Staff Development and Commitment in Nigerian Colleges of Education: A Pathway to Institutional Success

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Abstract

Staff development and commitment are crucial to the success of Nigerian Colleges of Education. This paper explores the impact of personnel management practices, such as recruitment, training, motivation, and discipline, on staff commitment and overall institutional success. It highlights the challenges Colleges of Education face in the North-East region, including inadequate funding, inconsistent training, and ineffective staff motivation practices. Educational institutions can enhance productivity and achieve their educational goals by improving staff development and fostering a committed workforce. The findings suggest that systematic and planned staff development, coupled with strong personnel management practices, are essential for promoting academic staff commitment and ensuring long-term institutional success.

Keywords: *Academic Commitment; Personnel; Management; Training*

Introduction

Education is a fundamental cornerstone for the socio-economic development and transformation of any society. It is recognized as a basic human right essential for personal and collective advancement. As noted by Okeke, cited in Adelowo, education serves as a powerful means for liberating the mind and enhancing the socio-economic status of individuals. In a rapidly globalizing world, nations that aspire to develop economically at both national and international levels must prioritize education[1]. This prioritization means equipping individuals with the skills and knowledge necessary to thrive in competitive environments, thereby fostering better self-realization, effective citizenship, and social progress.

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In Nigeria, the responsibility for training qualified teachers primarily lies with Colleges of Education, among other institutions such as universities and polytechnics (Federal Republic of Nigeria (FRN)[2]. These Colleges are tasked with developing highly motivated, conscientious, and efficient classroom teachers for primary and junior secondary education. According to Ogbonnaya, cited in Agbulu, the primary purpose of these institutions is to provide rigorous training that keeps educators abreast of changes in methodologies and curricular innovations. This ongoing professional development is vital for maintaining educational standards and preparing teachers to meet the evolving needs of the educational landscape[3].

Achieving educational goals and objectives in Colleges of Education is inextricably linked to the commitment of academic staff to their responsibilities. Academic staff commitment encompasses dedication to teaching, research, publication, and community service, all of which are integral to realizing the aims of teacher education[4]. Subair and Adebola, define staff commitment as the measure of productive strength that employees exert toward achieving organizational objectives. Committed academic staff are more likely to engage deeply with their roles, contributing significantly to institutional success through increased performance, reduced absenteeism, and lower turnover rates[5].

The effectiveness of academic staff commitment is largely influenced by the quality of personnel management practices in place. Wilson and Benard assert that the successful implementation of these practices is essential for fostering employee commitment and achieving institutional goals [6]. Personnel management involves the systematic selection, training, development, appraisal, and motivation of employees, which collectively contributes to the attainment of organizational objectives[7].

However, in the context of Nigerian Colleges of Education, challenges such as inadequate recruitment processes, ineffective training programs, insufficient staff motivation, and issues of discipline pose significant barriers to fostering academic staff commitment. These challenges can hinder the quality of education provided and ultimately influence the effectiveness of teacher training programs.

This paper explores the relationship between personnel management practices and academic staff commitment in Colleges of Education in North-East Nigeria, highlighting the critical role that effective staff development and commitment play in achieving institutional success. By addressing these issues, Colleges of Education can enhance their educational outcomes and better prepare future educators to meet the demands of a dynamic and challenging educational environment.

Result and Discussion
Concept of Staff Training and Development in Personnel Management Practices

Staff training and development are crucial components of personnel management, focusing on enhancing employee performance and self-fulfillment through structured learning processes. Shodeinde defines staff development as an administrative process aimed at improving individual performance within an organization, motivating employees to be more competent in achieving organizational goals[8]. Usoroh, Umoren, and Ibang emphasize that training is essential for both new employees to understand organizational policies and existing employees to adapt to new equipment, procedures, or standards [9]. Training addresses knowledge gaps and enhances performance, particularly when issues arise[10].

Despite the National Commission for Colleges of Education's (NCCE) emphasis on the importance of ongoing staff training[11], many institutions still implement training inconsistently, which diminishes its effectiveness [12]. Aigbepne and Mahmud stress that staff development is vital to institutional success, as academic staff contribute significantly to productivity. The success of an institution is closely linked to the quality of its personnel, which necessitates continuous education and job commitment programs[13].

