Human Capital Development as a Vital Tool for Academic Staff Productivity in Universities in Rivers State

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ABSTRACT
The study investigated human capital development as a vital tool for academic staff productivity in universities in Rivers State. Three research questions and three hypotheses guided the study. The study adopted descriptive survey design. The population of the study comprised 2410 academic staff from the three universities in Rivers State, namely University of Port Harcourt (Federal), Rivers State University (State) and Ignatius Ajuru University of Education (State) all in Port Harcourt. Random sampling technique was used to arrive at a sample size of 214 respondents. This sample denotes 10% of the entire population. The main instrument used for data collection is the questionnaire tagged “Human capital Development Rating Scale” (H.C.D.R.S). The instrument was divided into two sections. Section ‘A’ contains the demographic information of the respondents, while section ‘B’ was sub-divided into B₁, B₂ and B₃, with each addressing the research questions of the study. The instrument was designed on a 4-point likert type of rating scale with option of Very High Extent (VHE – 4 points), High Extent (HV – 3points), Moderate Extent (ME - 2point) and Low Extent (LE – 1 point) respectively. Test–retest method was used to ascertain the reliability co-efficient of the instrument which yielded a value of 0.95. Mean and standard deviation were used to answer the research questions. While Z-test statistical tool was used to test the Null hypotheses at 0.05 level of significant. The results from the findings revealed that mentoring help their mentees to become conversant with their responsibilities as academics, it also revealed that mentors help their mentees to get acquainted with certain standards required in some areas of their job. Mentors help reduce some level of mistakes that would have been made by their mentees. The findings also revealed that investment in research helps in the creation of new knowledge and improvement of knowledge. It also revealed that involvement in in-service training helps the academic staff to acquire more knowledge and hence enable staff to be more professional in their job. Based on the findings, it was concluded that human capital development enhances the level and productivity of academic staff in both Federal and State Universities in Rivers State. It was recommended that the university’s authority and the government should encourage mentoring programme through the provision of allowances for professors and other senior lecturers. Also, universities should encourage and invest on research programmes for academic staff as this will also increase productivity.

Key words: Human Capital, Development, Tool, Academic Staff, Productivity, Mentoring, Mentee, Research and In-service training

INTRODUCTION
Human capital represents knowledge, skills and abilities that makes it possible for people to do their jobs. Personal and material success is increasingly correlated with the possession of skills. It is therefore obvious that skilled individuals commands a premium salary even in periods of high economic activity in
spite of the fact that unemployment level have remained high and organizations have difficulty in filling vacancies that require specific expertise.

Human capital development according to Welgenbach (2009) and Akinyi (2014) is essentially concerned with enhancing employee performance at work as well as providing them with organization commitment. Essien (2000), views human capital development as a product of coordinated thoughts and action directed towards developing and grooming of human beings to make them fit and qualified for improved productivity. In a related literature, Michael &Zaid (2014), argue that human capital development is not only limited to employees or subordinate but extends to employers or entrepreneurs who also need to improve for efficiency and effectiveness. It is obvious from the forgoing that human capital development is a planned activity geared towards improving productivity, growth and development of individual, organization and the economy at large.

According to Sullivan and Steven (2003), human capital development is about recruiting, supporting and investing in peoples through education, training, coaching, mentoring, internship, organizational development and human resources management. Healthfield (2011) defined human capital development as the framework for helping employees develop their personal and organizational skills, knowledge and ability. According to her, human capital development includes such opportunities as employee training career development, employees identification, tuition assistance and organization development. The main focus of human capital development is on developing the most superior workforce, in order to enable organizations and individuals accomplish their work goals in service to customers. She also suggested that the shortage of skilled people can act as a limiting factor on individual organization and on the economy as a whole. This therefore is in the interest of individuals organization and the nation to maximize its human resources by investing in the skills of its workforce as well as its human capital.

Alan (2004) opined that the concept of human capital development compasses investment in the skill of labour force, including education and vocational training to develop specific skills. According to Schaltz (1993) the term human capital can be seen as a key element in improving a firm assets and employees in order to increase productivity as well as to sustain competitive advantage. Human capital development involves processes that relates to training, education and other inventions in order to increase the level of knowledge, skills, abilities, values and social assets of an employee’s which will lead to the employee’s satisfaction performance and eventually on a firm performance.

