

Baseline and End-line Analysis of Performance of Academic Staff by Staff Development Participation within Ahmadu Bello University, Zaria**Ahmed Mustapha**Department of Sociology, Faculty of Social Sciences, Ahmadu Bello University Zaria
almusti2000@gmail.com**Abstract**

This paper studied before and after performance of academic staff by staff development participation in Ahmadu Bello University, Zaria. The study specifically examined the performance of academic members of staff in the areas of teaching, research and community service before and after participation in staff development. The study used Vroom, Porter and Lawler goal expectancy theory to explain the performance of academic staff in teaching, research and community service. From the 2433 target population, a sample of 1040 academic staff were drawn using multi-stage cluster sampling, across sixteen faculties of the institution. Structured Questionnaire was used to collect quantitative data from the academic staff, while in-depth interview was used to collect qualitative data from 17 academic staff and key informants interview was conducted with four members of the university management. From the questionnaire distributed to the sample, only 1000 were duly filled out and returned by academic members of staff. Quantitative data were statistically analysed using SPSS (Version 23) to obtain frequency, percentage and cross tabulation of variables using a mixed method research method. While qualitative data were transcribe verbatim in line with research objectives. Findings revealed that academic members of staff have recorded improvement in teaching, supervision and community service. However, there was no adequate improvement in research grant attraction and publication in high indexed journals. Based on the findings of the research, the study recommends the need for incentive mechanism for research output, as well as monitoring and evaluation of progress report by the university management.

Keywords: Community Service, Publication, Research, Staff development, Teaching**INTRODUCTION**

Globally, staff development is the process of acquiring training, knowledge, skills and other capabilities within the university for the purpose of enhancing performance (Jaja, 2013). For the purpose of this study staff development entails all continuous training activities like post-graduate studies, publications, conferences, workshops etc. participated by academic staff within the university system in order to improve their performance in the area of teaching, research and community service.

Academic members of staff are one of the most important components of any university system, they contribute to the attitudes of the society, thereby shaping the nation (Nkpodia, 2001). The quality of members of academic staff depends on the way the skills of the academic staff in the university system are developed. Hence, one of the ways through which the importance and quality

of academic staff can be enhanced is through staff development programs. This is so because staff development focuses on professional growth, bringing about positive change in individuals' knowledge, understanding, behaviour, attitudes, skills, values and beliefs. Through staff development activities, academic staff acquire knowledge about educational issues and problems, develop and utilize new or improved skills or work ethics and methods, clarify work-related attitudes and values, derive greater satisfaction from work with students, and develop more stimulation and supportive relationships with their colleagues (Boyel, 2004). Similarly, staff development provides growth in staff academic careers and improved university organisation. In other words, it assists in the promotion of academic staff from one level to another and encourages hard work among them (Etudor, 2001). During the period of staff development, academic members of staff are privileged to be trained and retained. These outputs measure the extent to which university organisations achieve their goals, which is dependent on the acquisition of new skills, knowledge and experiences attributable to staff development programs.

Staff development is structured as an organized planning method used to match employee goals with the needs of an organisation. It consists of activities undertaken by the individual employees and the organisation to meet career aspirations, job performance and organisational effectiveness. The most important requirement of staff development is that every employee must accept his or her responsibility for development and organisation must support staff development opportunities (Chemutai & Khalili, 2022). According to Phans (2020), there are currently about 50 countries implementing extensive reforms in the educational sector because knowledge economy and globalization are evolving so rapidly that current educational systems hardly keep pace with these drastic changes. Ferreira *et al.*, (2020) indicate that teachers' performance quality and evaluation are undergoing an intense scrutiny, with the intense development of successful programs in the past two decades in an effort to enhance the quality of teacher preparation and teacher professional development. Therefore, throughout Europe, new policies have been set up to work out professional standards, to improve teacher preparation and to meet the demand of certification requirements.

Again, academic staff have not lived up to expectations due to the inability of the government and university administration to sufficiently expose them to in-service training, conferences, research, community service and current practices in their fields. This has resulted in a reduction of quality

manpower. Thus, qualified manpower which would have emanated from staff development is decreasing tremendously (Okebukola, 2005). Due to the inadequate staff development programs within universities, the Nigerian Government established the Tertiary Education Trust Fund (TETFund) by an act of the National Assembly in June 2011. This act replaced the Education Tax Fund (ETF) Act Cap. E4 laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. The fund was set up to administer and disburse to the Federal and State tertiary educational institutions in Nigeria. The main source of income available to the fund is the 2% tax paid from the profit-making companies registered in Nigeria. In the distribution of the fund, 41 percent goes to the Universities, 30 percent to the Polytechnics while 29 percent goes to Colleges of Education (TETFund, 2013). Similarly, Ahmadu Bello University Zaria formulated a staff development policy in 2011 centered on study leave/fellowship and sponsorship. Study leave is often granted to staff who normally have spent at least two years in service of Ahmadu Bello University since their first appointment. Despite these interventions from the government and university management there is inadequate improvement in teaching, research and community service within Ahmadu Bello University, Zaria.

