

**Determination of Human Resource Management
Strategies Enhancing Academic Staff Job Commitment
in Colleges of Education in Delta State**

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Abstract

This study determined human resources management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State. Three research questions guided the study. The study employed a descriptive survey research design. The study population constituted all the 1,051 academic staff from the four colleges of education (COE) in Delta State. The sample size for the study comprised a total of 526 academic staff from the COEs, selected at 50% from the entire population using the stratified random sampling technique. A research instrument titled: "Determination of Human Resource Management Strategies Enhancing Academic Staff Job Commitment Questionnaire (DHRMSEASJCQ)" was used for data collection. The research instrument's reliability was established through a pilot-test. Data collated were analysed using mean statistics rated at 2.50 and the standard deviation. The study's findings established that human resources management strategies enhanced academic staff job commitment. From the findings of the study, recommendations were made.

Keywords: Determination, Human, Resources, Management, Strategies, Enhancing, Academic staff, Job, Commitment, Colleges of Education

Introduction

The efficiency, effectiveness and job commitment of the workforce of any higher educational institution like the colleges of education (COEs) will lead to positive outcomes and goals achievement. This is so because every educational system relies heavily upon human resources for the execution of its programmes. Therefore, the human resources that must be effectively managed are the key to rapid socio-economic development and efficient service delivery (Omebe, 2014). Academic staff in the colleges of education are important human resources in

teaching and learning situations. They are useful factors, machinery and workforce when it comes to effective promotion of students' learning. Academic staff of the COEs perform certain roles and responsibilities, including core teaching and learning activities, academic research, publications, consultancy, and book development (Omebe, 2014). All the above significant roles of academic staff lead to goals accomplishment in the tertiary institutions. Nwaka and Ofojebe (2010) attested that the teaching staff are the critical resources for effective implementation and realisation of the educational policies and objectives at the classroom's practical level. Every educational system at every level relies heavily on human resources for the execution of its programme. They form the hub on which quality education is built. Whether in the private or public sector, any educational institution's manager who underrates the critical role and underplays the importance of people in goal achievement can neither be effective nor efficient (Oduma cited in Omebe, 2014). The teaching/academic staff ultimately interprets and implements education policy as represented in the school curriculum, which is designed to actualise educational goals (Omojunwa cited in Omebe, 2014). Maintaining and improving quality educational standards in the colleges of education (COEs) would only be possible through the efficient, effective and quality academic staff. Efficient and effective academic staff are the most indispensable entity for functional COEs in Nigeria and Delta State. They are the greatest aid that enhances students learning.

Effective and quality service delivery requires that the COEs leave up to their expectations, and most importantly, paying adequate attention to issues that boarded on human resource management. As observed by Omebe (2014), the poor management of academic staff reduces the extent to which the curriculum can be delivered effectively in the COEs. The major premise of human resource management in education will be the results of the educative process. These results in the COEs will be determined by the academic staff's effectiveness who facilitate learning for self-actualisation and national development. Human resource management (HRM), according to Omebe (2014), can be seen as the design of formal systems in an organisation to ensure effective and efficient use of human talents to accomplish organisational goals. Human resource management concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff. It lies at the care of the efficiency of the organisation. Human resource management (HRM) is a basic function of management that determines the performance of staff in any organisation. This simple implies that when staff in the education systems are adequately recruited, selected and supervised, inducted and adequately rewarded, and provided for, properly developed, appraised and promoted on the job, they will be committed to the job, remain dedicated and productive in the education systems. This can simply be put that it is the co-ordination of the activities and efforts of the workers in educational organisation so that educational goals are achieved. Hence, human

