



STAFF DEVELOPMENT POLICY IMPLEMENTATION: IMPLICATIONS FOR UNIVERSITY ADMINISTRATION IN NIGERIA.

AWODIJI, Omotayo Adewale (Ph.D.)

tayojss@gmail.com +2348030730520

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND COUNSELING,
AL-HIKMAH UNIVERSITY, ILORIN

ABSTRACT

Effective implementation of lecturers' development policy will promotes the well-being of any university and creates competitive advantage in the knowledge-based economy. This paper examined staff development policy implementation and its implications for university administration in Nigeria. Literature was reviewed on the major concepts of Staff Development (SD) policy. Content analysis approach along with interview was used to establish the state of SD policy implementation process and its challenges in Nigerian Public universities. Problems such as inadequate planning, nepotism, insufficient funds, Poor Performance Appraisal Process, government policies, corruption among others were identified as challenges facing SD policy implementation. By implication, if the policy is well implemented, lecturers will be motivated, increase in quality graduates and research outputs, and increase the chance in Nigerian universities competitiveness. The study therefore recommended among others, that for effective implementation of SD policy, Nigerian University's management by the way of accountability and effectiveness should ensure that Tefunds and other grants available to the university is used for the purpose it was allocated and proper retirement should be made. Alternative means should be harness through public-private / industries partnership on funding SDP and support for training resources.

Introduction

Education is globally known as the most significant means of developing human understanding and skills for a productive society. Tertiary education

according to the Government of Federal Republic of Nigeria, (FRN, 2013) is the education provided after secondary education such as universities, colleges of education, polytechnics,



monotechnics and innovation enterprise institutions (IEIs).

A university can be regarded as an institution of learning that comprises of the scholars, the teachers, the generality of subjects taught and the environment of the institution (Ladipo, 2012; Briggs, 2013). However, University as a citadel of learning can be regarded as a community of intellectuals where knowledge are acquired and transferred through effective teaching and research. The goals of university education in Nigeria as a source of high level workforce for all sectors of the nation stipulates that, university education will contribute to national development through high level of manpower training, provide accessible and affordable quality learning opportunity in formal and informal education in response to the needs and interest of all Nigerians among others (FRN, 2013; p.27). In the light of these, the universities administrators as the manager of the highest level of education have to formulate and implement staff development policy that will enable the university to realize its educational goals and objectives. Lecturers are the engines through whom university graduates are produced and

other goals of university are achieved. Lecturers should be able to address developmental challenges in their environment. Hence, their competency should not be compromised.

Knowledge is increasing each passing day. In fact knowledge is now power and very important asset for comparative advantage. It is important to know that lecturers and their students live in the world of Knowledge today. Staff development for lecturers is strategic for meaningful change in the development of university (The University of Ilorin, 2008; Gadi & Gontur, 2015). According to Commonwealth Higher Education Management Service (CHEMS) (1998), the main weapon in the university armory is the lecturer and for university to compete with others it must offer lecturers staff development programmes with international linkages and partnership. The well-being of any university is a function of the knowledge and skills of its lecturers. Maicibi (2006) notes that improper and inadequate of human resource planning and development policies and practices are products of maladministration of universities in developing nations. The importance of university to national



development demands for the universities in Nigeria to make staff development programmes (SDP) a priority in its administration so as to increase universities performance and enhance credibility (Sarbeng, 2013; Gadi and Gontur, 2015). Investment of the university on lecturers' development programmes should not only gear towards acquisition of skills, knowledge and competencies but as a strategy for meaningful change and development, comparative advantage, the attainment of overall vision and mission and to enhance a long term university survival and sustainability(Khan, 2005; Marimuthu, Arokiasamy & Ismail, 2009; Gadi and Gontur, 2015). The level of innovation and research in the university depends largely on the quality of skills and knowledge of the university lecturers. It is therefore of necessity for Nigerian universities to re-evaluate their policy implementation process on staff development so as to enhance the performance of their lecturers for sustainable development.

A university, as an institution, has general and specific goals which it pursues. These goals can be achieved through active and productive policy. Okoroma (2006), Oyedele (2012) and

Imam (2012) assert that policy is essentially the course of action, or a plan, towards the achievement of the intended or desired goals and objectives of the university. It is however indicated that university as an institution has policies that back their actions on appointment, recruitment, staff development, promotion, funding, and other activities embark on by them in attainment of the set goals and objectives (University of Tasmania, 2000). The university staff development policy such as funding policy, among others, are factors that motivate the staff to perform their job within the universities.

Purpose of the Study

This paper examined academic staff development policy implementation, challenges and their implications for university administration in Nigeria.

Significance of the Study

It is believed that the outcome of this study would be of importance to universities administrators and other funding agencies like Tertiary Education Trust Fund (Tetfund) in Nigeria as it would help them gain further insight into their performance in the area of staff development policy on how



effective they have been and the way forward.

Literature Review

Concept of Staff Development Policy

The concept of staff development is as old as the institution itself. Staff development programmes (SDP) (Training for higher qualifications, conferences, workshops, mentoring among others) are learning activities which involve change in behaviour as a result of skills and knowledge acquired by the beneficiaries. It is an activity that involves acquisition of skills, knowledge and competence with the aim of improving lecturers' job performance. A SDP serves as the framework for helping lecturers to develop their personal and institutional skills, knowledge and abilities by adding value to them towards the attainment of university goals in this changing world (Armstrong, 2006; Olaniyan & Okemakinde, 2008; Isabirye & Moloi, 2013; Sarbeng, 2013; Ijaiya, 2017). A SDP is activity provided by the institution to develop its human capital for sustain comparative advantage, lecturers' performance improvement as well as university output (Marimuthu, Arokiasamy & Ismail, 2009; Asian Development Bank, 2015; Runhanr &

Sanders, 2016). Staff developments according to this paper are:

Training for Higher Qualifications: are learning activities which lecturers undergo (on or off the campus) with the aim of acquiring more knowledge and skills that will enhance their teaching, research and publications and community services while they are also rewarded with certification, such as Masters, PGDE, M. Phil, PhD. and Fellowships. It is a long-term learning undertaking, aims at acquiring new skills, knowledge, attitudes and to increase the qualification that will empower lecturer to assume a new role (Cole, 2004; Hassan, 2011; Sarbeng, 2014 & Omar, 2014).

