic and administrative departments and units. In keeping with the standard conditions of a good sample a sample size of 300 was determined using Taro Yamane's formular:

$$n = \frac{N}{1+N(e^2)} \quad (\text{where } n = \text{sample size, } N = \text{total population, } e = \text{level of significance and } I = A \text{ constant})$$

$$n = \frac{1200}{(1+1200 \times 0.0025)}$$

$$n = \frac{1200}{1+3} = \frac{1200}{4}$$

$$n = 300$$

**Table 3.0: Respondents aware of the existence of training and Development programme**

	No. Responses		Yes		No		Total	
	No	%	No	%	No	%	No	%
No respondent	3	1.0	0	0.0	0	0.0	3	1.0

Yes	0	0.0	99	33.0	0	0.0	99	33.0
No	0	0.0	0	0.0	198	66.0	198	66.0
Total	3	1.0	99	33.0	198	66.0	300	100.0

**Source:** field survey 2013

Table 3.0 shows a revolting response a 66 percent of the respondents claim not to be aware or have my knowledge of the training and development programme for senior administrative staff by the University of Nigeria Nsukka. Nevertheless 33percent of the respondents claim to be aware of the programme and 1percent claim no response. Therefore, 67percent claim to be unaware. The fact is that the university is structured in such a way that every staff cadre has a hierarchy positions being occupied by incumbents on the basis of superior knowledge. In the administrative positions there are float files letters that treated usually the containing recurring issues or duties or activities that serve as guide to new intakes. Every willing and committed staff can develop himself/herself on the job by understanding the unit float files as well observing and understanding his superior officers.

**Table 3.1: Evaluation of the staff training and Development programme**

	No. Responses		Adequate		Inadequate		Net sure		Total	
	No	%	No	%	No	%	No	%	No	%
Administrative	0	0.0	0	0.0	24	8.0	9	3.0	33	11.0
Executive	57	19.0	18	6.0	75	25.0	3	11.0	183	61.0
Secretarial	30	10.0	0	0.0	39	13.0	15	5.0	84	28.0
Total	87	29.0	18	6.0	138	46.0	57	19.0	300	100.0

Table 3.1 shows that 46percent claim that the staff training and development is inadequate (8percent Administrative, 25percent Executive and 13percent secretarial); 19percent claim to be unsure of the standard of the programme (3percent Administrative, 11percent executive and 5percent secretarial); and 6percent claim that it is adequate (6percent executive and 6percent claim that it is adequate (6percent executive and 6percent secretarial). The rate of evaluation is not encouraging. If 46percent inadequate is added to 19percent “net-sure” then 65percent do not feel the impact of the training and development programme.

**Table 3.2: Effectiveness of Training and Development Programme on their Performance:**

	No. Responses		Yes		No		Total	
	No	%	No	%	No	%	No	%
Administrative	15	5.0	9	3.0	9	3.0	33	11.0
Executive	42	14.0	51	17.0	93	31.0	186	62.0
Secretarial	18	6.0	15	5.0	48	16.0	81	27.0
Total	75	25.0	75	25.0	150	50.0	300	100.0

Table 3.2 shows that 50percent of the respondents claim that the training and development programme does not influence any effectiveness on their performance or help them remain effective (3percent Administrative, 31percent Executive and 16percent secretarial); 25percent claim that is



makes them remain effective in the performance of their duties (3percent Administrative 17percent executive and 5percent secretarial), 25percent claim or indicate ‘no responses’ (5percent secretarial). Therefore, 70percent (50percent “no effect” and 25percent of “no-response”) claim that the performance of their duties is unaffected by the university training and development programme. This is typical of staff in developing countries like Nigeria who believe in perpetuating yesterday vision or stretching any value beyond its usefulness. Reading is not our culture or we would have learnt from Peter and Hull 19 that every employee in a hierarchy rises to his level of incompetence and thereafter, he becomes redundant because his ignorance will render him indifference to the new waves of fashion or new skills or technique of the time (Boettinger) this also blinds them to the advantages of Human Resource Management with respect to its being action oriented, individually oriented and future oriented (Ivancevich-Glueck 1983:7). This supports the presumption that the role of the Senior Administrative staff as staff advisers to the line or academic is easy, repetitive and less risky. For absolute responsibility is borne by the line staff.

