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ADMINISTRATION OF PROFESSIONAL DEVELOPMENT PROGRAMME IN NIGERIAN HIGHER INSTITUTIONS: CHALLENGES AND WAY FORWARD

Abstract. This article discussed the concept of professional development programme, the types and import of professional development programme. The article used secondary data. The secondary data was sourced from print materials and internet. The article identified inadequate funding, lack of Strategic Plan on Human Resources Development, institutional corruption, favoritism, strike actions, political influence and poor implementation of staff development programme as the challenges facing the administration of professional development programme in the Nigerian higher institutions. The article in order to solve the challenges, suggested the following: adequate funding of professional development programme, develop an implementable strategic plan on capacity development programme, ensure monitoring of the programme, higher institutions especially the universities should been given full autonomy and the government should implement all policies on staff development programme.

Keywords: administration, development, higher institutions, professional, training

INTRODUCTION

There are many definitions of higher education. According to the National Policy on Education (2004), in Nigeria, higher education is the post-secondary section of the National education system, which is provided by universities, polytechnics and colleges of technology including courses provided by the colleges of education, advanced teachers training colleges, correspondence colleges and such institutions as may be affiliated to them. The Nigerian higher education system includes universities, colleges of education, polytechnics and mono-technics. Nigerian higher education is the largest education system

in Africa. Peretomode (2007) sees higher education as the facilitator, the bedrock, the powerhouse and the driving force for the strong socio-economic, political, cultural, healthcare and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth- and human capital-producing industries. Bernett (1997) defines higher educational institutions as unique institutions which are differentiated from others in terms of research and their managers are designated as Provost, Rector, and Vice-chancellor. Higher education is the education for the production of manpower and for aiding the social, economic and technological development of a country.

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According to National policy on Education (2004), the objectives of higher education: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments. Other objectives of higher education include: to provide post-secondary school education, to inculcate national values and aspiration in the people that pass through the system, to empower the people with skills and knowledge to contribute to the development of the country and the world at large and to provide teaching and research services.

An institution of higher education is a very large organization with many programs and goals. The essential program of higher education institutions includes: teaching, researching and providing community services. Higher education institutions are designed to function with human and materials resources. Human resources comprise the academic and non-academic staff. The realization of the goals of the higher education institutions depends on the capacity of the human resources in the system and the capacity of these human resources depends on effective training and retraining program availability. No higher education institution can realize its objectives without a sound program of human capacity development.

According to Noun (2009), there are three categories of universities in Nigeria, depending on ownership. They are federally-owned, state-owned and private universities. Universities can also be categorized depending on the courses offered. There are specialist universities that offer particular programs. For instance, there are universities specializing in Agriculture, like the University of Agriculture, Abeokuta (UNAAB), Ogun State, or universities specializing in technology, like the Federal University of Technology Akure (FUTA). The second type is general universities where different programs are offered. Examples include University of Ibadan (UI), Ibadan, University of Nigeria, Nsukka (UNN), National Open University of Nigeria (NOUN), Ahmadu Bello University (ABU), Zaria.

According to the National Universities Commission (2020), there are 199 universities including 45 federal, 54 state owned and 99 private universities. Out of 45

federal-owned universities, four are in the Ministry of Agriculture, with three belonging to the military establishment. There are about 104 affiliate institutions which are members of the wider Nigerian University System (NUS), under the purview of the commission.

In order to develop higher education institutions and to empower them for the continued production of manpower for the development and sustainability of the country, a variety of higher education institutions have developed and established programs for the development of their staff to increase their productivity at work. The professional development program is aimed to improve the capacity of the academic and non-academic staff of the universities. Peretomode and Chukwuma (2010) note that lecturers need to move with the times and stay up to date with the trends of knowledge development in their discipline so as not to fall behind and be made redundant. The ultimate goal of self-development is the improvement of an individual's job satisfaction and the optimization of skills, talent and task accomplishment. Jones (1994) observed that manpower development in tertiary institutions should be geared towards acquiring or improving the capabilities of lecturers required for the performance of various obligations, tasks, and functions associated with, or related to their present or future expected roles. Similarly, Peretomode and Peretomode (2001), who identified the benefits of training and development of lecturers such as an increase in knowledge and skills, and the development of a positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, instill sense of belongingness, reduce absenteeism and turnover rate among lecturers, and, importantly, lead to better coordination of both human and material resources within institutions of higher education. In Nigeria, the professional development of public higher education institutions is facing many challenges. The objectives of the professional development program of many higher education institutions in the country are not effective due to some administrative challenges. The population of university students in Nigeria is 1.7 million.

