Investigating the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian Polytechnic institutions

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In general, the interviews lasted between twenty-five minutes to forty minutes on the average. All the interviews were conducted in the case study Polytechnics and this afforded the interviewees the opportunity of giving me circulars/ documents to substantiate their claims when the need arose. Table 5.4 shows the number of interviewees in the case study Polytechnics.

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Glossary of Terms and Abbreviations

ASUP: Academic Staff Union of Polytechnics

ASUU: Academic Staff Union of Universities

FME: Federal Ministry of Education

HEI: Higher Education Institutions

HRD: Human Resource Development

NCE: National Council on Education

NBTE: National Board for Technical Education

NPE: National Policy on Education

TETFund : Tertiary Education Trust Fund

Dedication

I would like to dedicate this thesis to the following:

- To the Almighty God for giving me the opportunity and grace to complete this thesis
- To the memory of my father; Late Stephen Umaru Ekpo and
- Finally, to the loving and blessed memory of the loved ones I lost in the course of this research work; Ojonugwa Makoji-Stephen (Son), Mrs Ejura Precious Oguntuase (Sister), Chief Emmanuel Ochalla Ilona (Mentor) and Madam Fati Odiba (Mother In-Law).

Acknowledgements

Abstract

The context of dramatic change in the Nigerian Polytechnic education sub-sector has made issues that relate to the effectiveness of academic staff development policies and the programs they support critical. Yet the nature and practice of academic staff development within this sub-sector has continually been a subject of concern with claims that resources are inadequate, activities are marginal, and goals are not met. In the light of such considerations, this research investigates the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian polytechnic institutions as a means of examining the nature, extent and causes of human resources underdevelopment in the sub-sector more generally.

Extensive fieldwork research was conducted involving semi-structured interviews, questionnaires, documentation and archival records, so as to achieve a triangulation of data. The qualitative evidence was analysed by the employment of thematic analysis to explore the implementation of HRD policy and to provide more in-depth understanding of the critical issues affecting academic staff development.

The researcher used the analytical framework of Van Horn and Van Meter's theory of policy implementation (Van Meter and Van Horn,1975) supplemented by Lipsky's (2010) street-level bureaucracy to penetrate issues and challenges, debates and current concerns posed in critical areas of HRD policy implementation for academic staff. The researcher contends that applying Van Horn and Van Meter's theory of Policy Implementation (Van Meter and Van Horn, 1975) supplemented by Lipsky's (2010) street-level bureaucracy in understanding and analysing issues relating to the practice of academic staff development has the potential of providing robust learning and feedback structures well-suited to institutional inquiry and adaptation that will assist Nigerian Polytechnic to adapt to the challenges of an unpredictable future.

Even though the research findings identified some perceived policy successes, perceived policy failures were also identified with reference to implementation as follows: insufficient funding, policy misinterpretation, inadequate leadership commitment to HRD, lack of an enabling policy environment, absence of well-articulated strategy to guide HRD development, lack of accurate HR needs assessment, lack of political will to implement policies, corruption, ethnicity, nepotism and the politicization of HRD effort, all of which account for HRD policy implementation challenges.

In highlighting these perceived constraints in HRD development of academic staff in the case study Nigerian Polytechnics the study recommends that management ensure the strengthening of administrative capacity to drive and implement policy and also the provision of efficient and effective leadership with strategies that favour development-oriented growth on-the-job for academic staff. Furthermore, it suggests academic staff development initiatives are taken in consultation with all stakeholders with feedback about HRD, which is clear and consistent.

Contributions of this research work to knowledge on the academic, practical, theoretical and methodological levels are evident with the research being a major attempt at

carrying out an exploratory study on HRD for academic staff in polytechnics in a developing country context. Thus, the findings of this research have extended the frontiers of existing HRD theory by broadening the amount of knowledge about HRD policy implementation for academic staff but from a developing country context. Practically, the study has significant implications for both practitioners and decision makers, such as: the need to place more serious attention to the effective implementation of HRD policy for academic staff and the need to develop a workable strategic framework for academic staff development; adoption of a strategic action plan to deal with the current practices and approach to academic staff development that has inhibited the effective implementation of HRD policy; and evolving a funding model that ensures prudent allocation of the necessary resources that will achieve the effective implementation of academic staff development policy since funding stand out as a major challenge. The researcher recommends several directions for further research.

CHAPTER ONE
Introduction

1.1 Research background

Academic staff development has an important role to play in Nigerian higher education institutions (HEI's) which includes Polytechnics, Colleges of Education, and Universities. Generally, HEI's in Nigeria have Human Resource Development (HRD) policy under the general rubric of Public Service Rules and Regulation that are designed to enhance, with varying degrees of emphasis, organisational and individual effectiveness. These policies share the common goal of improving higher education and aim to influence the knowledge, skills and aptitudes of academic staff.

However, despite these policy provisions and regulation for academic staff development, its situation which entails the availability, quality and adequacy appears to be critical in many Nigerian Polytechnics with claims that resource meant for HRD of academic staff are not adequate, activities marginal, and goals not met (Giwa, 2000). Specifically, scholars (Adeyemi and Uko-Aviomoh, 2004; Olukoju, 2004; Solanke, 2014) suggest that the critical state of Polytechnic education in Nigeria stems from a lack of administrative willingness and capacity to drive HRD, a fact corroborated by the Nigerian Education Sector Report (2010) which chronicled the challenges in Nigeria's education sector in the following words:

> The education sector has historically suffered from years of neglect and mismanagement and inadequacy of resources commensurate with national needs, population growth and demand. As a result, education as a strategic priority of the government has not been well positioned as a transformational tool and a formidable instrument for socio economic development (The Nigerian Education Sector Report 2010:7)

The Report (2010) noted the challenges in Nigeria's higher education system to include:

- Low carrying capacity of Nigerian tertiary institutions

- Inequality of education across the states

- Academic staff shortages across the board and the absence of a system to produce teaching staff for the Polytechnics

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- Divided interest by academics (with Moonlighting and the taking up of additional jobs to supplement salary)

- Illegal institutions/satellite campuses/external campuses

For more than two decades, these challenges and the need to address them has been a major cause of industrial disputes between the academic staff of Nigerian Polytechnics under the aegis of Academic Staff Union of Polytechnics (ASUP) and the Federal government of Nigeria (FGN) in most cases leading to strike actions. Several issues of importance to the union include welfare of staff, provision of infrastructure, Polytechnic autonomy, funding, and academic staff training and development which appears to be limiting the quality of teaching, research, scholarship and innovation.

Even though recently, the Federal government of Nigeria as a way forward towards addressing these challenges came up with its reform/transformation agenda which set out well defined priorities that reflect policy pronouncements, yet, expected results have not been achieved (Okoroma, 2006; Gyong, 2012; Imam, 2012).

While there may seem to be no general consensus on what has led to the apparent poor state of affairs in Nigeria's educational system, all concerned stakeholders seem to agree that higher education institutions in the country need to consciously create an enabling environment that will stimulate and expose its human resources to opportunities for learning and the acquisition of a new knowledge base in other to cope with the challenges linked to globalization and technological advancement (Obijiofor, 2005).

With the need for an update of knowledge, skills and aptitude of staff in higher education institutions duly recognised, the fundamental question that may arise is how well Nigerian Polytechnics are prepared to equip their academic staff with capacities to comprehend and play active roles within this globalised society. In the light of the tensions and ambiguities associated with academic staff development and the slip and twist expectations and actualities, the idea of investigating the critical issues and challenges in HRD policy implementation in Nigerian Polytechnics become timely and relevant.

This study therefore investigates the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian Polytechnic institutions from the perspectives offered by Van Horn and Van Meter's theory of Policy Implementation (Van Meter and Van Horn, 1975) supplemented by Lipsky's (2010) street-level bureaucracy to provide a thorough exploration of the issues, challenges and dilemmas facing Nigerian Polytechnics in conceiving and implementing academic staff development programs. The study also seeks to underscore the need to put in place a strategic management framework robust enough to enhance continuous improvement of teaching and learning of academic staff in line with global trends.

1.2 Problems and issues to be investigated

Although it is clear from research that HRD is key to organisational survival in the changing global environment, it seems that appropriate strategies to grapple with the challenges of HRD in Nigerian Polytechnics is urgently needed. Although it can be said that the calibre of research and teaching in some Polytechnics compares to international best practice and standards, overall effectiveness and efficiency reflects a range of systemic problems, key among them being poor development of the human resources (Adeyemi and Uko-Aviomoh, 2004; Usoro, 2010; Kayode et al., 2013).

International organisations like UNESCO at the World Conference on Higher Education (2009) emphasised that Higher Education Institutions must invest in the training of faculty and staff to fulfil new functions in evolving teaching and learning systems. Yet, as observed by notable scholars (Akin-Ogundeji, 1989; Adeyemi and Uko-Aviomoh 2004; Odu, 2011), HRD development in Nigerian Polytechnics appears to underplay the importance and need to identify and explore opportunities to advance the individual and organisational learning capacity and development. This scenario had been linked to the historical and political development of the HRD policy framework for the Nigeria Polytechnic. Thus, the problem of HR processes and procedures of Identifying HRD needs and its subsequent development had been encumbered by poorly developed policies and unclear procedures of implementation, leaving little or no room for learning and reforms.

Whereas on a global scale higher education institutions (for example in Taiwan, Singapore and Finland) are experiencing major changes in development and research and in improving systems and processes to enhance efficiency, productivity and the capacity in the human resources, lower income or less-developed countries like Nigeria seem to be discounted from this global trend. It is against this background that this research project has sought to investigate the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian Polytechnic institutions.

1.3 The need for this research

There are a number of reasons that make this study an indispensable area to investigate. These factors are discussed in turn.

1.3.1 Poor quality of the Nigerian educational system

There is a general consensus among scholars and international agencies that the quality of Nigeria's educational system is low (UNESCO, 2000; Ali-Akpajiak and Pyke, 2003; Okemakinde, 2014).According to the Global Competitiveness Report (Schwab, 2013), in terms of performance, Nigeria did not have an impressive outlook in the 12 pillars of competitiveness against which the country's level of competitiveness was measured. Of all the 148 countries that were assessed, Nigeria ranked 113 in the quality of educational system (Table 1.1). On all the indicators of higher education and training, primary education, innovation and institutions measured in the GCR survey, Nigeria ranked among the bottom one-third of the 148 economies surveyed.

From Table 1.1 below, it can be observed that despite the crucial role higher education play as the pillar of the knowledge economy, the quality of higher education in Nigeria has assumed a deteriorating dimension with scholars and international organisations observing that the higher education system is poor in quality and standard, limited in its reach, and with a disturbing future outlook (UNESCO, 2000; Uwaifo, 2010; Asiyai, 2014). Furthermore, it has been noted (Yusuf & Oluwakemi, 2012) that the quality of intellectual output in the nation's tertiary institutions of learning has continued to decline. Corroborating, scholars (Nkechi et.al., 2012; Venatus, 2013) note that the output of the education system is not adequately knowledgeable to be productive and that

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higher institutions are producing a steady stream of graduates whose skills are suspect, and whose work ethic is abhorrent.

Table 1. 1 Ranking of higher education and training, primary education, innovation and institutions, Nigeria.

	Country Ranking
Quality of educational system	113
Quality of math and science education	117
Quality of management schools	102
Availability of research and training services	83
Extent of Staff Training	45
Quality of primary education	119
Quality of scientific research institutions	111
University-industry collaboration in R&D	92

Source: Global Competitiveness Report 2013-2014 (World Economic forum, 2013).

The Nigeria Millennium Development Goals Report (NPC, 2010) attested to the declining state of higher education in Nigeria when it acknowledged that quality assurance in the education system in Nigeria is yet to be adequately addressed in terms of teachers, curricula, teachers support, teaching learning materials etc. In order to effectively tackle the challenges in the education sector, Ogunsola & Aboyade (2005) emphasized that Nigeria must be active in developing infrastructural, institutional and human capital capacities. Also, the Report of the Vision 20:2020 National Technical Working Group on Education Sector (NPC, 2009) emphasized human capacity development facilitated by strong learning systems as central to addressing the challenges in the nation's education system and a necessary first step if Nigeria's Vision of becoming one of the 20 most developed countries in the year 2020 is to be actualized.

In as much as it should be acknowledged that Nigeria has made modest progress particularly within the current democratic dispensation (1999-date) in addressing the challenges in the higher education system, the proposed turn around strategies have not addressed in clear terms the challenges in the Polytechnic education sub-sector, therefore necessitating a study of this nature. It is hoped that the study will contribute to

the body of knowledge in HRD policy in higher education and more specifically to the Polytechnic education sub-sector.

1.3.2 The relevance of Polytechnic education

In Nigeria, Polytechnics are institutions established to provide technical education that lead to the acquisition of practical and applied skills as well as basic scientific knowledge (Osami, 2013). According to the National Policy on Education, (FRN, 2014:30), the goals of Polytechnic education are fivefold:

> First, to provide full-time or part time courses of instruction and training in engineering, other technologies, applied science, business and management leading to the production of trained manpower.
>
> Second, to provide the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria
>
> Third, to give training and impart the necessary skills for the production of technicians, and other skilled personnel who shall be enterprising and self-reliant
>
> Fourth, is to train people, who can apply scientific knowledge to solve environmental problems for the convenience of man
>
> Fifth, to give exposure on professional studies in the technologies.

However, achieving these goals has been constrained by a number of challenges. Even though the original vision of establishing the Polytechnics was laudable and pursued with mission and purpose initially (Okebukola, 2002), it would seem that the clear opportunities to build and progress on these opportunities were met by many impediments, key amongst which is poorly developed human resources. The Nigerian Education Sector Report (2010) corroborates Okebukola's claim when it categorically mentioned that Nigerian Polytechnics have academic staff shortages across the board as well as the absence of a system to produce teaching staff.

While the political desire to improve and address the challenges in the Polytechnic education sub-sector appears to be high, it has become apparent from my own personal experience as a Polytechnic lecturer that many government's efforts aimed at addressing these challenges have been very limited and ineffective. Even though the emphasis laid on the need to improve on the knowledge and aptitude of existing staff, as well as the

need to create an enabling environment for research and collaboration is laudable, it is arguable that little has been done to address the specific issues of human resource development. It is against this background that an in-depth study of the Polytechnic education sub-sector is both necessary and timely.

1.3.3 Government policy

Another issue that serves as a motivation for this research work is the growing clamour for the mounting of degree programmes in Nigerian Polytechnics. The Federal Ministry of Education in 1999 appointed a committee (Yabani Committee) to look into the modalities for mounting degree programmes in selected Polytechnics (Yabani, 2009). The highpoint of the policy on the mounting of degree programmes in Polytechnics was the convocation in March 2002, of a National Summit on Higher Education which set to examine specific policy issues arising from the government's university autonomy policy. The Summit which was attended by a reported 1,200 stakeholders representing students, parents, academic staff, management, government and employers, addressed a number of issues relating to management, funding, access, curriculum relevance, and social problems (Federal Ministry of Education 2003). At the end of the Summit, the communiqué issued on the policy of granting Polytechnics degree awarding status was clear: "A review of the policy and mandates of Polytechnics and Colleges of Education be undertaken to enable them award degrees' subject to the availability of appropriate human and material resources" (Federal Ministry of Education, 2003). It recommended that Polytechnics that have the requisite academic facilities and appropriate qualified staff should be granted autonomy to award their own degrees in engineering, science and technology based programmes. The committee argued that empowering the Polytechnics to award degrees would enhance the quality of students, attract and retain qualified staff, and generally enhance the image of the Polytechnics as tertiary institutions.

Of the 21 Federal Polytechnics in Nigeria assessed, only 2 Polytechnic institutions (Yaba College of Technology and Kaduna Polytechnic) have so far qualified in terms of facilities and the quality of staff to become degree-awarding institutions. This calls into question the issue of human resource underdevelopment in the Polytechnic sector and

the need to put in place robust strategies that will facilitate the production of qualified academic staff that would facilitate the current efforts being made by the Nigerian government aimed at conferring on Polytechnics degree-awarding status.

1.3.4 The dearth of research on HRD policy in the Polytechnic education sub-sector

The primary motive of conducting this research is the lack of empirical research generally on academic staff development in the Nigerian Polytechnic education sub-sector. While there has been significant attention devoted to issues of human resource development in the University education sub-sector, there is little literature on the Polytechnics. An empirical study carried out by Chiemeke et al.(2009) on research outputs from Nigeria's tertiary institutions reported poor research output in Nigerian Polytechnics. Yusuf (2013) corroborated this view when he acknowledged that research in the Polytechnics and Colleges of Education is generally marked by low output. This seeming lackadaisical attitude to research relating to issues that pertains to Polytechnics, perhaps accounts for why there is a dearth of literature in that area. Most of the literature consulted spoke to the university education sub-sector. As a Polytechnic lecturer myself, this study is a modest attempt on my part to address this gap in the literature by carrying out this study on the Polytechnic education sub-sector. It is hoped that the study will stimulate further research interest on issues that relate to Polytechnics in Nigeria.

1.3.5 The industrial dispute in Nigerian higher education system

For over three decades now, the higher education system in Nigeria has witnessed incessant industrial action involving the Academic Staff Union of Universities (ASUU); the umbrella industrial union for academic staff in universities, and the Academic Staff Union of Polytechnics (ASUP), the umbrella industrial union for academic staff in the Polytechnics. Disputes have occurred over several issues relating to funding of HEI's, poor salaries and condition of service of academic staff, infrastructural neglect, government support for HEI's and the non-implementation of the agreement between the Federal Government of Nigeria and the various academic staff unions. The resolution of these issues according to the unions is central to the quality of teaching, research, scholarship and innovation. Agreeing, Akindele (2014) noted that factors responsible for the poor

quality of teaching and research activities in HEI's include strikes, poor teaching and research facilities among others.

My concern in this research is therefore borne out of my experience as a lecturer and a labour union activist for almost two decades in the Polytechnic education sub-sector where I saw first-hand the state of academic staff development, the dilapidated state of facilities and the general conditions within Polytechnics. In this respect, the driving force behind this research work does have a subjective element to it. Put in another way, this research work is based on my experience in, and passion for the development of Polytechnic education in Nigeria. I see this research work as a modest attempt at bringing to the fore the frustrations of students and academic staff in HEI's and more specifically Polytechnics in Nigeria. It is my hope this research work will contribute positively to debates on how to create an enabling environment for leveraging academic standard in Polytechnics (free of incessant industrial action) through robust management of Polytechnic education, academic staff development, funding and effective resource mobilisation and utilisation. Also, the knowledge gained from this research work will hopefully contribute significantly to the understanding of the steps to be taken in order to ensure HRD's critical place in the Polytechnic education sub-sector.

1.4 Research outline

This section is dedicated to an outline of the aims of research, objectives of research and Research questions.

1.4.1 Aim of research

The aim of this research work is to investigate the impact of leadership, funding, ethnicity, corruption and nepotism on academic staff development within two case study Nigerian Polytechnics.

1.4.2 Research objectives

The research is set to achieve the following objectives:
- To develop and articulate a contextual synopsis of challenges to Human Resource Development (HRD) policy and implementation in Nigerian Polytechnics

- To critically discuss, analyse and present a review of Human Resource Development policies in Nigerian Polytechnics examining their formulation, implementation and evaluation, particularly with reference to academic staff development.

- To identify and categorise the factors responsible for Human Resources underdevelopment of academic staff in Nigerian Polytechnics and proffer recommendations.

- To critically evaluate HRD policies and practices in the Nigerian Polytechnics.

- To identify how HRD policies and practices in Nigerian Polytechnics could be developed to meet future needs.

1.4.3 Research questions

The research work will be guided by the following research questions

1. What is the nature of the challenges faced in Human Resource Development policy of academic staff in Nigerian Polytechnics?

2. How have HRD policies for academic staff been formulated, implemented and evaluated in Nigerian Polytechnics?

3. Why is there Human Resource underdevelopment of academic staff in Nigerian Polytechnics; are these of poor policy formulation or poor implementation?

4. What are the current human resource development policies and practices in Nigerian Polytechnics?

5. How can HRD policies and practices in Nigerian Polytechnics be developed to meet future needs?

1.4.4 Research hypothesis

As stated in section 1.2, there is on-going debate that the problem of HR processes and procedures of Identifying HRD needs and its subsequent development in Nigerian Polytechnics had been encumbered by poorly developed policies and unclear procedures of implementation. In order to address this debate, the research work hypothesises that

poorly implemented HRD Policy accounts for the observed underdevelopment of human resources in Nigerian Polytechnics.

The research hypothesis advanced above will be confirmed or disconfirmed on the basis of the findings from the research. In summary, the thrust of this study is not to prove a theoretical proposition or to test quantitative hypothesis but to explore and describe the phenomenon of academic staff underdevelopment in Nigerian Polytechnics as a function of policy formulation or implementation.

1.5 Expected contribution to knowledge

It is hoped that the findings of this research work will contribute to the frontiers of knowledge by contributing to the body of knowledge on HRD in the Nigerian Polytechnic education sub-sector. Specifically, the main contribution will be an in-depth understanding of the key challenges to HRD/Staff development with the aim of ascertaining whether it is a function of Policy formulation or policy implementation or both.

Generally, while HRD has attracted attention in the University education sub-sector, there has been less interest in HRD in the Polytechnic education sub-sector with the result that very little empirical literature exists (Yusuf, 2013). Even where literature exists, none has carried out an in-depth analysis of the challenges of HRD in the nation's education sectors from the angle of HRD policy formulation and implementation. It is therefore hoped that as well as contributing to bridging the gap in the HRD policy formulation and implementation literature, the work will play an important role in the bridging of the knowledge gap concerning the practice of HRD in Polytechnics, an area that has received comparatively little consideration to date (Chiemeke et al.,2009).In addition, it is expected the research will contribute to situating government policies to address these issues. The recommendations will facilitate robust and appropriate policy formulation and implementation with a view to addressing the challenges of HRD in Polytechnics

1.6 Research methodology

On the basis of a study aimed at investigating the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian Polytechnic institutions, the study was approached taking into cognizance two main stages: undertaking a critical literature review, and conducting an empirical case study in two Polytechnic institutions in Nigeria. The literature review was undertaken with the aim of acquiring in-depth knowledge and understanding on issues that are relevant to the area of study. The in-depth case study elicited vital data and information needed to address the research questions for this study.

1.6.1 Literature review

The literature review engaged the theoretical lens of Van Horn and Van Meter policy implementation theory (1975) supported by Lipsky's (2010) work on Street-Level Bureaucracy to penetrate issues and challenges, debates and current concerns posed in critical areas of organizational change, learning and development and HRD policy implementation. Furthermore, the definition of the field of HRD and attempts to professionalize it are included in the review. Moreover, the researcher explored HRD and policy for higher education organizations with particular focal attention to HRD and organizational change in Nigerian Polytechnics.

1.6.2 Case study organisations

Two Polytechnic institutions namely Yaba College of Technology and the Federal Polytechnic Idah were selected to conduct data collection. Semi-structured interviews were administered to senior management staff while academic staff had both semi-structured interviews and questionnaires administered to them on the basis of a study related to academic staff in the case study Polytechnics.

1.7 Structure of the research

The thesis is structured into six chapters as follows:

Chapter One (Introduction) This chapter provides a brief overview of the importance of HRD in Nigeria Polytechnics, a contextual overview of Nigerian Polytechnics and challenges for HRD development, the rationale for carrying out the study, the research questions and also states the aims and objectives hoped to be achieved at the end of the research. It also states the contribution of this study to knowledge.

Chapter Two (The context of the study) This chapter provides the context under which this research work was carried out. It highlights the historical background of Nigeria, its geography, an overview of the Nigerian economy and higher education, as well as politics and the higher education system in Nigeria. Also, background information on the Nigeria higher education system as well as the management of the Nigeria higher education system is provided. The chapter goes further to look at the history of Polytechnics in Nigeria generally and specifically the two case study Polytechnics comprising Yaba College of Technology Lagos and the Federal Polytechnic Idah.

Chapter Three(Literature review and theoretical framework) This chapter takes a review of researchers' and scholars' works in articles, journals and books, and in the print media, to explore the definition and scope of HRD. It also engages current debates on HRD and explores how this touch on HRD in Nigeria Polytechnics. Also in this chapter, the researcher highlights the theoretical framework for this study which is the Van Horn and Van Meter (1975) theory of policy implementation supplemented by Lipsky's (2010) theory of street- level bureaucracy which is considered critical in analysing issues relating to HRD policy for academic staff.

Chapter Four (Research methodology) This chapter explains the research methods and methodology followed in this research work. The ontological, epistemological and methodological assumptions that underpinned the research work are discussed. The influence of these assumptions on the choice of pragmatism as a philosophical perspective guiding this work as well as a justification for its adoption is also highlighted. Also discussed in this chapter is the case study research approach adopted for this study as well as an explanation as to why the approach is adopted.

Chapter Five(Research findings) This chapter begins the empirical part of this thesis and explores issues, challenges and dilemma in HRD policy formulation, implementation and

regulation of academic staff in the two case study polytechnics using data from questionnaires and semi-structured interviews administered to senior management and academics in Yaba College of Technology, Lagos and the Federal Polytechnic Idah. Also in this chapter, the findings from both case study institutions are synthesised in order to find out areas of divergence and convergence in the findings from the case study institutions.

Chapter Six(Discussion, conclusion and recommendation) In this chapter key findings are discussed with reference to the existing literature that was previously reviewed. The chapter also summarizes the research work as well as drawing logical conclusions based on the analysis. It also briefly highlights some limitations of this study as well as the theoretical, methodological and practical contributions of this research to knowledge. In addition, recommendations are made for meeting the identified challenges of HRD in Nigeria Polytechnics and insights are thrown to evoke further discussions and research. This chapter also considers whether the aims and objectives of this study have been achieved or not.

1.8 Summary

This introductory chapter has offered a general overview of the research work; it has highlighted why this study should be conducted and also how this study is valuable to the Nigerian education system and the Polytechnic education sub-sector specifically. The aim, research questions, and objectives to be achieved have been considered. It has also identified the contributions of this research work to knowledge. The next chapter will provide a general overview of higher education in Nigeria and provides information on the economy, history, geography, and politics of higher education in Nigeria as well as the historical background of the two case study institutions.

CHAPTER TWO

The Study Context

2.0 Introduction

The chapter will discuss the context and policy of academic staff development in the Polytechnic education sub-sector in Nigeria as a focus of this empirical investigation which is set to investigate the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Polytechnic institutions. The two case study adopted in this thesis lies within the public sector of Nigeria. The chapter looks at the historical background of Nigeria, its geography, an overview of the Nigerian economy and higher education, as well as politics and the higher education system in Nigeria. Also, background information on the Nigeria higher education system as well as the management of the Nigeria higher education system is provided. The chapter goes further to look at the history of Polytechnics in Nigeria generally and specifically the two case study polytechnics comprising Yaba College of Technology Lagos and the Federal Polytechnic Idah. An overview of the case study Polytechnics is carried out with the aim of analysing the important characteristics of the institution with regards to the aims, policies and styles of administration which have a direct bearing on academic staff development. The chapter equally looked at the staff development policy in Nigeria Polytechnics as well as staff development interventions. Finally, the challenges of HRD development in Nigeria Polytechnics are highlighted. All these background information is important in understanding the issues, challenges and dilemmas in academic staff development in the two case study institutions.

2.1 Historical Background of Nigeria

The Federal Republic of Nigeria is the most populous country in Africa. It was created in the nineteenth century during the colonial period. Nigeria got her independence in 1960, and became a republic in 1963 *(CIA 2011).* It is a member of the Commonwealth of Nations and OPEC. Nigeria has strong economic ties with various countries notably Britain, Japan, France, Germany and United States of America. The official language in Nigeria is English and it is composed of over 250 ethnic groups; the more prominent ones are the Hausa/Fulani in the north (29% of population), Yoruba in the southwest (21%), and Igbo in the east (18%). Religion had been and still remains a dividing factor between

north and south, with the north and parts of the south having about 50% of total population as Muslims and south with predominantly 40% Christians, while the remaining 10% is composed of practitioners of indigenous belief systems.

It is made up of 36 states with Abuja as the Federal Capital Territory and 774 local governments. Nigeria operates a constitutional democracy with levels of power sharing between the three tiers of government contentiously defined.

Figure 2. 1: The Political Map of Nigeria.

Source: (http://www.mapsofworld.com/nigeria/nigeria-political-map.html, 2012)

2.2 The Geography of Nigeria

Nigeria is a country with uneven topography, geographically, politically, economically which in very challenging ways impact the planning, administration, social justice, equity and development in education. Nigeria is Located in West Africa on the Gulf of Guinea between Benin and Cameroon. Nigeria is home to $^1/_5$ of Africa's population with an estimated population of about 168.8 million, projected to more than double by 2050 (World Bank, 2012) and a population growth rate of about 2.38 percent (Library of

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Congress, 2008). Nigeria has a total area of 923,768 square kilometres occupying about 14% of West Africa land scale (CIA 2011). It lies between 4°N and 14°N and between 3°E and 15°E. It is bordered on the north, east, and west by Niger, Cameroon, and Benin Republic, respectively. Nigeria is located within the tropics and therefore experiences high temperatures throughout the year. The mean for the country is 27°C. Average maximum temperatures vary from 32°C along the coast to 41oC in the far north, while mean minimum figures range from 21°C in the coast to under 13°C in the north (Library of Congress, 2008).

2.3 An overview of the Nigerian Economy and Higher Education

Nigeria is the most populous country and perhaps the richest in the black continent of Africa given the fact that Nigeria is the largest oil producer in Africa and the World's largest exporter of petroleum and the fifth largest Liquefied Natural Gas (LNG) exporter in the world (Ekenenah, 2004; EIA, 2012). Given this huge deposit of petroleum, the Nigerian economy is heavily dependent on its hydrocarbon sector, which accounted for more than 95 percent of export earnings and more than 75 per cent of federal government revenue in 2011 (EIA, 2012).This perhaps explains the existence of over 85 universities (Federal, State and Private), 78 Polytechnics (Federal, State and Private), and 64 Colleges of Education (Federal, State and Private) in the country, a feat that is unparalleled in the African continent. With Nigeria's large reserve of human and natural resources, it is glaring that Nigeria has the potential to build a thriving economy, reduce poverty significantly, and provide health, education and infrastructural facilities to its population. Yet, despite the country's oil wealth, poverty still remain widespread. The World Bank Nigeria Economic Report (World Bank, 2013) notes that despite the high economic growth reported in official statistics; Nigeria has yet to find a formula for translating its resource wealth into significant welfare improvements for the population.

The education sector has been significantly affected by the acknowledged misapplication of the vast human and natural resources. Based on statistics, the Nigerian government's allocation to the education sector is abysmally low especially when compared with the mandate of UNESCO to all governments of developing nations to

invest as much as 26 per cent of their annual budgetary allocation to the education sub sector. The table below shows the total budgetary allocation to the education sub sector from the year 1999 to 2013.

Table 2.1: - Federal Government Allocation to Education Sector (1999-2013).

YEARS	ALLOCATION (BILLION)	PERCENTAGE
1999	23.0	11.2
2000	44.2	8.3
2001	39.9	7.0
2002	100.2	5.1
2003	64.8	11.8
2004	72.2	7.8
2005	92.6	8.3
2006	166.6	8.7
2007	137.5	6.1
2008	210.0	13.0
2009	183.4	7.2
2010	249.1	6.4
2011	356.49	7.5
2012	-	8.4
2013	426.53	8.7

Source: Compiled by the researcher from data obtained from the Federal Ministry of Finance, Abuja, Nigeria (2013).

From the above table, it can be seen that the percentage Annual Federal Budgetary allocation to the Nigerian education sub-sector is far below the UNESCO 26 per cent benchmark. Even though it cannot be said that Nigeria is alone in the list of countries that have not met the UNESCO benchmark, it might suffice to submit that given its abundant human and natural resources, it is expected that Nigeria would have fared better in terms of its allocation to the education sub sector. The low level of budgetary allocation to the education sector certainly affects the implementation of government policy on education in Nigeria and in particular the higher education sub-sector.

2.4 Politics and the Higher Education System in Nigeria

From independence in Nigeria in the year 1960 to the present, military rule in Nigeria lasted for almost thirty-three years (From 1966-1999). The intervention of the military in

the political landscape of Nigeria brought about major distortions and constraints in the development of the higher education system in Nigeria. Between Independence in 1960 and 1980, some Higher Education Institutions (HEI's) in Nigeria had global recognition for quality teaching and research. However, because of successive military coup d'état between the 1980's and 1990's and the questionable higher education policies under various military administrations, the global recognition accorded these institutions of higher learning began to dwindle (Saint, Hartnett, & Strassner, 2003). The military, apparently bowing to political pressures of social demand for access, left the higher education system to expand seamlessly without a concomitant increase in resource allocation to match this expansion. HEI's were established without adequate provision for their sustenance. The period equally saw the unfettered interference of the military in the country's higher education system. Vice-chancellors of Universities, Rectors of Polytechnics and Provost of Colleges of Education were appointed without recourse to laid down procedures for appointment. In some cases, military "sole administrators" were appointed to administer universities in Nigeria. With the overbearing intervention of the central government in the affairs of higher education, the autonomy of these institutions became gradually whittled down and reward for research productivity and excellence in teaching became compromised. The net effect of this negative trend in the administration and management of higher education is that it resulted in a sharp and steady drop in research output and educational quality. The flexibility in the management of higher education and the participatory nature of decision making gave way to a management structure that became rather regimented/ rigidified.

The rigidified management structure in the nation's higher education system attracted widespread criticism from academic staff and students of the military regime in power. Perhaps, because the military saw academic staff and students in the various higher education institutions as bases of opposition to military rule, the military decided to decrease significantly the budget for higher education. Hartnett (2000) noted that between 1990 and 1997, the allocation to higher education institutions from the government reduced drastically by 27% even though enrolment grew by 79%. The consequence of this reduction in the purchasing power of the budgets of higher education institutions according to Hartnett (2000) was the sudden and dramatic fall in the quality of education and research in the higher education system. Oni (2000) noted

that the deteriorating working condition of staff in the various institutions of higher learning as well as the political repression of staff and student unions was soon to result in series of strike action by staff and riots by students which culminated into the closure of the universities for one year in 1990 and 1996.

This negative trend continued until the election of a democratically elected government in 1998. The democratically elected government came on board with every determination as evidenced in the series of reforms that was put in place to tackle the challenges in the nation's higher education system. For example, in July 2000, the Federal government enunciated a new policy on autonomy for Universities (Federal Ministry of Education, 2001), 180% increase in student allocation from an equivalent of USD360 to USD970 per year (Federal Republic of Nigeria, 2001) and the convocation of a National Summit on Higher Education to discuss issues bordering on management, funding, access, curriculum relevance, and social problems (Borishade and Okebukola, 2006). Between 1998 and the present day, even though the democratically elected government has put in place strategies to revamp the ailing higher education sector, the general consensus among scholars and commentators is that much more needs to be done by the Federal Government in order to reposition the higher education sector.

2.5 Nigeria Higher Education System

The Nigerian system of higher education is binary in nature and is constituted of universities and a non-university sector which is comprised of Polytechnics, and Colleges of Education. In the Nigerian Education system, Higher Education is generally regarded as education given after secondary education. Most times, they are referred to as Post-secondary Education, Institution of Higher learning, or Tertiary Institution and are established either by the Federal Government, State Government or by private individuals (NPE, 2014).

The first HEI in Nigeria was the Yaba Higher College, established in 1934. Since then, the number of HEI's in Nigeria has increased and now comprises of a total of 36 Universities, 37 State Universities, and 45 Private Universities accredited by the National Universities Commission (NUC); 21 Federal Polytechnics, 38 State Polytechnics, and 19 private Polytechnics approved by the National Board for Technical Education (NBTE).

There are also 22 Federal colleges of Education, 38 State Colleges of Education and 4 private colleges of education approved by the National Commission for Colleges of Education (NCCE). The diagram below shows the Nigerian Education System and Qualification structure

Figure 2. 2 Nigerian Education System and Qualification structure
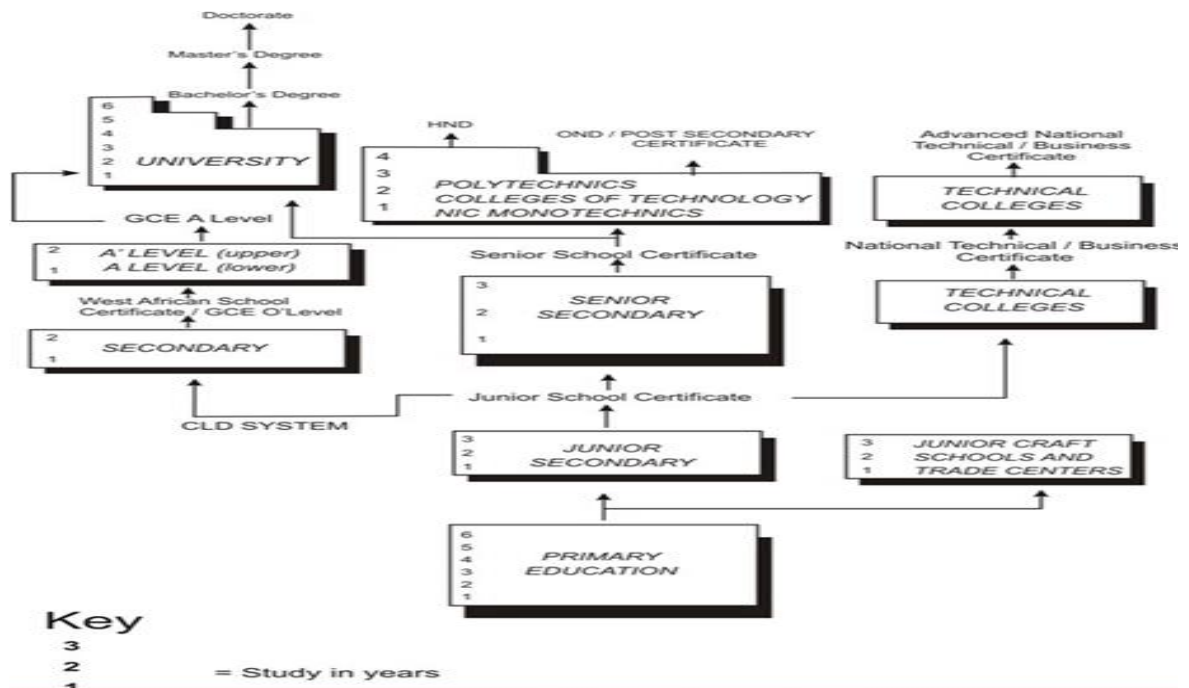
Source: Federal Ministry of Education, (2013)

Nigeria, with an estimated population of about 168.8 million (World Bank, 2012) depends on the Higher Education System to ensure that the citizens have skills and competencies that will drive the economic growth of the country (Pathik et al., 2012). Okebukola (2008) notes that higher education helps with the provision of high level human resources for driving the economy with a view to rapid societal transformation. What this means is that the greater the participation rate (the proportion of 18-35 years' age group who are enrolled and attend higher education institutions) of citizens in higher education, the wider the opportunity for rapid social and economic development. Besides economic gains, the skilling of individuals assist in the integration of learners into the knowledge society where the educated workers are better able to apply their skills and competencies towards the advancement of the Nigerian society and globally too.

Specifically, the goals of higher education in Nigeria, as contained in Section 5 of the National Policy on Education (2014) are as follows:

a. Contribute to national development through high-level relevant manpower training.

b. Develop and inculcate proper values for the survival of the individual and the society.

c. Develop the intellectual capability of individuals to understand and appreciate their local and external environments.

d. Acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society.

e. Promote and encourage scholarship and community service.

f. Forge and cement national unity and promote national and international understanding and interaction.

In order to achieve these goals, the higher education system needs to have the requisite human resources at its disposal so as to be able to meet the HR requirement of the nation. However, this is not so in Nigeria as there are critical academic staffing deficits in all three types of tertiary institutions with the Polytechnics and the Colleges of Education topping the list with a shortfall of 17,074 (57%) and 14,858 (57%) respectively, followed by the Universities with 19, 548 (42%) as contained in the Nigeria Vision 2020 Report (NPC, 2009). This negative trend portends grave implications for the products that eventually graduate from these institutions and calls for urgent steps for revamping the ailing education sector.

2.6 The Management of the Nigerian Higher Education system

The responsibility for the management of all Federal Higher Institutions in Nigeria is vested in the Federal Ministry of Education. The Federal Ministry of Education (FME) is government body that directs education in all the states of the federation through the National council of Education (NCE). The NCE is the highest policy making body in all matters relating to education in Nigeria. There are a number of parastatals under the

Federal Ministry of Education and the ones that relate to the higher education system are as follows:

- **National Universities Commission (NUC):** is responsible for the supervision of all the Universities in Nigeria.

- **National Board for Technical Education (NBTE):**is a principal organ of Federal Ministry of Education specifically created to handle all aspects of Technical and Vocational Education falling outside University Education. It was established by Act No. 9 of 11th January, 1977.In addition to providing standardised minimum guide curricula for technical and vocational education and training (TVET), the Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post-secondary levels. It is also involved with the funding of Polytechnics owned by the Government of the Federation of Nigeria (http://www.nbte.gov.ng/).

- **National Commission for Colleges of Education (NCCE):** which was established by Decree (now Act) 13 of 17th January, 1989 (Amended Act 12 of 1993) is responsible for the maintenance of quality assurance in teacher education in Nigeria.

- **Tertiary Education Trust Fund (TETFund)** was established as an intervention agency under the TetFund Act - Tertiary Education Trust Fund (Establishment, Etc) Act, 2011. TETFund is charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. To enable TETFund achieve the above objectives, TETFund Act, 2011 imposes a 2 per cent (2%) Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The Fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at Federal and State levels. It also monitors the projects executed with the funds allocated to the beneficiaries.

  The mandate of the Fund as provided in Section 7(1) (a) to (e) of the TETFund Act, 2011 is to administer and disburse the amount in the Fund to Federal and State

tertiary educational institutions, specifically for the provision and maintenance of the following:

- Essential physical infrastructure for teaching and learning;

- Instructional material and equipment;

- Research and publication;

- Academic staff training and development;

- Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions(www.tetfund.gov.ng).

In the Federal Ministry of Education (FME), there is also a department specifically dedicated to the handling of issues that relate to higher education known as the Department of Tertiary Education. The department has the statutory responsibility for the formulation, implementation and monitoring of policies on tertiary education in Nigeria. These functions are performed in the constituent divisions of the Department. Each of the Divisions is headed by a Deputy Director while the Branches under a Division are headed by Assistant Directors (FME, 2013)

Having discussed the management of Higher Education generally, it is important to centre our attention on the Polytechnic education sub-sector which is the main focus of this research work with a view to articulating its history, its attempt at human resource development as well as the challenges it faces in HRD development.

2.7 History of Nigeria Polytechnics

The Polytechnic system was established by the Federal Government of Nigeria via decree No 33 of 25th July, 1979 when it became apparent that Nigeria cannot compete favourably with other countries in high technology as the level of manpower required for driving and growing technology is lacking. Therefore, for the country to thrive in a techno-dominant global economy, technically oriented institutions like polytechnics needed to be established to produce the technical manpower that will drive technological advancement. Specifically itemized, the following are the aims of establishing Polytechnic education in Nigeria:

a) The production of high level and middle-level manpower as appropriate in areas necessary for agricultural, industrial, commercial and economic development

b) The identification and solution of the technological problems and needs of industry: and

c) The production of technicians and technologist and similar business related personnel for direct employment in industry (NPE, 2014).

However, the actualization of these aims can be said to be under threat because of the human resource problems that have plagued Nigeria Polytechnics. Empirical studies conducted by researchers (Isyaku 2002, Okebukola 2002) on higher education in Africa, Nigeria polytechnic inclusive, make some interesting revelation about HRD in higher education institution. It is on record that in Nigeria, many polytechnics are confronted with the problems of qualified staff particularly academic staff of the right quantity and quality (National Board for Technical Education Digest of Statistics, 1999).

Writers (Ephraim, 2004; Okoro and Ibiam, 2014) commenting on the human resource challenges facing Nigeria polytechnics, note that the situation is so bad that many Polytechnics largely depend on part-time lecturers drawn from neighbouring institutions to teach mostly technically oriented courses. They further reiterate that Nigerian public institutions have high enrolments without enough qualified instructors noting that staff/student ratios have worsened to the detriment of student learning and academic research.

The problem of inadequate qualified staff has equally captured the attention of UNESCO. The UNESCO policy paper (2014) published on World Teachers day 2014 identified the sub-Saharan Africa, Nigeria inclusive, as the worst in terms of the quantum of teachers available for the third level education of which the polytechnic is a part. In fact, the Report of the Vision 20: 2020 (NPC, 2009) acknowledges the deficit in academic staffing and states specifically that the polytechnics in Nigeria are in academic staff deficit with a staff shortfall of 14,858 (57%) of the total number required.

These problems have serious implications for HRD in Nigeria polytechnics in the sense that no meaningful technological growth can be experienced by any nation if the human resource meant to transmit knowledge and provide an enabling environment for research

and scholarship is lacking. More so, the changes taking place technologically and globally and the transition to a knowledge society demands that polytechnics should put in place robust HRD strategies that will favour the development, training and motivation of staff to cope with the challenges that technology and globalization would present in the teaching learning process (Surry and Land, 2000).

The revised National Policy on Education recognizing these problems made attempts at provisions for staff development while recognizing the fact that technical education would provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development through the provision of well-trained sub-professional grade and middle level manpower (NPE, 2014).The National Policy on Education emphasized on the need for the continuous professional development of teachers at all levels (emphasis mine) as a means for the actualization of technical education and by extension technological development in Nigeria. As regard continuous professional development of teachers, the NPE further stipulates; "All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties…" (NPE, 2014:section 5 paragraph 94). Likewise, on the issue of in-service training it stipulated that "in-service training shall be developed as an integral part of continuing teacher education and shall also take care of all inadequacies" (NPE, 2014:section 5 paragraph 97b). And that promotion opportunity will be created which will make way for professional growth at all levels (NPE, 2014:section 5 paragraph 98).

Yet, achieving the goals of the National Policy for Education in Nigeria, regarding Polytechnics, will be largely dependent on the development of the human resources (Egwuyega, 2000). Staff development, Egwuyega (2000) maintains, gives the opportunity to improve performance of the workforce which translates to the quality of output.

Having looked at the history of Polytechnics generally, it is important to look at the history of the case study Polytechnics individually. It is important to state from the outset that apart from the history of this individual Polytechnics that is different, the administrative and academic arrangements of the Yaba College of Technology Lagos state, Nigeria and the Federal Polytechnic Idah, Kogi State which were chosen as sites to

investigating the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff are basically the same because they were established by the same Federal Polytechnic Act, 1979. This case study approach chosen for this research study has the capacity for understanding complexity in a particular context because of the in-depth studies combined with interview and questionnaire.

2.8 Yaba College of Technology, Lagos

Yaba College of Technology was established in 1947 as an immediate successor to Yaba Higher College which was established in 1932. It attained autonomous status in 1969 by virtue of Decree 23 which granted it the mandate to provide full time and part-time courses of instruction and training in technology, applied science, commerce and management and in such other fields of applied learning relevant to the needs of the development of Nigeria in the areas of industrial and agricultural production and distribution; and for research in the development and adaptation of techniques. It is the first institution of higher learning in Nigeria. For this reason, it is often referred to as "the cradle of tertiary education in Nigeria" (Report of the Presidential Technical Committee for the consolidation of Federal Tertiary Institutions, 2007).

Yaba College of Technology is structured into eight schools and thirty-five academic departments with a total of sixty-four accredited programmes, which cut across the ND, HND and Post-HND Levels.

YABATECH as the college is popularly called also offers B.Sc (Ed) courses in Technical and Vocational Education and Postgraduates Diploma in Engineering. The two programmes are run in conjunction with the University of Nigeria, Nsukka and the Federal University of Technology, Akure, respectively. The present student population is about 15,000, while the total academic staff strength is four hundred and thirty-six (436). In the thirty-five (35) programmes run at Yaba, there are seven (7) lecturers with PhD degrees, two hundred and sixty-nine (269) with Master's degrees, seventy-one (71) with Bachelor's degrees and sixty-four (64) with Higher National Diplomas and twenty-five (25) with

Postgraduate Diplomas (Report of the Presidential Technical Committee for the consolidation of Federal Tertiary Institutions, 2007).

2.9 The Federal Polytechnic Idah, Kogi State, Nigeria

The Federal Polytechnic, Idah, established in 1977, is situated at about kilometre 5 along Idah-Ajaka road on a large expanse of land that spreads through the neighbouring villages of Ogbogbo and Uwowo in the present day Igalamela/Odolu Local Government Area of Kogi State. Socio-economic activities have since linked up the ancient traditional headquarters of the Igala race, Idah with the Polytechnic community at Okenya.

An enabling decree of the Federal Military Government of Nigeria of 25th July, 1979, Decree No. 33, established the Polytechnic along with five (5) others that are staggered located at Bida, Bauchi, Ilaro, Yaba and Yola

The purpose of setting up these tertiary institutions of higher learning as abridged in the enactment was principally to meet up the inadequacies in the middle level manpower needs through the provision of full-time and part-time programmes of instruction and training in technology, applied science, commerce and management and in such other fields of applied learning for the development of Nigeria.

With the appointment of the Rector, Engineer (Dr.) S. E. Chukwujekwu, the Registrar, and Mr. Nduka Eya in 1976, a batch of 11 Academic Staff, 19 Senior Administrative Staff and 86 supporting staff ushered in the first set of 220 students into 4 academic departments on 29th November, 1977.

The Polytechnic with the motto as "TECHNOLOGY FOR SELF RELIANCE" witnessed an initial rapid growth that by June 1983, the staff strength had risen to an all high 1,487 (299 senior staff and 1188 junior staff, broken down to 163 academics and 1,324 administrative/supporting staff respectively) with a corresponding rise of student population and academic departments.

Despite the chequered history that had nicknamed the Polytechnic as "fire Polytechnic" arising from chains of fire incidences, maladministration, high staff turnover/staff rationalization to other clandestine activities, this crisis ridden institution

can now boast of over 1,760 staff, 25 academic departments, 21 accredited National Diploma and 20 Higher National Diploma programmes respectively

Furthermore, infrastructural developments are gradually springing up, courtesy of the Tertiary Education Trust Fund (TETFund) to catch up with increases in student and staff population. Staff quarter of just 20 units of three bedrooms and a guest house have been the only official Polytechnic acquired houses since the inception of the institution in 1977.

It is on record that the Justice C. O. Segun Judicial Tribunal of inquiry into the activities of the Polytechnic in 1984 and the after effect have not impacted much as lessons on the management of the Polytechnic. Noticeable manifestation of administrative lapses, victimization, clear insensitivity to the plight of staff and other forms of injustices still pervade the institution to the detriment of the much valued development and turnaround.

2.9.1 Administrative and Academic Arrangement of the Yaba College of Technology Lagos state and the Federal Polytechnic Idah, Kogi State

The hierarchy of the Polytechnic as instituted in the Federal Polytechnic Act, 1977 provides for the Governing Council as the most important and all-powerful management that is corporate in nature and with perpetual succession. This body has a chairman appointed by the Federal Government of Nigeria and membership drawn across the country from professional bodies, political and education institutional representations. The Rector is a member of the council and the Registrar is the Secretary.

The council is responsible for the general management of the affairs of the Polytechnic; controls its property and finance; and charts the policy direction for the development of the Polytechnic.

Controlling the day-to-day administration of the Polytechnic, the Rector as the Chief Executive is in charge of the academic and administrative affairs as well as the finances of the institution. The Rector is directly assisted by the Principal Officers i.e. The Deputy Rector, the Registrar, the Bursar and the Polytechnic Librarian, each with clearly defined function and responsibilities. An enlarged management team complements the

activities of the Rector in the discharge of the onerous service to the Polytechnic as contained in table 1 below:

The academic board which is comprised of dean of academic school, the Polytechnic Librarian and Head of academic departments has the Rector as the Chairman. The Rector is assisted by the Deputy Rector while the Registrar is Secretary to this board. The body is saddle with the responsibility of channelling the entire academic direction of the institution. Worthy of note, is the fact that all academic decisions/maters so initiated for the Polytechnic must literarily have the "blessing" of the academic board.

Having carried out a general overview of the case study Polytechnics, it is important to take a holistic view of staff development policy for Nigeria Polytechnics as well as the staff development interventions in place since the two case study polytechnics were established by the same act of parliament as earlier stated and are subject to the provisions of the same staff development policy document.

2.10 Staff Development Policy for Nigeria Polytechnics

Nigeria Polytechnics are a segment of the public service and therefore derive their policy on academic staff development from the Public Service Rule. Currently, Polytechnics in Nigeria make use of the Staff Development Policy which can be found in Chapter 11 of the Federal Polytechnic Staff manual provided by the National Board for Technical Education (NBTE). NBTE is the supervisory body for all Polytechnics in Nigeria. Chap.1 paragraph 1.2 of the Polytechnic Staff manual provides that the staff manual is applicable to all established staff of the Federal Polytechnics. By implication, it means that the staff development policy of the Polytechnic covers all categories of staff whether academic or non-academic.

The staff development policy recognises the training of staff as one important approach for achieving increased efficiency in the Polytechnic and states that the Polytechnic at times recognises the training needs of individual staff through staff appraisals and then prescribes a suitable programme of training. Staff appraisal is carried out through the Confidential Annual Performance Evaluation Reports (APER). Section 7.7 of the Federal Polytechnic Staff Manual states that "for the efficiency of the service of the

institution, confidential reports shall be detailed, objective and candid". The Staff Manual further emphasised the need for the reporting officer to ascertain the desirability of an employee being suitable for any training in order to develop his potential, remedy observed deficiency or specialise in a particular field during the Annual Performance Evaluation Reports (Chapter 7.7 of the Federal Polytechnic Staff Manual). The Policy on Staff Development states that with the recognition of training needs, a Study Fellowship may be granted with a view to enhancing the level of contribution of the staff to the organisation (chapter 11.1a of the Federal Polytechnic Staff Manual). The Policy equally recognised the fact that individuals may seek self-development and could merely require the assistance of the Polytechnic. In such a situation, the staff may be entitled to study leave in order to aid the realisation of his full potential.

The Staff Development Policy emphasised that all effort geared towards the development of staff must be consciously related to the primary aim of the institution which is to promote technical/technological education and training in support of manpower development of the country. The implication of this policy provision is that staff are allowed to proceed on training when management is convinced that the training programme will contribute more effectively to the success of the Polytechnic institution.

The Staff Development Policy made provision for different categories of leave for staff for the purpose of study, training, research, acquisition of higher degrees or professional qualifications, intellectual development and the general improvement of the individual. Leave is the authorised absence of a staff from duty for a specific period (Public Service Rules 100101) The Staff Development Policy identified the following categories of leave:

2.10.1 Study Leave

In a move perhaps to forestall agitations from members of staff who might not be able to proceed on study leave despite being qualified, the policy states that study leave is a privilege and not a right and could be granted for short term (not exceeding twelve months), long term (exceeding twelve months) and could be granted with pay which entitles the staff to receive payment from the institution in accordance with the approved

conditions. Study leave could be granted without pay where the staff have served for a minimum period of one year.

