

A Mixed Method Analysis on the Challenges of Staff Development among Academic Staff within Ahmadu Bello University Zaria, Kaduna State, Nigeria**Ahmed Mustapha**

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almusti2000@gmail.com**Abstract**

This paper studied challenges of staff development among academic staff in Ahmadu Bello University, Zaria. The study specifically examined the challenges of staff development, the negative consequences of staff development on staff and the university, and coping strategies adopted to mitigate the challenges of staff development. The study used Miller & Rice systematic theory of organisation to dissect challenges staff development in the university system. From the 2433 target population, a sample of 1040 academic staff were drawn using multi-stage cluster sampling, across sixteen faculties of the institution. Structured Questionnaire was used to collect quantitative data from the academic staff, while in-depth interview was used to collect qualitative data from 17 academic staff and key informants interview was conducted with four members of the university management. From the questionnaire distributed to the sample, only 1000 were duly filled out and returned by academic members of staff. Quantitative data were statistically analysed using SPSS (Version 23) to obtain frequency, percentage and cross tabulation of variables using a mixed method research method. While qualitative data were transcribe verbatim in line with research objectives. Findings reveal that inadequate funding, delay supervision, and poor electricity are the challenges of staff development. Moreover, sight problem, poor research output and brain drain were the negative consequences of the challenges of staff development. Based on the findings of the research, the study recommended among other things, the need for improved partnership and linkages strategies, effective monitoring of progress report, alternative source of electricity and routine medical checkup.

Keywords: Academic staff, Funding, Staff development, Staff training, Professional development**INTRODUCTION**

Staff development has been defined by several scholars from different perspectives. One of the common themes among these definitions is training of members staff towards improving level of performance. This is why Okechukwu (2017), view staff development as training of academic staff that brings about job satisfaction and in the end lead to improved organisational success. Challenges of staff development are a global problem. According to Yizengaw (2008), 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. The overall trend of faculty professional development in European universities is uneven. Even though European higher education leaders have realised that promoting student centered teaching and

improving teaching quality are critical for the future, and some countries such as Belgium, Finland, Ireland, the Netherlands, Norway, Sweden and the United Kingdom have taken actions to proactively support high-quality, student-centred instruction. This is because, one of the challenges of most European countries, is that universities still rely on a more traditional teacher-centred approach (Pleschová, Simon, Quinlan, Murphy, Roxa & Szabó, 2012).

The rapid expansion of tertiary education system, particularly over the last few decades, coupled with the re-occurring global economic crisis and fiscal stringency arising from the structure of the economy, has affected the funding of tertiary education institutions in Nigeria. The problems of tertiary institutions in the country which have been attributed to inadequate funding are enormous, ranging from steady drop in education quality, overcrowding, in class rooms, outdated curriculum and deteriorating facilities, high students-lecturer ratio, high ratio of non-teaching staff to teaching staff, lack of adequate motivation, brain drain, inability to attract academics from across the globe as well as a shift of recurrent expenditures to salaries, and neglect of other essentials such as library, educational materials and maintenance of existing facilities among others(Echono, 2024). Understandably, issues surrounding funding for tertiary education in Nigeria have been under criticism for being inefficient and ineffective. This is essentially so, because the challenges of underfunding of tertiary institutions have significant effect on the performance of staff and students, as well as dysfunctional and unethical practices in the system (Echono, 2024). The public tertiary institutions in Nigeria are facing the twin pressure of rising demand and fiscal constraint. The growing population of the country, particularly the youth and the resultant increasing demand for enrolments in tertiary institutions have aggravated the funding challenges for tertiary education system. However, the extent to which public tertiary institutions would solely depend on funding from government budgetary allocations to meet their financial requirements is a significant policy issue that needs to be addressed in order to guarantee the future of tertiary education system in Nigeria. In the area of financing tertiary education, developing countries face particular challenges due to greater vulnerability to fluctuations in economies that are inherently dominated by single commodity, which makes financial sustainability risky, since they are more vulnerable to financial crisis in the global economy (Echono, 2024).

Due to the challenges of staff development programs within universities, the Nigerian Government established the Tertiary Education Trust Fund (TETFund) by an act of the National Assembly in

June 2011. This act replaced the Education Tax Fund (ETF) Act Cap. E4 Laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. The fund was set up to administer and disburse to the Federal and State tertiary educational institutions in Nigeria. The main source of income available to the fund is the 2% tax paid by the profit-making companies registered in Nigeria. In the distribution of the fund, 41 percent goes to the Universities, 30 percent to the Polytechnics, while 29 percent goes to Colleges of Education (TETFund, 2013).