Statement of the Problem

Staff development connotes a continuing training process aimed at assisting, encouraging and enabling academic staff and professionals to improve their knowledge, skills, abilities and competence through post-graduate studies, workshop, in-service training, seminars, conferences, and publication within the university system. TETFund has sponsored 23,271 academic staff of public tertiary institutions for PhD programmes. Out of this, 4,598 were sponsored to foreign institutions, while 18,673 attended institutions within Nigeria. Likewise, 15,977 academic staff were sponsored for Masters Degree programme. 3,525 were in foreign institutions, while 12,452 undertook their studies in local institutions within the country. In addition, 911 scholars were sponsored for Benchwork in foreign institutions and 872 academic staff for Post-Doctoral programme specially targeted at strengthening scientific research capacity of the country. Also, 31,071 academic staff of tertiary institutions were sponsored to attend international conferences in foreign countries, while 46,604 were sponsored for local conferences, bringing the total scholars sponsored for academic conferences to 77,675. Furthermore, 110,432 academic staff of colleges of education were sponsored to conduct supervision of teaching practice across the country (Echono, 2024).

Similarly, TETFund has awarded grants for 19,297 Institution Based Research (IBR) projects and 912 research projects under the National Research Fund (NRF) designed to support impactful research which will contribute to national developmental efforts as well as tackle global challenges. The Fund has also sponsored and supported several research and innovation initiatives such as Research for Impact (R4i), TETFund Alliance for Innovative Research (TETFAIR), and the Innovation Fellowship for Aspiring Inventors and Researchers (i-FAIR) programmes, all targeted at deepening impactful research and uptake of research outcomes with potentials for commercialization as panacea to societal problems. In addition, TETFund has funded the procurement of 3,099,871 library books in beneficiary institutions. The Fund has also sponsored the publication of 845 titled Academic Research Journals projects, and the development of 2,307 Academic Manuscripts to Books. The intervention supports to tertiary institutions and other steps taken by the government have enabled Nigeria to be ranked as one of the six most improved countries in Time Higher Education Rankings between 2021 and 2022. However, despite all these laudable efforts, there is still a huge gap in terms teaching, research and community service. This is why, Oloja (2018), revealed that eighty eight percent (88%) have under qualified staff and ninety percent (90%) of Nigerian universities are bottom heavy with junior lecturers forming large chunk of the work force. Also, only seven Nigerian universities have up to (60%) percent of their teaching staff with PhD qualification. Several studies have been done on staff development (in Chemutai & Khalili (2022), Gumede *et al.*, (2023) and Akighir, *et al* (2019)). However, none of these studies mention above adopted before and after analysis on the performance of academic staff by staff development participation. Hence, this study seeks to analyse the performance of academic staff in the area of teaching, research and community service using before and after method.

Objectives of the Study

- i. To examine the teaching performance of academic staff before and after participation in staff development within Ahmadu Bello University, Zaria;
- ii. To examine the research performance of academic staff before and after participation in staff development within Ahmadu Bello University, Zaria;
- iii. To examine the community service performance of academic staff before and after participation in staff development within Ahmadu Bello University, Zaria.

LITERATURE REVIEW

Conceptual Review

In the work place like university system performance is taken as how well or badly an employee or groups of employees do teaching, research and community service well or poorly (Ata *et al.*, 2016). From this point of view, Bhat (2020) defined performance evaluation as the management technique used to measure employees' work (teaching, research and community service) and results using their jobs' descriptions as benchmark. Umukoro and Nwoko (2017) see performance evaluation as a management process which involves evaluating employees to see how they are performing or have been performing their jobs based on their job duties as benchmarks with a view to providing feedback to them. It is a measurement process of measuring employees' job performance by comparing actual results with desired outcomes with a view to remedying lapses observed.

Staff development refers to "Those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students" (Guskey, 2000). Othman and Dahari (2011) argue that staff development is paramount to the academics not only because the growth of knowledge has exponentially increased but the academics' roles and responsibilities are also expanding. That is why Adu and Okeke (2014) see staff development as a necessity for all the academics in this modern time because it is a process that helps them manage their development on a continuous basis. Aslam *et al.*, (2012) note that staff development is a continuous process of acquiring, disseminating and executing knowledge to build more capable students and improved society. Staff development henceforth as defined by Ogunmakin (2013) within the context of Nigeria refer to as the processes, organisational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties.

Empirical Review

Chemutai and Khalili (2022), studied the influence of staff training and development on academic performance of lecturers at Rongo University, Kenya. The sample size of this study was 82 academic staff in Rongo University. Out of the 82 questionnaires that were distributed, 71 were filled and returned, which gave a response rate of 86.6%. The respondents were asked to indicate their level of agreement on various statements relating to the influence of on-job training on

academic performance of lecturers at Rongo University. From the findings, 35.2% of the respondents were neutral that senior academic staff in Rongo University provides guidance to junior staff on job performance. This indicates that the academic staff are unsure of the support training received from the senior staff. 31% agreed with the statement that senior academic staff in Rongo University provides guidance to junior staff on job performance. In addition, the respondents were also asked to indicate their level of agreement on various statements relating to scholarships at Rongo University. From the findings, 45.1% of the respondents agreed while 16.9% remained neutral on the statement indicating that Rongo University provides partially funded scholarship to academic staff who want to further their studies. In addition, 43.7% of the respondents agreed while 12.7% strongly agreed with the statement that the institution provide fully funded scholarship to staff who want to further their studies. This implies that Rongo University has a programme of funding staff who request. Despite the significance of this study to the body of knowledge, attempt was not made to complement qualitative data with the quantitative data collected from the field.