2.10.2 Study Fellowship

This refers to leave prescribed by the institution in order to enhance the human resource development of the institution and it could be in the form of:

> In-Service Study Fellowship which refers to the Study Fellowship granted to a staff that has been confirmed in the service of the institution. Academic Staff are confirmed after two years of unbroken service subject to their performance. Other in-service modes identified by the Federal Teachers' Service Manual of 1977 are as follows:

i. Evening courses

ii Day release

iii. Short full time courses

iv. Vacation courses

v. Workshops and Seminars

vi. Teachers' Centre-based courses

vii Radio-TV Courses

viii. Correspondence / Open / Distant Learning

ix. Study leave with pay

x. others

> Probationary Study Fellowship can also be granted a staff who has not been confirmed in the service of the Polytechnic but who has served at least one year in the Polytechnic. In Polytechnics, it is customary that within two years of employment, the appointment of an academic staff is confirmed. All an academic staff needs for confirmation is a good recommendation from the Head of Department and the Dean of the school to get this achieved. What this means is that even if the academic staff is not up to date in terms of research and teaching, as long as the academic staff has good relationship with the Head of Department and the Dean, then the confirmation of appointment is guaranteed. As at today, it is difficult to see an academic staff whose confirmation of appointment is denied

save where there is no good relationship between the academic staff and his superiors. This whole process of confirmation of appointment detracts from what happens in the United States of American and Canada where confirmation of appointment is through a more rigorous process that requires that the academic staff go through an objective evaluation, in terms of research and teaching.

2.10.3 Sabbatical Leave

Academic staff who have good records in their fields and who would have completed a minimum of five years of continuous service in the Polytechnic are eligible for Sabbatical Leave which could be utilised on a training programme designed to meet the needs of either the service or the staff (The Federal Polytechnic Staff Manual; Public Service Rules 100222).

Without prejudice to the provisions of the public service rules and the general policy on staff development as provided by the National Board for Technical Education (NBTE), Polytechnics do have the leverage to modify the staff development policy towards the end of leveraging academic staff development in their respective institutions. In line with this general policy guideline, Yaba College of Technology on the 8th of April 2008 came up with a circular stating the College Policy on Further Studies. The College stated that management recognised that teaching and research are fundamental duties of academic staff and that management had as a matter of policy decided to proactively and aggressively promote the acquisition of higher degrees by academic staff with a view to strengthening their research capacity. In furtherance of this, management approved that academic staff could pursue higher degrees at Universities within the South West Zone, with suitable timetable arrangement for the performance of their work load provided the study programme had received the prior approval, based on relevance, duration, and acceptable time-table arrangement (Circular No: YCT/SD/SL/VOL.18/46). Having looked at the provisions for staff development in Polytechnics, it is germane to look at Staff Development Interventions in Polytechnics.

2.11 Staff Development Interventions in Polytechnics

In order to ensure commitment to the continuous training of staff at the Federal and state levels, the provision of the 1998 Civil Service Reforms which stipulates that ten per cent (10%) of the total annual personnel emolument be set aside for staff training and development was adopted by both Federal and State Government establishments including higher education institutions. However, it has been noted (Okotoni and Erero, 2005) that most Federal and State Government establishments have failed to honour this. The multiplier effect of this seeming lack of commitment to the provision of funds for training is the glaring incidence of a significant percentage of academic staff not been able to further their education beyond the first-degree level. According to the Vision 20:2020 document(NPC, 2009), less than 40% of academic staff in Polytechnics possess higher degrees. By implication, there is a critical shortage of senior academics that are aging and retiring and are not being replaced fast enough and this calls for robust interventions that will leverage academic staff development.

Recognising that Nigeria's education system both at the basic and tertiary level had started to experience decline owing to a myriad of challenges, various stakeholders in the education sector notably the Academic Staff Union of Universities (ASUU) began to raise concerns on the need to salvage the education sector from imminent collapse. One of the moves to salvage the ailing tertiary education sub-sector was the establishment of the Education Trust Fund in the year 1993 (which later metamorphosed into Tertiary Education Trust Fund) through the Education Tax Decree, No 7. Generally, the whole idea behind the establishment of the Tertiary Education Trust Fund (TETfund) by the Federal Government of Nigeria was to create a world-class intervention agency vested with the management of the two per cent of all assessable profits of companies registered in Nigeria on its behalf as a special intervention fund for the education sector.

The mission of TETFund is to deliver competent and forward-thinking intervention programmes through providing funding to public higher education institutions, in line with the provision of its enabling act. The activity of the agency initially was to undertake intervention programmes in all the levels of the education system in Nigeria. However, in the year 2011, the National Assembly carried out an amendment to the Act, making it to

shift emphasis completely to tertiary institutions (Tertiary Education Trust Fund (Establishment, Etc) Act, 2011). With the new Act in place, TETFund began providing funding for educational facilities and infrastructural development, promoting creative and innovative approaches to educational learning and services, and stimulating, supporting and enhancing improvement activities in the educational foundation areas, such as teacher education, teaching practice, library development and special education programmes in higher education institutions.

In an effort to address the challenge of academic staff underdevelopment in tertiary institutions in Nigeria and in a quest to ensure the vigorous training of lecturers in tertiary institutions, TETFund introduced the Academic Staff Training &Development (AST&D) programme in the year 2008 for the training of academic staff within and outside Nigeria. According to TETFund, since the introduction of the Academic Staff Training and Development (AST&D) Programme, over 7003 lecturers of the nation's tertiary education institutions had benefitted in various academic training programme. Of this total, a breakdown of categories revealed that 890 lecturers were sponsored for PhD training outside the shores of Nigeria, with 2,132 benefitting from PhD training within the country. 819 lecturers benefitted from sponsorship for their master's programme in universities outside Nigeria, with 3,057 benefitting from universities within the country. 105 lecturers have also been sponsored for various Foreign Bench Work (Leadership, September 10, 2013).

Apart from Academic Staff Training & Development (AST&D) programme, TETFund equally has in place a conference intervention fund for both academic and non-academic staff of tertiary institutions to stimulate research and development.

In as much as it can be submitted that the establishment of TETFund is a positive right step towards tackling the challenges in Nigeria's education sector, the leadership of the Academic Staff Union of Universities (ASUU) have criticised the overbearing influence of government on TETFund. ASUU decried a situation where the Federal Government rather than making adequate budgetary provision for the resuscitation of the ailing education sector hijacked funds that were ordinary meant for

tertiary institutions. According to ASUU, this action on the part of government is to say the least "fraudulent". ASUU asserts that by going to TETFund to source for funds that in the real sense ought to address the issue of underfunding in the nation's higher education institutions, the Federal Government was intentionally blocking funds for the development of HEI's. (Daily Times, September 12, 2013). Okoro and Ibiam (2012) opined that in as much as it can be said that there have been series of academic staff development interventions under the current democratic dispensation, the effective implementation of HRD development policy for academic staff is still fraught with a plethora of challenges. In the light of the foregoing, it is interesting to highlight these challenges being faced, and to explore ways forward for HRD development policies and implementation strategies for Nigeria Polytechnics. Discussed below are some of the challenges of HRD development in Nigeria Polytechnics.

2.12 Challenges of HRD Development in Nigerian Polytechnics

HRD development in Nigerian Polytechnics currently faces many questions and challenges which stems out of the organisational need for continuous learning and change. Among the many challenges faced in HRD development include but not limited to the following;

Policy

Even though the National Policy On Education (NPE, 2004) made mention of the need to attend to the issue of inadequacy of quality and quantitative teaching staff for Polytechnic education thus; "government is aware that only limited facilities exist for technical teachers' education... a conscious effort to expand the facilities for the training of technical teachers shall be made..." (Section 6, paragraph 50). However, the question of what "conscious effort" interprets and how is yet not clear as there seem not to be any streamlined programme or strategy of HRD development policy framework for Nigeria Polytechnics. Thus, many decades since the coming into place of the NPE, there had remained a severe shortage of teaching staff in the Nigeria Polytechnic system because of ineffective policy implementation leading to the wide gap in teaching staff – student ratio being experienced over the years (Omoregie and Hartnett, 1995; UNESCO, 2000).

Improper Assessment of Needs

The manpower need for Polytechnic education in terms of teaching staff is perhaps either being wrongly estimated or not assessed at all. There is a glaring gap in student – teacher ratio, UNESCO (2000) attests to this assertion. Yet, for the Polytechnics as for any other organization, human resource is recognized as the hub around which other resources revolve (Adeyemi and Uko-Aviomoh, 2004). Many factors had contributed to the misbalance between the quantity of teaching staff and student population over the years most of which are not isolated from each other. Apart from increasing enrolment figures of students, there has been noted, issues around underfunding, brain drain, poor working conditions and down fall in the economy as a whole (Adeyemi and Uko-Aviomoh, 2004). Severe shortage of teaching staff and rapid annual expansions in student admissions make the issues of staff requirement assessment a big planning enigma, the riddle of which seems yet to be resolved.

Funding

Finance is a critical aspect in the administration of Polytechnics and serves as a major driver in the actualisation of their various policies. The National Policy on Education which is the document for the effective administration, management and implementation of education at all tiers of government states that since education is an expensive social service, there is need for adequate provision from government for successful implementation of government projects, programmes and policies (NPE, 2014). About 90 per cent of the funds available to Federal Polytechnics are from allocation from the Federal Government of Nigeria (FGN) with other individuals and the Polytechnics themselves providing the 10 per cent balance. The Federal Government policy stance on tuition fees is such that undergraduates do not pay tuition fees as yet in higher education institutions. Although the Federal Government, as the proprietor of Polytechnics appears set to tackle the challenges of funding its numerous higher education institutions, however, in concrete terms, the real value of the funding as it stands is lower than expected for optimum performance of Polytechnics in Nigeria.

In relation to HRD, Adeyemi and Uko-Aviomoh (2004) identified the under-funding of the Polytechnics as one of the challenges of HRD development in Nigeria Polytechnics.

Inadequate or poor allocation of funds affects the conditions of service of Polytechnic staff determining how much development opportunities that is open for them. Thus, poor conditions of service lead to high teaching staff attrition in the phenomenal trend of brain-drain as Giwa (2000) reported. The implication of this trend had been the lack of sustainability and consistency in a systematised transmission of knowledge and training culture for the Polytechnic staff.

Lack of training infrastructure and problems of capacity building

Adequacy of training infrastructure is necessary to achieve a learning environment for human resources development. Stressing on the need to improve on, and develop enough teachers for the Polytechnics, Yakubu (2000), commented that the demand for qualified and experienced professionals of the right calibre that are required to teach in the Polytechnics and technical colleges is very high. However, the short supply of the right calibre of teaching staff requirement is partly owing to the lack of infrastructure for training. Yakubu (2000) thus urged that institutions must have aggressive staff development programmes not only to enhance the number of staff but as well to achieve a level of capacity.

Lack of administrative willingness and capacity to drive HRD

Nigeria has enormous resources to attain an appreciable level of technological development, however, Rondinelli, (1998) noted poor managerial and administrative capacity to drive the development of the vast human resources as the major challenge for HRD development in Africa in general. Rondinelli concludes that in countries where the education and training systems are not geared to the development of national capability as in Nigeria; attaining productive technology will remain elusive. What this means is that for higher institutions to survive the global economy that is constantly advancing technologically, human resource development in HEI's must be strengthened through appropriate strategy for technological capacity building.

Ethnicity

Nigeria as a country is made up of over 250 ethnic groups that are socially, culturally, and historically distinctive (Ogunnika, 2013).The heterogeneity of Nigeria has been a major

challenge to national development in the sense that rather than pursuing national development with a sense of unity, the numerous ethnic groups are constantly in competition to outwit the other. Unfortunately, the Polytechnic education sub-sector which is meant to be catalyst for national development appears to be at the mercy of state's internal intricacies with issues of nepotism, corruption and ethnicity taking centre stage in the development of academic staff. Duruji et al., (2014) noted that the issue of ethnicity has fuelled distrust and suspicion among the various ethnic groups and nowhere is the destructive effect of ethnicity more evident than in the nation's higher education institutions with national development remaining at the receiving end. It reflects in the appointment of Polytechnic management staff, appointment of faculty as well as the training and development of academic staff. The negative effect of ethnicity has brought about the displacement of brilliant academics and the eventual loss of those who through teaching, research and community development would have contributed meaningfully to national development. In order to address the challenge of ethnicity, a number of policies have been put in place by the Federal Government of Nigeria such as quota system and the federal character principle(Obielumani, 2008).

The federal character principle rather than addressing the issue of ethnicity has rather created more challenges to the Polytechnic education sub-sector. Gberevbie and Ibietan, (2013: 55) noted that the implementation of the federal character principle "not only led to poor appointments but also enhanced mediocrity rather than merit". Adesoji and Alao (2009: 159) on the other hand submits that the principle runs at cross purpose in the sense that it promotes mediocrity rather than merit especially in the appointment and promotion of staff. Today, certain position (academic and non-academic) are reserved for the Polytechnic host communities without which the process of institutional administration becomes difficult. Commenting further on the federal character principle, Gberevbie & Ibietan (2013: 56) was quick to add that "the principle and its application have brought about the unintended effect of creating situations of 'elimination by substitution' which makes it counter-productive. This it does through discrimination in appointment and promotion".

With such flawed staffing, training and development process based on ethnicity, it becomes problematic for the Polytechnic education sub-sector to set the pace for the

efficient and effective management of human and material resources that will bring about the much-needed technological development of Nigeria.

Corruption and Nepotism

Transparency International (TI), the global coalition against corruption in its 2014 rated Nigeria as the 136th most corrupt country in the world. In as much as one would agree that corruption is a global phenomenon with public notables and bureaucrats abusing their offices for personal gain, the incidence of corruption in all sectors of Nigeria and regrettably, the higher education sector has assumed a worrisome dimension. The quality of education has been sacrificed in higher education institutions in Nigeria including Polytechnics because of the insatiable desires of some educational bureaucrats to find the easiest means of accumulating wealth. Today, HEI's in Nigeria are losing focus because HEI managers are busy pursuing their overall interest rather than the interest of their respective higher education institutions. Yizengaw (2008) noted that leadership and management in Sub-Saharan Africa face many challenges, as expressed in the incidence of uneconomical procurement through contract over-invoicing and large allocation of scarce finances to non-instructional expenditures leaving little or nothing for academic staff development. Yinzengaw (2008) argued that academic leaders have little preparation, orientation and training in skills for the positions they occupy.

Another leadership challenge evident in higher education in Nigeria is the issue of nepotism; which is the tendency of leadership to favor their friends or loyalist in staff recruitment, staff placement on the job roles, promotion and selection for training and development. Anyebe (2014:88) noted that when people in leadership position subject themselves to the canker worms of parochialism, nepotism and ethnic chauvinism, then the boat of HEI's will be rocked irretrievably to destruction. The incidence of corruption and nepotism in the training and development of academic staff in the Polytechnic education sub-sector as it exists is capable of undermining teaching, research and community development and perhaps account for the existing parlous state of Nigerian Polytechnics in the areas of research, innovation, teaching and learning.

Strikes

According to Akume and Yahaya (2013)there is hardly a full academic session that student and staff crises will not disrupt academic calendar in higher education institutions in Nigeria. The major issue usually identified as a cause for these recurring strike actions is funding leaving scholars (Olukoju, 2002; Ezekwesili, 2006; Kpolovie and Obilor,2013) to wonder why despite the country's oil wealth, Nigeria has not been able to fund HEI's adequately. Corroborating, The World Bank Nigeria Economic Report (World Bank, 2013) notes that despite the high economic growth reported in official statistics; Nigeria has yet to find a formula for translating its resource wealth into significant welfare improvements for the population.

The low level of budgetary allocation to the education sector affects the implementation of government policy on the higher education sub-sector and Polytechnics in particular and has been a source of conflict over the years. To ensure that Polytechnics are adequately funded, there was an agreement between the Federal Government and Academic Staff Union of Polytechnics (ASUP) in the year 2001, which was reviewed later in 2009. Government however failed to keep up with its side of the bargain hence a renegotiation was called for in 2012 to consider the accumulated challenges confronting the Polytechnics.

The Publicity Secretary of the Academic Staff Union of Polytechnics (ASUP), Clement Chirman listed the following as the critical challenges facing the Polytechnics for which the Union needed to enter into negotiations with the Federal Government.

1.   The need for a re-constitution of the Governing Councils of Federal Polytechnics which were dissolved in 2010.

2.   The Migration of the lower cadres on the CONTISS 15 salary scale. Government had approved the migration in 2009 and had actually begun its implementation for the senior cadres with strong assurances that those of the lower cadres would follow without delay.

3.   The release of the White Paper on the Visitations to Federal Polytechnics.

4.   The need for the commencement of the Needs Assessment of Nigerian Polytechnics.

5.   The worrisome state of state-owned polytechnics in the country. The argument to government here hitched on the rot and comatose state of most state polytechnics.

6.   The continued appointment of unqualified persons as Rectors and Provosts of Polytechnics, Monotechnics and Colleges of Technologies by some by state governments.

7.   The refusal of most State governments to implement the approved salary packages (CONPCASS) for their Polytechnics, Monotechnics and Colleges of Technologies and the 65-year retirement age even though both states and federal polytechnics are regulated by the National Board for Technical Education, NBTE, and they operate the same scheme of service.

8.   The insistence of the office of the Accountant General of the Federation to include Federal Polytechnics in the IPPIS module as against the Union's protestations while other arms of the tertiary education sub-sector are allowed to maintain the status quo.

9.   The dichotomy between university and polytechnic graduates in job placements and career progression. The argument in this regard is anchored on the fact that graduates from these sectors should be measured on the strength of their competence on job delivery and not the environment that produces them.

10. The continued recognition of the NBTE as the regulatory body of Nigerian Polytechnics as against the union's repeated call for the establishment of a National Polytechnics Commission, NPC. The strength of the argument here is relevant as the universities and colleges of education are regulated by the National Universities Commission, NUC, and the National Commission for Colleges of Education, NCCE, respectively.

11. The snail speed pace of the review of the Federal Polytechnics Act at the National Assembly.

12. The reluctance of the Office of the Head of Service to approve the Revised Scheme of Service for Polytechnics.

13. The non-commencement of the re-negotiation of the FGN/ASUP agreement as contained in the signed agreement.

The failure of government to accede to these demands led to the 11 months protracted strike embarked upon by Academic Staff Union of Polytechnics (ASUP) from 2013 to the later part of the year 2014. The Academic Staff Union of Polytechnics (ASUP)had earlier in Nov 26, 2001- April 4, 2002 embarked on strike action to demand for better condition of service. In April 2007, another strike action was called over the proposal by the federal government of Nigeria to merge polytechnics and colleges of education to universities. In all, in between 2002 and 2015 which has perhaps been the most protracted Academic Staff Union of Polytechnics (ASUP) strike for over a decade, there have been pockets of strike action embarked upon by local chapters of the Academic Staff Union of Polytechnic (ASUP) as a result of disagreement between ASUP and management/ governing councils. The spate of strike actions in the Polytechnics have seriously compromised internal efficiency and have serious negative implications for Human Resource Development in Polytechnics.

Technology/ Energy problems

Polytechnics in Nigeria face great challenges in the area of how to integrate ICT into educational practices. The apparent lack of access to information technology impedes success in academic pursuit, the skills necessary to work in knowledge driven society, and ability to prosper in modern society (Aduwa-Ogiegbaen and Uwameiye, 2006). Likewise, is the problem of electricity for the effective utilization of ICT equipment. For Nigeria Polytechnics to become relevant in this knowledge society therefore, the problems of effective integration of information technology and steady supply of electricity should be addressed. Solving these problems will give staff more access to the internet for e-books, journals and articles and other internet and virtual materials can easily be sourced.

Thus, Surray and Land (2000) acknowledge the value of technology and assert that the problems facing higher education such as increased competition, decaying facility and decreasing government funding can be changed by technology. Roger (2000) submits that if higher institutions are to remain relevant in the millennium, they must be able to integrate technology into the classroom. Commenting further on the need for the

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integration of information technology, Gilbert (1995), states that the integration of information technology in higher institutions is inevitable.

Low Level of interest in research/development of local initiatives

Olukoju (2004) notes that academic publishing in Nigeria and scholarly research has declined in terms of output, quality and regularity of publications in tertiary institutions in Nigeria. He attributes this negative trend to a number of factors ranging from a general decline in the standards and funding of education, a consequence of prolonged military rule characterized by lack of accountability and a thinly veiled culture of obscurantism. Commenting further, Olukoju (2004) opined that academics got distracted from their primary assignments of teaching, research and supervision of students, and were made to dissipate energy confronting official neglect and wrong-headed policies. This trend he noted, has serious implications for HRD in Nigeria Polytechnics as the recipe for continual existence in a knowledge driven society is to be able to adapt to a system that people can continually expand their capacity to create results they truly desire, and where people are constantly learning how to learn together (Senge 1990).

Lack of sustained links for partnership and fellowship

Perhaps, a major challenge facing tertiary institutions in Nigeria is the lack of sustained link for partnership and fellowship with other institutions. This problem was one of the issues on the agenda of the UNESCO World Conference on Higher Education held in Paris from the 5th to the 8th of July 2009. The final communiqué adopted at the end of the conference emphasized the need for 'partner–ships,' as part of the solution to bridge the human resources development gap. Increasing the transfer of knowledge across borders, especially towards developing countries is a welcome idea that ideally should be sourced by the Polytechnics. Thus, the call for partnerships is meant to ensure the quality and sustainability of higher education systems worldwide (Altbach, Reisberg, and Rumbley, 2009). To ensure optimal utilization of human resources in Nigeria Polytechnics, there is the dire need to create an enabling environment that will foster partnership amongst institutions locally and globally.

2.13 Summary

In this chapter, an overview of the historical background of Nigeria, its geography, economy as well as the higher education system was discussed. In addition, the history of the two case study Polytechnics was highlighted with specific emphasis on the aims, policies and styles of administration, which impact directly or indirectly on academic staff development. Specific highlights of staff development policy in Nigeria Polytechnics as well as staff development interventions were discussed while exploring in detail the challenges of HRD development in Nigerian Polytechnics. Since this study is aimed at investigating the impact of leadership, funding, ethnicity, corruption and nepotism on academic staff development within two case study Nigerian Polytechnics, a discussion on the context in which the research work is being undertaken is considered germane. Moreover, a contextual overview helps to provide an appropriate context for reviewing the literature. The next chapter is dedicated to the literature review and analytical framework for this research work.

CHAPTER THREE
Literature Review and Theoretical Framework

3.0 introduction

This chapter presents a comprehensive review of the literature relating to HRD. It considers the definition, scope and place of HRD in organisational management and attempts a working definition that will guide this research work. It looks at HRD in Higher Education Institutions generally and more specifically in the Polytechnic education sub-sector, equally examining current debates in HRD and its implications for human resource development in Nigerian Polytechnics.

The researcher highlights the theoretical framework for this study, which is the Van Horn and Van Meter (1975) theory of policy implementation supplemented by Lipsky's (2010) theory of street- level bureaucracy. This overall theoretical framework is used to look at policy implementation from the top-down approach (Van Meter and Van Horn, 1975) and bottom-up approach (Lipsky, 2010) which is considered critical in analysing issues relating to HRD policy for academic staff.

3.1 Definition, scope and place of HRD in organizational management

Human Resource Development (HRD) is interdisciplinary in nature and according to Jacobs (1990) has been influenced by at least five major bodies of knowledge (education, systems theory, economics, psychology and organisational behaviour). Early researchers in the field of HRD (Harbison and Myers, 1964; Nadler, 1979) observed that HRD from its origin has evolved as a field of theory and practice with a three-pronged agenda of bringing about progress in development of human resources, organisational productivity and societal development. In the same vein, McGuire and Jorgensen (2010) noted that HRD plays a crucial transformative role of evolving innovative and radical solutions to real world problems.

Despite interest in the field of HRD, there appear to be a lack of consensus amongst scholars as well as researchers within the HRD academic community as to the nature and scope of HRD. Every effort made at defining the term "Human Resource Development" (HRD) has revealed conceptual ambiguity (McGoldrick et al., 2002;

Metcalfe and Rees, 2005). This furore is exacerbated by the considerable differences that exist in the practice of HRD from one country to the next as well as within countries.

Some researchers (Chalofsky, 2004; McGoldrick et al., 2002; McGuire, 2014) having reviewed the many attempts made in the literature to define the term HRD have concluded it raises more questions than it answers. McLean and McLean, (2001:229) noted that the question "What is HRD?", even though a relatively straightforward question, is a very complex issue. Agreeing, Chalofsky (2004) describes HRD as a field struggling to discover itself and submits that the struggle to develop an identity for HRD as a profession, especially in terms of its applied and interdisciplinary nature, still continues. McGuire and Jorgensen (2010) argue that the lack of clarity regarding definitional boundaries and conceptual underpinnings may be a function of the multidisciplinary nature of the field. Lincoln and Lynham (2007) corroborate this view when they maintained that HRD calls upon and integrates existing theories to create its unique disciplinary theory and that good theory is imperative to sound, informed practice and the continued development and maturity of a discipline.

Several authors, rather than getting embroiled in the furore of defining HRD, choose not to define it at all. Lee (2001:338) for example obdurately refuses to define HRD arguing that "it is indefinable, and to attempt to define it is only to serve the political or social needs of the minute; to give the appearance of being in control." Arguing further, she maintained that defining the field runs the risk of disengaging from the moral dimension of HRD.

The near lack of a generally accepted definition of HRD notwithstanding, it is important to highlight different definitions of HRD as it enables a full understanding of the term and also to be abreast of the fact that different sources describe the term in different ways.

Nadler (1979:3) defined HRD as a series of organized activities, conducted within a specified period of time, and designed to produce behavioral change. He identified some of the common activities within HRD as training, education and development. Training is referred to as those activities intended to improve performance on the job; education as those activities intended to develop competencies not specific to any one job;

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development is identified as preparation to help the employee move with the organization as it develops. Nadler (1984) revised his earlier definition of HRD to see HRD as organized learning experiences in a definite time period to increase the possibility of job performance and growth.

After carrying out a review of the various definitions across the world, McLean and McLean (2001:1067) offered a global definition of HRD as "any process or activity that, either initially or over the longer-term, has the potential to develop adults' work based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately the whole humanity."

Looking at HRD both from the individual and organisational perspectives, Gilley et al., (2002:6-7) defined HRD as "the process of facilitating organisational learning, performance, and change through organised (formal and informal) interventions, initiatives and management actions for the purpose of enhancing an organisation's performance capacity, capability, competitive readiness, and renewal".

Chalofsky (2004:615) defined HRD as the study and practice of increasing the learning capacity of individuals, groups, collectives, and organizations through the development and application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness. Also, Swanson (2008:4) surmised that HRD is a process of developing and unleashing expertise for the purpose of improving organizational system, work process, team, and individual performance.

Having considered a variety of definitions from the literature, the definition of HRD according to Gilley et al., (2002:6-7) above has been chosen as most appropriate for guiding this research work as it throws up major concerns that are critical to the issues of Human Resource Development in Nigerian Polytechnics. These major concerns are:

Organisational

- Learning: What are Nigerian Polytechnics doing right or wrong?

- Active and empowered staff: is the HRD policy framework robust enough to empower employees to participate in decision-making and is it capable of increasing the quality of learning and development in Nigerian Polytechnics?

- Is the management style of senior management in Nigerian Polytechnics intune with the learning culture? In other words, how does the leadership style, communication skills and competencies of senior management contribute to the creation of a learning environment?

Performance

- Performance management recognises that the effective operation of Nigerian Polytechnics is dependent on the knowledge, skills and performance of its staff. Its aim is to bring about the development of a culture of continuous performance improvement in line with Polytechnic policy directions. In this case, what is the relative effectiveness of the performance appraisal system in Polytechnics? Are they effective enough as to be able to bring about improvement in the competencies of academic staff?

Change

- People, processes and systems and of course the human resources have to become agents and elements of change in order to enhance HR development in Nigerian Polytechnics. In this respect, is the policy environment in Polytechnics robust enough to engender this change?

The definition of HRD provided by Gilley et al, which has been adopted to guide this study underscores the fact that HRD as a field of practice includes three areas of professional practice: learning, performance and change. What this means is that those responsible for HRD must support policies and practices that facilitate learning and development in the case study Polytechnic institutions.

3.2 Scope of HRD

One other issue that has generated debate in the field of HRD is the scope of HRD. As can be seen from the various definitions presented above, the scope extends to different activities ranging from organized training to various task activities that are related to the management of an organization, as well as to everyday duties carried out. Scholars are of the opinion that because of changes in technology and globalization, the scope of HRD has expanded (Sofo, 1999; Geet, Deshpande and Deshpande, 2009). Akin-Ogundeji, (1989) commenting on the expanding scope of HRD, opined that a particular feature of the field of HRD is that it is dynamic; moving with organizational and extra-organizational realities. In essence, HRD represents a move from the traditional training function to a consultative and a research-based organizational development mode. This expanding scope he maintained has put HRD practitioners at the nerve center of organizational concerns: to develop the performance of the organization as a whole. He further submits that the list of activities involved in HRD is an ever-growing one: team integrating schemes, productivity schemes, employee attitude surveys, work life reactivation, career guidance and career planning, management auditing, stress management schemes, developmental projects, conflict resolution, problem-centered and potential focused performance evaluation, organization renewal, job re-design, etc.

Also Sofo (1999) opines that the scope or job of HRD has expanded to integrate the use of all organizational effort such as training and development and Human Resource Management (HRM) and Industrial Relations (IR) strategies, which include addressing culture change, organizational development, performance development, career development, recruitment, diversity and change, negotiation, workforce planning and all activities involving interpersonal and employment relationships which are directed at improving individual and organizational effectiveness.

From the following submissions as regards the scope of HRD, HRD could be said to be about the continued use of learning and interpersonal strategies and practices within an organization to accomplish high levels of individual and organizational effectiveness. McGoldrick, Stewart, & Watson (2001) observe that recent HRD research has expanded the scope of HRD into areas that have not been traditionally considered to be within its domain. After a comprehensive review of the literature, Walton (2003) observed that

even though some propose a replacement for the term HRD on the premise that HRD has grown beyond its original concerns about employees' learning in organizations, scholars seem to welcome the expanding of boundaries and rather than replacing the term HRD advocate the need for robust HRD Policies and practices that will facilitate a culture of learning and development in organizations (Kontoghiorghes et.al., 2005: 185).

3.3 Human Resource Development Policy

Some scholars (Antwi and Analoui,2008; Sharma and Sharma 2013; Agi and Nnokam, 2013) have suggested human resources capacity challenges are manifest in three varying dimensions; challenges relating to policy development and other interrelated matters, task orientation and the skill levels of the workforce in the organisation, as well as issues relating to performance motivation. Addressing these challenges has broad implications for policy development as well as for the development of best practices in human resources development.

A number of theoretical explanations exist as to what determines HRD policy and practices. According to Sthapit (2010) HRD policy and practices essentially involves the analysis of a myriad of internal and external environmental factors contingent to the organization. A potential internal influence on HRD policies and practices includes the structure and size adopted by the organisation. Tiwari and Saxena (2012) acknowledged that robust human resource management practices and a sustained investment in human resource development have the potential of bringing about organisational and national prosperity. Even though it appears that most forward looking organisations in Nigeria seem to accept the positive correlation between investment in HRD and organisational and national prosperity, it is important to point out that certain practices that appear to generate resistance to change such as history, politics, ethnicity, nepotism and corruption (Okoli and Onah,2002; Ikechukwu and Chukwuemeka, 2013) still exist in most organisations.

In Nigeria, as well as in other countries in Sub-Saharan Africa, human resource development policies and practices are undermined by the paucity of reliable information. As a consequence, it is often approached in an ad hoc manner without any carefully streamlined strategic framework in place, internal practices are improperly

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evaluated and important external benchmarking not possible. With this kind of situation on hand, it appears almost impossible to measure and monitor organisational effectiveness as a result of the lack of capacity to acquire sufficient information that will inform effective decision making in the organisation. In this regard, the value and skills of top management staff are considered critical variables affecting effective HRD policy formulation, implementation and evaluation.

According to Pearce et al., (2008) top management skills are important for defining discretion, control, decision, and empowering employees in organisation. They assert that the skill set and support of top management helps in enhancing the coordination of work and helps reduce conflicts emanating from favouritism, discrimination and the disparate handling of common functions.

Also, the influence of power and politics as a factor in the non-implementation of HRD policy and procedures has been well documented in the extant literature (Makinde, 2005, Buse et al., 2009; Awuor and Omollo, 2015) Specifically, Genc (2014) maintained that HRD policies and practices are determined on the basis of power, motives and knowledge of the actors involved in the decision- making process. Regrettably, in Nigeria, it has been noted (Onwunli & Agho, 2004; Akpan, 2012; Osakwe, 2014; Ekpiken and Ifere, 2015) that academic staff who more often than not should be among those involved in policy decisions because of the repertoire of knowledge of alternative HRD policies that they possess, are rarely consulted because of the influence of power and politics on the policy-making process. This view is reinforced by Onwunli & Agho (2004) who in their study titled "Faculty opinion on shared authority: A Nigerian survey" took the view that academic staff are not often consulted on personnel issues and the authors strongly suggested the need for improvement in the consultation process, with more involvement of academic staff in other governance issues. Similarly, Maicibi (2006), in a study on the organisational decision-making experiences of Nigerian Polytechnics, found out that Heads of Departments and Deans and other academic staff are not involved in the decision-making processes in polytechnics in Northern Nigeria. He attributed this to the prevailing autocratic pattern of decision-making prevalent in the Polytechnics where the study was carried out. As a consequence of this lack of participation of academic staff in policy decision-making, Maicibi (2006) noted that maladministration occurs with

improper and inadequate human resource planning and development policies and practices. The only way out (Akpan 2012:20) noted is to ensure that "academic staff are involved in decision making particularly in areas concerning teaching, research and their welfare because when people are consulted on matters concerning them, they feel a sense of belonging and they would be committed to the implementation of the decision taken".

Potential external influences on HRD policies and practices could be seen in the areas of international and national economic changes with the concomitant worldwide economic recession which has impacted on HRD development in Nigeria. With the global economic downturn, the sustenance of training cost it has been argued (Udoka, 2010) is becoming unsustainable in the face of continuing competitive pressures and reduced earnings from the sale of crude oil which is the major source of revenue in Nigeria. Famade et al., (2015) observed that with the changes in the global economic clime, the Federal Government of Nigeria is increasingly finding it difficult to fund tertiary education, and asserts that if tertiary institutions in the country are to survive, there is an urgent need to seek out means of improving their funding and more specifically funding for academic staff development through a thoroughly thought out HRD strategy.

3.4 Human Resource Development Strategy

Human resource development strategy refers to the means by which specific human resource management functions are implemented. The human resource functions in organisation may relate to the recruitment and selection policies, reward/recognition policies, disciplinary procedures as well as learning and development policies. Nevertheless, all of these HRM functions must be properly aligned in order to correspond with the overall business strategy.

It is against this background that Okemakinde (2014) emphasised the need to put in place robust HRD strategy that will bring about sustainable learning and development in Higher Education Institutions in Nigeria in line with global best practices. He maintained that the Federal Government of Nigeria should accord greater attention to the transformation of higher education systems by developing policies and systems that will

facilitate learning and development of academic staff. Such policies and systems he asserts should entail a shift to a more pragmatic approach that encourages the involvement of everybody in the drive towards the promotion of quality, something which has been obtained in other developed countries who have at various points in the education system evolved HRD strategies to facilitate the learning and development of academic staff.

In the United Kingdom for instance, an English White Paper titled "the future of Higher Education" stated that "All providers should set down their expectations of teachers with reference to national professional standards; should ensure that staff are trained to teach and continue to develop professionally; should have effective quality assurance systems and robust degree standards; and should value teaching and reward good teachers" (DfES, 2003:49). In respect to HEI's in the UK, the white paper noted that the government expects that institutions will develop policies and systems to ensure that all staff are engaged in continuing professional development to maintain, develop and update their skills. (DfES, 2003:50).

Also in the UK, other frameworks and approaches to staff development have also emerged such as: Investors in People (IIP) (2004), the European Foundation for Quality Management (EFQM) (2003), the UK's Higher Education Academy (2004), and the UK Professional Standard Framework for Teaching and Supporting Learning in Higher Education, (2011). These systems, techniques and strategies lay emphasis on the professional development of academic staff.

In Higher Education Institutions in the UK as elsewhere, different strategies and methods are deployed for academic staff development and thus have different outcomes. Cummins et al (2005) discussed two contrasting strategies which are: top-down and bottom- up. A top-down strategy is one in which the authority within the institution develops a strategic plan and present it to academic staff. In this case, the strategic plan is done without consultation with the envisaged participants. There is usually no discussion and academic staff are usually expected to abide by the plans. The assumption here is that the institution managers know the developmental needs of the academic staff and forcefully implement their assumption without any due consultation with academic staff.

Cummings (2005), refering to the work of Miller (1995), noted that the top-down approach seeks to achieve change through the imposition of central policies, using power-coercive strategies to effect change; that is, change is forced through strategic, financial, or industrial means. Brew (1995) justifying the top-down approach to staff development noted that the strategy is beneficial in the sense that it avoids duplication of academic staff development across disciplines and in principle reduces financial waste.

Baume and Kahn (2004) observed that the top-down approach is efficient but maintained that the strategy for development may be rejected by staff that have made no input, with that rejection taking the form of subtle non-compliance. Commenting further Baume and Kahn (2004) argued that the down side is that academic staff would normally see this approach as a waste of time because, since there was no consultation to ascertain their developmental needs, the programme would not address their immediate needs. Also, Petrov et al, (2006) noted that the top-down approach may also be criticised by academic staff for restricting academic autonomy. Agreeing, Baum and Kahn (2004) noted that where a more top-down approach is favoured, developers can be confronted with mixed emotions from academic staff as they question or even criticise elements of the strategy.

In contrast with a bottom-up strategy, academic staff participate and drive the ideas that end up in the plan. Academic staff are given the opportunity to state where they think they lack skills and what developmental interventions will assist them overcome whatever difficulty they are experiencing in their profession. The bottom-up approach places premium on needs assessment and is based on the assumption that academic staff do not readily respond to the opportunity to undergo staff development unless they feel that they have identifiable needs. Baume and Kahn (2004) noted that this approach has the advantage of engendering an atmosphere of dialogue within the institution and also giving academic staff a sense of ownership because they participate in planning the strategy. However, Baume and Kahn (2004) noted that the down side is that the bottom-up strategy is time consuming and can lead to frustrations if academic staff have ideas they value and advocate, but are not included in the final strategic plan. Also, academic staff may have different perspectives from management and there might be no process in place for negotiation.

In view of the criticisms levelled against these two approaches, some writers (Fullan, 1994; Baume and Kahn, 2004; Pearce, 2004) have found that a combined top-down, bottom-up process is usually the most effective. This process will ensure that staff development is looked at holistically for the common good of academic staff and the organisation at large.

From the foregoing, even though the implementation of HRD strategy (whether top-down approach or bottom-up approach or a combined top-down, bottom-up) has been acknowledged, the successful implementation of these approaches is not possible without good governance. By governance here we mean that the HRD Strategy adopted by the organisation must be properly driven at all levels so that there is a coordinated and concerted effort in understanding shared responsibilities. It is important that good governance will facilitate the creation of an environment that will not only promote professionalism, a culture of learning and development, but also foster implementation success. Nine critical characteristics provided by Garavan (1991), later developed by McCraken and Wallace (2000), provide a robust framework that is considered "Best Practice" in the implementation of HRD strategy in organisations. For the purpose of this study it will be argued that these nine characteristics discussed below are critical in guiding top management in the successful implementation of HRD policy and strategy for academic staff in Nigerian Polytechnics.

1. *Integration with organizational mission, goals and strategies*

   The environment in which organizations operate demands that HRD plays a central role in the shaping of organizational strategy (Jacobs, 2003). The ability of organizations to survive and adapt in an increasingly volatile business environment hinges on an organization's ability to harness and utilize the expertise of its intellectual capital as a factor in the shaping of its strategy. Agreeing, Tseng and Mclean (2008) maintained that among other things, the integration of HRD with organizational mission, goals and strategies remain a precursor for the achievement of HRD outcomes that have a "developmental effect" on organizations. Louma (2000) also argues that HRD plays a pivotal role in the formulation and implementation of strategy, with the vision for the organization being pursued through the execution of HRD. The kernel of this

characteristic is that there is an overarching need for there to be a direct link between the goals of Polytechnics and their HRD activities (Armstrong, 2012) and the need for a fit between HRD and organizational strategy (McCraken and Wallace; 2000)

2. *Top Management Support*

   A number of scholars have emphasized the importance of top management support for the development of human resources in the organization. Top management rather than being passive have been enjoined to actively pursue HRD strategies that will leverage performance in organizations (McCracken and Wallace; 2000). Fricker (1994) emphasized the need for top management to recognize the value of learning as the primary force to facilitate and achieve change. Baldwin and Magjuka (1997) assert that top management must show their support for HRD through visible commitment and ensuring a strong financial commitment to HRD. Budhwar (2000) assert that without top management support, human resource activities will fail to be part of the early stage of the decision-making process.

3. *Environmental scanning*

   Garavan (1991) assert that continuous knowledge of the environment in which organizations operate, in terms of threats and opportunities it presents for the organization and HRD in particular, is critical to the survival of organizations in a period characterized by constant change. McCracken and Wallace, (2000) advanced the need for management to channel their energy towards the development of a planning framework that could be applied in the organization for scanning the external environment and aligning human resources with predicted change.

4. *HRD plans and policies*

   Rothwel and Kazenas (1989) advocate the need for a formal systematic approach to planning as a prerequisite for the achievement of strategic human resource development (SHRD). Garavan et al., (1999) agreeing, however, adds that in order

for HRD to be strategic in focus, the need to formulate plans and policies that flow from, and are aligned with, overall organizational plans and policies that remain critical to organizational vitality and viability. Corroborating, McCracken and Wallace (2000) opine that in order to adapt in a business environment that is constantly in a state of flux, organizations must strive to ensure that HRD policies and plans must be augmented by HRD strategies.

5. *Line manager commitment and involvement*

    Some scholars (for example Garavan, 1991; Horwitz, 1999; Wittaker and Marchington, 2003) have argued that the responsibility for HRD lies with the line managers and that their involvement in the development of human resources in organization is Strategic HRD. McCracken and Wallace, (2000) observed that given the fact that line managers have responsibility for HRD, it is important that there should exist a synergy between HRD specialist and line managers in such a way that both can work as partners in the development of human resources in the organization. Harrison (2000) emphasized the need for shared ownership of HRD such that the interest of key HRD stakeholders is taking into consideration in the implementation of HRD strategies. Also, Herman and Herman (1998) assert that a greater involvement of stakeholders is critical to the implementation of HRD strategies. They argued further that stakeholder involvement leads to psychological ownership and remains a precondition for implementing effective HRD programmes and other learning interventions. Garavan (2007) suggest that any conceptualization of Strategic HRD must be focused on an evaluation of the linkages among organizational strategies, HRD systems, and policies and practices that incorporate the perspectives of multiple stakeholders, and focus on contributions at multiple levels of analysis.

6. *Existence of complementary HRM activities*

    Wilton (2013) stress the need for horizontal fit between different elements of the HR "mix" as one component of a strategic approach to HRD. Louma (2000) equally emphasized the need for HRD to fit with other HR practices in the organization and that competencies developed through HRD must be sustained and

strengthened with the help of other domains of HRM. Garavan (2007:25) defines strategic HRD as "a coherent, vertically aligned and horizontally integrated set of learning and development activities". Here, Garavan (2007) emphasized that HRD,while being complimentary with other aspects of HRM, should equally have "vertical fit" with organizational strategy and objective. Agreeing, Louma (2000) notes that the HR strategy should co-ordinate and direct the different HR efforts to ensure that they are contributing to a common goal.

7. Expanded trainer role

Garavan (1991) argued that rather than viewing the role of the HRD specialist as a simple provider of training they should instead be seen as proactive and central contributor to the attainment of organizational goals which Garavan (1991) considers as being central to the adoption of a strategic approach to HRD. In this regard, Nadler and Nadler (1989) contend that the human resource developer must embrace three key roles: that of learning specialist, manager of HRD and consultant (see table 3.1)

Table 3. 1 Roles of the Human Resources Developer

Learning Specialist	Manager of HRD	Consultant
Facilitator of learning	Supervisor of HRD program	Programs Expert
Designer of learning	Developer of HRD personnel	Advocate
Developer of instructional strategies	Arranger of facilities and finance	Stimulator
	Maintainer of relations	Change Agent

Source: Nadler and Nadler (1989:6)

8. *Recognition of culture*

Garavan (1991) emphasized that it is paramount for the HRD function to be sensitive to the prevailing culture of the organization and ensure that there is an alignment between the culture and the strategic option pursued. Johnson (2000) maintained that culture exerts powerful influence on all aspects of the strategic management process and it is said to be a significant barrier to the leveraging of intellectual capital in an organization (David and Fahey, 2000). Therefore,

McCracken and Wallace (2000) maintained that, considering the influence culture exerts in the HRD process, it is important to view culture as a major variable when designing, delivering and evaluating HRD interventions. Horwitz (1999) observed that one of the key features of the SHRD model is the creation of an organizational culture of continuous learning and transfer of learning between functional units. As noted by Armstrong, (2001), the emphasis of the learning organization model lies in the creation of an environment that is supportive of learning at the individual, team or group levels.

9. *Emphasis on evaluation*

Garavan (1991) asserts that for HRD to have a strategic focus, monitoring and evaluation of HRD activities must be considered. He advocated that the criteria suggested by Johnson et al., (2008) such as: the criteria of suitability, feasibility and acceptability should be applied to HRD interventions. Lee (1996) advocates the use of a pay-back approach and a pay-forward approach to address the issue of evaluation. The pay-back approach holds that return on training investment is measurable in financial terms and offers tangible quantifiable results in a short time. On the other hand, the pay-forward view maintains that the benefits of training investment accrue in the longer term. The pay-forward view equally maintains that the benefits from HRD are demonstrated in organization's capacity to learn and change.

The foregoing "Best Practice" in the implementation of HRD strategy in organisations lay emphasis on the professional development of staff and underscores the need for academic staff development in Higher Education Institutions.

3.5 The Need for Academic Staff Development in Higher Education Institutions

Volbrecht and Boughey (2004:58) defined academic staff development "as an open set of practices concerned with improving the quality of teaching and learning in higher education". Based on the above, in the context of Nigerian Polytechnic education, academic staff development refers to a process whereby some sets of practices are put in

place that will enhance the knowledge and skills of academic staff in directions that will leverage their role in their respective Polytechnic institutions.

The need for academic staff development in Higher Education Institutions (HEI's) is becoming increasingly important for obvious reasons. Higher education at the dawn of the 21st century is confronted with a plethora of challenges which necessitate that academic staff strive towards improving their skills, knowledge and aptitude. The trend in the HEI environment shows that the demands of society, organisation and students are changing. The societal change, for instance, is such that there is now an increasing change of direction from teaching to learning and from learning in a specific society to a global society. Writers (Smith, 2004, Patrick et al., 2008) note that because of the changes in the HEI environment, academic staff development should offer relevant and up to date learning opportunities.

Within HEI's as organisations, the trend reveals that accountability has become a very important issue. Academic staff are expected to be more accountable to students learning more than ever before, with their responsibility linked to the overall aims and objectives of the institution. Fulton, Licklider and Schnelker (1998) noted that since accountability, productivity, and efficiency have become the key demands of the day, HEI's should find ways in which academic staff can adequately develop themselves in order to adapt to these changes.

McGuire and Williams, (2002) highlighted another changing trend in HEI's. They maintained that the HEI's have become more diverse with students joining HEI's at different ages, motivations, level of experience and educational backgrounds. In the face of these obvious diversities, they assert that HEI's should put in place programmes that will enable academic staff acquire skills that will improve on their ability to manage students with diverse needs and interest.

Also, Burton-Jones (2001:225) emphasised that individuals and institutions must focus on maintaining and enhancing their biggest asset: the knowledge capital in the new knowledge-based economy. He asserts that the demand for education and training is burgeoning and set to be the biggest growth industry in the knowledge economy (Burton-Jones, 2001:231). What this means is that when Higher Education Institutions like

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Polytechnics are "working" with knowledge, the very people who are involved in the transmission and creation of knowledge (academic staff) must of necessity go through a process of training and development that will enable them acquire the skills, aptitude and knowledge that will help them perform their task effectively and efficiently and also assist them in adapting to new roles.

Many countries have acknowledged the cardinal role of academic staff development in the promotion of learning and scholarship in tertiary institutions. For example, in the United Kingdom, a committee known as the National Committee of Inquiry into Higher Education (NCIHE) was established in 1996 to make recommendations on how the purposes, shapes, structure, size and funding of Higher Education, including support for learners, should develop to meet the needs of the UK over the following20 years (Dearing 1997a: chapter 1, pg 1)

The vision for Higher Education in the UK outlined unequivocally sees the need for a society that is committed to learning throughout life (Dearing 1997a: chapter 1, pg 1). In fact, the report recognised that the realisation of the vision for a transformed higher education in the UK is a function of the enhancement of the professional skills of people in higher institutions. Higher education in the UK should be able to recruit, retain and motivate staff to the appropriate calibre (Dearing 1997a: chapter 14, pg 1). One of the high points of the recommendations was for institutions of higher education to begin to develop or seek access to programmes for teacher training of their staff if they do not have them (Dearing 1997b: par 8.61). Similarly, in New Zealand, the Quality Assurance Authority of New Zealand (QAANZ) was established in 1999 to advise government on how to implement the new quality regime for tertiary education. The QAANZ Report (1999:24) emphasised the need for higher institutions to maintain a staff compliment with the necessary knowledge, skills and cultural background through staff selection, appraisal and development. The report equally recommended that for higher institutions to meet the challenges of the knowledge society, a supportive and effective learning environment that would foster research and scholarship in line with international standards should be provided.

In Singapore, a Report by the National Institute of Education, Singapore (2009) titled "A Teacher Education Model for the 21St Century" emphasised that faculty (academic staff) require the injection of new learning, skills and knowledge. The report noted that a structured professional development would be a necessary right step in ensuring that faculty are continually refreshed and updated in their teaching and research skills. The report recommended the adoption of the Harvard Medical School Academy; a training and development programme which addresses three levels of capacity building: basic, refresher, and advanced, as a model for faculty professional development in Singapore. Also, the report explored the need for the provision of the necessary 'white space' in the form of mini -sabbaticals (lasting three months or so), which can be a means of giving academic staff opportunities to develop their skills and knowledge in research work or improving teaching skills.

The growing awareness of the need and role of academic staff development in higher education institutions highlights the importance of HRD for the present challenges and future growth in line with global trends for the less developed countries. Therefore, for the less developed countries to attain the desired level of competitiveness in the global socio-economic, political and economic arena, there must be put in place policies and practices that will facilitate the learning and development of academic staff which at the moment lie at the heart of current debates in human resource development.

3.6 Current debates on HRD and its implications for Human Resource development in Nigerian Polytechnics

Technological revolution, expansion of knowledge, innovation in education and socio-economic changes in our societies, has shaped current debates on HRD in higher education institutions. The literature is replete with emphasis on the role learning and development play in organizational viability and vitality. There is a general consensus amongst scholars that learning and development is the most crucial organizational activity that organizations should be involved in (Nonaka and Takeuchi, 1995; Kaschig et al., 2013; Stokic et al., 2013; Assalahi & Rich, 2016). Thus Hall &Green (2016), noted that in an environment of increasing rapid change, ongoing development of the skill and

knowledge of academic staff in higher education institution is a strategic imperative for their survival.

Bain & Zundans-Fraser (2016) maintained that HRD is about providing people with the knowledge, understanding, skills, and training that enables them to perform effectively and that the existence in organizations of a learning culture, one that embraces and encourages both learning within and by the organizational entity itself and learning by the individuals in the group, can be a critical factor in ensuring the effectiveness and value of human resource development activity. Kular et al., (2008) also noted that it is by committing resources into the development of the intellectual and cognitive abilities of its human resources that organizations can be seen to be focusing on the future rather than the past. Garger (1999) and Clarke (2004) expatiating further, opined that the future focus of organizational investment should be on the development of the organizations intellectual capital in the form of its organizational members and not merely the physical capital which had hitherto been the focus of attention in terms of investment.

Browell (2000:57) emphasized the need for higher education institutions to place emphasis on learning and development of employees as a strategic tool because of the potential to increase quality of performance. She asserted that HEI's need to commit to staff development within the context of strategic organizational objectives as a means of achieving continuous growth and development for individuals and organizations.

From the foregoing, it becomes obvious that the shifting attitudes of today's workforce towards learning and development also require a changed response by HEI's generally and Polytechnics in particular, reinforcing the need to provide continual learning and development in order to attract and retain academic staff. In this light, how can Polytechnics in Nigeria facilitate learning and development processes among academic staff?

It has been noted (Barth & Rieckmann, 2012) that there is no single guaranteed way to facilitate learning and development processes among academic staff. As such, organisations need to develop structure and style that is suitable to its people, skill base, technology, mission and culture and then develop appropriate strategies that will bring

about appropriate learning structure and style. These caveats notwithstanding, a number of scholars have attempted to come up with clear guidelines and directions that can be of help to organisations seeking to begin this journey.

These writers (Fiol and Lyles, 1985; Iles and Sutherland, 2001; DeSimone, Werner and Harris; 2002), based on analysis of learning and development processes in some organisations, have come up with common strategies and sequences that were used to facilitate learning and development of their staff. Fiol and Lyles (1985) identified organizational structure, corporate culture, strategy and environment as four contextual factors that affect the probability that learning and development will occur. Iles and Sutherland (2001) and DeSimone, Werner and Harris (2002) in their separate studies identified structure, information systems, human resource practices, organisational culture and leadership as facilitating the learning and development processes of employees in organisation. They argued that organisations desirous of facilitating learning and development should place premium on these characteristics. Gill (2009) emphasized the importance of developing a learning culture that incorporates the best potential of people, technology, and resources. Rebelo and Gomes (2011:2) identified learning culture, organisational structure, an approach to Total Quality Management (TQM) principles and highly educated employees as those features that could facilitate learning and development. Some of these factors have been isolated and discussed below.

Leadership

Facilitating learning and development in organisations is highly dependent on effective leadership. A lot that happens in the organisation has to do with how the leaders are open to learning and development as well as how compelling their vision of creating a learning culture is communicated. Leaders are expected to provide the necessary support needed to lead others towards the facilitation of a learning and development culture in the organisation. House et al. (1999: 184) see leadership as the ability of an individual to influence others, motivate them and facilitate their contribution to the effectiveness and success of the organization. Prentice (2004:102) believes that "Leadership is the accomplishment of a goal through the direction of human assistants". Yukl (2010) considers that, in general, definitions of leadership reflect the assumption that it is a

process in which a person exerts his or her influence over others to guide structure and facilitate the activities and relationships within a group or organization.

Leadership is viewed in the literature as a critical factor in the facilitation of the learning and development processes in organisations because leaders challenge the status quo assumptions regarding the environment and are focussed on guiding followers in the creation of shared interpretations which ultimately becomes the basis for effective action (Altman and Iles, 1998; Williams, 2001; Vera and Crossan, 2004). Also, Popper and Lipshitz, (2000) observed that leaders in the face of changes in the global clime, face a three-fold responsibility: making learning and development a high priority, creating the psychological and cultural conditions to enhance collective learning, and shaping contextual factors to create transfer of learning from the individual to the organizational level. While recognising that there are a number of leadership types, Slater and Narver, (1995) specifically suggest facilitative leadership because a complex environment calls for a form of leadership that stimulates transformation. Strange & Mumford, (2002) advocate the need for visionary leadership which Bartram and Casimir, (2007) described as leaders with the ability to open people's minds, create hope and seemingly realise future expectations. Bass &Riggio, (2006) emphasised the need for transformational leadership which they described as leaders that stimulate and inspire their followers to achieve extraordinary outcomes and, in the process, develop their followers' own leadership capacity. These leaders help followers to grow and develop by responding to followers' individual needs by empowering them and aligning the objectives and goals of the individual followers, the leader, the group, and the larger organisation.