resource management in education is the process of motivating workers to maximise their performance to obtain maximum output starting from the day they are recruited (Omebe, 2014). Human resource management (HRM) in education is a set of practices and methods of integrating and maintaining the teaching staff in the school so that the school can achieve their purpose, as well as, meet the goals for which they were established. It is the motivation and coordination of the activities and effort of the teachers in school to obtain maximum output from them and consequently achieves the goals of education optimally. Human resource management in education essentially is concerned with three major issues namely; assessing the need for staff, satisfying the need for staff, and maintaining and improving the staff services. The goals of human resource management in education are to develop the workers and to contribute to goal achievement. Human resource management has some specific roles to play to manage academic staff in the COEs. These are strategic and operational roles (Omebe, 2014). Certainly, to manage the academic staff of the COEs, the human resource management unit, department or institutional management needs to employ several strategies. Strategies, as conceived in the present study, are practices, roadmaps, ways or methods of doing something to achieve certain goals. Human resource management strategies (HRMs) according to Wright (2008) means a system of human resource practices for a particular job or collection of jobs aimed at the best employee performance possible to meet the organisation's ultimate goals. HR strategies need to simultaneously focus on building skills, motivation and behaviour for a successful business strategy. It is also important to remember that HR strategies are best designed and implemented for a particular job or a set of jobs. Each group of staff is recruited differently, is selected according to different criteria, attends different training programmes and is paid differently (Wright, 2008).

Applying certain strategies in the management of the human resources of the COEs in Delta State has many advantages. This includes boosting the job commitment, efficiency, productivity and performances of staff. It also leads to job satisfaction of staff. HRM will make academic staff happy about their job; a happy staff is a well-committed and satisfied staff. Huselid and Becker cited in Krishnan and Singh (2014) found that there were noticeable financial returns for the organisations whose human resource management (HRM) systems have achieved operational excellence and are aligned with business strategic goals. For Wright (2008), HRM has the following advantages of making the workforce of any organisation; Have something (that is, skills, competencies, abilities); Feel something (that is, commitment, engagement, motivation); and Do something (that is, come to work, be productive, serve customers, stay with the organisation). Generally, applying effective HRM strategies will aid to boost, sustain and enhance workers job commitment. Job commitment has been considered by Onukwu, Tiebebedigha and Okojide (2020) as the full involvement and participation of staff in the affairs of an organisation to facilitate the attainment of desired objectives. It is the

consciousness of an employee to fully bring in his/her capacity, skills, knowledge and even resources in the pursuit of organisational set goals. In the school system, for instance, it is the willingness of teachers to work towards the academic accomplishment of the students. The teachers, through their classroom activities, facilitate the attainment of educational objectives. Their roles in the academic growth of students and the general academic standard of the school cannot be overemphasised. Porter, Steers, Mowday, and Boulian, cited in Onukwu, Tiebebedigha and Okojide (2020) noted that job commitment is the "strong belief in and acceptance of the organisational goals and values, willingness to exert considerable effort on behalf of the organisation, and a definite desire to maintain organisational membership. Commitment is, therefore, considered in three forms: the desire to remain in an organisation; willingness to exert considerable efforts on its behalf; and belief in and acceptance of its goals and values. Academic staff job commitment could also be seen as their willingness to carry out job functions, promptness in delivery of various job components to a level of satisfaction, dedication to duty, desire for the academic growth of students etc. Meyer and Allen cited in Onukwu, Tiebebedigha and Okojide (2020) asserted that job commitment in an organisation could be viewed in three major dimensions: Continuance Commitment; Normative Commitment; and Affective Commitment. According to this model, affective commitment means an employee's emotional attachment to, identification with and involvement in the organisation, while continuance commitment deals with one's awareness of the material and psychological costs associated with staying/leaving the present organisation. The normative component is an employee's ideology or a sense or feeling of obligations towards the organisation and the individual's moral belief that it is right and moral to continue within the organisation. It is necessary therefore to enhance academic staff job commitment through various HRM strategies.