Husseina highlights that staff development is a key leadership responsibility, as well-trained employees are essential for organizational success [14]. Even with proper selection processes, Dessler cited in Husseina, argues that optimal performance cannot be achieved without adequate training. Newly hired employees often begin with orientation, reinforcing the role of staff training in meeting organizational goals[15].

Training and development have been consistently linked to improved teacher efficiency. Khan and Abdullahi note that the increasing complexity of work environments, rapid organizational changes, and technological advancements make training and development more crucial. Training ensures that employees possess the necessary knowledge and skills, while also preparing them for new responsibilities[16]. Agbulu adds that training improves productivity, customer satisfaction, and employee loyalty, while also boosting morale and career progression[17]. Tailor (cited in Hnin, suggests that training prepares employees for specialized roles, while development focuses on long-term career growth[18].

Okunamiri outlines the purposes of training, including creating a pool of competent replacements, utilizing technological advancements, and fostering a motivated workforce[19]. Adeboyeje stress the importance of regular training to

maintain productivity, cautioning that inadequate training can lead to low morale and poor work attitudes. Therefore, staff training and development are critical for improving performance, motivating employees, and achieving institutional goals[20].

Objectives of Staff Development

Staff development aims to increase productivity and prepare employees for future responsibilities. Pettergill identifies the primary objectives of staff development as follows:

1. To provide learning opportunities that enable employees to perform competently in current and future roles.

2. To foster a work climate that promotes self-fulfillment, creativity, and institutional effectiveness.

3. To enhance teaching and learning quality within educational institutions.

4. To save costs by reducing employee turnover and maintaining high-performing staff.

5. To establish cooperative programs that align personal and organizational goals.

6. To address technical advancements and ensure employees remain capable in a changing work environment.

7. To support the successful implementation of new programs.

8. To ensure rapid replacement for departing staff[21].

These objectives underscore the need for systematic and planned staff development in institutions like Federal and State Colleges of Education in North-East Nigeria to achieve their goals.

The Staff Development Process

Staff development follows a systematic approach, typically involving needs assessment, design, implementation, and evaluation[22].

Needs Assessment

Staff development addresses organizational needs, including addressing current deficiencies or new challenges, such as the professionalization of teaching in Colleges of Education. Effective needs analysis considers:

i. Training aims: Addressing knowledge gaps, enhancing skills, and preparing employees for future responsibilities[23].

ii.   Training areas: Reflecting organizational, group, and individual needs, which are interconnected.

iii. Sources of information: These include organizational goals, succession planning, personnel statistics, exit interviews, management consultation, and productivity data[24].

These sources help identify training priorities that align with the institution's objectives and employee development needs.

Design of Staff Development Programme

The design phase of staff development involves creating a structured plan to meet identified training needs. Dessler and Cole outlines the key activities in this phase: defining the programme's specific objectives, creating lesson plans, acquiring necessary materials, selecting trainers, determining the delivery methods, and scheduling the programme[25]. The design also includes choosing the setting—whether on the job, in a classroom, or online—and selecting teaching techniques like lectures, role-playing, or simulations. For example, once the need for computer literacy training for lecturers is established, the programme is designed by selecting methods such as workshops and acquiring relevant materials.

Implementation of Staff Development Programmes

Implementing a staff development programme requires selecting the appropriate methods, based on the programme's objectives and the trainees' needs. New employees tend to be highly motivated and can quickly learn the skills necessary for their roles. However, training experienced employees can be more challenging, as they may resist changes to established work habits. Usoroh, Umoren, and Ibang note that organizations use a variety of training methods, such as on-the-job and off-the-job training, or computer-aided instruction[26]. In educational institutions, common methods include workshops, seminars, mentoring, and higher education collaborative networks (Hoban & Eden, cited in Mathew, 2018). For computer literacy training in Colleges of Education, workshops might be the most effective method[27].

Evaluation of Staff Development Programmes

The final phase of staff development is evaluation, which measures the programme's effectiveness. This step is crucial but often neglected in many institutions, including Colleges of Education. Evaluation helps determine whether the programme met its objectives, identify strengths and weaknesses, assess the cost-benefit ratio, and decide who should participate in future

programmes[28]. Kirl's framework, supported by Buckley and Caple, outlines four levels of evaluation:

i. Reaction Level: Measures participants' satisfaction with the programme's structure and content.

ii. Learning Level: Assesses the principles and techniques learned by participants.

iii. Job Behavior Level: Evaluates whether trainees apply the skills learned in their job performance.

iv. Organizational Level: Assesses whether the programme improved overall organizational effectiveness[29].

