



Human Capital Development For Enhancing Academic Staff Performance In Universities In Rivers State

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ABSTRACT

The study investigated human capital development for enhancing academic staff performance in Universities in Rivers State. The study was guided by two research questions and corresponding hypotheses. Descriptive survey research design was adopted. The population of the study was 2,414 academic staff of the three Universities in Rivers State. The sample size of the study was 860 respondents. Taro-Yamane's formula was used to determine the sample size for academic staff in RSU 241 and IAUOE 204 while 30% of academic staff population of UNIPORT gave a sample of 415. The stratified random sampling technique was used to stratify the population of the study. The instrument used to elicit responses was a self-structured questionnaire titled, "Human Capital Development for Enhancing Academic Staff Performance Questionnaire" validated by two experts in the Departments of Measurement and Evaluation and Educational Management. Cronbach's Alpha was used to obtain reliability indexes of 0.95 and 0.88 respectively. The mean was used to answer the research questions, while One-Way Analysis of Variance was used to test the hypotheses. Results of the study showed that academic sabbatical programme and ICT training as human capital development variables enhanced performance of academic staff in universities in Rivers State to a high extent. Results also showed that there is no significant difference in the mean response scores of respondents from RSU, IAUOE and UNIPORT on the extent training ICT training as a human capital development variable enhanced performance of academic staff in the universities in Rivers State and that there is a significant difference between the mean response scores of respondents from RSU, IAUOE and UNIPORT on the extent academic sabbatical programme as a human capital development variable enhanced the performance of academic staff in universities in Rivers State. Based on the findings it was recommended among others that academic staff in Rivers State Universities should readily access academic sabbatical programmes with full payment of their salaries and allowances so that they can gain more knowledge for the improvement of student performance as well as developing themselves professionally.

Keywords: Human Capital Development, Sabbatical Programme, ICT

INTRODUCTION

Interestingly, every sector of a nation's economy and particularly, the education sector is expected to deliver quality services through a rich supply of quality human resources imbued with skills, knowledge and abilities to effectively actualize the goals of the sector. Education as the bedrock of every developed nation is expected to play this vital role in human capital development which the larger society yearns for, through educational institutions as formal organizations are charged with the responsibility of undertaking the process of instruction for acquisition of knowledge, skills, values, beliefs and habits (Kalagbor, 2017). There is no doubt that education raises the productivity and efficiency of individuals and produces skilled manpower to engineer an economy towards the path of sustainable economic development. As the future of any nation depends on her human capital, there is need for the government to humongously invest in

the education of its citizenry with the aim of increasing productivity in the political, economic and social spheres of the economy.

In general human capital encompasses the skills, knowledge and abilities acquired by people to do their jobs very efficiently in an organization. The increasing success of any organization depends on the accumulation of this resource. Therefore, it is expected that organizations which are saddled with the job of managing recruitment and selection processes must engage the right persons with the needed skills and abilities with an aim of training and developing them systematically for an envisaged organizational success. This is what Armstrong (2012) and Amanchukwu (2013) termed as human resource management function which encompasses the equipment, motivation and development of employees and their skills, knowledge, abilities and ideas for higher organizational productivity.

The main focus of human capital development is on developing the most superior workforce, in order to enable individual organizations accomplish their work goals in service to customers. It is also known that the shortage of skilled people can act as a limiting factor on individual organizations and on the economy as a whole. This, therefore is in the interest of organizations and nations to maximize their human resources by investing in the skills of their workforce as well as their entire citizenry. In corroboration, Eigbiremolen and Anaduaka (2014) emphatically stressed that, the sustainable development of any nation is determined by the development of people and their skills and abilities to fully commit and channel their energies and talents for purposes of political, economic and social development.

In the education sector, universities have proven to be 'Ivory Towers' where intellectuals display high level of intellectualism through variants of researches that contribute to a range of knowledge in the world of knowledge. In the past academic staff of Universities were recruited and selected in line with the National Universities Commission's guidelines or benchmark for minimum academic standards (BMAS) established in 1962 and reconstituted in 1972. The body is charged with the responsibility to regulate and monitor activities of the Nigerian Universities, in order to maintain quality and improved performance of academic staff. The NUC's BMAS emphasizes a ratio of one (1) lecturer to thirty (30) students to be taught in a conducive learning environment. Also appointment and promotion of all categories of staff is required to be in line with the regulations as contained in the NUC amended Act of 1988 for BMAS for all Nigerian universities in 1989 (Okojie, 2007).