Gumede *et al.*, (2023) studied lecturers' perspectives of pedagogical training initiatives at a University Of Technology in Kwazulu-Natal, South Africa. This research evaluated the implementation of pedagogical training initiatives using Level 1 and Level 2 of Kirkpatrick's model of evaluation. The study highlights the importance of pedagogical training in capacitating academic staff members who join higher education with limited pedagogical skills. This was further attested by the academics' acknowledgement that they viewed teaching and learning differently after the pedagogical training. These academics went as far as indicating their willingness to incorporate some of the knowledge and skills acquired during the training into their teaching and assessment practices. The study further reveals the significance of facilitators possessing PCK and the skills to deliver it effectively so that participants can be engaged and derive value from their participation. Therefore, the study concludes that the facilitators of pedagogical training initiatives are pivotal to influencing the teaching approaches of the participants positively or negatively. A positive influence could lead to a commitment and confidence in academics to implement what was learnt from the pedagogical training, changing their attitudes about teaching and learning, and the transformation of teaching pedagogies which could result in positive student experiences and enhanced learning. Irrespective of the contributions of this study to the existing body of knowledge, attention was given to qualitative

data. Hence, the study is devoid of adequate understanding of staff development within the university system.

Akighir, *et al* (2019), in their study examined the influence of training opportunities on staff job performance in Public Universities in Benue State, Nigeria where simple random sampling was used to sample 250 staff (126 from University of Agriculture, Makurdi and 124 from Benue State University, Makurdi). And data collected were analysed using mean scores and standard deviation to answer the research questions. A 4-point rating scale was used to score the responses. The hypotheses were tested using chi-square at 0.05 level of significance. The study found that training and discipline do not significantly influence staff job performance in public universities in Benue State. This study was able to examine the area of divergence and convergence from the data in University of Agriculture, Makurdi and Benue State University, Makurdi. However, mixed method of data collection and no theory were adopted in the course of the study and these shortcomings may have reduced the level of understanding of staff development participation by performance of academic staff within the university system.

THEORETICAL FRAMEWORK

Expectancy Theory

Expectancy theory is a generic theory of motivation and cannot be linked to a single individual writer. There are a number of versions and some of the models are rather complex. More recent approaches to expectancy theory have been associated with the work of Vroom, Porter and Lawler (Mullins, 2010). According to Vroom people will be motivated to do thing to achieve some goals to the extent they expect that certain actions on their part will help them to achieve the goal (Mullins, 2010). Expectancy theory explains the behavioral process in which an individual selects a behavior option over another, and why/how this decision is made in relation to their goal. There is also an equation for this theory which goes as follows: $M = E * I * V$ or Motivation = Expectancy*instrumentality*valence M (Motivation) is the amount an individual will be motivated by the condition or environment they placed themselves in, which is based on the following hence the equation. "E (Expectancy) is the person's perception that effort will result in performance. In other words, it is the person assessment of how well and what kind of effort will relate in better performance. I (Instrumentality) is the person's perception that performance will be rewarded or punished. V (Valence) is the perceived amount of the reward or punishment that will result from the performance (Mullins, 2010).

The underlying argument of expectancy theory is that people are influenced by the expected results of their actions. Motivation is a function of the relationship between: effort expended and perceived level of performance, the expectation that rewards (desired outcomes) will be related to performance and there must also be the expectation that rewards (desired outcomes) are available (Mullins, 2010). Performance, therefore, depends upon the perceived expectation regarding effort expended and achieving the desired outcome. Vroom's expectancy theory by staff development participation on performance, signifies that outcome induced motivation tends to amplify the performance of academic staff in the university. This is because efforts which include publication, research, years of professional training and development, probation period and the basic requirement for promotion among others tend to make rewarding expectations like promotion, attraction of research grant, excellent accreditation, excellent ranking etc. realistic and at the same time increase the performance of staff within the context of teaching, research and community service. However when outcome induced motivation is not realistic as a result of constraints like facility challenges, funding challenges and responsibility challenges tend to reduce rewarding expectations and at the same time decrease the performance of staff within the context of teaching, research and community service in the university. The strength of Vroom's expectancy theory is the ability to establish a link between the amounts of effort needed for performance, the kind of efforts needed for performance and the reward attached to performance and its influence on satisfaction. This is why, these three assumptions of motivation which expectation, instrumentality and valence will encourage staff within the university to internalize the principle of staff development in order to increase performance and satisfactory outcome. However, sometimes Vroom's expectancy theory is a little bit being obscured in the university setting. This is because universities in Nigeria are yet to bring an end to systemic and external problems like notional promotion, deprivation of earned allowances, inadequate research grant, insufficient sponsorship opportunities etc. which further makes staff not to put more effort in their responsibilities so as to intensify performance.

METHODOLOGY

The location for this study is Ahmadu Bello University Zaria. Zaria Town, the seat of the University, has its own long tradition of learning dating back centuries. Ahmadu Bello University is home to 16 Faculties (Administration, Arts, Education, Business School, Law and , Social Sciences constitute Complex A, B, & C) (Clinical Sciences, Agriculture, Allied Health Sciences,

Engineering, Environmental Design, Life Sciences, Basic Medical Sciences, Pharmaceutical Sciences, Physical Sciences and Veterinary Medicine constitute (Complex D, E, G & H). Ahmadu Bello University, Zaria was selected because inadequate staff development participation by academic staff is hindering the successful accreditation exercise of some departments in Ahmadu Bello University, Zaria. The target population of the study comprised all academic staff in Ahmadu Bello University, Zaria, and the total number of academic staff in Ahmadu Bello University Zaria is two thousand four hundred and thirty three.