Workshop: is attendance of lecturers in an interactive session where they participate in carry out a number of training activities that will foster their initiative and creativity to enhance their job performance. Emechebe (2009) states that workshop is an organized gathering of intellectuals with aim of acquaint lecturers with the new techniques and skills in teaching, research and administrative roles. According to the National Seminars Training (2014), workshop is interacting with a roomful of peers, asking



UNIJERPS

Unizik Journal of Educational Research and Policy Studies VOL.5;
<https://unijerps.org>

2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355 January-June, 2021
Indexing and Impact Factor URL: <http://sjifactor.com/passport.php?id=21363>



ACADEMICJOURNALS
expand your knowledge
<http://www.academicjournals.org>

questions of subject matter experts, and examining real-world applications of the information the trainee is covering and really helps merge his/her new knowledge. The university of Ilorin Research policy (2012) revealed that Centre for research, development and in-house training (CREDIT), university

of Ilorin, is charged with the mandate to promote excellence in the University's staff and students in its bid to attain a world-class status. In the pursuit of this mandate table 1 shows some workshops among others organized by the centre between the periods of 2012-2017.

UNIJERPS

UNIJERPS

Unizik Journal of Educational Research and Policy Studies VOL.5; <https://unijerps.org>
January-June, 2021
319

Table 1:
Workshops organized by the CREDIT between the periods of 2012-2017.

Training /workshops	Participants	Dates
A day workshop on equipping staff for optimum performance	Newly employed senior staff (Teaching & non-teaching staff)	4 th June, 2012.
Induction workshop on towards excellence in teaching and research	New academic staff& technologist	20 th November, 2012
Workshop for tertiary institutions on towards excellence in teaching and research	Technologists and academics staff of tertiary institutions in Kwara state.	5 th February, 2013
Use of GC-MS Equipment	Chemical Engineering staff	15 th -18 th April, 2013
Development of courseware for blended learning	CODL Staff 21	201 th -21 st August, 2013
Enhancing skills of legal officers in organizations	Legal officers of the university and other neighbouring institutions	3 rd – 4 th June, 2014
3-days workshop on safety and maintenance of Zoo	Staff of the Zoo	11 th – 13 th November, 2014
3-days Grants writing workshop	Senior academic staff	2014
Staff management retreat	Principal officers, Deans and Directors	19 th – 22 nd January, 2015
NIH funding training workshop	Selected academic staff and faculty research managers	7 th - 8 th October, 2015
Criteria for assessment of publications of	Principal officers, provost, Deans,	2015

academic staff	Directors, Appointment and Promotion committee members.	
Google application for education training	Academic staff and all IT officers	1 st – 11 th August, 2016
E-learning Google application for education	Faculty e-learning committee and ICT officers	2016
CBT examination training	All academic staff and students	6 th – 8 th February, 2017
Advanced digital appreciation programme for tertiary institutions training	Selected staff of all departments/units of the university	3 rd – 7 th April, 2017
Use of Google classroom for instruction	All lecturers of faculty of education on M. ED sandwich programme	18 th – 19 th April, 2017
Horizon 2020 workshop	All research mangers and some selected academic staff	5 th July, 2017

Source: Centre for research, development and in-house training (CREDIT) Report, 2017.

The benefits of workshop among others are: It provides the latest, most up-to-date information delivered by experts in the field; It gives in-depth training on the topics of need; It allows interaction with others facing the same problems; The fun and interactive activities help the participant's new skills to stick with him; and It gives the opportunity to ask

questions face-to-face about current issues.

Conference: The participation of lecturers in an intellectual gathering where researched presentations are made with discussions on academic and societal issues. In fact, it is an avenue that provides an important channel for exchange of information among the



lecturers and educational researchers (Hassan, 2011; Emechebe, 2009).

Mentoring: is support development activities made available by superiors to their subordinates while on the job (Sarbeng, 2014). In the same vein, Mentoring is transferring of knowledge and attitude by senior lecturers to young or junior lecturers within a department (Armstrong, 2006; Lawal, 2015). Weber, Gabbert, Kropp and Pynes (2007), note that universities typically do not have formal procedures to establish interactions between novice and expert teaching professors. Shim and Roth (2009) reveal the need for universities to systematize the ways in which a novice can contact, observe, and collaborate with expert senior lecturers/professors.

Policy has been identified as a drive for every institution to achieve her goals and objectives (Imam, 2012). It is a formal document describing the university's position on a particular aspect of compliance with regulations, standards, and guidelines for the achievement of the university set goals and objectives (Armstrong, 2006; Ikelegbe, 2006; Ugwuanyi & Chukwuemeka, 2013; Adetunji, 2015).

Okemakinde (2014) emphasised on the importance of a robust staff development policy that will bring about sustainable learning and development in universities in line with global best practices. It was maintained that the universities administrators should give greater attention to the transformation of university education systems by developing policies and systems that will facilitate learning and development of academic staff. These policies (Okemakinde, 2014; Stephen, 2016) should entail a shift to a more pragmatic policy that promotes the participation of lecturers at staff development programmes in the drive towards the promotion of quality and sustainable university educational system. Sargben, (2013) asserts that staff development policy is a written document that describes the purpose, procedures, scope, and composition of training and development programmes made accessible to both university management and academic staff. Staff development policy is a statutory document that prescribes the university's position on staff improvement activities with a comprehensive idea of the various actions to be taken to ensure regular supply of skills and a high degree of



personal motivation through development opportunities provided by the university (Sargben, 2014). However, staff development policy in this paper refers to university policy on selection, funding, performance appraisal and promotion which guides university's on enhancing its capacity towards the attainment of her set tripartite mandates. These policies may be institution-based formulated or government-based adopted, related to university administration and human capital development.