In 2017, there were 1.7 million undergraduate students and 234 thousand postgraduate students at Nigerian universities. Among master degree program students, women accounted for 36 percent of the total, while their percentage was slightly lower among female bachelor degree students. Nigeria's largest university is the National

Open University of Nigeria which had almost half million students as at 2017. The University of Lagos ranked that year as Nigeria's second-largest university in terms of enrollment (Statistics, 2017).

THE CONCEPT OF PROFESSIONAL DEVELOPMENT PROGRAM

A professional development program is an organized program designed to upgrade the skills and knowledge of employees and to provide an opportunity for them to develop their capacity at work. Hinchliff (1998) viewed Continuous Professional Development (CPD) as "a way of meeting this need for education 'on the job'", and the former term is preferred by the author, with its emphasis on meeting professional needs. United Nations Environment Programme (2006), sees capacity-building program as the act of building abilities, relationships and values that will enable organizations, groups and individuals to improve their performance and achieve their developmental objectives. According to Kennedy (2014), Continuous Professional Development (CPD) is an educational instrument and through CPD training courses practitioners can improve their skills in particular areas, and their essential training course would take place and, as a result, the capabilities of practitioners can be improved.

Stuart (2013) viewed Continuous Professional Development (CPD) as an opportunity to develop new skills and extend knowledge in order to develop one's individual abilities in order to be more active and creative. Kennedy (2014) observed that CPD allows teachers to continually refresh their skills and provides a means of showing their competence. An expert normally delivers the training and determines the curriculum for it. Friedman (2012) opined that CPD consists of three main facets which are "maintaining knowledge and skills, improving abilities and developing personal and professional skills". Concerning these definitions, it can be seen that the main common points are the improvement of skills and acquisition of knowledge which means CPD has more than just one goal. Osiesi (2020) noted that Teacher Professional development programs can be regarded as on-the-job training for teachers that is aimed at improving and enhancing teachers' competency skills. It is the provision of avenues for the continuous updating of teachers' competency, effectiveness and efficiency in skills and knowledge, a lifelong learning process that

results from a meaningful interaction between teachers involved in it and the professional environment. It entails activities designed at developing the skills, expertise, knowledge and other attributes of a practicing teacher (Osiesi, 2020; Ceano, 2011; Ingersoil and Kralik, 2004; Ikediugwu, 2001).

The importance of a professional development program for academic and non-academic staff cannot be overstated. Professional development program helps academic and non-academic staff to increase their knowledge and skills. Kulkarni (2013) suggested that training and development programs were key to improved employees' performance at work, updating their knowledge and improving their personal skills and development. Ukaegbu (2017) cites Acheaw (2011), who insisted that the purpose of training and development is to have an increase in knowledge, skills and changing the attitude of a person. This would result in several potential benefits for the individual and to their employer. Furthermore, Acheaw argued that training also increases the confidence, motivation and commitment of staff, provides recognition, encourages responsibility, enhances the possibility of a pay rise and promotion. This gives workers a feeling of personal satisfaction and achievement, improves opportunities for career progression, quality of staff and helps to improve performance (Ukaegbu, 2017).

Basil et al. (2013) observed that capacity building has three different dimensions, namely: building awareness, building analytical capacity and building decision-making capacity. Building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, seminars and conferences. The presentations are meant to create awareness about a particular activity, topic or method so as to enable beneficiaries to apply them in their performance of assigned tasks. Building analytical capacity involves designing a capacity-building program using an interactive style of presentation. It uses exercises, case studies, field visits and other elements of experiential learning which promote critical thinking among the beneficiaries. Building decision-making capacity pertains to emphasizing learning-by-doing as well as formal education.

