

Impact of Poor Implementation of Welfare Policies on Training and Development on the Performance of Academic Staff in Selected Federal Universities in South-South Nigeria

Bernadette C.N Ukaegbu, OtuEkpeyong

Department of Sociology, Faculty of Social Sciences, University of Port Harcourt, Choba Rivers State, Nigeria

Abstract

The study on impact of poor implementation of welfare policies on training and development on the performance of academic staff in selected federal Universities in South-South Nigeria was carried out to examine the extent to which poor implementation of welfare policies on training and development impacts on the performance of workers in the selected Federal universities in South- South Nigeria. The equity theory was used to explain the variables. Interviews were conducted among 51 workers and the reports were analysed qualitatively. A total of 400 copies of structured questionnaire were also distributed among the workers and retrieved with a 90.7% response rate which were analysed quantitatively. The study discovered that, whereas there are good welfare policy statements in the study area, the level of implementation of these policies were poor. Furthermore, over 90% of the respondents insisted that full implementation of welfare policies would have positive impact on workers' performance to a very large extent. The results further indicated that there have been very few in-house and outside training programmes in the study area. A total of 87% of respondents agreed that poor level of implementation of welfare policies on training and development is a source of discouragement which have negatively affected academic performance of both teaching and non-teaching staff and have led to poor service delivery in our Universities. The study advocate for a full implementation of welfare policies on training and development of academic staff by both the Federal government and the Federal University Management by increase funding, regular monitoring of funds and programme implementation level to enhance the performance of the academic staff in the federal Universities in the South-South Nigeria and the Country at large.

Keywords: Implementation, Training and Development, Performance, Welfare Policies, Productivity

Introduction

Policy seeks to achieve a desired goal that is considered to be in the best interest of all members of the society or organization. Welfare Policies can be seen as acts, laws and rules provided by government or an organisation guiding decision markers that help to improve the quality of lives of the citizens, workers or staff of any organisation. The Cambridge English dictionary 5th Edition defines implementation as the act of putting a plan into action. Furthermore, implementation is the execution of a plan, idea, model, specification, standard and policy. Therefore, implementation is the action that must follow any preliminary thinking in order for something to actually happen. This implies that when welfare policies are designed, without an effective implementation, the purpose of making such policies are defeated. For instance, policies on crime prevention would be set up to manage offenders. If the agencies charged with the responsibility of implementing those policies are either ineffective, partial or pervert justice, the rate of crime, violence and jungle justice in such societies are most likely to increase. However, some policies have foreign roots and undertone and in the bid to implement them, there might be institutional misfits and culture sensitivities affecting the full implementation of such policies.

Nigeria is divided into six geopolitical zones which include: North-North, North-East, North-Central, South-West, South-East and the South-South zones. The South-South zone of Nigeria comprises Rivers, Cross River, Akwa Ibom, Bayelsa, Edo and Delta states each of which has a Federal University. These six (6)

states are part of the nine states of the Niger Delta which are host to Nigeria's proved Oil and Gas reserves (Odagme *et al.*, 2016, Osuman *et al* 2016, Oriji and Odagme 2016). In this oil producing zone, the cost of living is very high compared to other parts of Nigeria because of the presence of oil and gas companies in the region. There is also a high inflation rate of all goods and services which necessitate the implementation of welfare packages/policies. More importantly, the employees of the various oil companies and that of the non-oil industrial workers such as the universities staff, civil servants in the ministries and other federal institutions do buy, rent and pay for fairly same type of goods and services irrespective of the type of job they do. An empirical comparison of the earning and spending powers of the oil and non-oil workers showed a large gap in social and economic terms. Therefore, any welfare package or policy available to the University academic staff would go a long way in reducing financial stress and several other associated stress conditions if effectively implemented. It is thus, imperative for any welfare policy in the Federal University to be properly implemented without bias and delay. Unfortunately, even in some areas where there seem to exist a little success in welfare policies/packages for the staff, there seems to be some level of gender bias in policy implementation on training and development of staff.