Selection Policy

Human resource development programmes (HRDP) of the university aimed at acquiring the right skills, knowledge and competencies that will enhance the university to achieve his set goals. The procedures for staff development programmes (SDP) begin from the identification of human capital need and selecting the right person or qualified candidate for SDP (Alabi, 2005). Selection is a process of making choice of individuals required for SDP among the institution's staff (Sheikh, 2006). It involves identification and screening of candidate for specific training need. Effective selection policy

is to train right staff for right skills at right time. Selection policy is a statutory procedure(s) put in place by the university to make a choice of individual(s) to be benefited among the pool of qualified staff. Meir (2016) posts that selecting the wrong person for training will not only cause harm to the success of the training and development programme but will make the objective of no benefits to both the individuals and institution and a waste of resources in terms of money, materials among others. There is need for institutions to identify who to be trained and purpose for the training. This if put in place, will guide the selection of the right staff to be trained. In selecting staff for SDP, the capability of the personnel to learn and transfer the same to the development of both self and organisation at large is of important. A brief interview with the principal officer of a training centre of a university in Nigeria revealed that programmes organized are based on the request from the various units or departments of the university whereby participants were drawn from the units or departments and sent back to transfer the skills or knowledge acquired to others.



There are factors to be considered in the selection process such as the job description or nature of the job, rate to which staff knowledge, skills, or performance on the current position will be enhanced by the training programme, need identification, Staff potential for career advancement and development needs, methods of training and capacity to be trained, ability of the staff to transfer learned skills or knowledge to other colleagues after the completion of the programme, staff self-development interest, Availability of funds among other resources among others (U.S Food & Drug administration, 1994; Dessler, 2005; Nzuve, 2007; Muhoi, 2013). Hence, selection policy on staff development is very sensitive to the success of the programme and has direct impact on the staff job and university's performance.

Funding Policy

Funding is a very significant aspect in the administration of an institution. Funding is cardinal in the sense that all other activities of the university revolve around it. The administration of institution funds can either make or mar the university in the pursuit of its set goals and objectives. Adequate funding policy (Bamiro and Adedeji, 2010), is

the propelling tool for research and acquisition of required skills and competences meant for the attainment of university's goals and objectives in the knowledge driven economy (Ogbogu, 2011). Insufficient of funding are responsible for inability of academic staff to attend training and development programmes (such as; higher qualifications, professional trainings, conferences, symposiums, and workshops regularly) and there is a drastic reduction in the award of research grants and fellowships (Ogbogu, 2011; Bamiro & Adedeji, 2010; Onyeizugbe, Obiageli & Igbodo, 2016)

The Nigeria Government had invested in the massive training of academic staff nationally and internationally and the establishment of the re-introduction of a book fund worth N2billion (\$ 6,383,820 Million) to improve the publication of books in universities by academic staff. In achieving this, The Federal Government of Nigeria established Academic Publishing Centres (APC) for 7 universities in the country and a research fund of N3billion for academics (Nwakudu, 2014). The question is how accessible or available is this fund to the faculty members to actualize the essence at which it was



proposed for? What are the procedures or conditions followed in the allocation of funds to staff development programmes by the university or the Government? Attempt to answer these questions is giving implications of funding policy of SDP to the administration of universities in Nigeria.

According to university of Ilorin (2015), staff development allowances are categorised into three bases which are, Foreign, National and local (within Ilorin). These allowances are mainly meant for staff on further training for higher qualification whereby the location of the training determines the allowance accrued to the staff. Also, Staff on SDP leave shall be entitled to: Full salary for the period of training and allowance as approved by the Appointment and Promotions Committee (A&PC). A further probe revealed that a refund of tuition fees are only meant for staff that had his training locally and that there is no limit to the number of staff that can benefited from this award preferably the scholar met the requirements. On the other hand, tefund (2015) states that as part of requirements for academic staff to benefit from SDP funds, such staff must be nominated by his/her institution, filled a nomination

form, submit admission letter among other things for further training pp 28-30. Also is the provision for attendance at conference(s) in which the intending staff is to submit a documentary evidence of the conference to attend with cost implications to the tefund among other requirements (tefund, 2015; p 31.)

Performance Appraisal Policy

Performance appraisal has been used in 18th Century solely for administrative reasons; salary, promotion, and placement type decisions. In recent time, there is a shift in the usage of it as a tool for counseling and development in the management of human capital (Muhoi, 2013). Universities often adopt lecturers' development measures such as training for higher qualifications, professional qualifications, workshops, seminars and conferences with aim to foster higher performance (Akpan, 2016). In actualising the process of SDP come the implementations of performance appraisal result. Staff performance appraisal as a tool enables the institution to identify, evaluate and develop an individual's so as to maintain high level of performance and to motivate poor performance to do



better (Scott, 2001; Muhoi, 2013). An effective performance appraisal should bring about professional development of lecturers within the university and promote institutional performance. Although, performance appraisal is mostly used in the Nigerian universities as a means of determining lecturers' who are qualified for promotion (Akpan, 2016). It is crystal cleared to the eyes that regular promotion of lecturer has not guaranteed quality service delivery in terms of teaching, student evaluation among others in the academic environment. The imperative benefit of competence-based performance appraisal lies on its ability to propel lecturers to acquire new skills and knowledge that will enhances their performance (Kang, Morris & Snell, 2007; Erasmus, Loedolff, Mda, & Nel, 2008; Wheelen & Hunger, 2010). In the same vein, performance appraisal as a measure of assessing lecturers' job performance over a given period of time could serve as a prerequisite for ensuring the successful selection of lecturer for training, development and motivation practices (Nzube, 2007; Dessler, 2005). Sarbeng (2013) and Khan (2013) point out that need assessment occur as a result of discrepancy between the current

performance and expected performance during performance appraisal process which enhances the form of training programmes to be organised or made available to the university lecturers so as to improve their job performance. It is a mechanism to facilitate staff development whereby the result can serve as guide on the area of needs in terms of the type of training needed for lecturers to carry out their duties effectively and as medium of feedback on the lecturers who have attended staff development programmes. It should form the part of staff development policy process.