In Colleges of Education, evaluation could involve assessing lecturers' computer literacy after training through tests. Effective evaluation enhances organizational competence, innovation, and motivation[30].

Conditions for Effective Training and Development

According to Armstrong cited in Etor, ten conditions are necessary for effective training:

Motivation: Learners must recognize the need to improve their skills and knowledge.

Performance Standards: Clear goals and standards must be set for learners[31].

a. Guidance: Learners need direction and feedback.

b. Satisfaction: trainees must perceive Learning as valuable.

c. Active Learning: Learners must actively participate in the process.

d. Appropriate Techniques: Training methods must match job requirements and learner needs.

e. Variety of Methods: Using different techniques maintains trainees' interest.

f. Time: Adequate time must be allowed for learning.

g. Reinforcement: Correct behaviors should be reinforced.

h. Tailored Methods: Different levels of learning require different approaches and timeframes.

These conditions should be considered when organizing training programmes to ensure their effectiveness.

Staff Development Programmes

Organizations can adopt various staff development and training methods depending on the objectives and the target audience. Dessler and Varkkey classify these methods into two broad categories: on-the-job and off-the-job training[32]. Werner and DeSimone add a third category, computer-aided instruction. Below is a brief explanation of these methods[33].

On-the-Job Training:

This is the most widely used and cost-effective training method, as it places employees in real work situations. Key types of on-the-job training include:

i. Orientation: Helps new employees adjust to their roles.

ii. Coaching: Involves direct supervision to improve specific skills.

iii. Mentoring: Pairs a less experienced employee with a senior colleague for guidance.

iv. Quality Circles: Originating in Japan, small groups actively participate in planning and improving work processes.

v. Job Rotation: Employees rotate between different positions to gain a broader understanding of the organization.

vi. Understudy Training: Trainees work closely with their supervisors and take over when the supervisor is promoted, transferred, or retires.

Self-Paced/Computer-Based Training Methods:

With the increasing use of technology, computer-based training (CBT) has become essential. The main approaches include:

i. Computer-Aided Instruction (CAI): Delivers content through computer systems, allowing employees to learn at their own pace.

ii. ii.   Internet Training: Provides access to training resources and courses online.

iii. Intelligent Computer-Assisted Instruction: A more advanced method that adapts the training content based on the trainee's responses.

Organizational Policies That Hinder Training and Development of Academic Staff

Despite the importance of training, several organizational barriers limit its effectiveness, especially in educational institutions. Muzaffar and Malik identify several factors that reduce teachers' participation in professional development:

i. Extra Workload: Teachers often have too many responsibilities to engage in additional training.

ii. ii.   Insufficient Time: Training schedules often conflict with teaching duties.

iii. Lack of Incentives: Without incentives, teachers may not prioritize training.

iv. Theoretical Focus: Emphasizing theory over practical applications reduces training effectiveness.

v. Family Responsibilities: Balancing family life with professional development is challenging.

vi. Conservativeness: Some teachers resist new methods and training.

vii. Lack of Awareness: Teachers may not fully understand the benefits of professional development.

viii. Scheduling Conflicts: Training can clash with teachers' existing work schedules[34].

Degraft-Otoo adds that organizational issues such as lack of support from top management, inadequate resources, and poor understanding of training needs hinder the effectiveness of training programmes[35]. Okotoni and Ercro cited in Muzaffar & Malik, further identify challenges specific to Nigerian public service, including:

i. Lack of Systematic Training: Despite reforms since the 1960s, systematic training is still not in place.

ii. Poor Funding: Budget allocations for training are often insufficient or not fully disbursed.

iii. Irrelevant Curricula and Methods: Training content is not always aligned with job requirements.

iv. Poor Utilization of Trained Workers: Public servants often do not use the skills they acquire.

v. Inappropriate Training Assignments: Some employees are sent for training without consideration for job relevance.

vi. Inadequate Training Facilities: Many institutions lack the proper infrastructure for effective training.

vii. Use of Unqualified Consultants: Quack consultants often deliver substandard training.

viii. Ineffective Results: Many training programmes fail to produce meaningful performance improvements[36].