From all the foregoing discussions, the HRM strategies which can be used to enhance academic staff job commitment in the COEs as indicated by Krishnan and Singh (2014), Mgbodile (2004), Ogunu (2000), Omebe (2014), Omeje (2004) and Wright (2008) includes the following: i. staff maintenance ii. staff relations iii. staff development iv. procurement of staff v. job performance reward. For Wright (2008), these strategies include staff recruitment, selection, training and development; which are all aimed at bringing in or building certain skills, enabling employees to effectively perform their jobs. Also, staff experience with the above-mentioned practices, alongside rewards, performance management and communication, shapes workers' perceptions of the institution's fairness and desirability. And those perceptions then influence their commitment, motivation and engagement. Studies of HR strategy as observed by Wright (2008) suggests that there are some best practices or strategies, including recruiting large pools of applicants that enable you .to be more selective; Using valid selection tests to assess the skills of the applicants. Performing regular appraisals to distinguish levels of performance. Giving regular

formal and informal feedback. Providing substantial training to upgrade or maintain skill levels. Offering competitive pay packages. Tying monetary incentives (merit increases, bonuses, etc.) to high performance. Providing information on the organisation's performance, competitors and industry. Allowing employees to actively participate in the decision-making processes of the organisation. When all these strategies are applied, this will lead to quality academic staff job commitment. Okoro (2018) opined that staff training is one strategy in which the human resources of an organisation can be managed. Training programmes such as on-the-job training, workshops, conferences, apprenticeship, job rotation, vestibule, and role-playing are very good training programmes for human resource management. However, institutions such as Tertiary Education Trust Fund (Tetfund), Petroleum Technology Development Fund (PTDF), Federal Government Scholarship Board, State government scholarship board, and Non-governmental organisations specialises in training and development of academic staff in the tertiary institutions to impact positively on their job commitment Okoro, 2018). In the COEs in Delta State, various HRM strategies which have to do with their motivation, maintenance, appraisal, development, and Tetfund interventions, among others, that will lead to academic staff job commitment are employed; but these strategies seem not to be enough to promote academic staff job commitment. Given the fact that academic staff of the COEs are an important workforce in the teaching and learning activities, coupled with the fact that their efficiency and effectiveness would lead to the institution's effectiveness, yet, the management of most COEs has failed to employ several strategies for effective human resource management. Krishnan and Singh (2014) observed that there has been a lot of issues concerning human resource management. Krishnan and Singh pointed out some of the inadequacies in the strategically reactive HRM processes. These authors mentioned the external environment like the one that provides opportunities and constraints to the functioning of HR in an organisation. In addition, the authors further pointed out such key external stakeholders like the government, media, environmentalists, local community organisations and consumer advocates as those who can influence the HR strategy formulation. The internal factors identified by Krishnan and Singh (2014) through a survey of literature are organisational culture, dominant coalition, internal stakeholders like the employees and management, HR department and its expertise, among others.

Observations from the COEs shows that there is a problem with HRM. So many colleges have lost their glory and quality due to the reason of academic staff inefficiency and poor commitment to their jobs. This problem continues to affect students' academic achievements in the COEs. Etebu and Oluwuo (2018) confirmed that there seems to be a decline in the academic achievement of students in public examinations. This could be linked to poor teachers' effectiveness in the classroom. In terms of accomplishing teaching task and classroom management initiatives, teachers state has been rated low in their job functions. The negative attitudes to work

and poor teaching habits are quite traceable to poor job, a commitment which is also connected and linked to the problem of human resource management. Studies like those of Onukwu, Tiebebedigha and Okojide (2020) has proven that teachers showcase low commitment to their jobs. Also, the study of Fauziah, Rahmah, Rohani, Rasimah and Zabani (2010) cited in Onukwu, Tiebebedigha and Okojide (2020) investigated teachers' professionalisation and organisational commitment in Malaysia and discovered that teachers have low to moderate levels of professionalisation and moderate levels of affective, continuance, and normative commitments. Conversely, Burmansah, Bedjo and Mukhneri (2019), investigation on teachers' affective commitment through the effects from the quality of work-life and job involvement in the schools revealed that there is a positive effect between the quality of work-life and the affective commitment, there is a positive effect between job involvement and affective commitment, and that there is also a positive effect between the quality of work-life and job involvement. The problems associated with human resource management makes it unpleasant and difficult for academic staff job commitment in the colleges of education (COEs) and has equally led to conducting this present study. The researchers are, therefore, motivated to conduct the present investigation by determining the human resources management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State. The focus of the study is to find out staff motivation, continuous staff professional development and TetFund interventions programmes human resources management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.