PromotionPolicy

This is an onward move of staff within the university system from one cadre to another, based on the fulfillment of institutional requirements. Emechebe (2009) and Adeyemi (2009) opines that promotion of lecturers is the acceleration from lower position to higher position as a result of satisfying the required conditions within the university system with prestige and increased responsibilities. An effective promotion policy focuses on advancing staff based on their skills and performance, not favoritism or nepotism

(Frances, 2010). Institutions risk putting people in jobs they cannot handle when promotions are not based on workers' abilities. It is important to determine the minimum criteria for advancement and make employees aware of the standards they need to meet to earn promotions. A typical university's promotion policy stipulates that the assessment for promotion shall be based on the quality

of teaching, research and publications as well as administrative/ internal and external community services. Hence, the promotion of lecturers is not only attached to this, but also with the acquisition of certain skills and competencies propel their attendance at staff development programmes and acquisition of new skills.

Table 1: Assessment sheet for the Promotion of Academic Members

S/N	CRITERIA FOR ASSESSMENT	MAXIMUM POINTS	POINTS OBTAINED %
1	Academic Qualifications	10	
2	Professional Qualification	5	
3	Teaching Experience	10	
4	Teaching Load	5	
5	Quality of Teaching	3	
6	Recognized Publication	40	
7	Administrative/ Community services	10	
8	Academic Distinction/ Patency	5	
9	Currency of Publication	5	

Sources: Federal University of Agriculture, Abeokuta, (2014); University of Ilorin, Nigeria (2015)

The table 1 indicates an example of promotion criteria for academic staff of Nigerian universities with 10% for academic qualification and 5% for professional qualification whereas, 45%

was allotted to publications with the emphasis on publication at the expense of professional development of the academic staff which could have earned them the required skills and current



knowledge that will enhance their performance and improve the university output respectively. Although, the publications could be an outcome of development exercises, it is necessary for the universities in Nigeria to enhance staff attendance at conferences (international and national).

Staff Development Policy Implementation Process

Policy has been defined as a blue print or road map that gives a group of people or an organisation the direction towards the attainment of a desire goal (Oyedele, 2012; Hauwa, 2012 & Ugwuanyi & Chuckwuemeka, 2013). Policy implementation stage or process is most crucial stage and the hub of policy process after policy formulation (Ikelegbe, 2006; Nweke, 2006; Ugwuanyi, & Chukwuemeka, 2013). However, implementation of policy is a sign of complex change process where management decisions on issues are

converted into programmes, procedures, regulations, or practices for the actualisation of organisation goals and objectives and performance improvement (DeGroff & Cargo, 2009 & Bryso, 2011). There are scientific approaches to policy implementation process which are: Top-Down and Bottom-Up process (DeGroff & Cargo, 2009). From scholarly view, the top-down approach is mostly used by rational management where bureaucracy serves as control so as to ensure compliance and actualisation of policy purpose. On the other way round, Bottom-Up approach advocates that participatory method should be applied at every stage of policy process to enhance implementation and get result since those at the bottom are the receive end, their involvement from the inception will facilitates the actualization of the policy.

Hence, policy implementation follows a scientific process.

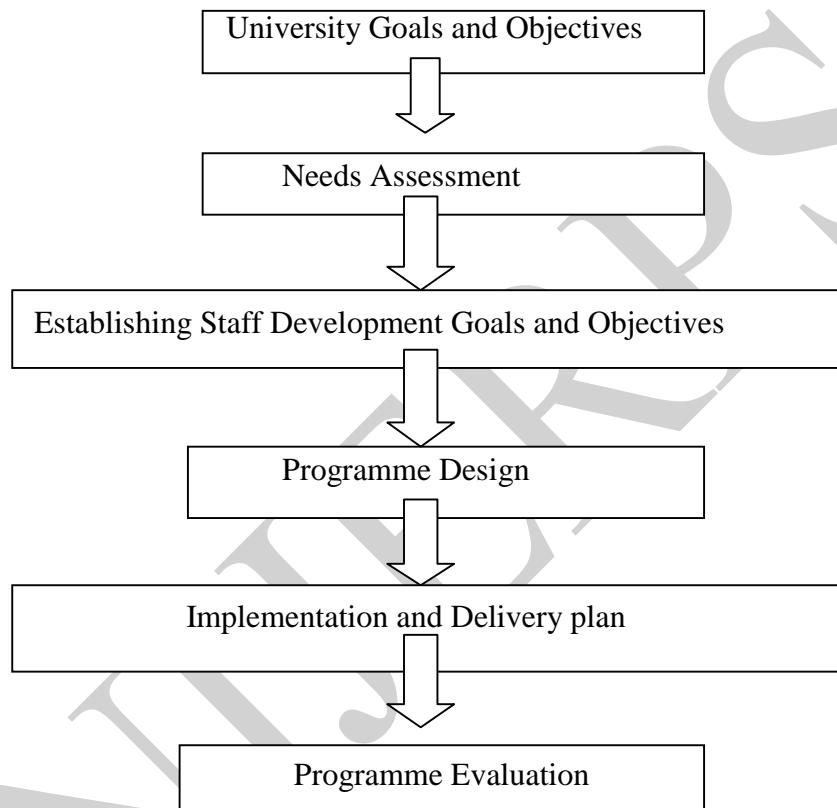


Figure 1: A Model for Staff Development Policy Implementation Process
Source: Alabi (2005).

The components of the model are discussed as follows:

The Goals and Objectives of the University System: universities are primarily concerned with developing

human capital in students and imparting in them basic skills, knowledge and understanding. This can be communicated via the vision and mission statement of the university,



which is strategic in actualizing its goals and objectives, and determining the type of human capital needed. Hence, for an effective staff development policy, there must be a well-defined aspiration of the university (Alabi, 2005).

Need Assessment: is an essential activity that precedes staff development programmes. This is because it determines any discrepancies between the existing and the needed competences for achieving the goals of the university (Sarbeng, 2013).