**Table 3.3: Staff function and the Necessity for Training and Development**

Respondents	No. Responses		No clear influence		Adverse effect		Net sure		Total	
	No	%	No	%	No	%	No	%	No	%
Administrative	0	0.0	0	0.0	12	4.0	18	6.0	30	10.0
Executive	54	18.0	36	12.0	18	6.0	78	26.0	186	62.0
Secretarial	24	8.0	15	5.0	15	5.0	30	10.0	84	28.0
Total	78	26.0	51	17.0	45	15.0	126	42.0	300	100.0

Table 3.3 shows that 42percent (6percent Administrative, 26percent executive and 10percent secretarial) claim that net-sure that the training and development prospects are required for the performance of staff function. 15percent (4percent Administration, 6percent executive and 5percent secretarial) claim that training and development prospects have adverse effect on their performance. 17percent (12percent executive and 5percent secretarial) claim that training and development prospects have no clear influence. 26percent (18percent Executive and 8percent secretarial) claim to have “no-response” to identify with “no clear influence”, “adverse effect” and “not sure” on the impact of training and development prospects on staff function of senior administrative staff is to presume that most of them had no saleable skill at the point of engagement some of the respondents are “political” managers and employees who are engaged as staff on the strength of section 14 (3) of 1999 constitution of the Federal Republic of Nigeria which is the federal character principle of tribal religious or group representation. This superceeds the merit criteria. Second, major sources of employment is the theory of “Ima Mmadu” or “whom you know” in politics or civil service. The theory says that hardly can any Nigerian get a job, a favour or any other thing, of value without “knowing” somebody or “knowing” somebody who “knows” somebody or somebody who “knows” who “knows” somebody. This theory has not been tested in the filed for its empirical validity but its wide acceptance by Nigerians transforms it into a law (Okoli, 1999:17-18). The dignity of labour in Nigeria is conferred on a life ignoble ease which easily becomes dulled by contemptible wealth and not on a life effort and hard work. This is because the oil wealth merely makes Nigeria a Rentier state and foists on it an extractive elite class

of political and business men and women. These politically dominated institutions rely heavily on federal monthly allocation of fund. They are renowned for encouraging and rewarding conformance to existing standards of performance and behavior, cloning most of their employees into replicas of their predecessors in the name of continuity and preservation of (institutional) or corporate culture (Nicholson-Herbert et al, 2004:41).

**Table 3.4: Number of Respondents and in-service Training courses since initial appointment in the university**

Attendance at in-service training and development courses								
Respondents	No. Responses		Yes		No		Total	
	No	%	No	%	No	%	No	%
Administrative	3	1.0	6	2.0	24	8.0	33	11.0
Executive	6	2.0	39	13.0	141	47.0	186	62.0
Secretarial	0	0.0	18	6.0	63	21.0	81	27.0
Total	9	3.0	63	21.0	228	76.0	300	100.0

Table 3.4 shows that 76percent of the respondents claim that they have not attended any in-service training and development courses (8percent Administrative, 47percent executive and 21percent secretarial). 3percent (1percent Administrative and 2percent executive) claim inability to respond or claim no-response. Only 21percent (2percent administrative, 13percent executive, and 6percent secretarial) claim to have attended in-service training and development courses. If 3percent “no-response” is added to 76percent non-attendance, then 79percent of the respondents have not attended any in-service training and development courses since their initial appointments with the University of Nigeria. This puzzle was resolved by the glaring omission of any training and development programme in the regulations governing the conditions of service of senior staff in the university of Nigeria,: chapter 12-study leave, shall be granted to members of senior staff on regular appointment for the purpose of engaging in study anayor research either for the acquisition of higher degrees or professional qualifications or for the intellectual development of the individual in practice only academic staff enjoy sabbatical leave. Appendix V-Revised conditions of service for graduate assistants: Graduate Assistantship is a training post for graduates of this university or any other approved university who obtained at least 2<sup>nd</sup> class (Upper Division) Honours. This also is an academic position.

**Table 3.5: Years of Service and Attendance at in-service course**

Respondents	1-5		6-10		11-15		16-20		21-25		26-30		31-35		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%

No Respondents	3	1.0	0	0.0	0	0.0	3	1.0	0	0.0	0	0.0	0	0.0	6	2.0
Yes	0	0.0	3	1.0	9	3.0	9	3.0	33	11.0	6	2.0	3	1.0	63	21.0
No	3	1.0	0	0.0	36	12.0	63	21.0	81	27.0	21	7.0	27	9.0	231	77.0
Total	6	2.0	3	1.0	45	15.0	75	25.0	114	38.0	27	9.0	30	10.0	300	100.0

Table 3.5 shows that the range of (21-25)- 11percent said “Yes”, and 27percent said “No”. the ranges (16-20) 1percent “no-response”, 3percent attended while 21percent did not, and (11-15) 3percent attended and 12percent did not. In (26-30) 2percent attended while 7percent did not. In (1-5) 1percent “no-respond” and 3percent did not attend. In (31-35) 1percent attended while 9percent did not attend. In summary only 63respondent attended while 237 did not.