However, in Nigeria generally and in Rivers State particularly recruitment and selection of academic staff have been highly politicized and compromised as the best brains for the academia are exchanged with mediocre individuals based on cronyism of political party and family affiliations. The gap that has been so created with the afore mentioned anomalies need to be filled with developmental and training programmes for the academic staff to improve on their inadequacies as lecturers.

Again, Covid-19 Pandemic brought about stagnation of an academic session in institutions especially in State owned tertiary institutions due to lack of requisite skills and knowledge in Information Communication Technology. Denga (2015) opined that this may have been as a result of lack of training and insensitivity of the government and institutions concerned to fund and key into ICT training of both lecturers and students as poor parents cannot afford purchasing electronic devices like laptops, android phones among others for their children while some lecturers complain of paucity funds to purchase personal laptops. In spite of the inevitable circumstance tertiary institutions found themselves, some state and private institutions in Nigeria took the bull by the horn to train their staff on how to use different platforms electronically for the uphill task and successfully commenced teaching and learning, writing examinations, organizing conferences, seminars, project defenses online to counter the colossal academic challenge.

University education in Rivers State is not left out, in ensuring that the policy of human capital development is effectively implemented for improved performance of academic staff determined by improved students' outcomes. Though, most policies beautifully made have failed for poor implementation, due to the attitude of the government and leaders of higher institutions (Ololube, 2018). Institutional leaders who are supposed to be apolitical turned political and continued to politicize activities that would have led to implementation of policies such as human capital development in the

institutions of learning (Agi & Adiele, 2015). Notably, recruitment and selection processes for academic staff in the universities are expected to be in line with employment ethics and NUC'S guidelines but do these aspects of human capital development follow due process? Are these processes not compromised? And if they are, what are universities doing as ivory towers to meet the benchmark of academic staff? It is based on the fore-going that the researchers investigated the extent to which sabbatical programme and ICT training enhanced academic staff performance in universities in Rivers State.

Sabbatical Programme as a Human Capital Development Variable for enhancing Academic Staff Performance in Universities

Sabbatical may mean an extended leave from a full-time career or engagement. It is an exchange programme university faculty or academic staff and employees in most well-structured organizations enjoy at some point of their work life. It is a programme through which academic staff exchange views and cross fertilize ideas with their counterparts in other universities for professional development. Exchange programmes such as sabbatical leaves are aspects of human capital development in most organizations that are determined to create the opportunity for employees to perform efficiently towards achieving set goals. Richard and Friedrich (2019) opined that in participating in an exchange programme, the organization offers the openness, freedom, and culture to match people. In other words, in giving the opportunity to staff to undergo exchange programmes such as sabbaticals, the leader expects participants to share their learnings and experiences with others so as to invest more in the programme for the growth of an organization. As an instrument of building leadership and developing manpower, the exchange programme is a win-win that benefits both the organization and participants. Experiences gathered during sabbatical leaves as exchange activities are used in innovating and developing institutions academically and administratively in meeting their expectations or goals.

The primary aim of staff exchange programme vis-à-vis sabbatical leave in Nigerian universities is to promote a programme of visiting academic staff between the present university where such academic staff are engaged on an exchange programme and his/her home university. The home university of the visiting professor or lecturer shall maintain the payment of his or her salaries and benefits for the duration of his or her absence from the institution for the purpose of exchange mission. In the case of a professor/reader on sabbatical leave, the host university shall cater for the local expenses of the visiting professor/reader covering lodging, transportation and medical care during his or her stay. According to AAU (2015), staff exchange programme is designed to foster inter-university cooperation and exchange of staff between African universities. A lecturer who participates in the programme undertake a range of programmes in the host community which covers teaching, research and other assignments or duties that shall be assigned to him or her. Sabbatical leave as an exchange programme develops the lecturers as they garner new knowledge, skills and abilities from the visiting universities.

In Nigeria, sabbatical leaves are granted to professors, readers and senior lecturers after 6 years of continuous service to the university for 6-12 months (NUC, 2019). The importance of sabbaticals cannot be over emphasized. This is because after teaching for several consecutive years, faculty starts showing lower levels of satisfaction and increased feelings of burnout (Flashpohler, 2009). As an important programme and a means of faculty development widely available to faculty in universities, sabbatical leave has been held to play a significant role in enhancing teaching effectiveness, enlarging scholarly productivity, strengthening academic programmes, and developing lecturers' sense of belonging, commitment and loyalty to their institutions (Wilderman, 2012).