Staff Development Goals and Objectives: are subjected to change to meet the changing needs of individual staff members and the university. For instance, in this era of knowledge-based economy, ranking system, information age and diversity in technology, there is the need for computer education, innovation, skills and competency for sustainable development.

Staff Development Programme Design: is a process of matching staff needs with available resources (Funds, materials, among others) through an effective staff development practices such as training for higher qualification, seminars, mentoring, workshops, conferences, and work experience.

The Implementation and Delivery

Plan: This involves selecting staff base on the need assessment or the outcome of performance appraisal and providing them with appropriate incentives needed for participating in development programmes. Such incentives include satisfactory time arrangement, funds, effective and supportive management and leadership, reimbursement for expenses incurred, organizing staff improvement programmes, mentorship and improved remunerations.

Staff Development Programme

Evaluation: Effective evaluation of staff development programmes is necessary to determine if they are accomplishing the specific training objectives and their impact on staff performance and institution growth as a basis for future programme design.

The integrated staffing model suggests a close relationship between staff development policy and lecturers performance. Effective staff development implementation should be suitable with the following in the university: Mission and goals of the university, the faculty and the department, appropriate professional association's statement of professional



practice, Job description for the position that the staff member occupies and personal objectives of the staff members (The University of Goergia, 2008, p. 3).

Methods

Qualitative approach was used in the study. Content analysis was adopted by the researcher to identify the patterns of area of concern as established in the related literature. This enables the research to thematically extract the concepts and themes as related to the study. Furthermore, the researcher conducted unstructured interview with selected participants in order to have in-depth facts that support or oppose the findings from literature. Hence, three Head of Departments, two staff of Academic planning office and two senior officers of human resources units of the government owned universities were interview. Their responses were used to buttress the evidences derived from literature.

Findings and Discussions

Challenges of staff development policy implementation in Nigerian universities

Factually all universities in Nigeria have policy on staff development but facing

with problems of implementation. The loophole that manifests between staff development policy formulation and implementation calls for identification of factors that constrain the effective implementation of staff development policies in Nigerian universities (Okoroma, 2006). These are:

Inadequate Planning / Forecasting:

Planning is the soul of effective implementation of any policy(s). Planning process begins with the setting institutional goals. It entails articulating the institution's intent and directing actions towards understanding the university goals (Ongonge, 2013). Many universities in Nigeria have policy on staff development but without proper and productive projection on what, how and who to actualize them. Yilfashewa (2012) asserts that effective staff development policy should be well planned to support teachers in applying the knowledge and teaching methodology creatively and confidently. Consequence to the interviewed with some selected HOD of departments, it was revealed that the work load tend to be increased after the study leave of faculty members of the department where the workload of the beneficiaries of SDP were transferred to the



remaining staff and caused work overload.

Nepotism/Favourism

Policy tend to be implemented through political processes that reflect the relative power of influencing groups more than the relative merits of policy options (European Training Foundation, 2008). Frances, (2010) submits that effective SDP policies should focus on advancing staff based on their skills and performance, not favoritism or nepotism. Lecturers in Nigeria to benefit from staff development interventions as provided in the policy or provision are marred with whom you know or what geo-political, tribe, clips are you from.

Poor Performance Appraisal Process: Kang, Morris, and Snell, (2007) note that the main advantage of competence-based performance appraisal is to propel lecturers to acquire new skills and knowledge that will enhance their performance. Refers is the case in Nigerian universities where performance appraisal is done to know how many (quantities) papers/articles are published by the lecturer mainly for promotion. Staff development activities should be a fruit of an effective

performance appraisal system which provides window to discover the strength and weakness of a particular lecturer and the wealth of skills and knowledge available in the system. However, researcher's interaction with the head of departments, academic planning office and human resources units of the government owned universities visited revealed that performance appraisal activities are mainly used for promotion purpose.

Inadequate Financial Resources: Finance is major weapon in the implementation of staff development policy. Okebukola (2006); Ogbogu (2011) and Ogbogu (2013) observe that funding has been the bane of university administration and policies implementation in Nigeria (Adetunji, 2015) in terms of inadequacy of it to actualize its goals. This is because funds allocation from government has become insufficient to maintain institutional performance in teaching, research, training, infrastructural development and administration. It was also pointed out that, although government pays the staff salaries, other activities such as teaching aids, exam-maintained fees, staff development, are not catered for (Adetunji, 2015). Interview with the



director of the training and research centres and Human resource units of universities visited gave an insight to funding as a challenge to staff development when robust development programmes are approved with little or no cash backing.

There is an obvious inadequate budget allocation for recurrent, capital and research expenditures for the universities in Nigeria (Ogbogu, 2013). University may have policy on funding SDP but lack sufficient funding in practical sense (Academic Planning Office and Human resource office interviewed). Onyeizugbe, Obiageli, & Igbodo (2016) observe that academic staff (teaching staff) in Nigerian Universities experience stagnancy in terms of promotion for a long period of time, due to lack of funds for further professional development programmes and publications. Udu and Nkwede (2014), reveal that with the TETFund intervention fund, Nigerian universities still lack sufficient funds necessary to upgrade them to global standard. This is mostly caused by the conditions laid down for the universities to access the funds allocated to them by the TETFund (Onyeizugbe, Obiageli, & Igbodo, 2016). Funds allocation to universities which has not be enough to run the

activities of university hinder the school management from given adequate funds to SDP of its academic staff (Oyeneye, 2006; Adegbite, 2007; Ajayi & Ekundayo, 2011).

Leadership: Leadership is a dynamic process of an institution whereby an individual influences other to contribute voluntarily to the attainment of the institution's task in a given period. Leadership commitment to effective staff development policy implementation will enhance acquisition of right skills that will bring about comparative advantage over other institutions. Leadership is to be abreast that the non-implementation of staff development policy can have serious implications for the whole university community (Van Wyk & Pelser, 2014).

