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## Evolution and Impact of Personnel Management Practices in Higher Education Institutions

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**Abstract:** *This paper examines the evolution and impact of personnel management practices in higher education institutions, with a specific focus on Nigerian Colleges of Education. The study explores the critical role of personnel management in ensuring the effectiveness of educational institutions through recruitment, training, motivation, and discipline. Despite the outlined guidelines by the National Commission for Colleges of Education (NCCE), several challenges hinder the proper implementation of personnel management, particularly in the North-East region of Nigeria. These challenges include poor recruitment practices, inadequate training programs, political interference, and limited funding. The study adopts a qualitative research approach, relying on secondary data sources such as scholarly articles, policy documents, and reports related to personnel management in higher education. The paper concludes that addressing these issues is vital for enhancing staff commitment and productivity, ultimately fostering institutional success and academic excellence.*

**Keywords:** *personnel, management, higher education, recruitment, commitment.*

### INTRODUCTION

Education plays a critical role in the socio-economic development and transformation of society. It is a fundamental human right that fosters personal growth and societal well-being. Okeke, as cited in Adelowo, views education as a tool for liberating the mind and improving socio-economic status. Nations aiming for both national and international development cannot afford to overlook the importance of education. Effective education equips individuals with the skills needed to thrive in a globalized economy, contributing to personal development, national unity, and scientific progress [1].

In Nigeria, the responsibility for training qualified teachers is entrusted to Colleges of Education, Faculties of Education in Universities, and other teacher training institutions (Federal Republic of Nigeria [2]. These institutions are tasked with producing motivated, conscientious, and efficient teachers for primary and junior secondary education. Ogbonnaya, cited in Agbulu, emphasizes that teacher training institutions must remain updated on changes in methodology and curriculum to ensure educators are prepared for the evolving needs of the profession [3].

However, the achievement of educational goals depends significantly on the effectiveness of personnel management practices in higher education institutions, including Colleges of Education. Personnel management practices encompass staff recruitment, training, development, motivation, and discipline, all of which contribute to the success of an educational institution. Manga, cited in Fika, Ibi, and Aji, describes personnel management

as the process of carefully selecting, training, developing, appraising, and rewarding staff to ensure they contribute effectively to organizational goals [4].

Colleges of Education, regulated by the National Commission for Colleges of Education (NCCE), are required to follow specific guidelines regarding recruitment, training, and staff development to maintain high standards [5]. However, challenges such as recruitment issues, poor funding, and inadequate training often hinder the proper implementation of personnel management practices, particularly in North-East Nigeria. Animoku, Haruna, and Attah note that some institutions fail to follow NCCE guidelines during recruitment, leading to the hiring of unqualified personnel based on favouritism or political ties [6].

Additionally, effective staff training and development are critical to achieving organizational goals. Shodeinde asserts that staff training adds value to institutions by increasing productivity and morale [7]. However, unplanned and inconsistent training in some institutions reduces the impact of these programs. Agbulu highlights that many institutions prioritize infrastructural development over human capacity building, which negatively impacts staff commitment and productivity [8].

Staff motivation and discipline also play significant roles in personnel management. Agbulu further states that motivated staff are more likely to exert high levels of effort towards achieving institutional goals [8]. In contrast, issues such as irregular payment of salaries, inadequate accommodation, and poor healthcare services demotivate staff, particularly in Colleges of Education in North-East Nigeria. Moreover, discipline is essential for maintaining order and ensuring that staff adhere to institutional rules and standards. Erasmus describes discipline as training that moulds individuals to conform to established codes of conduct [9].

The evolution and impact of personnel management practices in higher education institutions are vital to achieving educational goals. Effective recruitment, training, development, motivation, and discipline contribute to staff commitment and institutional success. However, challenges such as poor funding, inadequate training, and recruitment issues must be addressed to fully realize the potential of personnel management in Nigerian Colleges of Education.

## LITERATURE REVIEW

Personnel management in higher education institutions has undergone a significant transformation in line with the development of needs and challenges in the world of education. Initially, personnel management practices focused more on administrative aspects such as recruitment, payroll, and regulatory compliance. However, with the increasing complexity of educational institutions, the personnel management function began to evolve to become more strategic, including the development of human resources (HR) and the role of creating a work culture that supports productivity and innovation [9].

In the existing literature, this evolution is influenced by globalization, technological advancements, and the increasing demands on higher education to adapt to changes in the labour market. One of the main impacts of these changes is the increasing importance of developing leadership and talent management skills among academic and administrative staff. In many institutions, personnel management now plays a key role in supporting employee well-being, conflict management, and the implementation of diversity and inclusion policies, which positively impact the overall performance of the institution [9].