A number of funding agencies, such as the McArthur Foundation, Carnegie, Ford Foundation, World Health Organisation (WHO), etc, exist in the system, giving grants for staff development and different projects. For example, the MacArthur Foundation has since 2000 been supporting four universities in Nigeria, the Universities of Ibadan, Ibadan, Ahmadu Bello, Zaria, University of Port- Harcourt, Port-Harcourt and Bayero University, Kano— in the key areas of staff development, development of ICT infrastructure, etc. The University of Ibadan was awarded a total of USD \$6.4 million between 2000 and 2007. The Foundation also awarded a total of \$7.1 million to the University of Ibadan (\$4.0 million) and Bayero University, Kano (\$3.1 million) for the period of 2008-2010. Apart from these grants, Universities also receive income from endowments, gifts, donations (Ahmed & Malumfashi, 2024). Yet the universities in Nigeria have been bedeviled with a shortage of quality staff needed to discharge their duties efficiently in the quest of national development. In all, while challenges of staff development have been featured in the literature on the tertiary institution (in Onwuemele 2018, Effiong & Effanga 2018; Akighir, *et al.*, 2019; Chemutai & Khalili 2022; Gumede *et al.*, 2023), the negative effect of challenges of staff development on academic members of staff and the university. More so, coping strategy adopted to mitigate the challenges of staff development have not yet received satisfactory scholarly attention. Hence, this study seeks to describe the challenges of staff development; negative effect of the challenges of staff development on academic members of staff and the university; and the coping strategy adopted by academic members of staff in mitigating the challenges of staff development.

Statement of the Problem

The challenges of staff development revolve around hindrances mitigating the training and performance of academic staff within universities in Nigeria. According to Echono (2024), between 2011 and 2024 over 1.8 trillion Naira have been allocated to tertiary institution in Nigeria

out which 919 billion Naira have allocated to universities in Nigeria. Yet the funding of universities remains insufficient. This is because federal and state governments have not been implementing the UNESCO recommendation of 26% benchmark education budget (Shehu, 2024). In fact university lecturers explained that successive Nigeria's governments had allocated an average of 5% to 8% of their budget to education over the last 10 years (Shehu, 2024). This is why staff development within university system continues to face series of challenges like lack of strong political, non-willingness of some staff, poor technological competence, inadequate incentives, high cost of training, poor funding, heavy workload, poor attitude of management, inadequate time, laziness of some staff, computer illiteracy and frequent cases of strike. Several studies have been done on staff development (in Omoregie *et al.*, 2025; Igbodo & Nwalado 2022; Ukabi & Enang, 2021). However, none of these studies mention above adopted mixed method of data collection. Moreover, no attempt was made to describe the effect of challenges of staff development on staff and the university as well as the coping strategies adopted by staff to mitigate the challenges of staff development.

Objectives of the Study

- i. To describe the challenges of staff development among academic staff within Ahmadu Bello University, Zaria.
- ii. To examine the negative consequences of staff development on academic staff and the university system.
- iii. To find out the coping strategies adopted by academic staff to mitigate challenges of staff development within Ahmadu Bello University, Zaria.

LITERATURE REVIEW

Conceptualisation

Staff development broadly refers to job enrichment that has an intrinsic mechanism to motivate an employee to accept and perform challenging organisational tasks (Chukwunenye and Igbokwe, 2011). Nda and Fard (2013) maintains that staff development refers to activities leading to the acquisition of new knowledge or skills for the purposes of growing. Organisations provide employees with development programmes in order to enhance their capabilities. According to Obioma (2012), staff development is an organisational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities or functions for which

he/she is hired. The challenges of staff development within tertiary institutions in the country which have been attributed to inadequate funding, ranging from steady drop in education quality, overcrowding, in class rooms, outdated curriculum and deteriorating facilities, high students-lecturer ratio, high ratio of non-teaching staff to teaching staff, lack of adequate motivation, brain drain, inability to attract academics from across the globe as well as a shift of recurrent expenditures to salaries, and neglect of other essentials such as library, educational materials and maintenance of existing facilities among others (Echono, 2024). Understandably, issues surrounding funding for tertiary education in Nigeria have been under criticism for being inefficient and ineffective. This is essentially so, because the challenges of underfunding of tertiary institutions have significant effect on the performance of staff and students, as well as dysfunctional and unethical practices in the system (Echono, 2024).