Lack of Vision/Goal: There is a saying that "a visionary is a missionary". Where there is no vision which gives direction either by the Government or University management/leadership, the commitment to any policy implementation will be at zero level. Knowledge is increasing globally, any University in Nigeria that want to be of comparative advantage or joint the league of highly ranked universities in



the world must invest in its talent and overhaul its knowledge stocks with new skills and competencies via staff development programmes. The absence of SDP in the university organizational structure, clear mission and vision, defined and well-articulated policy, strategic plan, (Yilfashewa, 2012) were problems of African Universities which have negative affect in the provision of valuable staff development programmes.

Corruption: Corruption has eaten up on every aspect of our societal life in Nigeria (Iyanda & Bello, 2016). The greater part of the problem facing Nigeria is corruption which contributes to poor governance, socio-political and economic problems (Effiong, 2013). It is very painful that this ravenous disease is now found in the academia. In the implementation of selection and funding policies, corruption have been a challenge where the funds allocated for SDP are misappropriated either by the implementers or the beneficiaries. Corrupt practices can easily be seen in the diversion of funds aimed at training staff to boost their competences and skills and achieving university's goals. Tetfund have been clamoring that universities are not accessing funds because of their failure to retire those

funds accessed in order to access more. Corruption goes along with power and influence, therefore, centralized within the ranks of the powerful people (Effiong, 2013). Projects and programmes in Nigeria have always been a conduit pipe for making money by officials of Government establishments (Universities inclusive) through dubious means (Effiong, 2013). Transparent processes are never been followed in the award of staff development programmes to staff.

Government policies: Most Nigerian universities are owned by the government which has direct implication on the day-to-day activities of the Universities. Instability in government brings about frequent change in policies which affect the administration of university system in Nigeria. A current example of Government policies is Treasury Single Account (TSA) where all Federal government ministries, departments, agencies and institutions now has single account. This make it difficult for universities to access funds that could be expelled on staff development programmes. Also, is the monetary policy of the government on foreign exchange where both the universities



and individual staff could not access foreign training due to high foreign exchange rate. In the same vein, National Universities Commission (NUC) in 2002 submitted that before 2009, all Nigerian universities must have possessed PhD which was not supported with action or motivation.

Attitude of the Beneficiaries: It was observed from the interview with some selected head of departments, academic planning office and human resource office of the universities visited that the attitudes of the academic staff that have benefited from the staff development programmes most especially training for higher qualifications was that, after the completion of the training they failed to honour the bonds/ agreements by returning to the system that have invested on them. Also, is the demand to acquire higher position upon their return to their universities.

All these mentioned poses challenges to the implementation of staff development policy.

Implications of staff development policy implementation in Nigerian Universities

From the foregoing, it is crucial to measure the implications of SDP policy implementation in the administration of Universities in Nigeria.

Staff in every organization is an asset to the attainment of its goals and objectives. Hence, the caliber of the skills, knowledge and competences available to the institution are vital to the survival and productivity of such institution. More so, for Nigerian universities to have basis for competition with other universities in the world, more efforts must be given to the policy implementation on staff development. Attendance at conferences or training should not only be for promotion of lecturers rather it should be for skills and knowledge acquisition and improvement of their job performance which will correspondently increase the university's productivity. These knowledge or skills acquired should not only resident to the individual but transfer to other lecturers and their students via knowledge sharing or mentoring system and knowledge transmission. The following

are the supposed implications of staff development policy implementation:

1. Motivation – the universities teachers will be motivated to pursue after knowledge that will make them discharge their responsibilities effectively and efficiently (University of Tasmania, 2000). If staff are selected on the platform of laid down rules without favourism or nepotism, the right person will be selected for staff development programmes and gives everybody within the system an equal chance of partaking in staff development.
2. Reduction of resources wastage- There will be low or zero wastage of resources since the right persons are selected without bias for staff development programme. Also, the purpose for training will not be defeated because the need assessment will be carried out before committing any resources to anybody.
3. Increase in quality of graduates and research out- The effective implementation of SDP will enhance the lecturers to acquire relevant skills and knowledge that will enable them to produce a more needful manpower or employable graduate and enhance quality research.
4. Increase the university competitiveness- the ability of the university to invest or acquire up-to-date skills and capacity will give the university to compete with the other universities globally. An effective SDP policy implementation is crucial in this knowledge-based economy where knowledge is considered as factor of production.
5. Attainment of university goals and objectives- The main three domains of university in Nigeria are teaching, research and publication and community services, to attain these, university must be committed to implementation of staff development policy.

Conclusion and Recommendations

Staff development policy implementation is central to the practice of human resources in the Nigerian universities. Literature has revealed that staff development programmes is essential in the knowledge-based

economy for the survival of universities in Nigeria.

Recommendations

Based on afore mentioned challenges and implications of staff the development policy in Nigerian Universities, the following recommendations were made:

1. Funds must be made adequately available for staff development programmes in the University so as to enhance improvement of the staff job performance and motivate staff attendance at staff development programmes.
2. Nigerian University's management by the way of accountability and effectiveness ensure that Tefunds and other grants available to the university is used for the purpose it was allocated and proper retirement should be made.
3. Performance appraisal system of Nigerian universities should not only be limited to promotion but for improvement of lecturers' capacity.
4. In the selection of the lecturers for SDP, prejudice and nepotism should be do away with so as to give equal chance to all and to train right people.
5. Awareness should be created to the university community on the SDP policy of the university.
6. Follow- up should be carried out on the implementation of staff development by the Human resource unit of the University in collaboration with the Heads of departments so as to achieve SDP purpose
7. Alternative means should be harness through public-private / Industries partnership on funding SDP and support for training resources.
8. Lecturers who have benefited from staff development programmes should organize forum for knowledge sharing or knowledge transfer.

References

Adegbite, J. G. O. (2007). *The Education Reform Agenda: Challenges for tertiary education Administration in Nigeria*; Being a paper presented at the Sixth Annual Seminar of the Conference of registrars of College of education in Nigeria.

(South-West Zone) at the College of Education, Ikere-Ekiti, Ekiti State. June 12-13.