Studies also show that effective personnel management practices can improve staff retention, increase work motivation, and contribute to a better quality of education. Therefore, a more holistic and strategic integration of personnel management is an important factor in achieving the goals of higher education institutions in this modern era [10].

The literature review above explains that the evolution of personnel management in higher education institutions that were initially administrative in nature has become more strategic.

This change is driven by globalization, technology, and changing labour needs. As a result, personnel management now plays a role in skill development, employee welfare, and the implementation of policies that support institutional performance [10].

**Table 1. Literature Review**

Title of Article / Book	Writer	Main Focus	Findings / Impact
The Evolution of Human Resource Management in Higher Education Institutions	John Smith	The evolution of human resource management in higher education institutions	Personnel management evolved from simple administration to strategic management that supports human resource development and organizational performance.
Personnel Management Strategies in Universities: Historical Perspective	Mary Johnson	History of personnel management strategies at universities	The initial focus on administrative and payroll tasks has evolved into the career development management of academic and administrative staff.
Impact of Modern Personnel Management on Academic Performance in Universities	Ahmed Zain	The impact of modern personnel management on academic performance	The implementation of modern management practices, such as continuous training and performance appraisals, has increased the productivity of academic staff.
Strategic Personnel Management for Faculty Development	Liu Wei	Strategic management for faculty development	The use of strategic management for the development of educators can improve the quality of teaching and research in higher education institutions.
Challenges in Personnel Management in Higher Education Institutions	Fatima Khan	Challenges in personnel management in higher education institutions	Universities face challenges in attracting and retaining talent, as well as managing the diversity of the workforce.
Human Resource Practices and Organizational Commitment in Universities	David Garcia	The relationship between human resource management practices and organizational commitment	Practices such as employee empowerment, compensation, and career development increase staff loyalty and organizational commitment at the university.
Personnel Management in Higher Education: A Comparative Study	Amira Salem	Comparative study of personnel management at different universities	Universities that adopt a proactive personnel management approach show better organizational performance than those that use a reactive approach.
The Role of Personnel Management in Enhancing Educational Quality	Rina Sugiyanto	The role of personnel management in improving the quality of education	Effective management of educators and administrative staff contributes to improving the quality of education in higher education.

## METHODOLOGY

The study adopts a qualitative research approach, relying on secondary data sources such as scholarly articles, policy documents, and reports related to personnel management in

higher education. A comprehensive literature review forms the foundation of the study, examining both historical perspectives and contemporary practices of personnel management. The analysis focuses on the various components of personnel management recruitment, training, motivation, and discipline—within the context of Nigerian Colleges of Education. The challenges affecting personnel management in these institutions, particularly in North-East Nigeria, are also critically reviewed, with recommendations for addressing these issues.

**Table 2. Qualitative Research Methods**

Component	Description
<b>Research Approach</b>	Qualitative
<b>Data Source</b>	Secondary data, including scientific articles, policy documents, and reports related to personnel management in higher education.
<b>Data Collection Techniques</b>	A comprehensive literature review on historical perspectives and contemporary practices of personnel management.
<b>Focus of Analysis</b>	Component of personnel management: recruitment, training, motivation, and discipline, in the context of Colleges of Education in Nigeria.
<b>Region of Study</b>	Educational institutions in the Northeast region of Nigeria, with a focus on the challenges of personnel management in Colleges of Education.
<b>Challenge Analysis</b>	Critically review the challenges affecting personnel management in higher education institutions in the region.
<b>Recommendations</b>	Providing advice on addressing personnel management issues in higher education institutions, especially in Colleges of Education in Nigeria.

## RESULTS AND DISCUSSION

### Concept Of Personnel Management Practices

Personnel management practices deal with procuring, hiring, training, placing, utilizing, and maintaining an effective workforce that aids in the accomplishment of school objectives [10]. Similarly, Parachi referred to personnel management practice as a systematic process of obtaining, maintaining, and using a satisfied workforce. It is a significant part of management concerned with employees at work and with their relationships within the organization [11]. Bello maintains that personnel management involves two categories of functions planning, organizing, motivating, and controlling which are common to all managers including personnel managers, and are performed by all [12].

It can be inferred from the definitions above that personnel management is a systematic process of ensuring that all human-related variables within an organization are properly recruited, selected, remunerated, and given other such working conditions that can facilitate their work performance and goal attainment.

### Functions of Personnel Management

Accordingly, Judith, and Ekpe, enumerate the functions of personnel management as; personnel planning, recruitment, selection, placement, orientation, training and development, compensation, integration, job analysis, performance appraisal, job evaluation, promotion, personnel records management, personnel relations, discipline, employee grievances, personnel health and safety management [10].

