

EVALUATION OF MANAGEMENT OF FUNDS FOR STAFF DEVELOPMENT IN AHMADU BELLO UNIVERSITY, ZARIA

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Introduction

Universities in Africa have been established with the lofty aims of training and supplying highly skilled manpower to manage and affect changes by way of technological rebirth; producing political and administrative elites to control state structures. Universities have also been established to set standards, societal values, ethos and championing societal renewal via cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, internal and international harmony and peace based on human rights, democracy, tolerance and mutual respect (UNESCO 1998). Higher education plays a crucial role in the supply of high level manpower for the socio-economic development of a nation. To this end, effective management of this sector through adequate funding becomes necessary (Ekundayo and Ajayi, 2009).

According to Ibukun (1997), the main purpose and relevance of university education in Nigeria is the provision of the much needed manpower to accelerate the socio-economic development of the nation.

Government's involvement in the education enterprise in the early 1960 resulted in the establishment of first generation universities to

cater for the growing population. These universities in most instances started as relatively small institutions (with enrolments of not more than 2000) they were generously funded by their governments and international agencies and were equipped to the highest standard (Muhammad, 2010).

Statement of the Problem

The story of university education in Nigeria has largely been a story of mixed fortunes. The system initially laid claims in making respectable impact on the socio-economic growth and advancement of Nigeria. Today, there are doubts whether Nigerian universities under the present condition will be able to continue to lay claims of being central to national capacity to connect with the international educational system and further develop the technologies needed in the wider society (Vespoor, 1994). This is because the low funding of universities, ABU Zaria inclusive, affects their management.

The university system in Nigeria has witnessed a lot of turbulent experiences. The crises have been characterized by a combination of chronic underfunding, rapidly increasing students' enrolment, inadequate facilities, deterioration of physical infrastructure, culture of arbitrariness and

suppression of staff and students (Ekong, 1999).

Ibukun (2004) reported that between 1987 and 1997, average expenditure on education by the federal government as a percentage of the annual budget was 5.1%. When related to the Gross Domestic Product (GDP), federal government expenditure on education averages 1.1%. In addition Arikewuyo (2004) reported that since the advent of democracy in 1999, funding of education dropped from 11.12% to 1.8% in 2003. UNESCO (2002) reported that unlike Nigeria which spends an average 1.1% of its GDP/GNP on education other countries like Ghana spends 3.6%, Kenya 6.2%, and Zimbabwe 9.5%. The effect of under-funding is evidenced in the brain drain, a phenomena which has depleted universities in Nigeria seriously. The country has lost most of its experienced academics to even smaller African countries such as Ghana, Rwanda, South Africa to mention but few (Aghenta, 1984, Okogie, 2004, FME, 2003).

The gross under-funding of the education sector in the country has been rendering the university system incapacitated. Adepoju (2002) remarked that money is absolutely the input of any education system. It provides the essential purchasing power with which education acquires its human and physical inputs. According to Saint et al (2003) the university system has not enjoyed the financial resources necessary to maintain educational quality in the midst of significant enrolment explosion. Also according to Odia and Omofonmwan (2007) UNESCO (1998) recommended 26% of the total budget of a nation to be allocated to education, but the Longe Commission of 1991 observed that the percentage of budgetary allocation to education has not exceeded 10% (Ekundayo and Ajayi, 2009)

The main objective of this study is to ascertain the impact of funding on the management of Ahmadu Bello University, Zaria. The specific objectives are:

1. To determine the impact of funding on Staff development in Ahmadu Bello University, Zaria.
2. To examine the impact of funding of ABU management towards Staff development.
3. To identify the impact of funding to the

academic staff willingness on the improvement of Human Resource-Development for national Development.

Research Questions

1. To what extent does adequate funding improve Staff development on the management of Ahmadu Bello University, Zaria?
2. How does adequate funding influence academic staff on Human Resource development in Ahmadu Bello University, Zaria?
3. What is the proportion of adequate funding and staff willingness in improving Human Resource Development in ABU for National Development?