For the purpose of this research, multi-stage cluster sampling, purposive sampling and captive sampling were employed for the study. Cluster sampling involves first selecting larger groupings, which are 16 faculties called clusters and then selecting and distribution of questionnaires to 1040 members of staff was done through captive sampling technique, which involves selection of respondents confined in respective faculties. Seventeen members were purposively selected for the interview while four members of Ahmadu Bello University management were purposively selection for the Key informant interview. Informed consent, respect for Persons, non-maleficence of respondents/participants, beneficence respondents/participants and justice were considered and implemented in the course of the research. Quantitative data were analysed into frequency and percentages with the aid of SPSS version 23 while qualitative data were analysed thematically in line with the research objectives.

Table 1 Sampled Population from Faculties in Ahmadu Bello University, Zaria

S/N	Faculties/Complexes	No. of Staff	No. Returned Questionnaires
1.	Humanities (Complex A, B, & C)	776	393
2.	Sciences (Complex D, E, G & H)	1657	607
3.	Total	2433	1000

Table 2: Matrix of Interviewees Selected from Ahmadu Bello University, Zaria

S/N	In-depth Interview Respondents	Number of Participants
1.	Male Academic Staff	9
2.	Female Academic Staff	8
S/N	Key Informants	Number of Participants
1.	Director Academic Planning	1
2.	Deputy Director Research	1
3.	Deputy Director Quality Assurance	1
4.	Dean Post-Graduate School	1
Total		21

Source: Field Survey 2024

FINDINGS

Table 3: Views of Respondents on the aims of staff development for the university

Variables	Frequency	Percentage
Successful accreditation	169	16.9%
Improved research output	157	15.7%
Visibility	95	9.5%
Successful ranking	235	23.5%
Improved service delivery	111	11.1%
Career advancement	79	7.9%
Attraction of grants	154	15.4%
No response	4	0.4%
Total	1000	100.0

Source: Field Survey 2024

Concerning the aims of staff development on the university system, table 3 shows that 23.5% of the respondents representing the majority of the academic staff choose successful ranking, while 7.9% view career advancement as the aim of staff development in the university system. This is an indication that Ahmadu Bello University Zaria has a strong commitment and drive toward achieving successful ranking in world ranking of universities. Additional data from the IDIs is similar to the above position where they maintained that the aims of staff development in Ahmadu Bello University Zaria is successful ranking, successful accreditation, improved research output, visibility successful ranking, improved service delivery, career advancement and attraction of grants. For instance director quality assurance in Ahmadu Bello University Zaria stated the following:

Ranking is very important when it comes to the university. The parameters that the ranking body normally puts into cognizance before they rank university is the diversity of the lecturer in terms of area of specialization in their participation in staff development and the university attended. Not just in breeding. So looking at that it is important for our staff to go outside see what is happening elsewhere, learn from their culture, imbibe technology and sciences and what have you. So this is what will improve staff delivery and the ranking of the university from what it used to be.

Another informant who is the director research unit in Ahmadu Bello University Zaria stated that the motive of staff development in the university is to ensure successful accreditation and publication in reputable journal. In his word:

Interestingly, academic staff development is a key issue when it comes to NUC accreditation. Interestingly, when NUC come, they look at the department, how many people has PhD, you can see academic staff

development will impact directly. They also look at publication in high impact journal. You will realise that people who have funding, who have their PhD oversees or within the country and have quality data are able to send them for publication in an international reputable journal and this will impact the ranking of Ahmadu Bello University and others who followed suit.

Also the Dean Post-Graduate School in Ahmadu Bello University Zaria, believed that the aims of staff development within the university include successful ranking, successful accreditation, publication in reputable journal, improved research output and increasing visibility. In his statement:

Certainly, there is actually no doubt about staff development enhancing the university ranking. Also, it enhances good performance when it comes to accreditation and in terms of capacity of individual staff to deliver quality lectures to their student. In fact in the case of accreditation for example, you will realise that is a score in ranking that is particularly set aside for percentage of staff that are teaching or participating in the delivery of academic program like PhD as a qualification. And so the higher the percentage of staff with PhD the more marks you will earned. The same thing applies to staff publication, there is also a parameter within the National University commission within the arrangement that deals with staff research output on an average level. And how that is determine is to add up the total number of research publications done by staff within the last three years off the accreditation years and then divide it with the number of staff within the department in order to find the average research output per staff. And again the higher the number, the more scores you get. There is citation also, which has to do with visibility of how many people do make reference to a particular research conducted by a staff in terms of what number of cited works he has done and so on.