1.2 Statement of the Problem

Training and development is the key to high performance of academic staff in most Universities of the world (Halidu, 2015). Considering the mandate given to the 43 Federal Universities in Nigeria to ensure manpower development, training and technological advancement, trained and experienced personnel are required. Based on this mandate, the Federal government of Nigeria established many training and development centres in the institutions known as the Industrial Training Fund (ITF) in 1971. The Administration Staff College of Nigeria (ASCON), the Education Trust Fund (ETF) and the TET fund in training and development in the University system. It is also a known fact that companies and various organisations largely depend on the Universities for the training of their workers whereas others have in-house and external training programmes for new employees and prospective managers. This is to prepare them for the challenges which they are likely to encounter in their organization as regards specific technical or professional skill for effective productivity of the organisation. Thus, it can be deduced that training and development of workers in a technological changing society has become a matter of urgency and the need to manage the training programmes so that the desired results can be obtained. There have been numerous studies carried out on the relationship between staff welfare and motivation in organizations. Ejiogor, (1987:14). saw the importance of creating incentives for training and development of workers in the public sector as a tool to enhance productivity and that the shortage of skilled manpower in the private (banking industry) and public sector to lack of welfare to motivate workers and provision of relevant incentives for training and development. Robert and Angelo, (2011) observed that for organizations (private sector) to succeed or fail was dependent on their ability to attract, develop, retain, empower and reward a diverse array of appropriately skilled people and is the key to improved performance. However, how does one situate welfare matters implementation on the core variables of training and development vis-à-vis staff motivation in the university system? No doubt, these variables are critical elements of portfolio of welfare benefits for university workforce that can generate the required motivation for workers to deliver on the university mandate but studies have not been focused on this area, particularly for the Federal Universities. The Federal Government regulates standards for operations of all universities in Nigeria, including fixing benchmarks in facilities for work environments. It is, therefore, appropriate to measure standard of welfare policies implementations in Federal Universities with a view to determining how they relate to staff performance in these universities. Despite the arguments on policies implementation, highlighted by various researchers, the major problems center on implementation itself. These have led to underfunding of the university system, which has intermittently led to labor unrests in the system. Therefore, the research questions that arises with respect to this study are: what is the level of implementation of welfare policies on training and development in the selected federal Universities, what are the impact of poor implementation of welfare policies on training and development in the selected federal Universities in the South-South Nigeria, Are there possible solution to ensure full implantation of welfare policies on training and development in the study area?. Hence, the objectives of this study is to examine the extent to which poor implementation of welfare policies on training and development impacts on the performance of workers (Academic Staff) in the selected Federal universities in South- South Nigeria and proffer possible solutions to them.

2.1 Theoretical Frame Work

Equity Theory: The equity theory was first proposed in the 1960s by J. Stacy Adams, who asserted that employees seek to maintain equity between the inputs they bring to a job and the outcomes they receive from it against the perceived inputs and outcomes of others (Adams, 1963). The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization.

The three primary assumptions applied to most business applications of equity theory can be summarized as follows:

1. The theory demonstrates that the individuals are concerned both with their own rewards and also with what others get in their comparison
2. Employees expect a fair return for what they contribute to their jobs, a concept referred to as the "equity norm".
3. Employees determine what their equitable return should be after comparing their inputs and outcomes with those of their co-workers. This concept is referred to as "social comparison".

Employees who perceive themselves as being in an inequitable situation will seek to reduce the inequity either by distorting inputs/outcomes in their own minds by directly altering inputs and/or outputs, or by leaving the organization.

The equity theory has been widely applied to business settings by industrial psychologists in describing the relationship between an employee's motivation and their perception of equitable or inequitable treatment. The equity theory has applied in management of businesses and workers' welfare relationship in organisation by several authors. This theory introduced the concept of social comparison, whereby employees evaluate their own input/output ratios based on their comparison with the input/outcome ratios of other employees (Carrell and Dittrich 1978 in Walster *et al.*, 1978). The Inputs were defined in the context of the worker's time, expertise, specialisation, qualifications, experience and intangible personal qualities (drive and ambition, and interpersonal skills). These perceptions of inequity are perceptions of organizational justice, or more specifically, injustice. Subsequently, the theory has wide-range of implications for employee morale, efficiency, productivity, and turnover. Hence, its application in this study. A perception of inequity will ultimately lead an employee to one of two conclusions. The employees will either feel (1) under rewarded or (2) over rewarded.