Statement of the Problem

The academic staff of the COEs are one of the important human resources that promote students' learning. They form the hub in which quality teaching and learning is dependent. The academic staff of the COEs are responsible for the implementation of educational policy at the classroom level. Their level of job commitment determines the extent to which educational goals are achieved. As such, no education system can rise above the quality of its teachers. Therefore, any effort from the government, policymakers, educational practitioners, or other education stakeholders must be channelled towards ensuring the efficiency and quality of academic staff for achievement of the goals of teacher education in Nigeria and Delta State inclusive, through effective human resources management strategies. In reality, observations show that there seems to be a decline in the academic performances and achievements of COEs students in Delta State. This could be linked to academic staff inefficiency and ineffectiveness in the classroom. In terms of accomplishing teaching task and classroom management initiatives, many academic staff in the COEs in Delta State have been rated low in their job functions (Etebu & Oluwuo, 2018). The negative attitudes of academic staff to work and poor teaching habits which has negative consequences on students' academic achievements are quite

traceable to their poor job commitment and inadequacies in the use of effective human resource management strategies. When effective human resource management strategies are employed especially in managing academic staff in the COEs, this would promote their job commitment and lead to academic goal achievements. The problem of academic staff lack of job commitment in the COEs in Delta State which has become worrisome for the researchers and many other stakeholders; has created a gap for the present study. However, the determination of various human resource management strategies will enable the management of the COEs, likewise, those authorities concerned not only promote academic staff job commitment but also students' learning and quality service delivery in the COEs for positive outcomes and goals achievement. The need therefore towards determining human resource management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State has become the problem of study.

Purpose of the Study

The purpose of this study was to investigate human resource management strategies in enhancing academic staff job commitment in colleges of education (COEs) in Delta State. Specifically, the study determined:

1. Staff motivation strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.
2. Continuous staff professional development enhancing academic staff job commitment in colleges of education (COEs) in Delta State.
3. TetFund intervention programmes enhancing academic staff job commitment in colleges of education (COEs) in Delta State.

Research Questions

The following three research questions guided the study;

1. What are the staff motivation human resource management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.
2. What are the continuous staff professional development human resource management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.
3. What are the TetFund intervention human resources management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.

Methodology

The study employed a descriptive survey research design. This research design entailed using the questionnaire, to collect data from a sample of academic staff within a large population of academic staff in the colleges of education in Delta State. The population for the study constituted all the 1,051 academic staff from the

four colleges of education (COEs) in Delta State. These are Agbor COE having 284 academic staff, FCE (T) Asaba (388 academic staff), Mosorga COE (130 academic staff) and COE Warri (249 staff). The sample size for the study comprised a total of 526 academic staff. That is COE Agbor - 142 academic staff, Asaba FCE (T) – 194 academic staff, Mosorga COE – 65 and COE Warri – 125, selected at 50% from the entire population using the stratified random sampling technique. The stratified random sampling technique was employed to enable the researchers to stratify and randomly draw the samples of the academic according to their geographical locations. Nworgu (2015) opined that a sample that ranged from 10% to 80% is representable and enough in situations where there is a large population in a study. A research instrument constructed by the researchers and titled: "Determination of Human Resource Management Strategies Enhancing Academic Staff Job Commitment Questionnaire (DHRMSEASJCQ)" which contained 36 items was used for data collection. The research instrument was constructed based on the purpose of the study and research questions. The response items on the questionnaire were structured on a 4-point scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The instrument was validated by three experts, that is; two experts from the Department of Educational Management and Policy, and one measurement and evaluation expert from the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State.