Education has been defined as the process of receiving or giving systematic instruction, especially at a school or university. It is also the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Thus education is the bedrock of every developed society. Education plays a vital role in human capital formation. It raises the productivity and efficiency of individuals and helps in the production of skilled manpower that is capable of leading the economy towards the path of sustainable economic development. The future of any nation depends on her human capital, and as such, there is the need for the government of such nation to invest heavily in the education sector with the aim of generating greater output from the educational sector, but the major challenge has been on how to develop it.

Human resource is considered as the backbone of any organization. It involves or entails the management of the people and staff practices to carry organization successfully. Human resource management is all about allowing staff to utilize their qualities in order to fulfill their contribution and role of the organization motive and aim. Thus human resource has critical variables in the growth process of any organization. These variables are not only means, but more significantly the ends that must be served to achieve economic progress. Human resources constitute the ultimate basis for the wealth of the nation, while capital and natural resources are passive factors of production. According to him, between the year 1953 and 1958, Nigeria saw that she lacked the required manpower especially the manpower of the administrative class to take over the mantle of leadership when the expatriates were leaving the country. As a result of this, Nigerian had to plan her education with regards to the Ashyby’s proposal of this concept by 1960, when Nigeria gained her independence, only a few elites were available to direct the administrative sector of government.
According to (Madumere, 1997), the relationship that exists between education, human development capacity building and the wealth of the nation propelled nations and states to embark on educational investments with a view to generating higher returns. This idea resulted in Ashby commission of 1960 which came up with the report on investment in education. This report recommends that Nigeria should give proper attention to education and regard the education of her citizenry as the first priority of the nation. It is therefore worthy of interest to note that efficient human capital is definitely the product of education, since the acquisition of education provides the opportunities for individuals to invest in themselves and as the only industry that is responsible for the production of human resources.

Human capital developmental rises from several attempts by economists raising from factors to other physical capital contributes to national growth and development. According to Fabricants (2004), investment in education, research development and other intangible capital might account for the unexplained differences in economic growth. Schultz (1961) in agreement with this explained that approximately, one half of the economic growth of the nation could be attributed to investment in education and therefore a large portion of the resources allocated to education could be classified as an investment hence it results to human capital formation.

Meier (1997), opined human capital formation to be associated with investment in man and his development as a creative and productive person. In Africa, human capital was kindled by the Addis-Ababa Conference of 1990. Here, the African leaders were made to be aware of this approach through western enlightenment during the conference. This conference enables them to see the need for education and why they must not leave educational planning to the mission and private individuals.

Todara (2006), stressed the importance of human capital development for Nigeria. According to him, Nigeria economy has to be efficient and competitive in the new world, he went further to explain that national frontiers no longer constitute barriers to human, material and capital flows. He also observed that one of the greatest obstacles facing Nigeria in this millennium is the issue of capacity building to enhance productivity.

The Federal government is primarily responsible for tertiary education, although in most cases some state and private individuals also fund and run this level of education in Nigeria. Secondary education is mainly a state responsibility although we also have some federal secondary school. While primary education is the responsibility of the local government, we also have the National Primary Education Commission (NEPC) which is in charge of the curricular for corporate bodies, individuals, religious organizations, international agencies, non-governmental agencies and community based organisations with the three tiers of government. The importance of higher education in national development in Nigeria is reflected in the goals of tertiary education as enunciated in the National Policy on Education (FRN 2004).

Babalola (2003) opined for an equilibrium position in education. This implies where there will be no evidence of either shortage or surplus supply of educated people. A shortage of educated people might limit with growth, while excess supply will result in unemployment and thus will limit economic growth and development.

Finally, it may interest you to know that some of the developing nation of the world have come to realize that the principal mechanism for developing human knowledge is the education system. And as such they invest hugely on education.

**Statement of the Problem**

The development of human capital is an essential tool for goal achievement in institutions of higher learning or universities. In spite of the huge investment made in human capital development by the proprietor of Rivers State University, with the intention of enhancing academic staff productivity and improvement in the provision of sound, quality graduates that would be found worthy in both character and learning, it has not been able to achieve its mutually defined ends or objectives.