Some senior administrative staff have higher educational qualifications-M.Sc/MA/MPA/Ph.D like their academic colleagues in the same university their feelings were ascertained in relation to their academic members having equivalent certificates.

**Table 3.6: Articulates their feelings;**

Respondents	Commensuration position		Salary and allowance		Training prospects		Participation in policy making		Total	
	No	%	No	%	No	%	No	%		
Administrative	6	6.25	3	3.125	0	0.0	0	0.0	9	9.375
Executive	18	18.75	21	21.875	21	21.875	18	18.75	78	81.25
Secretarial	0	0.0	0	0.0	3	3.125	6	6.25	9	9.375
Total	24	25.0	24	25.0	24	25.0	24	25.0	96	100.0

Table 3.6 shows that under

1. Commensurate position, 18.75percent claim that the relative position is unfavourable and 6.25% claim that it is favourable
2. Salary and Allowances, 21.875percent claim that it is favourable in relative terms and 3.125percent claim “non-sure” of the true state of things.
3. Training prospects, 21.875percent claim that it is unfavourable while 3.125percent claim “not sure” therefore, 25percent (21.875+3.125) claim that there is no-training prospect for the senior administrative staff.
4. Participation in policy making, 18.75percent claim that participation in policy making is unfavourable to senior administrative staff who have obtained higher academic qualifications. This understandable because the academic personnel are the line whose duty is policy making or policy directive? Staffs only advise the line professionally. Regardless of the paper qualifications obtained by staff he is strictly bound to observe the principle of the limitation of staff economy.

**Table 3.7: Administrative Work Process and Job Satisfaction**

	No response		Yes		No		Total	
	No	%	No	%	No	%	No	%
Administrative	0	0.0	21	7.0	12	4.0	33	11.0
Executive	0	0.0	60	20.0	123	41.0	183	61.0
Secretarial	3	1.0	18	6.0	63	21.0	84	28.0
Total	3	1.0	99	33.0	198	66.0	300	100.0

Table 3.7 shows that 6.6 percent (4% Administrative, 41% Executive and 21% secretarial) claim to have “no job satisfactory”. 33percent (7%Administrative, 20%Executive and 6%secretarial) claim to have “job satisfaction”. 1percent (secretarial) claim “non-response”, therefore, 67(66+1) claim to have no job satisfaction. This gives clue to the collasa waste of resource by the senior administrative staff.

**Table 3.8: Training Prospects and Job Satisfaction**

Training Prospects and Job Satisfaction								
	No response		Yes		No		Total	
	No	%	No	%	No	%	No	%
Administrative	0	0.0	6	3.03	6	3.03	12	6.0
Executive	0	0.0	48	24.24	78	34.39	126	63.64
Secretarial	6	2.0	24	12.12	30	15.15	60	30.36
Total	6	3.0	78	39.39	114	57.57	198	100.0

Table 3.8 shows that 58percent (57.57) claim that there is no relationship between training and job satisfaction (3.03% Administrative, 34.39% Executive and 15.15% secretarial) 40percent (or 39.39) percent claim that training prospects do not bring about job satisfaction (3.03% Administrative, 24.24% Executive and 12.12 secretarial).

**Table 3.9: Staff Performance at Different/Varied Conditions**

Respondents	No Response		After training		No training		Rising through ranks		Hiring prospective employees		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Administrative	0	0.0	24	6.56	0	0.0	15	4.1	0	0.0	39	10.65
Executive	3	0.82	138	37.71	0	0.0	99	27.10	0	0.0	240	65.57
Secretarial	3	0.82	48	13.11	0	0.0	36	9.80	0	0.0	87	23.77
Total	6	1.64	21	57.38	0	0.0	150	40.98	0	0.0	366	99.99

Table 3.9 shows that 366 (39 'Administrative' 240 'Executive' and 87 'Secretarial) scores/points are recorded as the total preferences indicated by the respondents. These include the 66 respondents who marked or ticked double preferences or factors simultaneous taking the total/entire 366marks/preferences (57.38% (or 57percent) claim that 'After training' is the condition when respondents are most effective (6.36percent 'Administrative class', 37.71 percent 'Executive class' and 13.11percent secretarial). An equally competing factor is-Rising through the ranks-with 40.98percent of the preference or marks-4.1percent from Administrative class, 27.10percent executive class and 9.80percent secretarial class).6percent of the respondents provided these extra/additional remarks: 'After training' is a factor showing 'what should be' but "rising through the ranks" shows-"what is". The close competitions between the two factors-"After training" and "Rising through the ranks" show that training is not necessary in the performance of the staff functions. This is because a substantial number of respondents will prefer learning through observation or under study while on the job. Senior Administrative staffs are mere glorified clerks-a popular slogan in the ministries where the former permanent secretaries are called or nick-named-glorified clerks. Table 3.10 shows the response of the respondents. The implication is that 'glorified clerks' is a proper and an equivalent designation for senior administrative staff.