Employee who feels under rewarded might try to reduce the inequity by trying to get an increased reward, rationalize a logical reason for the inequity, doing less work, getting others to do more work or leave the organization. An employee who feels over rewarded might try to reduce the inequity by working harder or longer, rationalize that 'I worth it or work more to maintain that level of reward.

Equity theory offers managers the following suggestions:

- Managers should understand their employees' perceptions of equity.
- Rewards should be perceived to be fair by all involved parties.
- Organizations with clearly stated objectives, clearly stated standards of performance, and an effective performance appraisal system will have fewer problems with perceptions of inequity. Hence, this theory was used to examine the criteria for accessing welfare policies in the federal universities under study.

2.2 Conceptual and Empirical Review

As jobs are becoming more and more complex, it becomes imperative for employers of labour to train their workers unlike when jobs were simple and little technical knowledge was required from the workers. Manpower training and development are two interrelated processes which the importance cannot be overemphasized in any discussion of strategic human resource management as this relates to series of activities, which an enterprise would need to embark upon to improve the quality of its managerial capital.

Manpower development has been described as the systematic process which an organization has to go through to ensure that it has the effective managers it requires to meet its present and future needs.

Training according to Peretomode *et al.*, (2001) is a planned organizational effort or activity conceived with helping an employee acquire specific and immediately usable skills, knowledge, concepts, altitude and behaviours to enable him or her perform more efficiently and effectively on his present job. Obadan, (2000) in Alao (2010) saw training as “a specialized process through which one learns to perform direct tasks of varying complexity and acquire expected job behaviours”. The author insisted that training should be seen as a procedure that is properly organised where the trainee learn, acquire skills and knowledge as well for a particular purpose, and as continuous process that helps employees of an organisation to optimally perform at higher levels according to Donnelly, (1995) in Alao (2010). This implies that training can be used to improve workers efficiency and gives them the opportunity to acquire advance skills and knowledge needed in executing job tasks in the organisation. As an organised process, it modifies the attitude, skills and the behaviour of workers by learning experience to effectively perform various duties of the organisation (Osborne, 1996). However, Beardwell et al, (2001) defined development as the process that makes workers gradually becoming more complex, carefully detailed and different by learning and maturity. Alao, (2010) observed that formal development programme started in large organisations within the 1940s and has grown increasingly sophisticated since then until recently in the 21st century. The constant increase in technology, computer development, information technology and changes in management has made it very important to have trained managers and staff to cope with new changes.

In the light of the on-going, Taylor, insisted that it has become a necessity for scientist to discover human potentials via training. He emphasized that “scientific management is not a collection of technique only to increase efficiency, but rather a philosophy of being accomplished by workers training and development” (Alao, 2010).

2.3 Purpose of Welfare Policies and Packages on Training and Development.

Training is a systematic process through which an organization’s human resource gain knowledge and develop skills by instruction and practical activities that result in improved corporate performance. However, it is important to know that training and development programmes are expensive. Should staff rely only on their salaries for training and development, it will be difficult for them to grow on their job and increase performance. Thus, there is need for welfare policies on training and development not only to be provided but implemented.

2.4 Importance of Full Implementation of Training and Development in Federal Universities.

The aforementioned types of training will be effective in an organization if the training programme will be implemented well and openly for the benefit of the organization. There are several benefits that accrue from investing in training. Armstrong, (2006) has listed the gains of training as follows:

Firstly, training can provide an effective channel for two ways communication especially if workshops are used to bring managers and employees together to discuss organizational issues and develop plans jointly to deal with them. Secondly, training can contribute to the satisfaction of people’s needs for achievement and recognition; for example, to be singled out to attend a course can be a very powerful motivation. Thirdly, training can enable people exercise greater responsibility and can enlarge their portfolio of skills that they can use both to their own advantage and that of the company/ organization. Fourthly, education and training are essential ingredients in change management programme.