The importance of this study to the wider society cannot be overemphasized as it will serve as a guide in bringing higher education particularly university education back to life for the socio-political and economic development of our nation. The study is expected to be beneficial in the following ways:

1. It will serve as a guide to policy makers to formulate realistic policies especially policies on funding of education in general and higher education or University education in particular.
2. It will create awareness to educational managers and educational planners in higher institutions particularly Ahmadu Bello university, Zaria on the need for proper, effective and efficient management of the scarce resources.
3. It will attract the attention of international agencies and other donor agencies (e.g., UNESCO, WORLD BANK, e.t.c) to intervene for the sustenance of university education in developing countries like Nigeria. The scope of this study is Ahmadu Bello University, Zaria. Due the time and financial constraints 30% of the existing faculties, institutes and the research centres was selected for the study. The research is concerned with the funding and management of Ahmadu Bello University, Zaria. from non-academic staff.

4. It will enlighten individuals and private contributors by commercial organizations on the need for their contributions in form of occasional grants for specific purposes.
5. Call the attention of educational administrators in ABU to direct and encourage forum of alumni of ABU since its products occupy very important places in the public service within and almost across every continent to come and see for themselves the situation on the ground as this will motivate them for contributions and also to solicit for other sources.

Review of Related Literature

Staff development can be seen as an aspect that embraces much more than in service education as is usually opined by some scholars. Perhaps this assertion may have its base on the fact that organisations have been trapped into engaging their employees in continuing education beyond the normal sequence of Schools and Colleges for quite sometimes. The anticipated expectations of such organizations by so doing are that employees would be better trained and equipped for effective productivity (Imam, 2000)

However in his own contribution, Harris (1980) sees staff development as an aspect that connotes professional growth of staff in an organisation mostly sponsored by respective management to enhance performance. He further stresses that staff development as a team involves at least two different kind of training. The first is the in-service education where staff are given the latitude to further their education and later competence to allow them function well in the over-all organisational performance. The second type of training, he further emphasizes the advance preparation that involves training too but with modifications to ensure that staffs are well educated on new, advanced and different jobs assignment. In fact, this aspect of staff development is often considered very important because it involves some aspects of planning.

The above submission will sufficiently convey some ideas that after an employee has been recruited, selected and placed, he is then given

certain instructions on how to perform his job. These instructions in actual sense, marked the beginning of training process and is argued to be a good aspect of staff development. Chruden and Sheman (1963) have advanced the argument that when an employee works in an organization according to specifications of his superior it means the beginning of employees' development. They further stressed that such trainings takes the form of either instructions, verbal or written or through induction course.

To sum it up, the researcher wants to consider the definition of staff development by Ngu (1990) as the process of behavioural modifications or changes in workers in order to integrate operational needs and aspirations with their different characteristics. In line with this opinion, Novit (1979) has similarly viewed staff development as the provision of training primarily to the operative personnel managers and executives for the purpose of motivating them to work hard with great competence towards organizational achievement. According to him, both staff training and staff development are purposely geared towards improving skills and performance and they involve moulding and re-moulding of workers towards the attainment of organizational goals.

This then suggests that staff training and staff development are fused rather than diffused and have as their main focus, the tendency to improve the position and condition of workers on the other hand and the attainment of goals of the organization on the other. This rather unprecedented development has therefore made the two aspects indispensable in the annals of organization development and of viability. In fact according to Ngu (1990) staff development is so important that "No organization can dispense without as a programme and as a process". These views were supported by Pigors and Myers in Ngu (1990: 25) when they assent to the fact that no organization can choose whether or not to train employees. This will be tantamount to contemplating on whether to succeed or fail in the business.

Important as it is, staff development is an

arrangement where written statements or organisational plans or programmes are developed with the aim of improving workers skills and subsequent performance in the various organisations. It is however, pertinent to note that, there are various ways and means at the disposal of organisations in their zeal to develop staff. Ngu (1990) has given the following as ways towards ensuring staff development:

- i. Induction course
 - ii. On-the-Job training
 - iii. Off-the-Job training
 - iv. On-and-off-the-Job training
 - v. Vestibule training
 - vi. Refresher course
 - vii. Conferences ;
 - viii. Role playing;
 - ix. Sensitivity training;
 - x. Supplementary training;
- (Imam, 2000)

Methodology

This study is survey in nature as it deals with number of persons and it describes population characteristics of an unbiased sample. According to Agber (2003) this design is concerned with finding, describing and interpreting "what is" put more succinctly, the design is also concerned with the conditions or relationship that exists, practices that prevails, as well as point of view and attitudes that are being felt. With this approach, the researcher will be able to obtain data for the purpose of testing the hypotheses as well as answering the research questions related to the impact of funding on research Development in Ahmadu Bello University Zaria

Population

The entire staff of Ahmadu Bello University, Zaria both academic and non-academic staff constituted the population of this study: the total population of staff 6,400. (www.abu.portal.edu.ng)

Sampling and Sampling Technique

Considering the number of staff in Ahmadu Bello University, Zaria, this study intends to embrace 200 respondents across 30% of the existing faculties, institutes and research centres in the university were selected from the target population using

Kreijke and Morgan (1970) Bosioe & Aderunmu (1985) recommended 30% to accommodate any statistical analysis and conclusion.