Addressing these issues is essential for improving the impact of training and development in academic institutions.

Personnel Motivation and Job Satisfaction: Key Drivers of Academic Staff Performance

Personnel motivation and job satisfaction are essential elements in managing academic staff performance in educational institutions, particularly Colleges of Education. Academic institutions thrive when their staff is committed, productive, and aligned with organizational goals. Motivation not only drives individual effort but also fosters collective efficiency, encouraging staff to achieve both personal and institutional objectives. A motivated workforce is crucial in educational settings, where the quality of teaching and administrative duties directly influences student outcomes. This is why the National Commission for Colleges of Education (NCCE) has put in place guidelines aimed at ensuring staff satisfaction through fair compensation, merit-based promotions, and welfare provisions. Despite these measures, challenges in implementation persist, particularly in underfunded institutions, which can lead to staff demotivation and lower performance

Concept of Personnel Motivation Practice

Motivation is a crucial element of personnel management that drives staff performance. As Edeh highlights, motivation involves inspiring individuals or groups to work in a way that yields the best results. It can be described as the willingness to exert effort towards achieving organizational goals, which is influenced by an individual's ability to satisfy personal needs[37]. In the context of Colleges of Education, the National Commission for Colleges of Education (NCCE) has established guidelines to ensure staff motivation. For example, Sections 7.1.1-7.1.3 of the NCCE Revised Conditions of Service address staff salaries, while Sections 3.2.1-3.2.3 stipulate that promotions should be merit-based [38]. Additionally, Sections 8.2.1-8.3.1 provide for salary advances and

loans, emphasizing the importance of adhering to these guidelines to motivate staff[39].

Motivation is a fundamental psychological process that stimulates behavior and improves performance. Luthams cited in Adamu, describes it as the process that energizes, directs, and sustains behaviour[40]. Effective motivation practices lead to higher job satisfaction and commitment, with employees more likely to contribute towards organizational success. According to Adamu, motivation consists of three interacting elements: needs, drives, and incentives. When these elements are aligned, employees demonstrate a higher degree of commitment and productivity[41].

Motivated employees tend to be more productive, efficient, and focused on achieving organizational objectives. Aji notes that motivational factors, such as promotions and non-financial benefits, are critical to organizational success[42]. An organization's survival depends on its ability to motivate staff, as satisfied employees are more likely to utilize their skills and knowledge effectively. Agbulu stresses the importance of meeting employees' social and economic needs, including providing subsidized food, medical treatment, transportation, accommodation, and proper retirement benefits. These welfare provisions help create a conducive work environment that fosters productivity and job satisfaction[43].

Micheal cited in Aji, categorizes motivation into two areas: individual services, such as support for sickness, bereavement, and employment issues, and group services, like social activities and benevolent organizations[44]. Management in Colleges of Education is responsible for ensuring that staff across all ranks receive adequate welfare packages, as this enhances their productivity and functionality within the institution. Aji further emphasizes that organizations failing to provide a conducive work environment, fair compensation, or opportunities for career advancement are at risk of having a demotivated workforce, which can jeopardize institutional success. Meeting the needs of employees is therefore crucial for achieving organizational goals, as success is often built on staff commitment[45].

Personnel motivation is a key factor that drives academic staff performance in Colleges of Education. It encompasses both financial incentives, like salaries and promotions, and non-financial elements, such as welfare provisions and a conducive work environment. A motivated workforce is more likely to commit to the institution's goals, improve productivity, and provide high-quality education. When management addresses the needs of its employees—whether through career advancement opportunities or by fostering a supportive workplace culture—it can significantly enhance job satisfaction,

ensuring the long-term success of the institution. Failure to do so, however, risks creating a demotivated workforce, which could undermine institutional objectives and hamper academic excellence. Thus, the importance of adhering to established guidelines and providing a supportive environment cannot be overstated.

The Effects of Disciplinary Practices on Staff Morale and Institutional Efficiency

Disciplinary practices in educational institutions are essential for maintaining order, ensuring that staff adhere to the institution's goals, and promoting a culture of accountability. Discipline helps shape the behavior of staff by enforcing institutional policies and norms, thereby facilitating institutional success. In academic settings like Colleges of Education, discipline not only corrects improper behavior but also serves as a preventive measure to avoid future misconduct. Well-structured and fairly applied disciplinary practices contribute to staff morale and institutional efficiency by ensuring that all staff members work towards the shared goal of achieving educational excellence. However, if disciplinary practices are inconsistent or unfair, they can negatively impact staff motivation, causing inefficiency and a drop in overall productivity.