Table 4: Views of Respondents on Performance after Participating Staff Development

Variables	Frequency	Percentage
Improved research output	206	20.6%
Career advancement	166	16.6%
Improved teaching quality	101	10.1%
Creativity	108	10.8
Awards	153	15.3%
Grants	209	20.9%
Improved community services	54	5.4%
No response	3	0.3%
Total	1000	100.0

Source: Field Survey 2024

Based on the aims of staff development on the academic staff within the university system, Table 4 shows that 20.9% of the respondents representing the majority of the academic staff choose attraction of grants, while 5.4% view improved community services as the aim of staff development in the university system. This is an indication that academic staff within Ahmadu Bello University Zaria has a strong commitment and drive toward achieving a success in the responsibilities like teaching, research and community services within the university. Additional data from the IDIs is similar to the above position where they maintained that the aims of staff development on the academic staff within Ahmadu Bello University Zaria is improved research output, career advancement, improved teaching quality, creativity, awards, grants and improved community services. For instance a senior lecturer from faculty of agriculture in Ahmadu Bello University Zaria stated the following:

Actually for me in particular staff development really help me. In terms of teaching, going out of this country, it make me to see activities different from what we are doing. You see my course content before travelling out of this country and my course content now is not the same. Because I try to improve in what we are doing. In oversees in each of the courses they have an objective they want to achieve especially in post-graduate programs. The assessment is tilted towards a particular objective like trying to teach a student how to write research article, teaching student how to write grant proposal and teaching student how to make a presentation. Before travelling outside I don't know anything on research grant writing among others but just to teach student, assess the student and go. For them in oversees you need to have a learning objective and learning outcome from the course outside memorizing everything and go.

Table 5: Views of Respondents on the Medium of Instruction used for Teaching

Before last two promotion circle	Frequency	Percentage
Conventional	634	63.4%
Virtual	66	6.6%
Blended	296	29.6%
No Response	4	0.4%
Total	1000	100.0
After last two promotion circle	Frequency	Percentage
Conventional	568	56.8%
Virtual	115	11.5%
Blended	315	31.5%
No Response	2	0.2%
Total	1000	100.0

Source: Field Survey 2024

Table 5 shows that the majority of sampled respondents representing 63.4% in Ahmadu Bello University use conventional medium of instruction for teaching, while 16% use virtual medium of instruction for teaching within the last two promotion circle. Furthermore, the majority of sampled respondents representing 45.4% still use conventional medium of instruction for teaching, 56.8% use conventional medium of instruction for teaching, while 11.5% use virtual medium of instruction for teaching after their last two promotion circle. Within the span of ten years, there was improvement in the teaching components, since there is a significant decrease in the amount of academic staff that stick to conventional medium of instruction for teaching. While there was a significant increase in the number of students that uses blended medium of instruction for teaching, the indication of this result is that academic staff within Ahmadu Bello University Zaria are showing strong commitment to blended form of teaching which is the bench mark for international best practices as far as teaching is concerned within the university. Above submission is similar to the position of a lecturer I staff from faculty of Allied Health Sciences where she maintained how she used videos to explain a real scenario in class. In her word:

In the first three years of my career, it was just mainly lecture, where you come to class to lecture student. And that is the way we were taught. And that is the way our senior colleagues are doing it. As time goes on I was expose to blended method of interaction through my participation in workshop and conferences that are self-sponsored. I now found out new methods especially in this clinical area were we need to inculcate things in the head of student using videos so that when they see the scenario they will be able to do the right thing. So now we use role play, we use real life scenario and we use short discussion. I can give a short story of a man whom on his way to work fell down and can no longer walk again. Then I will ask the students to make sense from the scenario. Some will say it is symptom of fracture, some will state the next line of action as a care giver. So on the whole even before the proper introduction of the topic, the student already have picture of what fracture is all about. Again we had a workshop on lesson plan for midwife educators this has help me in development lesson objectives, intended learning outcomes, assessment, how do you achieve your objectives and planning your class an hour before the time. It also include how you go about short assessment. So when I get to the class I just follow the plan in order to make the class easier and not deviate from the lesson objectives.

Table 6: Views of Respondents on the Publication of Book Chapter on Courses

Before last two promotion circle	Frequency	Percentage
Published Book Chapter	119	11.9%
No Publication of Book Chapter	881	88.1%
Total	1000	100.0
After last two promotion circle	Frequency	Percentage
Published Book Chapter	741	74.1%
No Publication of Book Chapter	259	25.9%
Total	1000	100.0

As indicated in table 6, the study found that a less substantial number of respondents representing 11.9% across the study locations have published book chapters in the courses they are teaching in their last two promotion circle. In addition, a very substantial number of the respondents representing 74.1% have published book chapters in the courses they are teaching after last two promotion circle. The implication is that there is a significant improvement in publication of chapters by academic staff within the span of ten years in Ahmadu Bello University, Zaria, due to their participation in staff development especially organized by national union of professions within the university system. Additional data from the IDIs is similar to the above position, according to one professor from social sciences, in her words:

When I go to overseas conferences, I use to see books in the library and I use to interact with professors, they will give me a material that was how I use to write book chapters, develop my curriculum and get materials for my teachings. Each time I come back I change my curriculum. This is why people say madam is too much American or British while I'm giving out latest information on broadcasting. I'm dealing with production and people need to learn production by reading these books. And I have use these books to win award and financial gift.