Empirical Review

Omoriege, Okan and Omokhomion (2025) in their study on lecturers' challenges as correlates of their job commitment in private universities Edo State where they used Pearson Product Moment Correlation Coefficient (PPMCC) statistical methods analysed hypotheses 1, 2, 3, 4, 5 together with multiple linear regression analysis MLRA testing hypothesis 6. Findings showed that there is significant joint predictor results from the F-value of 182.368 ($p < .05$). The statistics led to the rejection of the null hypothesis. The research data showed that all the lecturers' challenges working in combination create strong predictions about job commitment levels in private universities across Edo State. Job commitment of lecturers in private universities across Edo State was predicted by staff promotion and access to training and development opportunities and human resource shortages and staff welfare services. The adjusted R^2 along with R^2 results in measures 0.837 and .841 respectively. The 83.7% to 84.1% variations that affect job commitment of lecturers in private universities in Edo State were explained through these model fit coefficients (.837 and .841). Results showed that staff promotion together with access to training and development opportunities and shortage of human resources and staff welfare services were all statistically important for the study ($p < .000$). The research showed that job commitment of lecturers in private universities in Edo State has been determined by staff promotion together with access. The strengths of this study relied on the use of PPMCC. However, no attempt was made to collect qualitative data and the study was not built on theoretical framework. The outcome of these

shortcomings of this study revolves around lack of understanding of the phenomenon and lack of theoretical explanation of variables of the study.

Igbodo and Nwalado (2022), in their study on perceived influence of staff development programmes on the effective performance of teachers in colleges of education in Delta State, Nigeria, where data was collected and analysed using mean and t-test statistics revealed that the mean ratings on 7 out of the 12 hindrances of staff development (i.e Lack of strong political, Non-willingness of some staff, Poor technological competence, Inadequate incentives, High cost of training, Poor funding, Heavy workload, Poor attitude of management, Inadequate time, Laziness of some staff, Computer illiteracy & Frequent cases of strike) in the Table ranged from 3.56 to 3.81 which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 7 identified items were “Strongly Agreed” as the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. The mean values of items 1, 5, 9 and 10 were 3.46, 3.48, 3.24 and 2.98 respectively which are within boundary limit of 2.50 – 3.49 on 4-point rating scale. This indicated that the four three items were “Agreed” by the respondents as hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. Item 2 in the table has mean value of 2.47 which fell within the boundary limit of 1.50 – 2.49 on 4-point rating scale indicating that the respondents “Disagree” that item 2 is a hindrance to effective implementation of staff development programmes in Colleges of Education in Delta State. Notwithstanding, the study was able to analyse the 12 hindrances of staff development, but the study lacks theoretical framework and was unable to collect qualitative data. The implication of this gap, inadequate explanation of variable as well insufficient understanding of the variables of the study.

Ukabi and Enang (2021), in their study on Professional Demands of Lecturing Job on Human Capacity Development: Implication for Raising Professional Business Educators in Nigerian Tertiary Institutions where desk review method was adopted, highlighted the following challenges of staff development; vague and unrealistic policy framework on professionalism of education in Nigeria, lack of commitment to teachers, professional development by lecturers, institutions and government, poor funding of teacher education institutions in the country resulting to lack of qualified manpower and relevant facilities, lack of legislative frameworks on the implementation of education policies and disciplinary measures for those who contravene the policies, multiple

regulatory bodies, lack of recognition and prestige that is accorded to other professions, poor conditions of service, lack of motivation, education been used by the political class as a ground for political settlement, lack of fiscal attention, wrong public perception, lack of comparative competitiveness, lack of strategic teachers retraining programmes, lack of institutional and inclusive support systems for staff capacity development programmes, poor or no academic staff mentoring roles, lack of intellectual capacity by some lecturers to develop, the list is inexhaustible. These militating factors against the professional development of teachers call for a serious overhaul and frantic efforts to be tackled. On the whole, the study was unable to collect primary data and no theory was adopted in explaining the challenges of staff development within tertiary institutions.

THEORETICAL FRAMEWORK

Planned and Systematic Theory of Organisation

One of the founders of this approach was the Biologist Ludwig von Bertalanffy who used the term ‘systems theory’ in an article published in 1951 and who is generally credited with having developed the outline of General Systems Theory (Mullins, 2010). General Systems Theory has the following assumptions; Holism: Wholes cannot be fully understood by only looking at separate parts. Open Systems: Living things exchange energy and matter with their surroundings. Interdisciplinarity: Shared principles apply across biology, sociology, and other fields. Feedback: Systems use loops to self-regulate and stay stable. The systems approach to organisation has arisen, at least in part, therefore, from the work of Biologists, Miller and Rice who have likened the commercial and industrial organisation to the biological organism. The systems approach focused on the total work organisation and the interrelationships of structure and behaviour, and the range of variables within the organisation (Mullins, 2010). This approach can be contrasted with a view of the organisation as separate parts. The system approach encourages managers to view the organisation both as a whole and as part of a larger environment. The idea is that any part of an organisation’s activities affects all other parts. Systems theory is not new and has been used in the natural and physical sciences for a number of years. The system approach views the organisation as a whole and involves the study of the organisation in terms of the relationship between technical and social variables within the system. Changes in one part, technical or social, will affect other parts and thus the whole system (Mullins, 2010).