2.5 Types of Training and Development Programme

Several types of training and development programmes are in existence. The particular method to be chosen by an organisation depends on the cost and time available, number of trainee, depth of knowledge and the background of trainees. Studies have shown that many workers fail in organizational expectations due to lack of training. Development may help to build confidence in the workers and improve efficiency at work. This process is referred to as Human Resource development. Broadly speaking, Human Resource Development is an organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organisation (Rouda and Kusy, 1995). This includes the areas of training and development, career

development, and organizational development. Employees need to learn new skills and develop new abilities, to respond to these changes in workplace. There are two major types of training namely: induction, on-the-job training and off-the-job training

2.5.1. Induction

This is basically training and development programmes organised for new workers (Ngu, 2006) with the aim of providing the history and objectives of the organization and clearly define line of responsibility and authority of a role and provide a guide to understanding the working principles, mode of operations and procedure of an organisation

2.5.2 On-the-Job Training:

This is an internal or in-service type of training usually carried out by supervisors, follow workers, managers or mentors to help employees adapt and acquire the right skills on a new job. Armstrong, (2006) argues that on-the-job training may consist of teaching by a highly experienced resource people or trainers at the desk or at the bench. According to Armstrong, on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actual and immediacy as the individual works learns and develops expertise at the same time. He further emphasized that a disadvantages of this type of training is that the effectiveness of the learning is strongly influenced by the quality of the guidance and coaching provided on the job. Secondly, the learner might be distracted by the environment and find it difficult to acquire basic skill faster.

2.5.3 off-the-Job Training

Off-the-job training include lecture, vestibule training, role playing, case study, discussion and simulation. Armstrong, (2006) listed group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training where the use of external education consultants or guest speakers.

2.6 Importance of Training and Development of Staff in the University

Firstly, it enables the institution to contribute to the development of a country's human capital, through its influence on education policies and systems and training by public training institutions, to better serve business needs. It also enables employers to see the need of investing in training and development as a key to their competitiveness in the future. Secondly, it is an important source of income, provided the organization can deliver relevant quality training. Moreover, the knowledge required from training tends to increase the quality of other services provided by the University such as research, advisory and representation services. Finally, it improves the overall image and ranking of the University and the degree of professionalism, which can lead to increased productivity and influence in academic and professional organisations.

2.6 Staff Training in Nigerian Universities

The Nigerian staff training and development is chiefly based on the assumption that there is a basic shortage of skilled and executive staff. According to Ejiofor, (1987:2) this diagnosis of shortage of staff led to the prescription of multiplying training and development institutions like the industrial training fund (I.T.F), the administrative staff college of Nigeria (ASCON), the centre for management development and the institute for policy and strategic studies (NIIPSS). In addition to these institutions, the government expounded education at all levels in particular many polytechnics and universities were established, moreover, not willing to be out done, some state government, also established their own Universities and polytechnic. Provides consultant to various sector of the economy, co-coordinator of management institutions at tertiary level, and mentor of professional association in addition to being directly involved in management development and training. The Administrative Staff College of Nigeria (ASCON) functions like the Centre for Management Developments (CMD), a post tertiary institution established to cater for the training and staff public sectors while the industrial training fund (ITF) is set up to encourage and promote the acquisition of skills in the industry and commerce with a view to generating a pool of indigenous trained staff sufficient to meet the need of the economy. Presently, the Tertiary Education Trust Fund (TETFund) is the primary medium of sponsorship of training and development in Nigeria Federal Universities. The

TETFund has been operational in all Federal Universities in Nigeria but the issues of inadequate finance have affected its level of success (Halidu, 2015).

3.0. Research Methods

3.1 Research Design

The survey research design was adopted in this study. Survey research involves the collection of information from a sample of individuals through their responses to questions. Survey research takes a general look at places, things or persons. It is concerned with studying part of the population by selecting samples from it in order to discover the characteristics, distribution, relationships or differences existing in variables of interest.

3.2 Population of the Study

The study population is the entire staff of the selected Federal Universities in South-South Nigeria namely; University of Benin, University of Port Harcourt, University of Uyo, University of Calabar and Federal University Otuoke. Based on the available population statistics of the five(5) Federal Universities, University of Benin- (4264), University of Port Harcourt- (3667), University of Uyo (2503), University of Calabar- (3830), Federal University Otuoke- (1700) totalling 15,964 (National University Commission 2006). However, given limited resources it was impossible to cover the entire population hence a representative sample size was drawn for the study.