One central theme in leadership irrespective of the form it takes is that successful leaders do have one thing in common, and that is, their ability to influence those around them in order to reap maximum benefit from the organization's resources, including its most vital and expensive (Ojokuku et al. 2012). Commenting further Ojokuku et al. (2012) referring to the works of Michael, (2011) observed that leadership has a direct cause and effect relationship upon organizations and their success. He asserts that leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness. Henard and Roseveare, (2012) note that effective leadership is crucial to quality improvement.

Expatiating, they assert that Institutional leadership and decision-making bodies have a fundamental role to play in shaping the institution's quality culture. They are often the initiators of quality teaching initiatives and their approach directly affects the outcome of these initiatives.

Despite the important role effective leadership plays in facilitating learning and development in higher education, it has been noted that higher education institutions in Africa (Polytechnics included) are faced with a plethora of challenges of which leadership and management is one. Teshome Yizengaw (2008:2) in a study carried out on "challenges facing Higher Education in Africa and lessons from experience" noted that:

> Leadership and management is generally weak and inefficient, as expressed by an inability to retain and attract faculty, underutilised facilities, duplication of programs, high dropout and uneconomical procurement and inefficient allocation of scarce finance to non-instructional expenditures. Academic leaders tend to have inadequate preparation, orientation and training in skills required for the positions.

Even though Yizengaw (2008) took the view that African governments have started to show commitment and support to the higher education sector, he was quick to note in his report that there is a near lack of strategic leadership in HEI's in Africa. Continuing, he observed that if HEI's are to play their role as engine of development that produces qualified human capital, generates knowledge, and ensures participation in the global knowledge economy, then African government must show commitment towards the development of lean but effective, professional high-calibre governance, and leadership and management structures and procedures for effective program implementation.

Also, some scholars (Yizengaw, 2008; Udida et al., 2009; Asiyai, 2013) have noted that weak leadership, management, and governance are rampant and further exacerbate challenges to higher education in Africa. Yizengaw (2008) observed that management inefficiencies drain scarce resources away from the fundamental objectives of increasing access, quality, and relevance and spread human and financial resources thin. Moreover, he noted, the consequences of observed weaknesses in leadership are manifest in underutilized facilities, duplicative program offerings, low student-staff ratios, high dropout and repetition rates, uneconomical procurement procedures, and allocation of a

large share of the budget to non-educational expenditures. He maintained that academic leaders are rarely trained in the management of higher education institutions in such critical areas like: strategic planning, market research and advocacy, research management, financial planning, human resource management, performance management, and partnership building and networking.

In other to address the challenges of weak and ineffective leadership, Yizengaw (2008) assert that interventions to revitalize the institutions have to focus on developing faculty and improving management and leadership among other things. Henard and Roseveare (2012) amplify this view when they assert that sustained quality teaching policies require long-term, non-linear efforts and thus call for a permanent institutional commitment from the top-leadership of the institution. Commenting further, Henard and Roseveare (2012) noted that the size of an institution is irrelevant with respect to quality teaching. They maintained that small-specialised Polytechnics or large multi-disciplinary universities could equally improve quality teaching provided:

- A teaching and learning framework is set and understood by the community,

- Resources, time and provisions are provided consistently,

- Leadership is a driver for change and is clearly identified at all levels,

- Synergy of policies is sought as it serves teaching and learning improvement.

Organisational Structure

It is considered in the literature (Fiol and Lyles, 1985; Chen and Huang, 2007; Rebelo and Gomes, 2011) that the structure of an organisation has an influence on the ability of employees in organizations to learn and develop. Also, Martı́nez-León and Martı́nez-Garcı́a (2011) assert that the way and manner organisational structures are configured impedes or facilitates the capacity of the organization to adapt to change, to learn, to innovate or to improve its ability to generate added value for its customers. They equally noted that the learning and development processes in organisations require information and that organizational structure plays the critical role of influencing the information flow. Goldhaber et al. (1984:44) define organizational structure as "the network of

relationships and roles existing throughout the organization". For Teixeira et al., (2013) organizational structure can be viewed as the manner in which power and responsibility is allocated in an organisation as well as how work procedures are carried out within the organisation. Similarly, Mahmoudsalehi et al., (2012) maintained that organizational structure indicates an enduring configuration of tasks and activities.

Organisational structure is usually compartmentalised into three elements including formalisation, centralisation and integration (Mahmoudsalehi et al., 2012). Formalization refers to the degree to which employees are expected to follow rules and procedures in an organisation. According to Schatz, (1999), "The formalized organizational structure consists of a hierarchical, top down reporting and decision-making structure. It is recognized by the existence of explicit, codified standards and regulations". In organisations where the organisational structure is highly formalized, the existence of explicitly laid down rules and procedures could impede the spontaneity and flexibility needed for internal innovation (Chen and Huang, 2007, Mahmoudsalehi et al., 2012).

Informal hierarchy on the other hand according to Diefenbach and Sillince (2011:1517) can be defined (and identified) as person-dependent social relationships of dominance and subordination which emerge from social interaction and become persistent over time through repeated social processes (especially routine behaviour). What is obtainable in this kind of informal hierarchy is that rules are based on implicit understanding and these rules are socially derived and therefore may not be accessible through any written document and may also not be sanctioned through formal position. Also, Chen and Huang, (2007) note that in organizations with low formalization, job behaviours are relatively unstructured and members have greater freedom in dealing with the demands of their relevant tasks.

The most studied dimension of organizational structure is centralization. Drawing on the works of Damanpour (1991) and Aiken and Hage, (1968), Jansen et al., (2006) maintained that centralization of decision making reflects the locus of authority and decision making and refers to the extent to which decision making is concentrated in an organization. Centralization of decision making in organisations it is believed (Cardinal

2001) narrows communication channels, reduces the quality and quantity of ideas and knowledge retrieved for problem solving (Nord and Tucker 1987, Sheremata 2000). Atuahene- Gima (2003) also notes that centralization decreases the sense of control over work and diminishes the likelihood that unit members seek innovative and new solution. Sivadas and Dwyer, (2000) opine that centralization gives room for little delegation of decision-making authority thus discouraging the participation of employees with its concomitant negative effects of reduced communication, motivation, social interaction, and involvement with tasks and projects among participants.

Commenting further, Sivadas and Dweyer (2000) noted that centralization discourages learning and development in the sense that it distances decision-makers from the sharp end, so compromising the link between learning and action, and the ability to adapt quickly to a dynamic and uncertain world. A decentralized structure has often been seen as facilitative to learning and development processes in organizations. Bennette and Gabriel, (1999) opine that decentralization or flat organizational structure facilitates internal communication. Also, Chen and Huang, (2007) indicated that decentralization brings about more favourable social interaction. Iles and Sunderland (2001) assert that a decentralization or flat managerial hierarchy enhances opportunity for employee involvement in the organisation. Kezar (2005) list features within organizations found to encourage learning and development with focal emphasis on decentralization. She noted that decentralization rather than hierarchy among others serves as a catalyst to learning and development in organizations.

One aspect of decentralization that has been discussed in the literature on the governance systems of higher education is the shared governance model. Higher education institutions in most parts of the globe place emphasis on shared governance. In fact, Kezar et al (2006:121) suggest that "shared governance has been an important part of higher education institutions over the last 75years." The underlying philosophy of shared governance is that faculty and administrators both have important roles to play in setting policy in higher education institutions. Some authors for example (Minor 2003; Tierney and Minor 2003) noted that the model of shared governance has been applauded by administrators and faculty.

Shared governance is seen as a form of decentralization (Nagelkerk, 2006). Highlighting the relationship between decentralization and shared governance, Nagelkerk (2006) noted that decentralization occurs when the decision-making power is dispersed to many points within the organization and is shared among staff and management. This shared governance model maintains that in higher education institutions, faculty involvement is critical. Bleiklie, (2005) notes that it defines management styles in terms of the partnership in decision-making between faculty and administration. What this means is that there is a collaborative partnership between faculty and administration in critical areas such as: personnel decision, salary decisions, determination of staff development policies, etc. The model of shared governance also emphasizes that state and Federal Government as well as agencies should abstain from intervening in the internal governance of higher educational institutions. Ogbogu, (2011) noted that conserving the autonomy of higher educational institution is a critical requirement for the protection of academic freedom, the advancement of knowledge and the pursuit of truth.

Even though shared governance is criticised for slowing down decision making (Birnbaum, 2004) Birnbaum (2004:7) goes on to argue that there is need for active faculty participation in governance. "Faculty involvement in shared governance may slow down the decision-making process, but it also assures more thorough discussion and provides the institution with a sense of order and stability."

Currently, Polytechnic administration in Nigeria is based on a participatory system of Academic Board and various committees, but regrettably, their agendas and practices are increasingly old fashioned. Maicibi (2006) who carried out a study focused on the nature of participation, pattern of participation and the appropriateness or otherwise of rational participatory decision--making processes in Polytechnics in Northern Nigeria noted in his findings that state of the art decision-making seems to be defective. The lack of effectiveness results in cases of stress, tension, frustration, isolation, selfishness, conflicts between the staff and management; between students and staff; between the students and management, among staff themselves and within management. Maicibi (2006) further observed, that academic staff often complains of lack of involvement. Consequently, wrong decisions are made on issues involving their professional interests such as curriculum matters, selection of text and reference books, disciplinary matters,

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training, allowances, admissions and general welfare. Considering the observed challenges in decision making in Nigeria Polytechnics, in order to facilitate learning and development processes, there is need for a shift from traditional hierarchies towards a more decentralised shared governance model.

HR Practices

HR Practice has been acknowledged in the literature as having a link with the facilitation of learning and development in organisations. Lo´pez-Cabrales et al. (2009) took the view that human resource systems have the potential of influencing the capacity of organisations to engender new knowledge and stimulate learning and development. Performance appraisal and reward system, it is believed for example, reinforce long-term performance and sharing of new skills and knowledge (Schuler et al., 2004, Werner and DeSimone, 2009). Also Harter, Schmidt, and Hayes (2002), maintained that HRM practices have the potentials of increasing knowledge, motivation, synergy and commitment of employees which can result in sustained competitive advantage for the organisation. Jaw and Liu (2003) note that human resources in organisations are the carriers of invisible assets as knowledge in organisations with policies relating to HR considered critical to the facilitation of learning and development processes. Corroborating, Khandekar and Sharma, (2005) maintained that organisations in search of competitive advantage through their human resources need to approach the design of their HR systems in such a way that will leverage and exploit knowledge-based employees to utilise the knowledge acquired for a competitive edge.

Boxall (1996) noted the critical role of HRM practices in organizational development when he claimed that human resources stands the risk of becoming out of date and losing value if it is not well managed. As a way out of obsolescence, Lepak and Snell, (2002) assert that the capabilities of human resources could be enhanced when appropriate HRM practices are adopted. In a similar vein, Schuler et al., (2004) underscored the importance of learning and development for individuals and teams as a precursor for increased knowledge, skills, abilities, personality, and habits with ineffective HR policies and practices leading to incompetent and unmotivated employees. However, some authors (Hislop, 2003; Moynihan, Gardner, Park, and Wright, 2001) have opined

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that there appears to be a missing link between HRM practices and organizational outcomes.

Despite argument that there is a missing link between HRM practices and organizational outcomes, certain HRM practices have been acknowledged in the extant literature as facilitators of learning and development processes in organisations. Prieto & Revilla (2006) note that certain personnel development practices such as training, delegation of responsibilities, involvement of employees in decision making, and career management should be prioritised in organisations based on the argument that these practices could motivate employees to invest in the acquisition of knowledge that is specific and valuable for the organisation.

Specifically, Shipton et al., (2002) maintained that investment in the training of employees does not only lead to an improvement of individual performance but also match their knowledge and skills to the need of the organisation. Commenting further, they note that when employees become aware that their organisation has development programme to leverage their skills, knowledge and aptitude, the employees would tend to match their knowledge and skills to the needs of the organisation. Agreeing, Lawrie (1986) cited in Gilley et al., (2002) observed that it is in recognition of the critical place of training in organisational development that many organisations in developed countries are now being strategic in their approach to staff development by putting in place programmes to: 1) train new employees, 2) train employees to perform new duties, 3) improve competencies and skills of employees in current positions and 4) prepare their workforce for upward mobility and personal growth. These four functions he observed are linked to employee training and development.

The empowerment and the involvement of employees in decision-making is another HRM practice noted by Minbaeva (2005) as contributing to the facilitation of learning and development processes in organisations. These practices (Minbaeva, 2005) facilitate the flow of information and knowledge within the organisation. Putting into place processes and procedures that will encourage and facilitate the flow of information within the organisation facilitates the culture of learning and development. The

organisation's culture and values must be such that new ideas, new information, and new technologies are continuously being sought out and embraced.

Smither (1998) identified performance appraisal systems as another HRM practice that could facilitate the processes of learning and development in organisations. Agreeing, Punia and Siwatch (2009) assert that performance appraisal is rated as one of the most important processes in human resource management, because of its enormous effect on the financial and program components of any organization. Erasmus et al., (2008) defined performance appraisal as a formal and systematic process by means of which the job-relevant strengths and weaknesses of employees are identified, observed, measured, recorded and developed. According to London and Smither (1999), performance appraisal systems underscore the need for the measurement and recognition of new skills and knowledge and also emphasises the need for creativity to be measured and recognised. Kang et al (2007) note that the importance of performance appraisal lies in the fact that such competence-based appraisal has the potential of motivating employees to acquire new skills and knowledge.

From the foregoing, it is clear that creating an environment that will facilitate learning and development is vital in a higher education landscape. In developing an effective learning environment, it is important to pay careful attention to the best approach to be adopted so that learning and development interventions can lead to the right impact. In this regard, Littlejohn & Margaryan (2013) note that effective learning and development can be achieved either through the top-down approach, the bottom-up approach, or the combined top-down and bottom-up approach. The combined top-down and bottom-up approach advocated by Littlejohn & Margaryan (2013) gives credence to the views held by McNaught and Keneddy (2000) that often, strategic learning and development interventions follow a top-down/bottom-up mixed-mode approach to intervention. It is in the best interest of the researcher to adopt the top-down/bottom-up mixed-mode approach to explore issues relating to academic staff development. In this regard, this research work will use Van Horn and Van Meter (1975) theory of policy implementation supported by Lipsky (2010) street-level bureaucracy as a theoretical

framework to penetrate issues, challenges, tensions and dilemmas in the implementation of HRD policy for academic staff in two case study Nigerian Polytechnics.

3.7 Theoretical Framework

As stated in chapter one, one of the aims of this study is to investigate the impact of leadership, politics, ethnicity, corruption and funding on academic staff development within two case study Nigerian Polytechnics. By this, the researcher intends to gain a conceptual and practical understanding of factors that facilitate or constrain the implementation of HRD policy for academic staff. The researcher assumes that policy implementation is a very complex process and as such cannot be fully understood without a careful analysis of the issues and challenges, debates, tensions, conflicts, dilemmas and current concerns posed to those engaged in the implementation of HRD policy for academic staff.

Before delving into the discussion of the theoretical framework, it is important to state the beliefs and values that the researcher brings to this study. What emerged from my experience as a lecturer and a labour union activist for almost two decades in the Polytechnic education sub-sector is that no matter how clearly administrative duties are designated, as well as how well the objectives of the policy are stated, it does not always yield the desired outcome. The way and manner various participants received, understood and implemented HRD policy were different. Also, the strategic and operational plans set by the staff development policy for Polytechnics were not always followed as expected. This led the researcher to arrive at the conclusion that successful implementation of HRD policy for academic staff is not just influenced by the provisions of the staff development manual for Polytechnics, but also by other factors and conditions that impact significantly on the process. The researcher therefore took the view that HRD policy implementation is a function of the interaction between factors that derive from the top (macro-level) and from the bottom (micro-level).

It is against this background that this study seeks to explore the influence that policy standards and objectives, policy resources, inter-organization communication and enforcement activity, the characteristics of implementing agencies, broader economic social and political conditions, and the disposition of implementers has on policy

formulation, implementation and regulation of academic staff in two case study Nigerian Polytechnic institutions. It is the researcher's intention to rest the analysis of this study on Van Horn and Van Meter's theory (1975) supported by Lipsky's (2010) work on street-level bureaucracy to penetrate issues, challenges and current concerns posed in critical areas of organizational change, learning and development and HRD policy implementation. The researcher contends that applying both Van Horn and Van Meter's theory (1975) supported by Lipsky's (2010) work will facilitate an understanding of issues relating to the practice of academic staff development and also provide robust learning and feedback structures well-suited to institutional inquiry and adaptation that will assist Nigerian Polytechnics to adapt to the challenges of an unpredictable future. The theoretical framework used in this study is therefore comprised of a combination of top-down and bottom-up approaches. This is viewed by the researcher as a useful framework for the investigation due to its congruence with the purpose of the study.

3.8 Justifications for using both a top-down and bottom-up approach

Generally, the implementation of HRD policies aimed at promoting the knowledge, beliefs and skills of academic staff fall within two general paradigms. One is the top-down approach which according to Wyatt and Dikilitas (2015) are planned, designed and delivered by those parties who are not going to benefit directly from the training and development interventions. Example of such actors are administrators or co-ordinators. The other one is the bottom-up approach, which is concerned about those who benefit from the training and development interventions. In the bottom-up approach which Lipsky (2010) advocates in his street-level bureaucracy, academic staff take ownership of the ideas that will bring about their professional development and thus stand motivated to evolve interventions that will impact on their skills and aptitude. On the other hand, the top-down approach may not bring about positive impact because the administrators may not be addressing and covering the needs and understanding of academic staff.

Writing on the desirability or otherwise of the top-down and bottom-up approaches, a number of scholars (Clarke and Hollingsworth, 2002; Sandholtz, 2002; Fraser, Kennedy and Mckinney, 2007) argue in favour of the bottom-up approach as against the top-down approach. In fact, Diaz-Maggioli (2004:4) was forceful in his views when he suggested that "programmes which involves participants in the planning,

organising, management, delivery and evaluation of all actions in which they are expected to participate have more chances of success than those planned using a top-down approach where administrators make decisions in lieu of teachers". This position notwithstanding, it is the researcher's contention in this research that rather than ignoring the top-down approach, when top-down decisions are taken in relation to the development of academic staff, the guidance and control of the training and development intervention is shared democratically. It is on the basis of this conviction in the desirability of the combined top-down and bottom-approach that the researcher has adopted the use of Van Horn and Van Meter's (1975) policy implementation theory (top-down approach) and Lipsky's street level bureaucracy (bottom-up approach) as a theoretical lens for this research work.

3.9 Van Meter and Van Horn's Theory of Implementation

Van Meter and Van Horn's comprehensive framework for the analysis of policy implementation starts with the suggestion of a model that has six variables which are linked in a dynamic manner to the production of an outcome. Implementation according to Van Horn and Van Meter (1975:462) starts from an initial policy decision which goes through a series of stages. The six variables presented by Van Horn and Van Meter include: policy standards and objectives, the resources and incentives made available, the quality of inter-organizational relationships, the characteristics of the implementation agencies, the economic, social and political environment and the disposition or response of the implementers. The relationship between these variables is as presented in figure 3.1 below:

Figure 3. 1A model of the policy-implementation process
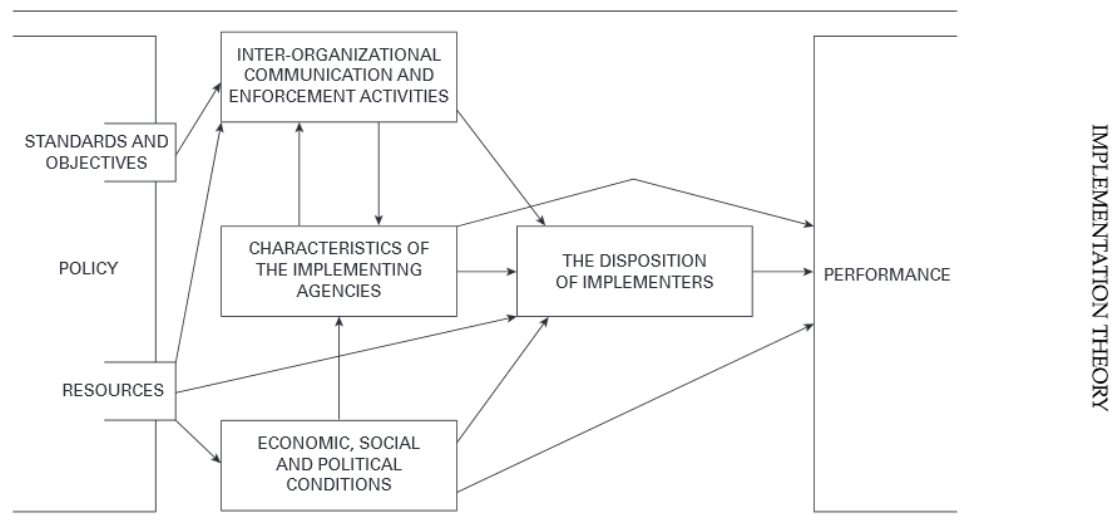
Source: Hill & Hupe (2002:47)

3.10 Operationalization of the Van Horn and Van Meter's Theory of Policy Implementation in this research

The theory of Van Horn and Van Meter described above will be used for the purpose of analysis/discussion in this research work. Divergent variables can be discerned from this theory; the independent variable, the dependent variable and the intervening variable. In this study, the HRD policy for academic staff will be the independent variable. The policy standards and objectives, the resources and incentives made available, the quality of inter-organizational relationships, the characteristics of the implementation agencies, the economic, social and political environment and the disposition or response of the implementers which will be used in the analysis/discussion chapter will be the intervening variable while the effectiveness of academic staff development will be the dependent variable. The intervening variable will in the end explain the difference/s in the level of effectiveness of HRD for academic staff in the case study Polytechnics. The figure below shows a diagrammatic representation of the variable involved in this research work.

Figure 3. 2 Variables

Policy standards and objectives,
- The resources and incentive,
- The quality of inter-organizational relationships,
- the characteristics of the implementation agencies,
- The economic, social and political environment and
- The disposition or response of the implementers., the economic, social and political environment and the disposition or response of the implementers

Effectiveness of Academic Staff development

HRDPolicy

| Independent Variable | Intervening Variable | Dependent Variable |

The variables presented in Figure 3.2, will be operationalised in the paragraphs below.

3.10.1 Policy Standards and Objectives

The starting point for the analysis of the implementation processes is the objectives of the HRD policy in place. A well-articulated HRD Policy standards and objectives play an important role in staff development. Pressman and Wildavsky (1973: xiv) amplified this position when he noted that "implementation cannot succeed or fail without a goal against which to judge it". Generally, when the objectives for staff development are clear and unambiguous, it makes it easier to implement than when they are complex and contradictory. Having a clear set of objectives and a defined policy for training development is considered a strategic imperative for organisations in the light of the fact that training and development increases the level of individual and organisational competence (Armstrong, 2000; Hernard, 2012). Van Horn and Van Meter (1975) show that policy standards and objectives apart from elaborating on overall policy goals and the means for achieving them provide objective standards for measuring performance. Wali, (2010) while making allusions to the work of Sabatier (1986:3), emphasized that defining policy standards and objectives assist in solving the problems of mistaken

perception of the policy that could arise if the policy standard s and objectives have not been clearly stated.

3.10.2 Policy Resources

Availability of sufficient resources is crucial to the effective implementation of HRD policy. Greer (2005) notes, that successful policy implementation rely partly on the availability of financial and other resources. The availability of funds is considered an imperative for the effective implementation of policy (Van Horn and Van Meter 1977; Edwards and Sharkansky, 1978). Agreeing, Makinde (2005) assert that where implementation orders are clear, consistent and accurately transmitted, the absence of adequate resources will result in implementation problems. Policy resources include both the human and material such as adequate number of staff who are well equipped to carry out the implementation, relevant and adequate information on implementation process, the authority to ensure that policies are carried out as they are intended, and facilities such as land, equipment, buildings, etc. as may be deemed necessary for the successful implementation of the policy. Commenting further, he submits that without adequate resources, it will be almost impossible for policy implementers to function.

In Nigeria as well as in other countries in sub-Saharan Africa, funding is considered a bane to policy implementation. A study for the World Bank by Ziderman (2003) found out that virtually all training systems in sub-Saharan Africa have to deal with the reality of diminishing government funding for public sector training. The situation in Nigeria is so glaring that funding of education and more specifically Nigerian Polytechnics funding (Yabani, 2009) have not received adequate attention, thereby leading to the on-going crisis of the education sector. Most of the strike action embarked upon by academic staff of Nigerian Universities and Polytechnics revolve around issues of funding (Arikewuyo, 2009). The required training and utilization of human resources in the Polytechnic education sub-sector have not been effectively placed and used even where appropriate human resource development is regarded as the most fundamental instrument in determining the rate of transformation of any economy. At present, the amount of money Nigeria devotes to education is far lower than the 26% of government total expenditure as recommended by UNESCO. In respect of Polytechnics, the situation has

assumed a worrying dimension due to poor funding and insufficient pedagogical resources (Yabani, 2006). This situation according to Yabani, (2006) has given rise to poor quality of education at this level

3.10.3 Inter-organisational communication and enforcement activities

O'Toole, (2012) notes that recognising the different inter-organizational pattern is one-step towards effective implementation. Continuing, he emphasised the need for skilful implementation managers to find ways of working together towards policy success. O'Toole, (2003:237) asserts "generating successful policy implementation means inducing cooperation, and perhaps even coordination, among interdependent actors in the face of impediments".

In Nigeria, the administration and organisational system is such that the Polytechnic education sub-sector is statutorily required to collaborate with the Federal Ministry of Education (FME) and the National Board for Technical Education (NBTE). The Federal Ministry (FME) is the organ of Government charged with policy formulation, monitoring of implementation, setting, and maintenance of standards within the nation's education sector while NBTE is the supervisory body, which coordinate the activities of the Polytechnic education sub-sector. It is also involved with the funding of Polytechnics owned by the Government of the Federation of Nigeria (FME, 2003). The level of synergy and collaboration between these agencies of government remains perhaps a critical determinant of the success or otherwise of the implementation of HRD Policy. Yet, as Gyang (2011) noted, the failure of most programmes and policies in Nigeria is due to absence of inter-agency as well as governmental collaboration. The views expressed by Gyang (2011) is supported by the position expressed in the Federal Government document titled "4 Year Strategic Plan for the development of the education sector 2011-2015" (FME 2012:5) which states categorically that "it appears that the education sector faces the challenge of inadequate communication between the Federal Ministry of Education, its parastatal and stakeholders". To attenuate the incidence of programme and policy failures due to lack of inter-agency collaboration, Okolocha (2012) assert that the effective implementation of policies and programme requires proper coordination, integration and cooperation among the stakeholders of education. Van Horn and Van

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Meter (1975:471) amplified this position when they opined "the agency's formal and informal linkage with the "policy-making" or "policy-enforcing" is an imperative for successful policy implementation.

The foregoing notwithstanding, the HRD policy implementation process is not just about the policy makers'/implementers relationship, another critical factor in the implementation process is the way and manner policies are communicated from one level of implementers to another. Corroborating, Buse et al., (2012) assert that good coordination and communication remains a prerequisite for effective policy implementation.

3.10.4 Characteristics of the implementing agencies

Wali (2010) notes that the characteristics of the implementing agencies, notably the nature of the communication network, the degree of hierarchical control, leadership style, and the agency's formal and informal ties to the policy making or policy enforcement body is critical to effective implementation. One characteristic that have been highlighted in the literature is the importance of leadership in the implementation process given their influence over the allocation of staff and selection of other resources (Sabatier and Mazmanian, 1979:494 - 495). Political and managerial skill is also considered as an important element in the implementation process. According to Sabatier and Mazmanian, (1979: 495), political skill involves the ability to develop effective working arrangements, while managerial skill involves the development and maintenance of efficiency, maintaining morale and managing internal dissent. These, they maintained are critical to the successful implementation of policy.

3.10.5 The economic, social and political environment

Different societal actors influence the realisation of policy. These factors according to Rosenthal, (2001; 100) does not fall directly under the control of the policy makers. These factors, which could be manifest in the economic, socio-cultural and political environment, could have either negative or positive effects on the implementation process. In the analysis/discussion chapter of this research work, the economic, socio-

cultural and political factors which could influence the implementation of HRD for academic staff in Polytechnics, will be explored.

3.10.6 The disposition or response of the implementers

The concept of disposition as used here refers to the measure of desire that the implementer of the policy exhibits in carrying out the goals and objectives of the policy. For policy implementation to be successful and effective, those who are in charge of policy implementation must take responsibility for it. Mazmanian and Sabatier (1981:19-20) note, that the commitment of the implementers to policy implementation is the variable that mostly affect the realization of policy goals. Brynard (2000) maintained that governments could enunciate the best policy imaginable but if implementers are unable or unwilling to implement a policy, it will not happen. In this respect, Makinde (2005) and Ikelegbe (2006) contend that the passion with which bureaucrats implement policy in Nigeria is a function of how they see the policy as affecting their personal, ethnic, political, religious or organizational interests and that positive effects will encourage enthusiastic implementation while the contrary will mean the policy either being thwarted or sabotaged.

Roh (2012) also observed that when implementers fail to implement policies because they do not agree with it, slippage occurs between policy decisions and performance. In such cases, it is glaring that the implementers have simply exercised their discretion to hinder the implementation of policy. As stated earlier, the Van Meter and Van Horn's theory as an analytical tool appear more valuable in analysing top-down approach to policy implementation. Since this research is focussed on academic staff, I have found Lipsky's (2010) observation about the tendency of front-line bureaurcrats' operating as policy-designers and/or implementers as a useful analytical tool in contextualising the dilemmas faced by academic staff of Nigerian Polytechnics in the implementation of HRD policy.

3.11 The Concept of Street-Level Bureaucracy

According to Lipsky (2010:3) street-level bureaucrats are "public service workers who interact directly with citizens in the course of their jobs, and who have substantial

discretion in the execution of their work". Continuing, he asserts that typical street-level bureaucrats are school teachers, social workers, home eldercare providers, health workers, and many other public employees who grant access to government programmes and provide services within them (Lipsky, 2010:3). The central thesis of the concept is that public servants have a cardinal role to play in the delivery of government "goods" and services to the citizens of any particular nation. Bergen and While (2005) and Lipsky (2010) noted that employees at the lower rung of the organisational ladder engage in constant interaction with the public, and in the course of their duties, exercise discretion all geared towards providing the needs of the masses. In this regard, when looked at in the context of Nigerian Polytechnics, it is academic staff who intermingle on a day-to-day basis with students who possess a good knowledge of the operations of the Polytechnic at the street level rather than the Rector who almost never meets students in a classroom situation. This knowledge that the academic staff have as a street level bureaucrat is invaluable in the policy implementation process.

Walker and Gilson (2004) noted that street-level bureaucrats in the performance of their duties are faced with a plethora of conditions that appear to undermine their performance. Continuing they assert that even though street-level bureaucrats face high demand for their services, their performance is usually hampered by lack of resources at the organisational and personal level. Proponents of the bottom-up approach to policy implementation argue that "the decisions of street-level bureaucrats, the routine they establish, and the devices they invent to cope with uncertainties and work pressures, effectively become the public policies they carry out". Said in another way, the day-to-day activities carried out by street-level bureaucrats in the end become essentially policy and not the objectives that emanate from the documents or policy pronouncements from the top which could be the central government or its agencies. For the purpose of illustration, lectures delivered to students in the Polytechnic is a function of the way an academic staff delivers the curriculum in the class as well as the level of qualification and teaching materials available to academic staff. Having said this, it is important to place Lipsky's street-level bureaucracy within the context of higher education.

3.12 Placing Lipsky's Street-Level Bureaucracy Approach in a Higher Education Context

Even though Lipsky's (2010) street-level bureaucracy approach applies to bureaucracies as varied as the police, health services, schools or legal services, it is also relevant in the explanation of implementation of the main process of higher education namely teaching. According to Clark (2015) higher education institutions are organisations with bureaucratic modes of work and therefore comprise professionals (academics) who work for them. Academics by virtue of their expertise possess discretion in their decision-making, which takes the form of academic freedom especially in the areas of teaching and research. According to Bowen & Tobin (2015) this exercise of discretion in decision-making by academics are not subject to scrutiny by bureaucratic rules which could restrict their individual discretion. Rather, academics have several privileges and freedoms in the exercise of their duties in higher education institutions. Moreover, Clark (1993:111) holds the view that as professionals, academics are looked upon as public servants with a firm commitment to the creation of knowledge as well as training professionals to attain their highest potential. Therefore, it can be argued that the assumption of Lipsky's (2010) street-level bureaucracy approach can usefully be applied on the profession of academic as well.

Following from the above, we contemplate that if academic staff in Nigerian Polytechnics are allowed to play on active role in setting agenda, planning and implementation as well as giving feedback in the HRD Policy implementation process, perhaps the challenges of HRD policy implementation would be greatly minimized. The argument here is that academic staff as key players in the teaching and learning process in Polytechnics can be considered critical to the implementation of any staff development intervention. Regrettably, the seeming disconnect between the policy-making process and the reality of HRD policy implementation for academic staff has posed significant challenges in the translation of HRD policy objectives into practice (Ayuk & Marouani, 2007; Aminu et al., 2012; Philip and Maidoki, 2013). Scholars (Trowler,2002; Darling-Hammond, & Rothman, 2011; Obasi & Lekorwe, 2014) in the field of Public Policy assert that in order to bridge the gap between policy intentions and outcomes, actors, especially academics who are the key actors in the classroom, should be actively involved in the process of policy implementation. As Lipsky argues, policy-making can take place as much

at street-level as it does via the more traditional top-down approach (Hill 1997). Consequently, the role of academic staff as street-level bureaucrats cannot be over-emphasised in the implementation of HRD policy in Nigerian Polytechnics.

3.13 Summary

In summary, this literature review chapter demonstrated the place of HRD in organisational development, discussed various issues central to the achievement of the objectives of this study, such as definition, scope and place of HRD in organizational management, HRD Policy, human resource development strategy as well as the need for academic staff development in Higher Education Institutions. It has also highlightedcurrent debates on HRD and its implications for Human Resource development in Nigeria Polytechnics.The chapter has also related the theoretical framework of the study based on Van Meter and Van Horn's (1975) theory of policy implementation supported by Lipsky's street-level bureaucracy. Utilising Van Meter and Van Horn's (1975) theory, the study will adopt the following measurement; policy standards and objectives, policy resources, inter-organization communication and enforcement activity, characteristics of implementing agencies, economic social and political conditions, and disposition of implementers as intervening variables that will be used to determine the extent of implementation of HRD policy for academic staff.

Moreover, the theoretical framework outlined has critically examined the relevance of Van Meter and Van Horn's theory of policy implementation supported by Lipsky's street-level bureaucracy approach in understanding issues and challenges, debates and current concerns for the implementation of HRD policy for academic staff in Nigerian Polytechnics. Since the study has the objectives of developing a contextual synopsis of the challenges of HRD for academic staff and the factors responsible for the underdevelopment of academic staff, the application of Lipsky's street-level bureaucracy approach will assist in meeting the objectives of this study because the theory strongly considers the local conditions that street-level bureaucrats face as actors in the policy process. Those include: having to work with ill-defined organisational goals; unrealistically high public expectations of the organisation and its staff; policy objectives that tend to be overblown, ambiguous, vague or conflicting; and problems of policy imprecision

compounded by insufficient resources for the job. These local conditions, highlighted by Lipsky in his classic study provide a useful background analytical tool for a discussion of issues, challenges and dilemmas in the implementation of HRD policy for academic staff in Nigerian Polytechnics.

The next chapter will discuss in detail the methodology utilised in this study. It will also highlight the measures developed based on Van Horn and Van Meter's theory on policy implementation supported by Lipsky's (2010) work on street-level bureaucracy to determine the extent of implementation of staff development/HRD policy for academic staff as well as to address the research questions.

CHAPTER FOUR

Research Methodology

4.0 Introduction

This research work investigates the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in Nigerian polytechnics and the research strategy adopted was to conduct multiple case studies in two Polytechnic institutions namely Yaba College of Technology, Lagos and the Federal Polytechnic Idah. In this study, the researcher assumed the role of participant researcher. The researcher has been a lecturer for nearly 12 years and has been an active trade union leader for most of the period. The experience garnered in these positions provided a lot of grounding on the issues under investigation. More so, as a trade union activist, the researcher have had the opportunity to interact with critical stakeholders within the Polytechnic education sub-sector and this contacts facilitated access to the persons and institutions involved in this research work.

Bearing in mind debates concerning case studies and generalizability, this research work does not lay claim to generalization beyond the cases treated in the research. Nonetheless, especially in view of the in-depth descriptions of the cases provided, it is the researcher's expectation that some of the interpretations, results and conclusions generated in this research work will prove useful in other comparable contexts.

The fieldwork was conducted at the case study institutions between September and December 2012 with a second round interview with academic staff taking place between June and October, 2014. The main data collection techniques used in this research study was semi-structured interviews, questionnaires and documentation analysis. A total of thirty-six participants from the case study institutions participated in the semi-structured interview. All academic staff of the case study institutions were targeted for questionnaires administration. The procedure for the analysis of data obtained from the semi-structured interviews conducted was through the open coding technique and the quantitative data derived from the questionnaires administered to academic staff were analysed using statistical tools such as graphs and frequency tables in order to show clear responses from respondents.

4.1 Research Philosophy

Any research endeavour is founded on philosophical assumptions, which are relative to the researcher's view or perception of what reality is. Easterby-Smith et al. (2002), note that such philosophical assumptions can be understood in terms of epistemology and ontology. Epistemology is that branch of philosophy that is concerned with the definition and classification of knowledge. It is the study of what knowledge is, how we come to know, and the nature and forms that knowledge takes. From such a perspective, some of the questions which arise relate to what constitutes meaningful evidence, as well as to what process gives rise to knowledge. On the other hand, ontology is concerned with the nature of reality. Easterby-Smith et al. (2002) define ontology as the science of being and existence. In essence therefore, ontology relates to the researcher's perception on the nature of the real world. Ontological questions therefore are those that relate to issues such as the nature of reality and questions as to whether reality can exist prior to being discovered.

In keeping with the above philosophical assumptions, research within the context of social and behavioural sciences, paradigms largely follow two main approaches with writers putting forward various terminologies to make a distinction between the stances. For instance, Guba and Lincoln (1988) use the terms "scientific" and "naturalistic" to the concept of a paradigm, while Tashakkori and Teddlie (2010) use the terms 'positivist' and 'constructivist'. The nature and underlying understanding of these two theories of the paradigm have been a topic of intense debates for a number of decades. For example, Burrell and Morgan (1979) highlights the influence that a paradigm position can have on the ensuing design approach; a largely quantitative research method can be suggestive of underlying positivist paradigm beliefs, while a qualitative approach is more indicative of a constructivist paradigm position. Bryman, (2004) however notes that while these types of research design may be indicative of the nature of the paradigm position, they are not fixed.

Tashakkori and Teddlie (2010) observed in their consideration of the evolution of the paradigm debate and the relationship to research that the once-dominant logical positivism that was founded on the need for observable facts became less popular with the emergence of the popularity of the post-positivist position. Post positivism which had

its primary beliefs largely derived from positivism, acknowledged the theory-ladenness of observation, ladenness of facts, and the value-ladenness of science and research as being constructivist in nature (Tashakkori&Teddlie, 2010).

According to Tashakkori&Teddlie, (2010) as these theories developed, they gradually became discredited and replaced by constructivist perceptions of social reality; a period referred to as the 'mono method era' and researchers began to limit their studies to the adoption of either a quantitative or qualitative approach, underpinned by their post-positivist or constructivist beliefs respectively.

The debate which Tashakkori and Teddlie (2010) referred to as "Paradigm Wars" began with objections to the dominance of the mono method era during the 1960s and resulted in the development of mixed methods and later in the 1990's of mixed model eras. According to Creswell (2003), in the 1990s, the mixed-method approaches that encompassed both qualitative and quantitative studies became extremely popular. Researchers who were amenable to mixed methods approach were much more inclined to the use of research designs that used "mixing" of quantitative or qualitative approaches during the data collection phase of a study, that is through the use of methods drawn from both approaches within one study while the mixed model approaches used the "mixing" aspects of the quantitative or qualitative approach at multiple phases of the research i.e. design collection and analysis (Creswell 2003).

Commenting on the mixed methods approach to research, Bryman (2008:15) notes that with the emergence of mixed methods research – research "that represents the mixing of research methods that cross the quantitative-qualitative research divide"- a respite must have been produced in the paradigm wars.

Scholars, (Johnson, Onwuegbuzie and Turner, 2007;Tashakkori and Tedlie, 2003; and Morgan, 2007) have argued in favour of pragmatism. They contend that pragmatism represents the single most appropriate approach to mixed method studies. The core contributions of Pragmatism to mixed method research are two-fold. First, it presents a reason for combining the methods from diverse paradigms, undercutting the incommensurability thesis. Johnson &Onwuebguzie (2004) notes, that pragmatism finds a middle ground between paradigmatic incommensurability and offers a workable solution

for combining diverse paradigms. Second, pragmatism fosters the use of research approaches to best answer important research questions.

According to Johnson &Onwuegbuzie, (2004), Pragmatism suggests that researchers adopt a needs-based or contingency approach to selecting methods and approaches. Tashakkori and Teddlie (1998) and Creswell (2003) view the pragmatic paradigm as a philosophy that supports an intuitive approach to research and scientific study. Creswell, (2003), notes that the adoption of this approach allows scientists to make informed decisions about which methods to apply, based on their individual value systems. It follows therefore that the pragmatic paradigm is suitable for social and management research as well as for scientific research, as it provides a harmonious combination of quantitative and qualitative approaches. Table 4.1 below represents a comparison between the three paradigms namely, post-positivism, constructivism, and pragmatism.

Table 4. 1 Comparism between post-positivism, constructivism, and pragmatism

	Post-positivism	Constructionism	Pragmatism
Methods	Quantitative	Qualitative	Qualitative and Quantitative
Logic	Deductive	Inductive	Deductive and Inductive
Epistemology	Modified dualism, findings probably objectively true	Subjective point of view, knower and the know are inseparable	Both objective and subjective point of view
Axiology	Inquiry involves values but they may be controlled	Inquiry is value bound	Value plays a large role in interpreting results
Ontology	Critical or transcendental realism	Relativism	Accept external reality, choose explanations that produce the desired results
Causal links	There are some lawful, reasonably stable relationships among social phenomena, these may be known imperfectly and causes are identifiable in a probabilistic sense that changes over time	All entities simultaneously shaping each other. It is impossible to distinguish causes from effects	There may be causal relationships but will never be able to pin them down

(Adapted from Tashakkori and Teddlie, 1998)

From the above table, it can be seen that pragmatist make use of both inductive and deductive logic which means that the researcher argues from the particular to the general and then from the general to the particular depending on the research problem at hand. Also, the pragmatist uses both objective and subjective point of view. When viewed on a continuum, a researcher at some point in the research process would be more subjective at some times and more objective at other times. Values in research within pragmatism as a framework play a large role in interpreting results. The process is guided by the researchers' personal value system and they study what they think is important to study. The research methods as well as the research results reflect the researcher's value system. In order to obtain the best results, pragmatists use both qualitative and quantitative methods. With qualitative research, Rudestam and Newton (2014), note that the researcher will be more flexible to explore phenomena in their natural setting rather than when they are restricted in a narrow band of behaviour. The quantitative approach unlike the qualitative approach is majorly concerned with the explanation of the relationships that exist between variables and the testing of specific hypothesis. Rudestam and Newton (2014) describe quantitative research design as a design that attempts to control the playing field of the study as possible and restrict the focus into a narrow band of behaviour and to get out of harm's way as a separate and objective observer of the action. However, the choice of which method to use depends largely on the research question and with each method one would apply either subjective or objective points of view. This research work adopts pragmatism as it's research paradigm. The next section discusses the underpinning philosophy of the research.

4.1.1 The Underpinning Philosophy of the Research

In social research, there exist six common elements: ontology, epistemology, axiology, methodology, research methods and rhetoric. These elements are philosophically determined and largely vary by worldview. Each of these elements play a critical role in the design and execution of research because they help in the determination of what and how we can get acquainted with the social world and the problems it faces (Creswell & Plano Clark 2007: 21 & 24). In this section, the discussion will be centred on the discussion of each element and how it relates to the research process in this thesis.

The first element which is ontology asks questions about the nature of reality. Ontology is relevant to this research work in two respects. On the one hand, the researcher agrees with the assertion of objectivism that there is an independent external reality that can be revealed through hypothesis testing. Yet, on the other hand, the researcher appears stuck agreeing with the objectivist's view because it remains unclear if one account of reality can be seen to be better than any other. This second point is important and tends to lead one to agree with the position maintained by the constructivist's view that the 'truth' about reality cannot be determined. Given the foregoing, it could perhaps be said that all we can look to provide is multiple perspectives of phenomena that taken together account for the subjective experience of socially situated agents (Cherryholmes 1992; Teddlie &Tashakkori 2009). Therefore, the researcher re-conceptualising ontology in this research in less rigid and negotiable terms enables something interesting to be said about the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic Staff.

Whereas ontology asks questions about the nature of reality, epistemology asks different ones about the nature of knowledge. According to Bryman (1998) within the social sciences epistemology has usually been addressed in relation to an epistemological dualism that separates research along objective-subjective lines. Here objectivism is taken to be associated with the impartial research of post-positivist approaches; subjectivism with the interpretive research of constructivist ones. In this research, the researcher counters this dichotomy through the pragmatist stance by replacing epistemology with a principle of practicality (Creswell & Plano Clark 2007: 24). What the researcher has done in this research activity is to collect, analyse and integrate together whatever forms of data necessary to answer the research questions. This position tends to agree with the opinion expressed by Teddlie and Tashakkori (2009) that viewing epistemology as operating on a continuum, rather than two opposing sides, is probably closer to how most researchers approach research in the real world.

The third element in the research process is axiology which focuses on the role of values within the research. A pragmatic researcher according to Creswell and Plano Clark (2011:42) believe in "*multiple stances*" whereby biased and unbiased perspectives exist

within the research. As the researcher in this case has been a lecturer for nearly 12 years and has been an active trade union leader for most of the period, it is rational to conclude that some of the experiences and judgements of the researcher may have shaped and prompted the carrying out of this research thereby resulting is some form of bias. To carry out a valid research, it is presumed that bias is eliminated as far as possible from the research. Within this research, the researcher guided by pragmatic value has acknowledged biased and unbiased perspectives.

The fourth word-view element is methodology which refers to the philosophy underpinning the research and its design. According to Cresswell and Plano Clark (2007) methodology can be contrasted with research methods, which are the specific techniques a researcher adopts for data collection and analysis. Traditionally, there are two traditionalist paradigms, positivist and constructivist. Positivist use deductive logic and numbers to ascertain certainty. On the contrary, constructivists make use of inductive logic and narratives or textual data to gain meaning and understandings. A pragmatic researcher sees the usefulness in combining both quantitative and qualitative methods and further more combining them in a piece of research work. Scholars, (Johnson, Onwuegbuzie and Turner, 2007; Tashakkori and Tedlie, 2003; and Morgan, 2007) contended that pragmatism represents the single most appropriate approach to mixed method studies. The core contributions of pragmatism to mixed method research are two-fold. First, it presents a reason for combining the methods from diverse paradigms, undercutting the incommensurability thesis. Johnson & Onwuebguzie (2004) noted that pragmatism finds a middle ground between paradigmatic incommensurability and offers a workable solution for combining diverse paradigms. Second, pragmatism fosters the use of research approaches to best answer important research questions. Therefore, this research work- from research question to methods, analysis, and conclusion is shaped by the pragmatic philosophy so as to enable the researcher gain a comprehensive understanding of the phenomena under study. It also gave room for the collection of data separately and in an easier way rather than concurrently which is time consuming. Moreover, in terms of data analysis, the adoption of mixed methods approach made it possible for data to be analysed in different formats and ensured that the data collection method utilised the time allocated to best possible outcomes. For instance, having

collected questionnaire data that was linked to the semi-structured interviews from academic staff of the case study Polytechnics, the researcher now had ample time to devote to the collection and analysis of qualitative data since the questionnaire earlier collected had provided the necessary statistical data.

The fifth and final element of the research process is rhetoric and this has to do with the language the researcher uses in the presentation of research findings (Creswell and Plano Clark 2007). Rhetoric is important as it demonstrates how a body of scholars share and communicate their knowledge while at the same time setting boundaries as to what language is deemed professionally acceptable. A positivist and a constructivist will as obtained in other elements in the worldview make use of different languages. The positivist while emulating the natural sciences will tend to adopt the use of formal language and agreed upon definition while presenting research findings. The constructivist on the other hand will adopt informal styles. The researcher in this work uses both formal and informal language as it is typical of pragmatic researchers in order to bridge the gap between worldviews. The questionnaire analysis was carried out using formal language while the qualitative semi-structured interviews have been presented in an informal language of what was discussed. Reporting the interviews in informal language enabled the researcher to present the comments made by the interviewees in a more accurate manner than if presented in a formal manner.

From the foregoing, the researcher has established that a pragmatic approach has been adopted which relates to the principles behind the mixed method data collection technique (Creswell and Plano Clark, 2011). The next sub-sections will discuss further the features of pragmatism guiding the research and the rationale for mixed methods in pragmatism.

4.1.2 Features of Pragmatism guiding the research

Besides the ontological and epistemological foundations that underlie this research work, there are other features of pragmatism that are considered amenable with this research. The features of pragmatism guiding this research are presented in this section. Pragmatic research generally is:

- Built on previous research and knowledge,

- Recognises the inherently value-laden nature of the research process,

- Uses research questions to drive the selection of the research methods,

- Seeks practical answers to inform effective real world practice, and

- Recognises the influence of context on the research process and findings

This research work is founded on the previous knowledge and experience (of the researcher being an academic staff himself and others) and is poised to add depth of understanding to improve HRD practice in Polytechnics, consistent with the current inductive-deductive research cycle of pragmatism (Teddlie and Tashakkori, 2009).

In this study, the researcher decided what he wanted to study based on his value systems and the existing literature. Johnson & Onwuegbuzie, (2004) noted that Pragmatism recognises that the research process is inherently value-laden and thus place importance on this being transparent. Also, Teddlie & Tashakkori, (2009) noted that values are also especially important in interpreting the results obtained from the research study.

The research questions for this study have driven the appropriate use of methods. The research questions of this study require exploration of explanations, as is consistent with pragmatic inquiries (Teddlie & Tashakkori, 2009). The research methods adopted for this research (including data collection and analysis) are considered by the researcher to be those that "best" fit the research question and purposes. Data collection was through the ways deemed best to gain understanding of the research problem and more importantly to the end of providing practical solutions. Importantly, the answers to these practical questions are intended to contribute significantly to practice and policy as well as theory.

As is typical of research grounded in pragmatism, this research work is practically oriented in a naturalistic setting with a non-experimental design (Teddlie & Tashakkori, 2009). As earlier stated, the aim of this research The aim of this research work is to investigate the impact of leadership, funding, ethnicity, corruption and nepotism on academic staff development within two case study Nigerian Polytechnics (real-world context). Thus this research work aims to generate knowledge which has practical implications. Pragmatism are typically problem-centred and are thus poised to the utilisation of multiple research

methods which will result in greater understanding of the problem and identifying workable solutions to inform practice (Johnson & Onwuegbuzie, 2004). This therefore gives the researcher the leverage to "draw liberally from both quantitative and qualitative assumptions when they engage in their research" (Creswell, 2003, p.12).

The researcher pursued the collection of contextual information (social, political, historical, etc.) having recognised the influence of the context on HRD development in Higher Education Institutions in Nigeria and Polytechnics in particular. Creswell, (2003) noted that the pragmatic perspective recognises the influence of the context – social, political, historical, etc. – on the framing and outcomes of the research process.

4.1.3 Rationale for mixed methods in Pragmatism

When a researcher employs the use of both qualitative and quantitative methods, the technique can be said to be a mixed method approach. Tashakkori and Teddlie (2003) defined mixed methods approach as a procedure for collecting, analysing and "mixing" both quantitative and qualitative data. In Mixed methods approach, according to Cresswell (2003), the researcher builds the knowledge on pragmatic grounds. Tashakkori and Teddlie (2003) noted that the researchers adopting the mixed methods approach choose approaches, as well as variables and units of analysis that are considered most appropriate in finding answers to the research questions. This research work is anchored on the philosophy of pragmatism whose major tenet is that quantitative and qualitative methods are compatible and that both numerical and textual data collected either sequentially or concurrently could help achieve better understanding of the research problem.

Greene et al.,(1989) discussed five benefits of employing mixed-methods approach:

- *triangulation*—using different sets of data and methodology in order to test hypotheses and consistency of findings;

- *complementarity*—confirming the validity of the results from one study by employing a different research method;

- *development*—applying the results from one method in the design of further research;

- *initiation*- challenging research results from one method;

- *expansion*- developing methods in order to explore them further and garner additional detail.

It is generally recognised that a mixture of qualitative and quantitative methods provides the most reliable insights and research findings.

Cresswell et al., (2003) offered three basic issues that a researcher should consider when adopting the mixed methods approach as follows: priority, implementation and integration. In priority, the researcher should decide which method; either qualitative or quantitative should be given more attention and emphasis. Implementation has to do with whether the researcher will collect and analyse qualitative and quantitative data in sequence or chronologically with one following the other or concurrently. Integration is the phase in the research process where the mixing of qualitative and qualitative data occurs. In this regard, in terms of priority, it was decided that the main methodical approach would be qualitative as it is understood that this is the best approach when exploring people's experiences in-depth. Additionally, a quantitative method was utilised to provide a backdrop and to allow for a wider section of the population (academic staff) to be included.

Hayati, Karami, & Slee (2006) noted that the benefit of using mixed method approaches lie in the researcher's ability to incorporate different types of data to the end of answering the research questions. Scholars (Scandura & Williams, 2000; Karami et al., 2006) suggested that mixed method approach is best suited to exploratory research especially when the research questions are such that had not been answered before. Scandura & Williams, (2000) noted that mixed method approach increases the credibility of the research outcome because the qualitative data supports the quantitative data.

This research work used the sequential explanatory mixed methods design which is the most popular mixed methods designs in educational research. The sequential explanatory mixed methods design in this research work consisted of two distinct phases

(Cresswell, 2002; Cresswell et al., 2003). In the first phase quantitative data was collected through the use of questionnaires administered to academic staff of the two case study institutions. In the second phase, qualitative data was collected through semi –structured interviews with some former members of the Governing Council of the Polytechnics, senior management staff of the two case study institutions and later to academic staff. Also, documents, Acts of Parliament, circulars and archival materials were also consulted for information. The rational for this approach is predicated on the fact that the quantitative data and results presents a holistic picture of the research problem, that is factors that contribute to and/or impeded human resource development in the two cases studied while the qualitative data and analysis on the other hand assisted in refining and offering explanations on the statistical results obtained from the quantitative data by exploring the views of the participants in the semi- structured interview in a more in-depth manner.