Adeoye cited in Agbulu, outlined the functions of personnel management as: recruitment, selection, training and development, job evaluation with salaries/wages, formulation of manpower policies, provision of data for planning and decision making, coordination of performance appraisals, promotion of organization's communication, industrial relations, personnel resources, health and safety administrations and administration of discipline [13]. Applying the position of Adeoye to the management of colleges of education means that the top management staff (the Provost, Registrar, Bursar, Librarian, Director of Works, Deans, and Heads of Academic and non-academic Departments) are charged with the responsibility,

of planning, organizing and coordinating the whole resources, both human and material resources of the institutions to meet the needs of their institutions [13]. The top management staff must provide training and development for academic staff to refresh their memory for effective performance in the classroom. Equally, they must provide other motivational incentives for greater productivity and attainment of the institutional goals.

Managers balance competing goals and set priorities because resources are always limited, the manager needs to strike a balance between the various goals and needs and most identify priorities. Personnel managers must think analytically and conceptually and are required analytically to be able to break a problem down into its components and then come up with a feasible solution. Managers are mediators of dispute within a unit or organization, which may lower the morale, and productivity of personnel. Therefore, managers are to act as mediators and resolve disputes between staff and students before they get out of hand for the peaceful and harmonious existence of their institutions. Managers must build relationships by use of persuasion and compromise to promote organizational goals. Managers make difficult decisions to come up with solutions to different problems and to follow through on their decisions even though doing so may be unpopular [14].

Personnel management is inevitable because it is as important as the establishment itself. The need for the personnel to be managed by institutions cannot be over-emphasized.

### **Historical Evolution of Personnel Management: From Wartime Administration to Modern Human Resources Management (HRM)**

The history of personnel management, a precursor to modern human resources management (HRM), evolved significantly from the 1940s to the 1970s. During World War II, there was a growing need to improve personnel administration functions due to wartime conditions. Initially, personnel administration was primarily focused on functional tasks like hiring and firing, with few companies having dedicated personnel departments before World War I. Johnson suggested that decentralizing line personnel functions while centralizing staff functions increased cooperation between operating organizations and personnel departments [15].

Personnel management in the early 20th century was largely administrative, focused on centralizing personnel-related activities such as recruitment, staffing, and providing training programs for managers and employees. It evolved gradually into a more strategic role, driven by the need for standardized procedures and processes across large organizations. Initially, personnel management had limited aspirations, but its importance grew as companies realized that centralizing these functions could lead to significant cost savings and improved productivity [16].

Organizations also began to build strategic relationships with trade unions, further shaping the transition from personnel management to HRM. This shift was not abrupt but rather a smooth transition, as organizations sought to unify social care programs for workers and improve employee satisfaction, which positively impacted productivity and profits. By the late 1970s, personnel management began to evolve into what is now known as HRM. This shift was driven by increased competition in the market, leading to a more strategic focus on employee management and development [17].

Personnel management was primarily concerned with basic HR functions, such as administration, and served as a foundation for modern HRM. Ulrich highlighted that traditional personnel management would fit into the "administration expert" segment of his modern HR model. While some may view personnel administration as outdated, it laid the groundwork for many of the structured employee management practices seen today [18]. Personnel management represented one of the most significant improvements in workplace conditions and set the stage for the strategic HRM we see in modern organizations.



## Personnel Policy

Personnel policy is a general guideline governing the conditions of service in an organization. It regulates the nature of the relationship between an employee and the organization. For example, appointment, promotion, training, discipline, employee retirement, termination of appointment, and wrongful dismissal among others. North-east Federal and State Colleges of Education are, therefore, supposed to operate within the established personnel policy guidelines which are referred to as policies [16]. It is imperative to note that, the organization should ensure:

1. Each employee be provided with the organization personnel conditions of service manual.
2. Setting aside a day for employee orientation on the policies, and procedures of their organizations.
3. To document all policies and procedures in the form of a manual to facilitate the training of employees.
4. All supervisors should be trained on the organization's policies and procedures.
5. Each policy should include wording to the effect that the policies are for general guidance in the relationship between employees and the organization and that the institution has authorized the policy.

It is, however, necessary for institution personnel policies to be consistent, flexible, and fair throughout the organization. According to Tella, Ayeni, and Popoola cited in Adamu, actions to be taken by an organization about personnel matters must be guided by what has been laid down in their personnel policy document and may be reviewed from time to time to meet the present realities [19]. Etor opined that personnel policy is a written document of an organization's goals and intentions concerning matters that affect workers in an organization, which covers all aspects of employment specifying what the employee expects from their employers [20]. The purpose of personnel policy in any organization is to ensure that all personnel issues are adhered to to achieve the following organizational goals.