From the above position, Miller & Rice systematic theory of organisation can dissect the influence of staff development on performance. Again, the tenets of systematic theory of organisation has the capacity of analyzing the challenges of staff development within university system. As regards the assumptions of systematic theory of organisation on the challenges of staff development, a university management that is functional by providing adequate funding, adequate facilities and a generous rewarding system is likely to decrease the challenges of staff development which can bring about increasing global ranking, excellent accreditation and contributing positively to the quest of national development. However a dysfunctional university management will increase the challenges of staff development within the university system and the consequences may include poor ranking, poor accreditation, poor service delivery and contributing negatively to the quest of national development. Hence, the challenges of staff development within the university will affect the larger society. Since human capital development is seen as one of the indicators of national development and the universities lack the adequate capacity to discharge this responsibility, then the larger society will find it difficult to attain a sustainable development. By and large, Miller & Rice systematic theory of organisation was able to explain the challenges of staff development by pointing out how functional university management will increase performance of academic staff through adequate staff development opportunities, how adequate funding facilitated by university management will encourage staff development participation and how functional university management will reduce the challenges of staff development in the university system. However, Miller & Rice systematic theory of organisation is not adequate in explaining influence of staff development on satisfaction of academic staff due to the fact that the theory overemphasizes the significance of the units that constitute the university management which is too systematic in way that it is trivialising the context of academic staff within the university system.

METHODOLOGY

The location for this study is Ahmadu Bello University Zaria. Zaria Town, the seat of the University, has its own long tradition of learning dating back centuries. Ahmadu Bello University is home to 16 Faculties (Administration, Arts, Education, Business School, Law and , Social Sciences constitute Complex A, B, & C) (Clinical Sciences, Agriculture, Allied Health Sciences, Engineering, Environmental Design, Life Sciences, Basic Medical Sciences, Pharmaceutical Sciences, Physical Sciences and Veterinary Medicine constitute (Complex D, E, G & H). Ahmadu Bello University, Zaria was selected because inadequate staff development participation by

academic staff is hindering the successful accreditation exercise of some departments in Ahmadu Bello University, Zaria. The target population of the study comprised all academic staff in Ahmadu Bello University, Zaria, and the total number of academic staff in Ahmadu Bello University Zaria is two thousand four hundred and thirty three.

For the purpose of this research, multi-stage cluster sampling, purposive sampling and captive sampling were employed for the study. Cluster sampling involves first selecting larger groupings, which are 16 faculties called clusters and then selecting and distribution of questionnaires to 1000 members of staff was done through captive sampling technique, which involves selection of respondents confined in respective faculties. Seventeen members were purposively selected for the interview while four members of Ahmadu Bello University management were purposively selection for the Key informant interview. Informed consent, respect for Persons, non-maleficence of respondents/participants, beneficence respondents/participants and justice were considered and implemented in the course of the research. Quantitative data were analysed into frequency and percentages with the aid of SPSS version 23 while qualitative data were analysed thematically in line with the research objectives.

Table 1 Sampled Population from Faculties in Ahmadu Bello University, Zaria

S/N	Faculties/Complexes	No. of Staff	No. Returned Questionnaires
1.	Humanities (Complex A, B, & C)	776	393
2.	Sciences (Complex D, E, G & H)	1657	607
3.	Total	2433	1000

Table 2: Matrix of Interviewees Selected from Ahmadu Bello University, Zaria

S/N	In-depth Interview Respondents	Number of Participants
1.	Male Academic Staff	9
2.	Female Academic Staff	8
S/N	Key Informants	Number of Participants
1.	Director Academic Planning	1
2.	Deputy Director Research	1
3.	Deputy Director Quality Assurance	1
4.	Dean Post-Graduate School	1
Total		21

Source: Field Survey 2024

FINDINGS

Table 3: Respondents on the Common Challenges of Staff Development

Variables	Frequency	Percentage
Health Challenges	110	11.0 %
Workload	281	28.1 %
Inadequate Funding	301	30.1 %
Inadequate facilities	155	15.5 %
Inconsistent University Policy	147	14.7 %
No Response	6	0.6 %
Total	1000	100.0

Source: Field Survey 2024

Table 3 shows that 30.1% the majority of survey respondents agreed that the inadequate funding is the challenges of staff development; and the least of the respondents constituting 11% stress that they often experience health challenges during their participation in staff development. This result further justifies that the significance of funding for staff development cannot be over emphasized. This is because it is adequate funding that will cover the cost of chemicals, equipment, transportation, accommodation, research assistants' honorarium etc. In the IDI, the majority of the respondents agreed that inadequate funding, poor facilities, excess workload, inconsistent university policy and challenges were the common challenges of staff development in Ahmadu Bello University, Zaria. According to one of the respondents who is a senior lecturer from faculty of Business School has this to say:

First of all funding is inadequate and the inadequacy has been increasing because the demand for the funding for staff development is increasing for a lot of reasons like ageing professors are easing out and the new staff are recruited. The needs and demand of funding is increasing. More so, administrative duties takes more of your time that you ought to have use in developing lecture note, manuscript for publication and then other related academic activities for example when it is time for project allocation I have to make sure that student are allocated and make sure project needs to be completed and returned like a kind of quality assurance in ensuring that students sign and submit their project and that takes a lot of time and deprive one from doing other academic activities. Also, one major facility challenges is electricity, another one is internet challenges, another one rest room challenges. Each time I needed to use the rest room I need to go downstairs and go back to my departmental block then come back to my office. That alone is eating up the time needed for research and other academic activities. Hence, the enabling environment needed to work

optimally is challenging. Furthermore, there are hazard related challenges associated with participation in staff development. This because one of the contemporary tools we use in this contemporary time is computer and constant use of computer tend to affect someone's sight. For a staff in training in MSc or Phd the time he spend on the screen tend to be high and it can like have effect on the sight and vision of the staff. The other psychological stress associated with the activity of staff development especially hours spent in class, supervision, research, marking of script, and grading takes you away from routine checkup. These accumulated responsibilities tend to affect physical and mental health of academic staff.

Table 4: Views of Respondents on the Common Workload Challenges of staff Development

Variables	Frequency	Percentage
Delay supervision	326	32.6%
Excess work load	253	25.3%
Time constraints	218	21.8%
Delay approval from management	200	2.0%
No response	3	0.3%
Total	1000	100.0

Source: Field Survey 2024

Table 4 shows that 32.6% of survey respondents representing the majority agreed that delay supervision is the common challenges of staff development within the university, while the least respondents constituting 20% see delay in approval from the management as the challenges of staff development. This is a clear indication that that there is significant relationship between staff and management responsibilities and challenges of staff development. Hence to some extent responsibility induced challenges of staff development is capable of mitigating continuous participation in staff development. In fact, evidence from IDIs confirmed the above responsibilities challenges of staff development as a stumbling block to continuous participation in staff development. In a more picturesque manner, a lecturer II staff from faculty of Physical Science has this to say:

Yes administrative responsibilities pose a great challenge to my participation in staff development. That is why if you have any responsibilities while participating in staff development will definitely weigh you down. That is why a staff in training within his university is likely experience delay than the person that travel out for his PhD studies. The reason is that in oversees he is just after his studies but here apart from courses you going to teach, project supervision, you will combine your

studies with responsibilities like admission officer, exam officer, project coordinator and others. Definitely this responsibilities will lead to delay in postgraduate studies. This why the university state that only staff with PhD should be exams officer. This is a very nice idea but implementation is poor.

Table 5: Views of Respondents on the Common facility Challenges of staff Development

Variables	Frequency	Percentage
Poor electricity supply	360	36.0%
Poor internet facilities	238	23.8%
Poor laboratory equipment	164	16.4%
Outdated library facility	125	12.5%
Inadequate computer accessories and software	110	11.0%
No Response	3	0.3%
Total	1000	100.0

Source: Field Survey 2024

Table 5 shows that 36% of survey respondents representing the majority agreed that poor electricity supply is the common facility challenges of staff development within the university; while 11% constituting the least respondents see inadequate computer accessories and software as the common facility challenges of staff development within the university system. This is a clear indication that electricity or energy supply is the foundation of all facilities upon which staff development stands within the university, while others like internet, laboratory and library were the sub-foundation. Hence, without adequate electricity or energy supply, participation in staff development becomes difficult within the university system. In addition, evidence from IDIs confirmed the above facility challenges of staff development as a stumbling block to continuous participation in staff development. In a more elaborate manner, the dean post-graduate stated the following:

Generally we all know that facility and infrastructure are very critical in promoting research, promoting quality teaching as well as learning. So the absence of this facilities and infrastructure will definitely affect the quality of staff development and quality of teaching and learning. In the case of electricity for instance which we know is very critical in terms of protecting samples like in the sciences. And placing the samples in a comfortable condition which will be aided by electricity. So in the absence of steady electricity supply, you will find out that the quality of this samples are in a way affected. And if the quality of samples are affected there is no way you will have quality research outcomes. Or where you need electricity to be able to prepare for your writings and lectures for so

many hours there is no electricity to support that. Definitely the quality of what you prepared will be affected. Most times you may have to go online to get new information. So where there is no steady electricity there is poor internet facilities and this will invariably affect the quality of teaching and research outcomes.