In summary, the raw data on which the case study description and evaluation was based were drawn from:

- responses to questionnaires administered to academic staff;

- Interviews with senior management staff, some members of the Board of Governing Council as well as other critical stakeholders of the case study institutions. The semi-structured interview was later administered to academic staff with a view to identifying areas of concurrence or divergence of perspective

- circulars, memoranda and reports, The Polytechnic Act, The National Policy on Education and other relevant documents as well as archival materials.

These methods of data collection are in tandem with the methodologies associated with case studies.

Figure 4. 1below is the organisational structure of the Polytechnic showing clearly participants interviewed and the respondents that questionnaires were administered to at the Polytechnic level.


```
                    ┌──────────────────────┐
                    │ Board of Governing   │
                    │      Council         │
                    └──────────────────────┘
                               │
                         ┌──────────┐
                         │  Rector  │
                         └──────────┘
                               │
                        ┌────────────┐
                        │   Deputy   │
                        │   Rector   │
                        └────────────┘
```

| Registr | Bursar | Libraria | Director of | Deans |

| Engineeri | Business | Environmenta |

| HOD: Civil, Electrical Electronics, Mechanical and Metallurgy | HOD: Accounting, Bus. Admin., Bank/Fin. Sec. Studies | HOD: Surveying, Estate Mgt. and Architecture |

Lecturers
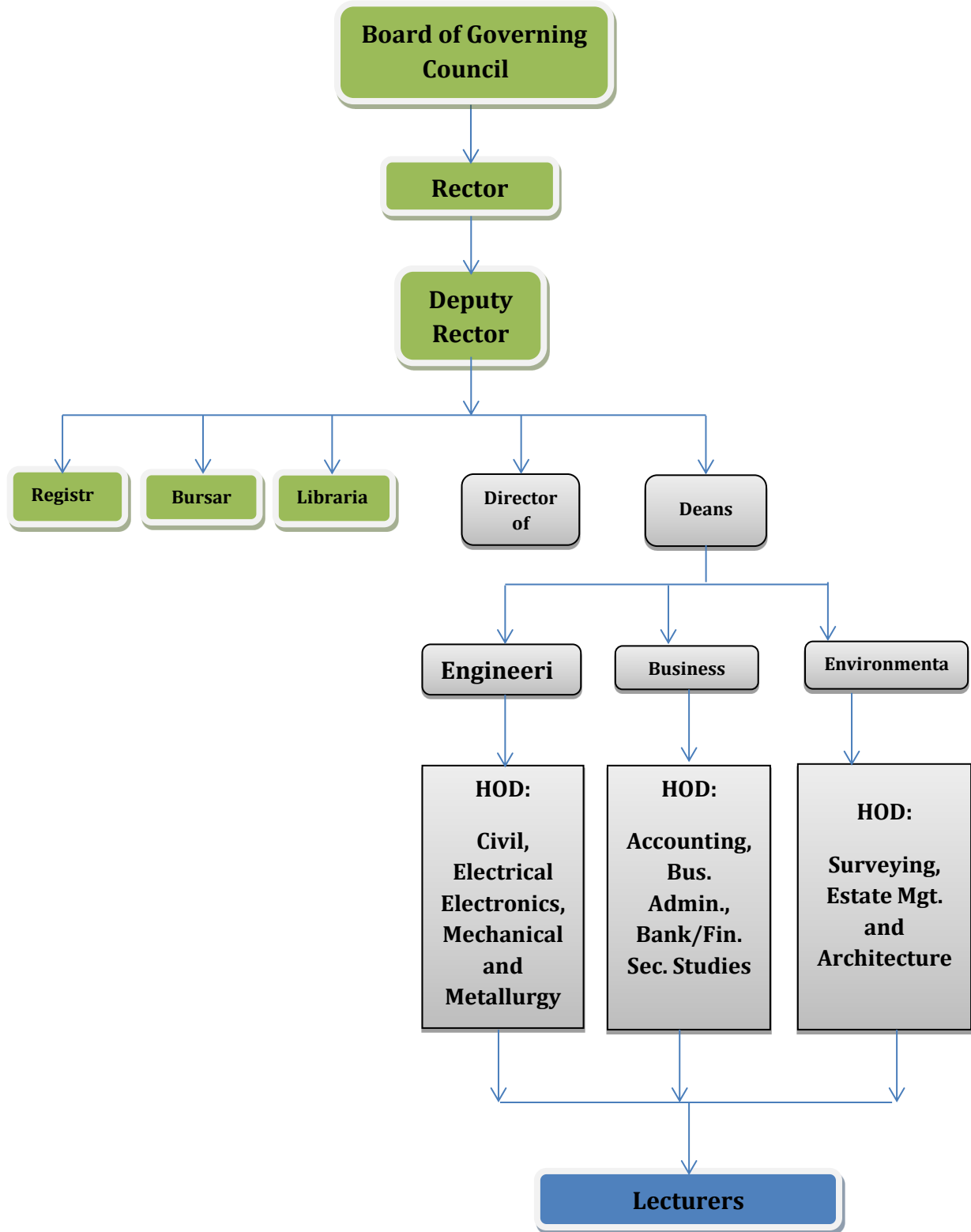
[green box] - shows the respondents who were interviewed and their position in the Polytechnic

-　shows the respondents administered questionnaire as well as semi-structured interview

4.2 Research design

Essentially, Research design could be described as the master plan of a research that sheds light on how the study is to be conducted. In this light, research design can be seen as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings" (Burns and Grove, 2003:195). According to Bryman (2008:31) research design "provides a framework for the collection and analysis of data."

According to Yin (2003:19-20), a research design can be defined as:

> …the logical sequence that connects the empirical data to a study's initial research question and ultimately, to its conclusion. Colloquially, a research design is an action plan from getting from here to there, where here may be defined as the initial set of questions to be answered, and there is some set of conclusion about these questions.

Yin (2003: 20) also quotes Nachimias & Nachimias (1992:77-78) defining research design as

> …a logical model of proof that allows the researcher to draw inference concerning causal relations among variables under investigation.

Yin (2009) put forward five different types of research design, indicated in Table 4.2

Table 4. 2 Relevant situations for different research designs

Strategy	Form of research question	Requires control over behavioural events	Focuses on contemporary events
Experiment	How, why	Yes	Yes
Survey	Who, what, where, how many, how much	No	Yes
Archival analysis	Who, what, where, how many, how much	No	Yes/No
History	How, why	No	No
Case study	How, why	No	Yes

Source: Yin (2009:8)

The research design in this research work is a case study approach using a combination of qualitative and quantitative analysis methods. This research work adopted the case study approach in order to obtain answers to the questions of "why", "what", "how" with a view to gaining a better understanding of the study context (Yin 2003). A case study according to Yin (2003:13) is 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.'

4.2.1 Case study Strategy

Case study remains one of the most essential forms of social enquiry because it's aim is to capture the details of a single group, community or a single event which are relevant to the purpose of the study, within a real life context. According to Yin (2003:13) case study as a research method is described as "an empirical inquiry that investigates a contemporary phenomenon with its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." McMillan and Schumacher (2001) maintained that a case study seeks to examine a case over time in great depth with

the use of multiple sources of data as could be found in the setting. Subsequently, the researcher then collates all the evidences collected in order to arrive at responses that will be well suited to the research question(s). Consequently, the researcher from all that has been gleaned from the multiple sources of evidence, may gain a more elaborate understanding of why the instance happened as it did, and what other critical areas could possibly be looked at more elaborately in future research.

Oates, (2006:142) noted that case studies have the following characteristics

- *Focus on depth rather than breadth:* As much detail as possible is gathered for one instance or case of the research environment under investigation.

- *Natural setting:* The case is analysed and evaluated not in an artificial environment but in its natural environment.

- *Holistic study:* The research aim is not to isolate factors, but to focus on the interrelated, interconnected and complex nature of processes and relationships.

- *Multiple sources of methods:* the researcher utilizes a wide range of data sources.

Brewerton and Milward (2001) on the other hand put forward a number of criteria that define a case study as valid as follows:

Significance- the case study subject matter is of public and theoretical interest

Completeness- a sense of understanding the whole case is communicated

*Consideration of alternative perspectives-*drawing on the work of other researchers or appointed adversaries to the research team

*Sufficient evidence is provided-*to enable the reader to make his or her own judgement as to the research findings

Sensitivity and respect is shown- for disclosures recounted in the research report and for the role of participants in the research process.

Some methodologists have advanced different types of case study. Yin (2003) for instance maintained that Case study may be exploratory, descriptive or explanatory.

Jensen & Rodgers (2001) on the other hand classified case study as snapshot, longitudinal, pre-post, patchwork or comparative while Merriam opined that case study can be particularistic, descriptive or heuristic. This research work according to Yin's typology is an exploratory study given the "how" and "why" type nature of the research questions.

Also, Babbie and Mouton (2001:281) identified six different types of case studies namely: individual, community, social group, studies of events, roles and relationships, studies of countries and nations as well as studies of organisations and institutions. The current research in line with Babbie and Mouton's typology is an example of studies of organisation as this study was centred on Polytechnics in Nigeria. Gulsecen & Kubat, (2006) noted that the role of case study method in research becomes abundantly prominent when issues with regard to education are raised. Case study was considered appropriate in this case because the current research work has an educational setting: Polytechnics in Nigeria as its focus.

However, case study is not without limitations. Rowley (2002) assert that case study has been viewed as lacking in rigour and objectivity when compared with other social science research methods. This he maintained accounts for why case study researchers must be cautious while articulating research design and during the process of implementation. Also, Anderson and Arsenault (1998), opined that when another researcher carries out a similar study, possibilities abound that different conclusions could be reached so it becomes difficult to generalise on the basis of a single case. While the current research work involved two Polytechnics in Nigeria, the researcher, in agreement with the Rowley (2002) and Arsenault (1998), avoided making sweeping generalisations and therefore limits the findings to the two case study institutions.

In summary, the research work adopted the case study research strategy for the following reasons:

- This research work poses "why", "what" and "how" questions and case study was ideal for answering the questions.

- Case study allowed the use of multiple means for data collection and since this research work utilises multiple means of data collection, case study is considered appropriate.

- Case study afforded the researcher the opportunity to study the phenomenon in its natural setting and meaningful theory could be created from the observation of actual reality.

- The current study focuses on contemporary events and the case study strategy was considered appropriate because it enabled greater insights gained in the context.

- The researcher was afforded a greater depth of inquiry using the case study research approach.

4.2.2 Number of case studies

Case studies can involve single or multiple cases. Voss et al., (2002) noted that even though a single case study could offer greater depth of understanding, its limitation is in respect of the generalizability of the findings drawn from it. Also, a single case study may lead to biases such as the misjudgement of the representativeness of a single event and the tendency of exaggerating easily available data. One way of guarding against observer bias is to use multiple cases (Voss et al., 2002; Yin, 2003).

In as much as there are no precise guards for the specific number of cases that could be studied (Perry, 1998), Voss et al. (2002) opined that a smaller number of cases provide greater opportunity for in-depth observation.

Yin (2003) cautioned that researchers must carefully choose cases to be studied so that each case chosen either:

a) Predicts similar results (a literal replication); or

b) Predicts contrasting results but for predictable reasons (a theoretical replication)

This research work adopted a multiple case study approach in order to satisfy the purpose of the research. The case study institutions chosen are: The Yaba College of Technology, Lagos Nigeria, and The Federal Polytechnic Idah, Kogi State Nigeria. The rationales for the selection of these particular cases are discussed in the following sub-sections.

4.2.3 Justification for the choice of two Cases

Yin (2003:54) raised the issue of scepticism on the ability to carry out research work based on a single case study. He put it more succinctly in the following words: "The criticisms may turn into scepticism about the ability to do empirical work in a single case study." To achieve the desired outcome, Yin (2003) noted that the need for the researcher to choose the right number of cases studied is necessary in order to achieve the desired output. Also, Yin (2003) asserted that multiple cases strengthen the results of a research work by replicating the pattern matching thereby increasing confidence in the robustness of the theory. In a bid to avoid this "scepticism" and to make the research work more robust, the researcher deemed it appropriate to adopt two case studies.

Merriam (2002: 179) asserted that the selection of the case to be studied is not done randomly but purposefully, in that, that particular person, site, program, process, community, or other bounded system to be studied is selected because the researcher is interested in the characteristics it exhibits. Cohen et al. (2000: 182) posited that: case studies strive to portray 'what it is like' to be in a particular situation, to catch the close-up reality and 'thick description' of participants' lived experiences of, thoughts, about and feelings for, a situation.

Silverman (2000) noted that accessibility and convenience are grounds which guide researchers in their selection of case studies since accessibility will help to provide them with appropriate and sensitive data. Therefore, in this study, accessibility was the main criterion used in the selection of the case study organisations, and this was gained through the Rector of the Federal Polytechnic Idah, where the researcher lectures. The Rector/Chief Executive upon request obliged the researcher with a letter of introduction to the Rector of the sister Polytechnic: Yaba College of Technology being the first case study Polytechnic. The letter of introduction from the Rector of the Federal Polytechnic

Idah was particularly valuable because the researcher was able to immediately get a positive response from the Rector of Yaba College of Technology who in turn introduced the researcher to the senior management staff of the Polytechnic and solicited for their cooperation. The positive response and request for cooperation from other management staff towards the research work facilitated access. Stake (1995:57) noted that "individuals often immediately acquiesce if a superior has granted permission."

Another strategy adopted was the "Known Sponsor approach" by Patton (1990). The management of the Institution were conversant with the Tertiary Education Fund (TETFund) that funded the researcher's Ph.D. study programme, and therefore were willing to oblige the researcher with relevant information for the research study.

Generally, the reasons for selecting these cases are as follows:

- *Similarity:* These Polytechnics are similar in the following respect:

    a) *Supervisory Body* – Both institutions are supervised by the National Board for Technical Education (NBTE), Nigeria

    b) *Ownership*- The two Polytechnics are owned by the Federal Government of Nigeria

    c) *Funding*- Both Polytechnics are funded by the Federal Government of Nigeria.

    d) *Governing body* – The Governing Council of the Polytechnics which is their governing body is appointed by and answerable to the Federal Government of Nigeria.

    e) *Governing Instrument*- Both Polytechnics have the same governing instrument; The Federal Polytechnics Act 1979 No. 33.

    f) *HRD/ Staff Development Policy*- Both Polytechnics are bound by the same HRD/Staff Development Policy.

- *Differences:* Yaba College of Technology, Lagos, Nigeria is a 1st Generation Polytechnic (they are so categorised because of their time of establishment

relative to others and Yaba College of Technology stands as the oldest and one of the Polytechnics established in the 1960s and early 1970's) whereas Federal Polytechnic Idah, Kogi State, Nigeria is a 2nd Generation Polytechnic (second generation Polytechnics are Polytechnics established in the late 1970's)

- *Permission:* The researcher has sought and obtained permission to conduct his research work in these two case study institutions.

- Both Polytechnics can be easily reached by the researcher either by road or by air.

4.3 Research Approach

Aside stating the philosophical positions, it is also important for researchers to decide on the research approach adopted. The research approach a researcher adopts according to Cresswell (2007) is considered as an effective strategy to increase the validity of social research. When designing research approach, researchers take into cognisance the relationship between theory, case method and empirical phenomena. Developments in research is a function of the empirical phenomena that a researcher is able to capture, how theories are developed (either through the testing of existing theory or new theory building) to recognise and explain these phenomena as well as the methods used in the process for empirical validation.

In the social sciences, there exist three schools of thoughts relating to how theory, methods and empirical phenomena are connected. The first one is the deductive approach which according to Gratton & Jones, (2010:35) "involves the development of an idea, or hypothesis, from existing theory which can then be tested through the collection of data". Saunders *et al.* (2009:124) note that the deductive process is in five stages: *"(1) deducting a hypothesis from theory, (2) expressing how the variables are to be measured, (3) testing the hypothesis, (4) examining the outcome, (5) modifying the theory if necessary"*. One important fact to note about deduction is that concepts need to be operationalized in such a way that facts can be measured quantitatively.

The second research approach, Induction which begins rather opposite and is frequently connected to interpretivism and qualitative studies entails collecting data first from participants and then analysing the data. Afterwards, the researcher goes ahead to develop a theory as a result of the analysis. According to Saunders *et al.*, (2009) the inductive approach has a more flexible structure than the deductive approach as it gives the researcher room to make changes as the research progresses. Table 4.3 below shows a summary of the deductive and inductive approaches.

Table 4. 3: Summary of the deductive and inductive approaches.

Deductive approach	Inductive approach
Positivist	Interpretative
Quantitative	Qualitative
Follows a predetermined design	Follows a flexible research design, that may be continually adapted
Confirms theory	Develops theory
The necessity to select samples of sufficient size in order to generalize conclusions	Less concern with the need to generalize

(Source : Gratton & Jones, 2004, p. 27. Saunders *et al.,* 2009, p.127)

The third research approach, abduction was made popular by Charles Sanders Peirce in the 1950's (Levine-Rozalis, 2004). Levine-Rozalis (2004:4) making allusions to the works of Pierce defines "abduction" as a process of drawing conclusions that includes preferring one hypothesis over others which can explain the facts, when there is no basis in previous knowledge that could justify this preference or any checking done. Haig (2008:1022) sees abductive research approach as "…a single account of scientific method that is appropriate for the detection of empirical phenomena and the subsequent construction of explanatory theories". According to Neuman (2003), in the abduction approach, a research can be started with a deductive approach, and an empirical collection of data based on a theoretical framework can be made; this can then continue with the inductive approach in which theories based on the previously collected empirical data are developed. In short, according to Yu (1994: 12) "abduction creates, deduction

explains, and induction verifies." What can be gleaned from the foregoing is that abduction is a combination of both induction and deduction.

In this study, the researcher adopts an abductive research approach. This approach enabled the researcher undertake a "back-and-forth movement" (Riazi 2016:2) between research sites and the theoretical phenomenon and thus made it possible for the researcher to effectively compare the empirical findings with the existing theories and to eventually generate a new theoretical understanding and knowledge regarding the phenomenon under investigation. This research follows a two-stage process for the collection of the empirical data. First, the researcher carried out initial exploratory study that will help establish a framework for analysing the implementation of HRD policy for academic staff in the Nigerian Polytechnic context. Second, the researcher then adopted a case study approach to provide a context for the formulation of novel understanding and validation of theory about HRD policy implementation for academic staff in two Nigerian Polytechnic institutions. The analysis and interpretation of the empirical data was carried out using content analysis to observe and reflect on the results.

4.4 Data Collection Plan and Techniques Used

In the initial stages of the research, the questionnaires administered to academic staff of the case study Polytechnics were developed and administered as a pilot study to some academic staff of the Federal Polytechnic Idah being one of the case study Polytechnics. This was done with a view to checking whether the questions were appropriate with regard to phrasing and equally to ascertain the level of understanding.

The final questionnaire was administered to all academic staff in both case study institutions on a face-to face basis. Some of the questionnaires were completed immediately and handed back to the researcher. Those who could not complete the questionnaires dropped them off with the secretaries of their various departments for collection by the researcher at a later time.

The third stage was the application of the semi-structured interview to senior management staff in the two polytechnic institutions along with other stakeholders such as past Governing Council members. The senior management staff of the Polytechnic as

provided in the Federal Polytechnics (Amendment) Decree 1993 are the Rector, Deputy Rector, Registrar, Bursar and the Polytechnic Librarian. The interview enabled the researcher to elicit valuable and important information from key participants in the Polytechnic education sub-sector, understand the problem in greater depth and draw conclusions that were meaningful to the research. The "Key Persons" for the interview were considered appropriate for participation based on their attributes or "expert" knowledge and skills about issues relating to the Polytechnic education sub-sector. Some of the participants were current senior management staff, former Rectors, as well as former members of the Governing Council. This is in tandem with Rubbin and Babbie's, (2009:127) position that preference is giving to key informants because they are presumed to have special knowledge about the target population's problems and needs, and might include leaders of organisations that are in close contact with the target population and that have special knowledge of its problems.

Another reason for interviewing senior management staff was to determine the support they gave to academic staff in terms of their development in the respective case study Polytechnics.

The final stage of the research was to equally administer the semi-structured interview earlier administered to senior management staff of the Polytechnics to the academic staff. This was with a view to identifying areas of concurrence or divergence of perspective.

4.5 Construction of the Data Collection Instruments

According to Tuckman (1978:14) many studies in education rely on questionnaires and interviews as their main source of data collection.

In this study, both the questionnaires and the semi-structured interviews were used to determine what the respondents knew about academic staff development (knowledge) as well as to gauge their attitudes, feelings and beliefs about issues relating to HRD policy in Nigerian Polytechnics.

4.5.1 The questionnaire as a research tool

According to Sekaran (2000) a questionnaire (which is Appendix A) is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. Ghauri and Gronhaug (2002) stated that questionnaires are the best methods of data collection, urging that it helps reach out to a large number of people thereby taking large samples, it encourages greater level of honesty from respondents due to the nature of its anonymity, it is faster and also cost effective.

Collis and Hussey (2003) however pointed out some setback such as: designing the questions; the style of presentation; clarity and meaning to the respondents; problems posed to people of partial literacy and the propensity to fill in the questions in a hurry.

Goddard and Melville (2001) asserted that a good questionnaire makes use of clear and understandable language, ask only questions that are relevant, short and gives clear instructions. Thus, the researcher ensured that the questions were stated clearly so that information can be easily provided by the respondents. The researcher equally ensured that the questions are conceptually valid, and clear instructions were given on how to complete the questionnaire.

The researcher targeted all academic staff in the case study institutions for questionnaire distribution. In order to ensure that no academic staff was excluded from the survey, the researcher requested for the nominal list of academic staff in the case study institutions and the researcher was obliged. With the information on the number of staff coming handy, the researcher ensured that no academic staff was left out while administering the questionnaires face to face to academic staff on departmental basis. Names of academic staff that were administered questionnaires were immediately ticked on the nominal list provided. Those who could not be reached on a face to face basis had their questionnaire addressed in a sealed envelope and dropped with the various departmental secretaries for onward delivery. The completed questionnaires were returned to the departmental secretaries and collected by the researcher on a specified time and date. The departmental secretaries were given top up vouchers of any telecommunication company of their choice in Nigeria to the tune of one thousand five

hundred Naira (N1500=) equivalent to six British Pounds (£6) as a token for their help in the research process.

The questionnaire contained multiple choice questions, asking respondents to make one choice or all that applies, dichotomous questions like "Yes or "No" and open ended questions. The researcher approached the supervisor to secure the content validity of the survey instrument, which was organised into four sections.

The first section of the survey asked demographic questions. The respondents were asked to provide information regarding gender, department where respondents lecture, how long they have been working in the institution as well as their educational qualifications. The second section was on questions relating to HRD Interpretation and Objective; the third section contained questions pertaining to HRD Policy and the final section dealt with questions relating to HRD Implementation and Challenges.

4.5.2 Piloting the questionnaire

Cooper and Emory (1995) suggested the starting of any inquiry is with a pilot study. Saunders et al (2007:308) stated that "the purpose of the pilot test is to refine the questionnaire so that the respondent will have no problems in answering the questions and there will be no problem in recording the data. In addition, it enables obtaining some assessments of the questions validity and the likely reliability of the data that will be collected". Therefore, the researcher deemed it fit to pre-test twenty (20) questionnaires among randomly selected academic staff in the Federal Polytechnic Idah, kogi State, Nigeria. The lecturers were asked to evaluate the survey questionnaire for factors such as flow of questions, logic, language, clarity, and time to complete the questionnaire. These lecturers suggested that the time to complete the questionnaire was 20 minutes and that it was sufficient but that an introductory statement from the researcher would improve cooperation from the respondents. They also identified minor problems such as spelling and language. The data from the pilot test was excluded from the study because the researcher had to fine-tune the instrument by incorporating the issues identified during the process of piloting the questionnaires. Morgan et al., (2012:15) opined that if the instrument is changed, the pilot data should not be added to the data collected for the study.

4.5.3 Questionnaire respondents

Questionnaires for this research work formed the primary mode of data collection. The questionnaire was administered to all academic staff in both institutions on a face-to face basis. Some of the questionnaires were completed immediately and handed back to the researcher. Those who could not complete the questionnaires dropped them off with the secretaries of their various departments for collection by the researcher and were collected by the researcher at a later time.

4.5.4 Role of the researcher

During the case study research which investigated the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two Nigerian polytechnic institutions, the researcher took on the role of a participant researcher. The researcher has been a lecturer for nearly 12 years at the Federal Polytechnic Idah which is the second case study institution and has been an active trade union leader for most of the period. The experience garnered in these positions provided a lot of grounding on the issues under investigation. More so, as a trade union activist, the researcher have had the opportunity to interact with critical stakeholders within the Polytechnic education sub-sector and this contacts facilitated access to the persons and institutions involved in this research work.

Many advantages of the lecturer-researcher position came from the fact that the researcher was already an insider, an accepted member of staff of the Department of Public Administration and probably a respected member of the Federal Polytechnic Idah. In this case, being accepted meant that he was friendly with many staff in the institution and this gave the interviewees and questionnaire respondents enough confidence to volunteer information which perhaps would have been difficult with an outsider.

The researcher was not unaware of the potential bias associated with participant observation but in order to ensure that his opinion does not have a sway in the research process, information gathered from the field were cross checked with documentary evidence before they were reported.

4.5.5 Ethics and confidentiality

The researcher provided a covering letter to the questionnaire respondents explaining the main aim of the research work. The respondents were assured that their identities will not be revealed and that the survey was mainly for academic purposes. The researcher made it clear that their participation in the survey was voluntary and that they could decline from participating at any time.

The questionnaires were developed by the researcher, who then sought support from the Rector, Deans and Heads of Departments of the case study Polytechnics to facilitate access to the academic staff. The researcher administered the questionnaire to the respondents on departmental basis (based on the departments where the respondents lecture). During the course of questionnaire administration, the respondents were allowed to ask any questions and clarify any sort of ambiguity regarding the questionnaire before they answered it, thereby mitigating the chance of faulty responses.

Those who could not be reached on a face to face basis had their questionnaires handed to them on behalf of the researcher by the various departmental secretaries. To ensure confidentiality, the researcher enclosed the questionnaires in a sealed envelope so that no other person had access to the completed questionnaire.

4.6 Semi-Structured Interview

Interviews can be referred to as a method of data collection whereby the researcher gathers information through oral quiz using a set of pre-planned questions. Shneiderman and Plaisant, (2005) noted that interviews can be very productive since the interviewer can pursue specific issues of concern that could lead to focussed and constructive suggestions. The main advantages of interview method of data collection from the literature are that:

a) direct contact with the users often leads to specific, constructive suggestions;

b) they are good at obtaining detailed information;

c) few participants are needed to gather rich and detailed data (Genise, 2002; Shneiderman and Plaisant, 2005).

Interviews can be unstructured, structured, and semi-structured with individuals, or may be focus-group interviews depending on the need and design (Robson, 2002; Saunders et al., 2007). This research work adopts semi – structured type of interview.

The reasons for adopting the semi-structured interviews were to close the information gaps and shortcomings associated with the use of questionnaire, which are as follows:

➢ The questionnaires administered did not delve into the reasons why the respondents replied the way they did;

➢ The questionnaire had fixed answer questions; and

➢ Other drawbacks have been mentioned under the questionnaire as a research tool.

The researcher used the semi-structured interviews for the following reasons:

• to gather in-depth data while giving respondents the opportunity to provide vital information in the context of the research work;

• to capture specifically the views and experiences of academic staff that constitute the focal point of this research work

• The semi-structured interview gave the respondent much more flexibility than the survey in that it gave the respondents the freedom of providing information they considered relevant to the research work. Also, this method afforded the researcher the opportunity to follow-up, particularly, interesting avenues that emerge in the interview and the respondent was able expatiate on such issues (Smith, 1995:9);

• With the semi-structured interviews, the researcher was able to establish rapport with the respondents;

• The semi-structured interview enabled the researcher to address misunderstandings on the part of the interviewee immediately; and

• Interviewing was a source of rich data for the researcher.

The researcher acknowledges that the semi-structured interview has disadvantages though, and they are discussed as follows:

- The semi-structured interview took longer time and financial resources in terms of travelling in between the two case study Polytechnics to conduct;

- The meanings derivable from semi-structured interview is harder to analyse than some measure of frequency because meaning is central to the research and it is important to understand the content and complexity of that meaning and

- Due to the face-to-face nature of the semi-structured interview, there may be bias and distortion. For instance, as regards the questions, when sensitive questions are posed to the interviewee, the responses may not have been reliable or realistic.

4.6.1 Interviewing

The researcher asked some preliminary questions before the interview proper. These set of questions sought to provide a demographic and career overview of the participant and it is as provided below:

- How long have you been working in this Polytechnic?

- What is your current position?

- How long have you been in this position?

- What is your role in the Polytechnic?

The researcher equally employed the use of a semi structured interview guide (see Appendix B) in seeking the views and opinions of "Key persons" in Yaba College of Technology and the Federal Polytechnic Idah being the two case study institutions for this research work. The interview enabled the researcher to elicit valuable and important information from key participants in the Polytechnic education sub-sector, understand the problem in greater depth and draw conclusions that were meaningful to the research. The "Key Persons" for the interview were considered appropriate for participation based on their attributes or "expert" knowledge and skills about issues relating to the Polytechnic education sub-sector. Some of the participants were current senior management staff, former Rectors, former Members of the Governing Council. According to Rubbin and Babbie (2009:127), preference was giving to key informants because they are presumed to

have special knowledge about the target population's problems and needs and might include leaders of organisations that are in close contact with the target population and that have special knowledge of its problems.

Semi-structured interview earlier administered to senior management staff of the Polytechnics was equally administered to academic staff with the aim of identifying areas of concurrence or divergence of perspective. Experienced academic staff were chosen to be participants in the semi-structured interview for academic staff because the researcher anticipated that they will have greater breath of experience on issues relating to HRD policy in Polytechnic institutions. The criteria for the selection of participants were academic staff with a minimum of five years lecturing experience. It was determined that 6 participants (two from at least 3 schools) in each of the case study Polytechnics making a total of 12 participants would allow for in-depth data collection in the semi-structured interview with academic staff.

The procedure adopted for "gaining access" by a researcher is considered as one of the most fundamental tasks. This according to Shenton and Hayter (2004:223) involves both securing entry into a particular organisation and ensuring that individuals associated with it, such as employees or users, will serve as informants. In order to gain access to informants, the researcher wrote official letters requesting for permission to interview senior management staff and to equally distribute questionnaires to academic staff (Appendix C) for which permission was granted. The next session shows the categories of interviewees in the two case study institutions.

4.6.2 Interview Participants

Senior management staff in the two case study polytechnics were interviewed along with other stakeholders such as past Governing Council members. The senior management staffof the Polytechnic as provided in the Federal Polytechnics (Amendment) Decree 1993 are the Rector, Deputy Rector, Registrar, Bursar and the Polytechnic Librarian. In this research, Table 4.4 and Table 4.5 show the group of people interviewed from the two case study Polytechnics.

Table 4. 4: Senior Management Staff/Stakeholders

Institutions	Position Of Interviewees	Referred in the findings as
1. Yaba College Of Technology, Lagos, Nigeria.	Rector/Chief Executive Deputy Rector (Academics) Deputy Rector (Admin) Registrar Bursar Polytechnic Librarian Former Rector/Chief Executive	Ibidun Obasi Onifade Aboderin Olalekan Imodagbe Oyinlola
	Former Members Of Board Of Governing Council	Falola Ibukun Komolafe Onifade
2. The Federal Polytechnic, Idah, Kogi State, Nigeria.	Rector/Chief Executive Deputy Rector Registrar Deputy Registrar(Personnel) Bursar Polytechnic Librarian Former Rector/Chief Executive	Ajakimo Ikanaba Abubakar Omokhude Lolagbogbo Alukman Chukwudi
	Former Members Of Board Of Governing Council	Isata Osagiede Ayodele

Source: Researcher, 2014

Table 4. 5: Academic Staff

Institutions	Position Of Interviewees	Referred in the findings as
1. Yaba College Of Technology, Lagos, Nigeria.	Academic Staff	Okagbere Micheal Omotunde Irikafe Busola Ayorinde Gbolahan Seun
2. The Federal Polytechnic, Idah, Kogi State, Nigeria.	Academic Staff	Ibisagba Hassan Ajuma Onimawo Imlahinmi Akomode Enenche

Source: Researcher, 2014

4.6.3 Characteristics of the interviewees

The fieldwork for this research was carried out in two Federal Government of Nigeria owned Polytechnics and the interviewees represent critical stakeholders in the Polytechnic Education sub-sector. As at the time the researcher was conducting fieldwork, the Federal Government of Nigeria was yet to constitute Governing Councils in all the Federal Polytechnics in Nigeria. The researcher had to identify through recommendation by some senior management staff some past Governing Council members who the researcher approached to elicit in-depth information on issues relating to the research work. The Governing Council members act for the Federal Ministry of Education in formulating broad policies and guidelines for the general control and management of the Polytechnic. Also, the Governing Council of Federal polytechnics are the governing authority of the Polytechnic and have custody, control and disposition of all the property and finances of the Polytechnic and in accordance with the Decree, manage and supervise generally, the affairs of the Polytechnic in such manner as appears to it, best calculated to promote the interest, aims and functions of the Polytechnic (Federal Polytechnics Act (Decree No. 33 of 1979) as amended by Decree No. 28 of 1987).

After conducting semi-structured interview with senior management staff, the researcher embarked on another round of interviews with academic staff of the two case study polytechnics using the same interview schedule with the aim of cross checking the information elicited from senior management staff, and also to give academic staff the opportunity to express their views and opinions on issues relating to the implementation of HRD policy for academic staff in their respective Polytechnics. Interviewing academic staff equally ensured data triangulation.

The majority of the interviewees in the two case study polytechnics are considered to have sufficient knowledge of Nigerian Polytechnics and this is made manifest in the level of sophistication and depth of their responses to the interview questions posed to them.

4.6.4 Time and location of the interviews

The timing for the interviews was based on what was convenient for the interviewees in both institutions. The researcher approached the interviewees and asked them for a

convenient time for the interview. Even though at some points there was need to reschedule the interview as much as on two occasions with one of the senior management staff, most of the interviewees did commit to the date and time arranged for the interviews in the two case study polytechnics. The interviews took place during the period of September and December 2012. In Yaba College of Technology, Lagos the researcher interviewed six (6) senior management staff, one former Rector of the institution and four (4) former members of the Governing Council. In the Federal Polytechnic Idah, the researcher interviewed five (5) senior management staff, one Deputy Registrar in charge of personnel and a former Rector of the institution. Also, three (3) former Governing Council members were identified and interviewed in the polytechnic.

Eight (8) Academic Staff were interviewed in Yaba College of Technology, Lagos while seven (7) Academic Staff were interviewed in the Federal Polytechnic Idah, Kogi State.

In general, the interviews lasted between twenty-five minutes to forty minutes on the average. All the interviews were conducted in the case study Polytechnics and this afforded the interviewees the opportunity of giving me circulars/ documents to substantiate their claims when the need arose. Table 5.4 shows the number of interviewees in the case study Polytechnics.Table 4. 6: Categories of Staff interviewed

Category of Staff	No. of Interviewees in Case Study A	No. of Interviewees in Case Study B
Senior Management Staff	6 Principal Officers+ 1 former Rector of the polytechnic (7)	5 Principal Officers + Former Rector and Deputy Registrar (Personnel) of the Polytechnic (7)
Former Governing Council members	4	3
Academic Staff	8	7
Total	36 Interviewees (21 Senior Management Staff and 15 Academic Staff)	

Source: Researcher, 2014

4.6.5 Interview process

Walsham's (1995:79) compendium of issues to be reported upon when conducting interviews underscores the need for the researcher to describe the environment in which the interviews were conducted. These issues according to the author are as follows:

- the characteristics of the research environments selected and the reasons for this selection;

- the number of participants that were interviewed;

- what positions were they employed in;

- what other data sources were utilised;

- the manner in which the data was recorded;

- the manner in which the data was analysed; and

- the manner in which the iterative process between data analysis and theory generation functioned.

The researcher compiled some questions as interview guide with the mind-set that the order in which the questions are asked could be altered depending on the organisational context. Other questions were put across to the interviewees to enable them give more in-depth information that are useful for answering the research questions and meeting the objectives of the study.

The interviews were conducted in the comfort of the offices of the participants in both institutions. This was done to ensure minimal disruption during the interview process. The researcher explained to the participants the recording procedure as well as the purpose of the study. The researcher allowed the interviewees enough time before the commencement of the interview to read through the consent forms and then if satisfied, sign them before the commencement of the interview. The researcher assured the participants of anonymity and confidentiality and that the participants could withdraw from the interview at any point in time. The researcher gave the participant room to ask questions relating to the interview process explained to them. The researcher only commenced the interview after the participants indicated that the whole process was clear and that the participant was comfortable and ready so that the interviews were not disrupted once commenced. An Olympus handheld digital voice recorder with microphone was used to record the interview. The researcher held the voice recorder close to the participant in such a way that the participant would not be inconvenienced. Some

participants wished to have the recorder transferred to them after the researcher had put forward questions to them and the researcher did oblige.

Oates, (2006:188) noted, that a researcher must be "professional, polite, punctual, receptive and neutral" during the conduct of an interview. The researcher ensured that arrival at the interview was 30 minutes before the commencement of the interview. The researcher also dressed formally but moderately for the interview and tried at all times to show polite interest when reacting to response to questions from the participant. The researcher was cautious of the need to be neutral and not to be judgemental or to advance his view on any issue during the interview process.

All interviews were transcribed using the Express Scribe Transcription Software and Foot Pedal controller (http://www.nch.com.au/scribe/index.html).The software enabled the researcher to transfer the recorded interviews from the Olympus Digital Voice recorder on to the researcher's laptop. With the aid of the software the researcher varied the speed of play while transcribing the audio recorded interview and later exported the output from the Express Scribe Transcription Software to Microsoft word. The researcher went through these steps meticulously before analysis.

4.7 Documentation

The researcher having considered the possibility of access to documents made use of the following documents:

- Circulars

- Minutes of meetings

- Newsletters

- Reports

- Newspaper articles

4.8 Archival Records

The archival records which were considered relevant to this study were list of names, organisational records, record of service. These types of evidence enabled the researcher

to obtain detailed information regarding the backgrounds of the Polytechnics, interviewees and the Higher Education system in Nigeria.

4.9 Strategies Taken to Establish the Trustworthiness of the Qualitative Study

This research work is majorly qualitative therefore the researcher took reasonable steps to establish the trustworthiness of the study.

Validity and Reliability are two terms that are considered germane for quality in quantitative research whereas, for qualitative research, concepts like credibility, conformability, dependability and transferability are considered as essential for quality (Winter, 2000; Ary, Jacobs & Razavien, 2002; Golafshani, 2003).

In order for a researcher to have a credible research work, the study embarked upon should be trustworthy. In qualitative research, credibility has to do with the truthfulness of the findings. The following terms enhance the credibility of qualitative research: prolonged and varied field experience; interpretive adequacy; triangulation; member checking; Peer examination; interview technique; establishing authority of researcher; structural coherence and referential adequacy.

In this research work, the researcher established trustworthiness through the use of the following strategies, in order to enhance the credibility of the findings of this study:

Firstly, the researcher conducted the interviews personally in order to get rid of different interpretations of the interview. This made the data reliable. This measure was aimed at ensuring that there is no bias in the findings of the research; and

Secondly, interpretive adequacy was used to enhance the credibility of the research findings. An Olympus handheld digital voice recorder with microphone was used to record the interview and this enhanced the validity by providing the researcher an accurately and relatively complete record. The researcher played the interview over and over again to ensure that no detail is missing.

Confirmability is another equally important concept in qualitative study. This concept is the same as concept of objectivity in quantitative research. By confirmability, the researcher refers to the extent to which the study is devoid of bias in the procedures

and interpretations of the results. The researcher enhanced confirmability in this study through the use of the following strategies: audit trail, triangulation, peer review and reflexibility (Krefting, 1991:217).

In this research work, the researcher employed the use of member checking as a validity procedure in order to make the whole process open to critical comments. The instruments were discussed with colleagues and other renowned lecturers in research methodology during the doctoral training programmes and they assisted in critiquing the instrument used for data gathering and offered useful advice on the data analysis process.

Triangulation was another validity verification procedure which was used by the researcher. For the purposes of this research work, the researcher triangulated by cross-referencing the data that was collected from semi-structured interviews, first with the data obtained from the documentary evidence, and second, with published material such as the Polytechnic Act and other archival records.

Transferability in qualitative research refers to the generalizability of the findings to other groups (Ary et al., 2002:455). The researcher is not unmindful of the debates concerning case studies and generalizability. Therefore, the researcher does not lay claim to generalization beyond the cases treated in the research. However, considering the fact that an in-depth descriptions of the cases has been provided, it is the researcher's expectation that some of the interpretations, results and conclusions generated in this research work will prove useful in other comparable contexts. The table below shows the summary of strategies with which to establish trustworthiness.

Table 4. 7: Summary of Strategies with Which to Establish Trustworthiness

Strategy	Criteria
Credibility	Prolonged and varied field experience
	Time sampling
	Reflexibility (Field Journal)
	Triangulation
	Member checking
	Peer Examination
	Interview technique
	Establishing authority of researcher
	Structural coherence
	Referential adequacy
Transferability	Nominated sample
	Comparison of sample to demographic data
	Time sample
	Dense description
Dependability	Dependability audit
	Dense description of research methods
	Stepwise replication
	Triangulation
	Peer examination
	Code-recode procedure
Confirmability	Confirmability audit
	Triangulation
	Reflexibility

Source: Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. The American Journal of Occupational Therapy, 45(3), 214-222.

4.10 Measures

The data collection plan and techniques discussed in section 4.4 above were designed to measure the extent of HRD implementation in the two case study institutions given that this research work hypothesises that poorly implemented HRD policy accounts for the observed underdevelopment of human resources in Polytechnics. To test this hypothesis, the extent of implementation of staff development policy in the case study Polytechnics had to be determined. Relying heavily on the works of Van Horn and Van Meter's theory on policy implementation supported by Lipsky's (2010) work on street-level bureaucracy, the following measures were developed to determine the extent of implementation of staff development/HRD policy.

1. *Policy standards and objectives:* whether the HRD development programmes for the Polytechnics are defined and are such that will engender the development and growth of academics.

2. *The staff (Academic and Top Management staff) evaluation of the resources available for the implementation of HRD development programmes*: this is meant to gauge the perception of academic staff as well as senior management staff on the adequacy or otherwise of resources available for the implementation of HRD in their institution.

3. *Adequacy of staff development programmes:* to determine how adequate the staff development programmes provided are.

4. *Knowledge of staff development policy:* whether the academic staff are informed on the provisions of the staff development policy.

5. *Level of satisfaction with staff development policy:* to ascertain the level of satisfaction with staff development policy.

6. *Whether there is a mechanism for timely implementation of staff development policy:* to ascertain the existence of a mechanism for timely implementation of staff development policy.

7. *Openness of HRD policy environment:* to gauge the perception of the academic staff on the level of openness or otherwise of the HRD policy.

8. *Characteristics of the implementing agencies:* this is to examine the level of Commitment of Polytechnic administrators to HRD policy implementation.

4.11 Data analysis

When a researcher embarks on field work for multiple case studies, the major difficulty is in the way and manner the large amount of data from different sources such as interviews, questionnaires, documentation, archival records which is usually of a highly complex nature can be condensed to arrive at meaningful conclusions. The quantitative data derived from the questionnaires administered to academic staff was analysed using

statistical tools such as graphs and frequency tables in order to show clear responses from respondents.

Qualitative data obtained from academic staff, senior management and critical stakeholders semi-structured interview transcripts were transcribed by the researcher in real time. Thereafter the researcher used iterative thematic analysis to analyse the semi-structured interviews (Braun & Clarke, 2006; Guest et al., 2011). Thematic analysis entails a description of the perceptions and experiences of participants through inductive, iterative, content-driven analysis searching for themes (Guest, et al., 2011). Rubin and Rubin (2011:202) maintained that "when you are done interviewing, you then examine all the interviews together to pull out coherent and consistent descriptions, themes, and theories that speak to your research questions". The researcher made use of the voice of academic staff, senior management staff and critical stakeholders to describe issues relating to academic staff development in the case study Polytechnics. Important themes were identified by the researcher, while searching for common threads and underlying ideas, and focusing on the meaning of interviewees and commonalities and diversities of experiences.

The researcher obtained data for the research work with an open mind with the hope that the analysis will facilitate a process of reflection and discovery. It is important to note that the researcher is a lecturer in one of the case study institutions and was a trade union activist in most of the period. Therefore, the researcher had some insights based on his experiences and communication with academic staff and senior management staff in his capacity as a lecturer and a trade union activist. The researcher considered this previous experience as supportive of his research. More so, the academic staff were aware of the researcher's supportive attitude in his capacity as a trade union activist towards the development of academic staff.

Nevertheless, the qualitative analysis was guided by the data with the researcher sifting data into themed areas. The researcher identified common elements and grouped them to discern patterns within the data. This is indicative of a typical iterative qualitative process. What the researcher did was to in the words of Rubin and Rubin, (2011: 38) "let ideas emerge from the interviews, from the lives and examples of the interviewees, rather

than to categorize answers initially according to pre-existing categories from an academic literature"

In the final analysis, the quantitative result was integrated with the qualitative findings. Mixed method integration was described in the section that stated the rationale for the mixed methods in pragmatism. What the researcher did was to link inference strands from the different segments of the study. The finding of the research work is reported in chapter six.

4.12 Ethical approval

Before the commencement of the fieldwork, letters were written to the management of the case study institutions to obtain their agreement for the researcher to interview management staff and academic staff for which approval was given by both institutions (see Appendix D). A letter of approval from the case study Polytechnics was part of the requirements of the ethical approval committee of the Business School, University Of Salford. With the approval from both institutions handy, the researcher filed ethical approval application for the research work for which written ethical approval was obtained from the ethical approval committee of the Business School, University of Salford for the researcher to commence fieldwork. Ethical approval is necessary for the protection of the participants and their rights.

Two sets of forms were prepared by the researcher namely: the information sheet and the informed consent form. The information sheet incorporated an introduction to the study and its purpose as well as an explanation about the selection of the research subjects and the procedures that will be followed.

Informed written consent was obtained from each participant before the study which provided adequate information for the participants as to the voluntary nature of the study and the liberty to withdraw from participating in the research at any time (see appendix E). The voluntary withdrawal clause was meant to protect the right of the participant to self-determination (Burns & Grove 2011). The informed consent form also contained information as to the timing of the interview as well as statement to the effect that comments or input made during the interview would be treated confidentially. The participants were then asked to sign the forms indicating that they understood what the

study entailed. Participants were assured that the information obtained within the study will be treated as confidential and stored securely.

Within qualitative research, total anonymity is not possible, as the interviewer will be aware of the participant (Burns & Grove 2011). To ensure anonymity, the data was transcribed fully by the researcher. During the process of transcribing the interview data, the researcher avoided the use of the real names of the participants, rather pseudonyms was used. The researcher adopted the use of pseudonym for the participants in order to maintain anonymity for the duration of the rest of the process in order to protect the participants and records.

4.13 Chapter Summary

This chapter has presented an overview of the research methodology with a more thorough overview of the philosophical underpinning of the research, in which pragmatism was chosen, after due consideration of its appropriateness to the study's research questions and aims. This chapter has discussed the fact that both inductive and deductive methods were selected and the reasons for this selection have been discussed. The rationale for the choice of the two case study Polytechnics has equally been justified. The way in which the data for this research work was collected was discussed in detail as well as the approach for the collection of data through semi-structured interviews and questionnaires. The study adopted a dual case study and the reason for this selection was justified. Mention was made of the intention to triangulate data by document review and archival records. Also, the researcher highlighted how the data collected for the research work was analysed. On a final note, the chapter addressed ethical issues involved in the study. In the next chapter, the research findings are presented.

CHAPTER FIVE
Research Findings

5.0 Chapter introduction

The major objective of this chapter is to present the results of the key informant interviews and the data obtained from the questionnaires administered to academic staff in the case study institutions in order to fulfil the triangulation approach adopted for the study. Using transcribed manuscripts from the recorded interviews, the meanings of comments made by respondents were analysed in order to provide answers to the research questions for the study. The findings from the key informant interviews are presented in a narrative and descriptive form. Put in another way, the results are presented in the form of a verbal description of trends and themes, with quotations being taken verbatim from the interview transcriptions.

A qualitative and quantitative investigation was undertaken into two Polytechnics: Yaba College of Technology, Lagos, Nigeria and the Federal Polytechnic Idah, Kogi State, each of which was regarded as a separate case study. Background information was obtained on each of the case studies in order to create a clear picture of the data context.

The finding of the semi-structured interview for senior management staff in both case study polytechnics will be presented together as well as those of the academic staff of both institutions.

The next section presents the findings of semi-structured interview findings with Senior Management Staff of the Yaba College of Technology and the Federal Polytechnic Idah.

5.1 Semi-structured interview findings with Senior Management Staff of the Yaba College of Technology and the Federal Polytechnic Idah

This section presents the findings from the semi structured interviews conducted with senior management staff at the Yaba College of Technology, Lagos, and the Federal Polytechnic Idah, Kogi State, Nigeria.

5.1.1 Objectives of HRD

The interview at Yaba College of Technology commenced with a session with Obasi. When asked how important he believed academic staff development is to the polytechnic as an organization, Obasi asserted that no polytechnic can succeed without paying adequate attention to academic staff development. He noted that the Yaba College of Technology being the first polytechnic institution in Nigeria had not relented in providing opportunity for staff development despite the paucity of funds. Corroborating this claim, he chronicled how he started in the Yaba College of Technology as a junior staff member and was provided the opportunity for training which enabled him to rise through the ranks until his current appointment as a senior management staff. He said:

> In Yaba College of Technology, we place a premium on academic staff development as we consider it as an important element in the growth of the Polytechnic. Here the environment is such that it encourages staff to develop.

When asked whether the situation obtainable today in terms of academic staff development is the same as when he joined the polytechnic, Obasi's response was negative but noted that within the limits of the resources of the institution, staff were normally encouraged to develop themselves. He commented:

> Yaba College of Technology encourages academic staff to go on study leave with or without pay depending on available funds and depending on how strategic their department is to the college. Part- time academic programmes for academic staff are encouraged as the Polytechnic pays 50% of the fees… so it a way of encouragement. That way, in the system today you have almost 30 % of staff in this institution that have developed themselves taking advantage of our staff development schemes.

A member of the board of governing council pointed out that after their inauguration, Council considered the many challenges bedevilling the polytechnic. He mentioned that all these challenges may be conveniently compartmentalised into two; namely: funding and academic staff development. He emphasised that the polytechnic has a mandate and that academic staff development remains important if this mandate is to be actualised.

> …we discovered that in other to fulfil the demanding task of delivering quality technical education in our Polytechnic, there is need for development of our teachers. The mandate of the Polytechnic is

very clear and teachers have a critical role to play in bringing this mandate into fruition…this underscores why it is important to address the issue of academic staff development. I can assure you that academic staff development is one of the issues on the front burner that we need to address… I am not saying that much has not been done…no, no, no, a lot has been done but we need to do more. We as a team are committed to the evolvement of policies that will ensure that academic staff who are willing and ready are not denied the opportunity to develop themselves through training and continuous professional development as long as they remain in the service of this Polytechnic.

Onifade in his interview corroboratively stated that HRD is important to the Polytechnic in the sense that:

> It determines the quality of human being that will carry out the objectives of the college. So it is very important and expected that institutions will pay serious attention to human capital development.

There is a general consensus among the interviewees that HRD is critical to the development of Yaba College of Technology but that a number of factors, notably funding, had been the bane of academic staff development in the institution.

The findings in Yaba College of Technology and The Federal Polytechnic Idah on the objectives of HRD are similar in many respects. Even though majority of the interviewees agreed that there was no clear-cut HRD development in the Federal Polytechnic Idah, they asserted that HRD remained critical and important for the growth and survival of any organization. Omokhude, while laying emphasis on the importance of HRD in the Federal Polytechnic Idah, likened the Polytechnic to a living organism, which is dynamic and must of necessity go through periods of growth, metamorphosis, change, action and reaction. He stressed that the critical resource that the Polytechnic needed to bring about these changes or growth is the human resource. He maintained that human resources in the Polytechnic must of necessity go through a process of renewal so as to bring about the desired level of change.

> …it is the human resources that will bring about the engineering and the resourcefulness of all other resources (financial, material) and put this all together to bring about the development, growth or metamorphoses as the case may be for any organization… So in a nut shell, human resources are very important in every organization and for a Polytechnic it is very important to keep them abreast of the changes in the immediate Polytechnic environment and the global environment through improvement and continuous learning.

Osagiede emphasized the need to place a premium on the development of human resources especially academic staff in the Polytechnic. He stressed the need to pursue training programmes in the form of seminars, conferences and workshops either organized by the Polytechnics or the National Board for Technical Education (NBTE) or other organizations. He described the current state of academic staff development in the Polytechnic generally as "below average" and noted that:

> …no Polytechnic can progress or grow without the development of its staff. For the Polytechnics, it is very important because training affords academic staff wealth of experience which is now transferred to students.

Chukwudi, commenting on the importance of HRD in Nigeria, asserted that HRD was crucial for driving organizational goals and for its development, and equally as a conduit for change and its enabling processes. He asserted that since organizations were not static but dynamic, they were not immune from the transposing factors of change. He maintained that the knowledge economy had made it increasingly important for academic staff to undergo continuous training and development. He outlined the need for academic staff to undergo training in:

> …lesson organization, management of the classroom, effective teaching skills, information technology and student assessment. This will bring about improvement of academic competence since without staff development polytechnics will not be able to graduate quality and resourceful students.

Many of the interviewees stressed the need for HRD and outlined a number of benefits that the Polytechnic stood to gain if the development of academic staff was vigorously pursued, including renewing obsolete professional knowledge and enabling new ones. Situating the need for academic staff development around the changes in the global economy, Ikanaba commented:

> …you know that the level of competition in the global economy is placing so much pressure on our lecturers. We are now gradually deploying the use of information technology for teaching and learning and it is only through training that our academic staff can get to know how to deploy IT in teaching as well as in the improvement of their own personal research.

Ikanaba maintained that training and development currently in place for academic staff included in-service programmes, workshops and conferences and sabbatical leave for

academic staff. He observed that the essence of sabbatical leave for academic staff was to afford them some time off teaching and other administrative duties to develop themselves outside the Polytechnic and it was usually for a period of one year.

5.1.2 HRD Strategies

On the question regarding the HRD strategies that the Yaba College of Technology employed to grow the Polytechnic, Aboderin observed that Polytechnics are public service organisations in Nigeria and that the HRD strategies are guided by the public service rules. According to her, the strategies of the Polytechnic for staff development revolved around the provisions of the public service rule.

> As a strategy in this Polytechnic, a useful point of departure would be to recruit trainable academic staff because if you miss it at this point, the Polytechnic will not grow. If qualified and trainable academics are recruited from the beginning, then there will be need for continuous development based on the focus of the Polytechnic and you know that as a Polytechnic, research is very key in the growth of academic programmes.