Student’s performance deteriorates and the quality of graduates produced swing in a downhill tread. This embarrassing situation is often attributed to academic staff not putting in their best possible. Some academic staff are involved in aiding students to cheat in semester examinations, and other unacceptable
The desire for human capital development is aimed at promoting professional growth; and where this is not put into practices, the purposes are jeopardized. The academic staff of universities in Rivers State, appears to have fallen short in human capital development as a unique process for academic staff productivity. This short fall call for a study of this nature with the aim of finding out how human capital development will improve staff productivity in universities in Rivers State and also making some recommendations to guide them. A study of this kind has not recently received any attention from researchers. Even if there have been, it is still necessary to carry out further investigation to confirm or disprove early research findings. It is the absent of any research evidence on this problem that constituted the focus of this research.

**Purpose of the Study**

The main purpose of this study is to find out how human capital development programme can enhance productivity among academic staff of universities in Rivers State. The specific objectives of the study sought to:

1) find out how involvement in mentoring programmes enhance the productivity of academic staff of universities in Rivers State.

2) identify how involvement in research enhances the productivity of academic staff of universities in Rivers State.

3) examine the extent in which involvement in in-service programmes enhance the productivity of academic staff of universities in Rivers State.

**Research Questions**

The following research questions guided the study:

1. To what extent does the involvement in mentoring programme enhance the productivity of academic staff of universities in Rivers State?

2. To what extent does involvement in research enhance the productivity of academic staff of university in Rivers State?

3. To what extend does involvement in in-service programmes enhance the productivity of academic staff in universities.

**Hypotheses**

The following hypotheses guided the study:

Ho1: There is no significant difference in the opinion of federal and state academic staff on the extent to which involvement in mentoring programme enhances productivity of academic staff of universities in Rivers State.

Ho2: There is no significant difference in the opinion of federal and state academic staff on the extent to which involvement in research enhances productivity of academic staff of universities in Rivers State.

Ho3: There is no significant difference in the opinion of federal and state academic staff on the extent to which involvement in in-service programme enhances the productivity of academic staff in universities in Rivers State.

**METHODOLOGY**

The research design adopted for the study was descriptive survey design. This is because the data were collected and described as they occurred without using any manipulating variable. The population of the study consisted of 2,140 respondents, comprising of 718 federal academic staff and 1,422 state academic staff respectively. A sample size of 214 respondents was randomly selected. This sample denotes 10% of the entire population. The main instrument used for data collection is the questionnaire tagged “human capital development rating scale” (H.C.D.R.S). The instrument was divided into two sections. Section A contains the demographic information of the respondents. While section B was sub divided into B1, B2, and B3 with each addressing the research questions of the study.

The instrument was designed on a 4-point likert type of rating scale with option of very high Extent (VHE – 4 point), High Extent (HE – 3 points), Moderate Extent (ME – 2 points) and Low Extent (LE - 1 point) respectively.
The face and contents validity of the instrument was conducted by the researcher’s supervisor and two other experts in the field of measurement and evaluation. The test re-rest method was used to ascertain the reliability co-efficient of the instrument which yielded a value of 0.95. Mean and standard deviation were used to answer the research questions while z-test statistics was sued to test the null hypotheses at 0.05 level of significant.

**Research Questions 1: To what extent does the involvement in mentoring programme enhance the productivity of academic staff of universities in Rivers State?**

**Table 1: Mean and standard deviation on the opinion of Federal and State academic staff on the extent to which involvement in mentoring programme enhance productivity of academic staff of Universities in Rivers State**