Adetunji A. T. (2015). Implementing government policies in university education: Challenges faced by Nigerian Universities' principal officers. *Net Journal of Social Sciences*, 3(1), 9-16, pdf retrieved on 7/2/2017.

Adeyemi, T. O. (2009). Human resource in education. J.B Babalola & A.O Ayeni (Eds.), *Educational Management theories and tasks*. Lagos: Macmillan Publishers Limited.

Ajayi, I. A. & Ekundayo, H. T. (2006). *Funding initiatives in university education in Nigeria*. Being a paper presented at the National conference of National Association for Educational Administration and Planning. Enugu State University of Science & Technology.

Akpan, E. I. (2016). Performance appraisal: A quality assurance tool for lecturers' effectiveness in Nigerian Universities.

International Journal of Emerging Research in Management and Technology, 5(5), 25-28. Pdf retrieved 10/10/2016

Alabi, A. T. (2005). The relevance of staff development programmes to staff performance in school system. *Ilorin Journal of Education (IJE)* 24, 134-245

Armstrong, M. (2006). *Handbook of human resource management*. 10th ed. London: Kogan Page Publishing.

Asian Development Bank, (2015). *Human capital development in the People's Republic of China and India: Achievements, prospects and policy challenge*. Mandaluyong City: Asian Development Bank.

Bamiro, O. A. & Adedeji, O. S. (2010). *Sustainable financing of higher education in Nigeria*. Ibadan: Ibadan University Press.

Briggs, N. D. (2012). *Fulfilling the Mandate*. Rivers State University of Science and



Technology 24th Convocation lecture. May 3, 2012

Briggs, N. D. (2013). *An overview of university education and administration in Nigeria*. A guest lecture delivered at the University of Port Harcourt at a 3-day retreat organized for members of the governing council of the rivers state university of science and technology, Port Harcourt on Wednesday 23rd January, 2013

Bryso, J. M. (2011). *Strategic planning for public and non-profit organizations: a guide to strengthening and sustaining organizational achievement*. 4th edition UK: John Wiley and Sons.

Commonwealth Higher Education Management Service (CHEMS), (1998). *Higher education staff development: A continuing mission*. Retrieved from <http://www.unesco.org/education/educprog/wche/principal/mission.html>

DeGroff, A., & Cargo, M. (2009). Policy implementation: Implications for evaluation. In J. M. Ottoson & P. Hawe (Eds.), *Knowledge utilization, diffusion, implementation, transfer and translation: Implications for evaluation*. New Directions for Evaluation, 124, 47–60.

Dessler, G. (2005). *Human Resource Management*. New Delhi: Prentice Hall.

Effiong, A. N. (2013). Policy implementation and its challenges in Nigeria. *International Journal of Advanced Legal Studies and Governance*, 4(3), 26-31. Pdf retrieved on 24/4/2017.

Emechebe, S. N. (2009). Human resource in education. J.B. Babalola& A.O. Ayeni (Eds.), *Educational Management theories and tasks*. Lagos: Macinillan Publishers Limited.

Erasmus, B., Loedolff, P., Mda, T. & Nel, P, (2008). *South African human resource management: Theory & practice*. SA: Juta and Company Ltd.

European Training Foundation, (2008). *The challenge of policy implementation: A comparative analysis of vocational school reforms in Albania, Kosovo and Turkey*. Italy: ETF Sharing Expertise in Training.

Federal Republic of Nigeria, (2013). *National policy on education (6th edition)*. Lagos: NERDC Press. Pp.

Frances, B. (2010). *Employee promotion policy guide*. <http://smallbusiness.chron.com/employee-promotion-policy-guide-40500.html>. retrieved on 25/02/2016 10.59pm

Gadi, D. P. & Gontur, S. D. M. (2015). Staff development programmes and job performance of Lectures' of Plateau state Polytechnic, BARKIN Ladi. *Journal of Contemporary Issues in Business Research*, 4(1), 39-48.

Hassan, D. A. (2011). Analysing professional development practices for teachers in public universities of Pakistan.

Mediterranean Journal of Social Sciences, 2(4), 97-106.

Imam, H. (2012). Educational policy in Nigeria from the colonial era to the post- independence period. *Italian Journal of Sociology of Education*, 6(1), 181-204.

Ijaiya, N. Y. S. (2017). *CREDIT's contribution to Unilorin human capital development*. University of Ilorin Bulletin News.

Ikelegbe, A. (2006). *Public Policy Analysis: Concepts, Issues and Cases*. Lagos: Imprint Services.

Isabirye, A. K. & Moloi, K. C. (2013). Professional development and its implication for innovative teaching and learning in South African higher institution. *Mediterranean Journal of Social Sciences*, 4(14), 101-108.

Iyanda, K. A. & Bello, S. D. (2016). Problems and challenges of policy implementation for national development. *Research on Humanities and Social Sciences*, 6(15), 60-65, Pdf

retrieved on 21/04/17.
www.iiste.org

Kang, S. C., Morris, S., & Snell, S. (2007). Relational archetypes, organisational learning, and value creation: Extending the human resource architecture. *Academy of Management review*, 32(1), 236-256.

Khan, M. N. (2005). *Designing a model for staff development in higher education in Pakistan*. (Unpublished doctoral thesis), University of Arid Agriculture, Rawalpindi, Pakistan.

Khan, M. F. U. (2013). Role of performance appraisal system on employee motivation, *Journal of Business Management*, 8(1), 60 – 83.

Ladipo, M. (2012), *The Registry as the lifeline of the University: Past, Present and Future. Lecture Delivered at the Registry Day, University of Port Harcourt*. Friday November 9, 2012.

Maicibi, A. (2006). Organizational decision-making experiences of Nigerian Polytechnics. *Makerere Journal of Higher Education*, 1(1), 25-36.

Marimuthu, M, Arokiasamy, L & Ismail, M. (2009). Human capital development and its impact on firm performance: evidence from developmental economics. *The Journal of International Social Research*, 2(8), 265-272.

Meir, L. (2016). Employee training and development. www.bizmove.com/personnel/m4d.htm . 14/10/16.