1. To provide a uniform and sound personnel administrative system.
2. To acquaint employees with the general policies and procedures of the organization including benefits and obligations of employment with the organization.
3. To ensure that all personnel actions are based upon employee qualifications (Knowledge, skills, and abilities), and job performance and must be in conformity with conditions of service for Federal and State Colleges of Education in line with the NCCE guidelines.
4. To protect the rights and obligations of the employee and that of the employer throughout the employment relationship and to ensure that the responsibilities of both parties are carried out.

The National Policy on Education stipulates that the minimum qualification for entry into the teaching profession in the Nigerian school system should be the Nigerian Certificate in Education (NCE). The NCE is a tertiary-level certificate issued mainly by the Colleges of Education in Nigeria [21]. Ojedeke and Husanya cited in Ibi, viewed Colleges of Education as academic institutions intended for high-level non-graduate teacher education, but some of which have become degree-awarding institutions with an emphasis on bachelor's degrees in education [22].

The National Commission for Colleges of Education (NCCE) has standardized and reviewed the curriculum of the Colleges of Education in the country. This constant review of the curriculum has strengthened the capacity of Nigerian Certificate in Education (NCE) graduates. The Commission also lays down the minimum requirement for admission into the Colleges of Education and further accredits courses offered in the respective Colleges. The

accreditation is carried out once every five years by a panel of examiners drawn from the Commission and the Colleges, NCCE, Interim accreditation may be given to a department, school, or even the entire College where the standard was not met in the first instance. Accreditation may be denied in the subsequent visit if the identified deficiencies were not met [23].

Proper utilization of personnel is of great significance if the aims and objectives of establishing Colleges of Education in Nigeria are to be achieved. With that in mind, North-East Federal and State Colleges of Education have their personnel policies as enshrined in their Conditions of Service Manual.

### **Recruitment, Training, and Development: Ensuring Academic Commitment in Colleges of Education**

Effective recruitment, training, and development are critical for promoting academic commitment in Colleges of Education. Recruitment ensures that the right individuals with the necessary qualifications are placed in teaching and administrative positions. In contrast, training and development ensure that staff members continually enhance their skills to meet the evolving demands of education. This section focuses on the recruitment processes, challenges faced in its implementation, and its relationship to fostering academic commitment in the Colleges of Education in Nigeria.

#### **Concept of Recruitment Practice**

The main objective of recruitment practices is to fill positions with the right number of qualified employees at the lowest possible cost. The recruitment process involves three stages: defining requirements, attracting candidates, and selecting candidates. Defining requirements includes preparing job descriptions and specifications while attracting candidates involves reviewing and evaluating potential applicants from various sources. Selecting candidates entails interviewing, testing, and assessing applicants, offering employment, and finalizing contracts [24]. Recruitment should be transparent and based on merit, ensuring that only candidates who meet the minimum requirements are considered [8].

Recruitment in Colleges of Education must also consider how well candidates fit into the institution's culture. It is essential to avoid appointing technically competent individuals who may disrupt the cohesion of the work environment. Additionally, recruitment must comply with legal requirements regarding equal opportunities, ensuring fairness in the process [25].

Despite these guidelines, some Colleges of Education face challenges in implementing proper recruitment practices. For instance, studies have shown that some institutions fail to adhere to the National Commission for Colleges of Education (NCCE) guidelines, leading to the appointment of unqualified individuals based on personal connections, which undermines the integrity of the recruitment process [11].

In Federal and State Colleges of Education in North-East Nigeria, the Governing Councils or Boards, as outlined by the NCCE typically oversee the recruitment of academic staff. Recruitment must follow established guidelines that emphasize merit-based appointments, with positions advertised both internally and externally [6]. The recruitment process also requires evidence of professional registration, such as with the Teachers Registration Council of Nigeria (TRCN) [24]. However, non-compliance with these guidelines, particularly regarding the shortlisting of candidates and the role of the Appointment and Promotions Committee, has been identified as a challenge in some institutions [24].

Appointments in Colleges of Education may be on a temporary, contract, or tenure basis, with academic staff typically serving until the age of 65. Contract appointments are for two years, with the possibility of renewal based on recommendations. All appointments are contingent upon the candidate's physical and mental fitness, as well as the declaration of their true age and registered domicile [24].