**Table 3.10: Are Senior Administrative Staff Status the same as 'Glorified Clerks' in the Ministries**

Respondents	No response		Yes		No		Total	
	No	%	No	%	No	%	No	%
Administrative	0	6.0	0	2.0	24	8.0	30	10.0
Executive	0	0.0	90	30.0	90	30.0	189	63.0
Secretarial	3	1.0	36	12.0	42	14.0	81	27.0
Total	3	1.0	132	44.0	156	52.0	300	100.0

Table 3.10 shows that 52percent of the respondents (8% 'Administrative', 30%'Executive' and 14%'secretarial') claim that the senior administrative staff are not mere glorified clerks. On the other hand 44percent claim that the status of glorified clerk is a good substitute for the position of senior administrative staff about 4percent indicate inability to make any response. It is 52percent against 48percent. The desire to acquire or undergo more training and development course is not within their scheme of things or plans because they or implement deal with rules and regulations, record-keeping or written procedures. They encourage and reward conformance to existing

standards of performance. Cloning marks the senior administrative staff out as a non-researchable segment of the university staff.

### Performance of Staff Functions and Higher Degrees

Performance of the senior administrative staff duties is focused on written procedures, rules and record-keeping of the results of their actions. The question is who initiates and approves them? It is the university Senate a body of top academics who finds the right things to do uplift the university and approves them for the actions of the Senior Administrative Staff. What the Senate does is called Effectiveness and what the senior administrative staff does is called efficiency. How relevant is the acquisition of higher academic degrees necessary for the performance of their duties?

**Table 3.11: Higher Degrees and Performance of Senior Administrative Duties**

	No Response		Complex duties		Routine duties		Not challenging		Not research involving		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Administrative	12	4.0	6	2.0	12	4.0	0	0.0	3	1.0	33	11.0
Executive	12	4.0	3	1.0	105	35.0	12	4.0	57	19.0	189	63.0
Secretarial	9	3.0	6	2.0	36	12.0	6	2.0	21	7.0	78	26.0
Total	33	11.0	15	5.0	153	51.0	18	6.0	81	27.0	300	100.0

Table 3.11 shows that 51percent of the respondents (4percent 'Administrative', 35percent 'Executive' and 12percent 'secretarial') claim that the duties of the senior administrative staff are routine duties 27percent (1percent administrative, 19percent executive and 7percent secretarial) claim that their duties are not research-involving. 6percent (4percent executive and 2percent secretarial) claim that their duties are not challenging. Only 5percent (2percent administrative, 1percent executive and 2percent secretarial) claim that the duties of the senior administrative staff are complex. But 11percent (4percent administrative, 4percent executive and 3percent secretarial) claim inability to evaluate the demands their duties impose or make on them.

**Table 3.12: Administrative Staff and Post Qualification Preference**

	No Response		Remain in administrative		Convert to academic		Seek gainful employment		Total	
	No	%	No	%	No	%	No	%	No	%
Administrative	0	0.0	15	5.0	0	0.0	18	6.0	33	11.0
Executive	9	3.0	33	11.0	75	25.0	66	22.0	183	61.0
Secretarial	9	3.0	6	2.0	54	18.0	15	5.0	84	28.0
Total	18	6.0	54	18.0	129	43.0	99	33.0	300	100.0

Table 3.12 shows that 43percent (25percent 'Executive' and 18percent 'secretarial') claim the option to convert to academics. 33percent (6percent Administrative 22percent 'Executive' and 5percent 'secretarial') claim to seek gainful employment else where. 18percent (5percent 'Administrative', 11percent 'Executive' and 2percent 'secretarial') claim to remain in administration. The respondents show a strong preference to convert to academics (43%) and seek gainful employment elsewhere (33%). Therefore, a total of 76percent of the respondent will opt

out of the administrative cadre. The limiting factor compelling them to stay on as staff officers is establishment vacancy within or outside the university the analysis of this outcome shows a tendency to have a mobility and high turnover of administrative staff who obtain Ph.D.