Commenting further on the strategies the Yaba College of Technology had adopted for academic staff development, Aboderin emphasised that the Polytechnic placed premium on training needs assessment which according to her the institution carried out "elaborately and methodically". She emphasised that the basis for training needs assessment especially for academic staff arose out of the need for constant upgrade of skills, the need to learn new skills and equally to get some form of training on new technologies. Specifically, she gave an insight into the Polytechnic's approach:

> …So what we do here is to identify the training needs, or the individuals themselves identify their areas of need, and then the suitability and relevance of the training to their department is considered elaborately and methodically. If the training is relevant and can better the status of our institution as a centre of excellence, then the staff are allowed to proceed on training.

She emphasised that the Polytechnic held it as a strategic imperative that training programmes were relevant to what academic staff taught so that there are avenues for improvement. She asserted that when academic staff are properly trained there is high productivity and that it engenders a good learning environment.

Falola commenting on the strategies that the Polytechnic can employ to grow the institution gave the researcher an insight into the strategy that was employed during his tenure as a member of the institution's Board of Governing Council. According to him, the strategy at that time was to free up funds from those programmes/projects that were considered not too pressing and then channel them into academic staff development. He stated that this strategy of freeing up funds for staff development had provided the polytechnic with a considerable number of Masters and Ph.D holders. Commenting further, he asserted that because of this strategy of freeing up funds for staff development, when the Federal Government of Nigeria constituted a taskforce for the assessment of Federal Polytechnics in Nigeria which could qualify for conversion into universities against certain stipulated desideratum, it was only Yaba College of Technology and the Kaduna Polytechnic that met conditions for conversion out of the 21 Federal Polytechnics in Nigeria.

> … I think the strategy of freeing up funds from the less critical projects into the development of our academic staff as a strategic initiative has placed the Yaba College of Technology ahead of other Polytechnics in Nigeria. Without this initiative…academic Staff development otherwise would have taken us far longer.

In summary, interview with senior management staff reveal that the strategy for academic staff development in Yaba College of Technology has revolved around the recruitment of trainable academic staff, continuous development, training needs assessment and the strategy of setting aside buffer funds that will support continuous academic staff development.

In the Federal Polytechnic Idah, when asked about strategies the Polytechnic could adopt to grow their institution, the interviewees had various opinions. Isata asserted that for Polytechnics to grow their institutions as organizations, there was need to look beyond human resources from the point of view of personnel management's traditional approach that saw investment in training and development as a costly affair to that of the development of academic staff as a vital resource and identifying the areas of need.

> …because some Chief Executive do not see the need to spend the Polytechnic's money in training their staff and see them as assets rather than liabilities, staff development is often relegated to the

background… so because of the limited role these Chief Executives believe that staff development play, they don't feel there could possibly be any reasonable returns on investment in training.

Ajakimo recommended a top-down strategy for HRD development, on the basis that a needs-based strategy was required for HRD development in the Polytechnic. Commenting further, he opined that it was not just necessary to develop training programmes, it was expedient first to look at the needs of the academic staff and then strategize on what training programme was best and well suited to contribute positively to the organisational goals and aspirations.

> … in terms of strategy, there are a number of strategic options that can be pursued but if you want to know my own opinion, I would suggest a "need driven" approach to the development of academic staff… What is common place now is for some organisations at the centre to organise workshops, seminars or training programmes and ask academic staff to get involved. Some have complained to me that they just attend the programme because it is been foisted on them and not because they need them…What I am saying in essence is that HR development strategy should be such that will seek to identify and remedy academic staff skill deficiencies, this being in relation to the organisational strategy.

Chukwudi's opinion appeared to be in tandem with the views expressed by Ayodele on the "needs approach" as a strategic option, but Chukwudi was quick to add that another strategy that would make the academic staff (and by implication the Polytechnic) competitive was for the Polytechnic management to look critically at the policy guidelines and then explore the possibility of working around them with a view to giving academic staff the opportunity for continuous improvement through training and development.

> We do not have to lose sight of the fact that the Polytechnic is being governed by policies and these policies are being directed from relevant and constituted authorities and in this case now NBTE… but on the local perspective, the Polytechnic itself as an institution on its own have to see how it can walk around these policy guidelines and bring about the best in a resourceful approach in terms of strategy to see that its human resources are optimally improved… at the end of the day it is all about taking stock of what you have and how you can use it within the resources available to you to improve on these stock… give opportunity for learning and training both internal and external, and then also look at how, and where, you can place these resources to make sure that the residual value that can be taken from the input in terms of training, learning, career development opportunities can impart not only directly, but also indirectly on the system as a

whole through peer socialization, through internal capacity management, through evolving strategies that can allow the flowering of whatever relevant training or skill acquisition, knowledge acquisition that is available to the human resource in the Polytechnics.

5.1.3 Key Factors for developing effective HRD

In Yaba College of Technology, on the key factors for developing effective HRD, Ibidun asserted that academic staff should be trainable and be willing to undergo training, but also that the focus of the Polytechnic should be such that academic staff are constantly exposed in terms of development to the current needs of their areas of specialisation.

> In terms of academic development of the college, the management of this college has embarked on a vigorous staff exposure and development drive. We quite understand that for our students to derive maximum benefit from the lectures delivered by academic staff, it is necessary to strengthen the instructional capability of the lecturers… This we have done by ensuring that they go on training programmes that will expose our lecturers to contemporary trends in teaching and learning… so far we have sent over 214 academic staff on seminars, workshops and conferences and it is still on-going. Also we have about 127 staff currently pursuing higher degree programmes in Nigeria and overseas institutions.

He was quick to add that although the level of academic staff development was dependent on a number of factors, the principal factor has been the funding that the Polytechnic can afford.

> …It is possible that in a year you want to train a specific number of staff and they are trainable and willing to undergo training, but if funds are not available, how do you do that? So there is need for prioritisation of training needs as time goes on.

Imodagbe emphasised that no matter how committed senior management is to academic staff development, and no matter the readiness of academic staff to proceed on professional development, the availability of funds remains a deciding factor. He acknowledged that like all other Polytechnics, the availability of adequate funds for academic staff development has been a challenge. He maintained that while the Polytechnic looks for funds to augment training funds available with a view to enabling more staff to embark on training programmes, not much seems to have been achieved because of paucity of funds.

Imodagbe emphasised the need for a comprehensive career development and training plan for academic staff and concludes that *"without a detailed plan, staff development will be carried out haphazardly"*.

Ibidun emphasised the need to constantly provide windows of opportunity for academic staff to proceed on refresher programmes, seminars, conferences and also training in the areas of teaching methodology with a view to enabling them to impart knowledge effectively.

Aboderin signalled that another important factor for effective HRD of academic staff is the availability of a conducive and supportive environment for team and individual learning. Regrettably, he noted that because of the challenges with Polytechnic education, the prevailing environment cannot be said to be supportive in terms of fostering a culture of collaboration and team spirit among academic staff. Even though Yaba College of Technology encourages various departments to organise seminars and conferences, the successes achieved in terms of attendance and participation has been far from satisfactory. Government, he emphasised, must commit to the development of the polytechnic education sub-sector if significant development is to be experienced in Nigeria.

In summary, senior management in Yaba College of Technology opine that competence and trainability of academic staff, availability of funds, the availability of a comprehensive career development and training plan, a conducive and supportive environment for team and individual learning, and the constant provision of windows of opportunity for academic staff to proceed on refresher programmes, seminars, conferences as important factors for effective academic staff development.

The responses from The Federal Polytechnic Idah on the key factors for developing effective HRD were similar in many respects with those expressed by interviewees in Yaba college of Technology. In this respect, Abubakar contended that the following factors were important: need to look at the policy, drawing a clear vision, working within the framework of policy, adequate funding, expansion and consolidation of resources, enabling access to information and media, employing technology, and clear and open channels of communication coupled with enabling environment, were crucial.

Talking about the key factors for the development of HRD, first and foremost I think it has to do with what the resources available are, basically what is the budget for training like, what are the funding available for human resources development and then looking at where this funding can be more efficiently employed to bring about the best… then you also look at the factors of what is the vision of Polytechnics, what is it at the end of the day you are looking to achieve because that is what will guide the direction of whatever development or capacity improvement you want to bring about for the Polytechnic and then you also look at the policy environment.

Corroborating the views expressed by Abubakar on the key factors for the development of effective HRD strategies for the Polytechnic, Chukwudi opined that the key factors for developing effective HRD strategies for the Polytechnic as organizations were visionary leadership, effective communication, and carrying staff along by informing them on the directions of movement of the Polytechnic combined with continued training and retraining of staff.

5.1.4 HRD Policy

In Yaba College of Technology, When the interviewees were asked if the key factors mentioned earlier were well considered in developing strategies for HRD development in the Polytechnic, Olalekan remarked *"yes on paper"* but that in reality, how well these strategies were implemented were determined by so many factors. He mentioned leadership and the proper appropriation of funds for training as critical factors. To him, if the leadership realised there was need for staff development, the policy for staff development would be fully implemented depending on the availability of funds. Another issue he observed, was the willingness on the part of polytechnic administrators to properly appropriate training funds. He noted that recently, the Federal Government of Nigeria had shown willingness to develop academic staff through the Tertiary Education Trust Fund (TETFund).

> …TETFund has provided certain amounts of money to train academic staff both locally and externally. For government policies to be fully implemented, you know this fund has to be administered properly and this are also issues that should be considered in implementation. The policies yes in themselves are okay, they have taken care of the developmental needs, but implementation is a different ballgame…I think it is important for the Federal Ministry of Education to put in place a framework for monitoring of the compliance of these agencies when it comes to academic staff development programme…but at the moment I can say there it is no such monitoring.

Ibidun noted that these key factors were well considered in the development of effective strategies for HRD development, but believed that there could be challenges with implementation. According to him, the Polytechnic was under serious financial pressure; government subvention was reducing and the Polytechnic had to venture into business through its consultancy outfit in a bid to generate funds externally for the implementation of its strategies.

When asked if HRD strategies in the Polytechnic were underpinned by enabling policy instrument and environment, the interviewees were unanimous in their opinion. They totally agreed that the policy for academic staff development was well intentioned but that there was a recurring challenge with implementation.

Oyinlola could not agree more. He asserted that the policy environment was very favourable. He agreed that the Federal Government through the TETFund was making substantial provision for the development of academic staff and that in addition there were other Federal Scholarships that academic Staff could compete for in order to undergo training both within and abroad but that:

> …to key into that environment is not uniform in all institutions and the determining factor is the leadership of the institution.

On the question as to whether the policy framework establishing Polytechnics was robust enough to enable strategic development and deployment of effective HRD in the Polytechnic, the interviewees considered the policy as clear enough, simple and robust to enable the development of academic staff in the Polytechnic. Imodagbe observed that:

> The policy framework establishing Polytechnics are very simple and clear enough for implementation, so they cannot be a factor in the development of the polytechnic. The major issue is that of implementation and developmental issues because, you see, every human organisation is dynamic and it is the environment that determines how much that institution is able to achieve, including its human capital development strategies or policies… So as far as I am concerned, the policy framework is very robust and it makes it easy for any leadership to key into it, but as time goes on there may be need for the review of policies.

Also, Komolafe while agreeing that the policies that can facilitate academic staff development are in place, acknowledged that implementation remain a challenge that needed to be addressed.

> …Policy implementation is very important. For example, UNESCO said as a nation 26 percent of our Gross Domestic Product must be set aside for education… (askingrhetorically) …my friend, do you think that is the case in this country?...we have a situation in this country where within the past two decades, we have not even worked towards meeting this target. Now given this situation, where we have good policies in place for academic staff development, yet, without the financial muscle to actualise this policies, what do we do?...so in a nutshell, what I am trying to say is that our staff development policy is good but implementation related challenges, the principal one been finance, is a drag to academic staff development.

Ibidun maintained that the Federal Government had done well in terms of policy provision for academic staff development but that no matter how well intentioned the policy is, where there is no concomitant commitment to its implementation through sustained provision of finance, nothing according to him can be achieved. He stated that:

> In terms of the Policy on Academic Staff Training and Retraining, the Federal Government I must concede has done beautifully well. Government realises competence is a major imperative in Polytechnic and technical education and has come up with policies as well as programmes targeted at improving academic staff development… you know what TETFund is doing in the area of academic staff development… but if you look at what has been achieved critically, there is still a big gap that needs to filled… there is actually a need for sustained financial commitments to assist in the training and retraining of more academic staff both within the country and abroad. Without this financial commitment, I am not sure that these policies and programmes will translate into meaningful results.

Ibukun in his opinion signalled that the Policy framework creating Polytechnics was meant to help the system and that if well implemented and not given some "*colourations*" by those responsible for implementation, would actually lead to the actualisation of the objectives for which Polytechnics were established in the first place.

In The Federal Polytechnic Idah, on the question posed to the interviewees to assess whether the key factors mentioned earlier for effective HRD, informed the articulation of HRD development policy, Abubakar contended that even though the key factors above informed the articulation of HRD development policy, there was currently a

near lack of well-articulated strategy that should guide HRD development, leaving the Polytechnic to struggle with the many HRD challenges.

Alukman on his part maintained that outlining the key factors was one thing, but whether factors were being considered was a totally different thing. His response to the question came in two levels.

> Locally from what we do in the Polytechnic here, I would say that yes, we do some sort of what I would say is stock taking, we do our preliminary and baseline survey of what we need for training and development of staff and we also try to juxtapose whatever we do here with what the national objectives are and what the policy guideline establishing Polytechnics say… We do take census of our stock in terms of what resources we have, what resources we need and what our futuristic outlook will be. But at another level in terms of the national environment, I would not be comfortable to say that these factors are carefully considered.

Most of the interviewees agreed that HRD strategies could be said to be underpinned by enabling policy instruments, but Chukwudi said that the policy environment does not support HRD development. On the same note, most of the senior management staff interviewed opined that the policy environment does not support HRD development even though HRD strategies in the Polytechnic could be said to be underpinned by enabling policy instruments. Specifically, Lolagbogbo highlighted that even though the administrators may be aware of the existence of policy and its frameworks for growing HRD development, lack of awareness of these policies and their import seemed to be pervasive down the line.

Ayodele seemed to agree totally with the submissions above and stated that while recognising the fact that the policies were drafted with good intentions, somewhere along the line, during the process of implementation, problems arose.

> At the end of the day I think the policies are drawn and driven with a good intention, I think a certain level of homework was done in bringing about the policies and putting them in place. If objectively pursued, I think, the policy guidelines could be enabling but at the end of the day whether the guidelines are objectively/ vigorously pursued as being laid out is a different question all together… there are definitely some irregularities or what I might call pick and drop approach by some or by many within the environment of Polytechnics in the way some of the Polytechnics go about implementing their human resources strategy. I am not convinced that most of what goes on at the current is being guided by adherence to the policies that are set out to guide the Polytechnics.

When the researcher enquired whether the interviewees considered the policy framework establishing Polytechnics as robust enough to enable strategic development and deployment of effective HRD in Nigeria, there was a general consensus that the HRD policy is robust. In this regard, Chukwudi remarked:

> I would believe that some sort of energy was put in before these policies are rolled out. Ordinarily I would not know if there was a sort of a pilot objective before the policies came down in black and white so to say, but from what I have seen of the policy, I personally would tend to think that the policies are well drawn and the policies are such that as a framework they can lead, if vigorously pursued, to some sort of systematic and sustainable HRD in Nigeria Polytechnics.

Corroborating, Ayodele maintained that Nigeria does not lack good policies but often problems were encountered at the stage of implementation. Drawing from a personal experience where he had to make input into a certain policy at the National level, he commented:

> Most of our policies in Nigeria are crafted in consultation with the best brains in America and mostly in the United Kingdom. I could remember been on a committee with a renowned Professor from the United Kingdom who made reasonable contributions to debates and subsequent drafting of that particular policy. Professor... has had experience in education and had worked significantly in Africa and was abreast with issues relating to education especially in sub-Saharan Africa which was brought to bear on the whole policy formulation process. What I am trying to say in essence is that in my opinion, the policy for staff development in Polytechnics is robust having been crafted by seasoned individuals through a painstaking effort, but certain environmental variables account for the problems we now have when it comes to implementation.

Generally, most of the interviewees agreed that the policy was robust but Lolagbogbo however, considered the policy due for revisiting or re-thinking, to enable HRD development strategy and processes to address the need for equipping Polytechnic staff for continuous learning and development.

5.1.5 HRD Policy Implementation and challenges

In attempting to explain why HRD strategies which are effectively defined, are limited at the level of implementation, the interviewees in Yaba College of Technology observed that religious factors, ethnic factors, selfishness, policy misinterpretation remained the bane to effective implementation of staff development policy. Specifically, Onifade said:

…In some cases, the implementing officer introduces personal biases into the interpretation of the policy, thereby throwing up some implementation challenges. At some point, we have to approach NBTE for interpretation…outside these implementation challenges; I think the policy is well defined.

Olalekan argued that multiplicity of agencies that polytechnics collaborate with in the area of policy implementation is also an obstacle to effective implementation. Polytechnics he noted have to collaborate with the NBTE, the Federal Ministry of Education, TETFund, Federal Ministry of Finance and other agencies of government.

…Because we have to collaborate with too many agencies in the area of policy implementation, the whole implementation process a times becomes cumbersome and perhaps constitute a challenge to the implementation of academic staff development policy.

While agreeing that implementation obstacles actually exist, Aboderin was quick to add that the challenge was not insurmountable. She stressed that a lot depended on the disposition and commitment of the leadership to the policy. In order to prove the commitment of Yaba College of Technology to staff development, she availed the researcher a recent circular on the current trends in staff development in the institution. She noted that the Polytechnic was concerned about staff training and development owing to its position as the oldest Polytechnic institution in Nigeria, as well as its rating in the comity of Polytechnics as a "centre of academic excellence". She emphasised that in order to maintain the tempo of academic excellence, guidelines for staff development were constantly reviewed. Commenting on the most recent review she said:

…Apart from government's policy on training, in our institution we also have other institutional policies which helps staff who are not able to key into the categories of government training programmes to also develop themselves internally. For instance, we have a policy that allows staff to be on the job and still go to universities within the south-west zone of the country to pursue further studies…They are allowed to organise their lectures in such a way that the students do not suffer and they are able to go on with their studies and work. So for us here as an institution, the leadership is committed to HRD policy implementation…I believe and I know that HRD strategies are very well implemented, it may not be 100 per cent but I can say that it is above 80 per cent.

When asked to comment on the adequacy of staff development programme in the Polytechnic, Onifade conceded that the Polytechnic had fared well despite resource constraints. He maintained that rather than depending on funding from the Federal Government which is usually insignificant, senior management has consistently boosted

Internally Generated Revenue (IGR) through the establishment of a Consultancy Services Centre from which funds are drawn to augment the allocation from government for staff development. According to him:

> …On this note, I can safely submit that the provision that the polytechnic makes for staff development is adequate.

Even though Obasi corroborated Onifade on the adequacy of staff development in the Polytechnic, he was quick to add that the scarcity of staff with Ph.D, especially in the sciences, should be considered a challenge for academic staff development. He emphasised that something urgent needed to be done to encourage academic staff in science based courses to proceed on their doctoral programmes, bearing in mind the fact that the polytechnic has been approved for conversion to a university.

With reference to the key challenges affecting HRD strategy in the Polytechnic, most of the interviewees said funding was an issue. They agreed that funding had improved but that it could still be better. Other interviewees cited the incidence of a few cases of people who abused the existing policy in the sense that when they were sent on training, after completion, they did not return to their place of primary assignment; some returned only to find secure jobs elsewhere. But the interviewees agreed that those were not factors that would reduce the focus of training.

While noting that funding is a critical challenge for polytechnics in terms of academic staff development, Falola maintained that rather than concentrating on academic expenses, funds had been channelled into physical development to the detriment of academic staff development. He advocated a balance in the allocation of funds.

> … I agree that the Federal government over the years have committed some substantial resource funds to education. What is worrying however, is the pattern of allocation of these funds. What is common place is that we see government committing so much to physical development, leaving a minute percentage to academic expenses. I feel this is a misnomer… and this particular trend to me has contributed to the declining state of higher education and Polytechnics in particular in recent times. For Polytechnics to compete in the volatile economy that they find themselves, I think government needs a lot of prioritisation, such that adequate provision is made for academic staff development.

Olalekan equally acknowledged that funding constituted a serious challenge to academic staff development with a spiralling effect on the quality of graduates produced in recent times in Nigerian polytechnics.

> …Issues around funding are central to the seeming low level of academic staff development and by extension the reduction in the quality of graduates that the polytechnics produce… to me, no one needs prophetic wisdom to be able to discern that the only way to bring about a turnaround in the fortunes of Polytechnics is to address this issue of funding positively and aggressively.

Ibidun mentioned that the issue of funding polytechnic education has been over-politicised and this trend has negative implication for HRD policy implementation. The whole budgetary process she stressed is over politicised.

> Funding is a serious impediment…The situation in our polytechnic is not different from all others …I say this authoritatively because it is a recurring issue in our co-heads meetings where all the Chief Executives of Polytechnics meet. We are always going cap in hand to the Federal Government for improved funding but we hardly get any significant increment in our budgetary allocation…The whole process of budget preparation has a lot of politics to it…We are asked to prepare our budgets…We do so bearing in mind the peculiarities of our situation and we are called to defend the budget…The defence does not translate to getting funds that we request for…It is the political class that still determines what we get…So coming down to HRD, even if we make provisions and the political class does not give approval, then you will agree that from that point, we are handicapped.

Continuing, Ibidun equally remarked that apart from the issue of budgets, the present economic realities in Nigeria have affected the revenue profile of the country with concomitant negative implications for the funding of education in Nigeria. Since Nigeria generates most of her revenue from oil, the fact that crude oil production has reduced significantly in Nigeria owing to instability in the Niger Delta region and the incidence of the activity of pipeline vandals, means that little revenue is generated and since budgetary allocation is based on revenue generated, unless a significant allocation in line with UNESCO 26 per cent benchmark is allocated to education (which at present is not the case), the issue of underfunding will continue in the education sub-sector.

Olalekan argued that even though the Tertiary Education Trust Fund (TETFund) through its academic staff training programme had improved the fortunes of Polytechnics in terms of academic staff training and development, the present ratio of 2:1:1 that TETFund use in allocating funds was skewed in favour of universities and this imbalance he

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opined would not bring about the desired results in academic staff development in the Polytechnic.

Others noted that inadequate funding in the Polytechnic generally had been beleaguered by obsolete equipment and collapsed infrastructure. They acknowledged that entrenched systemic bias had persistently undervalued the academic productivity of academic staff of the Polytechnic.

On the way forward for effective implementation of HRD strategy, Falola while acknowledging finance as a bane in policy implementation, stressed that effective collaboration between the Polytechnics on one hand and other Federal Government agencies, international agencies like UNESCO, DFID and other International Development partners in the country on the other, could assist in funding academic staff development without necessarily relying on finance from the Federal Government which a number of other government agencies and parastatals are competing for.

> …My friend, the time has come to remind ourselves that in Nigeria, several departments and agencies of government are competing for available resources, therefore, a way forward in bringing about an improvement in the capacity of academic staff, could perhaps be in the area of collaboration between Polytechnics, the federal government and other International Agencies such as UNESCO, DFID…The list is endless, to assist in the provision of funds to do the imperative;academic staff development.

The interviewees in Yaba College of Technology acknowledged that the way forward lay in providing as much funding as possible so that many more academic staff could be trained at any point in time. These training programmes they maintained may not necessarily be in the areas of having higher degrees but could be in the areas of conferences, workshops and seminars and generally this were the kind of exposure that academics required as they come face to face with current development in their areas of specialisation and update themselves accordingly.

In the Federal Polytechnic Idah, on whether HRD strategies were effectively defined and implemented in the Polytechnic, Omokhude was of the opinion that HRD strategies were not effectively defined and implemented.

I am not very sure that Polytechnics all do get it right in defining what exactly their human resources development is... Yes I would reiterate once again that situations whereby certain aspects of the policy are taken while some others are left out would not give the opportunity for growth in the Polytechnic.

Osagiede in the same vein opined that even in situations where strategies are well designed, such were not well implemented. He was quick to point to issues bordering on suppression and officialdom as critical issues that had stifled initiatives at strategic and innovative HRD development in the Nigeria Polytechnics.

...You see from my experience as a former member of the Governing Council, I have observed that when it comes to policy implementation, a lot depends on the manner those in charge of HRD policy implementation would want to exercise their discretion. To me, I believe for any organisation, not just the Polytechnic, if the leadership that has the responsibility for implementation has a favourable disposition towards the policy, it will succeed. On the other hand, if they have any reason to believe that the policy could affect their organisation, for example, that the HRD policy will place so much demand on their finances and thereby affect the organisation or their personal interest, certainly such a policy is either suppressed or subjected to different sorts of interpretations.

Lolagbogbo equally signalled that whereby HRD strategies for staff development are well defined and the political will is there to pursue these strategies, paucity of funds could mar the process of implementation. Making allusions to the staff development efforts of the Federal Polytechnic Idah, he observed that management had resolved to give many academics the opportunity to develop themselves, but noted that most times, targets were not met not because there was no will to implement the Polytechnic staff development policy but because finance was always a constraining factor.

Well when it comes to strategies, they are defined, but where we have problems, is with the implementation of some of these strategies. The ways to implement some of the strategies are not practically feasible. Inadequate funding is a major problem. In this Polytechnic, management has resolved to give academic staff the opportunity for personal development but how do you implement the policy when you do not have the funds?

Osagiede agreed that finance could actually be a problem but that in some cases, implementation of HRD strategies no matter how well designed became a problem because of issues that revolved around interpretation of such policies. He recounted how during his tenure as a member of council they had to wade into crises between the

Academic Staff Union of Polytechnics (ASUP) and the management of the institution that almost crystalized into an industrial action, over what the union termed as incorrect interpretation of the guidelines for the training of academic staff under the Tertiary Education Trust Fund (TETFund) Academic Staff Training and Development intervention fund. He said that whereas the TETFund desk officer for the institution interpreted the guidelines for academic staff as limiting staff to courses of instruction only within Nigeria, Africa and Asian countries (with the exclusion of other developed countries like America, Britain and Canada), the executives of the Academic Staff Union of Polytechnics (ASUP) insisted there was no such limitation and that the wrong interpretation was coming from the desk officer. Both parties disagreed and the council had to seek interpretation from TETFund and eventually the agency maintained that there was no such limitation. On a final note he said:

> …From my story you will agree with me that no matter how well conceived the blueprint of a programme is, an improper interpretation or in some cases defective implementation could mar the whole programme.

Ajakimo opined that the adoption of different policy standards by the Federal Government of Nigeria in the allocation of funds, salaries for Polytechnic academic staff and other issues, had been a constraining factor to academic staff development. He observed that a situation where the Federal Government subvention to tertiary institutions was such that favoured universities will not bring about the desired level of academic staff training and development.

> …The adoption of different policy standards by the government for Polytechnics and Universities constitute a very serious impediment to the implementation of HRD strategies in the Polytechnic education sub-sector.

Commenting on the key challenges affecting HRD strategy in the Polytechnics, most of the interviewees listed funding as a major challenge affecting HRD strategy in the Polytechnic. The interviewees catalogued funding, local politics, staff awareness, misplacement of priorities, lack of enabling environment as key challenges that Polytechnics had to grapple with in their HRD development efforts. Ikanaba, sharing the same line of thought, pointed out challenges around cultural issues, problems of prioritizing funding as well as poor understanding of HRD as personnel management,

levels of sensitization of staff, and lack of enabling environment as challenges affecting development and deployment of HRD strategy in Nigeria Polytechnics today.

Isata stressed that the challenges lay in improper identification of needs and funding as well as the lack of prioritisation even in the face of an obvious dwindling level of funds available to the Polytechnic.

> I think the key challenge still remains on the one frame, identifying that the HR needs are in line with what the Polytechnic education is meant to achieve in Nigeria; what is the vision, and where do we hope to get to with our Polytechnic education… so you see the identification of the HR needs is one area, the next other area is about financing and prioritisation. How much funding do we have to get to the level we need to get to and what do we need to forgo in terms of other outlined project/programmes so that we can make a substantial level of funding available for training, learning and development.

Abubakar listed the location of the Polytechnic in a rural area as another challenge. When asked to expatiate on this point, he noted that the citing of the Polytechnic in a rural area had slowed the institution down in the area of academic staff development. He maintained that apart from the fact that the grant from the government was not enough for academic staff development, he argued that some Polytechnics in the urban areas by virtue of their position and network with external agencies were exposed to other revenue yielding avenues and could therefore fall on their internally generated revenues to embark on some training programmes like conferences and workshops for academic staff.

> …In the case of our own Polytechnic the reverse is the case. Our Internally Generated Revenue (IGR)is as good as nothing leaving us handicapped. There are some cases where we approve conferences for academic staff when it becomes very necessary and can only pay them sometimes after they would have sourced the funds to attend such conferences personally. We realise that this is not good enough when it comes to motivation but as it is we are seriously handicapped.

An interview with Ajakimo threw up another dimension to the constraint to academic staff development based on the rural nature of the Polytechnic. He observed that the level of academic staff development in urban-based Polytechnic could not be compared to the rural-based ones.

> …You know that Polytechnics that are situated in the urban areas have Universities all around them where academic staff could undergo training programmes without recourse to their Polytechnic institutions for financial assistance. In most cases what these academic staff do is just to inform their Polytechnic institution that they are undergoing such programmes mostly on part-time basis and as long as it does not clash with the assignment of the academic staff, they are normally allowed to proceed on training…But in a rural-based Polytechnic like ours, it is not very possible. That to me is a challenge.

In response to the question on the way forward for effective implementation of HRD strategy, Osagiede answered that there was a need for Polytechnics to begin to look both outwards and inwards in harnessing resources and assessing values for HRD development, concentrate on the strengthening of institutional capacity, source for and dedicate adequate funding and resources for HRD, and create awareness on resourceful utilization of same resources. On the other hand, Ikanaba was of the opinion that the way forward rested on leadership development. He maintained that:

> …For Polytechnics to move forward in the area of academic staff development, strong leadership and commitment are critically needed. Strong leadership is needed to ensure that resources and accountability required to put HRD policies into practice are readily available.

Ayodele suggested government-driven initiatives at creating HRD strategies and monitoring of implementation of HRD policies for Polytechnics. Chukwudi also suggested putting in place sustainable staff re-training and reward programmes as well as creating the enabling arrangements that can see staff take advantage of both national and international programmes of career advancement, exposure and self-development as professionals.

The second phase of the semi-structured interviews was with academic staff in the two case study Polytechnic and the findings are reported below.

5.2 Semi-structured Interview Findings with Academic Staff of the Yaba College of Technology and the Federal polytechnic Idah

This section presents the findings from the semi structured interviews conducted with academic Staff at the Yaba College of Technology, Lagos, and the Federal Polytechnic Idah, Kogi State, Nigeria

5.2.1 Objectives of HRD

As regards the objectives of HRD in Yaba College of Technology, Okagbere sees academic staff development as very important and having positive effect on staff productivity if well directed. He maintained that for the polytechnics, the history of staff development generally and academic staff development in particular had not been a palatable one because there is *"…a mismatch between academic staff development policy and implementation".* In as much as he conceded that in the past decade, there have been some positive developments in the area of academic staff development, he was quick to add that more needed to be done. The only way to address the gap in staff development over the years is to commit to HRD.

> Over the years, polytechnics have suffered several setbacks which have affected its staff development and these setbacks can only be overcome with our continuous HRD practice. We have noticed some positive developments within the last ten years…The outcomes of these developments can be seen in the improvement in the quality of research, teaching, learning and other activities going on within and outside the campus in Yaba College of Technology…This is not to say that we have arrived…To me we are just about to start and government should be ready to commit more funds to the Polytechnics.

Okagbere observed that the negative perceptions about Polytechnics, and in some cases embarrassing utterances about the quality of Polytechnic education, are in part traceable to the seeming neglect of staff development.

> …All of these negative perceptions and utterances are as a result of the seeming lack of commitment to academic staff development in polytechnics. If academic staff are not invested in and proper plans put in place to develop them, the effect will not just stop at reducing their performance level, it will go as far as causing a decline in the quality of graduates we produce…You actually cannot give what you don't have…If the graduates we have are becoming of lesser quality, and our lecturers are becoming of lesser quality as a result of not being provided with adequate training and development, what it means for the Polytechnics as a system is that the system will become broken within the shortest possible time.

Apparently in agreement with the views expressed by Okagbere, Micheal emphasized the need for constant update of the knowledge of academic staff in order to improve teaching and learning in the Polytechnic. He maintained that leaving issues

relating to academic staff development unattended could have grave consequences for polytechnics as organizations.

> …I am strongly of the opinion that whatever you are not developing or improving upon will in a matter of time begin to diminish in value. As soon as the value of academic staff begins to diminish, the effect will be colossal…It will not just have immediate negative consequences for the Polytechnic but will equally cripple future generations…The nation will not equally be spared as it will affect our economy in a negative way…So I feel it is common sense that with the presence of adequate HRD strategy, Polytechnics as HEIs will grow and become more productive and beneficial to its graduates, staffs, communities, and other relevant stakeholders.

Omotude could not agree more with the views expressed by Okagbere and Micheal. He stressed the importance of HRD not only to the polytechnic but to all organisations. Describing the Polytechnic as an organisation with aims and objectives as well as a mission statement, he maintained that the translation of the aims and objectives of the Polytechnic can only be achieved with a well-developed workforce especially academic staff. Further, he argued that because the Polytechnic is a training ground for part of the national workforce, it follows logically that those who train these workers are equipped to impart knowledge by way of training, re-training, conferences, seminars and workshops.

Also, Irikafe maintained that academic staff constitute an all-important element in the educational system be it the Polytechnics, Universities or Colleges of Education. He referred to academic staff in the Polytechnic as the "pivot" on which the technological development of Nigeria is hinged upon.

> I know you are conversant with the Act establishing Polytechnics in Nigeria (reaching out to the Act)…Let me summarise this portion for you…The Polytechnic has the mandate among others to provide full-time or part time courses of instruction and training in technology, applied science, commerce and management and other fields relevant to the development of Nigeria as a nation…So from this portion I have summarised, there is no doubt that academic staff in Polytechnic are central to the nation's development …And so, must be equipped with all the tools that will make them function optimally…This can only be done through consistent and well- thought out strategy for HRD.

Busola stated that in Yaba College of Technology, staff development has become an important issue for which the Polytechnic has evolved a strategy that will create an

enabling environment for academic staff to further their education without necessarily proceeding on study leave. The policy she maintained, is such that staff with the approval of their various heads of department, could structure the timetable in a way that the academic staff involved can proceed on further training in any University in the South-West of Nigeria. Busola mentioned that she benefitted from the policy and was able to complete her Master's degree in record time. She however added that the MSc programme was a drain on her finances and would only take a determined academic staff to pursue.

> The sponsorship allowance as it stands is ridiculous… And it takes courage to proceed on training on that meagre allowance…This is one area that the Federal Government needs to improve upon…The Polytechnic system is financially anaemic and something needs to be done urgently…In fact, the Federal Government needs to declare a state of emergency in the education sector in order to address the series of challenges plaguing the sector of which the Polytechnic is one.

Irikafe argued that with globalisation, there is a growing demand for knowledge and information and this demands is changing the educational requirements for academic staff in Nigerian Polytechnics. He opined that if lecturers in Polytechnics are not given the opportunity to develop themselves, adaptation will be almost impossible.

> It is disheartening to note that Nigeria as a nation appears to have lost track of this global reality…Our agitations for better condition of service in the Polytechnics as well as increased funding has been treated with so much disdain…How can a nation's education system be allowed to atrophy like this?

Irikafe however added that the management of Yaba College of Technology as currently constituted is committed to staff development and has provided a robust environment for academic staff development. He was quick to add that more could be done by the Polytechnic but for lack of adequate funding. He confirmed the intervention of TETFund, but acknowledged that if asked to assess TETFund's performance in terms of impact, he would score the agency "just average".

Ayoride when asked to comment on whether the HRD programmes in the Polytechnic are defined and could bring about growth and development of academic staff, responded in the affirmative, but added that this was not devoid of "internal politics".

> Even though the Polytechnic has good strategies in place…What happens is that those who are favoured by management end up getting the approval of management first…So you must be ready to play the politics to get what you want…I do not think this is proper anyway.

Gbolahan agreed that HRD for academic staff is important and must be pursued with vigour if Yaba College of Technology is to maintain its leading position in the comity of Polytechnics in Nigeria. He however took a swipe at the Federal Government of Nigeria for treating issues relating to the Polytechnics with "reckless abandon". Because Polytechnics do not have a Commission specifically committed to its cause, there seem to be no clear cut strategy for academic staff development.

> …It is only the Polytechnic education sub-sector that does not have a Commission of its own. There is a separate Commission for Universities and Colleges of Education that handles issues specific to them. Polytechnics in Nigeria are all under the National Board for Technical Education (NBTE)…The NBTE (reaching out for a document)…Currently has about 110 approved tertiary institutions and 159 technical colleges it is supervising…In as much as I am not in a position to say whether or not they have the administrative structure to carry out their responsibilities…Permit me to state that their span of control is too wide…Operational inefficiency is bound to set in and that is why a Polytechnic Commission becomes all the more necessary …A Commission dedicated to Polytechnics specifically will address in great details issues relating to academic staff development…And even make sure that there is a process in place to assess compliance with staff development policies.

In summary, there is a general consensus among academic staff that HRD development is critical to the development of Yaba College of Technology and the nation as a whole, but that there is a mismatch between academic staff development policy and implementation and that the solution to this identified problem lie in the commitment of government and management to HRD development and proper funding of academic staff development interventions.

In the Federal Polytechnic Idah, Ibisagba, commenting on the importance of academic staff development, emphasised that academic staff development is critical to the achievement of the goals for which Polytechnics were established. He asserted that for the nation to continue the production of the requisite quality and quantity of technical personnel required for the development of Nigeria, issues relating to the development of academic staff competencies through continuous training and development should be pursued vigorously. This according to him is predicated on the fact that:

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The quality of teachers in Nigerian Polytechnics is critical to the development of Nigeria and the actualisation of Nigeria's vision to be among the 20 most developed economies in the world.

Ibisagba noted that despite the critical role academic staff of Polytechnics play in the production of middle-level manpower to drive the process of industrialisation in Nigeria, the Polytechnic education sub-sector is bedevilled with many challenges.

What we witness in this country is a systemic relegation of the Polytechnic education sub-sector…In fact for so many years now, our Polytechnics have been abandoned to groan under a myriad of problems…The most worrisome of these problems been the near lack of attention to staff development as a result of gross underfunding.

This neglect Ibisagba remarked accounts for why it has become perhaps almost impossible for Nigeria to have a robust platform for the polytechnic education sector to grow and develop when compared to polytechnics in other developing economies. He gave examples of countries like Singapore, Malaysia and Indonesia to buttress his point. Singling out Indonesia as an example, Ibisagba noted:

I do not know if you are aware of what Indonesia is doing in their polytechnic sector…The history of Polytechnic education in Indonesia is by far more recent than ours [referring to polytechnics in Nigeria] but we have been left behind in the scheme of things…Indonesia has a strategic master plan that is aimed at accelerating and expanding the economy of Indonesia and at the heart of this plan are the polytechnics…What they are doing is that they have established a National Skills Fund which can be used to strengthen the professional development of lecturers and to equally improve collaboration with industry, regrettably, the reverse seems to be the case in Nigeria.

When asked to comment specifically on the effort made by the Federal Polytechnic Idah to improve the competencies of academic staff, Ibisagba stated that the "story cannot be different". He asserted that in as much as the management of the Polytechnic appears ready to support staff, issues relating to neglect that he mentioned earlier had not helped in any way to translate the wishes and aspirations of management towards the development of academic staff into reality. He argued that the challenge was "*mostly as a result of paucity of funds for academic staff development* and *if the issue of funding is addressed, all other problems will cease to exist*"

The views expressed by Hassan corroborate ibisagba's. While commenting on the strategic nature of the Polytechnic sector to national development, Hassan outlined the reasons why he considers HRD as important in Polytechnics.

> The Nigeria Polytechnic system is strategic for a huge number of reasons; first, because it is central to the filling of Nigeria's technological gaps…The Polytechnic system has the responsibility for training and raising lower, middle and top technological/line staff for both public and private organization in Nigeria. Secondly, because it is the most preferred option for the training and education of Nigerians who are already employed but require more skills and competencies that would engender steady career progress, and contribute more meaningfully to national development…The all-important of this level of tertiary education in Nigeria underscores the need for very competent and well-motivated human resource stock. It is against this backdrop that HRD in Nigerian Polytechnics finds its overwhelming importance.

Hassan emphasised that because Polytechnics are strategic to Nigeria's quest for industrialisation, the improvement of the systems and structures of technical education should constitute issues of high priority on the development agenda of Nigeria. He asserted that government should show commitment towards the training and development of Polytechnic staff, especially the academic staff, so that they can acquire the necessary skills and competencies that will enable them to innovate and respond adequately to the social, environmental and economic situation.

Commenting further he observed that in as much as the management of Federal Polytechnic Idah is amenable to academic staff development, not much has been achieved because of lack of funds. He affirmed that whereas academic staff are willing and prepared to proceed on training courses, seminars and workshops, the situation on ground is such that just a few are able to assess the meagre training fund.

Ajuma agreed, noting that no organisation can function maximally without investing in the development of human capital.

> Without adequate investment in developing the human capital which is the process of increasing knowledge, skills and the capacities of people in an organisation, the possibility of the growth of that organization might be minimal. The Polytechnics are no exception.

Ajuma, commenting on the importance placed on academic staff development by the management of the Polytechnic as presently constituted, believed that on a

comparative basis there has been some noticeable progress. She observed that the Academic Staff Training and Development (AST&D) Programme embarked upon by the Tertiary Education Trust Fund (TETFund) Nigeria have injected some intervention funds which have strengthened academic staff development. She however decried a situation whereby Universities are favoured in the allocation of funds for academic staff training and development.

> In this Polytechnic [referring to Federal Polytechnic Idah],I can say we are experiencing some progress even though at snail speed…TETFund has come handy but my quarrel is that Polytechnics are not treated fairly in the allocation of funds for AST&D by TETFund…Polytechnics get just about one third of whatever is earmarked for academic staff development in the Universities…to me this is not fair and that is why I keep saying that government is not showing enough commitment to the development of Polytechnic education in Nigeria.

Findings from academic staff of the Federal Polytechnic idah, suggest that management see academic staff development as crucial to the development of Polytechnics, but observed that a lot of the challenges that have militated against effective HRD, have revolved around funding.

5.2.2 HRD Strategies

In the Yaba College of Technology, Okagbere, while responding to the question on the strategies for effective HRD development in the Polytechnic, made reference to a number of position papers written to management and the Federal Government calling their attention to the importance of academic staff development. The paper he asserts, suggested various strategies to be adopted in order to ensure that academic staff are given the opportunity to develop themselves. Regrettably, he noted, Government appears not to exhibit much interest in Polytechnic education.

> In all of these letters and position papers, in my capacity then as a trade union executive, I had suggested several strategies that can be developed and implemented but it seems they do not read them or probably they do not see why academic staff development in Polytechnics should be bothered about.

Okagbere equally suggested that Polytechnics should develop platforms that will not just stop at absorbing talents but also developing them. Polytechnics he maintained, should be given adequate resources like Universities in developing academic staff. The

Federal Government, he asserts, should be ready to invest in Polytechnics by providing adequate infrastructural facilities, library as well as learning resources, which will make the working experience of academic staff enjoyable. Regrettably he indicated that almost all the Polytechnics in Nigeria cannot boast of adequate resources that will facilitate effective teaching and learning.

> I have travelled to both developed and developing nations around the globe and I have seen for myself facilities made available for academic staff…I have also seen access to relevant academic database made available to academic staff of these institutions where they can develop themselves by having access to recent literatures within their disciplines…But regrettably in our Polytechnics, there is a serious dearth of these resources…Things I agree cannot just change overnight but there must be a strategy to be implemented to ensure we move forward…Government should commit enough resources into the provision of these facilities as well as the provision of a comfortable working environment as a necessary first step if we are thinking of developing our academic staff.

Ayorinde, also commenting on the strategies for effective HRD, drew attention to the limited role Polytechnics have as producer of part of the national workforce. As a result of this limited role, he signalled that HRD strategies should be determined by the needs of the various departments, the skills of the employees and the objectives of the development strategy. Specifically, he stated that:

> While some would need in-house seminars, workshops and conferences, others would need external seminars, workshops, conferences and formal academic training.

Also, Gbolahan opined that there is a need for management to think out the type of training needed by academic staff, strategize on what the content of this training should be and finally decide on what feasible approach should be adopted for the delivery of training. He observed that the era of running training programmes without due consideration of what is actually needed has past. He asserted that for such a strategy to be successful, the input of academic staff is important.

Seun suggested that the starting point for a good strategy for academic staff development should be to first identify and vividly describe the problem that is on ground.

> No feasible strategic direction can be attained without carefully identifying and describing the challenges with academic staff development…If we fail to do this, we will only be running in circles

and to be sincere, we will not achieve anything…Once we have achieved that…We need to sit back and ask ourselves what outcomes we expect, then we set out to constantly evaluate…And the essence of this evaluation is to identify potential challenges that we might experience with the strategies put in place…The challenges identified need to be nipped in the bud before they get out of hand.

Ayoride, also commenting on strategies for HRD development, confirmed that there are a number of strategies for academic staff development but asserted that staff appraisal stands out. Staff appraisal should be seen as a cooperative procedure that would on the one hand have the staff concerned appraising him/herself, and the academic mentor on the other hand, providing feedback that would spur the staff into continuous professional development.

…For me that is where it should begin. Appraisals should not just be developed as a tool for evaluation, but should be done and utilized as a developing tool…Appraisals should be carefully designed to get feedbacks on what best form of developmental plans need to be provided for academic staff…Opportunities should be provided for staffs in their first 24 months of service to attend conferences or workshops which are directly related not only to their academic development but also to their self-development. These specific conferences or workshops should be designed in such a way that most of their needs are met and after participation they would have gained adequate knowledge and such participation should also count as a progression point.

Ayorinde remarked that the importance of such points would be to allow staff to understand that development is not only relevant to them as academic staffs but would also be useful in other aspects of their career path. He however bemoaned a situation where, rather than seeing the positive aspect of appraisal, the whole appraisal system as obtainable in most Polytechnics is like a "routine" that must be performed for progression purpose and not necessary as a critical tool for academic staff development. He asserted that for Polytechnics to grow their own, it is important that appraisal as a strategy must be given serious attention.

In the Federal Polytechnic Idah on the other hand, Onimawo, when asked to comment on the strategies in place for academic staff development in the Polytechnic, stated that:

I am aware there is a 4-year strategic plan by the Federal Government for the development of the education sector that spans between 2011-2015 of which teacher education and development is

among the four issues to be addressed …But, whether my own Polytechnic has another strategic plan in form of a document for academic staff development…I do not know!...Well in this Polytechnic, I do know that management encourages staff if funding is available, to go on training courses on either full or partial sponsorship as well as seminars and conferences…I do know that management does that, but whether there is a well-thought out strategic document that guides academic staff development…I am not aware of such.

Onimawo added that management could think of coming up with a strategy of sending academic staff of the Polytechnic on training and development at least once in every two to three years to keep the staff abreast of latest development in their field. Polytechnics, he signalled, can also encourage their staff members to be active in their respective professional association as way of developing and being in tune with current practices in their field.

Imlahinmi maintained that since HRD is all about helping people to fulfil themselves at work, there is the need for the Polytechnic to put in place a strategic plan that will better address the needs and aspirations of the institution as well as its academic staff members. He asserted that "…*policies and strategies regarding excellence in teaching and learning should be given utmost attention*".

Akomode advocated a three pronged strategic plan of action for his Polytechnic. He highlighted that in line with the general policy on academic staff development as expressed in the Federal Polytechnic Staff Manual, the Polytechnic could on its own (taking into consideration the peculiarities of their situation) develop a central HR policy that would enable the Polytechnic to attract the best academic staff possible. Second, he stressed the need for an HR policy that would ensure a steady and predictable carrier progression for academic staff of the Polytechnic. Thirdly, the Polytechnic he emphasised should employ the strategies of inclusiveness in all it endeavours, that is, all segments of human resources should be engaged and consulted in the processes of decision making especially when such decisions would affect their career development in one way or the other. Commenting further Akomode stated that:

In order for the Polytechnic to keep up with new trends and contemporary strategies in achieving organizational goals, the need for consistent HR training and retraining should be emphasised…A

strategic focus on the training and retraining of Polytechnic academic staff would be a worthwhile and rewarding venture.

In sum, the academic staff interviewed in the Federal Polytechnic idah, suggested various strategies for academic staff development. The general consensus is that management should place a premium on academic staff development needs analysis as this would give the Polytechnic management information on the current skill set of academic staff, identify where gaps exist in knowledge, and equally bring to the fore areas where development is needed in the future. Even though the academic staff agreed that there is provision in the Annual Performance Evaluation Report (APER) form to reflect these needs, they queried that management rarely analysed these important aspects of the form, making it look like an "annual ritual" used only to ascertain the suitability of an academic staff for promotion and not for developmental purpose.

5.2.3 Key factors for developing effective HRD

On the Key factors for developing effective HRD in the Yaba College of Technology, Ayorinde, mentioned that the resources available as well as the willingness of management to pursue academic staff development can either enhance or inhibit academic staff.

Seun agreeing stressed the need for management to provide enough financial resources to drive HRD effort. Commenting further he observed that the development of a learning culture is instrumental to the development of effective HRD.

> The way things are done in organisations, small or big, public or private is changing…It calls for a continuous update in knowledge…So in this wise, I see the development of a learning culture in our Polytechnic as critical to effective HRD.

Micheal identified six points which he maintained must be taken into consideration for effective HRD in the Polytechnics.

> …I think It is important to consider the needs of the department…This is to ascertain those who actually need to go on training, the skills of available staff in order to identify those whose skills need updating, the resources available for HRD, what is the time (duration) for the HRD programme, what is even the disposition of the academic staff for future self-development and more importantly management's commitment to HRD…All the points I have mentioned will not work if management is not committed to it.

Irikafe also mentioned some of these factors identified by his colleagues, but added another dimension. According to him for HRD strategy to be effective in the Polytechnic, the HRD policy environment should be open and such that it encourages those who can initiate or those who have the capacities to seek collaboration to engender HRD.

Irikafe noted that the HRD policy environment in the Polytechnic is not as open as it is portrayed to be.

> …Those who have the ability to engender HRD are seemingly frustrated by the overt control and mismanagement of such initiative and are so not keen at fostering such initiatives.

Irikafe advised that senior management should make the HRD policy environment open to enable the exercise of initiatives that will engender effective HRD.

Omotunde asserted that one of the essentials for the development of effective HRD lies in having a strategy that will not just attract talented academic staff, but also involves management demonstrating a sustained commitment to the implementation of the strategy.

> Developing these staffs should be as paramount as recruiting them. The strategy for academic staff development should be embedded into the culture of the Polytechnic as an organization. Knowledge management should be seen as important and hence adequate provision should be made to ensure that knowledge is well managed. There are instances where a position becomes vacant and academic staff that are qualified academically are not able to fit as a result of their lack of adequate training for such roles.

Omotunde noted that academic staff should be empowered not just on classroom activities but also on other activities within and outside the campus that are related to the Polytechnic which they are serving. They should not just be consulted on issues relating to teaching and research but that their opinions, know-how and decisions should be sought on all decision-making and strategic planning issues that will bring about development of the Polytechnic. He suggested that even when putting in place training and development programmes for them, adequate care should be taken in ensuring that they are duly consulted.

Busola observed that one strategy for effective HRD in the Polytechnic lies in the creation of standing faculty for academics which would enable them maintain their local presence while still collaborating with other Polytechnics on a short and long term basis. She asserted that collaboration with other institutions should be carefully considered if "*strong and meaningful HRD is intended*".

On the issue of the key factors for effective HRD in the Federal Polytechnic Idah, Enenche advocated the need for strong leadership commitment to the development of a framework for academic staff development that would ensure policy/strategy consistency and sustainability.

> …There is also the need for robust input from all stakeholders especially Polytechnic employees. Such input would help factor into the process the core need and concerns of HR…Also, there should be a sound HR capacity assessment that would reflect the strength and weakness of Polytechnic HR…This I believe is very important so that strategies deployed would be in answer to the result of such assessment.

Ibisagba, outlined four factors which according to him are germane for developing effective HRD strategies in the Polytechnic.

> In my opinion, the key factors are: (1) accurate needs assessment (2) senior management commitment to HRD (3) availability of finance which makes it possible for intended programme to be achieved. (4) orientation of staff members to accept and believe in programme of HRD developed.

Onimawo's submissions were in line with Ibisagba's but decried a situation whereby academic staff are not carried along in decisions relating to programmes that affect their professional development. He frowned at the practice where programmes are planned centrally and academic staff asked to attend even when such programmes are not actually the requirement of the academic staff involved.

> Personally I believe that any training aimed at academic staff should be designed with the end of filling a knowledge gap…Training should not just take place for the sake of it. It must satisfy a particular purpose…In fact it must add value. It must bring about a change in the way academics go about teaching and learning…But, alas! What we have here is that sometimes after attending a training programme, I end up asking myself what value I have added. To me it is tantamount to waste of resources…This should be discouraged in the system.

To this end, Oniwamo believes that adequate consultation with academic staff on their training needs remain a critical factor for effective HRD in Polytechnics. He asserted that when academic staff are allowed to have a "say" in any strategy designed by senior management for their development, not only will they be supportive of such strategies, but will work towards its success.

Hassan agreed partly with Onimawo but suggested that a blend of top-down and bottom-up strategies would be more effective given that it gives room for the expression of a variety of approaches on how best to implement staff development initiatives.

In summary, academic staff interviewed mentioned the key factors to effective HRD in the Federal Polytechnic Idah to include: leadership commitment to HRD, accurate needs assessment, availability of funds, orientation of staff members to accept and believe in HRD programme developed, and the need for adequate consultation with academic staff to ascertain their training needs.

5.2.4 HRD Policy

Irikafe from the Yaba College of Technology noted that the HRD environment is not supportive to development strategies. He thought that while the instruments are quite good, when it comes to academic staff development, government generally pays "lip service". He mentioned unavailability of funds for HRD development as another critical factor.

> …It is disheartening that the Federal Government has been paying lip service to Polytechnic education. I have been at the forefront of agitations for improved funding for Polytechnics as a trade union executive but regrettably, government appears to have forgotten that a good Polytechnic education is the foundation for sustainable technological development.

Okagbere in his assessment of HRD policy described it as "good" but the policy environment is "highly unsupportive". He signalled that for almost ten years there has been an unending row between the Federal Government of Nigeria and the Academic Staff Union of Polytechnics (ASUP) on the need to carry out need assessment of Polytechnics with a view to addressing obvious challenges in the sub-sector, but that government appeared unperturbed. He said that the Polytechnics in Nigeria have been paralysed for seven months due to the strike action embarked upon by the Academic Staff

Union of Polytechnics since October, 2013, yet government is not willing to enter into any meaningful dialogue with the striking lecturers.

> Polytechnic education is being treated with so much levity in Nigeria…I cannot come to terms with the fact that a country that has recently launched the Nigerian Industrial Revolution Plan and the National Enterprise Development Programme with the aim of putting Nigeria on the path to technological growth, will treat Polytechnic education, which it will depend on for technical manpower, with reckless abandon.