Table 6: Views of Respondents on the Common Health Consequences by Staff Development Participation

Variables	Frequency	Percentage
Sight problem	253	25.3%
Tension	178	17.8%
Fraustration	175	17.5%
Stress	390	39.0
No response	4	0.4%
Total	1000	100.0

Source: Field Survey 2024

Table 6 shows that 39% of survey respondents representing the majority agreed that stress is the common health consequences of continuous participation in staff development within the university; 25.3% choose sight problem as the common health consequences of continuous participation in staff development; 17.8% select tension as the common health consequences of participation in staff development while 17.5% see frustration as the common health consequences of continuous participation in staff development. This is a clear indication that continuous participation in staff development can negatively affect the physical and mental state of academic staff within the university system. Hence to some extent health induced consequences of staff development is capable of mitigating continuous participation in staff development. In fact, evidence from IDIs confirmed the above health consequences of staff development as a stumbling block to continuous participation in staff development. In a more picturesque manner, a lecturer I from faculty of Social Sciences has this to say:

I experience stress at Malaysia, when I visited the hospital I was told to stop using my computer. I was giving drugs and the doctor ask me to rest for five days in a dark room without any lightening. The reason is that I spent more than five months without stepping out of the university. I didn't go out, it is only mosque and library. In fact when I'm sleeping, I usually wake up write down information from my dream that I think will add value to my work. So there is a lot of stress. Sometimes I don't even have time to eat in the restaurant. This is because the distance between the library and the restaurant is too wide.

Table 7: Views of Respondents on Negative Consequences of Staff Development Challenges on Academic Staff

Variables	Frequency	Percentage
Career Stagnation	166	16.6 %
Poor Recognition	35	3.5 %
Poor Teaching Quality	279	27.9 %
Low Citations	227	22.7 %
Poor Research Output	286	28.6 %
No Response	7	0.7 %
Total	1000	100.0

Source: Field Survey 2024

Table 7 shows that 28.6% of survey respondents representing the majority agreed that poor research output is the negative consequences of the challenges of staff development on academic staff; while 3.5% constituting minority respondents view poor recognition as the negative consequences of the challenges of staff development. This is a clear indication that that there are negative consequences of the challenges of staff development on academic staff within the university system and the most common ones are the poor service delivery in-terms of the core responsibilities of academic staff which include teaching, research and community services. In fact, evidence from IDI confirmed the above negative consequences of the challenges of staff development. However, one particular respondent has a contrary opinion, where he said health problem were the negative consequences of challenges of staff development. In a more picturesque manner, a lecturer II from faculty of Life Science has said this:

It is affecting academic staff and recently you will see somebody yesterday and today you are told he is dead. I was telling my supervisor that what it means is that some of us are working with underlying illness that we don't know of. And staff need to be financially buoyant before going to the hospital because some drugs are too expensive to get. And if you don't have the money the sickness continues to pile up from the point of diagnoses. This boils down to the take home we are not sufficient to even cater for the stomach. This why academics are frustrated and always looking for loan.

Table 8: Views of Respondents on Negative Consequences of Staff Development Challenges on University

Variables	Frequency	Percentage
Poor Ranking	88	8.8 %
Poor Human Capital Development	65	6.5 %
Brain Drain	459	45.9 %
Poor Grant Attraction	304	30.4 %
Poor Accreditation	78	7.8 %
No Response	6	0.6 %
Total	1000	100.0

Source: Field Survey 2024

Table 8 shows that 45.9% of survey respondents representing the majority agreed that brain drain is the negative consequences of the challenges of staff development on the university; 30.4% choose poor grant attraction as the negative consequences of the challenges of staff development; 8.8% select poor ranking as the negative consequences of the challenges of staff development; 7.8% see poor accreditation as the negative consequences of the challenges of staff development while 6.5% view poor human capital development as the negative consequences of the challenges of staff development. This is a clear indication that there are negative consequences of the challenges of staff development within the university system and the most common ones are the poor service delivery in-terms of the core responsibilities of academic staff which include teaching, research and community services. This explains the seriousness of the problem and challenges of staff development which made academic staff to move to other places considered to have better opportunities thereby reducing the staff strength and quality within the university. Accounts of respondents in the IDI agree with the above position. Hear this respondent:

Challenges of staff development are really affecting the university in the area service delivery. This is because if you are not sponsored to participate in staff development, the service delivery will be low. And those that were sponsored with millions of naira are not effectively evaluated from student's standpoint. From that the university will know how well you can deliver from there. This can be measured from the output of the student. Another one is those that sponsored themselves believes the university should not expect more from them. This is why they spend less time within the university but rendering services to other institution.