Types of Training

There are many types of professional development programs. Some of these include:

Induction

Induction is a program organized for new staff of an organization aimed at introducing to the organizational structure, functions and scope of their responsibilities. This is essentially a training and development program organised for new workers with the aim of providing the history and objectives of the organization and clearly defining the scope of responsibilities and authority of a role and providing a guide to understanding the working principles, mode of operations and procedure of an organization (Ukaegbu 2017; Ngu, 2006)

On-the-job Training

Ukaegbu (2017) observed that on-the-job training is an internal or in-service type of training usually carried out by supervisors, fellow workers, managers or mentors to help employees adapt and acquire the right skills in a new job. Ukaegbu (2017) cited Armstrong (2006) who argues that on-the-job training may consist of teaching by highly experienced human resources officers or trainers at the desk or at the bench. According to Armstrong, on-the-job training is the only way to develop and practice specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time. He further emphasized that the disadvantage of this type of training is that the effectiveness of learning is strongly influenced by the quality of the guidance and coaching provided on the job. Secondly, the learner might be distracted by the environment and find it difficult to acquire basic skills faster (Ukaegbu, 2017).

Off-the-Job Training

Ukaegbu (2017) defined off-the-job training as including lecture, vestibule training, role-playing, case study, discussion and simulation. Armstrong (2006) listed group exercises, team building, distance learning, outdoor training and workshops as part of off-the-job training with the use of external education consultants or guest speakers (Ukaegbu, 2017).

Generally, staff members who undergo a capacity development program perform well at work. Bassey conducted a study in 2006 which concluded that lecturers' conference attendance is significantly high and that it is at conferences that lecturers learn new skills, techniques and acquire knowledge and experiences that improve

their professional career. The publication of research that results from conference participation facilitates the capacity building of universities and culminates in their rankings among the best or otherwise in the world. Osi-esi (2020) observed that Professional development programs for teachers are avenues for the continuous updating of teachers' competency, effectiveness and efficiency in skills and knowledge, a lifelong learning process that results from a meaningful interaction between these teachers and the professional environment. Creating opportunities for a focused and sustainable professional development program for primary school teachers will ultimately improve the quality of teaching and learning. Professional development program for teachers is a special program designed to help them improve their teaching capacity and performance.

Administration of professional development program

Administration is the arrangement of human and material resources for the actualization of organizational objectives. The administration of a professional development program is the act of arranging human resources for training and retraining programs with the aim of implementing institutional objectives. The objectives of the administration of a professional development program are to ensure that the organization of a human resource development program is realized, to ensure an effective allocation of funds for training, to ensure that all staff training needs are met, to ensure the even allocation of staff for training programs within the institutions and to reduce wastages in the human resources training program. The Tertiary Education Trust Fund (TETFund) is the primary medium of sponsorship of training and development in Nigeria's Federal Universities. The TETFund has been operated in all Federal Universities in Nigeria but the issues of inadequate finance have affected its level of success (Halidu, 2015).

CHALLENGES FACING THE ADMINISTRATION OF PROFESSIONAL DEVELOPMENT PROGRAM IN NIGERIAN PUBLIC HIGHER EDUCATION INSTITUTIONS

Some of the challenges facing the administration of the Professional Development Program in Nigerian higher education institutions are inadequate funding, lack of a strategic plan on the development of human resources,

institutional corruption, favoritism, strike actions, political influence and poor implementation of staff development programs. All above-mentioned problems will be discussed in the following subsection.

Inadequate Funding

Inadequate funding of Nigerian higher education institutions is a major problem facing the administration of professional development program for employees across higher education institutions. Adequate funding is vital for the implementation of the professional development program. Without adequate funding, no professional development program can be fully implemented as planned. Inadequate funding has been a major challenge to the development of higher education institutions in Nigeria. Many programs for higher education institutions, such as the teaching program, research program and the community service program have not developed due to poor funding. The professional capacity development program for higher education institutions is not effectively implemented in many higher education institutions across the country due to the poor funding of higher education in Nigeria. The Nigerian government has failed to meet up to 26% of UNESCO recommendations for education for developing countries such as Nigeria. A breakdown of budgetary allocation for the

previous decade revealed that the Nigerian government's annual budget for the educational sector is below 15%.