Table 7: Views of Respondents on Upgrading of Course Outline and Content

Before last two promotion circle	Frequency	Percentage
Once in a Semester	149	14.9 %
Once in a Session	330	33.0 %
Once in Two Session and Above	516	51.6%
No Response	5	0.5%
Total	1000	100.0
After last two promotion circle	Frequency	Percentage
Once in a Semester	512	51.2%
Once in a Session	199	19.9%
Once in Two Session and Above	286	28.6%
No Response	3	0.3%
Total	1000	100.0

Source: Field Survey 2024

Table 7 indicates that a slightly the majority of the respondents representing 51.6% across the study areas upgraded their course outline while 14.9% upgraded their course outline and content once in a semester in the last two promotion circle. Meanwhile, after the last two promotion circle, 51.2% upgraded their course outline while 19.9% upgraded their course outline and content once in two sessions. This significant improvement in upgrading course outline and content may be as a result of participation in staff developments and multiple sources of reading materials within the university system within the span of ten years. Additional evidence from the majority of IDIs aligned with the above improvement in the development of course outline. Accordingly, a lecturer I staff from agriculture explained how he improved himself in the development of course outline:

Actually for in particular staff development really help me. In terms of teaching, going out of this country, it make me to see activities different from what we are doing. You see my course content before travelling out of this country and my course content now is not the same. Because I try to improve in what we are doing. In oversees in each of the courses they have an objective they want to achieve especially in post-graduate programs. The assessment is tilted towards a particular objective like trying to teach a student how to write research article, teaching student how to write grant proposal and teaching student how to make a presentation. Before travelling outside I don't know anything on research grant writing among others but just to teach student, assess the student and go. For them in oversees you need to have a learning

objective and learning outcome from the course outside memorizing everything and go.

Table 8: Views of Respondents on the Period Spent for Project Supervision

Before last two promotion circle	Frequency	Percentage
1-2 Weeks	516	51.6 %
3-4 Weeks	373	37.3 %
5 Weeks and Above	106	10.6 %
No Response	5	0.5 %
Total	1000	100.0
After last two promotion circle	Frequency	Percentage
1-2 Weeks	674	67.4 %
3-4 Weeks	205	20.5 %
5 Weeks and Above	119	11.9 %
No Response	2	0.2 %
Total	1000	100.0

Source: Field Survey 2024

Table 8 indicates that 38% of the respondents representing the majority use a period of 1 to 2 weeks to assess students project in the last two promotion circle, 37.3 % use a period of 3 to 4 weeks to assess students while 10.6% use a period of 5 weeks and above to assess students project. More so, 67.4% of the respondents representing the majority use a period of 1 to 2 weeks to assess students project after their last two promotion circle, 20.5 % use a period of 3 to 4 weeks to assess students while 11.9% uses a period of 5 weeks and above to assess students' project. The implication of this result is that academic staff performance on supervision of student's projects is above average within the span of ten years. The above increasing performance in project supervision was supported by evidence from IDI when the majority of the respondents (academic staff) explained increasing performance between today and the early stage of their career. Accordingly, one lecturer II staff from faculty of engineering explains his experience:

I supervise undergraduate student and post-graduate students knowing that there is duration for the completion of their study. For the students I supervised I don't waste time in responding to their project submission. I read their work as quick as possible, make contribution and get back to the student within a week. Then when you talk about quality of supervision, the in-depth supervision I give to student today is far ahead compared to my earlier stage of my career. I believe there is a great difference in what it used to be and what it is now.

Table 9: Views of Respondents on the Medium of Instruction they Use in Supervision

Before last two promotion circle	Frequency	Percentage
Conventional	744	74.4 %
Virtual/Online	87	8.7 %
Blended	160	16.0 %
No Response	9	0.9 %
Total	1000	100.0
After last two promotion circle	Frequency	Percentage
Conventional	454	45.4 %
Virtual/Online	142	14.2%
Blended	397	39.7 %
No Response	7	0.7 %
Total	1000	100.0

Source: Field Survey 2024

Table 9 shows that the majority of sampled respondents representing 74.4% in Ahmadu Bello University use conventional medium of instruction for assessing students' project, while 16% use blended medium of instruction for students' project supervision within the last two promotion circles. Furthermore, the majority of sampled respondents representing 45.4% still use conventional medium of instruction for students' project supervision, while 39.7% use blended medium of instruction for students' project supervision after their last two promotion circles. Within the span of ten years, there are improvement in the supervision of students' project submission, since there was a significant decrease in the amount of academic staff that stick to conventional medium of instruction for student's project. There was also a significant increase in the number of students that uses blended medium of instruction for student's projects. The implication of this result indicated that academic staff within Ahmadu Bello University Zaria are towing the path of international best practices as far as student project supervision is concerned within the university. Above submission is similar to position of a lecturer I staff from social sciences, in his word:

Well, ever since I was employed I don't have problem with supervision and because we are in a computer age, I often try to reduce burden of study on my student. Hence, I often tell them to submit soft copy and my assessment does not last more than a week and I always give them time line two days to re-submit through my email for the next stage of assessment. And the reason for this online supervision is convenience because sometimes I read their submission through my phone anywhere anytime. When I get to my office then I will use the review button on

my computer to examine the student submission. And my meetings with the student does not last more six times in the session.