Michael said the HRD policy in Polytechnics is capable of engendering robust academic staff development but believes that the HRD policy environment is not enabling. He described an enabling policy environment for HRD development as that which would place a premium on the equitable allocation of resources, a strong institutional framework for academic staff development, and has a clear understanding of the role of Polytechnics as drivers of technological development in Nigeria. Regrettably he stated:

> …The policy environment for HRD development in Nigeria is not enabling. Government to me appears to be out of touch with the critical role Polytechnics play in advancing a nation's technological development…The policy environment as it is favours the development of academic staff in Universities more than their counterparts in Polytechnics.

Michael argued that for Polytechnics to achieve significant strides in academic staff development, government must commit to the provision of an enabling policy environment that will ensure equitable distribution of resources and a strong institutional framework that is committed to the pursuit of the entrenchment of a viable culture of learning among academic staff in Polytechnics.

Seun equally agrees that the policy environment is robust but noted, like many others, that the policy environment is not enabling.

> …You talk about the policy, I say it is robust but there is a serious problem with the policy environment…It is not in any way enabling. How many academic staff are carried along when decisions critical to their welfare and development is taken. As far as I am concerned here, it is a "one man show" and this posture does not augur well, not just for HRD development but for the development of the Polytechnic generally…Personally I believe that to drive HRD, academic staff as critical stakeholders should be consulted to make some input in their professional development.

The majority of the academic staff interviewed in Yaba College of Technology agreed that the HRD policy framework in the Polytechnic is robust and capable of bringing about effective academic staff development, but indicated that in reality, what is practiced is far from the ideal. In this respect, Okagbere stated:

> The HRD policy of Polytechnics today do provide for the effective development of academic staff, I believe that seeing the framework designed, a lot of people will agree that it is robust enough…It seems to me that those outside the system who see the robustness of this framework will predict over a 100% growth for Polytechnics…But, is this obtainable in reality? I will say a big NO, not at all…Far from it. When it comes to implementation, a number of issues arise, how close you are to management, how influential you are in the system, your religious and ethnic background and other personal and selfish considerations begin to come into play to undermine the whole HRD process.

In the Federal Polytechnic Idah, Ibisagba (who earlier outlined four factors for developing effective HRD) when asked if the factors he enumerated were well considered in developing HRD policy in the Polytechnic observed that:

> Sadly, these key factors have not really being considered in developing policy for HRD…Not only in our own Polytechnic but in Nigerian Polytechnics generally. The lack of commitment and respect for Polytechnic education by the Federal Government of Nigeria accounts for the strike action embarked upon by the Academic Staff Union of Polytechnics (ASUP)…We embarked on strike action on the 29th of April, 2013 and till date, both Federal and State Polytechnics are shut and government is not bothered…Now getting down to HRD in Polytechnics, part of what we are demanding and which constitute a strong reason for this current strike action is the Need Assessment of the Polytechnic…This assessment will help to bring to the fore, some of the daunting challenges of Polytechnic education which HRD is also a part of.

Onimawo however believes that some of the factors might have been considered at the policy formulation stage but that problems arise at the stage of implementation.

> One of the biggest problems in Nigeria is implementation of programmes. From the challenges we experience in the Polytechnics presently, if the factors I mentioned are considered at all in the formulation stage, they are not quite implemented faithfully.

Enenche, who earlier advocated the need for strong leadership commitment to the development of a framework for academic staff development that would ensure policy/strategy consistency and sustainability, believes that this key factor is not taken into consideration in the development of policy for the development of academic staff.

Instead, the selfish interest of those at the helm of affairs comes into play when implementing policy for academic staff development.

> Unfortunately, the factor I mentioned earlier is not usually considered in the process of developing HRD policy in Nigerian Polytechnics…Most often than not, HRD efforts are sporadic, unsystematic and horridly put together as one of the 'charities' of government…Used sometimes to compensate those who are "loyal" to management.

In order to buttress his point, Enenche gave an example of a staff member in the Polytechnic who was frustrated for several years from proceeding for his MSc programme as admitted because he was considered not to be "loyal" to management due to his trade union activities. It took a change in the management structure for him to proceed on study leave with pay for his MSc programme after a number of failed attempts.

> Many times, this issue of staff development goes beyond whether there is a policy in place or not, it has a lot to do with leadership commitment…Sometimes providing academics opportunity for development is used to reward those "loyal" to management and to punish those that are considered disloyal. For those who are not "loyal", the usual language goes like this… Unfortunately at this point, the Polytechnic is not in a position to approve your application for study leave…This is usually done without cogent reasons. So you see that a lot of these strategies do not last beyond the tenure of the man at the helm.

When asked to comment on whether the situation he gave as an example is still the case in the Polytechnic, Eneche was full of praises for the current management. According to him, the management as currently constituted appear committed to academic staff development, but he added that more would have been done if the Polytechnic had more funds at its disposal.

A majority of the Academic staff when asked to air their opinion as to whether HRD strategies in the Federal Polytechnic Idah were underpinned by enabling policy instruments were positive with a few expressing divergent views, but all the academic staff interviewed unanimously agreed that the policy environment as obtainable in the Polytechnic is not enabling owing to a number of reasons ranging from financial constraints, political constraints, defective HRD planning and unnecessary bureaucracy.

Akomode for instance believes that HRD strategies are underpinned by enabling policy instrument but adds that the environment is not conducive.

> The policy instrument supports HRD development strategies in Polytechnic at least on paper…But it is not enough for it to be on paper…The policy environment needs to be enabling and that is where the problem is…So you see that we have very good policy but negative factors such as inadequate funding, bureaucratization, lack of planning and even politicization of the whole HRD process hinders the successful implementation of these strategies.

Imlahinmi held a different opinion from others. According to him the problem lies with both the policy instrument and the policy environment.

> HRD strategies in Nigeria Polytechnics are most times either not at-all supported by an enabling policy instrument/environment or are expected to run on a very weak, faulty and unrealistic policy instrument. Expectedly, the policy environment is not in the least of ways positioned to support HRD strategies in Nigeria Polytechnics.

The academic staff interviewed agreed that on a general note, the policy on academic staff development is robust but that what is obtainable in the Polytechnic in terms of implementation goes against the provisions of the policy. This is particularly the case given there are still a number of staff, who are ready and willing to develop themselves, but do not have the opportunity to proceed owing to rationalisation of funds and in some cases, asking lecturers to take turns based on seniority before they can proceed on further studies. In this respect, Akomode queried:

> You ask whether the policy is robust…I say yes…But what do I do with a robust policy that is not implementable owing to financial problems facing the Polytechnic…Or because a particular Chief Executive does not like my face…Or that I have to wait for a senior colleague to get developed first…The long and short of it is, yes the policy is robust, but there is need for leadership commitment to implementation such that resources are made available against all odds for academic staff development.

Imlahinmi's opinion is however at variance with those held by the majority.

> The policy framework establishing Nigeria Polytechnics is quasi-robust in that it stands at variance with contemporary realities especially when HRD is the issue under consideration…It therefore does not have the necessary ingredients to support the strategic development and deployment of HR in Nigerian Polytechnics.

Imlahinmi was however quick to add that the provisions of the policy needed to be reviewed in line with global best practices in academic staff development.

5.2.5 HRD Policy Implementation and Challenges

There was a general consensus among academic staff interviewed in the Yaba College of Technology that the policy on academic staff development in Polytechnics suffers from implementation challenges. The academic staff were more forthcoming in terms of the varying challenges encountered in the implementation of HRD policy than the Senior Management staff interviewed. The academic staff were unanimous in the views expressed that funding stands as a serious impediment to HRD policy formulation. In this regard, Ajuma maintained that the budgetary provision for academic staff development is abysmally low and that there is a bias in the allocation of funds for academic staff development in favor of universities.

> Government budgetary provisions for Polytechnics is so meager and I feel it is a deep reflection of the state of neglect that Polytechnics suffer…It goes further to speak volumes about the extent to which government has misplaced priorities when it comes to the country's technological development.

A number of other challenges ranging from lack of government's commitment to the implementation of HRD, problem of leadership, corruption, ethnicity, and nepotism were highlighted by the interviewees.

5.2.5.1 Problem of leadership and Lack of Government's Commitment to the Implementation of HRD Policy

The interviewees decried the lack of commitment on the part of government to the implementation of HRD Policy. In this wise, Michael accused government of merely paying lip service to the implementation of policies and programmes that will facilitate effective HRD in Polytechnics. Michael stated that:

> The budgetary provision made for Polytechnic institution does not only reflect government's indifference towards Polytechnic education but also, governments lack of attention to the implementation of agreement with ASUP on the development of academic staff shows clearly that government has no clear-cut priorities for technological development.

Okagbere corroborated Michaels claim on the lack of commitment on the part of government to the implementation of HRD but also mentioned that leadership is another factor in HRD policy implementation in Polytechnics. He noted that the level of HRD implementation in the Polytechnic depends on the level of seriousness the Rector and the Polytechnic management team accords staff development.

> Over the years, there has been a glaring lack of commitment to Polytechnic education, this is compounded by yet another challenge and that is leadership…Even though in Yaba College of Technology, management appears to be showing some sense of commitment to staff development, permit me to say in reality, most of the senior management staff are not fully committed to HRD policy implementation…Not only in our own Polytechnic, even in other Polytechnics…How did I arrive at this conclusion?…A lot of reports have come before us for deliberation during our ASUP National Executive Council (NEC) meetings and it is sad that findings indicate that most Chief Executives do not commit to the implementation of these policies.

Onimawo observed that the HRD policy no matter how robust stand to suffer in terms of implementation if there is no leadership commitment. He noted that leadership commitment to the objectives of academic staff development is a key issue when it comes to implementation. According to him: *"…it is very easy to kill any staff development initiative if the leadership does not see it as important…"*

Enenche added that planlessness on the part of those at the helm of affairs in the Polytechnic is a big issue in implementation. He remarked that even though there is much noise about paucity of funds, prudent management of resources on the part of the leadership could free up funds for academic staff development.

> Rather than placing emphasis on staff development, members of senior management commit a large chunk of Internally Generated Revenue (IGR) to carry out capital projects that does not add much value to the institution when compared to staff training and development…Please do not get me wrong…I am not saying that capital projects should not be embarked upon…What I am saying rather is that management is supposed to prioritise…To me there is much to do in this area especially in this Polytechnic.

Akomode expressed his reservations about government's disposition towards addressing issues relating to the management of the Polytechnic education sub-sector generally. The Federal government, he opined, lacks the political will to address the critical challenges confronting Polytechnic education. Government's lack of political will could be

seen in the non-implementation of the ASUP-Federal Government agreement entered into in the year 2001 and which was reviewed in 2009 and meant to be renegotiated in 2012 but was not. Government unwillingness to review and implement the agreement in order to address the accumulated challenges facing Polytechnics according to Akomode, portrays government as "insensitive" to the many problems facing Polytechnics of which the issue of academic staff development is one.

5.2.5.2 Lack of synergy and harmonious working relationship

Omotunde noted that "*there is an apparent lack of synergy and harmonious working relationship amongst all the agencies in the Ministry of Education that need to collaborate effectively for academic staff development to be successful*". As a way forward, he suggested that government needs to enhance the effectiveness of these agencies if academic staff development policies are to be effectively implemented.

In the same vein, Busola sees the lack of synergy between the various agencies in the Federal Ministry of Education as another constraining issue in the implementation of HRD policy.

> The near lack of synergy between the various agencies responsible for tertiary education in the Federal Ministry of Education affects HRD policy implementation…It is either the budgetary provisions for academic staff development is grossly under-estimated, or that they are not released as and when due or that unnecessary bureaucratic bottlenecks are brought to bear on the whole process for the approval and release of funds for academic staff development…A times a staff has approval for a training programme but needs to lobby officials of these agencies before funds are released…this is where the issue of corruption comes in.

Ayorinde observed that the reason why generally, Polytechnics have not been able to fair well is not unconnected to what he referred to as a lack of cooperation between Polytechnics and other agencies of government that they collaborate with. He said "*you can see that compared to our counterparts in the Universities, we are seriously lagging behind. Even if we have our legitimate needs and we put them forward, the uncooperative attitude of these agencies we collaborate with end up frustrating our every move*"

Imlahinmi also expressed concern over the seeming lack of co-operation among the various agencies of government. He noted that no matter how forward-looking a

policy is, when the agency that is responsible for the release of funds for academic staff delays or fails to release it, what the unsupportive agency is creating is a huge implementation gap.

> You know the Polytechnic does not function in isolation. It has to relate with the National Board for Technical Education (NBTE), Tertiary Education Trust Fund (TETFund), the Federal Ministry of Education and what have you…When there is no synergy between these agency, then implementation becomes a challenge…Now I give you an example…A staff is recommended for training and funds meant to be released for training is delayed for instance by TETFund…Now who do you blame (asking rhetorically)…In summary, what I am saying is that there must be synergy on the part of these agencies for us to experience positive results as par   implementation of academic staff development policy.

5.2.5.3 Corruption

Irikafe also underlined the issue of corruption.

> Implementing HRD policy effectively demands that the various stakeholders in the Polytechnic education sub-sector sacrifice their personal interest…It demands a strong commitment to the general welfare of academic staff, but because some of these senior management staff are more interested in what they can gain from awarding contracts to their cronies, they prefer to embark on projects from monies earned from other sources rather than using it to further enhance academic staff development…When they use their cronies to handle contracts, it will enable them make financial gains rather than commit to academic staff development.

Gbolahan harping on the issue of corruption noted that not much has been achieved in terms of staff development and provision of infrastructure because of the incidence of corruption. He painted a rather gloomy picture of the damage corruption had done to the whole system.

> If you look round the whole institution, you will see a number of abandoned projects. I agree that not too much is coming in terms of funding, yet, the little that comes is not properly channeled. The painful aspect of this is that the Chief Executives are so well connected that nothing is done to them in the face of blazing acts of corruption.

Omotunde emphasized that another problem that arises from implementation and which is closely related to corruption is abuse of discretion. He noted that sometimes the policy developed internally for academic staff development is so vague that effective implementation becomes difficult because it is subjected to different interpretations.

Rather than those saddled with interpretation exercising their discretion positively, it is often abused. He suggested that for effective policy implementation, policy directives need to be precise and accurate. He asserted that regrettably, policy implementation remains the "Achilles heels of academic staff development in Polytechnics".

5.2.5.5 Ethnicity and Nepotism

Imlahinmi mentioned ethnicity as one cankerworm which if not addressed will undermine the administrative functioning of his Polytechnic. Even though he observed that the situation is not peculiar to his own Polytechnic, he noted that based on his experience, it appeared ethnic considerations in the determination of who gets what and who does not get is deeply entrenched in the administrative functioning of his Polytechnic. He said: *the situation is so sad! You cannot even apply for training here if you are a none tribe. As soon as there is a need for training, the opportunity is usually reserved for their tribesmen"*

Ayorinde observed that some decisions relating to academic staff development are politically motivated and this has negatively impacted the implementation of HRD policy. He observed that some academics even though unqualified based on laid down procedures for training and development, end up wangling their way through the system because they are either favoured as a result of family ties or based on their political affiliation to the government in power. He said:

> I do not think that decisions that concern development of academic staff should have a political dimension to it…But, I am sorry to say that we notice that partisanship and patronage in this Polytechnic sometimes affects who goes for training and who does not.

Seun corroborating Ayorinde's claim noted that even the appointment of Chief Executives of the Polytechnic are done based on how well connected the individual is in terms of being a close ally or family member of a top ranking government functionary or that the applicant for that position is connected politically. He traces the challenge of implementation to the fact that not too many who are appointed as Chief Executives possess the requisite qualification. He said:*" because they came in unprepared, they rarely have anything to offer in terms of ideas that can move the Polytechnic forward".*

Agreeing with the views expressed by Seun above, Ibisagba appeared particularly perplexed at what he described as "unholy procedure" in the appointment of Rectors of Polytechnics which has negative implications for academic staff development.

> When it comes to appointing Rectors, a lot of primitive or primordial sentiments come into play rather than merit…People bicker about ethnic leaning, religious affiliation…Whether he or she belongs to the ruling party…Merit is sacrificed usually to our detriment…In fact, I laugh when some people say appointment of Professors from the Universities should be discouraged…In as much as they might have some reasons…These I think are not justifiable reasons…If a professor is qualified and merits appointment, why not?...We see a lot of Rectors performing below expectation…Some don't even care about academic staff development because they did not go through the rigours of research and scholarship before their appointment…This I believe is a serious challenge.

5.2.5.5 On The Way Forward

On the way forward for academic staff development, the interviewees made varying recommendations.

Hassan asserted that *"funding remains a big issue in implementation"* and that senior management should evolve strategies on how to source for funds outside the Federal Government statutory allocation. He noted that, taking a cue from global economic realities, it might perhaps be practically impossible for the Federal Government to continue to sustain tertiary education in the way and manner it is currently being done.

> The way tertiary education is being funded all over the world is changing…As a matter of fact, it is not possible for government to fund education all alone…Take a look at the budget for education over the past decade, it is decreasing…To me that is a wake-up call…So as long as we continue going cap in hand to government for money, attaining the holy grail in academic staff development will be a mirage.

Hassan advised that senior management should look at sources external to government for funding. Specifically, he stressed that management should increase their tempo in relation to collaboration with industry, become more innovative, and importantly too, strengthen their alumni network.

In the same vein, Irikafe noted that management should show more commitment to opening up other avenues for sourcing funds. He emphasized the need for collaboration with industry. He said:

One way of getting out of this funding trap and which I believe could contribute positively to academic staff development is for management to draw up a framework that will facilitate collaboration of Polytechnics with industries which at the moment is not fully exploited…I agree that Polytechnic-industry collaboration may not be as easy…It could be challenging, but I believe the benefits at the end outweighs the challenges.

Enenche on his part stressed that the issue of disparity in the release of fund for academic staff development by TETFund between Universities and Polytechnics should be addressed. A situation where Polytechnics get about one-third of what is allocated to Universities he maintained does not augur well for academic staff development in Polytechnics. He bemoaned at the way Polytechnics are looked down upon by the Federal Government, especially in the allocation of funds, and asserted that Nigeria's quest for industrialisation could not be achieved if the Polytechnics in Nigeria are not adequately catered for.

Michael mentioned that the mechanism for monitoring and evaluation of the implementation of academic staff development is very poor. All the Polytechnic is concerned with is who goes on what training or the other. In as much as he agreed that these constitute critical elements in academic staff development, Michael queried the fact that there is no mechanism in place that monitors the research development of individual academic staff and that management needs to put in place an implementation monitoring mechanism that will monitor the extent to which academic staff development policy is implemented.

Ibisagbe emphasised that there is a need for policies to be constantly evaluated in order to bring them in line with global best practices in human resource development. He asserted that where reforms become necessary after evaluation, senior management must not shy away from carrying out such reforms.

Periodic evaluation and correction of the system through appropriate reforms and partnership will help.

The position expressed by Imlahinmi tallies with that expressed by Ibisagba.

The only way to ensure that academic staff in polytechnics are developed in line with global best practice lie in senior management's ability to develop a strategic framework that integrates the

challenges with academic staff development with effective and supportive monitoring, evaluation and reporting strategy.

Busola submits that the way forward for the effective implementation of academic staff development policy lies in policy evaluation and re-evaluation.

When it comes to academic staff development policy, like any other policy, I think there is need for constant evaluation and re-evaluation. The opinion of academic staff is very important in this evaluation process and must be sought.

Other interviewees mentioned the need to fix time frames for HRD for academic staff development, prudent management of resources, and that training and the re-training of academic staff should be pursued with vigor and made compulsory.

Others expressed that the way forward for effective implementation of HRD strategy in Nigerian Polytechnic should include, among others, the following: there should be good capacity building template to know where and how to train the requisite skills, there should also be serious collaboration with industries with a view to marrying the technical and vocational objectives of the Polytechnic sub-sector, thus attracting funding from industries for HRD in some critical area of study and research .

The majority of academic staff interviewed in the Federal Polytechnic Idah, believe that the policy provisions on academic staff development are robust, but that implementation of the policy is bedevilled with a plethora of challenges, some

From the interviews conducted with academic staff, the key challenges in the implementation of academic staff development policy in the Polytechnic relate to issues of poor funding, the politics of funding, lack of commitment to HRD development, leadership inconsistency, lack of political will to implement policies, corruption, ethnicity, nepotism very weak policy framework, poorly designed academic staff development strategies, lack of accurate HR needs assessment and politicisation of HRD effort. The most dominant challenge the respondents unanimously agreed is that poor funding has been the bane of HRD policy implementation in the Polytechnic.

The semi-structured interview conducted with senior management staff in both case study polytechnics reflect similar trends in academic staff development and

challenges in the implementation of HRD policy. The next section presents questionnaire research for both case study polytechnics.

5.3 Yaba College of Technology Questionnaire Research

A total of hundred and thirty-two (289) questionnaires were distributed face to face to academic staff of Yaba College of Technology, Lagos state, Nigeria. Most of the academic staff completed the questionnaires immediately it was handed to them but those who could not but accepted to participate in the survey were asked to submit the completed questionnaires to the secretaries of their various departments. In all, two hundred and twenty-five (225) questionnaires were returned of which two hundred and sixteen (216) were valid and are applied in the research, while 9 were invalid and not used.

Table 5. 1: Aggregate response details elicited from Questionnaire administered

Rank of Respondents	No. of Respondents	Gender		Qualification					Years of experience					
		Male	Female	PHD	M.Sc	PGD	BA, B.Sc	HND	Less than 5 years	5-8 years	9-12 years	13 – 15 years	16 – 18 years	18 years and above
Chief Lecturer	28	23	5	4	24	-	-	-	-	-	-	-	5	23
Principal Lecturer	34	32	2	-	34	-	-	-	-	-	9	11	14	-
Senior Lecturer	37	34	3	-	37	-	-	-	-	-	10	15	12	-
Lecturer I	23	21	2	-	15	8	-	-	-	-	8	15	-	-
Lecturer II	29	25	4	-	7	22	-	-	2	15	12	-	-	-
Lecturer III	22	19	3	-	5	17	-	-	-	14	8	-	-	-
Assistant Lecturer	30	23	7	-	5	25	-	-	22	8	-	-	-	-
Technologist	13	11	2	-	-	-	4	9	8	5	-	-	-	-
Total	216	188	28	4	127	72	4	9	32	42	47	41	31	23
		216		216					216					

Source: Researcher (2014)

5.3.1 Demographic Profile

The choice of questionnaire respondents and the rationale for their selection was discussed in the chapter on research methodology. Table 1 above shows a composite of the response in terms of the aggregate make of respondents to the questionnaire administered to academic staff of The Yaba College of Technology, Lagos, Nigeria. From Table 1, the aggregate response detail shows that of the 216 respondents, 14% were Assistant Lecturer, 10% as Lecturers III, 13% as Lecturer II, 11% as Lecturer I. Further, 17% of the 216 respondents were Senior Lecturer, 16% as Principal Lecturer, 13% as Chief Lecturer, and 6% as Technologist. This is indicative of the spread of response among the academic staff targeted. Then, only 2% of the total respondents have highest qualification as Ph.D, 59% Masters Degrees, 33% first degree or Bachelors and 4% with Higher National Diploma. The remaining 2% have Postgraduate Diplomas. Of the 216 respondents, 15% had a total length of service in the polytechnics as less than 5 years, 19% indicated 5-8 years, 22% 9-12 years, and 19% 13-15 years, 14% 16-18 years, 11% 18 years and above years.

The researcher in compliance with the rules of administering questionnaires for the purposes of academic research elicited questions from the respondents in the following areas of:

1. *HRD Interpretation* to examine what the respondents as stakeholders thinks of, or consider about HRD in their Polytechnic.

2. *HRD Policy* to find out how much the respondents are abreast of, and how they do see HRD policy frameworks for Nigeria Polytechnics as influencing and defining HRD development and the challenges being faced to this regard in their Polytechnic.

3. *HRD Implementation* to examine and probe into the implementation levels, processes and procedure of HRD development in their Polytechnic from the point of view of the respondents as key stakeholders.

4. *HRD Practices* to find out from the respondents as academic staff whether there exist a carefully streamlined HRD strategy; a staff development committee;

training and development interventions for academic staff; a mechanism for the assessment of training and development and whether management is committed to it.

Consequently, the following response data as presented were gathered:

5.3.2 HRD Interpretation

A total of 82% of respondents signified that their polytechnics as an organization do recognize their level of skill/competence/performance on the job, 11% respondents responded in the negative, and 7% were not sure. When asked if the polytechnic recognised the need for their upgrade and enhancement in terms of resource development, 88% were positive, 6% responded No, while 6% of the respondents were not sure. On the form of performance enhancing and self-development programmes being provided for the respondents, 41% indicated in-service training as the programme being provided, while 30% indicated study leave, 11% further professional development programmes and 18% short-term workshops. On the regularity, 65% respondents responded that the programmes are provided regularly, 27% indicated that they are not so often provided while 8% responded that it was scarcely provided (see figure 5.1 below).

Figure 5. 1: Policy Standards and Objectives
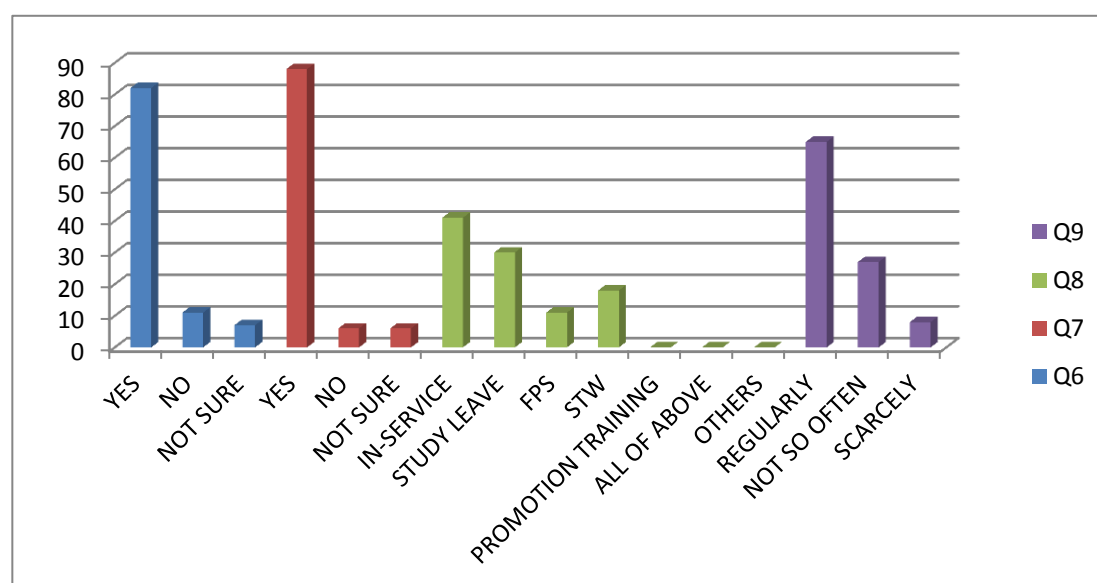
Q6: managements' cognizance of staff level of job Skill/competence/performance.

Q7: managements' appreciation of the need for update of knowledge.

Q8: staff personal evaluation of HRD development programmes provided.

Q9: staff personal evaluation of the regularity of HRD development programmes provided.

Questions 10 to 11 were generally meant to elicit from the respondent's information on staff development appraisal in the polytechnic. When asked when the respondents last had a staff development appraisal, 9% responded that they had an appraisal in the last 6 years, 13% responded that the appraisal was done in the last 3 years and 78% respondents indicated that appraisal was carried out by the institution in less than 3 years. On the question seeking to gauge the opinion of the respondents as to whether the staff development appraisal is a correct assessment of their personal development needs, 52% responded that it is high, 35% respondents indicated that it was low with 13% others indicating that they were not sure (see Figure 5. 2).

Figure 5. 2: Staff Development Appraisal
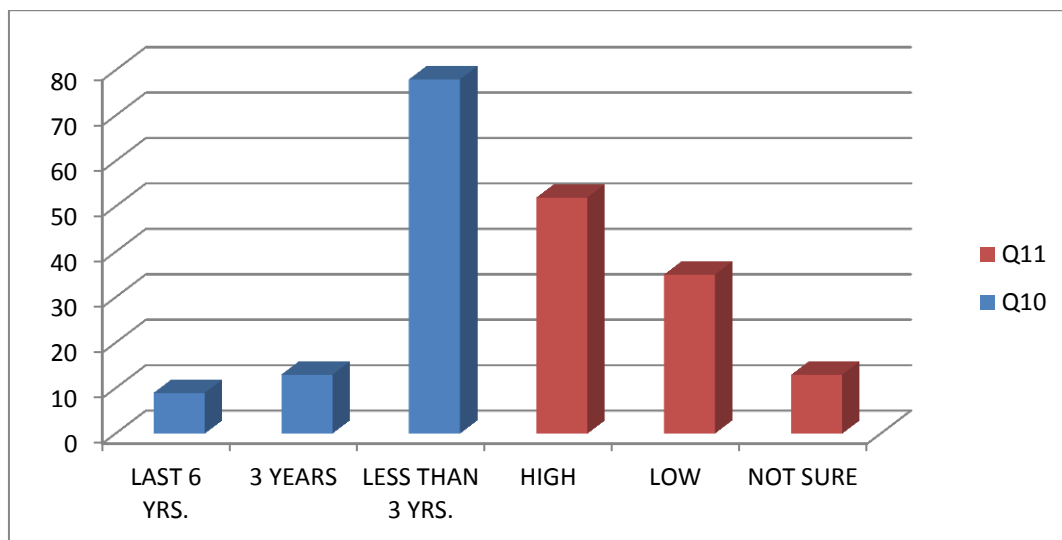
Q10: frequency of staff development appraisal.

Q11: staff perception of appraisal as a correct assessment of their personal development needs.

Response on the quality of the programmes provided shows 52% respondents responding in the affirmative, 17% consider the programmes as inadequate, 24% indicate that the programme is marginally adequate, with 7% indicating that they are not sure (see figure 5.3 below)

Figure 5. 3: Adequacy of Staff Development Programme Provided
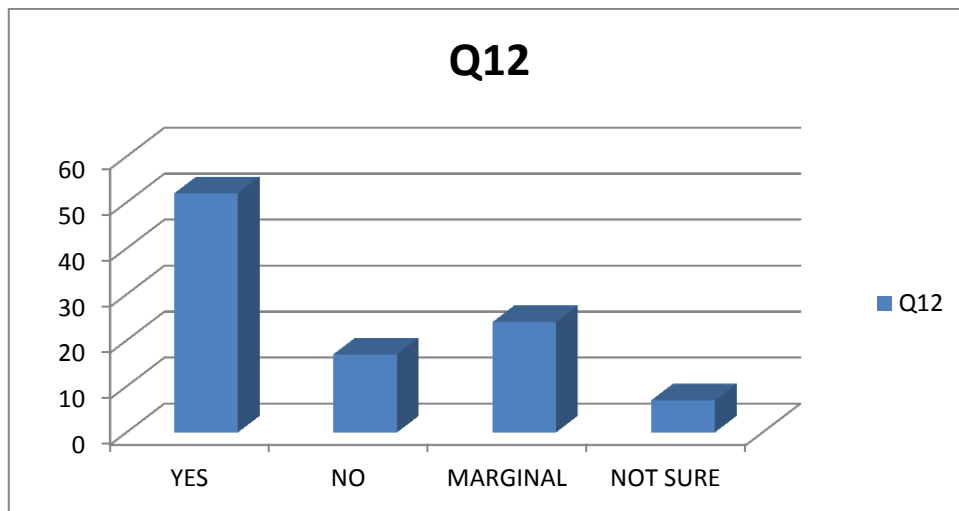
Q12: staff perception of the adequacy of training programme.

5.3.3 HRD Policy

Responding to the question on how accessible the staff development policy is to academic staff, 56% respondents say that the staff development policy is made accessible to them with the remaining 44% respondents indicating that they do not have access to the policy. On their level of information on the provisions of the staff development policy, 15% indicated that they are very informed, 27% indicated that they are informed, 39% respondents responding that they are fairly informed with 17% respondents indicating that they are not informed. 2% respondents say that they are not sure.

When the respondents were asked if they considered staff development policy as adequately developed to provide for their further development and career growth, 63% indicated in the affirmative, 7% indicated that the provisions were not adequate with 16% indicating that the policy provision is marginally adequate and the remaining 14% respondents responding that they are not sure.On the question seeking to elicit responses as to whether the respondents associate their ability to attain high job performance and personal development with the extent to which staff development policies are adopted and implemented, 71% indicated that they would associate their level of personal development with the extent of the implementation of staff development policy, 15% responded negatively and the remaining 14% indicated that they are not sure (see figure 5.4 below).

Figure 5. 4: Knowledge of Staff Development Policy
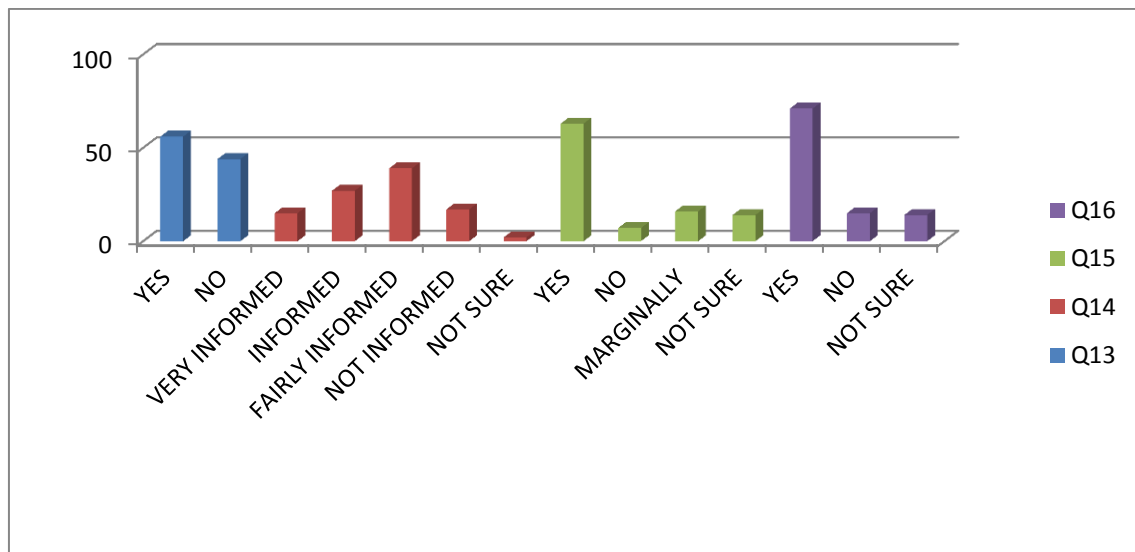
Q13: accessibility of staff development policy.

Q14: level of information on the provisions and guidelines of staff development policy.

Q15: whether the staff development policy provides for the respondents' personal development and growth.

Q16: assessment of staff personal development.

On the level of satisfaction with the staff development policy currently being implemented in the polytechnic, 19% respondents indicated that they are completely satisfied, 56% say they are fairly satisfied with 16% indicating that they are a little bit satisfied. 9% respondents say that they are not satisfied at all. A question seeking to elicit the respondents view as to whether the staff development policy is adequately developed for driving employee performance and development oriented growth had 9% respondents indicating that they strongly agree that the policy is adequately developed, 54% indicate that the policy is considerably developed while 31% indicate that it is marginally developed. 6% respondents say that they are not sure. On whether they consider effective HRD policy as key to meeting the challenges of Human Resource Development (HRD) in Nigerian Polytechnics, 61% respondents indicated that they highly consider effective HRD as key to meeting the challenges of HR underdevelopment, 31% say they considerably agree, 2% respondents do not see effective HRD policy as significant in meeting the challenges of HR (see figure 5.5 below).

Figure 5. 5: Satisfaction with Staff Development Policy Implemented
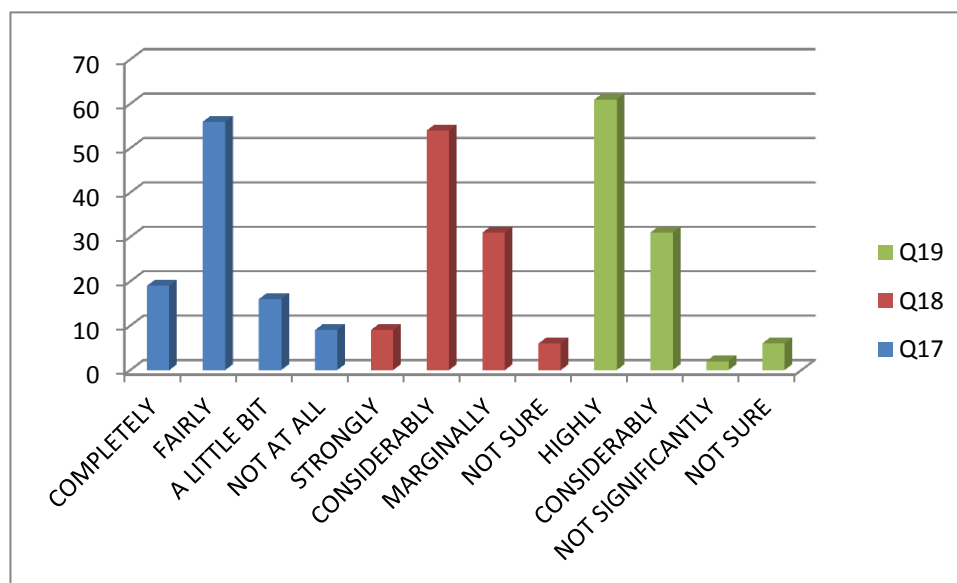
Q17: level of satisfaction with staff development policy currently implemented

Q18: adequacy of staff development policy to drive employee performance

Q19: whether effective HRD policy is a key to meeting challenges of HR underdevelopment

5.3.4 Implementation and Challenges

The responses on policy implementation show 94% respondents responding that policy implementation remain a key factor in achieving optimal organizational outcome for the polytechnic with 6% respondents disagreeing. 31% respondents see the polytechnic policy environment as open and recognizing the opportunities and provisions in the HRD policy for staff development and growth and for engendering a performance oriented environment, 11% respondents see the environment as not open, 56% see the environment as marginally favorable with 2% respondents not been sure.

When asked if the polytechnic has a mechanism in place to ensure timely and effective implementation of HRD policy, 46% respondents responded in the affirmative, 11% respondents indicated that the polytechnic had no such mechanism with 43% not been sure. On the question seeking to elicit information from respondents as to the polytechnics administrator's commitment to the implementation of HRD policy to objectively meet the challenges of polytechnic staff development, 47% respondents

responded in the affirmative, 12% said the polytechnic administrators do not show such commitment with 41% indicating that they are not sure. When asked if poor policy implementation is a key factor in HR underdevelopment in the polytechnic, 88% respondents responded in the affirmative with 12% respondents indicating that HRD policy implementation is not a key factor (see figure 5.6).

Figure 5. 6:Level of policy implementation
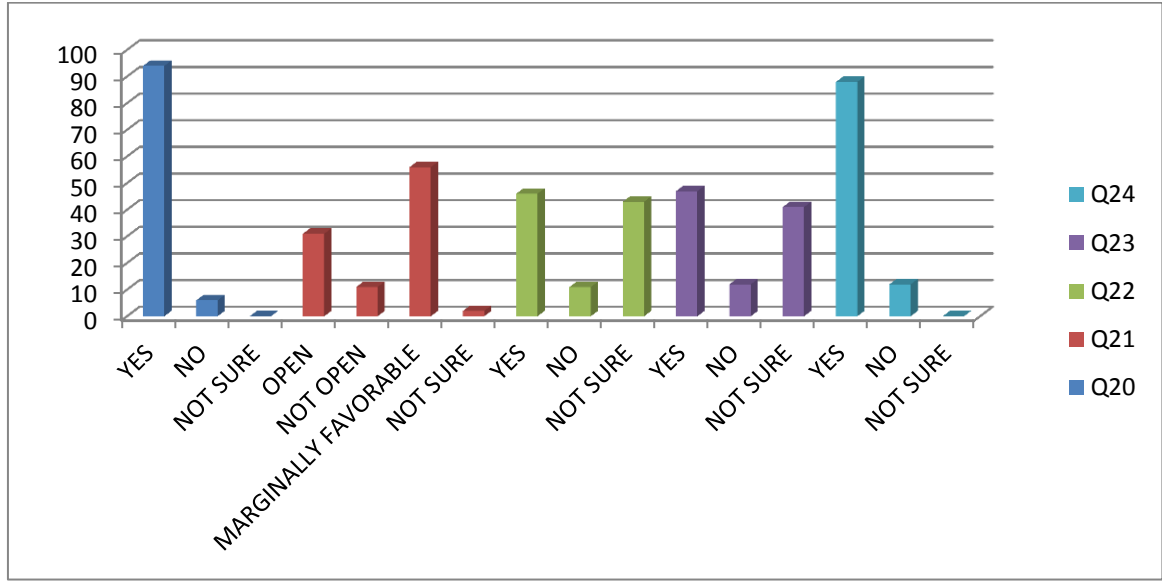
Q20: HRD policy implementation as key to the achievement of optimal organizational outcome

Q21: openness of HRD policy environment.

Q22: whether the polytechnic has mechanism for timely implementation of HRD policy.

Q23: whether Polytechnic administrators have clear commitment to HRD policy implementation.

Q24: whether HRD policy implementation is a key factor in HR underdevelopment.

When asked the measures to be considered for the improvement on HR underdevelopment in the polytechnic, 11% respondents advocate a policy change, 58% indicate that policies be effectively implemented and evaluated, 13% respondents say that there should be strengthening of administrative capacity at effective implementation of HRD with18% other respondents indicating that all of the measures mentioned should be considered (see figure 5. 7 below).

Figure 5. 7: Measures for the improvement of HR underdevelopment and challenges
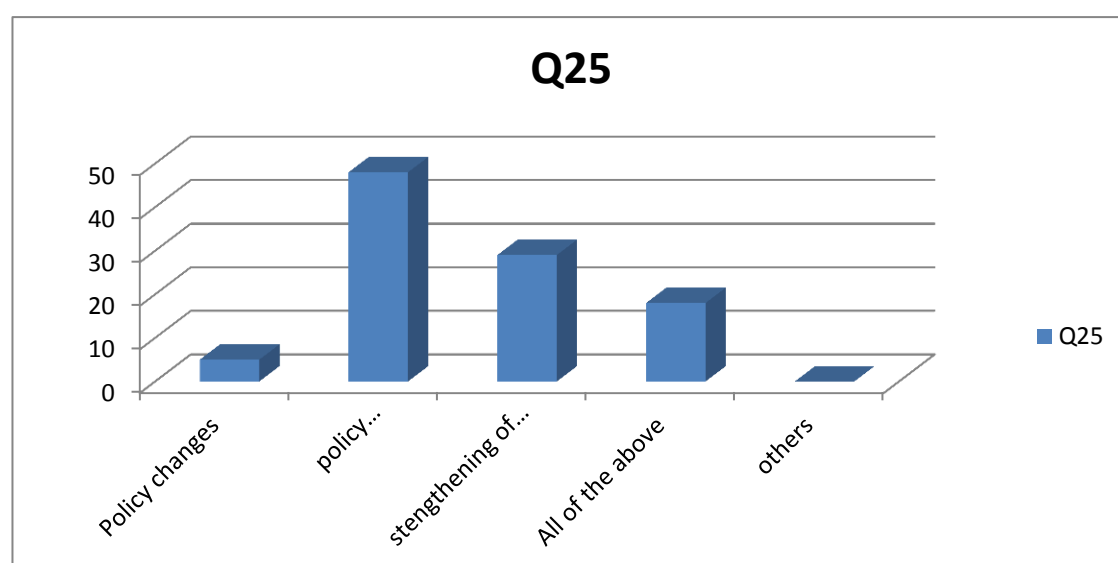
Q25: measures appropriate for the improvement of HR underdevelopment in meeting present challenges

5.3.5 HRD Practices

The responses on whether there exist in the Polytechnic HRD development strategies and policies, 64% respondents agree that the Polytechnic has in place strategies and policies for academic staff development with the remaining 36% disagreeing.

On the question seeking to elicit information from respondents as to the existence of HRD structures and staff development committees, 68% respondents responded in the affirmative, 2% said the polytechnic has no HRD structures and staff development committees in place with 30% indicating that they are not sure. When asked if the polytechnic has a mechanism in place for the assessment of training and development interventions,49% respondents responded in the affirmative, 11% respondents indicated that the polytechnic had no such mechanism with 40% not been sure. On the question seeking to elicit information as to whether senior management is committed to setting aside ten per cent (10%) of the total annual personnel emolument statutorily provided in the provisions of the 1998 Civil Service Reforms, 12% respondents responded that management is highly committed to setting aside the statutory 10 percent (10%) training fund, 20% indicated that they are fairly committed with an overwhelming 68% indicating that management is not committed. On the question seeking to elicit information as to

the level of management support for training and development, 48% of the respondent indicated that the Polytechnic Management is highly supportive of the training and development of academics, 18% indicated that the management is supportive with the remaining 34 % indicating that management is not supportive. (See figure 5.8).

Figure 5. 8: HRD Practices
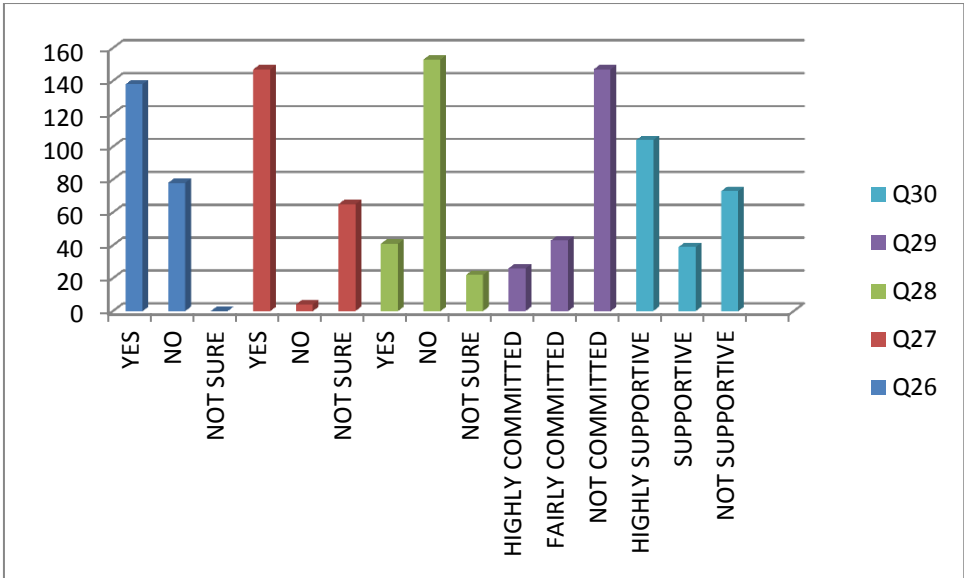
Q26: whether the polytechnic has in place HRD strategy.

Q27: whether the polytechnic has in place HRD structures and staff development committees.

Q28: whether the polytechnic has mechanism in place for the assessment of training and development interventions.

Q29: whether management is committed to setting aside the statutory 10% training allocation

Q30: whether management supports training and development

5.4 The Federal Polytechnic Idah, Kogi State Questionnaire Research

A total of two hundred and thirty-two (232) questionnaires were distributed face to face to academic staff of the Federal Polytechnic Idah, Kogi state Nigeria. One hundred and ninety-two (198) questionnaires were returned of which one hundred and eighty-six (186) were valid and are applied in the research, while 12 were invalid and not used.

Table 5. 2:Aggregate Response Details Elicited from Questionnaire Administered

Rank of Respondents	No of Respondents	Gender		Qualification					Years of experience					
		Male	Female	PHD	M.SC	PGD	BA, B.Sc	HND	Less than 5 years	5-8 years	9-12 years	13 – 15 years	16 – 18 years	18 and above years
Chief Lecturer	22	20	2	2	20	-	-	-	-	-	-	-	7	15
Principal Lecturer	30	29	1	-	30	-	-	-	-	-	12	7	11	-
Senior Lecturer	33	30	3	-	36	-	-	-	-	-	13	15	5	-
Lecturer I	27	20	7	-	7	17	-	-	-	-	11	16	-	-
Lecturer II	23	21	2	-	2	21	-	-	-	10	13	-	-	-
Lecturer III	20	20	-	-	1	19	-	-	-	17	3	-	-	-
Assistant Lecturer	21	18	3	-	-	21	-	-	17	4	-	-	-	-
Technologist	10	10		-	-	-	-	10	7	3	-	-	-	-
Total	186	168	18	2	93	81	-	10	24	34	52	38	23	15
		186		186					186					

Source: Researcher (2014)

5.4.1 Demographic Profile

Table 5.2 above shows a composite of the response in terms of the aggregate make of respondents to the questionnaire administered to academic staff of The Federal Polytechnic, Idah, Kogi State, Nigeria. From Table 1, an aggregate response detail shows that of the 186 validated questionnaires, 11% of the respondents were Assistant

Lecturers, 11% as Lecturers III, 12% as Lecturer II, 15% as Lecturer I. Further, 18% of the 186 respondents are Senior Lecturer, 16% as Principal Lecturer, 12% as Chief Lecturer, and 5% as Technologist. This is indicative of the spread of response among the academic staff targeted. Then, only 1% of the total respondents have highest qualification as Ph.D, 50% Masters Degrees, 44% first degree or Bachelors and 5% with Higher National Diploma. Of the 186 respondents, 13% had a total length of service in the polytechnics as less than 5 years, 18% indicated 5-8 years, 28% 9-12 years, and 20% 13-15 years, 12% 16-18 years, 8% 18 years and above years. The researcher in compliance with the rules of administering questionnaires for the purposes of academic research elicited questions from the respondents in the following areas of;

1. *HRD Interpretation* to examine what the respondents as stakeholders thinks of, or consider about HRD in their Polytechnic.

2. *HRD Policy* to find out how much the respondents are abreast of, and how they do see HRD policy frameworks for Nigeria Polytechnics as influencing and defining HRD development and the challenges being faced to this regard in their Polytechnic.

3. *HRD Implementation* to examine and probe into the implementation levels, processes and procedure of HRD development in their Polytechnic from the point of view of the respondents as key stakeholders.

4. *HRD Practices* to find out from the respondents as academic staff whether there exist a carefully streamlined HRD strategy; a staff development committee; training and development interventions for academic staff; a mechanism for the assessment of training and development and whether management is committed to it.

Consequently, the following response data as presented were gathered:

5.4.2 HRD Interpretation

A total of 92% respondents responded that their polytechnics as an organization do recognize their level of skill/competence/performance on the job, 5% respondents responded No, and 3% were not sure. When asked if the polytechnic recognised the need

for their upgrade and enhancement in terms of resource development, 90% were positive, 3% responded No, while 7% of the respondents were not sure. On the form of performance enhancing and self-development programmes being provided for the respondents, 19% indicated in-service training as the programme being provided, while 47% indicated study leave, 15% further professional development programmes and 19% short-term workshops. On the regularity, 33% respondents responded that the programmes are provided regularly, 52% indicated that they are not so often provided while 15% responded that it was scarcely provided (see figure 5.9 below).

Figure 5. 9: Policy Standards and Objectives
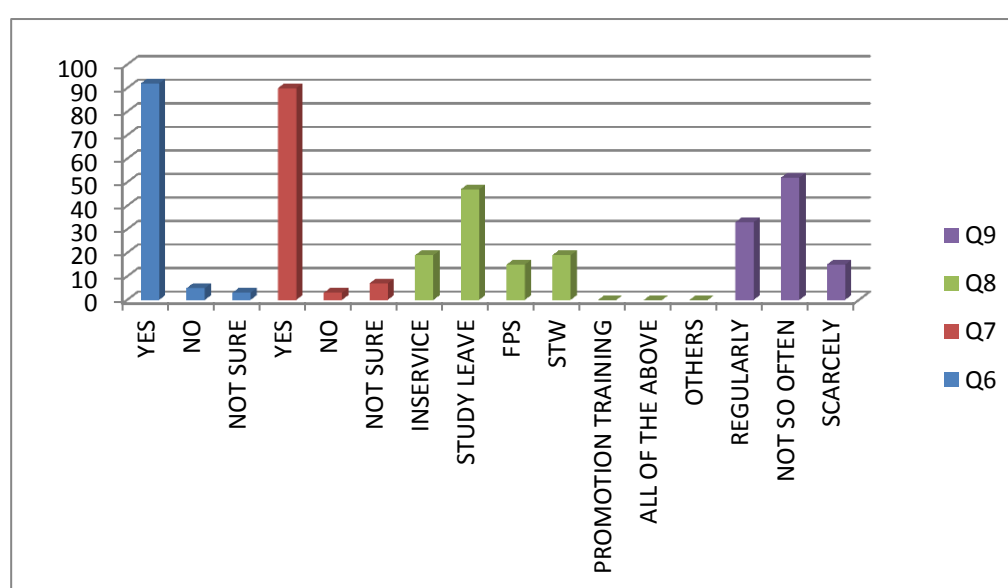
Q6: managements' cognizance of staff level of job Skill/competence/performance.

Q7: managements' appreciation of the need for update of knowledge.

Q8: staff development programmes provided.

Q9: staff personal evaluation of the regularity of HRD development programmes provided.

Questions 10 to 11 were generally meant to elicit from the respondent's information on staff development appraisal in the polytechnic. When asked when the respondents last had a staff development appraisal, 5% responded that they had an appraisal in the last 6 years, 10% responded that the appraisal was done in the last 3 years and 85% respondents indicated that appraisal was carried out by the institution in less than 3 years. On the question seeking to gauge the opinion of the respondents as to whether the staff development appraisal is a correct assessment of their personal

development needs, 58% responded that it is high, 26% respondents indicated that it was low with 16% others indicating that they were not sure (see figure 5.10).

Figure 5. 10: Staff Development Appraisal
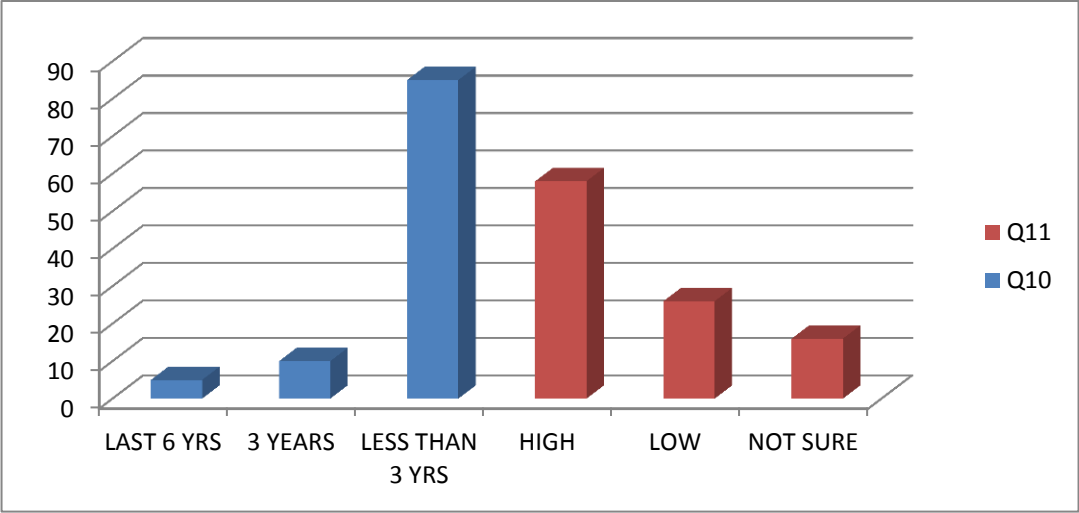
Q10: frequency of staff development appraisal.