The above information showed that it is difficult for higher education institutions in the country to fully implement the professional development program for their personnel as planned. An agency established by the federal government Tertiary Education Trust Fund (TETFund) has been training to use the limited resources to ensure that both academic and nonacademic staff of Nigerian higher education institutions participate in training on an annual basis but, unfortunately, the agency is underfunded and cannot carry out its program of training and retraining effectively. Basil et al. (2013) observed that capacity-building efforts of universities in South South Nigeria have been hampered by institutional inadequacies, of which most important is the paucity of fund. This has negatively affected institutional funds for lecturers' participation in conferences, seminars, workshops and Information Communication Technology training. Basil et al. (2013) noted that the consequence of this is low research productivity among lecturers because these programs play a vital role in improving research capacity. Therefore, poor funding results in poor participation in capacity-building programs and, to a greater extent, in poor research productivity and, lastly, poor ranking of universities in the world. This low participation of lecturers in capacity-building programs in universities can be attributed to poor funding which universities have been grappling with over the years; a situation described by Udeaja (2005) as a recurring decimal, especially since 1998. As a result of this, universities find it cumbersome to sponsor the participation of their lecturers in these programs or even organize some themselves, with a consequence of low capacity building of universities. However, it is pertinent to point out that despite the fact that poor funding affects lecturers' participation in workshops, seminars, conferences and ICT training, it does not affect mentoring.

Lack of Strategic Plan on Human Resources Development

Lack of a strategic human resources development plan is another problem affecting the administration of the professional development program in Nigerian higher education institutions, especially among newly established institutions. Many higher education institutions in the country do not have a planned document to guide the administration of the human capacity development

Table 1. A breakdown of Nigerian education budget for decade

Years	Education Budget	%	Naira
2010	N234.8 billion	5.10	N4.6 trillion
2011	N306.3 billion	6.20	N4.972 trillion
2012	N400.15 billion	8.43	8.43 N4.749 trillion
2013	N426.53 billion	8.60	N4.987 trillion
2014	N493 billion	10.70	N4.69 trillion
2015	N392.2billion	8.91	N4.4 trillion
2016	N369.6 billion	6.01	N6.1 trillion
2017	N448.01 billion	6.00	N7.3 trillion
2018	N605.8 billion	7.04	N8.3 trillion
2019	N620.5 billion	7.05	8.83 trillion-
2020	N652.94 billion	6.9	N10.50 trillion

Source: Ogunode and Adah (2020).

program. There is no data on the training gap of the personnel of various departments at some higher education institutions. This allows room for the manipulation of the program. The majority of personnel in different higher education institutions who are qualified for a/ the training and retraining program is not taken into account due to a poor strategic plan. Ogunode Niyi, Adah, Audu, Wama (2020) noted that the lack of strategic action plans for an effective staff development program for primary school education is another problem affecting that effectiveness of staff development program for teachers at primary schools in Nigeria. There has not been any action plan designed purposely to achieve the objective of the staff development program for teachers of elementary schools in Nigeria. The inability of the government to develop strategic plans or road maps for the development of teachers at elementary schools is responsible for the poor development of teachers at elementary schools across the country.

Institutional Corruption

Corruption practices in Nigerian public institutions are not a new phenomenon. Corruption has penetrated educational institutions, even higher education institutions which include universities, colleges of education, polytechnics and mono technics. Fund diversion is the commonest form of corrupt practices in some higher education institutions in the country. It has been reported that funds released for staff within some higher education institutions in the country for training and attendance at conferences outside the country have been diverted to private bank accounts defeating the objective of the professional development program. Allegations of corruption have been levied against some academic staff by the tertiary education tax fund (TETFUND) in 2020. Institutional corruption within higher education institutions is among the challenges preventing the effective administration of the continuous professional development program in Nigerian higher education institutions. Ogbondah (2010) noted that in spite of the inadequacy of allocations to the public university system, any funds made available often go down the drain through the corrupt practices of those entrusted with the implementation of university programs due to inadequate monitoring of university income and expenditure; such is the grim state of affairs, thus the future will need a paradigm shift.

Favoritism

Favoritism is another problem preventing the effective administration of the professional development program in many higher education institutions in Nigeria. The selection process of personnel for the continuous professional development program is not always conducted objectively. School administrators and managers select people well known to them to benefit from the program. Since school administrators are entrusted with many responsibilities and roles in the administration of the program, it is not difficult for them to decide who should be selected for the training program within their institutions. According to some research, the majority of the academic and non-academic staff who have benefited from the program have one connection with school administrators or managers.

Strike Actions

Strike actions by different union groups within higher education institutions, especially by non-teaching staff, affect the administration of the continuous development program of higher education institutions in the country. Nigerian higher education institutions are known for strike actions due to the failure of the government or school administrators to implement agreements entered into by both parties. Entire programs of higher education institutions are closed down whenever there is a strike action by major trade union groups. Teaching, research and even community service activities are suspended during strike actions. Thus, the administration of professional development programs is also affected since it resides in the institutions.