3.3 Sample Size Determination

The sample size for this study was 400 and this was determined using the Taro Yamane formula Thus, $n = \frac{N}{1+N(e)^2}$.

Where n is the sample size; N is the population size and e is the acceptable sampling error (note 95% confidence level and $p = 0.05$ was assumed). This formula was applied to the three different population highlighted above. Therefore, the sample size from the five Federal Universities in South-South was 400.

3.4 Sampling Technique

To select the sample population, the multi- stage sampling technique was adopted. This method was used to divide the population into two major strata. These are categories were teaching and non- teaching). Thereafter, the simple random technique was applied to select respondents from the various strata. The sample size from each stratum represents a proportional percentage of the specific population in that stratum.

3.5 Data Collection Techniques.

Primary and Secondary Data Collection Techniques were adopted for the study. The questionnaire and personal interview methods were the main primary data collection techniques adopted in this study. In view of this, information was obtained through the administration of a self-designed questionnaire to respondents. In this regard a total of four hundred (400) questionnaires were distributed to the same number of respondents.

3.6. Validity of the Instrument

The questionnaire for the study was subjected to validation. To this end, emphasis was whether the research instrument really met the measurement intentions of the research therefore, it was ensured that the sample size was adequate.

3.7 Reliability of the Research Instrument

Basically, reliability suggests consistency and dependability of data. In this regard, an instrument that was adopted proved a similitude of results when repeated, hence the consistency in the scores of a simple measure rather than identical scores on two alternative measures. Therefore, it was better to test reliability through repeated application of the same measuring instrument. The questionnaire was distributed to the Universities were same set of questions to ensure repeatability in data gathered.

3.8 Method of Data Analysis

Data gathered from the survey was first described in tabular form using simple percentages especially for socio-demographic data and descriptive statistics (quantitative analysis) through the use of charts,

histograms and trend graphs were employed to present and analyse data for the research questions and the use of simple percentages in analysis.

4.0 Presentations of Results

A total of 400 questionnaires were distributed among the five selected University in the South -South Nigeria. A total of 363 valid questionnaires were retrieved which gives a respondent rate of 90.7%. The social-demographics of the respondents are presented in **Figure 1**. This was done to ensure that all categories of workers in the Federal University environment were represented in the study.

Table 1. Qualification / Positions of Respondents

Qualification/ Position of Respondent (Male /Female)	Total (%)
Professor	31(8.5)
Associate Professors	45(12.4)
Senior Lecturer	58(16)
Lecturer I	74(20.4)
Lecturer II	54(14.5)
Assistant Lecturer	38(10.5)
Non-Teaching	63(17.3)
Total	363(100)

Source: Ukaegbu and Ifeanacho (2016)

4.2 Discussion of Findings

Training and development is a key programme that keeps an institution going as man is always in search of knowledge. It becomes a problem when training is taken lightly. Also, comparing with Peretomode's theory of Training and Development (Peretomode et al; 2001) which states that training of staff will enable an efficient and effective performance of a worker. It is therefore imperative that full implementation of welfare policy on training and development would enhance work performance and job satisfaction. Furthermore, data analysed from this study showed that 89% of respondent agreed that the provision and prompt payment of training and development allowances before/after training, funding/sponsorship of Conferences and training encourages workers and to show interest for training and development.

4.2.1. Impact of poor implementation of welfare policies on training and development.

The poor implantation of welfare policies on training and developments of academic staff in the Federal Universities manifest in lack of regularly training and development programmes, inadequate provision of research grants , low level of provision of post graduate scholarships ,inadequate funding of internal and external training and development programmes, non-payment or delay payment of training allowances and many more.