<table>
<thead>
<tr>
<th>Items</th>
<th>Federal university N=88</th>
<th>State University N= 126</th>
<th>Grand</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors help their mentee to become conversant with their responsibilities as academics.</td>
<td>3.16 0.78</td>
<td>3.18 0.77</td>
<td>3.17</td>
<td>HE</td>
</tr>
<tr>
<td>Mentors help their mentee to get acquainted with certain standards required in some areas of their jobs.</td>
<td>3.14 0.79</td>
<td>3.14 0.78</td>
<td>3.14</td>
<td>HE</td>
</tr>
<tr>
<td>Mentors help their younger colleagues to adjust fast/cope very well on their job.</td>
<td>3.17 0.78</td>
<td>3.21 0.78</td>
<td>3.19</td>
<td>HE</td>
</tr>
<tr>
<td>Mentors help to reduce the level of mistakes that would have been made by the mentees/</td>
<td>3.20 0.79</td>
<td>3.14 0.78</td>
<td>3.17</td>
<td>HE</td>
</tr>
<tr>
<td>Mentoring increases cordial relationship between the experienced (mentors) and the less experienced (mentees) colleagues.</td>
<td>3.17 0.77</td>
<td>3.25 0.74</td>
<td>3.21</td>
<td>HE</td>
</tr>
<tr>
<td>Aggregate mean and standard deviation</td>
<td><strong>3.16 0.78</strong></td>
<td><strong>3.18 0.77</strong></td>
<td><strong>3.18</strong></td>
<td>HE</td>
</tr>
</tbody>
</table>

The findings of Table 1 revealed that mentors help their mentees to become conversant with their responsibilities as academics (3.17), mentors help their mentees to get acquainted with certain standards required in some areas of their jobs (3.14), mentors help their younger colleagues to adjust fast/cope very well on their job (3.19), mentors help to reduce the level of mistakes that would have been made by the mentee (3.17) and that mentoring increases cordial relationship between the experienced (mentors) and the less experienced (mentees) 93.21 respectively. With an aggregate mean score of 23.18 the Federal and State Universities academic staff affirmed that involvement in mentoring programme enhance productivity of academic staff of Universities in Rivers State.
**Research Question 2:** To what extent does involvement in research enhance the productivity of academic staff of Universities in Rivers State?

Table 2: Mean scores, standard deviation on the opinion of Federal and State academic staff on the extent to which involvement in research enhance the productivity of academic staff of Universities in Rivers State.

(N=214)

| Items | Federal university N=82 | | | State University N=132 | | | Grand | | | Remarks | |
|---|---|---|---|---|---|---|---|---|---|---|
| 6 | It improves the knowledge base of the academic staff. | $\bar{X}_1$ | 3.29 | SD$_1$ | 0.70 | | $\bar{X}_2$ | 3.20 | SD$_2$ | 0.75 | 3.25 | HE |
| 7 | It encourage hard work among the academic staff members. | | | | | | | | | | |
| 8 | It enhances knowledge creation. | | | | | | | | | | |
| 9 | It helps members of academic staff to understand the recent trends in teaching and learning. | | | | | | | | | | |
| 10 | It helps academic staff members to improve on their teaching strategies | | | | | | | | | | |
| Aggregate mean and standard deviation | | | | | | | | | | |

The findings of Table 2 revealed that staff involvement in research work helps the lecturers to improve on their knowledge base (3.25), research work help lecturers to understand the recent trends in teaching and learning (3.23). Research work helps lecturers to improve on their teaching strategies (3.19). Involvement in research work also encourages hard work among lecturers (3.39). With an aggregate mean score of (3.22), the Federal and State Universities’ academic staff are in agreement that their involvement in research work enhances productivity of academic staff of Universities in Rivers State.
Research Question 3: To what extent does involvement in in-service programmes enhances the productivity of academic staff of Universities in Rivers State?

Table 3: Mean and standard deviation on the opinion of Federal and State academic staff on the extent to which involvement in in-service programme enhance the productivity of academic staff of universities in Rivers State (N=214)

<table>
<thead>
<tr>
<th>Items</th>
<th>Federal university N=82</th>
<th>State University N=132</th>
<th>Grand ( \bar{X} )</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training has enhanced improvement in service delivery in the universities.</td>
<td>( \bar{X}_1 ) = 3.33, SD_1 = 0.71</td>
<td>( \bar{X}_2 ) = 3.19, SD_2 = 0.78</td>
<td>3.26</td>
<td>HE</td>
</tr>
<tr>
<td>In-service training has enhanced professionalism among academics in universities.</td>
<td>3.19, 0.78</td>
<td>3.19, 0.77</td>
<td>3.19</td>
<td></td>
</tr>
<tr>
<td>In-service training has enhanced the motivation/job commitment of academic staff.</td>
<td>3.27, 0.73</td>
<td>3.13, 0.76</td>
<td>3.20</td>
<td>HE</td>
</tr>
<tr>
<td>In-service training has increased the job satisfaction of members of academic staff.</td>
<td>3.28, 0.81</td>
<td>3.26, 0.73</td>
<td>3.27</td>
<td>HE</td>
</tr>
<tr>
<td>In-service training has enabled academic staff members to acquire more knowledge/skills</td>
<td>3.27, 0.82</td>
<td>3.29, 0.76</td>
<td>3.28</td>
<td>HE</td>
</tr>
<tr>
<td><strong>Aggregate mean and standard deviation</strong></td>
<td><strong>3.21, 0.77</strong></td>
<td><strong>3.26, 0.76</strong></td>
<td><strong>3.24</strong></td>
<td><strong>HE</strong></td>
</tr>
</tbody>
</table>