Muhoi, B. W. (2013). *Use of performance appraisal in staff training and development at the teachers service commission*. (Unpublished Master dissertation, University of Nairobi, Kenya). Retrieved from www.uonibi.ac.ke.

Nwakudu, S. (2014). On university administration in Nigeria. *Blueprints newspaper*. Retrieved from <http://www.blueprint.ng/education>.

Nzuve, S. N. M. (2007). *Management of Human Resources: A Kenyan Perspective*. Nairobi: Basic Modern Management Consultants.

Ogbogu, C. O. (2011). *Modes of funding Nigerian Universities and the implications on performance*. Paper presented at the 2011 Barcelona European Academic Conference, Barcelona, 6th-9th July.

Ogbogu, C. O. (2013). Policy issues in the administration of higher education in Nigeria. *World Journal of Education*, 3(1), 32-38. Pdf retrieved on 27/6/2016 from www.sciedu.ca/wje.

Okebukola, P. (2006). Principles guiding current reforms in Nigerian Universities. *Journal of Higher Educational Administration*, 4(1), 25-36.

Okebukola, P. (2015). *Nigeria has many roadside teachers*. Punch Newspaper of 28/04/2015. www.punchng.com retrieved April 28th, 2015 10.20a.m.

Okoroma, N. S (2006). Educational policies and problems of implementation in Nigeria. *Australian Journal of Adult Learning*, 46(2), 242-252.

Olaniyan, D. O. & Okemakinde, T. (2008). Human capital theory: Implications for educational development. *Pakistan Journal of Social Sciences*, 5(5), 479-483.

Ongonge, J. (2013). *Relationship between strategic planning and organization's performance in Non-Governmental organizations (NGOs): A Case of ActionAid, Kenya*. (Master's dissertation, University of Nairobi, Kenya). Retrieved from www.uonbi.ac.ke.

Onyeizugbe C. U., Obiageli, L. O. & Igbodo, R. O. (2016). TETFund international programmes and academic staff development of selected Universities in South East Nigeria. *Journal of Economics and Public Finance*, 2(1), 171-193. Pdf retrieved on



4/1/2017
www.scholink.org/ojs/index.php/jepf.

Oyedele, N. B. (2012). *Management in education: Principles and practice*. Lagos: ARAS Publishers.

Runnhaar, P. & Sanders, K. (2016). Promoting teachers' knowledge sharing. The fostering roles of occupational self-efficacy and human resources management. *Journal of the Educational Management Administration and Leadership*, 44(5), 794-813.

Sarbeng, I. B. (2013). Staff training and development interventions and teaching performance: Application of structural equation modeling. *International Journal of Human Resource Studies*, 3(4), 159-176.

Sarbeng, I. B. (2014). Assessment of staff training and development policies of University of Cape Coast. *European Journal of Business and Management*, 6 (35), 68-78.

Scott, D. (2001). *The performance appraisal: what employers should know?* N. H Business Review.

Sheikh, A. M. (2006). *Human resource development and management*. New Dehli: S. Chand & Company Ltd.

Shim, H. S. & Roth, G. (2009). Expert teaching Professors: Sharing their expertise, *International Journal for the Scholarship of Teaching and Learning*, 3(2), Available at: <https://doi.org/10.20429/ijstl.2009.03021>

Stephen, M. R. (2016). *Investigating the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian Polytechnic institutions*. (Doctoral thesis, University of Salford, Salford, UK). Retrieved from usir.salford.ac.uk/39249/

The University of Ilorin, Nigeria (2015). *Condition of service for senior*

staff. Revised edition. Unilorin press.

The University of Ilorin, Nigeria. (2008). *Strategic plan 2008-2013*.

The Federal University of Agriculture, Abeokuta, (2014). *Rules and regulations governing the conditions of service of senior staff*. Abeokuta: Federal University of Agriculture

Udu, L. E. & Nkwede, J. O. (2014). Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki. *Journal of sustainable development*, 7(4), 191-205. Pdf retrieved on 27/10/2017

Ugwuanyi, B. I. & Chukwuemeka, E. E. O. (2013). The obstacles to effective policy implementation by the public bureaucracy in developing nations: the case of Nigeria. *Singaporean Journal of Business Economics, and Management Studies*, 1(8), 34-43. Pdf retrieved on 24/2/2016.

University of California, (2016). Professional development policy. <https://hr.ucr.edu/policies/policiesandcontact/ppsm50pro.html>. retrieved on 06/10/2016 11:16pm

University of Ilorin, (2012). *Research Policy*. Unilorin Press Pp 14-17

University of Ilorin, (2017). *Centre for research, development and in-house training annual report*.

University of Tasmania, (2000) <http://www.utas.edu.au/governance-legal/policy/utas-policy-framework>.

U.S Food and Drug Administration, (1994). *ORA system and criteria for selecting employee for training*.

Van Wyk, C. & Pelser, A. M. (2014). Leadership's Role in effective implementation of school discipline policies. *International Business & Economics Research Journal*, 13(4), 833-840. Pdf retrieved on 24/4/2017.



UNIJERP

Unizik Journal of Educational Research and Policy Studies VOL.5;
<https://unijerps.org>

2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355 January-June, 2021
Indexing and Impact Factor URL: <http://sjifactor.com/passport.php?id=21363>



ACADEMICJOURNALS
expand your knowledge
<http://www.academicjournals.org>

Weber, R., Gabbert, A., Kropp, J., & Pynes, P. (2007). Creating the teaching professor: Guiding graduate students to become effective teachers. *The Journal of Scholarship of Teaching and Learning*, 7(1), 45-63.

Wheelen, T. L & Hunger, J. D. (2010). *Strategic management and*

business policy. Twelveth edition. Boston: Prentice Hall.

Yilfashewa, S. (2012). Staff Development as an imperative avenue in ensuring quality: The experience of Adama University. *Hindawi Education Research International*, 3(1). Pdf retrieved 7/2/2017.

UNIJERP

UNIJERP

Unizik Journal of Educational Research and Policy Studies VOL.5; <https://unijerps.org>
January-June, 2021