No wonder why, the University of Nigeria, Staff Training and Development Programme makes provision for a first degree or High National Diploma for the secretarial Executive and Technical? The administrative officers are not mentioned because their job specification demands or requires a first degree as a necessary requirement for the employment of prospective applicants. For example, the advertisement for the vacant post of the University Registrar runs as follows: under Qualification and Experience:

Candidates for the post of the University Registrar must possess a good honours degree from a recognized university and must have had extensive and administrative post-qualification administrative experience at top management level, preferably in high educational institution. A higher degree or a post-graduate Diploma in Public Administration or related field will be an advantage (UNN ADVERT: 1982).

Staff perception of roles-Academic and administrative by the respondents is shown in Table 3.13 as shown below:

**Table 3.13: Staff Perception of Roles**

S/n	The academic tend to stress the following	The administrative staff tend to stress the following
1	Uniqueness of student problems	Uniformity in dealing with students problems
2	Change, innovation and research	Regulations rules and procedures and record keeping
3	Achievement of goals	Efficiency in operation
4	Particularistic in the application of rule	Universalistic application of rules
5	Skill based on present knowledge	Skill based on past practice
6	Ability and authority	Hierarchical ability
7	Loyalty to the profession and students	Loyalty to the institution and its administration
8	Authority line	Advisory role

Source: Adapted from U.O. Umeh's lecture on university administration- Its demands problems and prospects (1984) U.O. Umeh was the university Registrar 19 to 19

Table 3:13 shows basic differences between the academic and the administration as perceived by Mr. U.O. Umeh, the University Registrar and the Chief Administrative officer of the University. He is responsible to the Vice-Chancellor the Chief Executive of the University.

- The registrar in his lecture see the academics as a unique set of people, using research to manage change through creative response which is innovation. The senior administrative officers are renowned for encouraging and rewarding conformance to existing standards of performance.
- The academics are the line who exercise absolute responsibility and authority for the attainment of the university goal of restoring the dignity of man through transforming students into refined and active agents who accumulate capital, exploit material resources, build social, economic and political organizations and carry forward national development. The senior administrative officers

arise from the principle of functional growth. The effect of this principle is to emphasize the need for managerial assistance through specialization they render assistance and facilitation of the line functions.

### **MAJOR FINDINGS:**

1. The claims by the Senior Administrative staff that they do not know about the staff Training and development programme or scheme of the University of Nigeria is pretence. This apparent lack of knowledge merely depicts or derogates the arbitrary process of selecting the few favourites for training and development. The pretence is a way to mask their envy against the University Administration for its non-commitment to their training and development and also against the favoured employees who have PULL.
2. The academics have the final say as key actors in the university administration in policy making and implementation is respect of staff Training and development of Senior Administrative staff.
3. The staff members who have served the University of Nigeria for 20 to 35 years of service have not attended any in-service course, workshop, seminar and conference.
4. The Senior Administrative staff rates the factors of “rising through the ranks” as a better preparatory premise for performance effectiveness than the factor of “after a good training course” .
5. The job specification for the post of Registrar who is the Chief Administrative officer of the University, requires a minimum qualification of a first degree for efficient and effective performance.

### **CONCLUSION**

This study attempts primarily to summon the University of Nigeria Administration to the attention of this serious oversight or neglect. This is because if an area of fundamental skill or requirement, like training and development of staff, is neglected it will ultimately plague all future work and cause serious flaws in performance. The affected or deprived staff members will be partly corrupted by the lures of conformism but at the same time they may likely suffer from and may be irritated by a permanent lag from the academics and inadequate use of available training opportunities in the University of Nigeria. It is therefore suggested that the University of Nigeria Administration considers and implements the above recommendations in its own interest and in the interest of members of the Senior Administrative staff.

### **RECOMMENDATIONS**

1. The University of Nigeria Administration undertakes to sponsor Senior Administrative officers or staff for in-service training and development courses, workshop, seminar and conference on a regular and periodic basis.
2. The University of Nigeria Administration revives the University of Nigeria consultancy services to include; training and development unit.
3. The university of Nigeria consultancy services and the training and development unit should carry out fundamental assessment of the human resources wastage, inefficiency and decay, and should identify their causes and the training and development needs appropriate to their solutions.



4. The two units in (3) above shall prepare a good training and development programme and schedule for running short courses of one to two week duration oriented towards improvement on job skill, job attitude, study of rules and regulations of the University, equipment handling etcetera.
5. The University of Nigeria Administration shall establish a standard training and development centre appropriate to a university setting and approve budget for mounting programme, workshop seminar and conferences.

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