The finding of Table 3 showed that staff involvement of in-service training helps the lecturers/academic staff to acquire more knowledge/skills (3.28), in-service training also helps academic staff to be more professional in their jobs (3.19). It enhanced academic staff to be motivated and be more committed to their job (3.20). It also enhanced improvement in-service, delivery of the academic staff in the State and Federal Universities in Rivers State with an aggregate mean score of 3.24 for lectures in both State and Federal Universities. It showed that they are in agreement that involvement in in-service training enhances the productivity of academic staff in Universities in Rivers State.
Test of Hypotheses
H0: There is no significant difference in the opinion of federal and state academic staff on the extent to which involvement in mentoring programme enhances productivity of academic staff of Universities in Rivers State.

Table 4: z-Test analysis of the mean responses of Federal and State academic staff on the extent to which involvement in mentoring programme enhance productivity of academics staff of Universities in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>df</th>
<th>z-cal</th>
<th>z-crit</th>
<th>$\alpha$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal university lecturers</td>
<td>88</td>
<td>3.16</td>
<td>0.78</td>
<td>212</td>
<td>1.96</td>
<td>0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State university lecturers</td>
<td>126</td>
<td>3.18</td>
<td>0.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The $z$-test analysis in Table 4 revealed that the $z$-calculated value of $z = -5.9$ is less than the $z$-table value of 1.96 at $P \leq 0.05$ levels of significance and at degree of freedom (DF). The null hypothesis therefore accepted.

Hypothesis 2
H0: There is no significant difference in the opinion of federal and state academic staff of the extent to which involvement in research enhances productivity of academic staff of universities Rivers State.

Table 5: Z-test analysis of the mean responses of federal and state academic staff on the extent to which involvement in research programme enhance productivity of academic staff of universities in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>df</th>
<th>z-cal</th>
<th>z-crit</th>
<th>$\alpha$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal university lecturers</td>
<td>82</td>
<td>3.20</td>
<td>0.74</td>
<td>212</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>State university lecturers</td>
<td>132</td>
<td>3.25</td>
<td>0.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The $z$-test analysis in Table 5 revealed that $z$-calculated value of $z = -0.2$ is less than the $z$ – test table value of 1.96 at $p \leq 0.05$ levels of significance and at 212 degree of freedom (DF). The null hypothesis is therefore accepted.

Hypothesis 3
H0: There is no significant difference in the opinion of federal and state academic staff of the extent to which involvement in research enhances productivity of academic staff of universities Rivers State.

Table 6: Z-test analysis of the mean responses of federal and state academic staff on the extent to which involvement in research programme enhance productivity of academic staff of universities in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>df</th>
<th>z-cal</th>
<th>z-crit</th>
<th>$\alpha$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal university lecturers</td>
<td>91</td>
<td>3.21</td>
<td>0.77</td>
<td>212</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>State university lecturers</td>
<td>23</td>
<td>3.26</td>
<td>0.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The $z$-test analysis in Table 6 revealed that the $z$- calculated value of $z = -0.19$ is less than the $z$ –test table value of 1.96 at $p \leq 0.05$ level of significance and at 1.96 degree of freedom (DF). The null hypothesis is therefore accepted.
DISCUSSION OF THE FINDINGS
The research question one sought to find out to what extent do the involvement in mentoring programme enhance the productivity of academic staff of universities in Rivers State. The findings of the study showed that mentoring programmes enhance the productivity of academic staff thus by reducing the level of mistakes that would have been made by the mentees to get acquainted with certain standards required in some areas of their job. It was also discovered that mentoring increases cordial relationship between the experienced and the less experienced academics, through mentoring, mentors help their mentees to become conversant with their responsibilities.
This findings agree with Parle and Wray (2004) who said that mentoring is a person relationship in which a more experienced or knowledgeable person helps to guide a less experience person. The need for mentoring programmes in the universities was supported by Bozeman & Feeney (2007), and Effa (2014). According to them, mentoring is both communication and relationship based. Supporting this observation, Pomppers Adnas (2006), Amstrong (2009), Uche (2005), Desler (2006), Oluwuo and Afangideh (2010) stated that mentorship relationship provides platform of career growth and benefit for both the mentor and the mentee.