Concept of Disciplinary Practice

Discipline involves ensuring that members of an institution conform to established rules and regulations for the common good. Mgbodile cited in Agbulu, explains that discipline is about training staff to follow institutional norms and expectations. In academic institutions, discipline is crucial for promoting professionalism, punctuality, teamwork, and adherence to institutional goals[46]. For instance, academic staff need to be timely in attending lectures, maintain official records confidentially, and cooperate with colleagues to foster an environment conducive to learning.

Ogbona, Ukwayi, and Iheagwam cited in Windal, classify discipline into self-discipline, group-imposed discipline, administrative-imposed discipline, and punishment. Punishment serves as a negative reinforcement designed to correct undesirable behaviours like absenteeism, insubordination, or incompetence[47]. For disciplinary practices to be effective, institutional rules must be clearly communicated to staff, and managers must lead by example. Fair and consistent punishment helps to maintain institutional order and ensure that everyone upholds their responsibilities.

For example, if a lecturer consistently arrives late to class or misses' invigilation duties, this behavior may negatively impact students and overall institutional functioning. The NCCE guidelines provide clear protocols for

handling such cases[48]. First, the lecturer may receive verbal or written warnings, followed by suspension if the behavior persists. In severe cases, such as academic misconduct or fraud, the staff member could face demotion, dismissal, or even legal action if the behavior violates criminal law[49].

Illustration of Disciplinary Practices in Colleges of Education

To illustrate, consider a scenario where a lecturer repeatedly fails to submit examination questions on time, causing delays in the academic calendar. According to NCCE, the institution may initially issue a query or warning. If the behavior continues, disciplinary actions such as withholding promotion, reducing the lecturer's grade, or even suspension may be imposed[50]. This ensures that the lecturer understands the gravity of their actions and prevents future disruption to the academic schedule. The ability to enforce these actions without bias is crucial in maintaining staff discipline and institutional efficiency.

Disciplinary practices also extend to serious offenses like academic fraud, sexual harassment, or gross misconduct. For instance, a lecturer involved in exam malpractice may face more severe consequences, such as suspension, interdiction, or termination, depending on the nature of the offense. If a staff member is charged with a criminal offense, the NCCE stipulates that they may be interdicted — placed on half salary until the case is resolved in court. If found guilty, the staff member will be dismissed. However, if acquitted, they are reinstated with full pay. This ensures fairness while protecting the institution's integrity[51].

Effective disciplinary practices are crucial for maintaining high standards of behavior, staff morale, and institutional efficiency. By enforcing rules and ensuring that all staff members comply with institutional guidelines, discipline creates a productive and accountable work environment. However, fairness and consistency are essential in administering discipline; when discipline is perceived as arbitrary or biased, it can demotivate staff and reduce overall morale. Therefore, academic institutions must follow established procedures, such as those outlined by the NCCE, to ensure that disciplinary measures are both fair and effective. When properly managed, disciplinary practices help build a more committed and efficient workforce, contributing to the long-term success of the institution.

The Role of Academic Staff Training in Promoting Commitment and Efficiency

Academic staff training plays a vital role in promoting both job commitment and efficiency in higher education institutions, particularly Colleges of Education. Training and development are essential components of personnel management practices that contribute to enhancing staff performance, self-fulfillment, and overall job commitment. This discussion explores how training influences these aspects based on the provided document.

Training as a Motivating Factor

Training motivates academic staff to develop competencies that help them work more efficiently and effectively. Through training programs, lecturers acquire new skills, attitudes, and knowledge, which make them better equipped to meet the demands of their roles. This sense of personal growth motivates staff to work harder and remain committed to their institutions. As Shodeinde suggests, staff development encourages better performance and loyalty to the organization, fostering a productive work environment[52].

Impact on Job Commitment

Husseina highlights the link between effective training and increased job commitment. When academic staff undergo relevant and well-structured training, their commitment to their roles and institutions tends to rise[53]. This is because training aligns their skills with the organization's goals, enabling them to contribute more meaningfully. Dessler also emphasizes that training ensures staff feel valued and capable of fulfilling the institution's expectations, thereby increasing their willingness to stay loyal and committed[54].