Table 9: Views of Respondents on Capacity of Dealing with Staff Development Challenges in the University

Variables	Frequency	Percentage
Equipped to deal with the challenges staff development	275	27.5%
Not equipped to deal with the challenges staff development	723	72.3%
No response	2	0.2%
Total	1000	100.0

Source: Field Survey 2024

From table 9 above, 72.3% of the respondents representing the majority of the academic staff are not equipped to deal with the challenges of staff development, while 27.5% of the respondents are equipped to deal with the challenges of staff development. This is not surprising because there are no alternative laboratory equipment, no realistic alternative source of funding and no adequate salary for academic staff to be able to deal with the challenges of staff development. Additional evidence from the majority of IDI respondents confirmed the above stand point, and maintained that it is difficult for academic staff to be able to deal with challenges of staff development within the university, a lecturer I from faculty of Agriculture has this to say:

For now we are not adequately equipped to deal with these challenges due to our unfair working condition. But what I will advocate to my colleagues is that, we have to wake up from our sleep. What I realise is that it is the country Nigeria that all the burdens is on the government. There are other non-governmental agency third party firms, there are big companies that need to be directly involve in funding research. So we need to find a way of getting funding from these non-governmental agency third party firms and big companies. Because in other countries your productivity is not tied to promotion alone but your appointment. They don't give tenure appointment but contract appointment. Meaning that it is your productivity that is going to keep you in that organisation. For instance International Institute of Tropical Agriculture (ITA) all there staff are not tenure staff but contract staff. What is going to keep your appointment is what you are bringing to the institute. This is why you two staff in the same rank as principal researcher but with different salary. Because the funding I got is what will be paying my salary. Hence my salary will be more than others that attract less funding. My advice to academic staff is that we should try to attract funding from other non-governmental agency instead of waiting for government all the time. For instance a bank will sponsored studies on socio-economic analysis in Nigeria if it is going to increase their bank customers. If you take a proposal to first bank and first bank realise that it is going to realise a huge profit, they will fund it. Even in overseas it is big

firms that always sponsor agricultural research in order to more yield and more profit.

Table 10: Views of Respondents on Coping Strategies adopted to Mitigate Staff Development Challenges

Variables	Frequency	Percentage
Self-Sponsorship	129	12.9 %
Collaboration/Co-authorship	207	27.0 %
Online Medium of Participation in Staff Development	537	53.7%
Partnership and Linkages	122	12.2%
No Response	5	0.5 %
Total	1000	100.0

Source: Field Survey 2024

Table 10 shows that the majority of the sampled respondents representing 53.7% across the study locations view the online medium of participating in staff development as the common coping strategy adopted by academic staff; while 12.2% constituting minority respondents select partnership and linkages as the common coping strategy adopted by academic staff. This shows that the most common coping strategies adopted by staff may be cost effective and at the same time it is meeting the standard of international best practices. Views from the participants and informants were also in tandem with the positions of the sampled respondents as presented above. They strongly advocated for collaboration/co-authorship, online medium of participation in staff development, partnership and linkages as the strategy adopted to mitigate the challenges of staff development in Ahmadu Bello University. A lecturer I from Social Sciences has this to say:

Number one collaboration with fellow staff. They should learn more about attracting grant and they should be ready to engage in it no matter the difficulty. This is because grants are available all over the world. If you cannot get it in Nigeria look for it elsewhere. And you can only know about the availability of grants through collaboration from colleagues who have travel around the world. They have access to information. And you can also go on Google but you application is not automatic but you keep on trying and continue to apply other sources. Again, the university should encourage collaboration both externally and internally. For instance the university should bring together staff they have sponsored outside for PhD, ask them multiple questions and from their responses you develop a template through the ideas of staff in training and the one that have completed their studies. And some of these ideas does not finances. The staff with international experiences

to organize workshop for other staff and the reward can be accelerated promotion, appreciation, letter of commendation, award or other non-financial incentives. Hence, university should ask question on what staff has learned through their participation in staff development and teach others. Through this non-financial incentives staff will be motivated to put more effort in staff development.