Lecturers become more serious about their job and channel their energies towards achieving specific goals designed for personal academic development or fulfillment in their fields, not only adding to the achievement of their own, in terms of professional enlightenment and academic growth, but also to the institution. In addition, the sabbatical leave differs from other types of leaves in that it requires a definite period of prior consecutive service and a commitment to return to original service, accompanied with reports of the leave, which potentially increases the sense of loyalty and commitment to the institution and the efficacy of the leave in professional development of staff.

There is no gainsaying that, sabbatical leave has a justifiable place in education as it encourages faculty development, and makes a difference in their life-long career (Fuller, 2003). As early as in the 1930s, sabbatical leaves in universities were perceived to have benefitted several lecturers on professional, individual and institutional bases. Thus, universities in Rivers State should not be left out in ensuring that sabbatical programmes are promoted and strengthened for constant participation of academic staff as a means of developing their knowledge, skills and abilities for students' academic success and socio-economic national development.

ICT Training as a Human Capital Development Variable for Academic Staff Performance in Universities

The acronym ICT infers Information and Communications Technology. In schools it encompasses all technology devices used for effective teaching and learning. Some of these devices desktop and laptops, projectors, digital cameras, printers, photocopiers, tablets, popplet, pen drive, ipod, ipad, webboards, scanners, microphones, interactive whiteboards, DVDs, CDs, flash disc and video games (Koech, 2021). It has become necessary to integrate ICT into education in order to offer opportunities to both teachers and students to key into modern ways of teaching and learning as nations of the world demand through their ICT policies. The need to provide quality education through the utilization of ICT on which the national economy depends on is one of the salient reasons for integrating ICT into education (Gill, 2017). In doing this, the teaching staff in higher education and in particular, university lecturers ought to avail themselves of ICT training at all cost to make impact in the teaching-learning process. Most importantly, the government and leaders of universities are required to encourage and support academic staff in ICT training programmes for capacity building in the use of ICT facilities effectively as well as provide incentives for lecturers to acquire and develop related skills in ICT (Chigozie-Okwum, 2018).

The need to actualize the goal of innovative education through ICT education propelled the government to embark on procurement of basic ICT facilities and trained personnel in that regard. Consequently the role of ICT in education cannot be relegated to the background in the modern world therefore it became imperative to integrate ICT in Nigeria's education system (FRN, 2014).

As part of the programmes towards attaining human capital development in universities and responding to the challenges encountered during emergency situations in the education sector such as health crisis like COVID-19 pandemic, Ebola, political unrest among others, which mostly resulted in suspension of academic activities and forceful closure of institutions, academic staff in universities were required to be trained in the use of information and communications technology (ICT) for the delivery of online teaching which also enhanced student learning from their homes. It should be recalled that, in the National Policy on Education (2014), the Government of the Federal Republic of Nigeria integrated ICT into the education sector, though, the Federal Ministry of Education as it launched the project tagged "School Net", an ICT project aimed at equipping all educational institutions with computers and communications technology facilities (FRN, 2013). The government projected to equip all schools with other ICT equipment like radio, television, smart phones, fax machines, even digital cameras, copiers and scanners as well as connect students to internet server (Chigozie-Okwum, 2018).

Coincidentally at the university level, the National Universities Commission (NUC) earmarked on 12 PC ownerships for lecturers and students. These were to be distributed as follows: One PC to every 2 Lecturers below the grade of Lecturer 1, one PC for each Senior Lecturer; one notebook for each Professor or Reader while one PC was to be given to 4 students (Chigozie-Okwum, 2018). It therefore, became a clarion call to all higher institutions to key into the new development in education through which ICT facilities such as internet, computer, smart phones, radio and television, even when some sections of the academic staff across the universities have already acquired some levels of technical or technological know-how prior to their engagement with the institutions (Peretomode & Peretomode, 2001). In achieving this, universities are urged to establish formidable ICT departments which should be managed by IT savvy professionals; and for universities that were already operating ICT, should be deliberate in the maintenance of new packages installed to meet current trends in education. However,

Atuenyi (2017) pointed out that, most public universities in Nigeria lack ICT facilities to meet current trends in education.