These experts validated the questionnaire to determine its face and content validity. Few corrections were made on the questionnaire by the experts on items structures, content coverage and language construction. The reliability of the research instrument was established through a pilot-test sampling of 25 academic staff from two of the COEs in Anambra State. Data gathered from the pilot-test conducted were analysed using the Cronbach Alpha method. This yielded coefficient reliability values of 0.95, 0.92 and 0.87 for the three clusters which were added up to give an overall coefficient of internal consistency of 0.91, showing that the questionnaire was reliable. Data were collected through direct on the spot face to face contact, from the respondents with the help of four research assistants who were academic staff from the sampled colleges of education. The research assistants were communicated how to collect the necessary information from the lecturers using the questionnaire. At first, the research assistants met with the Heads of Departments who were also communicated the purpose and intention of the research before administering the questionnaire to the lecturers in their various Departments. Distribution of the questionnaire to the respondents took a period of three weeks. A total of 526 copies of the questionnaire were distributed to 526 academic staff and all of them were retrieved at a 100% rate of return. Information retrieved from the sampled academic staff was analysed using a statistical tool in order to generate data and draw generalisation given based on the findings. Data collated were analysed using mean statistics rated at 2.50 and the standard deviation for answering the three research questions. The decision rule for taking decisions on the items on the

questionnaire was rated at 2.50. Any mean score rated at 2.50 and above was regarded to be in support of the statement and therefore termed as agreement. Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed disagreement.

Results

Research Question 1: What are the staff motivation human resource management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.

Table 1:
Mean Score and SD Ratings of Academic Staff on Staff Motivation Human Resource Management Strategies Enhancing Academic Staff Job Commitment in Colleges of Education (COEs) in Delta State

S/N	Please determine whether the under listed staff motivation human resource management strategies enhances your job commitment in the college	SA	A	D	SD	X	SD	DECISION
1.	I get committed to my job knowing fully well that my promotion comes as when due	182	299	29	16	3.23	0.69	Agree
2.	I am committed to staying on my job being aware that my salary or pay is adequate for me to solve my problems or needs	202	282	29	13	3.28	0.68	Agree
3.	When I enjoy an increase or raise in salary, I am always committed to my job	219	227	41	39	3.19	0.87	Agree
4.	I am committed to remaining on the job when my salary is been paid on time regularly	211	263	34	18	3.27	0.73	Agree
5.	I feel committed to my job knowing fully well that the condition of service is very much okay	199	245	44	37	3.15	0.85	Agree
6.	I always perform well on the job when granted autonomy coupled with the freedom to freely exercise my duties	229	269	18	10	3.36	0.64	Agree
7.	I will always show commitment to my job if granted the freedom to take decisions on matters that affect my students including myself	224	238	49	15	3.28	0.75	Agree
8.	I am always committed to my duty if I am allowed to actively participate likewise my contributions taken during the decision making process in the college	201	279	22	24	3.25	0.74	Agree
9.	Whenever I am remunerated through rewards, incentives, allowances, overtime, compensations, fringe benefits, praises or any other form of commendation, I am always committed to my job	198	237	51	40	3.13	0.87	Agree
10.	I am committed to diligently discharge my duty knowing fully well that certain welfare schemes and packages such as the health insurance scheme, housing scheme, car loan and opportunities for a personal loan are provided for my welfare	200	258	43	25	3.20	0.78	Agree
11.	I will always perform better if the educational or teaching resources are adequately provided in the college to enable me to execute my job	222	272	17	15	2.17	1.01	Agree
12.	Being aware that the college has established effective policies makes me get committed to my job	210	245	50	21	3.22	0.78	Agree
13.	I am committed to remaining on the job as long as there is sufficient job security to cover for the safety of my job, life and properties	214	266	20	26	3.27	0.75	Agree
14.	I get committed to my duty especially if I am monitored with little/less supervision or being constructively supervised	228	213	57	28	3.22	0.84	Agree
15.	I get committed to my job knowing that good interpersonal relations exist among staff with the supervisors and other superiors in the college	198	246	48	34	3.16	0.84	Agree