Enhanced Productivity

Training significantly enhances productivity by equipping academic staff with the necessary skills to perform their duties more effectively. As Khan and Abdullahi point out, the rapid changes in educational environments and the advancement of technology necessitate continuous learning and adaptation. Training enables lecturers to keep pace with these changes, improving their classroom performance, research capabilities, and overall contribution to institutional objectives[55]. This directly results in higher productivity levels and better institutional performance.

Systematic Training Approach

For training to be effective, institutions must implement a systematic approach that addresses the specific needs of academic staff. Etor argue that training programs should be designed to meet the individual needs of employees while aligning with the broader goals of the institution[56]. This systematic approach ensures that training efforts are purposeful and lead to tangible improvements in staff performance and commitment. A haphazard approach to training, as some institutions practice, often results in missed opportunities for growth and development.

Commitment and Retention

Continuous training and professional development play a crucial role in retaining academic staff. Higher education training programs, such as master's and doctoral degrees, not only improve the skills and knowledge of lecturers but also increase their job satisfaction and commitment. As highlighted, the TETFund's sponsorship of academic staff training and development is seen as an investment in the future of the institution. Staff who receive support for further education are more likely to remain with their institutions, enhancing retention and reducing turnover.

Academic staff training is integral to promoting job commitment and efficiency in educational institutions. Through well-structured training programs, academic staff gain the skills and knowledge necessary to improve their performance, remain committed to their roles, and contribute to the achievement of institutional goals. Effective training not only boosts productivity but also fosters staff retention, helping institutions as if Colleges of Education maintain a dedicated and efficient workforce.

Impact of Higher Education Training Programs on Academic Staff's Job Commitment

In the dynamic world of higher education, academic staff are central to the success of institutions. For Federal and State Colleges of Education in North-East Nigeria to provide competitive services, their staff must be knowledgeable, skilled, and committed. Job commitment refers to the loyalty and dedication of academic staff to their institution, encompassing their willingness to put in extra effort, align with institutional values, and remain with the organization. This commitment is crucial for enhancing staff performance and ensuring institutional success. Higher education training programs, such as those offered through TETFund, aim to enhance academic staff's qualifications, thereby fostering job commitment. This section explores how participation in these training programs impacts the dedication and performance of academic staff.

Concept of Academic Staff Job Commitment

Academic staff job commitment involves the psychological and emotional attachment an employee feels towards their institution. Meyer and Allen describe commitment as a psychological state that binds an employee to an organization, thereby reducing turnover and promoting long-term loyalty[57]. Sharma and Bajpai further argue that commitment is demonstrated when employees willingly dedicate their efforts to achieving institutional goals. Committed employees contribute to higher organizational performance and effectiveness, which are essential in academic settings where the quality of teaching directly impacts students[58].

Organizational commitment is influenced by factors such as job satisfaction, loyalty, and an employee's desire to stay within the institution. In the academic context, Baike cited in Agbulu, points out that job commitment is reflected in punctuality, effective teaching, and active participation in school activities[59]. Jiboyewa cited in Fika, Ibi & Aji, outlines three core components of organizational commitment: a strong belief in organizational goals, willingness to exert considerable effort, and a desire to maintain organizational membership. These elements are essential in maintaining a motivated and productive academic workforce[60].

Types of Organizational Commitment

Meyer and Allen's model highlights three types of organizational commitment:

i. Affective Commitment: This refers to an employee's emotional attachment to the institution, where staff stay because they want to.

ii. Continuance Commitment: Staff stay because they perceive the cost of leaving as too high, such as losing benefits or job security.

iii. Normative Commitment: Employees feel morally obligated to remain with the institution, often because of investments made in them, such as training[61].

In the context of Colleges of Education, the affective commitment is critical as it drives staff to contribute to institutional success willingly, while continuance and normative commitments ensure retention but may not necessarily improve performance.

Impact of Higher Education Training Programs on Job Commitment

Higher education training programs play a significant role in enhancing academic staff's qualifications and overall job commitment. These programs provide opportunities for lecturers to acquire advanced degrees, such as master's and doctoral degrees, which are crucial for career progression and personal development. According to FME (2014) and TETFund (2014), such programs increase staff efficiency and commitment, as they feel more empowered and better equipped to handle their roles.