In order to respond to the challenges of higher education in Africa and Nigeria in particular amid COVID-19 pandemic, the UNESCO regional offices in Abuja and Nairo jointly held two webinars in English and French through ICT, digital inclusion, online training and distance education on 14th and 19th May, 2020 (UNESCO, 2020). The two webinars which were part of UNESCO's response to continuity courses during and after COVID-19 in Africa, objectively discussed the challenges of higher education in the context of Covid19; how the members of the Global Coalition for Education can assist in addressing and proffering solutions to the challenges and also shared ideas on how to build and develop stronger higher education systems in African countries and Nigeria in particular. Some of the x-rayed challenges and areas of interest were food security, climate change, peace and security, but also knowledge infrastructures, in particular digital, artificial intelligence and what is termed Big Data, a multidimensional crisis which require educational solutions through concerted and multilateral approach. By this approach, equity counts as no country and its citizens were left out in the implementation of all solutions related to this health crisis. Scientific research was to be strengthened through laboratories and teams of young researchers in Africa.

In achieving the above, there were on-line training, radio and television broadcasts to ensure continuity courses during the COVID-19 health crisis. By using radio, television and on-line courses to keep students in learning situations, African states took good measures in managing the emergency situations in education during the health crisis. The initiative of UNESCO towards Global Coalition for Education was to bring together large technological companies ready to help African states to face the insufficient skills and knowledge in infrastructure as many states did not prepare for the emergency situation.

These emergency situations in education occasioned the utilization of on-line teaching and learning in line with the guidelines set by the National Commission for Disease Control (NCDC) to avoid the spread of coronavirus in Nigeria. By that, social and physical distancing was maintained as students learn from their homes majorly in private and some state universities in Nigeria. The Nigerian government and its public and federal universities were blamed for not being able to leverage the educational system by preparing adequately for COVID-19 crisis. While the Nigerian educational system tend to fail generally some countries of the world recorded maximum success. According to Deji-Folutie (2020) the advanced countries of the world celebrated the first graduation of the "Class of 2020 graduates". This instructs that teaching and learning never ceased to take place in those countries amid the outbreak of the virus, but the reverse is the case when academic activities were shut down in Nigeria. It is therefore, expected that the Nigerian government and its higher institutions "take the bull by the horn" to use the ongoing crisis as an opportunity to strengthen ICT in education with specific interest in on-line teaching and learning especially in the new virus Covid Delta that is virulent and records a higher mortality rate.

Statement of the Problem

Academic staff in any higher institution of learning are a role model of academic excellence. There is the need for a continual human capital development in institutions of higher learning to maintain standards of teaching, supervision and research. There is also the need for the academic staff of Universities to prioritize improvement in their skills, knowledge and abilities in order to meet the emerging global economic challenges and current trends in education. However, the researchers perceived that some academic staff of universities do not access ICT training and avail themselves of development programmes such as sabbatical leave. Also studies have revealed that, most lecturers employed in universities do not possess requisite credentials and technical know-how to impart knowledge competently on students therefore, producing half-baked graduates. This is also blamed on the government, NUC and universities for failing to uphold the guidelines for academic staff employment over time (Peretomode & Peretomode, 2001).

However, irrespective of the critical role of human capital development in the University overall development, there seem to be no much empirical evidence on the extent to which human capital development can enhance academic staff performance in Universities in Rivers State, hence the need for

this research; which investigated human capital development for enhancing academic staff performance in Universities in Rivers State.

Purpose of the Study

The main purpose of this study was to investigate human capital development for enhancing performance of academic staff of universities in Rivers State. Specifically, the study sought to:

- 1) determine the extent sabbatical programme as a human capital development variable enhance performance of academic staff in Universities in Rivers State.
- 2) Ascertain the extent ICT training as a human capital development variable enhance performance of academic staff in universities in Rivers State.

Research Questions

1. To what extent does sabbatical programme as a human capital development variable enhance performance of academic staff in Universities in Rivers State?
2. To what extent does ICT training as a human capital development variable enhance the performance of academic staff in universities in Rivers State?

Hypotheses

Ho₁ There is no significant difference between the mean responses of academic staff from Rivers State University, Ignatius Ajuru University and University of Port Harcourt on the extent sabbatical programmes as human capital development variable enhance their performance.

Ho₂ There is no significant difference between the mean responses of academic staff from Rivers State University, Ignatius Ajuru University and University of Port Harcourt on the extent ICT training as a human capital development variable enhance their performance.