The impact of poor implementation of welfare policies on workers' performance cannot be overemphasised. Welfare of workers is a great tool of motivation if utilised, can lead to high efficiency and productivity. However, poorly implemented welfare policies on the training and development of academic staff in the Federal Universities under study led to negligence to duty and lack of commitment among member of Staff, less interest in research and low quality research project from the school, Reduced self-confidence, Lack of motivation and dedication to work, Poor quality service delivery and project supervision

4.2.1.1 Effects on Research

Most of the Universities under study barely pays overtime allowances to staff. These allowances are welfare packages aimed at encouraging laboratory technologists, library staff and researchers to work even beyond the normal working hours, especially when conducting research. As part of this study, fifteen (15) laboratory technologists from the five selected federal Universities under study were interviewed and the following are the list of the basic issues that affected their performances as gathered from them:

- a. Lack of regular internal training and external training which are necessary to constantly and regularly updates their skills, knowledge and technology to enhance research.
- b. Lack of sponsorship for international conferences even when they sponsor themselves, the funds were not remitted thus, the interest in attending conferences are gradually reducing in some of the federal Universities under study whereas there is an available welfare package for conferences and research development domiciled in the federal University but not implemented appropriately.

In quality of research from the University, the academic environment is a system that updates frequently. When workers (academics) are unable to attend International and National conferences or other cases where bias, tribalism and nepotism dominants, only a set of people are favoured. This leads to an uneven distribution of development in knowledge, their exposure to current methods and advances in their research areas.

4.2.1.2 Effect on Staff Development and Promotion

When training and development are not enhanced regularly, it leads to delay in promotion of some members of staff. Some of the federal Universities under study were found to have an inadequate staff to student ratio. In some departments, there were only two professors, few Ph.D. degree holders with a large number of masters' degree holders teaching courses meant for senior lecturers and professors. This leads to non-accreditation of some courses or fluctuation in the accreditation of programs because the growth and development of the academic staff does not correspond with retirement, death and resignation of academics staff particularly lecturers. The data gathered during this research shows that the system tends to loss the best brains without corresponding replacements due to lack of training and development. Moreover, the poor implementation of welfare policies on training and development has brought about low level of human capacity building and underdevelopment of staff in the federal Universities under study.

4.2.1.3 Effect on Teaching Methods and Technology

Due to the irregular and low level of constant and frequent training and development, the academic staff are not aware of latest development in their fields. For instance academic system has gone software and ICT thus, the staff needs to upgrade their skills to cope with current methods around the world.

4.2.1.4 Comparing Findings with Previous Works

These findings are in consonance with the works of Acheaw, (2011) who insisted that, the purpose of training and development is to have an increase in knowledge, skills and change the attitude of a person. This would results in several potential benefits for the individual and to its organization. Acheaw, further stressed that training also increases the confidence, motivation and commitment of staff, provide recognition, encourage responsibility, enhance the possibility of increased pay and promotion. This gives workers a feeling of personal satisfaction and achievement, broaden opportunities for career progression, quality of staff and help to improve the performance. These findings are also in consonance with the findings of Gephart, *et al.*, (1996) who observed that a learning organization's culture was based on openness and trust and that such culture was the glue that binds an organization together". They insisted that when employees were supported and rewarded for learning, innovations, by full implementation of welfare policies and giving of welfare packages as incentive to reward hard work, the resultant effect on staff performance would be unimaginable. It encourages creative work, experimentation, and risk taking, and values because the welfare of staff are taking seriously. When training and development programmes are subsidised under a full welfare implementation policy environment of several grants and incentives it result in a general improvement on staff quality delivery. For laboratory technologist in the University environment, there is most likely to be better handling of equipment due to training and development which would consequently save cost, equipment would last longer and production levels would increase. In fact, the University might be losing more than she think that she saves for not fully implementing welfare polices because , some staff who would not have gone for training due to financial constraints are able to participate

in training. This regular training and development, supports incorporation of new technologies, implementation of new technologies and easy transfer of knowledge to younger staff (Gephart, *et al.*, 1996). The findings of Kulkarni, (2013) suggested that training and development programmes were key to improved workers' performance at work, it updates workers' knowledge and enhances their personal skills and development. A research carried out by TETFund (2010) revealed that to realise Nigeria's national vision of becoming one of the top 20 economies in the world by 2020AD, Nigeria must produce world class manpower, possible only through world class tertiary institutions equipped not only with the requisite physical infrastructure and structural facilities but, above all, with world class lecturers to impart current and in-depth knowledge, conduct research, publish the outcomes and produce personnel that is nationally competent and globally competitive