Stratified sampling technique was adopted in selecting respondents for this study, in other words the existing strata of academic and non-academic staff was used, where each member of the population stands equal and independent chance to be selected. This study used 30% of the existing faculties, institutes, research centres which is seven out of twenty one. Consequently, within the existing strata thirty percent each from academic and non-academic staff which include Deans, Head of Departments and Research fellows, Bursary and academic office staff and other senior staff was selected across all the administrative organs of Ahmadu Bello University.

Instrumentation

A structured questionnaire was used for collecting data in this study. It was designed by the researcher based on the issues contained in the research questions and the hypotheses. The statement contained in the sections was designed to illicit responses from the respondents on the impact of funding on the management of Ahmadu Bello University Zaria. The questionnaire was also backed up by personal observations by the researcher of the situation under study. According to Akinsanya (1987) when two or more different reliable methods of data collection are used in a study, more facts are revealed which might elude each of the instruments when used separately.

Validity and Reliability

In order to ensure that the questionnaire would be effective in gathering adequate and relevant information i.e. its validity for the study, the questionnaire was given to my supervisors and other education experts who checked the content validity of the questionnaire. To determine the reliability of the instrument a pilot study was carried out to test the suitability of the instrument.

Pilot Study

To ascertain the reliability of the Instrument the researcher embarked on a Pilot study. Forty (40) copies of the questionnaire were administered to

staff in one faculty. Out of the copies served twenty five were completed and returned. They were thereafter subjected to reliability test using the SPSS Computer Package.

From the returned/completed questionnaire it can be seen that all the questions were responded to. This must not be unconnected with the fact that the language of the instrument is simplistic. The questions themselves brought no stress to bear on the respondents only a tick against the column of their choice.

In determining the reliability Coefficient (r) level of the instrument, the split-half method was used with the help of SPSS. The consistency of the items was estimated. The calculated level of consistency is 0.98. From the foregoing it will be realized that the significance of the reliability coefficient is positive. Since it can be approximated to 1. Once again, it can be concluded that the instrument is not only suitable but reliable and valid for use as an instrument for data collection.

Administration of the Instrument

The administration of the instrument by the researcher in this study was done through personal visitation by the researcher. In some cases where it is not possible for the researcher to do this alone, a reliable research assistance resident in the area was used. However, in either case, the administration of

the instrument was effected through a face to face interaction between the respondents and the researcher (or his assistant) to ensure 100 percent return and clarify any item that may not be understood by the respondents.

In all cases the researcher took copies of the Questionnaires to their respective destination or target and went back to collect them personally at an agreed date. This ensured more reliability and prompt return of the Questionnaire.

Methods of Data Analysis

Frequency distribution of responses was used to get the perception of respondents on the Impact of funding on the management of Ahmadu Bello University, Zaria. The Analysis of Variance ANOVA was used to test the null Hypothesis at 0.05 level of significance.

In general all the null hypotheses of the study were tested using the Analysis of variance (ANOVA) as a tool. The significant level of the statistics was placed at 0.05 that is to mean five percent (5%) probability of committing type 1 error which represents a rejection of a hypothesis that is actually true. The use of this level of significance is considered most valued for studies that are related to Arts, Social Sciences and Education (Best, 1981). This is so because in these areas there are enough rooms for the emergence of diverse opinions over an issue or a phenomenon.