Institutional sponsorships or TETFund, which provides funding for both local and international training, often supports participation in higher degree programs. Pettergill (2015) asserts that the clear objectives and structure of these programs help ensure that both the institution and the lecturers benefit from them. Upon completing their training, academic staff tend to show improved dedication and job satisfaction, as they are motivated to apply their new knowledge to improve the quality of education. The attainment of higher qualifications is also a significant factor in promotions, which further strengthens job commitment.

For instance, when lecturers obtain higher degrees, they become eligible for promotions, leading to increased job satisfaction and a greater sense of achievement. This investment in staff development fosters loyalty, as employees feel valued and see opportunities for growth within the institution. Tiwari (2019) argues that committed employees are more likely to contribute to organizational goals, reducing turnover rates and improving productivity[62].

Challenges to Job Commitment despite Training Programs

Despite the opportunities provided by higher education training programs, challenges remain. Muzaffar and Malik identify factors such as excessive workload, lack of incentives, and work-related stress as barriers to staff participation in professional development. Additionally, many lecturers only engage in training to obtain certificates for promotion purposes rather than to enhance their job performance[63]. Theoretical training that lacks practical application also discourages commitment, as staff may not see immediate benefits from their participation. Family responsibilities and lack of awareness about the benefits of professional development further hinder commitment.

Higher education training programs significantly influence academic staff's job commitment by improving their qualifications and career prospects. These programs foster a sense of loyalty and dedication to the institution, as staff feel more valued and capable of contributing to institutional goals. However, for

these programs to achieve their full potential, institutions must address challenges such as workload, lack of incentives, and the theoretical focus of professional development. When effectively implemented, higher education training programs enhance job commitment, leading to improved staff performance and institutional success.

Conclusion

In conclusion, staff development and commitment are indispensable to the growth and success of Nigerian Colleges of Education. The ability of institutions to effectively implement personnel management practices, including recruitment, training, motivation, and discipline, directly influences the dedication and performance of academic staff. Institutions in North-East Nigeria face significant challenges, such as poor funding, inadequate training programs, and inconsistent disciplinary practices, which hinder their ability to foster staff commitment. Addressing these issues is crucial for the long-term success of Colleges of Education. A well-developed workforce leads to improved productivity, reduced turnover, and enhanced academic excellence.

Recommendations, the effectiveness of Nigerian Colleges of Education relies heavily on the proper management and development of academic staff. However, challenges such as inconsistent recruitment practices, insufficient funding, inadequate training, and lack of staff motivation hinder institutional success. To address these issues, the following recommendations aim to improve staff development, foster academic commitment, and ultimately enhance institutional productivity and performance. By implementing these measures, Colleges of Education can better support their staff and achieve their educational goals.

1. Adherence to Recruitment Guidelines: Institutions should strictly follow the recruitment guidelines set by the NCCE to ensure merit-based hiring of qualified staff.

2. Increased Funding for Staff Development: Government bodies should allocate more funds to support continuous staff training and development programs, particularly in underfunded regions.

3. Systematic Training Programs: Institutions must adopt a systematic approach to training, aligning programs with institutional goals and ensuring they address the specific needs of the academic staff.

4. Staff Motivation: Colleges should implement comprehensive motivation policies, including competitive salaries, adequate

accommodation, and other welfare benefits, to enhance staff commitment.

5. Consistent Disciplinary Practices: Institutions should apply fair and consistent disciplinary measures to maintain staff morale and ensure institutional efficiency.

6. Utilization of Trained Workers: Colleges must create opportunities for staff to utilize their newly acquired skills after training, ensuring that the benefits of staff development are fully realized.

In conclusion, addressing the challenges faced by Nigerian Colleges of Education requires a focused and systematic approach to staff development and management. By adhering to recruitment guidelines, increasing funding, implementing structured training programs, improving staff motivation, and ensuring fair disciplinary practices, institutions can cultivate a committed and productive workforce. These recommendations are essential for promoting academic excellence, reducing staff turnover, and ensuring long-term institutional success.

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Khadijatu Adamu Mafindi, PhD: Conceptualization, Methodology, Writing – review & editing, Supervision, Project administration.

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Conflict of Interest

The authors declare no conflicts of interest.

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