The aforementioned benefits translates into, increased productivity, improved quality of service better job satisfaction. The applicability of these finding are realistic because when workers put in their best, they tend to invest more time and do their work better thus generating more money for the institutions

4.2.2 Ways of Enhancing full Implementation of Welfare Policy on Training and Development

Based on this study, a number of ways were suggested to enhance full implementation of welfare policies which are explained as follows:

Improve Funding

Inadequate funding is a major concern in the federal Universities. This has brought about frequent strike actions by Labour Unions in the Federal Universities in Nigeria. Most times the Federal government does not obey and maintain agreements and Memorandum of Understanding (MoUs) on the welfare of Academic Staff in the federal Universities for the training and development of the members of Staff. It is therefore imperative that the federal government should increase the budget for the funding of federal Universities in the South- South Nigeria and the Country at large. Additionally, cooperate bodies, wealthy individuals and private companies could also support funding of training and development of the academic staff through establishment of Research Chairs and Scholarships. The works of Ogbogu, (2011) confirms that the problem of underfunding of Nigerian Federal universities is a consequence of the expansion of the system in response to the growing demand for university education in the country.

Effective Monitoring of Fund Meant for Training and Development

The findings from this study indicated that the provision of funds without effective monitoring would still result in poor implementation. Therefore, the Federal University managements particularly in the South-South Nigeria and the Federal Government through their agencies should place a check on the departments responsible for training and staff development. One thing is to disburse funds but another issue is to monitor those funds to ensure that they are used to fully implement the planned objectives. Quarterly review of implementation status should be presented by each department on the level of implementation of welfare policies on training and development.

Motivational Strategies

Awards of welfare packages on training and development such as scholarship, study leave, payment of study leave, training and development allowances, research grants and promotion allowances should be given to those that are due and the trained should be promoted accordingly without tribalism and gender bias.

More funds should be allocated for in-house training to enable the workers get regularly updated with current methods of doing their work. The reports from the interviews conducted with the directors in charge of training and development in the selected federal Universities under study shows that insufficient fund limits the capacity of the training departments. More so, sponsorship of internal and external training would also improve job ethics of workers and improve their work performances as exemplified by the expectancy theory, that employee tend to work harder when they are assured that their efforts would be rewarded at the end for their commitment leading to quality service delivery.

4.3 Impact of Full Implementation of welfare Policies on Training and development

The study also examined what impact the welfare policies on training and development would result in in the selected federal Universities under study should there be full implementation. The findings are highlighted and discussed as follows:

4.3.1. Stimulates Staff performance and research development

From **figure 1**, about 49% agreed that full implementation of welfare policies on training and development would impact positively on the workers' performance to a large extent. Imagine a situation where training and development allowances are paid promptly. A staff (worker) is certain that conference allowance if he/she presents a technical paper (both international and national) would be paid or reimbursed if fund were borrowed, the interest in attending conference and thus acquiring membership to professional bodies would increase rapidly and publications of the University will increase, thus, the ranking of these universities and quality of graduates would also improve.

4.3.2 Motivation to Develop Career

The full implementation of welfare policies on training and development, where workers (staff) going for higher degrees and fellowship (both Post Doctorate and Graduate levels) are given incentives would not be denied of study leaves, grants, allowance will encourage many to go for higher degree which will increase the number of Ph.Ds. and Certified staff. Consequently, increases their self-esteem, confidence, skills and develop their career.

4.3.3. Improve Workers Performance and Willingness to Conduct Research

Full implementation of welfare policies and ease of accessing welfare packages on training and development implies that all staff, irrespective of position, gender, age and level would be trained when due. Furthermore, that some form of annual welfare package would be provided at the end of the year if he/she is committed to good teaching might win an award of best teacher, if he/she carries out a good research might win a grant from the University senate or Vice Chancellor. Based on the data gathered from in this study (**Figure 1**), where a total of 90% (41% and 49% of the respondents) insisted that full implementation of welfare policies on training and development would have positive impact on workers' performance to a very high extent.