Q11: staff perception of appraisal as a correct assessment of their personal development needs

Response on the quality of the programmes provided shows 7% respondents responding in the affirmative, 45%consider the programmes as inadequate, 47% indicate that the programme is marginally adequate, with 1% indicating that they are not sure (see figure 5.11 below)

Figure 5. 11:Adequacy of Staff Development Programmes Provided
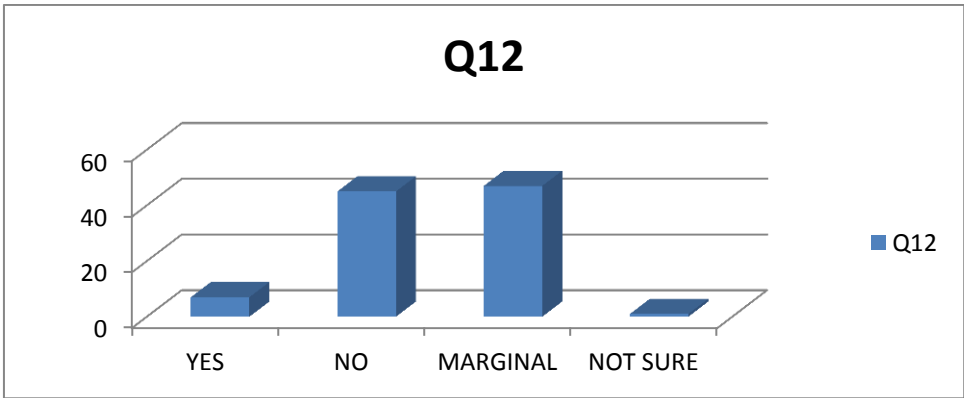
Q12: staff perception of the training programme.

5.4.3 HRD Policy

Responding to the question on how accessible the staff development policy is to academic staff, 51% respondents say that the staff development policy is made accessible to them with the remaining 49% respondents indicating that they do not have access to the policy. On their level of information of the provisions of the staff development policy, 10% indicated that they are very informed, 29% indicated that they are informed, 37% respondents responding that they are not informed with 23% respondents responding that they are not informed. 1% respondents say that they are not sure.

When the respondents were asked if they considered staff development policy as adequately developed to provide for their further development and career growth, 63% indicated in the affirmative, 2% indicated that the provisions were not adequate with 24% indicating that the policy provision is marginally adequate and the remaining 11% respondents responding that they are not sure.

On the question seeking to elicit responses whether the respondents associate their ability to attain high job performance and personal development with the extent to which staff development policies are adopted and implemented, 72% indicated that they would associate their level of personal development with the extent of the implementation of staff development policy, 12% responded negatively and the remaining 16% indicated that they are not sure (see figure 5.12 below)

Figure 5. 12: Knowledge of Staff Development Policy and an Assessment of Staff Personal Development
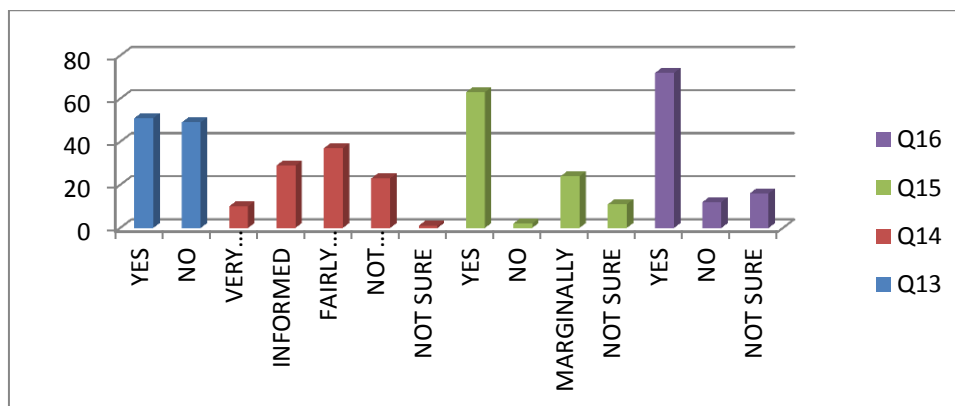
Q13: accessibility of staff development policy

Q14: level of information on the provisions and guidelines of staff development policy

Q15: whether to staff development policy provides for the respondent's personal development and growth

Q16: assessment of staff personal development as a function of the level of implementation of staff development policy.

On the level of satisfaction with the staff development policy currently being implemented in the polytechnic, 19% respondents indicated that they are completely satisfied, 56% say they are fairly satisfied with 19% indicating that they are fairly satisfied. 6% respondents say that they are not satisfied at all. A question seeking to elicit information from the respondents on whether the staff development policy is adequately developed for driving employee performance and development oriented growth had 3% respondents indicating that they strongly agree that the policy is adequately developed, 55% indicate that the policy is considerably developed while 32% indicate that it is marginally developed. 10% respondents say that they are not sure. On whether they consider effective HRD policy as key to meeting the challenges of human resource development in Nigerian Polytechnics, 48% respondents indicated that they highly consider effective HRD as key to meeting the challenges of HR underdevelopment, 42% say they considerably agree, 8% respondents do not see effective HRD policy as significant in meeting the challenges of HR underdevelopment. 2% respondents indicate that they are not sure (see figure 5.13 below).

Figure 5. 13: Satisfactions with Staff Development Policy
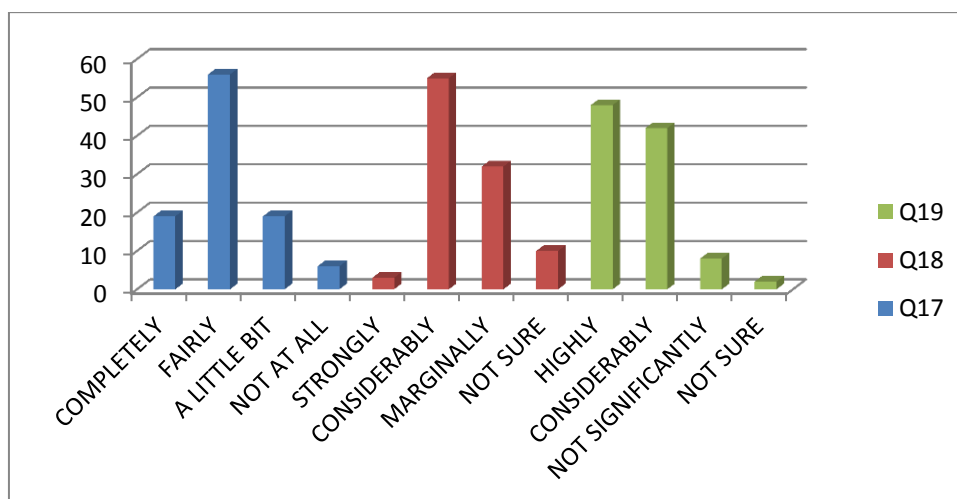
Q17: level of satisfaction with staff development policy currently implemented

Q18: adequacy of staff development policy to drive employee performance

Q19: whether effective HRD policy is key to meeting challenges of HR underdevelopment

5.4.4 Implementation and challenges

The responses on policy implementation show 96% respondents indicating that policy implementation remain a key factor in achieving optimal organizational outcome for the polytechnic with 4% respondents disagreeing. 23% respondents see the Polytechnic policy environment as open and recognizing the opportunities and provisions in the HRD policy for staff development and growth and for engendering a performance oriented environment, 21% respondents see the environment as not open, 40% see the environment as marginally favorable with 16% respondents not been sure.

When asked if the polytechnic has a mechanism in place to ensure timely and effective implementation of HRD policy, 29% respondents responded in the affirmative, 32% respondents indicated that the Polytechnic had no such mechanism with 39%not been sure. On the question seeking to elicit information from respondents as to the Polytechnic administrator's commitment to the implementation of HRD policy to objectively meet the challenges of staff development, 34% respondents responded in the affirmative, 30% said the polytechnic administrators do not show such commitment with 36% indicating that they are not sure. When asked if poor policy implementation is a key factor in HR underdevelopment, 82% respondents responded in the affirmative with 18% respondents indicating that HRD policy implementation is not a key factor (see figure 5.14).

Figure 5. 14: Level of Policy Implementation
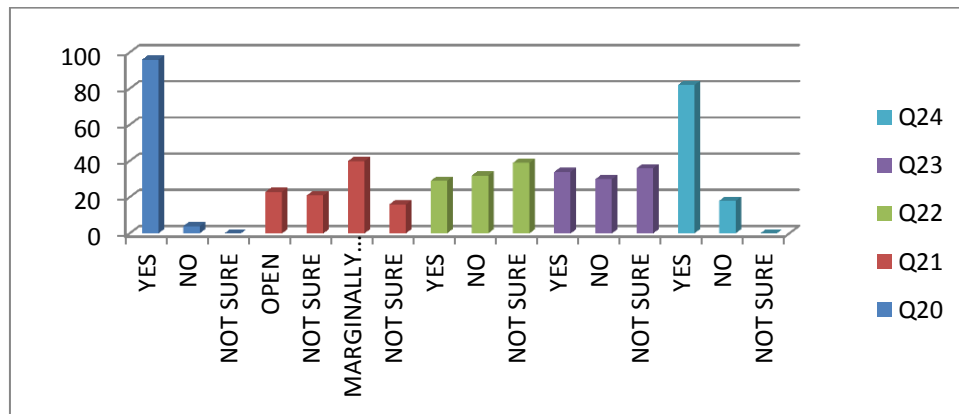
Q20: HRD policy implementation as key to the achievement of optimal organizational outcome

Q21: openness of HRD policy environment

Q22: whether the polytechnic has mechanism for timely implementation of HRD policy

Q23: whether Polytechnic administrators have clear commitment to HRD policy implementation

Q24: whether HRD policy implementation is a key factor in HR underdevelopment.

When the respondents were asked the measures to be considered for the improvement on HR underdevelopment in the polytechnic, 5% respondents advocate a policy change, 48% indicate that policies be effectively implemented and evaluated, 29% respondents say that there should be strengthening of administrative capacity at effective implementation of HRD with 18% other respondents indicating that all of the measures mentioned should be considered (see figure 5.15 below).

Figure 5. 15: Measures for the Improvement of HR Underdevelopment and Challenges
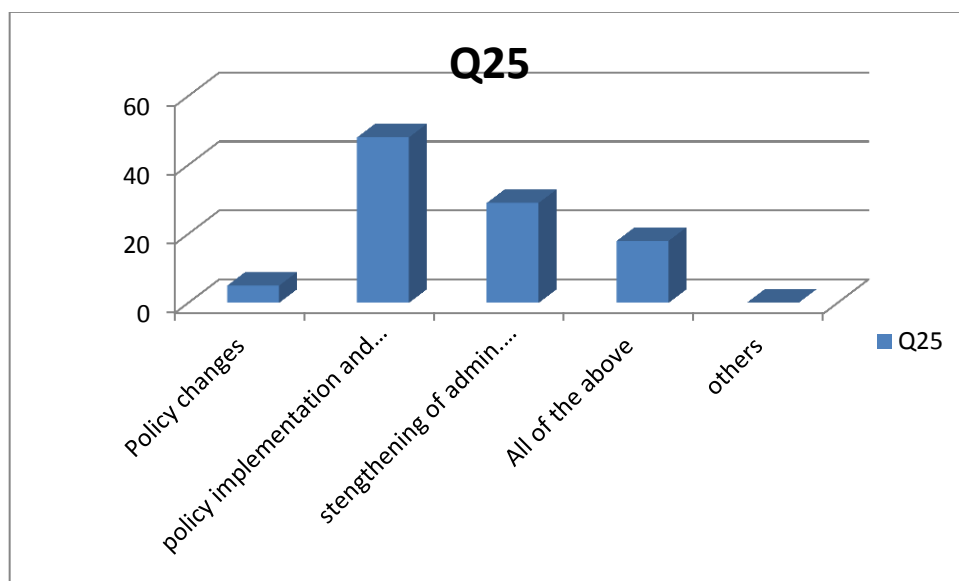
Q25: measures appropriate for the improvement of HR underdevelopment in meeting present challenges

5.4.5 HRD Practices

When asked if there exist in the Polytechnic HRD development strategies and policies, 61% respondents agree that the Polytechnic has in place strategies and policies for academic staff development with the remaining 39% disagreeing. On whether there exist

HRD structures and staff development committees,70% respondents responded in the affirmative, 11% said the polytechnic has no HRD structures and staff development committees in place with 19% indicating that they are not sure. On the question seeking to elicit information as to the existence of a mechanism for the assessment of training and development interventions,24% respondents responded in the affirmative, 67% respondents indicated that the polytechnic had no such mechanism with 19% not been sure. When asked whether senior management is committed to setting aside ten per cent (10%) of the total annual personnel emolument statutorily provided in the provisions of the 1998 Civil Service Reforms, 15% respondents responded that management is highly committed to setting aside the statutory 10 percent (10%) training fund, 16% indicated that they are fairly committed with an overwhelming 69% indicating that management is not committed. On the question seeking to elicit information as to the level of management support for training and development, 42% of the respondent indicated that the Polytechnic Management is highly supportive of the training and development of academics, 18% indicated that the management is supportive with the remaining 40 % indicating that management is not supportive. (see figure 5.15).

Figure 5. 16: HRD Practices
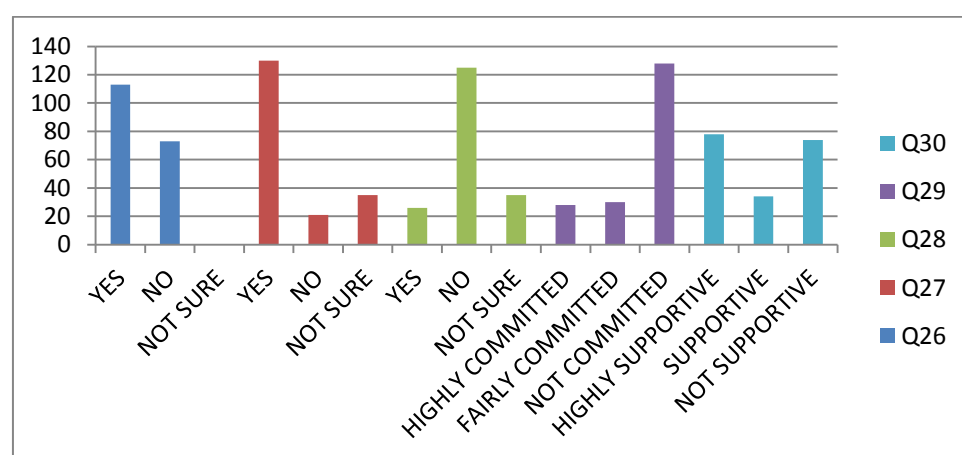
Q26: whether the polytechnic has in place HRD strategy.

Q27: whether the polytechnic has in place HRD structures and staff development committees.

Q28: whether the polytechnic has mechanism in place for the assessment of training and development interventions.

Q29: whether management is committed to setting aside the statutory 10% training allocation

5.5 Summary of Findings from Qualitative Study in the Two Case Study Polytechnics

Following the presentation of the qualitative and quantitative findings of this research above, this section provides a summary of findings from the qualitative and quantitative study in Yaba College of Technology, Lagos and the Federal Polytechnic Idah.

Table 5. 3:Below Provides a Summary of the Key Findings from the Semi-Structured Interviews Carried Out in Both Case Study Polytechnics:

Research Questions	Key Findings
1.What is the nature of the challenges faced in Human Resource Development policy of academic staff in Polytechnics	Finance, policy misinterpretation, leadership commitment to HRD, lack of enabling policy environment, lack of well-articulated strategy that will guide HRD development, lack of accurate HR needs assessment ,lack of political will to implement policies, and politicisation of HRD effort are the challenges identified by participants in the semi-structured interview in the two case study Polytechnics.
2. How have HRD policies for academic staff been formulated, implemented and evaluated in Nigerian Polytechnics?	There is a general consensus amongst senior management staff and academic staff that in terms of policy formulation, much work had been done during the crafting of HRD policy, in fact, the obtaining data signifies that HRD policy is generally robust but that the evaluation of HRD policy and strategy is weak and the strategy adopted for academic staff development in the case study institution especially the Federal Polytechnic, Idah is poor which suggest a link to a number of challenges which based on the findings could be categorised as follows: • Economic: problem of underfunding and low budgetary allocation. • Political: Lack of political will on the part of the Federal Government to the development of the Polytechnic education sub-sector.

	- Institutional: weak institutional strategies for academic staff development, lack of leadership commitment to the implementation of HRD policy for academic staff, lack of synergy between the agencies in the Federal Ministry of Education on policy issues, weak policy evaluation and issues of corruption. - Socio-Cultural: ethnic, religious affiliation and the problem of patronage.
3) Why is there Human Resource underdevelopment of academic staff in Nigerian Polytechnics; are these of poor policy formulation or poor implementation?	The general consensus among the interviewees in the case study Polytechnics is that poor interpretation, weak policy, and ineffective strategy and policy implementation difficulties account for the observed underdevelopment of academic staff in the case study Polytechnics.
4)What are the current human resource development practices in Nigerian Polytechnics?	With reference to the HRD practices of performance appraisal, training and development, mechanism for the evaluation of training and management support for training and development, findings revealed that training and development even though practiced in the case study Polytechnics is not sustained enough to bring about the maximization of the potentials of academic staff. The interviewees expressed the views that more serious attention should be placed on the use of performance appraisal to identify training needs and a proper mechanism should be put in place to evaluate training and development.
5)How can HRD policies and practices in Nigerian Polytechnics be developed to meet future needs?	Overall, in the light of the research findings, the interviewees mentioned the need for the putting in place of good capacity building template to know where and how to train the requisite skills. Also, they expressed the need for serious collaboration with industries with a view to marrying the technical and vocational objectives of the Polytechnic education sub-

	sector. Others expressed the view that management should put in place a mechanism that monitors the research and development of individual academic staff and that an implementation monitoring mechanism be put in place to monitor the extent to which academic staff development policy is implemented.

5.6 Summary of Findings from Quantitative Study in the Two Case Study Institutions

Presented below is the summary of findings from quantitative study in the two Case Study Institutions

5.6.1 HRD Interpretation and Objective

The result of the responses indicated that majority of the questionnaire respondents from Yaba College of Technology, Lagos and the Federal Polytechnic, Idah, Kogi State (92% and 82% respectively) are of the opinion that their Polytechnic recognize their level of skills and competence and performance on the job and as well do appreciate need for their enhancement and upgrade in terms of development initiated growth.

On the form of performance enhancing and self-development programmes provided for academic staff development, questionnaire respondents from Yaba College of Technology and The Federal Polytechnic Idah said that the programmes provided for their performance enhancement and self-development on the job were in-service, study leave, further professional development (FPD), short-term workshops (STW). On the issue of regularity, there appeared to be a sharp contrast in the response as to the regularity of these staff development programmes as provided in the two case study Polytechnics. Whereas the majority of the questionnaire respondents representing 65% of the total respondents from Yaba College of Technology agreed that the programmes were provided regularly, only 33% of respondents from the Federal Polytechnic Idah agreed that the programmes were provided regularly.

In the Federal Polytechnic Idah, as much as 52% of respondents indicated that these programmes were not so often provided, while 15% said that the programmes were scarcely provided, thus corroborating the opinion expressed by majority of the

interviewees from the Federal Polytechnic Idah that there were no defined and effective strategies for HRD development in the Polytechnic. This finding also agrees with the views expressed by Osagiede when he described the current state of academic staff development in the Polytechnic generally as "below average".

Following the same response pattern as reflected above, majority of the respondents from Yaba College of Technology representing 52% of the total response rate agreed that the programmes provided for their job performance and personal development as adequate and meeting their needs for optimal performance and career growth. 24% agree that the adequacy of the provision was marginal. This finding corroborates the views expressed by Aboderin that apart from the general policy on staff development, there was a standing policy that gave academic staff the opportunity to proceed on training in Universities within the South-West Zone where the Yaba College of Technology is situated without necessarily leaving their jobs. Conversely, the respondents in the Federal Polytechnic Idah indicated that whereas the programmes are not as much regularly provided, even whereby provision was made, only 7% of respondents agreed that they would consider the programmes provided as adequate and meeting their need for optimal performance and career growth. Then again, 45% said they would not consider the programmes provided as adequate and meeting their need for optimal performance and career growth, while 487% said they would consider the programmes as marginally adequate and meeting their needs. Only 1% of respondents were not sure if the programmes provided were adequate to meet their needs. The obtaining result from the Federal Polytechnic Idah perhaps buttresses the position of the majority of the interviewees that there was no clear cut HRD development in the Polytechnic.

However, there was a general consensus among the respondents in the two case study Polytechnics that their Polytechnics appreciate the need for their enhancement and upgrade in terms of development initiated growth. In this regard, 88% of the respondents from Yaba College of Technology and 90% of the respondents from the Federal Polytechnic Idah attested to this fact. These views corroborate the general opinion expressed by the interviewees in the two case study Polytechnics that academic staff development was considered critical to the achievement of the objectives of Polytechnic education in Nigeria.

5.6.2 HRD Policy

On whether they thought that the staff development policy provided for their further development, majority of the respondents from both case study Polytechnics (63% from Yaba college of Technology and another 63% from the Federal Polytechnic Idah) believed that the policy provided for their further development. The values of these responses indicated a validation of the views expressed by majority of the interviewees in the two case study Polytechnics that the HRD policy framework was robust enough to enable strategic development and deployment of effective HRD strategies but that there was a recurring issue of implementation challenges.

Even though the administrators in the two case study Polytechnics knew and were cognizant of policy provisions underpinning HRD, there was a general lack of knowledge down the line. The result obtained from the questionnaire survey in both Yaba College of Technology and The Federal Polytechnic, Idah indicate that academic staff were not very well informed about the provision and guidelines for staff development. Specifically, Lolagbogbo from the Federal Polytechnic Idah observed that even though the administrators may be aware of the existence of policy and its framework for growing HRD development, lack of awareness of these policies and their import seem to be pervasive down the line.

On whether the staff development policy of Nigerian Polytechnics is adequately developed for driving employee performance, majority of the questionnaire respondents from the two case study Polytechnics (54% from Yaba College of Technology and 55% from the Federal Polytechnic Idah) indicated that the HRD policy of Nigeria Polytechnics is considerably developed to drive performance and development oriented growth of the academic staff. This view was in tandem with the majority of the views expressed by interviewees in the two case study Polytechnics that the HRD policy was robust. Yet, the general consensus in the two Polytechnics is that even though HRD is important for the Polytechnics as an organisation, the policy environment in which the Polytechnics operate does not support HRD development. Oyinlola in Yaba College of Technology and Chukwudi in the Federal Polytechnic, Idah amplified this view in their separate interviews.

5.6.3 HRD Implementation and Challenges

Significantly, 94% of the 216 respondents from Yaba College of Technology and 96% of the 186 respondents from the Federal Polytechnic Idah said they highly considered HRD policy implementation as key factor in achieving optimal organisational outcomes. The findings from the questionnaire survey agreed totally with the views expressed by the interviewees in both case study institutions that policy implementation was key to effective academic staff development but noted that even though HRD policy for Polytechnics are effectively defined, they were not effectively implemented.

5.6.4 HRD Practices

The result of the responses indicated that majority of the questionnaire respondents from Yaba College of Technology, Lagos and the Federal Polytechnic, Idah, Kogi State (64% and 61% respectively) are of the opinion that their Polytechnic has in place HRD development strategies that will engender training and development of academic staff if adhered to.

On the question seeking to elicit information form the respondents as to the existence of staff development committees, majority of the questionnaire respondents from Yaba College of Technology and The Federal Polytechnic Idah agreed that there exist staff development committees in their Polytechnics. The functions of the staff development committee is, to among others, determine academic staff members eligible for training, to give advice generally on training interventions, to ratify any approval for training given by the Rector to any academic staff to proceed on training without recourse to the committee. The committee equally support both academic staff and management in the implementation of skills and development interventions.

On whether there exist mechanisms for the assessment of training and development, majority of the respondents in Yaba College of Technology, Lagos and the Federal Polytechnic Idah indicated that there is no mechanism in place to assess the need and relevance of training for academic staff. This gap is linked to the findings from the semi-structured interviews which indicate that there is the absence of methical criteria for selecting academic staff for training programmes based on the annual performance appraisal. This lack of mechanism for the assessment of the need and relevance of training

in the two case study Polytechnics is indicative of the fact that they are not positioned to assess whether the trainings they provided did meet the needs of the individual and the organisation with a view to satisfying the mission and goals of the Polytechnics

In as much as the respondents in the two case study Polytechnics agree that management is supportive of their training and development, the obtaining data indicate that on the issue of setting aside the statutory ten percent (10%) of the total personnel cost, majority of the questionnaire respondents in the two case study institutions indicated that management is not committed to setting aside the statutory fund for academic staff training and development. Based on this finding, the concern here is that in the event that the Polytechnics put in place training and development plans for academic staff, plans will have to be put on hold because of lack of funds and thus training can only be carried out when funds are available.

5.7 Cross –Case Analysis

Having presented the findings of the two cases individually, it is appropriate to draw together these findings with a view to identifying areas of convergence and divergence. Yin (2003) maintained that the critical element of a multiple case study is when the findings from individual case studies are brought together and the collective outcomes are explored. The following discussions will relate the findings to the research questions as outlined in Chapter One section 1.4.3.

In subjecting the two case study Polytechnics to a cross case analysis, it became clear to the researcher that the various Polytechnics have almost similar experience with academic staff development. In this connection, the ownership and the enabling Act (both case study polytechnics are owned by the Federal Republic of Nigeria and were equally established by an Act of the Federal Republic of Nigeria) appeared to have played a part in this direction.

The first research question for this study is, "What is the nature of the challenges faced in Human Resource Development policy of academic staff in Polytechnics?"

While conducting the semi-structured interviews, the views expressed by the interviewees (Senior management staff, stakeholders and academic staff) in both case

study institutions signify that policy implementation was key to effective academic staff development but noted that even though HRD policy for Polytechnics are effectively defined, they were not effectively implemented. A number of issues were identified from the interviews with senior management and academic staff in the two case study Polytechnics chronicling the HRD policy implementation challenges:

- *Finance*: there is a general consensus in the case study Polytechnics that finance constitutes a serious challenge to the implementation of HRD policy in the Polytechnics. Even with well laid out strategic framework for academic staff development, the interviewees acknowledged that the problem of adequate finance could be a serious setback for implementation. The interviewees noted that Polytechnics as Federal Government Institutions depended majorly on subventions from the Federal Government of Nigeria and even whereby there are IGRs, it is hardly enough since the payment of tuition fee by students in the Polytechnics and other Higher Education Institutions (HEI's) in Nigeria still remained a contentious issue. Even though the interviewees in the two Polytechnics agreed that the situation had improved with the coming on board of the Tertiary Education Trust Fund (TETFund) Academic Staff Training and Development (AST&D) intervention programme, there is a general consensus that the formula for the release of funds for staff training still remained skewed in favour of universities and that the way forward lay in the timely and increased allocation of funds for the training of academic staff in Polytechnics.

- *Policy misinterpretation*: the academic staff interviewed in the two case study Polytechnic considered that HRD policy was susceptible to misinterpretation/misapplication by those administrators responsible for HRD policy interpretation. Issues such as ethnicity, ethnic mentalities and makeups were considered as issues that were often brought to bear during the process of implementation.

- *Leadership commitment to HRD*: Leadership was generally considered by the interviewees as an important factor in HRD policy implementation. There was a general consensus among the interviewees that for Polytechnics to achieve their goals, the leadership should be strong enough to commit to staff development.

Olalekan and Oyinlola from Yaba college of Technology emphasized strong leadership as a critical factor in the implementation of HRD policy. Also Imodagbe and Ikanaba from the Federal Polytechnic Idah acknowledged that leadership was a strong factor in the process of implementation in the sense that a leader who is not favorably disposed to academic staff development could scuttle the whole process. Specifically Ikanaba noted that *"Strong leadership is needed to ensure that resources and accountability required to put HRD policies into practice are readily available".*

- *Lack of enabling policy environment*: Enabling environment is generally used to represent the broad context within which HRD development processes take place. This environment may be enabling or constraining or in some cases a mix of both. Academic staff development in Polytechnics may be shaped by such forces in the enabling environment like regulations, attitudes and values and other factors internal to the organization like systems, leadership to mention just a few. In this regard, there is a general consensus among the interviewees that there is a lack of enabling environment for HRD development in the Polytechnics. Lack of commitment on the part of leaders, ethnic considerations, misinterpretation of policies have been identified by the interviewees as disabling environmental factors in the implementation of academic staff development policy in the Polytechnics.

- *Lack of well-articulated strategy that will guide HRD development:* Another issue that came to limelight as a challenge to the effective implementation of academic staff development policy was a near lack of well-articulated strategy that could guide HRD development in the Polytechnics. Academic Staff from Yaba College of Technology acknowledged the existence of a strategy for academic staff development which revolved around allowing academic staff to further their education in any University in the South-West of Nigeria (Yaba College of Technology is situated in the South -Western states which comprise Oyo, Ogun, Lagos, Ondo and Osun State). Even though this strategy is applauded by the academic staff interviewed because of the flexibility it offers, some expressed reservations that the funding available to back this strategy is meager and that academic staff who take advantage of the strategy end up having to augment the meager sponsorship allowance provided by the Polytechnic. Academic staff and

some management staff in Federal Polytechnic idah denied the existence of a specific strategy designed by the institution for academic staff development and emphasize the need for management to evolve a strategy that will improve staff development in the Polytechnic. For instance, Abubakar from the Federal Polytechnic idah contended that there is at the moment a near lack of well-articulated strategy that will guide HRD development in his Polytechnic leaving the Polytechnic to struggle with the many HRD challenges.

- *Lack of accurate HR needs assessment:* The academic staff interviewed equally considered the lack of HR needs assessment as a challenge to academic staff development. In as much as the academic staff in the two case study Polytechnics agreed that annual performance evaluation is carried out, a significant number of the academic staff interviewed queried the fact that management rarely analyses these documents with a view to ascertaining the training and development needs of academic staff.

- *Lack of political will to implement policies:* Many of the academic staff interviewed agreed that there appear to be a near lack of political will on the part of government to implement policies that will bring about a turnaround in the fortunes of the Polytechnics. Academic staff used words like "neglect", "insensitive" and "lip-service" to describe government's disposition towards implementation of academic staff development polices.

- *Politicization of HRD effort:* Another implementation challenge identified relates to the politicization of HRD effort which from the opinion gleaned from academic staff, have led to the breakdown of best practices in academic staff development. Ayorinde from Yaba College of Technology for instance noted that partisanship and patronage sometimes influence decisions relating to academic staff development. This he asserts has had adverse lasting effect on the effective implementation of staff development policies.

The second research question for this research study was, *"How have HRD policies for academic staff been formulated, implemented and evaluated in Nigerian Polytechnics?"* In this wise, majority of the interviewees in the two case study Polytechnics noted that the HRD policy framework was robust enough to enable strategic development

and deployment of effective HRD strategies but that there was a recurring issue of implementation challenges.

Knowledge of the provisions of HRD policy was equally highlighted as an issue in the implementation of HRD policy. Even though the senior management Staff in the two case study Polytechnics knew and were cognizant of policy provisions underpinning HRD, there was a general lack of knowledge down the line. The result obtained from the questionnaire survey in both Yaba College of Technology and the Federal Polytechnic, Idah indicate that academic staff were not very well informed about the provision and guidelines for staff development. Specifically, Lolagbogbo from the Federal Polytechnic Idah observed that even though the administrators may be aware of the existence of policy and its framework for growing HRD development, lack of awareness of these policies and their import seem to be pervasive down the line. The result obtained from the questionnaire survey in both Yaba College of Technology and the Federal Polytechnic, Idah indicate that academic staff were not very well informed about the provision and guidelines for staff development.

On the issue of HRD policy formulation, when academic staff were asked whether the staff development policy of Nigerian Polytechnics is adequately developed for driving employee performance, majority of the questionnaire respondents from the two case study Polytechnics (54% of the questionnaire respondents from Yaba College of Technology and 55% of the questionnaire respondents from the Federal Polytechnic Idah) indicated that the HRD policy of Nigeria Polytechnics is adequately developed to drive performance and development oriented growth of the academic staff. This view was in tandem with the majority of the views expressed by interviewees in the two case study Polytechnics that the HRD policy was robust yet, the general consensus in the two Polytechnics is that even though HRD is important for the Polytechnics as an organisation, the policy environment in which the Polytechnics operate does not support HRD development. Findings from the interview conducted with senior management staff, stakeholders and academic staff in the two case study Polytechnics indicate a number of disabling factors in the HRD policy environment which can be conveniently categorised as follows:

- Economic: The interviewees generally agreed that the problem of underfunding and low budgetary allocation constitute critical challenges in the implementation of HRD policy. The academic staff in the two case study Polytechnics decried a situation whereby the Federal Government of Nigeria appeared to have relegated the Polytechnics to the background as manifest in the allocation of funds which is usually skewed in favor of the Universities. Generally, the interviewees acknowledged that the Federal Government as yet, has not been able to reach the 26% minimum threshold for budgetary allocation to the education sector as recommended by UNESCO. Issues of misallocation and misapplication of funds for HRD was equally highlighted as disabling factors in the HRD Policy environment.

- Political: The interviewees expressed the lack of political will on the part of the Federal Government to the development of the Polytechnic education sub-sector and that this attitude has had significant negative impact on academic staff development in the case study Polytechnics.

- Institutional: The interviewees highlighted weak institutional strategies for academic staff development, lack of leadership commitment to the implementation of HRD policy for academic staff, lack of synergy between the agencies in the Federal Ministry of Education (FME) on policy issues, weak policy evaluation and corruption as issues affecting HRD policy implementation.

- Socio-Cultural: The academic staff in the case study Polytechnics generally agreed that ethnic, religious affiliation and the problem of patronage were issues that affected the effective implementation of HRD policy.

In terms of Policy evaluation, there was a general consensus on the part of the interviewees that annual performance evaluation is carried out as provided in the policy document but that management appeared indifferent when it comes to the evaluation of the appraisal forms with a view to ascertaining the training and development needs of academic staff.

On the third research question which was, "*Why is there Human Resource underdevelopment of academic staff in Nigerian Polytechnics; are these of poor policy formulation or poor implementation?*" The general consensus among the interviewees in the case study Polytechnics is that poor interpretation, weak policy, and ineffective

strategy and policy implementation difficulties accounts for the observed underdevelopment of academic staff in Nigerian Polytechnics.

On the fourth research question which was, *"what are the current human resource development practices in Nigerian Polytechnics?"* interviewees agreed that some HRD practices such as training and development, performance appraisal and training evaluation were in place, they however expressed reservations that these practices are not pursued with vigour such as to engender efficient and effective academic staff development. Even though some respondents from Yaba college of Technology had indicate that the training they had undertaken have leveraged their performance on the job, yet the majority agree that more programmes needed to be brought on board by management in order to tap the full potentials of academic staff and by so doing position them in terms of skills and aptitude to withstand the challenges of change taking place globally. Also revealing is that most of the training programmes embarked upon are not in line with the needs of academic staff and even when training interventions are put in place and the need for proper needs assessment has been highlighted in order to equip academic staff for effective performance.

Even though the performance appraisal is carried out annually, based on findings, it is a "mere ritual as it is not used for training needs assessment. Management requires performance appraisal forms just for promotion purposes.

In terms of management support for training and development, interviewees agree that management appears supportive but they were quick to add that their lack of commitment to earmarking the statutory 10% for training makes the support doubtful. The net-effect of this lack of commitment to training funds the interviewees added accounts for why training is not carried out frequently because of paucity of funds. The interviewees harped on the need for management to take training evaluation more seriously as it is only by doing so that the management will be able to know if the training intervention is properly aligned with the mission and goals of the polytechnics.

On the fourth research question which was, "How can HRD policies and practices in Nigerian Polytechnics be developed to meet future needs?" Academic staff in Case Study A (Yaba College of Technology) mentioned the need to fix time frames for HRD for

academic staff development, prudent management of resources, vigorous pursuit of training and the re-training of academic staff, policy evaluation and re-evaluation, collaboration with industry, and the need to put in place implementation monitoring mechanism that will monitor the extent to which academic staff development policy is implemented. Academic staff in Case Study B (The Federal Polytechnic Idah) on the other hand, emphasized the need for government to concentrate on the strengthening of institutional capacity, source for and dedicate adequate funding and resources for HRD, create awareness on resourceful utilization of training funds, government driven initiative at creating HRD strategies and monitoring of implementation of HRD policies for Polytechnics, putting in place sustainable staff re-training and reward programmes as well as creating the enabling arrangements that can see academic staff take advantage of both national and international programmes of career advancement, exposure and self-development as professionals.

5.8 Summary

The chapter has presented the findings from the semi-structured interviews conducted with critical stakeholders in the two case study Polytechnic institutions as well as findings from the questionnaires administered to academic staff. The research findings indicate that the case study Polytechnics recorded some successes in the implementation of HRD policy for academic staff but the opinions expressed by stakeholders indicate that insufficient funding, policy misinterpretation, inadequate leadership commitment to HRD, lack of an enabling policy environment, absence of well-articulated strategy to guide HRD development, lack of accurate HR Needs Assessment, lack of political will to implement policies, ethnicity, corruption, nepotism and the politicization of HRD effort account for HRD Policy implementation challenges. The next chapter is dedicated to the incorporation of the findings from each of the case study polytechnics into each other in order to draw inferences from the findings.

Discussion, Conclusion and Recommendation

6.0 Introduction

In this chapter, the research findings from the two Case Study Polytechnics (CSPs) are discussed in the light of the literature reviewed and Van Horn and Van Meter (1975) six clusters of variables which are considered critical to the success, or not, of policy implementation. The use of Van Horn and Van Meter's policy implementation model supplemented by Lipsky's street-level bureaucracy as an analytical framework is predicated on the research hypothesis which states that: *"poorly implemented HRD Policy accounts for the observed underdevelopment of human resources in Nigerian Polytechnics".* The discussion chapter will highlight the convergence and divergence between what has been highlighted in the literature and findings from the case study polytechnics.

In the following sections, the findings obtained from the semi-structured interview with senior management staff, critical stakeholders and academic staff as well as findings from questionnaire administered to academic staff will be discussed. The discussion follows the six variables listed in chapter three under the analytical framework for this study which are (1) policy standards and objectives, (2) policy resources, (3) Inter-organisational communication and enforcement activities, (4) characteristics of the implementing agencies, (5) economic, social and political conditions, and (6) the disposition of implementers.

Afterwards, conclusions to this research study are drawn while revisiting the aims and objectives of the study, as well as highlighting the contributions of this study to knowledge and practice. Practical recommendations based on this study are equally suggested as well as highlights of the research limitations. Finally, recommendations for further research are offered.

6.1 Policy Standards and Objectives

All policies begin with standards and objectives which should be stated clearly and purposefully for effective implementation. Having a policy framework with a clear

objective which is clearly aligned in linkage with organisational objectives is considered a strategic imperative for organisations (Armstrong, 2000; Kandula, 2005: Roberts and Khattri, 2012). Specifically, Van Horn and Van Meter (1975: 465-66) stated:

> Effective implementation requires that a program's standard and objectives be understood by those responsible for their achievement. Hence, it is vital that we concern ourselves with the clarity of standards and objectives, the accuracy of the communication to implementers, and the consistency (or uniformity) with which they are communicated by various sources of information. Standards and objectives cannot be carried out unless they are stated with sufficient clarity so that implementers can know what is expected of them.

In the light of Van meter and Van Horn's submission above, a critical look at the National Policy on Education (NPE) as it made mention of the need to attend to the issue of inadequacy of teaching staff in the right quality and quantity for Polytechnic education, reveals a National Policy with laudable goals and objectives but which yet, exposes an ambiguity that hardly give a clear understanding of HRD development policy framework for Nigeria Polytechnics. Even though it can be argued as findings in the study reveals that the policy framework for HRD in Nigerian Polytechnics is advanced, gaps still exist as there appear to be no streamlined strategies and plans for HRD implementation. Even whereby policies and strategies are well designed as Osagiede opined, such were not well implemented due to a plethora of challenges. He was quick to point to issues bordering on suppression and officialdom, leadership ineptitude, corruption, ethnicity and nepotism as critical issues that had stifled initiatives at strategic and innovative HRD development in Polytechnics. This finding agrees with the views expressed by scholars (Gberevbie and Obielumani, 2008; Ibietan, 2013; Ogunnika, 2013; Duruji et al., 2014). These scholars expressed the views that ethnicity, nepotism and leadership ineptitude have all combined to pave the way for mediocrity above merit in the Polytechnic education sub-sector. These socio-cultural challenges to HRD policy implementation it is observed, further creates room for the employment of unqualified persons as Chief Executives of Polytechnics, the net effect of which is the manifest level of leadership ineptitude that the research reveals

As regards the development of academic staff, Section 6, paragraph 50 of the National Policy on Education (NPE, 2004) states that "government is aware that only

limited facilities exist for technical teachers' education... a conscious effort to expand the facilities for the training of technical teachers shall be made..." However, the question of what "conscious effort" interprets and how (*strategies*) is yet not clear as there seem not to be any streamlined programme or strategy of HRD development policy framework for Nigeria Polytechnics thereby giving credence to the opinion expressed by Omokhude that HRD strategies were not effectively defined and implemented. He said:

"I would say no to that question that deals with whether HRD strategies are effectively defined and implemented in the polytechnic. I am not very sure that Polytechnics all do get it right in defining what exactly their human resources development is... yes I would reiterate once again that situations whereby certain aspects of the policy are taken while some others are left out would not give the opportunity for growth in the Polytechnic".

Thus, the absence of clearly defined HRD policies with proper guidelines for implementation, has led HRD policies in the case study polytechnics to suffer from interference and misinterpretations. Findings from the interviews conducted with academic staff reveals overwhelmingly that because the strategies for the actualisation of HRD policy objectives are not properly articulated, there is often a glaring incidence of a near lack of policy implementation guidelines thereby leaving the interpretation of policies and the implementation thereof at the whims and caprices of senior management staff. The multiplier effect of this trend the academic staff noted, is that certain religious, ethnic and personal factors come into play in the interpretation and implementation of HRD policy framework for polytechnics. The academic staff unanimously agree that policy misinterpretation remained one of the barriers to effective implementation of staff development policy. Specifically, Onifade said:

"...in some cases, the implementing officer introduces personal biases into the interpretation of the policy thereby throwing up some implementation challenges..."

Having identified the need to have clear and unambiguous policy objective as an imperative for effective implementation in the literature (Armstrong, 2000; Kandula, 2005: Roberts and Khattri, 2012), policy implementation may equally experience a setback even with clearly stated objectives if the implementers are not committed to the objectives of

the HRD policy. Even though findings from the academic staff in the case study polytechnics indicate that the management of the polytechnic recognised the need for their upgrade and enhancement in terms of resource development as the obtaining data reflects (88% of questionnaire respondents from Yaba College of Technology and 90% questionnaire respondents from the Federal Polytechnic Idah), the interview with academic staff indicate a near lack of commitment to the objectives of academic staff development policy. In this wise, Onimawo noted that leadership commitment to the objectives of academic staff development policy is a key issue when it comes to implementation. According to him: *"…it is very easy to kill any staff development initiative if the leadership does not see it as important…"*

Corroborating Onimawo's submissions, Enenche noted that even though finance appears to be a big challenge to policy implementation in the polytechnic, yet, the lack of commitment of the polytechnic senior management to the objectives of HRD policy is manifest in the value placed on the execution of capital projects over academic staff development programmes.

Irikafe asserted that the reason for this apparent lack of commitment on the part of senior management to the pursuit of the objectives of HRD is because of selfish personal interest. He said:

> Implementing HRD policy effectively demands that the various stakeholders in the Polytechnic education sub-sector sacrifice their personal interest…it demands a strong commitment to the general welfare of academic staff but because some of these senior management staff are more interested in what they can gain from awarding contracts to their cronies, they prefer to embark on projects from monies earned from other sources rather than using it to further enhance academic staff development… you see, when they use their cronies to handle contracts, that will enable them make financial gains rather than commit to academic staff development.

The findings relating to the lack of commitment of implementers to the objectives of HRD, is further compounded by the lackadaisical attitude of senior management to the provisions of the 1998 Civil Service Reforms which stipulates that ten per cent (10%) of the total annual personnel emolument be set aside for staff training and development by both Federal and State Government establishments including Higher Education Institutions (HEIs). In this wise, Okotoni and Erero, (2005) noted that most Federal and State

Government establishments have failed to honour the provisions of the 1998 Civil Service Reforms on staff training and development leaving many academic staff without higher degrees. This position is corroborated by the Vision 20:2020 document(NPC, 2009) which observed that less than 40% of academic staff in Polytechnics possess higher degrees.

6.2 Policy Resources

A critical aspect of Van Meter and Van Horn's resources variable includes funds that may facilitate the implementation of policy (Van Horn and Van Meter 1977; Edwards and Sharkansky, 1978). Interestingly, the most frequent challenges to HRD policy implementation mentioned by senior management and academic staff interviewed in the case study polytechnics is the paucity of fund to implement academic staff development programmes. The problem of funding and financing of polytechnics in Nigeria has become a recurring issue and has often resulted in strike action and closure of polytechnics. At the point of writing-up this thesis, polytechnics in Nigeria have been on strike and have remained closed for almost eleven (11) months with underfunding as a major contentious issue between the Academic Staff Union of Nigerian Polytechnics (ASUP) and the Federal Government of Nigeria. The paucity of funds based on the findings manifests in two dimensions, namely: Low budgetary allocation and insufficient allocation of fund for academic staff development programmes on one hand and misappropriation and misallocation of funds on the other.

6.2.1 Low Budgetary Allocation and Insufficient Allocation of Fund for Academic Staff Development Programmes

In order to ensure that polytechnics are able to fulfil the mission and goals for which they were established, government being the main source of funding polytechnics in Nigeria cannot shy away from making sufficient budgetary allocation to polytechnics but regrettably, data derived from field inquiry with senior management, critical stakeholders and academic staff and the literature reviewed made it clear that the budgetary allocation to the education sector and by extension polytechnics is generally inadequate and has been on a steady decline over the years. Even though the interviewees made mention of interventions by TETFund in the provision of sponsorship grants for academic staff in

Polytechnics, the general opinion is that though the programme had assisted some academic staff in furthering their education at the postgraduate level, not much has been achieved in this area because the release of sponsorship grants is skewed in favour of the universities. Findings indicate that the paucity of funds, occasioned by low budgetary allocation, has in very particular ways imparted negatively on the implementation of programmes aimed at fostering academic staff development in the case study polytechnics with clear consequences for the technological development of Nigeria. Buttressing this fact, Micheal noted that:

The budgetary provision made for Polytechnic institution does not only reflect government's indifference towards Polytechnic education but also, governments lack of attention to the implementation of agreement with ASUP on the development of academic staff shows clearly that it (government) has no clear-cut priorities for technological development.

Agreeing, Seun noted that:

…Government budgetary provisions for Polytechnics is so meager and I feel it is a deep reflection of the state of neglect that Polytechnics suffer …it goes further to speak volumes about the extent to which government has misplaced priorities when it comes to the country's technological development.

These findings agree with the data obtained by the researcher from the Federal Ministry of Finance as presented in table 2.1 which shows that the budgetary provision for the education sector albeit falling below the UNESCO 26 percent benchmark has also being on a steady decline. Akpotu & Akpochfo (2009) agrees that this benchmark has never been met by the Nigerian government at any point in time. The findings also reinforce the views expressed by Howlett and Ramesh (2003: 185) who observed that for effective policy implementation, "funding must be allocated, personnel assigned, and rules and procedures developed." Also Cronjé (2004: 256) asserts that the successful implementation of a strategy or programme is dependent on the allocation of the most appropriate resources (finance) and that the allocation must be such that will support short-term and long term objectives of the organisation.

From the views expressed by the interviewees from the field inquiry, the researcher observed that the pattern and trends in the allocation of funds to the education sector as expressed in the annual budget over the years, reveals that the Federal Government of Nigeria appears to have lost sight of education expenditure as a policy priority which must be given ultimate attention. These findings confirms the assertions of scholars (Olukoju, 2002; Ezekwesili, 2006; Kpolovie and Obilor, 2013) who writing in the context of Higher Education in Nigeria consider underfunding of education as a recurring issue in the polity despite the fact that the quality of education depends on a nation's funding of the education sub-sector.

Findings from the literature indicate that financial resources are vitally important for the effective implementation of HRD policy for polytechnics and as such in order to foster the professional development of academic staff, sufficient funding should be provided. However, even whereby administrators of polytechnics are provided with sufficient fund, chances still exist that funding are either diverted for other uses especially where it becomes glaring that the funding so provided are not hypothecated or in a circumstance where they are hypothecated, the mechanism for monitoring is weak. This brings us to the next issue under policy resources- misappropriation and misallocation of funds.

6.2.3 Misappropriation and Misallocation of Funds

The observed underfunding of education in Nigeria and the misappropriation and misallocation of available funds in the polytechnic education sub-sector has affected the implementation of academic staff development as findings from the case study and literature reviewed indicate. When funds meant for staff development are either misappropriated or misallocated, it affects the chances of academic staff proceeding on professional development and this could have a spiralling effect on the quality of education delivered. Findings is consistent with the view expressed by Devarajan et al. (2011) who assert that approximately 80% of higher education funding is spent on costs not directly related to the quality of education. By the same token, Okoroma, (2006) noted that the funds budgeted by government for running the institution does not get to the institutions and the little that gets there is normally wasted by education managers.

Also, scholars (Anya, 2008; Oni, 2010; Idogho, 2011) note that there is a pervading incidence of corruption in the nations higher education sub-sector through misappropriation or diversion of funds, kick-backs, under and over-invoicing by high-ranking officials and this stands as a major obstacle to the realisation of the goal of quality education in Nigeria.

Falola chronicled this seeming lack of prioritisation of allocation of funds in the following words:

> I agree that the Federal government over the years have committed some substantial resource funds to education, what is worrying however, is the pattern of allocation of these funds. What is common place is that we see government committing so much to physical development leaving a minute percentage to academic expenses. I feel this is a misnomer… and this particular trend to me has contributed to the declining state of higher education and polytechnics in particular in recent times. For polytechnics to compete in the volatile economy that they find themselves, I think government needs a lot of prioritisation, such that adequate provision is made for academic staff development.

Also, Isata stressed that the challenges of implementation lay in funding as well as the lack of prioritisation even in the face of an obvious dwindling level of funds available to the Polytechnic. He said:

> I think the key challenge still remains on the one frame, identifying that the HR needs are in line with what the Polytechnic education is meant to achieve in Nigeria; what is the vision, and where do we hope to get to with our Polytechnic education… so you see the identification of the HR needs is one area, the next other area is about financing and prioritisation. How much funding do we have to get to the level we need to get to, and what do we need to forgo in terms of other outlined project/programmes so that we can make a substantial level of funding available for training, learning and development.

Isata's submission underscores the need for polytechnic administrators to have a strategic plan in place that would ensure that the needs of the polytechnics are prioritised, funding allocated and more importantly a robust monitoring framework put in place that will check the misappropriation of the meagre resources available to polytechnics. This is important because finance is a core area in the development of higher education and the effective management of finance could go a long way to underpin the polytechnics core business of education and research. When the finances of the polytechnic are well managed and successfully deployed towards the development of academic staff, it will

increase the ability of academic staff to innovate and provide superior service to the polytechnics. Conversely, in the period of financial instability, without prioritisation of funds, academic work is bound to suffer (Shattock 2005).

Perhaps, what the researcher consider as an important part of the findings of this research relates to the view expressed by academic staff regarding the effect of underfunding on the quality of graduates from the polytechnic education sub-sector. The perception of academic staff becomes all the more important because, even though senior management equally agree that funding for the implementation of HRD policy in the polytechnics is grossly inadequate, they fail to see the link between the level of resources available to the quality of graduates that are currently been produced. In this wise, Olalekan asserts that there is a positive correlation between the level of funding and the quality of graduates the polytechnics produce. He said:

> "…issues around funding is central to the seeming low level of academic staff development and by extension the reduction in the quality of graduates that the polytechnics produce… to me, no one needs prophetic wisdom to be able to discern that the only way to bring about a turnaround in the fortunes of Polytechnics is to address this issue of funding positively and aggressively".

On what could be done to improve the funding for polytechnics, majority of the senior management staff and academics in the case study polytechnics advocate the need to increase budgetary allocation to the education sub-sector, bridge the gap in the release of training funds to polytechnics since the current funding arrangement appears favourable to universities as opposed to polytechnics as well as to improve on polytechnic-industry collaboration.

In summary, the adequate provision of funds, proper application and allocation of financial resources are considered critical to the achievement of HRD policy goals for polytechnics based on findings and literature reviewed.

6.3 Inter-organisational Communication and Enforcement Activities

Findings from the research indicate a lack of synergy among the various agencies of the federal government that polytechnics relate with in the area of academic staff development. These findings lead the researcher to the all-important issue of inter-organisational communication and enforcement activities in the polytechnic education

sub-sector. Various agencies of the Federal Government of Nigeria are involved in the implementation of HRD policies in Nigerian polytechnics. These agencies include the National Board for Technical Education (NBTE) which is a principal organ of the Federal Ministry of Education specifically created to handle all aspects of Technical and Vocational Education falling outside University Education, and importantly, the funding of Polytechnics owned by the Federal Government; the Tertiary Education Trust Fund(TETFund) which is an intervention agency charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. The polytechnics are equally meant to liaise with the Federal Ministry of Education through the Higher Education Department.

The large number of government agencies which polytechnics have to liaise with when it comes to HRD Policy implementation for academic staff is bound to create co-ordination and communication problems. NBTE for instance has 400 institutions to coordinate and with this overload, its effective coordination of activities is called into question. From the opinion expressed by academic staff, there appear to be a lack of synergy among the implementing agencies that polytechnics have to liaise with in the area of academic staff development programmes thereby throwing up some implementation challenges. In this wise Imlahinmi noted:

> You know the Polytechnic does not function in isolation. It has to relate with the National Board for Technical Education (NBTE), Tertiary Education Trust Fund (TETFund), the Federal Ministry of Education and what have you...When there is no synergy between these agency, then implementation becomes a challenge...now I give you an example...a staff is recommended for training and funds meant to be released for training is delayed for instance by TETFund... now who do you blame (asking rhetorically)... in summary, what I am saying is that there must be synergy on the part of these agencies for us to experience positive results as par implementation of academic staff development policy.

Also, findings from interview conducted with academic staff indicate that the Federal Ministry of Education has been rather ineffective in terms of co-ordination and ensuring compliance of implementing agencies to policies on academic staff development. Olalekan while appraising the contribution of TETEFund to academic staff development in the case study polytechnic observed that the effort of the Federal Ministry of Education with respect to the monitoring of compliance of these agencies was weak. He said:

TETFund has provided certain amounts of money to train academic staff both locally and externally. For government policies to be fully implemented of course you know this fund has to be administered properly and this are also issues that should be considered in implementation. The policies areokay; they have taken care of the developmental needs but implementation is a different ballgame…I think it is important for the Federal Ministry of Education to put in place a framework for monitoring of the compliance of these agencies when it comes to academic staff development programme…but at the moment I can say there is no such monitoring".