16.	I get committed to the job if strong collaborations including team building are strengthened among staff	144	272	65	45	2.98	0.86	Agree	
17.	My commitment to the job increases if all my efforts or accomplishments are always given official recognition	184	274	33	35	3.15	0.81	Agree	
18.	Whenever the job is meaningful or challenging in nature coupled with great responsibilities, I always get committed	177	281	41	27	3.16	0.77	Agree	
19.	Being aware that there is an opportunity for growth coupled with advancement on the job, makes me get committed	190	243	59	34	3.12	0.85	Agree	
Overall Mean & SD						=	3.25	0.78	Agree

The above Table 1 analysis of data from the academic staff responses indicated that all the items from 1 to 19 were rated above 2.50 of the acceptable mean score by the respondents' (that is, academic staff) to show that they agreed with all the statements. None of the items was rated below 2.50 of the acceptable mean score by the respondents to show that they disagreed with any of the statements. The overall mean score and SD of 3.25 and 0.78 showed that the academic staff reacted positively to all the statements which do not vary in the mean responses. These results however indicate that the academic staff agreed that all the staff motivation human resource management strategies enhanced their job commitment in the colleges of education (COEs) in Delta State.

Research Question 2: What are the continuous staff professional development human resource management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.

Table 2:
Mean Score and SD Ratings of Academic Staff on Continuous Staff Professional Development Human Resource Management Strategies Enhancing Academic Staff Job Commitment in Colleges of Education (COEs) in Delta State

S/N	Please determine whether the under listed continuous staff professional development human resource management strategies enhances your job commitment in the college	SA	A	D	SD	X	SD	DECISION
20.	I am always excited to work whenever seminars are organised in the college	203	234	40	49	3.12	0.91	Agree
21.	My frequent attendance at conferences enables me to get committed to my job	211	241	45	29	3.21	0.82	Agree
22.	I always get committed to executing my job after attending a workshop	220	218	36	52	3.15	0.93	Agree
23.	Since opportunities are created for coaching on the job, I get committed to my job	218	231	31	46	3.18	0.89	Agree
24.	I am always committed to my job because of the mentoring/mentorship I get from the older/experienced staff	209	256	24	37	3.21	0.82	Agree
25.	I can always get committed to my job if exposed to short courses/training outside the country (abroad)	247	222	29	28	3.31	0.80	Agree
26.	My participation in vestibule training organised in other training institutions makes me committed to my job	234	189	55	48	3.16	0.94	Agree
27.	I get committed to the job because of the computer training programmes organised for staff in the institution	184	245	61	36	3.10	0.85	Agree

28.	Receiving apprenticeship training provided outside the college which tends to positively impact my job performance will make me get committed to work	245	190	58	33	3.23	0.88	Agree	
29.	I am committed to remaining on the job because of the opportunities for job rotation provided in the college	228	233	43	22	3.27	0.78	Agree	
30.	I get committed to my job because of the team teaching practised in the college which exposes me to learn more from other colleagues	201	200	55	70	3.01	1.01	Agree	
Overall Mean & SD						=	3.18	0.88	Agree

The above Table 2 analysis of data from the academic staff responses indicated that all the items from 20 to 30 were rated above 2.50 of the acceptable mean score by the respondents' (that is, academic staff) to show that they agreed with all the statements. None of the items was rated below 2.50 of the acceptable mean score by the respondents to show that they disagreed with any of the statements. The overall mean score and SD of 3.18 and 0.88 showed that the academic staff reacted positively to all the statements which do not vary in the mean responses. These results however indicate that the academic staff agreed that all the continuous staff professional development human resource management strategies enhanced their job commitment in the colleges of education (COEs) in Delta State.

Research Question 3: What are the TetFund interventions human resources management strategies enhancing academic staff job commitment in colleges of education (COEs) in Delta State.