Table 10: Views of Respondents on the Percentage of Citation of their Research

Before last two promotion circle	Frequency	Percentage
None	505	50.5%
Less than 20%	246	24.6%
21% to 50%	164	16.4%
51% and above	83	8.3%
No response	2	0.2%
Total	1000	100.0
After last two promotion circle	Frequency	Percentage
None	314	31.4%
Less than 20%	291	29.1%
21% to 50%	219	21.9%
51% and above	176	17.6%
Total	1000	100.0

Source: Field Survey 2024

Table 10 shows that 50.5% of the respondents in Ahmadu Bello University, Zaria, representing the majority maintained that their research has never been cited in other authors publications in the last two promotion circles; while 8.3% of the respondents stressed that more than 50% of their researches were cited by other authors. Furthermore, the table shows 31.4% of the respondents in Ahmadu Bello University, Zaria, representing the majority maintained that their research has never been cited in other authors after their last two promotion circles; while 17.6% of the respondents stressed that more than 50% of their research was cited by other authors. This estimation shows that within the span of ten years the percentage of research of academic work that was not cited by other authors is on the increase partly due to the inability to upload research work and publications online for readership and citations. Meanwhile, due to the reduction in the percentage of uncited research work as shown in the table above, it means there is an ongoing effort and commitment toward attracting citations of research work of academic staff in Ahmadu Bello University, Zaria. The above position was supported by evidence from IDI when the majority of the respondents reveal that years back they do not have enough citation but recently the number of citations and readership is on the increase. For instance a lecturer I staff from faculty of life science stated the following:

For citation in the beginning I was not paying much attention on citations and readership of my publications but the last I checked I have close to sixty nine or seventy on Google scholar. And my papers are indexed SCOPUS Journal. Since I started the job I have not publish on any local journal.

Table 11: Views of Respondents on the Attraction of Research Grants

Before Last two Promotion Circle	Frequency	Percentage
Attracted Research Grants	176	17.6 %
No Attraction of Research Grants	815	81.5 %
No Response	9	0.9%
Total	1000	100.0
After Last two Promotion Circle	Frequency	Percentage
Attracted Research Grants	277	27.7 %
No Attraction of Research Grants	717	71.7 %
No Response	6	0.6%
Total	1000	100.0

Source: Field Survey 2024

With regard to the attraction of research grants, the study revealed that the majority of respondents representing 81.5% have not attracted research grants while 17.6% have attracted research grants in the last two promotion circles. In addition, the study revealed that the majority of respondents representing 71.7% have not attracted research grants while 27.7% have attracted research grants after their last two promotion circle. The implication of this result is that staff development has not influenced the performance in area of attracting research grants within the university. This may be because grants writing training is not well pronounced in the university. Additional evidence from IDI confirmed the above position when the majority of the respondents stated that they experience difficulties in attracting research grant despite their continuous effort in grant writings and continuous grant application. This scenario was better explained when a senior lecturer from faculty of Business school said:

In terms of grant, I applied for more than three grants, only one was approved and successful which is 2020 National Research Fund intervention. The thrust of the research is an extension of my PhD work. It won us a twenty five million naira grant. Which we are yet to complete with my PhD supervisor. After that I applied for another grants in 2021 but it was not successful. After that I applied for

international grant and it was not also successful. Over time application for grants is not easy tasks, it involves rigorous process such that it required you to design a new idea, demonstration of competence and capacity. But the major problem is the bad working environment.

Table 12: Views of Respondents on Publication in Scopus Indexed Journal

Before Last two Promotion Circle	Frequency	Percentage
Published in Scopus Indexed Journal	382	38.2%
No Publication in Scopus Indexed Journal	610	61.0%
No Response	8	0.8%
Total	1000	100.0
Before Last two Promotion Circle	Frequency	Percentage
Published in Scopus Indexed Journal	468	48.6%
No Publication in Scopus Indexed Journal	528	52.8%
No Response	4	0.4%
Total	1000	100.0

Source: Field Survey 2024

Table 12 shows that the majority of respondents representing 61% across the study location have not published in Scopus indexed journal while 38.2% have published in Scopus indexed journal in their last two promotion circles. Again, the majority of respondents representing 52.8% across the study location have not published in Scopus indexed journal while 46.8% have published in Scopus indexed journal after their last two promotion circles. The implication of this result is that staff development has not influenced the performance in area of publication of Scopus indexed journal among academic staff. This may be because their papers are not meeting the standard of indexed journal, some academic staff do not have international experience of publication and some academic staff may not have the money needed for publishing in a Scopus indexed journal. The above position was further strengthened from the shared experiences of the majority of the respondents. They maintained that despite their ongoing effort they find it difficult to publish in top tier scopus indexed journal due to their standard of assessment or financial difficulties. This was clearly narrated by a lecturer I staff from faculty of Allied Sciences when she stated that:

To publish in a top tier journal, you need money and the exchange rate now is no smiling. The minimum you can use is eight hundred dollars by he you convert it into naira it is huge and this even close to my annual salary. And no support for publication from TETFUND or the university. Before the department do support us for international conference but for the past three years we have not receive any support because there is no money. Even if your paper is accepted in top tier journal but you don't have the money to publish it. For now no one.