Research question 2: examine to what extent do involvement in research enhances the productivity of academic staff in universities in Rivers State. The findings of the study explained how involvement in research can enhances the productivity of academic staff of Universities in Rivers State. The result of the findings showed that investment in research enhances productivity. Through the creation of new knowledge, improvement of the knowledge base of the academic staff thereby helping the academic staff (lecturers) to understand recent trends in teaching and learning, it also helps in improving their teaching strategies and this encourage hard work among academic staff.
These findings are in agreement with Griffith University (2011), Harri, June and Allen (2013), Babalola (2009), Ebigwe (2012) and World Bank (2013) which states that research is the creation of new knowledge or the use of existing knowledge in a new creative way so as to generate new concepts, methodologies and understanding.

Research Question 3: Sought to examine to what extent do involvement in in-service programmes enhances the productivity of academic staff of universities in Rivers State. The result of the findings revealed that in-service training enhances productivity of academic staff in the following ways. In-service training enhances professionalism, it enables academic staff the ability to acquire more knowledge/skills, helps to enhance job motivation and increases commitment to job. This finding is in agreement with the findings of Ferg (2005), Uwaezuoke (2012) which states that promoting the qualities of academic staff through in-service training is the key towards enhanced productivity among teachers in all level of education.

Summary of Findings
The findings of the study are summarized as follows:
1) Involvement in mentoring enhanced productivity of academics staff because it helps in the reduction of mistakes by the mentees, mentors helps their mentees to become conversant with their responsibilities as academics, mentors helps their mentees to get acquainted with certain standards required in some areas of their jobs. Mentors help their mentees to adjust fast cope very well on their job and also that mentoring increases cordial relationship between the mentor and mentee.

2) That involvement in research enhances productivity of academic staff through creation of new knowledge, improvement of the knowledge based on the lecturers, it also helps lecturers to understand the recent trends in teaching and learning. Involvement in research work helps lecturers to improve on their teaching strategies as well as encouraging hard work among the academic staff of both state and federal universities.

3) The findings also revealed that in-service training programme enhanced the productivity of academic staff of federal and state universities in Rivers State through increasing professionalism.
among academics, thereby making it possible for them to acquire new knowledge/skills, helps in job motivation and commitment of academics. It also improves service delivery of academics in both federal and state universities in Rivers State.

4) The study also revealed that there was no significant difference between the mean scores of academic staff of federal of federal and state universities in Rivers State on how human capital development enhances the productivity of academic staff in federal and state universities in Rivers State.

CONCLUSION
In view of the results obtained from the study, the researcher draws conclusion that mentoring reduces the level of mistakes that would have been made by the mentees, involvement in research enhances the productivity of academic staff in universities, while in-service training enhances productivity of academic staff. The importance of human capital in productivity of academic staff cannot be over-emphasized hence there will be no improvement in staff productivity without human capital development

RECOMMENDATIONS
Based on the findings and conclusion of the study, the following recommendations are made.
1) That government and the university authorities should encourage mentoring programme through provision of allowances for the professors and other senior lecturers as this will help in improvement of mentoring and produce greater output.
2) The government and the university authority should encourage and also invest on research programmes for academic staff. It will help in the creation of new knowledge, improve the already exiting knowledge and will help the lecturers to understand the recent trends in teaching and learning
3) In-service training should also be encouraged as it will help in the improvement of academic staff through professionalism and also help in job motivation/commitment of academic staff.
4) The government of various level should improve on funding of the academic staff programme. They should be able to provide infrastructures to tackle the level of decay and overhaul the university curriculum to be in line with 21st century reality.

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