Table 3:
Mean Score and SD Ratings of Academic Staff on TetFund Intervention Human Resources Management Strategies Enhancing Academic Staff Job Commitment in Colleges of Education (COEs) in Delta State

S/N	Please determine whether the under listed TetFund intervention human resource management strategies enhance your job commitment in the college	SA	A	D	SD	X	SD	DECISION	
31.	Having a Tetfund scholarship such as academic staff training and development (AST&D) to study a course at the university will always make me get committed to my job	191	255	55	25	3.16	0.79	Agree	
32.	I am always happy to get committed to my job whenever Tetfund sponsors me to attend conferences, seminars, workshops, short and long training courses	179	266	47	34	3.12	0.82	Agree	
36.	Opportunities created for institutional -based research (IBR) fund through Tetfund intervention makes me show commitment to my job	228	233	22	43	3.23	0.87	Agree	
34.	Due to the Tetfund intervention programme, I get free academic journal publications; this makes me always get committed to my job	201	264	37	24	3.22	0.77	Agree	
35.	I get committed to my job based on the fact that I enjoy free academic/manuscript publication from Tetfund intervention	190	223	50	63	3.03	0.97	Agree	
36.	I get committed to my job when I know that I can enjoy national research grants from Tetfund intervention	100	240	103	83	2.68	0.96	Agree	
Overall Mean & SD						=	3.07	0.89	Agree

The above Table 3 analysis of data from the academic staff responses indicated that all the items from 31 to 36 were rated above 2.50 of the acceptable mean score by the respondents' (that is, academic staff) to show that they agreed with all the statements. None of the items was rated below 2.50 of the acceptable mean score by the respondents to show that they disagreed with any of the statements. The overall mean score and SD of 3.07 and 0.89 showed that the academic staff reacted positively to all the statements which do not vary in the mean responses. These results however indicate that the academic staff agreed that all the Tetfund intervention human resource management strategies enhanced their job commitment in the colleges of education (COEs) in Delta State.

Discussion of Findings

The findings of the study determined among others that the various human resources management strategies through academic staff motivation, continuous staff professional development and TetFund intervention programmes enhanced academic staff job commitment in the COEs in Delta State. It was found that such academic staff motivation such as promotion as at when due, adequate salary or pay, increase or raise in salary and paying salary on time, on a regular basis enhanced academic staff job commitment in the COEs in Delta State. Good condition of service, granting staff autonomy and freedom, staff freedom and active participation to make decisions on their matters enhanced their job commitment in the COEs in Delta State. Also, staff remunerations through rewards, incentives, allowances, overtime, compensations, fringe benefits, praises or any other form of commendation, providing certain welfare schemes and packages such as the health insurance scheme, housing scheme, car loan and opportunities for personal loan enhanced academic staff job commitment. Adequate provision to educational and teaching resources and establishment of effective school policies enhanced academic staff job commitment. Promoting effective and constructive monitoring and supervision and good interpersonal relations among staff, supervisors and other superiors enhanced academic staff job commitment. It was also found out that strengthening and building strong staff collaborations including team building, staff recognition for accomplishments, meaningful or challenging job in nature coupled with great responsibilities, and creating opportunities for staff growth coupled with advancement on the job were among the human resource management strategies which enhanced academic staff job commitment in the COEs in Delta State. This staff motivation human resource management strategy, however, enhanced and impacted positively on academic staff job commitment at the COEs. This finding agrees with Krishnan and Singh (2014) study which found out staff motivation is one of the human resource management strategies for enhancing staff job commitment. Other studies like those of Ojimadu (2015) found out that the Abia State Secondary Education Management Board complied to a great extent with Personnel Management Manual on staff motivation strategies like welfare services, staff appraisal to a great extent, and staff discipline to a great extent, which enhanced staff

job commitment. Omeje (2004) study confirmed that strategies that can be adopted for the discipline of staff in Enugu State Post Primary Schools must include disciplining teachers and principals who violate the code of conduct of the teaching profession and dismissal of principals and bursars who embezzle schools' funds, as well as the dismissal of male staff who get involved in a sex scandal with female students in the schools in which they teach. It, therefore, follows that for the educational system to be effective and efficient in achieving the set goals or objectives and be able to inculcate discipline in the workforce of the nation the staff personnel of the educational industry must be disciplined to the core. Mgbodile (2004) study discovered that human resource management strategies such as staff appraisal which is to measure the quality of services rendered by the teachers is used for the retention of well-qualified staff. Evaluation is also necessary to reward hard-working teachers. This finding is also in line with that of Omeje (2004) study who discovered that the improvement strategies such as staff appraisal, staff welfare and retirement benefits enabled staff to put in their best on the job.