Findings

Table 1: Opinions of Stake Holders on Human Resource Development in ABU

S/N	Human Resource Development	Stake Holders	Response Categories					MEAN	S.D	S.E
			SA	A	UD	DA	SD			
1	Fund allocated to ABU is judiciously used	Academic	9	28	16	6	9	3.32	1.215	.147
		Admin	15	29	15	5	6	3.60	1.160	.139
		Others	1	7	2	2	-	3.58	.900	.260
2	Fund is used for in-service training locally	Academic	3	30	18	11	6	3.19	1.055	.128
		Admin	7	21	18	16	8	3.04	1.185	.142
		Others	1	7	2	1	1	3.50	1.087	.314
3	Fund is used judiciously for in-service training abroad	Academic	5	13	22	20	8	2.81	1.110	.135
		Admin	10	17	22	15	6	3.14	1.171	.140
		Others	3	2	4	1	2	3.25	1.422	.411
4	Staff in ABU enjoy sponsorship to local workshops and Conferences regularly	Academic	11	16	16	19	6	3.10	1.236	.150
		Admin	6	22	18	9	15	2.93	1.289	.154
		Others	2	5	2	3	-	3.50	1.087	.314
5	Staff in ABU enjoy sponsorship to acquire relevant skills as at when due	Academic	6	13	32	11	6	3.03	1.036	.126
		Admin	12	15	15	15	13	2.97	1.372	.164
		Others	3	5	2	2	-	3.75	1.055	.305
6	Sabbatical are granted when all conditions are satisfied	Academic	24	31	12	1	-	4.15	.758	0.92
		Admin	25	28	14	1	2	4.04	.939	.112
		Others	4	6	1	1	-	4.08	.900	.260
7	Workshops on ICT is sponsored for all staff that need the acquisition of computer literacy	Academic	9	18	15	21	5	3.07	1.188	.144
		Admin	14	18	15	14	9	3.20	1.325	.158
		Others	1	3	4	4	-	3.08	.996	.288
8	ABU sponsors staff to overseas Conferences regularly	Academic	3	19	15	22	9	2.78	1.131	.137
		Admin	7	11	15	21	16	2.60	1.279	.153
		Others	-	1	4	4	3	2.25	.956	.279
9	Fund is used judiciously for on-the-job training	Academic	10	23	16	12	7	3.25	1.214	.147
		Admin	6	17	24	20	3	3.04	1.028	.123
		Others	1	5	3	1	2	3.17	1.267	.366
10	Fund is used judiciously in ABU to motivate staff to maintain membership of the organisation	Academic	8	18	22	13	7	3.10	1.161	.141
		Admin	10	15	22	13	10	3.03	1.251	.49
		Others	2	2	5	2	1	3.17	1.193	.345

The summary of the findings of this research was based on the analysis made on the responses of respondents as follows:

1. It was agreed by most respondents from the findings that fund allocated to Ahmadu Bello University, Zaria is used judiciously as a result it is used for in-service training locally for staff development in the university, but in terms of in-service training abroad it is minimal, like wise local conferences and workshops are not sponsored regular by also acquiring relevant skills by the staff is also minimal.
2. It was also discovered that academic staff in BAU are granted sabbatical when all conditions are satisfied. In terms of ICT workshops for the acquisition of computer literacy ABU to some extent sponsored its staff. On the other hand, overseas conferences plays a crucial role in making participants up to date with the current issues of development, but unfortunately these conferences are not sponsored regularly. Adequate funding is used for the on-the-job training in terms of motivating staff but to maintain membership of the organization is inadequate.

Conclusion

1. Based on the findings of the research, it was concluded that management of Ahmadu Bello University, Zaria has been bedevilled by inadequate funding. This, to a large extent has affected the management of ABU, that more often militate against the attainment of the desired objectives. With regard to staff development it is concluded that, attending training conferences, workshops and motivation of staff is inadequate.

Recommendations

Based on the findings and conclusion of this study the following recommendations for improvement are made:

1. Universities should be adequately funded. Each of the universities in addition should be encourage to establish a new sources of income as an alternative way of generating

funds internally so as to supplement their allocations. ABU should be encouraged to establish an endowment fund into which wealthy and philanthropically individuals and corporate bodies are made to pay their contributions. Staff Training Scheme of Educational Tax Fund (ETF) and other corporate bodies are contribute immensely, but they could still do more by sacrificing a certain percentage of their profits for the sustenance of education programmes in ABU.

2. It is recommended that the national universities commission (NUC) should ensure strict adherence to the existing financial policies, rules and regulations and to check from time to time against mismanagement and misappropriation of funds in Nigerian Universities.
3. It is recommended that training and retraining of staff in ABU should be revisited in order to expose them to the latest staff development in terms of efficiency and effectiveness. . By doing this Nigeria is capable of generating knowledge that can make vision 20:20 a reality.
4. It is recommended that good management and accountability in the universities should be ensured. This is to say that, Universities administrators should be account for money released for their institutions. As a result government, individuals, corporate bodies and other stake holders would be encouraged to come to the aid of these universities.

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