Findings from the case study revealed that regulatory and non- regulatory collaborative activities exist between these agencies of the Federal government with regards to the implementation of academic staff development policies, but from the opinion expressed by academic staff and some senior management staff interviewed, it appears that there is inadequate synergy necessary for effective implementation of HRD policy between the polytechnics and the agencies that they need to collaborate with. These findings is in consonance with the views expressed in the literature by Gyang (2011) who attribute the failure of most programmes and policies in Nigeria to absence of inter-agency as well as governmental collaboration. Okolocha (2012) assert that the effective implementation of policies and programme requires proper coordination, integration and cooperation among the stakeholders of education. Also the observation in the Federal Government document titled "4 Year Strategic Plan for the development of the education sector 2011-2015" (FME 2012:5) which states categorically that "it appears that the education sector faces the challenge of inadequate communication between the Federal Ministry of Education, its parastatal and stakeholders" gives credence to these findings.

Findings from the interviews conducted with academic staff equally reveal that because some policies on academic staff development are handed down to polytechnics from agencies that they collaborate with without clear-cut modalities or mechanisms for implementation, the policy objectives are in most cases either misinterpreted or misrepresented to suit the selfish and personal interest of the implementers. Buttressing this point, Osagiede recounted how during his tenure as a member of the Governing Council of his polytechnic, they had to wade into crises between the Academic Staff Union of Polytechnics (ASUP) and the management of the institution which almost crystallized into an industrial action. The crisis he noted was over what the union termed as incorrect interpretation of the guidelines for the training of academic staff under the Tertiary

Education Trust Fund (TETFund) Academic Staff intervention fund. He said that whereas the TETFund desk officer for the institution interpreted the guidelines for academic staff as limiting academic staff to courses only within Nigeria, Africa and Asian countries to the exclusion of other developed countries like America, Britain and Canada, the executives of the Academic Staff Union of Polytechnics (ASUP) insisted there was no such limitation but that the wrong interpretation was coming from the desk officer. Both parties disagreed and the council had to seek interpretation from TETFund and in the end the agency maintained that there was no such limitation. On a final note he said:

> From my story you will agree with me that no matter how well conceived the blueprint of a programme is, an improper interpretation or in some cases defective implementation could mar the whole programme.

Recognising a near lack of effective communication among the agencies of government, the "4 Year Strategic Plan for the development of the education sector 2011-2015" (FME 2012:5) asserts that effective communication would help the education sector to thrive internally and externally. Even though the documents attest to the existence of a committee since the year 2009 to help in the implementation of the strategy, the document (FME 2012:5) concedes that the committee had not been able to provide a work plan towards getting this done. This startling revelation by this Federal government document abundantly corroborates the findings from the interviews conducted that communication gap, lack of proper co-ordination and ineffective enforcement tend to undermine successful implementation of HRD policy in the case study polytechnics.

6.4 Characteristics of the Implementing Agencies

Another variable that affect policy implementation according to Van Horn and Van Meter (1977:471) is "the characteristics of the implementing agencies". This according to the authors investigates issues such as effective leadership, open communication, the agency's bureaucratic culture, a goal-oriented organisational culture, a feasible strategic plan for the implementation of policy as well as the agency's inter-governmental relations with other agencies and stakeholders.

As regards leadership, the general consensus among interviewees in the case study polytechnics is that leadership is central to the effective implementation of HRD policy for

academic staff. These findings are in tandem with the position expressed by writers (Altman and Iles, 1998; Williams, 2001; Vera and Crossan, 2004; Yizengaw, 2008; Wali, 2010; Ojokuku et al., 2012) that leadership remain central to HRD policy implementation and the creation of a facilitative environment for learning in organisation. On the direction of leadership in the case study polytechnics, the responses from academic staff appear to be at variance with those expressed by senior management staff in their respective polytechnics. While some members of senior management for instance, Aboderin from Yaba College of Technology noted that the leadership of her Polytechnic is committed to academic staff training and development, some academic staff in the same polytechnic expressed reservations on the level of commitment of the leadership of the polytechnic. Specifically, Aboderin said:

> So for us here as an institution, the leadership is committed to HRD policy implementation…I believe and I know that HRD strategies are very well implemented, it may not be 100 per cent but I can say that it is above 80 per cent.

Reservations were expressed by some academic staff on the leadership direction of the polytechnic. Findings reveal that the level of HRD implementation in Polytechnics depends on the level of seriousness the Rector and the Polytechnic management team accords staff development. In this wise, Okagbere stated:

> Another challenge is as regards the direction of the leadership and their level of commitment to academic staff development…even though in my own Polytechnic (Yaba College of Technology), management appears to be showing some sense of commitment to staff development, permit me to say in reality, most of the senior management staff are not fully committed to HRD policy implementation…not only in our own Polytechnic, even in other Polytechnics…how did I arrive at this conclusion? (apparently re-echoing the question put to him by the researcher) …a lot of reports have come before us for deliberation during our ASUP National Executive Council (NEC) meetings and it is sad that findings indicate that most Chief Executives do not commit to the implementation of these policies.

The reservations expressed by academic staff is further buttressed by the data obtained from the questionnaires administered to academic staff where majority of the respondents representing 65% (from Yaba College of Technology) and 53% (from Federal Polytechnic Idah) observed that the leadership of their respective polytechnic did not show commitment to the implementation of HRD policy implementation. This finding

corroborates the view expressed by Teshome Yizengaw (2008:2) in a study carried out on "challenges facing Higher Education in Africa and lessons from Experience" where he stated that:

> Leadership and management is generally weak and inefficient, as expressed by an inability to retain and attract faculty, underutilised facilities, duplication of programs, high dropout and uneconomical procurement and inefficient allocation of scarce finance to non-instructional expenditures. Academic leaders tend to have inadequate preparation, orientation and training in skills required for the positions.

Also, the observation of Scholars (Yizengaw, 2008; Udida et al., 2009; Asiyai, 2013) who assert that weak leadership, management, and governance are rampant and further exacerbate challenges to higher education in Africa gives credence to these findings. These scholars observed that management inefficiencies drain scarce resources away from the fundamental objectives of increasing access, quality, and relevance and spread human and financial resources thin.

In order to bring about effective implementation of HRD policy for academic staff, good coordination and communication has been noted to play a significant role (Makinde, 2005; Buse et al., 2012). Findings from academic staff however indicate that the HRD policy environment is not open as to engender effective implementation of policy on academic staff development. In this wise, Omotunde emphasised the need for academic staff to be carried along when strategic decisions are being taken. He asserted that even when putting in place training and development programmes for academic staff, adequate care should be taken in ensuring that academic staff are duly consulted. Seun queried the apparent lack of open communication in the following words:

> How many academic staff are carried along when decisions critical to their welfare and development is taken (he queried). As far as I am concerned here, it is a "one-man show" and this posture does not augur well not just for HRD development but for the development of the Polytechnic generally…Personally I believe that to drive HRD, academic staff as critical stakeholders should be consulted to make some input in their professional development.

Recognising lack of open communication as a bane of effective policy implementation, Akomode advocates that Polytechnics should employ the strategies of inclusiveness in all its endeavours, that is, all segments of human resources should be

engaged and consulted in the processes of decision making especially when such decision would affect their career development in one way or the other.

Coming down to bureaucracy, ideally, bureaucracy is desired because of its association with speed, reliability, efficiency and effectiveness as obtainable fairly reasonably in developed countries. However, in Nigeria as in other developing countries, bureaucracy is fraught with challenges which impact on its operation owing to some negative environmental factors. As the qualitative findings in this research work suggest, bureaucracy in Nigeria and indeed in the polytechnic education sub-sector operates under corrupt leadership, and this has serious negative implication for the effective implementation of policies for academic staff development. Majority of the academic staff interviewed in the case study polytechnics corroborated this fact when they asserted that even though the HRD strategies in their polytechnics are underpinned by enabling policy instrument, the policy environment was not enabling with bureaucracy as one of the disabling factors in policy implementation. Akomode for instance commented as follows:

> So you see that we have very good policy but negative factors such as inadequate funding, bureaucratization, lack of planning and even politicization of the whole HRD process hinders the successful implementation of these strategies.

The positives of bureaucracy notwithstanding, the researcher believes based on views expressed by interviewees that in order to achieve effectiveness in HRD policy implementation, there is an urgent need for the reduction of formalisation and bureaucracy as it tends to stifle creativity, innovation and the exercise of initiative among academic staff in polytechnics. Academic staff should be able to have a say in their professional development if polytechnics are to achieve their goals as catalyst for technological advancement. Also, the negative environmental influence on bureaucracy as expressed through corrupt tendencies of Chief Executives of polytechnics needs to be exterminated or attenuated. Irikafe harped on the issue of leadership corruption in the following word:

> Implementing HRD policy effectively demands that the various stakeholders in the Polytechnic education sub-sector sacrifice their personal interest…it demands a strong commitment to the general welfare of academic staff but because some of these senior management staff are more interested in what they can gain from awarding contracts to their cronies, they prefer to embark on projects from

monies earned from other sources rather than using it to further enhance academic staff development…when they use their cronies to handle contracts, it will enable them make financial gains rather than commit to academic staff development.

The view expressed by Irikafe tallies with the submission of Makinde (2005) and Ikelegbe (2006) who contend that the passion with which bureaucrats implement policy in Nigeria is a function of how they see the policy as affecting their personal, ethnic, political, religious or organizational interest and that positive effects will encourage enthusiastic implementation while the contrary will mean the policy either being thwarted or sabotaged.

On the issue of the polytechnics relations with other agencies and stakeholders, the polytechnic as noted in the literature review chapter collaborates with other agencies in the Federal Ministry of Education but findings reveal that there is an apparent lack of synergy and harmonious working relationship among all the agencies in the Ministry of Education which need to collaborate effectively for academic staff development to be successful. Busola sees the lack of synergy between the various agencies in the Federal Ministry of Education as a constraining issue in the implementation of HRD policy. She stated:

> The near lack of synergy between the various agencies responsible for tertiary education in the Federal Ministry of Education affects HRD policy implementation…it is either the budgetary provisions for academic staff development is grossly under-estimated, or that they are not released as and when due or that unnecessary bureaucratic bottlenecks are brought to bear on the whole process for the approval and release of funds for academic staff development.

The qualitative findings corroborate the view expressed in the "4 Year Strategic Plan for the development of the education sector 2011-2015" which suggest that the near lack of synergy among the agencies of the Federal Government nay the Federal Ministry of Education could perhaps be attributed to issues relating to clarity, duplication and overlap of functions among agencies. As a way out the "4 Year Strategic Plan for the development of the education sector 2011-2015" (FME 2012:7) asserts that "the obvious lack of clarity, duplication and overlap among Federal agencies would have to be properly addressed and resolved once and for all at the Ministerial level." This it is hoped will improve the near lack of synergy among agencies and as a consequence, improve policy implementation.

6.5 The Economic, Social and Political Environment

Economic, social and political environmental conditions could be important factors for the relationship between HRD policy objectives and the results achieved. Sometimes, it could be that political actors enunciate policies without sufficient analysis of the financial consequences. Even whereby there is sufficient analysis, political support for policies could change due to changes in priorities. Additionally, conditions in the economic clime are constantly changing making it practically impossible to match intentions with actions. It is in realisation of these facts that Brynard (2000) notes that the institutional context within which implementation happen is shaped by the broader social, economic, and political realities of the system. These conditions will be discussed in turn in the light of findings and literature.

6.5.1 Economic Environment

In terms of the economic environment, findings indicate the decreasing national revenue from crude oil which is the main source of government revenue in Nigeria has meant that the provision of adequate funding for polytechnics to implement programmes and projects could no longer be fully assumed and this trend portends serious implementation challenges to HRD policy implementation. In this wise, Ibidun noted that apart from the issue of the politicisation of the budgetary process, the economic realities in Nigeria had affected the revenue profile of the country with concomitant negative implications for the funding of education in Nigeria.

Another economic factor is the spending generally on education in Nigeria. For over a decade, the budgetary allocation to education from 1999 to 2013 has been well below the United Nations Educational Scientific and Cultural Organizations (UNESCO) 26 per cent benchmark. Thus, Seun an academic staff interviewed in Yaba college of Technology maintained that the budgetary provision for academic staff development is abysmally low. He stated:

> Government budgetary provisions for polytechnics is so meagre and I feel it is a deep reflection of the state of neglect that Polytechnics suffer …it goes further to speak volumes about the extent to which government has misplaced priorities when it comes to the country's technological development.

Table 2.1 which was compiled by the researcher from data obtained from the Federal Ministry of Finance, Abuja, Nigeria (2013) confirms this submission. Also the position expressed by Adewuyi and Okemakinde (2013:123) that "The amount of money Nigerian government devotes to education, which is far lower than the 26% of government expenditure as recommended by UNESCO, illustrates her poor commitment to the development of education and explains in part the little progress that has been made in this sector since 1990" lay credence to these findings.

6.5.1 Social Environment

Values around corruption, ethnicism, religious affiliation and patronage were mentioned as factors in the social environment that has affected the implementation of HRD policy in the case study polytechnics. Findings from the case study indicate that since the polytechnics collaborate with other agencies in the Federal Ministry of Education in furtherance of academic staff development policy, somewhere down the line, issues of corruption become manifest with negative implication for the implementation of academic staff development policy. Also, leadership corruption as the study reveals is manifest in the allocation and appropriation of funds to projects that promote the interest of the leadership of the polytechnic and which tend to give them pecuniary gains than the allocation of funds for academic staff development. Corroborating, an interviewee (Irikafe) said:

> Implementing HRD policy effectively demands that the various stakeholders in the Polytechnic education sub-sector sacrifice their personal interest…it demands a strong commitment to the general welfare of academic staff but because some of these senior management staff are more interested in what they can gain from awarding contracts to their cronies, they prefer to embark on projects from monies earned from other sources rather than using it to further enhance academic staff development… when they use their cronies to handle contracts, it will enable them make financial gains rather than commit to academic staff development.

These findings agree with the observations of the participants at the World Education Conference in Dakar, Senegal in the year 2000. The participants noted that education corruption remain one of the causes of the low achievements in reaching the target adopted at the Jomtien Education for All (EFA) summit. Specifically, the Drafting

committee (UNESCO, 2000) noted that "Corruption is a major drain on the effective use of resources for education and should be drastically curbed".

The researcher based on findings from the field observed that the work environment is equally an integral part of the social environment of higher education and from opinion expressed by interviewees, the level of openness of the policy environment of the case study institution could impact positively or negatively on the implementation of academic staff development policy. In this wise, based on the quantitative study, a total of 31% respondents to the questionnaire from Yaba College of Technology see the polytechnic policy environment as open and recognizing the opportunities and provisions in the HRD policy for staff development and growth and for engendering a performance oriented environment, 11% respondents see the environment as not open, 56% see the environment as marginally favourable with 2% respondents not been sure. In Federal Polytechnic Idah, 23% respondents see the Polytechnic policy environment as open and recognizing the opportunities and provisions in the HRD policy for staff development and growth and for engendering a performance oriented environment, 21% respondents saw the environment as not open, 40% saw the environment as marginally favorable with 16% respondents not been sure. Generally, looking at the value of responses in the two case study polytechnics, it is obvious that majority of the respondents saw the policy environment as marginally open. In as much as the findings indicate that the policy environment is marginally open, it is important that management put in place measures that will foster a more open environment as this in the words of Irikafe "…will encourage those who can initiate or those who have the capacities to seek collaboration which will engender HRD".

6.5.3 Political Environment

Findings reveal that the case study polytechnics experience the interplay of politics especially in the preparation and presentation of annual recurrent budget for polytechnics before approval by the Federal Government. The whole political manoeuvring involved in the preparation and approval of budgets based on findings has affected HRD policy implementation for academic staff. Ibidun corroborates this fact when she noted that:

> Funding is a serious impediment…the situation in our polytechnic is not different from all others …I
> say this authoritatively because it is a re-curing issue in our co-heads meetings where all the Chief

Executives of Polytechnics meet. We are always going cap in hand to the Federal Government for improved funding but we hardly get any significant increment in our budgetary allocation…the whole process of budget preparation has a lot of politics to it…we are asked to prepare our budgets…we do so bearing in mind the peculiarities of our situation and we are called to defend the budget…the defence does not translate to getting funds that we request for…it is the political class that still determines what we get…so coming down to HRD, even if we make provisions and the political class does not give approval, then you will agree that from that point, we are handicapped.

In as much as it can be stated perhaps that the methods used for the determination of budgetary allocations for recurrent expenditure for higher education appears to be the same across Sub-Saharan Africa, there appear to be an overbearing influence of political manoeuvring in the budgetary process in Nigeria. From the researcher's experience as a Trade Union Executive, the Ministry of Finance is initially saddled with the decisions for the allocation of funds based on government revenues, the priorities of the ruling political party, and the amount budgeted in the previous year. Once these are determined, the series of meetings between the Ministry of Finance, Ministry of Education and the Polytechnics appear to be mere formalities. The researcher's observation based on past engagements with government reveals a worrying dimension to budgetary allocations. What is normally the case is that no matter how enormous the financial needs of the polytechnics are, the budget that is normally allocated to polytechnics is usually a minimal adjustment to what was provided in the previous year. What is usually the case is that the normal annual event of Chief Executives going to Abuja, the Federal Capital of Nigeria for budget defence, is merely an exercise for the consideration of just an almost insignificant adjustment to the past years budget without looking critically at the needs of the various polytechnics in terms of staff salaries, staff development, expenses relating to the maintenance of students and other operational expenses as presented. The whole procedure apart from presenting challenges for HRD policy implementation are so rigid and discourage the adoption of global best practices in budgetary allocation.

Equally linked to this is the seeming preferential treatment the political class accords universities over polytechnics in the area of allocation of funds for programmes and projects. Generally, allocation of funds to universities and polytechnics in Nigeria is in the ratio of 2:1 in favour of the former with gross implication for HRD policy implementation. The Tertiary Education Trust Fund (TETFund) Nigeria adopts the same formula for the

disbursement of fund for its Academic Staff Training Intervention in the nation's Higher Education Institutions which means that polytechnics, will not be able to train as much academic staff as universities owing to insufficient allocation of funds. Buttressing this fact, Ajuma decried a situation whereby universities are favoured in the allocation of funds for academic staff training and development. She said:

> …In this Polytechnic [referring to Federal Polytechnic Idah],I can say we are experiencing some progress even though at snail speed…TETFund has come handy but my quarrel is that polytechnics are not treated fairly in the allocation of funds for AST&D by TETFund…Polytechnics get just about one third of whatever is earmarked for academic staff development in the universities…To me this is not fair and that is why I keep saying that government is not showing enough commitment to the development of polytechnic education in Nigeria.

These findings agree with the views expressed by Jongbloed (2002) who observed that Higher Education Institutions in developing countries experience extreme politicisation of their environments and Edwards (2013:23) who assert that the education sector in Nigeria "…is suffering from virulent politicisation to untoward tendencies such as ethnicity, religion and godfatherism which have become an enduring legacy of colonialism and post-colonial politics in Nigeria". Even though the government through several policy statements have indicated continued support and commitment to the provision of education at various levels in the nations education sector, there has been sustained criticism and agitations against the Federal Government of Nigeria against the politicisation of funding of education as evident in the running battles between government and other critical stakeholders in the education sector, especially the trade unions that represent academic staff. At the point of writing up this thesis, the Academic Staff Union of Polytechnics (ASUP) Nigeria have been on strike for about eleven months with the main issue of contention being the non-implementation of the various agreement entered with the Federal Government on how to reposition the polytechnic education sub-sector.

6.6 The Disposition or Response of the Implementers

The disposition or response of the implementers alludes to the extent to which the attitude, believes and values of senior management are aligned with HRD policy objectives. For HRD policy to succeed, it is pertinent for senior management to commit to

academic staff development. In this regard, the disposition and commitment of implementers have been identified as one of the major determinants of effective implementation of academic staff development policy. This view is highly supported by studies carried out by scholars (Sabatier and Mazmanian, 1981; Brynard, 2000; Hill & Hupe, 2002; Gornitzka et al. 2007.). McGuire (2008: 57) stated, "Implementers who are favourably disposed to a policy will seek to give its fullest force, whereas those who oppose it will engage in delay, obfuscation, or other foot-dragging strategies". Two significant levels of commitment to policy implementation arose from the findings of the study. The interviewees concerns came from the level of commitment of senior management on the one hand and the commitment of the Federal Government of Nigeria who own and control these polytechnics on the other hand. These levels are discussed as follows:

6.6.1 Senior Management Commitment to HRD

Findings from the semi-structured interview and questionnaire administered to academic staff in the two case study Polytechnics show that the polytechnic management was not doing enough to support academic staff development. An academic staff highlighted senior management staff disposition to policy implementation thus:

> Another challenge is commitment of senior management to academic staff development…Even though in my own polytechnic, management appears to be showing some sense of commitment to staff development, permit me to say in reality, most of the senior management staff are not fully committed to HRD policy implementation.

The qualitative finding is buttressed by findings from questionnaires administered to academic staff who indicate a lack of commitment to academic staff development by senior management as matched by the response elicited from 65% of respondents from Yaba College of Technology and 53% from the Federal Polytechnic Idah who consider that the polytechnic administrators did not show commitment to the implementation of HRD policy to objectively meet the challenges of polytechnic academic staff development. Yet, as Henard and Roseveare (2012) pointed out sustained quality teaching policies require long-term, non-linear efforts and thus call for a permanent institutional commitment from the top-leadership of the institution.

Also, scholars (Klein, et al, 2005; Blazey, 2002; Fulmer & Conger, 2004) noted that senior management support greatly determined effective implementation. The perceived lack of senior management commitment to the implementation of HRD policy as evidenced by the qualitative and quantitative findings raises the question as to what programmes and or strategies of human resources development for Nigeria polytechnics informed by appropriate policy framework are on ground to effect human resources development that can address local challenges and then meet global trends.

In relation to strategy, there seem to be a clear absence of a streamlined strategy for human resource development in the case study polytechnics today. Confirming this assertion, most of the academic staff responded that they would not say that their polytechnics has an articulate strategy and tracks a procedure for adopting processes of, and implementing the HRD policy. Thus Abubakar from the Federal Polytechnic idah contended that there is at the moment a near lack of well-articulated strategy that will guide HRD development in his Polytechnic leaving the Polytechnic to struggle with the many HRD challenges while grappling with the transposing demands of change. Then also, Osagiede confirmed that HRD strategies are not effectively defined and implemented and that even in situations where strategies are well designed, such were not well implemented. He was quick to point to issues bordering on suppression and officialdom as critical issues that had stifled initiatives at strategic and innovative HRD development in the Nigeria Polytechnics. These findings support the opinion expressed by scholars (Gordon, 2002; Raps,2005; Hinton, 2012) that the most important thing when implementing a strategy is the commitment of senior management to the strategic direction in an organization and that it is that same leadership commitment that drives the organization toward success by making efficient decisions for strategy formation and implementation.

It is indicative from the findings that poor human resources development practices stem from poor strategic implementation of human resources policy frameworks. Thus of a total of 216 and 186 respondents to the questionnaire survey in Yaba College of Technology and Federal Polytechnic Idah, as much as 63% and 54% of the respondents respectively indicated that the available programmes provided for performance enhancement and self-development is the in-service programme thus, limiting the scope

of improving and broadening of competencies, knowledge and skills that could be acquired through other forms of human resources development programmes as would have been necessitated by needs of the polytechnics. An across board provision and application of human resource development programmes such as the pervasive "in-service" programme indicates, belie the needs-based strategy Ayodele suggests for human resource development in Nigeria polytechnics.

Furthermore, concerns beyond the need for provision, is the question of regularity of programmes. With 60% and 52% of the respondents respectively in Yaba College of Technology and Federal Polytechnic Idah, indicating that they are not regularly provided with the opportunity for HRD development programmes, the strategic implementation of HRD development programmes in Nigeria polytechnics is perhaps faulty. Imlahinmi suggest a way out of this seeming lack of strategy for academic staff development thus:

> The only way to ensure that academic staff in polytechnics are developed in line with global best practices lie in top management's ability to develop a strategic framework that integrates the challenges with academic staff development with effective and supportive monitoring, evaluation and reporting strategy.

This finding is consistent with the assertion of Yizengaw (2008) who noted in a Synthesis Report for the Africa-U.S. Higher Education Initiative report that there is a lack of strategic leadership in Higher Education Institutions in Africa and that if Higher Education Institutions are to play their role as engine of development that produces qualified human capital, generates knowledge, and ensures participation in the global knowledge economy, then African government must show commitment towards the development of lean but effective, professional high-calibre governance, and leadership and management structures and procedures for effective program implementation. Allied to the lack of senior management commitment is also the issue of a lack of commitment on the part of the Federal Government.

Commitment of the Federal Government

Many interviewees identified the lack of commitment of the Federal Government to the Polytechnic education sub-sector as contributing to the challenges experienced in the implementation of the policy on academic staff development. Majority of the

interviewees observed that government is not showing enough commitment to issues that concern the polytechnics. One of the interviewees said:

> It is disheartening that the Federal Government has been paying lip service to polytechnic education. I have been at the forefront of agitations for improved funding for polytechnics as a Trade Union Executive but regrettably, government appears to have forgotten that a good polytechnic education is the foundation for sustainable technological development.

The use of different policy standards for polytechnics and universities by the Federal Government was also advanced by the interviewees as a bane to HRD policy implementation in polytechnics. The allocation of subvention as it appears is skewed in favour of universities against polytechnics which according to the interviewees negatively impact the implementation of HRD policy. In this wise, Ajakimo alleges that:

> …The adoption of different policy standards by the government for polytechnics and Universities constitute a very serious impediment to the implementation of HRD strategies in the polytechnic education sub-sector.

In as much as some would argue that government has made modest effort towards the development of technical education, the opinions expressed in the 4 year strategic framework for the development of the education sector, 2011-2015 (2012:54) support the findings that government has not shown enough commitment to the development of technical education. The strategic plan noted in clear terms that:

> Government policy in time past had not accorded TVET its rightful place within the education sub-sector of the country; this can be seen in the placement of ceiling on career progression of polytechnic staff and graduates. The relative low level of funding of the programmes, despite the expensive nature of TVET, and poor condition of service for staff among others are strong barriers to the growth of the sector.

As the findings of this research work would suggest, less than a year to the end of the year 2015; the year targeted for the implementation of this strategic framework, not much appear to have been achieved in the polytechnic education sub-sector as exemplified by the almost 11 months of strike action embarked upon by academic staff over issues that this very strategic plan for development had highlighted as barriers to the polytechnic education sub-sector.

6.7 Conclusion

The role of polytechnics as springboards for technological advancement and economic development has been noted (FME, 2003; UNESCO, 2005; Adepoju and Famade, 2010; Garuba et al, 2012). However, in Nigeria, the full potentials of polytechnics as the seed crop for industrialization and socio-economic growth as boldly envisioned in the national objectives for establishing them is yet to be harnessed due to constraining factors key among which is the poor development of human resources. Yet, the changes taking place in the global arena technologically and the transition to a knowledge society places a crucial demand on polytechnics as organizations to put in place robust HRD development strategies that can bring about the development, training and motivation of academic staff to cope with the pervading factors of change globally as much as to tackle local challenges present in the teaching and learning processes.

However, the HRD development policy framework and the implementation and strategies of HRD development in Nigeria Polytechnics seem to underline the ambiguity of interpretation, definition and articulation that had combined to result in the inability to identify and exploit learning opportunities for individual as much as for organizational development that can translate to the transformation and positioning Nigeria polytechnics needed to attend to its present challenges locally and globally. Particularly among the many challenges of Nigeria Polytechnics is the dearth of quality academic staff (UNESCO, 2004; Ephraim, 2004; NPC, 2009) to not only engage the teaching and learning process, but also to inspire leadership and provide conduit for change. Yet, no education system can rise above the quality of its teachers as observed in the NPE (Section 56b). Accordingly, for Nigeria to achieve its lofty objectives of polytechnic education, the challenge of academic staff development of Nigerian polytechnics has to be seen as an issue of urgent concern and given due attention.

Research findings of this work indicate the need to revisit the issue of effective policy implementation for academic staff development in Nigeria Polytechnics as one of the measures that have to be taken to address the concern of academic staff underdevelopment in the case study polytechnics. Data derived from field inquiry and

literature reviewed point to a revelation that changing times demand that present and future challenges of academic staff development of Nigeria Polytechnics be enhanced by appropriate HRD policy implementation framework. Also, the strengthening of administrative capacity to drive and implement policy and provide leadership with strategies that favour development oriented growth on the job for staff is equally observed as another measure to address the concern. Furthermore, serious collaboration with industries with a view to marrying the technical and vocational objectives of the Polytechnic education sub-sector, thus attracting funding from industries for HRD in some critical area of study and research has been identified as one of the ways of addressing the concerns with funding of HRD for academic staff.

Therefore, in order to develop a HRD development approach that will constantly identify learning opportunities for individual academic staff and for the organization as a whole to benefit and consolidate from, a strategy that favours continued training and re-training of academic staff providing regular and rewarding programmes is confirmed from the research findings as a way forward for HRD development for academic staff of Nigeria polytechnics.

Conclusively, it may have to be said that effective HRD development for academic staff of Nigeria Polytechnics should be such that policy and strategy are made adaptable to needs of academic staff development; such as the implementation to ensure that academic staff development is not only streamlined and prioritized, but made a centripetal force around which the continuous transformation of the polytechnic as an organization, and as a learning organization positioned for the challenges of teaching and learning in a rapidly globalizing world revolves.

6.7.1 Achieving the Aim and Objectives of the Research

The aim of this research was *"to investigate the impact of leadership, funding, ethnicity, corruption and nepotism on academic staff development within two case study Nigerian Polytechnics"*. The aim of this research has been achieved by addressing the research objectives as highlighted below:

The first objective was "to develop and articulate a contextual synopsis of challenges to Human Resources Development Policy and implementation in Nigerian Polytechnics". This objective was achieved by conducting a thorough review of literature and carrying out semi-structured interview with senior management staff, stakeholders and academic staff in the two case study polytechnics. Understanding the challenges to Human Resources Development Policy and implementation came from experiences of senior management staff and academics staff and theories of human resource development, models of policy implementation and other related empirical study on the challenges of academic staff development in HEI's. It is observed that studies relating to academic staff development policy in developing countries are still scanty and even less attention is paid to Nigeria which is the specific research context.

The second objective was "to critically discuss, analyze and present a review of Human Resource Development policies in Nigerian Polytechnics examining their formulation, implementation and evaluation, particularly with reference to academic staff development". During the literature review, the researcher carried out a critical examination of HRD policy for academic staff and in the process identified some challenges. The study further proceeded with semi-structured interviews as well as questionnaire survey for academic staff where issues relating to the formulation, implementation and evaluation of HRD policy for academic staff were identified. To enhance the validity of the study, data was equally gathered from Acts of the Federal Government of Nigeria, circulars, government reports and other archival records.

The third objective was to "To identify and categorize the factors responsible for Human Resources under-development of academic staff in Nigerian Polytechnics and proffer recommendations". To meet this objective, two case study polytechnics were selected from the polytechnic education sub-sector in Nigeria and like the first and second objective which was met, semi-structured interviews was carried out to gain an in-depth understanding of the issues responsible for the under-development of academic staff in the case study polytechnics. Based on the data gathered, certain issues were identified and reported in the findings and discussion chapters of this research work which accounts for the under-development of academic staff in the case study polytechnics. Some issues

that were identified were considered unique and therefore add to the body of literature on issues that impede effective implementation of HRD policy for academic staff.

The fourth objective was to "critically evaluate HRD policies and practices in the Nigerian Polytechnics. In other to meet this objective, a comprehensive literature review was carried out on the challenges of HRD policy implementation for academic staff. Semi structured interviews was carried out with senior management staff and academic staff in the two case study institutions. Evidence from findings show that HRD practices of training and development, performance appraisal, management support for training and development was in place but not vigorously pursued by management as to be able to engender any significant impact on academic staff development.

The fifth objective was to "identify how HRD policies and practices in Nigerian Polytechnics could be developed to meet future needs". In order to achieve this objective, data was elicited from respondents in the two case study Polytechnic institutions through in-depth semi-structured interview with senior management staff and academic staff. Questionnaires were equally administered to academic staff and a number of recommendations for the development of HRD policies and practices were put forward. These recommendations ranges from the need to have a carefully defined capacity building template, a strategic framework for HRD development, a sustained mechanism for the evaluation of training and development and possible policy re-assessment and evaluation.

Generally, the aim of this research would not have been met successfully if the aforementioned objectives of the study were not realized.

6.8 Contributions to Knowledge

This research study has made important original contributions to knowledge at academic, methodological and practical levels. Below is presented the main academic, methodological and practical contributions made by this research.

6.8.1 Academic Contributions

A number of researchers have made modest contributions to the literature on HRD policy with a view to gaining insight on what could lead to effective policy implementation as

well as the barriers to policy implementation. However, it is worthy of note that not too much attention has been given to the explication of issues that relate to the implementation of HRD policy for academic staff in polytechnics as observed by scholars (Chiemeke et al., 2009; Yusuf 2013) who have in their various studies emphasized the dearth of research output in Nigerian polytechnics and the need for more studies on issues that relate to the Polytechnic education sub-sector in Nigeria. This research work is in response to the recommendation of these scholars and therefore, contributes to knowledge as a modest attempt at carrying out an exploratory study on HRD for academic staff in polytechnics in a developing country context. In this regard, this research study promotes and advances knowledge on critical issues, dilemmas and challenges of academic staff development in the polytechnic education sub-sector from a developing country context.

The findings of this research have extended the frontiers of existing HRD theory by broadening the amount of knowledge about HRD policy implementation for academic staff from a developing country context.

A review of the literature on staff development reveals that there is a gap in the methodology adopted for previous studies with most using qualitative approach. This research work has been conducted using the case study strategy and a mixed method approach which has facilitated an in-depth understanding of the critical issues relating to academic staff development in polytechnics.

This research work to the best of the researchers' knowledge is the first empirical study of HRD policy for academic staff in polytechnics and it is hoped that this study will aid further research into issues of HRD Policy for academic staff development in HEI's generally and polytechnics in particular.

Some different challenges which have not previously featured in the literature have emerged from the data collected which makes this study unique. These challenges which have affected the implementation of HRD policy for academic staff are as follows:

- There is the absence of a strategic framework for the training and development of academic staff. Rather, ethnicity, favouritism, and other primordial sentiments

appear to be the basis for the nomination of academic staff for training and development.

- The study also revealed that there is absence of involvement of academic staff in the design, monitoring, and evaluation stages of training and development programmes.

- The absence of methodical criteria for selecting academic staff for training programmes based on the annual performance appraisal.

- The disruption to academic staff development programmes as a result of the industrial unrest in HEI's for over a decade now has made completion dates of programmes longer than necessary hereby impeding on effective implementation of HRD policy for academic staff.

6.8.2 Methodological Contributions

The methodological contribution of this research is to the knowledge base of HRD policy formulation, implementation and evaluation. The researcher applied the analytical framework of Van Horn and Van Meter's theory of Policy Implementation supplemented by Lipsky's street-level bureaucracy to evaluate issues and challenges, debates and current concerns posed in critical areas of HRD policy implementation for academic staff. The researcher contends that applying this analytical framework has the potential of providing robust learning and feedback structures well-suited to institutional inquiry and adaptation that will assist Nigerian Polytechnic to adapt to the challenges of an unpredictable future.

One of the significant messages of this research work is that it is important for those willing to carry out research on HRD in the Polytechnic education sub-sector to adopt broad perspectives. This has been made possible in this research through the use of case study analysis with semi-structured interviews. The researcher by adopting the strategy of carrying out analysis of the views and opinions of both top management staff and academic staff has provided an in depth understanding and broader perspectives of the critical issues affecting academic staff development.

6.8.3 Theoretical Contributions

Although HRD policy implementation research is being practiced extensively particularly in the west, this type of research which looks at the implementation of HRD policy for academic staff in the Polytechnic education sub-sector using then theoretical lens of Van Meter (1975) supplemented by Lipsky's street-level bureaucracy is a new attempt in a developing country like Nigeria. By this token, the research work contributes to the advancement of the theory of Van Horn and Van Meter (1975) supplemented by Lipsky's (2010) street-level bureaucracy but in a developing country context.

Also, despite the increasing interest and emphasis on effective policy implementation in developing countries, the researcher realised that so little empirical studies have been carried out to explore and understand the HRD policy implementation process in higher education institutions in Nigeria with particular emphasis on the Polytechnic education sub-sector, The argument this research work tries tom put forward is that HRD policy implementation are not value-free due to the political, economic and socio-cultural variations in the country's context.

Finally, the research found evidence that participation of academic staff in HRD policy processes is not so profound, and that the channel for participation are less well established in developing countries.

6.8.4 Practical Contributions

The findings in this research work have highlighted a number of important implications for HRD practitioners in the case study polytechnics. It could be further stated that this research work has a number of managerial contributions. Many public sector organisations in developing countries and specifically those in Sub-Saharan Africa, have had some challenges with policy implementation generally and more specifically with the implementation of academic staff development policy. This research in the light of the foregoing fact has been able to provide insights into the challenges of HRD policy implementation and explain factors that could leverage effective implementation of HRD policy for polytechnic academic staff. The research suggeststhat consequently, HRD professionals can have a more informed understanding of those issues that detract from

effective implementation of HRD policy for academic staff as well as what needs to be done to improve the professional development of academics in the case study polytechnics.

An understanding of the challenges of HRD policy implementation as well as the factors that will enhance the implementation of HRD policy can be of immense help to HRD practitioners in the case study polytechnics. This understanding will assist in the development of a strategic action plan to deal with the current practices and approach to academic staff development that has inhibited the effective implementation of HRD policy. Investigation of the challenges, issues and dilemmas with academic staff development will help senior management to identify some of the management lacunae inherent in the system and then help them to fashion out turnaround interventions that will improve academic staff development practices. It will equally assist senior management in evolving a funding model that ensures prudent allocation of the necessary resources that will achieve the effective implementation of academic staff development policy since funding stand out as a major challenge.

The issues and challenges in the implementation of academic staff development policy in the case study polytechnic therefore, will serve as a useful guide for senior management of the case study polytechnics on how to improve on the professional development of academic staff. A number of recommendations are provided in this regard in section 6.9 below.

With regards to the Federal Ministry of Education (FME), the National Board for Technical Education (NBTE) and the Tertiary Education Trust Fund (TETFund), this research study could persuade them on the need to place more serious attention to the effective implementation of HRD policy for academic staff and the need to develop a workable strategic framework for academic staff development.

6.9 Recommendation for Practice

Since based on findings, funding appears to be a serious challenge to implementation of HRD policy in Nigerian polytechnics, the thesis recommends that in relation to the content of the HRD policy for academic staff, a funding model and a clear target for academic staff

development need to be derived to drive the effective implementation of academic staff development policy.

Following from the above, the study recommends that there is the need to research into possible areas of collaboration between polytechnics and other stakeholders such as professional bodies, parents, and organizations who have interest in supporting polytechnic education to fashion out other funding arrangements that will provide help in the funding of academic staff development.

Also, it appears that capital projects are prioritised over training and development intervention for academic staff. In as much as this does not suggest that capital projects should not be embarked upon, this thesis recommends a balance and suggest that adequate funds be earmarked for academic staff development.

The leadership and management of the polytechnic education sub-sector in the continually changing education scenario should be approached in a more professional and efficient manner. As it is, there appear to be a weak link between academic staff and senior management in terms of decision making that relates to academic staff development intervention. Providing a framework that will enable academic staff to make inputs into the HRD development effort in Polytechnics will ensure that only programmes that meet the immediate needs of academic staff in terms of enhancing their capacity are brought on board.

Effort should be geared towards the establishment of the National Commission for Polytechnics. The lack of a specialized agency for polytechnic education has meant that polytechnic have had to be regulated by the National Board for Technical Education (NBTE). Generally, NBTE is saddled with the supervision and regulation of technical institutions at secondary and post-secondary school levels. The scope of operation of NBTE is considered too wide and it is recommended that the establishment of a separate agency that regulates the activities of polytechnics in Nigeria just like their counterparts in Universities and Colleges of Education with their own commissions personal to them, will bring about more effective management of the polytechnic education sub-sector and by extension impact positively on academic staff development in polytechnics.

Polytechnics in their HRD effort interact with various agencies of the Federal ministries and based on findings, there appear to be a lack of effective interface and interaction between these agencies thereby affecting HRD development efforts for academic staff. The existence of these multiple agencies brings about lack of accountability and the shifting of responsibility. This portends a situation where the polytechnic education sub-sector is over-regulated and inflexible with corruption, nepotism and prebendal tendencies taking centre stage. These are a great stumbling block to the pursuit of Human Resource Development in Polytechnics. Against this background, it is hereby suggested that a mechanism should be put in place that will ensure transparency and accountability in the interface between the Polytechnics and the agencies of the Federal Ministries in academic staff development interventions.

There is the need to leverage Polytechnic-Industry collaboration. As it is, the level of collaboration between Polytechnics and industry is abysmal. This is considered a very serious handicap and a challenge to academic staff development. This collaboration could take place at two levels: First, academic staff and the representatives of industry could discuss the research interest of academic staff and where feasible, industry could support in the funding of such research initiatives. What this means is that academics in Polytechnics can now avail themselves of the opportunity of having research projects sponsored by industry. Secondly, the Polytechnics could maintain training centres in some of these industries where academic staff could undergo training in order to gain hands-on industry experience. The establishment of these training centres will provide avenues for both groups (academics and industry) to learn from each other and help bridge the gap between theory and practice.

One of the challenges mentioned by academic staff in both Polytechnics is the centralization of decision making by senior management especially as it relates to academic staff development without giving any window of opportunity for academic staff to make input in training and development interventions. To this end, it is suggested that senior management should make decision making more flexible such that academic staff are consulted on issues relating to their professional development.

Also, there appear to be no adequately streamlined strategic framework for academic staff development in the two polytechnic institutions for the development of the skills, capabilities, knowledge, and attitude required to assist academic staff in attaining their maximum potentials. To address this, it is recommended that a continual professional development framework in form of a carefully outlined strategic document is put in place and reviewed constantly to enhance academic staff development with academic staff making inputs.

It is also recommended that Senior management should review the Annual Performance Evaluation exercise for academic staff such that it will not only track good and bad performance, but also, the development needs of academic staff with a view to bringing on board training and development interventions that will address these training needs.

Also in relation to the Annual Performance Evaluation exercise highlighted above, it is equally suggested that in order to make the annual performance evaluation exercise more effective, effort should be geared towards the computerization of the obtaining data from the Annual Performance Evaluation Report (APER). Computerization of APER will facilitate adequate monitoring and follow-up action. Also, the performance appraisal feedback system should be strengthened in both polytechnics with a view to removing obvious lacunae in the APER system.

It could be concluded from the responses obtained by the researcher, especially those from academic staff in both polytechnics that appointment of Rectors should be based on Merit and not on other primordial considerations. This it is hoped will shield them from unnecessary political meddlesomeness in the running of their respective polytechnics and bring some measure of focus and leadership commitment to academic staff development.

6.10 Limitations of the Research

The researcher made serious effort to ensure that the data collected for this study are of high quality such that will be able to provide answers to the research questions posed and achieve the aim and objectives of the research. However, as Yin (2014) noted, every

research has some limitations placed on the researcher and this research work is not an exception. The following are some of these limitations:

- Since this research work relates to academic staff, conducting interviews and distributing questionnaires to academic staff took longer than necessary because of the eleven months' strike action embarked upon by academic staff of Nigerian Polytechnics. Since most of the interviews took place during the strike period and the payment of salaries was suspended during the period by the Federal Government of Nigeria, some of the academic staff interviewed appeared disenchanted and the responses to some of the questions were rather scanty even though majority of them were detailed and highly sophisticated. What the researcher did to address this limitation was to interview more academic staff than envisaged in order to elicit more information.

- This research work has been restricted to two Federal Polytechnic institutions which makes generalisation of the findings restricted to both case study Polytechnics.

- Most of the literature consulted spoke mostly to universities with very few addressing issues relating to polytechnics within the Nigeria HEI's context.

- The researcher discovered that there was a dearth of empirical data previously conducted relating to issues of academic staff development in developing country context.

- There was equally the difficulty of resolving the differences that arose from the responses of the interviewees during the semi-structured interview and gauge their representativeness (Saunders et al., 2007). What the researcher did to overcome this limitation was to use other sources of information such as documents, circulars, and other archival materials.

- Some documents were classified as confidential and the researcher was not allowed to make copies but was rather given the opportunity to peruse them right on the premises of the polytechnics.

- Since the researcher is an academic staff in one of the case study polytechnics, the potential shortcoming of this research may be issues of bias (Easterby-Smith *et al.,* 2007). This was highlighted in the research methodology chapter and the step taken to overcome this was explained.

- During the semi-structured interview, the researcher collected large amount of data and it is possible that some important information may have been inadvertently missing or that some information were overly highlighted because the researcher focused on some issues and neglected some others which may also be important. What the researcher did to overcome this was to get a research logbook where phases of the research process, observations made, questions asked and answers given were documented (Laake and Benestad, 2007). This reduced the incidence of missing information.

- It was not possible for the researcher during the interview to determine whether the respondents were given truthful responses to questions posed or otherwise. This is not to suggest that respondents' had the intention of concealing information but some were incapable of recalling perfectly some issues especially those that had to do with dates of events. This could be a potential limitation since some questions required the respondents to express their views and opinion on issue that had happened a long time ago. In other to minimise this, the researcher politely sought for documentary evidences in the form of circulars to back up their assertions and in most cases the researcher was obliged.

- A few interviewees refused to be tape recorded during the interview for personal reasons and the researcher had to take notes in the process. This way some vital information may have been missing. What the researcher did to minimise the loss of vital information was to put down as much as possible and to ask the respondent to clarify some issues that were not clear to the researcher in other to record the opinions expressed rightly. Also, immediately after the interview, the researcher immediately read through the notes, updated them with missing bits that could be recalled. This is considered also as a limitation to this research work.

6.11 Recommendation for Further study

This research work has thrown up many areas which could be of interest to researchers who would want to further explore issues relating to the polytechnic education sub-sector in Nigeria. This research work is meant to serve as a catalyst for further research on HRD policy implementation in polytechnics as more is needed. The suggestions for further research are as follows:

- This study concentrated on two, Federal Government owned, polytechnics. It is recommended that further research work should take a larger sample in order to explore if the generalization of the findings is possible.

- Also since this study focused on two Federal Government owned Polytechnics, it is recommended that the same methodology applied in this study should be extended to a similar study in State Government owned Polytechnics as well as private Polytechnics with a view to carrying out comparative analysis that will enable a more informed understanding of the topic in the Polytechnic education sub-sector in Nigeria.

- The researcher recommends that further research study be carried out on the quality of academic staff training and development in Polytechnics

- As a corollary to the above, the researcher equally recommends research into the factors that impact on the quality of professional development programmes for academic staff in Polytechnics

- Discussions and research findings suggest signs of long presence of negative attitude to Polytechnics and academic staff development generally such that it appears that polytechnics have been relegated to second class status. This issue obviously is of great importance and deserves more attention from researchers and policy analyst to explore in greater depth the factors and circumstances that have contributed to the misjudgement of the critical role Polytechnics play in national development.

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Appendix A: Ethical approval

University of
Salford
MANCHESTER

College of Arts & Social Sciences
Room 626 Maxwell Building
The Crescent
Salford, M5 4WT
Tel: 0161 295 5876

03 September 2012

Makoji Stephen
University of Salford

Dear Makoji

Re: Ethical Approval Application – CASS110030

I am pleased to inform you that based on the information provided, the Research Ethics
Panel have no objections on ethical grounds to your project.

Yours sincerely

Deborah Woodman
On Behalf of CASS Research Ethics Panel

Appendix B: Consent form

I have been recruited to participate in a research study conducted by Mr Makoji Robert Stephen from Salford Business School, The University of Salford, Greater Manchester, United Kingdom titled: **Investigating the role of Human Resource Development (HRD) policy formulation, implementation and regulation of academic staff in two case study Nigerian Polytechnic institutions.** I understand that the study expects me to share my views and experiences on issues relating to Human Resource Development (HRD) in Nigerian Polytechnics.

1. I understand that my participation in this study is voluntary and that I may withdraw at any time from participating in this research study without giving any reason. I understand that I will not be paid for my participation.

2. I understand that if during the course of the interview I begin to feel uncomfortable, I have the right to decline to answer any question or to end the interview.

3. The interview will last approximately 35-40 minutes. I understand that the interview will be audio taped and that if I don't want to be taped, I will not be able to participate in the study.

4. I do understand that any comments / inputs I make during the course of the study will be treated with confidentiality by the researcher.

5. I understand thatthis research study does not have any known risks or discomforts associated with it.

6. I have read and understand the explanation in the information sheet provided to me and I voluntarily agree to participate in this study. I have been given a copy of this consent form

_____   _____

Participant's Signature   Date

_____   _____

Researcher's Signature   Date

Contact- Email: m.r.stephen@edu.salford.ac.uk

Appendix C: Interview Protocol

1. How important do you believe HRD is for the Polytechnic as organizations?

2. What HRD strategies do you think Polytechnics can employ to grow their institutions as organizations?

3. In your opinion, what are the key factors for developing effective HRD strategies for Polytechnics as organizations?

4. Would you say that these key factors are well considered in developing strategies for HRD in Nigerian Polytechnics?

5. Do you see the HRD strategies in Nigerian Polytechnics as underpinned by enabling policy instrument and environment or do the policy environment support HRD development strategies in Nigerian Polytechnics?

6. How would you consider the policy frameworks establishing Polytechnics in Nigeria as robust enough to enable strategic development and deployment of effective HRD in Nigerian Polytechnics?

7. In your opinion, would you say that HRD strategies are effectively defined and implemented in Nigerian Polytechnics?

8. What would you consider the key challenges affecting HRD strategy in Nigerian Polytechnics?

9. What would you think is the way forward for effective implementation of HRD strategy in Nigerian Polytechnics today?

Appendix D: Questionnaire

Human Resource Development (HRD) in Nigerian Polytechnics

This questionnaire is designed to explore your views and experiences on issues relating to Human Resource Development in Nigerian Polytechnics. The questionnaire should take just a few minutes to complete.

I would be grateful if you would assist by completing this questionnaire as your views and experiences will contribute to broader understanding of the critical aspect of Polytechnic education in Nigeria.

Thank you for your cooperation.

Makoji Stephen

Please Tick (x) where appropriate.

Section A

Personal Details

1.   Gender: male (   )   female (   )

2.   In what department do you lecture?

Technology (   ) Business/Management (   ) Maths and Statistics (   ) Arts and Humanities (   ) others, please specify………………………………………

3.   How many years of teaching experience do you have in the Polytechnic?

Less than 5, (   ) 5 - 8 (   ) 9 - 12 (   ) 13 - 15 (   ) 16 - 18 (   ) 18 and above (   )

4.   What is your rank?

Chief Lecturer (   ) Principal Lecturer (   ) Senior Lecturer (   ) Lecturer I (   ) Lecturer II (   ) Assistant Lecturer (   ) Technologist (   ) others, please specify………………………………………

5. What is your highest Qualification?

PhD ( ) Masters- MSc, MA, M.Ed ( ) PGD ( ) Bachelors ( ) HND ( )

others, please specify…………………………………………

Section B

Interpretation

6. Do you think the Polytechnic recognizes your level of job

skill/competence/performance?

Yes ( ) No ( ) Not sure ( )

7. Does the Polytechnic appreciate the need for you to update or develop your

knowledge and skills?

Yes ( ) No ( ) Not sure ( )

8. What form of performance enhancing and self-development programmes are

being provided for you?

In-service ( ) Study leave ( ) Further professional development ( ) Short-

term workshops ( ) promotion training ( ) All of the above ( ) others (

)

9. How often are you provided with the opportunity for any or all of these

programmes?

Regularly ( ) Not so often ( ) Scarcely ( )

10. When did you last have a staff development appraisal?

Last: 6years ( ) 3years ( ) less than 3years ( )

11. How would you rate that as a correct assessment of your personal development

need?

High ( ) Low ( ) Not sure ( )

12. Would you consider the programmes provided for your job performance and

personal development as adequate and meeting your needs for optimal

performance and career growth?

Yes ( ) No ( ) Marginal ( ) Not sure ( )

Policy

13.   Is the staff development policy of your polytechnic made accessible to you?

     Yes ( ) No ( )

14.   How informed would you say you are with the provisions and guideline of the policy?

     Very informed ( )   Informed ( ) Fairly informed ( ) Not informed ( )

     Not sure ( )

15.   Do you think the Staff development policy provides for your further development and   career growth?

     Yes ( ) No ( ) Marginally ( ) Not sure ( )

16.   Do you associate your inability or ability to attain high job performance and personal   development with the extent to which staff development polices are adopted and   implemented?

     Yes ( ) No ( ) Not sure ( )

17.   Are you satisfied with the staff development policies currently implemented in your   institution?

     Completely ( ) Fairly ( ) A little bit ( ) Not at all ( )

18.   Would you say the staff development policy of Nigerian Polytechnics is adequately developed for driving employee performance and development oriented growth?

     Strongly ( ) Considerably ( ) Marginally ( ) Not sure ( )

19.   Would you consider effective HRD policy as key to meeting the challenges of human   resource underdevelopment in Nigerian Polytechnics?

     Highly ( ) Considerably ( ) Not significantly ( ) Not sure ( )

Implementation

20.   Do you consider HRD policy implementation as a key factor in achieving optimal organizational outcome for your polytechnic?

     Yes ( ) No ( )

21.   How would you consider your polytechnic policy environment; as open and recognizing the opportunities and provisions in the HRD policy for staff development and growth and for engendering a performance oriented environment?

Open ( )   Not open (   )   Marginally favorable (   )   Not sure (   )

22.   Would you say your polytechnic has a mechanism in place to ensure timely and effective implementation of HRD Policy?

Yes (   )   No (   )   Not sure (   )

23.   Do you think polytechnic administrators have a clear commitment to the implementation of HRD policy to objectively meet the challenges of polytechnic staff   development?

Yes (   )   No (   )   Not Sure (   )

24.   Would you say that poor HRD policy implementation is a key factor for HRD underdevelopment in your polytechnic?

Yes (   )   No (   )

25.   Which measures would you consider as appropriate to improve on HRD underdevelopment in Nigerian Polytechnics in meeting present challenges?

Policy changes (   )   Policies should be effectively implemented and evaluated (   ) strengthening of administrative capacity at efficient and effective implementation of   HRD   policy (   )   All of the above (   )   Others, please specify……………………………………………

HRD Practices

26.   Has the Polytechnic a Human Resource Development Strategy in place?

Yes (   )   No (   )

27.   Do you have HRD structures and staff development committees in existence in your   Polytechnic?

Yes (   )   No (   )   Not sure (   )

28.   Are there mechanisms in place for the assessment of training and development interventions?

Yes (   )   No (   )   Not sure (   )

29. What is the level of commitment of senior management to the provisions of the 1998 Civil Service Reforms which stipulates that ten per cent (10%) of the total annual personnel emolument be set aside for staff training and development?

Highly committed (   )   fairly committed (   )   committed (   ) not committed (   )

don't know (   )

30. How do you rate management support for your training and development?
Highly supportive (   )   fairly supportive (   ) supportive (   )   not supportive (   ) don't know (   )