The finding of this study also indicated that the continuous staff professional development human resource management strategies such as staff attendance to seminars, conferences and workshop, coupled with other development programmes as: on-the-job coaching, staff mentoring/mentorship, short courses/training outside the country (abroad), vestibule training, computer training programmes, apprenticeship training, job rotation, and the practice of team teaching, enhanced academic staff job commitment in the COEs in Delta State. This finding is in line and concurs with Okoro (2018) study whose findings revealed that the methods used in training of business education lecturers such as on the job training, apprenticeship programmes, job rotation, and vestibule training, among many others, enhanced their job commitment. Supporting the above finding, previous study of Ojimadu (2015) and. Omeje (2004) study found out that strategies adopted in staff development which include organising regular seminars and workshops, sponsoring of staff to in-service training and conference strengthened staff job commitment.

It was also found out that Tetfund intervention human resource management strategies such as: academic staff training and development (AST&D), Tetfund sponsorship to conferences, seminars, workshops, short and long training courses, Tetfund institutional based research (IBR) fund, academic journal publications, free academic/manuscript publication from Tetfund intervention, and Tetfund national research grants, enhanced their job commitment in the colleges of education (COEs) in Delta State. These Tetfund intervention programmes which were part of the human resource management strategies enhanced academic staff job commitment. This finding corroborates and does not deviate from Okoro (2018) study which found out that the Tertiary Institution Trust Fund (TETFUND) and Petroleum Training Development Fund (PTDF) are some of the agencies involved in the training of business education lecturers in universities that form part of human resource management strategies. Ogunu (2000) study confirmed that human

resource development through intervention programmes which involves the process of improving, moulding, changing and developing the skills, knowledge, creative ability, aptitude, attitude and values of an employee enhanced their job commitment both for the future job and organisational requirements.

Conclusion

Academic staff are important human resources that need to be effectively managed through effective and adequate human resource management strategies. To impact positively and enhance academic staff job commitment in the COEs several human resource management strategies such as the adequate use and provision of staff motivation, among others, has to be highly considered and utilised. The present study however submits and concludes that various human resources management strategies through academic staff motivation, continuous staff professional development and TetFund intervention programmes enhanced academic staff job commitment in the COEs in Delta State. Failure to highly and effectively utilise these human resource management strategies could mar academic staff job commitment which has negative consequences on the student teacher's academic performances and achievements. No quality education can triumph in the COEs without the competency and job commitment of academic staff. Hence, the need for all education stakeholders to focus on enhancing academic staff job commitment through effective human resource management strategies in the COEs for sustainable development in these institutions.

Recommendations

From the findings of the study, recommendations were made, among them include that:

1. The Federal and Delta State governments who are owners of the Federal and State COEs in Delta State should ensure that effective human resource management strategies are utilised and supported through the implementation of effective human resource management policies and adequate funding to enhance academic staff job commitment. However, adequate budgetary allocations and funds should be provided for the COEs to aid the college management to support staff motivation for enhancing academic staff job commitment.
2. The institution or college management should explore various continuous staff professional development by constantly organising conferences, seminars, workshops, vestibule training, among others, for enhancement of academic staff job commitment in the COEs.
3. The Tertiary Education Trust Fund (TetFund) should through effective monitoring and supervision ensure that the college management efficiently and cautiously with prudence utilise all the TetFund interventions by involving all academic staff equitably to enhance their job commitment in the COEs.

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