Political Influence

Political influence is a major factor affecting the effective administration of the professional development program for higher education institutions. The Nigerian higher education institutions are still under the influence of political actors who are appointed as governing councils. These council members influence the selection of personnel to go for training especially the oversea training. They frustrate the institutional plans on people to select for training and who not to go. It has been reported that many beneficiary of the higher education institutions training program in the Nigerian higher education institutions have relationship with council members or politicians.

Poor Implementation of Staff Development Program

Ukaegbu (2017) observed that the poor implantation of welfare policies on training and development of academic staff in federal universities manifests itself in lack of regular training and development programs, inadequate provision of research grants, low level of provision of postgraduate scholarships, inadequate funding of internal and external training and development programs, non-payment or delayed payment of training allowances and many more. Ukaegbu (2017) submitted that the impact of poor implementation of welfare policies on workers' performance cannot be overemphasized. The welfare of workers is a great tool of motivation and, if utilized, it can lead to high efficiency and productivity. However, poorly implemented welfare policies on the training and development of academic staff in the discussed federal universities led to negligence of duty and lack of commitment among members of staff, less interest in research and low-quality research projects from schools, reduced self-confidence, lack of motivation and dedication to work, poor quality service delivery and project supervision.

WAYS FORWARD

Effective capacity development program is very vital for the development of educational institutions, especially higher education institutions. So, there is a need to ensure effective administration for the professional development program in Nigerian higher education institutions. The following have been suggested: adequate funding of the professional development program, developing an implementable strategic plan on the capacity development program, ensuring monitoring of the program, full autonomy for higher education institutions, especially the universities and implementation by the government of all policies on the staff development program.

Adequate Funding

The Nigerian government should increase the funding of higher education and more funds should be allocated to the training and retraining program in the various higher education institutions.

Developing Strategic Plan on Staff Development

All higher education institutions should develop or include professional development program in their

strategic plan. Such a document will prevent all forms of irregularities in the processes of personnel selection.

Effective Monitoring Mechanism

The government and school administrators should develop a sound monitoring mechanism for the implementation of the professional development program in all the higher education institutions in the country.

Implementation of Trade Union Agreements

The government and school administrators should try and implement all agreements entered into with different trade union groups in higher education institutions.

Autonomy

Higher education institutions, especially universities, should be granted full autonomy.

CONCLUSION

A professional development program is vital for the development of institutions, especially higher education institutions which deal with the production of manpower for the country. Higher education institutions in Nigeria are battling with how to realize the objectives of their professional development program in their various institutions. In line with this, this article discussed the concept of professional development program, its types and importance. The article identified inadequate funding, lack of a strategic plan on human resources development, institutional corruption, favoritism, strike actions, political influence and poor implementation of staff development programs as the challenges facing the administration of professional development programs in Nigerian higher education institutions. The article, in order to respond to the challenges, suggested the following solutions: adequate funding of professional development program, developing an implementable strategic plan on the capacity development program, ensuring the monitoring of the program, giving full autonomy to higher education institutions, especially universities should be and implementation by the government of all policies on staff development program.

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ZARZĄDZANIE PROGRAMEM ROZWOJU ZAWODOWEGO W NIGERYJSKICH INSTYTUCJACH SZKOLNICTWA WYŻSZEGO: WYZWANIA I KIERUNKI ROZWOJU

Abstrakt. W artykule omówiono pojęcie programu rozwoju zawodowego w Nigerii, jego rodzaje i znaczenie. W badaniach wykorzystano dane wtórne pozyskane z literatury przedmiotu oraz z Internetu. Jako wyzwania stojące przed administracją w nigeryjskich instytucjach szkolnictwa wyższego wskazano na niewystarczające fundusze oraz brak strategicznego planu rozwoju zasobów ludzkich, korupcję instytucjonalną, faworyzowanie, akcje strajkowe, wpływy polityczne i słabe wdrożenie programu rozwoju pracowników. W artykule zaproponowano następujące rozwiązania tych problemów: odpowiednie finansowanie programu rozwoju zawodowego, opracowanie możliwego do wdrożenia strategicznego planu rozwoju, zapewnienie monitorowania programu przez instytucje wyższe, zwłaszcza uniwersytety, które powinny uzyskać pełną autonomię.

Słowa kluczowe: administracja, rozwój, instytucje wyższe, zawodowe, szkolenia