METHODOLOGY

The research design used for this study was the descriptive survey design. The population of the study was 2,414 academic staff of the three Universities in Rivers State. The sample size of the study was 860 respondents. Taro-Yamene's formula was used to determine the sample size for academic staff in RSU 241 and IAUOE 204 while 30% of the population of UNIPORT was sampled for the study, which was 415. The stratified random sampling technique was used to stratify the population of the study. A self-structured questionnaire titled: "Human Capital Development for Enhancing Academic Staff Performance Questionnaire (HCDEASPQ)" was used to collect data from the respondents. The instrument had two (2) sections; Sections A and B. Section A consisted of demographic information while Section B had 10 questionnaire items based on the objectives of the study. The response scale was structured on a 4-point Likert rating scale of Very High Extent (VHE); High Extent (HE); Low Extent (LE); and Very Low Extent (VLE) with values of 4, 3, 2 and 1 respectively. The face and content validity of the instrument was ascertained by two experts in the Departments of Educational Management and Measurement and Evaluation. Cronbach's Alpha was employed to achieve the internal consistency reliability coefficients of 0.95 and 0.88 for the two clusters of the instrument. Mean was used to answer the research questions, while One-Way Analysis of Variance was used to test the hypothesis at 0.05 level of significance.

RESULTS

Research Question 1: *To what extent does sabbatical programme as a human capital development variable enhance performance of academic staff in Universities in Rivers State?*

Table 1: Mean Scores of Respondents on the Extent Sabbatical Programmes as Human Capital Development Variable Enhance Performance of Academic Staff in Universities in Rivers State.

| S/N | Items | UNIPOINT Acad. Staff (n = 415) | | | RSU Acad. Staff (n = 241) | | | IAUE Acad Staff (n = 204) | | |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------|------|---------------------------|------|------|---------------------------|------|------|
| | | \bar{X} | SD | Rmks | \bar{X} | SD | Rmks | \bar{X} | SD | Rmks |
| 1 | Involvements in sabbatical programmes enhance professional competence of academic staff members in universities as they are offered the opportunity to travel, study and carry out research. | 2.71 | 0.86 | HE | 2.84 | 0.95 | HE | 2.70 | 0.99 | HE |
| 2 | Sabbatical programme enables an academic staff to gain new experiences that could enhance his job performance. | 2.77 | 0.87 | HE | 2.81 | 0.97 | HE | 2.84 | 0.96 | HE |
| 3 | Involvement in sabbatical programme exposes academic staff to best global practices in teaching and research work in universities. | 2.95 | 0.91 | HE | 2.99 | 0.91 | HE | 2.76 | 1.11 | HE |
| 4 | Exposure of academic staff to sabbatical programmes increase their resourcefulness in universities. | 2.73 | 1.01 | HE | 2.99 | 0.85 | HE | 2.89 | 0.96 | HE |
| 5 | Sabbatical programmes create opportunities for the academic staff of universities to share knowledge on innovations in teaching and research which can enhance their performances in their home universities. | 2.71 | 0.92 | HE | 2.86 | 0.96 | HE | 2.81 | 1.04 | HE |
| 6 | Sabbatical programmes enable academic staff of universities to share ideas on modern mode of instructional delivery for efficiency. | 2.72 | 0.95 | HE | 2.82 | 0.90 | HE | 2.91 | 1.16 | HE |
| 7 | Exchange programmes such as sabbatical leave provides the opportunity for academic staff to embark on research. | 2.76 | 0.88 | HE | 2.86 | 0.82 | HE | 2.95 | 0.90 | HE |
| 8. | Sabbatical leave could serve as an opportunity for an academic staff to attend professional conferences that can enhance his performance in his home university. | 2.79 | 0.86 | HE | 2.84 | 0.88 | HE | 2.78 | 1.22 | HE |
| Grand \bar{X} for Different Universities | | 2.77 | | | 2.88 | | | 2.83 | | |
| Grand \bar{X} | | 2.83 | | | | | | | | |

Source: Field Survey, 2021

Results on table 1 showed the mean values of the respondents (academic staff of University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education) to questionnaire items (1-8) as 2.77, 2.88 and 2.83. This implied that to a high extent sabbatical programmes as human capital development variable enhance performance of academic staff in Universities in Rivers State.