Table 13: Views of Respondents on Awards Received for Community Services

Before Last two Promotion Circle	Frequency	Percentage
Received Award for Community Services	284	28.4%
No Award for Community Services	712	71.2%
No Response	4	0.4%
Total	1000	100.0
After Last two Promotion Circle	Frequency	Percentage
Received Award for Community Services	349	34.9%
No Award for Community Services	645	64.5%
No Response	6	0.6%
Total	1000	100.0

Source: Field Survey 2024

Table 13 shows that the majority of respondents representing 71.2% across the study location have not received awards or a letter of commendation for participating in community services while 28.4% have received awards or a letter of commendation for participating in community services in the last two promotion circles. Similarly, the majority of respondents representing 64.5% across the study location have not received awards or a letter of commendation for participating in community services while 28.4% have received awards or a letter of commendation for participating in community services after their last two promotion circles. The implication of this result is that staff development is influencing performance of academic staff within the area of community services. However, participation in community services is not rewarding since the majority of academic staff that have participated have not received an award or letter of commendation. Additional evidence from the In-depth Interview (IDI) confirmed that staff development is influencing their improvement in community services but the majority of the

academic staff have not received any award or letter of commendation in their participation in staff development. One of the lecturers from faculty of Agriculture confirmed that by saying:

You know if you are a lecturer, you are also under community services. Part of the community services we rendered is that our past students want us to serve as referees in one application or the other and also in community I engage in community services because in the patrol team leaders of security of my own community. Then also in this faculty of agriculture we often engage in research. Currently, I'm involve in on farm project which is a demonstration on how we are doing one practice of double density cowpeas. And yet many times no incentives is attached to these community services.

Table 14: Views of Respondents from Humanities and Sciences on Attraction of Research Grants

Variables	Humanities		Sciences	
Before Last Two Promotion Circle	Frequency	Percentage	Frequency	Percentage
Attracted Research Grant	39	3.9%	137	13.7%
No Attraction of Research Grant	348	34.8%	467	46.7%
No Response	6	0.6%	3	0.3%
Total	393	39.3	607	60.7%
After Last Two Promotion Circle	Frequency	Percentage	Frequency	Percentage
Attracted Research Grant	85	8.5%	192	19.2%
No Attraction of Research Grant	304	30.4%	413	41.3%
No Response	4	0.4%	2	0.2%
Total	393	39.3	607	60.7

Source: Field Survey 2024

From Table 14 above, about 32.9% from the sciences representing the majority of respondents have attracted research grant within the span of ten years, while only 12.4% from the humanities representing the minority have attracted research grants within the span of ten years. This shows that academic staff from sciences have attracted research grants more than academic staff from humanities, even if there was low performance in grants attraction among academic staff in Ahmadu Bello University Zaria. However, academic staff from humanities record quick improvement in their performance on attraction of research grants more than academic staff from

the sciences. The reason is that the total amount of academic staff that attracted research grants in humanities in the last two promotion circles doubled the total amount of academic staff that attracted research grants in humanities in the last one year. While the total amount of academic staff that attracted research grants in sciences in the last two promotion circle did not double the total amount of academic staff that attracted research grants in sciences in the last one year.

DISCUSSION OF FINDINGS

Staff development is discovered to partly influence the performance of academic staff within Ahmadu Bello University Zaria. For instance, it was found that academic staff have recorded improvement in teaching, supervision and community service. However, there was no adequate improvement in research grant attraction and publication in high indexed journals. In addition, the binary logistics regression shows a significant relationship between staff development and performance of academic staff particularly on publication of book chapters, attraction of research grants, publication of SCOPUS indexed journal and winning award as well as receiving letter of commendation for community services. This signifies that continuous participation in staff development influence performance of academic staff within the university system. The findings on the influence of staff development on performance of academic staff further corroborates findings by Ozurumba & Amasuomo (2016) in their study about academic staff development and outcomes in state universities in south Nigeria revealed that a significant relationship exists between staff development and service delivery of academic staff in terms of community service. As academic staff in service training and attendance of conference, workshops influence positively on output of academic staff. Moreover, as regards to expectancy theory, the underlying argument of the theory is that people are influenced by the expected results of their actions. This is in congruence with the findings on the influence of staff development on performance of academic staff. This is because when expected outcomes are not rewarding, emanating from lack of promotion and other incentives attached with staff development participation, this non-rewarding outcomes will reduce staff commitment to staff development and also negatively affect the performance of academic staff in the area of teaching, research and community service.

CONCLUSION

It has been observed that the level of performance among academic staff in the areas of teaching, research and community service is unequal within Ahmadu Bello University, Zaria. For instance,

academic members of staff have recorded improvement in teaching, supervision and community service. However, there was no adequate improvement in research grant attraction and publication in high indexed journals. Based on this, the university has not received desired citations of scholarly, patent right, recognition and visibility. Therefore, strategies such as improved partnership and linkages, incentive mechanism for research out, and monitoring and evaluation of progress report must be emulated by the university management, because these strategies were found to be useful in improving the performance academic members of staff by staff development participation in Ahmadu Bello University Zaria.

RECOMMENDATIONS

- i. The management of Ahmadu Bello University must improve their strategy of partnership and linkages in order to pave way for more participation of academic staff in overseas conferences and exchange programs which will bring about international best practices within the university.
- ii. The academic staff and the management of Ahmadu Bello University need to embrace online participation of staff development as a way of improving the visibility and ranking of the university.
- iii. The university management must encourage grant training in order to attract funding for research so as to investigate social problems and suggest ways of addressing these problems and strategy for national development.
- iv. The university management must develop incentive strategy whereby academic staff with publications in top tier journal, highest number of publications and highest number of citation will be rewarded so to continue to maintain consistent and increasing performance in research endeavor.
- v. The university must prioritize evaluation and monitoring of progress reports of staff on training and the research output of academic members of staff on regular bases as a way of ensuring quality teaching, improved research output and effective community service.

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