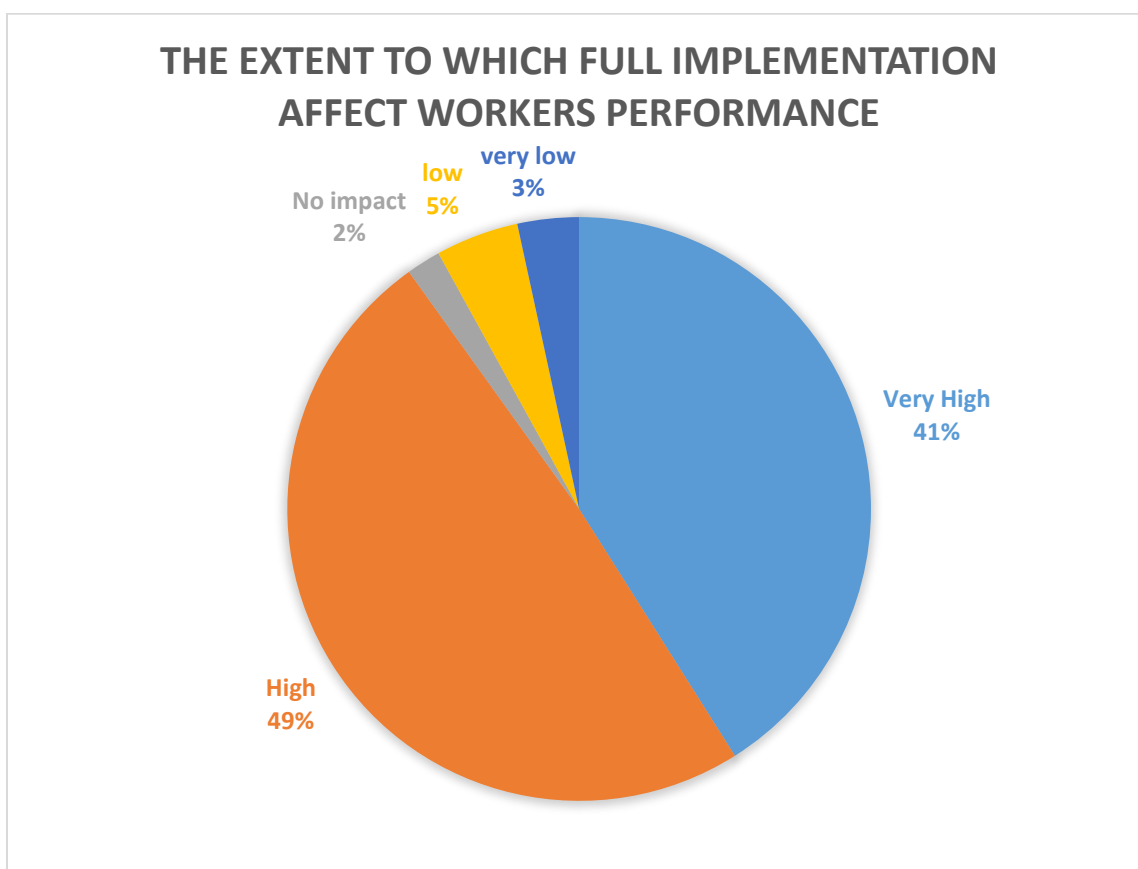


Figure 1. Effect of full Implementation of welfare policies on Training and Development

5.0 Conclusion and Recommendations

This study has clearly shown that there have been poor implementation of welfare policies on training and development in the selected Federal Universities in South-South Nigeria under study. However, the findings from this works indicate that full implementation of welfare policies on training and development of academic staff in the federal Universities in the study area can be a source of encouragement in terms of increase sponsorships, promptness in giving permission for training and development leave and grants as well as promotion of trained staff. This would help in improving their knowledge and skills which consequently improves the overall performance of the Institution. The delay or non-provision of training and development allowances negatively impact on training programmes (in-house and outside training/workshops) would improve performance of workers. The results from the present study indicated that there have been very few in-house and outside training programmes in the study area. A total of 87% of respondents agreed that poor level of implementation of welfare policies on training and development is a source of discouragement which has negatively affected performance and could lead to poor service delivery in our Universities. Therefore, it is recommended that a special committee should be set-up as monitoring team which should present a quarterly report to show the level of implementation and ensure full implementation of welfare policies in the selected Federal Universities under study.

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