Research Question 2: *To what extent does ICT training as a human capital development variable enhance the performance of academic staff in universities in Rivers State?*

Table 2: Mean Scores of Respondents on the Extent ICT Training as Human Capital Development Variable Enhance Performance of Academic Staff in Universities in Rivers State.

| S/N | Items | Uniport Acad. Staff (n = 415) | | | RSU Acad. Staff (n = 241) | | | IAUE Acad Staff (n = 204) | | |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------|------|---------------------------|------|------|---------------------------|------|------|
| | | \bar{X} | SD | Rmks | \bar{X} | SD | Rmks | \bar{X} | SD | Rmks |
| 9 | Training of academic staff in the use of ICT is an important aspect of human capital development in universities. | 2.78 | 0.98 | HE | 2.70 | 0.98 | HE | 2.64 | 1.05 | HE |
| 10 | Training of academic staff in the use of ICT brings about effective teaching and learning | 2.88 | 0.91 | HE | 2.83 | 0.90 | HE | 2.92 | 0.94 | HE |
| 11 | Both lecturers and students find teaching with ICTs more captivating. | 2.79 | 1.10 | HE | 2.82 | 1.07 | HE | 2.88 | 1.09 | HE |
| 12 | The use of ICTs in education is a novel method of teaching for students' in Nigeria which tends to improve students' academic performance. | 2.67 | 0.95 | HE | 2.75 | 0.91 | HE | 2.82 | 0.84 | HE |
| 13 | Leaders of universities should encourage training of academic staff in ICT for improved performance. | 2.87 | 0.97 | HE | 2.83 | 0.95 | HE | 2.70 | 0.88 | HE |
| 14 | Training in the use of ICT makes preparation of teaching courses easier and interesting for academic staff. | 2.88 | 1.07 | HE | 2.80 | 1.05 | HE | 2.75 | 1.05 | HE |
| 15 | The training and use of ICTs in class makes for easy assimilation of concepts taught. | 2.69 | 0.98 | HE | 2.82 | 0.89 | HE | 2.76 | 0.86 | HE |
| 16 | Training and development of academic staff in ICT helps academic staff to respond to conferences, workshops and seminars with other colleagues globally. | 2.66 | 0.97 | HE | 2.79 | 0.92 | HE | 2.70 | 0.91 | HE |
| Grand \bar{X} for Different Universities | | 2.78 | | | 2.79 | | | 2.77 | | |
| Grand \bar{X} | | 2.78 | | | | | | | | |

Source: Field Survey, 2021

Results on table 2 showed the mean values of the respondents (academic staff of University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education) to questionnaire items (9-16) as 2.78, 2.79 and 2.77. This implied that to a high extent ICT training as a human capital development variable enhance performance of academic staff in Universities in Rivers State.

Hypotheses

Ho₁: There is no significant difference between the mean responses of academic staff from Rivers State University, Ignatius Ajuru University and University of Port Harcourt on the extent sabbatical programme as a human capital development variable enhance the performance of academic staff in Universities in Rivers State.

Table 3: Summary of F-Ratio Showing One-Way Analysis of Variance of Mean Response of Academic Staff on the Extent Sabbatical Programme as a Human Capital Development Variable Enhance the Performance of Academic Staff in Universities in Rivers State.

| Source | Sum of Squares | DF | Mean Square | F-ratio | α | F-crit. | Decision |
|----------------|----------------|-----|-------------|---------|----------|---------|----------|
| Between Groups | 119.035 | 2 | 59.517 | 4.102 | 0.05 | 3.00 | Sig. |
| Within Groups | 12435.825 | 857 | 14.511 | | | | |
| Total | 12554.859 | 859 | | | | | |

Source: Field Survey, 2021

Data on table 3 above shows a One-Way Analysis of Variance (One-Way ANOVA) of the mean scores of academic staff from RSU, IAUOE and UNIPORT on the extent sabbatical programme as a human capital development variable enhance their performance. At 0.05 level of significance and 2, 857 degree of freedom, F-ratio = 4.102 and F-crit. = 3.00. Since the F-crit. (3.00) was less than the F-ratio (4.102) and the calculated F-value was statistically significant at 0.05 significance level ($F_{(2, 857)} = 4.102$), the null hypothesis was rejected and the alternative was upheld which states that there is a significant difference between the mean response scores of academic staff from RSU, IAUOE and UNIPORT on the extent sabbatical programme as a human capital development variable enhance their performance.

Ho₂ There is no significant difference between the mean responses of academic staff from Rivers State University, Ignatius Ajuru University and University of Port Harcourt on the extent ICT training as a human capital development variable enhance the performance of academic staff in Universities in Rivers State.