Table 11: Views of Respondents from Humanities and Sciences on Negative Consequences of Staff Development Challenges

Variables	Humanities		Sciences	
	Frequency	Percentage	Frequency	Percentage
Poor Ranking	42	4.2%	88	8.8%
Poor Visibilities	41	4.2%	65	6.5%
Brain Drain	146	14.6%	313	31.3%
Poor Grant Attraction	143	14.3%	161	16.1%
Poor Accreditation	19	1.9%	59	5.9%
No Response	2	0.2%	4	0.4%
Total	393	39.3%	607	60.7%

Source: Field Survey 2024

From the table 11, 31.3% of the respondents representing more than average number of academic staff from sciences maintained that brain drain is the major negative consequences of the challenges staff development within Ahmadu Bello University Zaria. While, 14.6% of the respondents, representing less than average number of academic staff from humanities view brain drain as the major negative consequences of the challenges staff development within Ahmadu Bello University Zaria. This result is not surprising because there is shortage of staff strength and increasing migration of experts from Nigeria to overseas especially in areas like medicine, nursing, engineering, computer science among others. And this could be attributed push factors like inadequate staff development and pull factors like better staff development opportunities in overseas.

DISCUSSION OF FINDINGS

The challenges of staff development within Ahmadu Bello University which include inadequate funding , excess workload, poor facilities, health problems among the common challenges of staff development and the consequences of these challenges are brain drain, poor accreditation, poor ranking, career stagnation and poor grant attraction. This finding is similar to the stand points of Mohammed *et al.*, (2018). For instance, inadequate staff development and decline in quality are

brought about by a number of factors, which include demography, inadequate funding, delay in supervision, inadequate facilities, poor states of economy, weak internal capacity, poor governance, poor research activities, brain drain, political interference, incessant industrial actions, unruly and destructive conduct of undergraduates, poor preparation of entering students, unsuitable policy environment, poor funding, shortages in instructional materials, laboratory equipment and poor library facilities (Mohammed *et al.*, 2018). Moreover, findings revealed the negative consequences of these challenges which include sight problem, brain drain, and poor research output. This finding is in congruence with to the stand points of Bassi (2004) who reported that about 500 lecturers from Nigerian universities continue to emigrate each year, particularly to Europe, America and other African countries where the condition of service is relatively better. These Nigerians in Diaspora contribute 35 times more wealth to Europe, America and other African economy. In fact, the salary and service benefits paid to university teachers in Nigeria are about the lowest in the world. This leads them to migrate to other countries especially the United States of America or local industry for better pay. Meanwhile, findings showed that online medium of participation in staff development is the major coping strategy of challenges of staff development participation. This finding is related to Trinh (2017), who said the method of training the talented human resources at US universities is always innovative, with the required application of modern technology in teaching and research, which is mandatory for professors at universities. The training method for talents has an emphasis on access to math tools and research (Trinh, 2017). Theoretically, Miller & Rice Planned and Systematic theory of Organisation, views the organisation as a whole and involves the study of the organisation in terms of the relationship between technical and social variables within the system. Changes in one part, technical or social, will affect other parts and thus the whole system. And this theoretical stand point is similar to the findings on challenges of staff development, negative consequences of the challenges on staff development and coping strategies adopted in mitigating the challenges of staff development. This is because one of the ways of sustaining the university system is availability of staff development opportunity which will positively induce job performance. However, where there are challenges affecting the staff development programs, then the university will face negative accreditation, churning out unemployable graduates and contributing negatively to the quest of national development.

CONCLUSION

It has been observed that the challenges of staff development were prevalent within the university system, including Ahmadu Bello University, Zaria. Based on this, challenges like: inadequate staff development funding, delay in supervision, poor electricity supply as well as negative consequences of these challenges like sight problem, poor research output and brain drain within the university system may dissuade continuous staff development participation. It is impossible to attain adequate staff strength, full accreditation, excellent ranking position, increasing visibility and increasing grant attraction within the university system characterised by inadequate staff development funding opportunities, delay in supervision and poor electricity supply. Therefore, strategies such as improved partnership and linkages, the eradication of disparity in nomination for funding opportunities, effective progress report and alternative source of electricity must be emulated by University management, because these strategies were found to be useful in mitigating the challenges staff development in Ahmadu Bello University Zaria.

RECOMMENDATIONS

- i. The management of Ahmadu Bello University must improve its strategy of partnership and linkages in order to reduce the cost of staff development participation.
- ii. The university management must encourage grant training in order to attract funding for research so as to investigate social problems and suggest ways of addressing these problems and a strategy for national development.
- iii. The university management must strengthen its internally generated revenue through alumni, intervention, donation, production goods and services as a way of improving research funding and refunding for academic staff to continuously be able to participate in staff development.
- iv. The management must prioritise the installation of alternative source electricity supply as a way of closing the gap of inadequate electricity supply that negative staff development participation.
- v. The management must effectively monitor the progress report of staff in training, so as to unravel the factors responsible for delay supervision of staff in training with the university system.

- vi. The management must also encourage and sensitize members of staff on the benefit of routine medical checkup, so as to prevent the health consequences of the challenges of staff development within the university system.
- vii. The must constantly improve the working condition of academic members within the university, so as to dissuade members of academic staff from falling into the trap of brain-drain

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