Table 4: Summary of F-Ratio Showing One-Way Analysis of Variance of Mean Response of Academic Staff on the Extent ICT training as a Human Capital Development Variable Enhance the Performance of Academic Staff in Universities in Rivers State.

| Source | Sum of Squares | DF | Mean Square | F-ratio | α | F-crit. | Decision |
|----------------|----------------|-----|-------------|---------|----------|---------|----------|
| Between Groups | 3.876 | 2 | 1.938 | .231 | 0.05 | 3.00 | Not Sig. |
| Within Groups | 7185.872 | 857 | 8.385 | | | | |
| Total | 7189.749 | 859 | | | | | |

Source: Field Survey, 2021

Data on table 4 above shows a One-Way Analysis of Variance (One-Way ANOVA) of the mean scores of academic staff from RSU, IAUOE and UNIPORT on the extent ICT training as a human capital development variable enhance their performance. At 0.05 level of significance and 2, 857 degree of freedom, F-ratio = .231 and F-crit. = 3.00. Since the F-crit. (3.00) was greater than the F-ratio (.231) and the F-ratio was not statistically significant at 0.05 significance level ($F_{(2, 857)} = .231$), the null hypothesis was accepted which states that there is no significant difference between the mean response scores of academic staff from RSU, IAUOE and UNIPORT on the extent ICT training as a human capital development variable enhance their performance.

DISCUSSION OF FINDINGS

Findings on research question 1 on table 1 revealed that to a high extent sabbatical programme as a human capital development variable enhance performance of academic staff in Universities in Rivers State with grand mean of 2.83. Hypothesis 1 on table 3 further showed a significant difference between the mean response scores of academic staff from RSU, IAUOE and UNIPORT on the extent sabbatical programmes as a human capital development variable enhance their performance with the F-crit. (3.00) which was less than the F-ratio (4.102) and the calculated F-value statistically significant at 0.05 significance level ($F_{(2, 857)} = 4.102$). This finding is in consonant with Richard and Fredrick (2019) who opined that participating in an exchange programme, the organization offers openness, freedom, and culture to match anyone with anyone. The finding is also supported Wilderman (2012) who noted that sabbatical leave has been held to play a significant role in enhancing teaching effectiveness, enlarging scholarly productivity, strengthening academic programmes, and developing lecturers' sense of belonging, commitment and loyalty to their institutions.

Findings on research question 2 on table 2 revealed that to a high extent ICT training as a human capital development variable enhance performance of academic staff in Universities in Rivers State with grand mean of 2.78. Hypothesis 2 on table 4 further showed no significant difference between the mean response scores of academic staff from RSU, IAUOE and UNIPORT on the extent training in the use of ICT in teaching as a human capital development variable enhance their performance with F-crit. (3.00) which was greater than the F-ratio (.231) and the F-ratio was not statistically significant at 0.05 significance level ($F_{(2, 857)} = .231$). This finding is in consonant with Chigozie-Okwum (2018) who noted that government and leaders of universities are required to encourage and support academic staff in ICT training programmes for capacity building in the use of ICT facilities effectively as well as provide incentives for lecturers to acquire and develop related skills in ICT. This finding is also in tandem with Koko and Nwiyi (2006) who opined that integration of ICT in education is also as a result of innovativeness, competitiveness in technology and scientific research in the globe, requiring the teaching workforce to be developed and improved by the universities in accordance with the current academic needs of members of the society as the institution is established in the larger society.

CONCLUSION

From the findings of the study, it was concluded that human capital development programmes such as sabbatical leave and ICT training enhance the performance of academic staff in Universities in Rivers State. Thus, for an attainment of optimum performance among academic staff of Universities in Rivers State, there is the need for the management of Universities to encourage and support their academic staff to participate in various human capital development programmes available within and outside Nigerian Universities.

RECOMMENDATIONS

Based on the findings of the study the following recommendations were made:

1. Academic staff in Rivers State Universities should readily access academic sabbatical programmes with full payment of their salaries and allowances in order to gain more knowledge for the improvement of student performance as well as developing themselves professionally.
2. Academic staff should be exposed to gross participation in the use of new technologies such overhead projectors, video conferencing and computer integrated multimedia consisting of stand-alone computer based work station, internet, Local Area Network (LAN) and Wide Area Network (WAN) in order to apply the knowledge gained in education for both teaching and learning.

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