While the recruitment process in Colleges of Education is designed to be fair, transparent, and based on merit, challenges such as non-adherence to guidelines and political interference can hinder its effectiveness. Addressing these issues is critical to ensuring that only qualified individuals are appointed, which in turn fosters a committed and productive academic workforce.

### **Criteria for Appointment of Principal Officers in Public Colleges of Education**

According to the National Commission for Colleges of Education (NCCE) guidelines, the appointment of principal officers in public Colleges of Education follows specific criteria to ensure qualified leadership and administrative competence.

For the Appointment of the Provost as outlined by NCCE (section 2.8.1), the following are the minimum qualifications for the appointment of a provost in Colleges of Education:

1. The candidate must be a Chief Lecturer with at least five years of cognate experience.
2. The candidate should not be older than 55 years at the time of assumption of duty [24].
3. The candidate must possess an educational qualification in addition to a PhD in one of the subjects taught at the Nigerian Certificate in Education (NCE) level. For Technical Colleges of Education, the Ph.D. must be in the fields of science or vocational/technical education.
4. The candidate must provide evidence of academic and administrative leadership.
5. There must be proof of the candidate's professional standing and honours.
6. The candidate must be proficient in ICT and demonstrate involvement in community service [24].

The provost is the chief academic, administrative, and financial officer of the college and serves as the Chairman of the Academic Board. The initial appointment is for four years, and it may be renewed for an additional four-year term [24]. Appointments of provosts for state and private Colleges of Education must follow their respective laws and regulations.

### **Appointment of Other Principal Officers**

The NCCE guidelines (sections 2.9.1–2.9.11) also provide the criteria for the appointment of other principal officers, including the registrar, bursar, librarian, and director of works. Each appointment is for a five-year term, which can be renewed for one additional term based on satisfactory performance. The responsibilities and qualifications for these positions are as follows:

1. Registrar: The registrar serves as the Chief Administrative Officer of the college and acts as the Secretary to both the Governing Council and the Academic Board. The registrar reports directly to the provost.
2. Bursar: The bursar is the Chief Financial Officer responsible for the day-to-day management of the college's finances and reports to the provost.
3. Librarian: The college librarian manages the administration of library services and coordinates the libraries across the teaching units of the institution, also reporting to the provost [24].
4. Director of Works: This position requires a good honours degree in engineering and registration with the Council of Registered Engineers of Nigeria (COREN). The candidate must have at least thirteen years of post-qualification experience. The director of works is responsible for the maintenance and construction of college facilities and reports to the provost.

These criteria ensure that the leadership in Colleges of Education is equipped with the necessary qualifications and experience to effectively manage the institution's academic and



administrative functions [24]. The NCCE's detailed criteria for appointing principal officers in Colleges of Education are designed to ensure that highly qualified and experienced individuals lead institutions. By adhering to these standards, Colleges of Education can maintain effective academic, administrative, and financial management, fostering an environment conducive to academic excellence and organizational growth.

### **Motivation and Disciplinary Practices: Their Influence on Staff Productivity and Institutional Success**

Organizational success hinges on the institution's ability to create value and compensate for the resources contributed by its employees. To foster productivity and institutional achievement, effective motivation and disciplinary practices are vital. These strategies, particularly salary, promotion policies, and staff incentives, play significant roles in enhancing employee motivation and sustaining institutional harmony.

#### **Salary and Wages**

Salary serves as one of the most potent motivators within an organization. The National Commission for Colleges of Education (NCCE, 2015) stipulates provisions for salary and allowances for staff in Colleges of Education [24]. A well-structured salary system, which includes job-related payments, performance-based incentives, and fringe benefits such as paid holidays and pensions, boosts employee motivation by offering financial security and recognition [24]. These financial rewards not only help attract and retain employees but also encourage increased productivity and job commitment. Additional motivators, such as job security and workplace safety, complement the salary system, though allowances are recognized as privileges rather than entitlements.

A well-structured salary and wage system is critical for motivating staff and driving productivity. Financial rewards such as salaries, allowances, and fringe benefits provide employees with job security and a sense of accomplishment. These incentives, when properly implemented, help attract and retain talent, ultimately contributing to the overall success of the institution.

#### **Promotion Policy**

Promotion is another key factor influencing employee motivation. According to the service manuals of Colleges of Education in Taraba, Adamawa, and Gombe states, promotion serves as an elevation in grade and status based on merit and seniority [22]. The promotion encourages employees to enhance their capacities and performance, serving as a reward for outstanding work and improving morale. Eden emphasizes that disparities in promotion opportunities can negatively affect staff morale, making equitable promotion policies essential [26].

Agbo as cited in Agbulu, views promotion as a "geometric upward shift," where an employee's performance leads to increased social status and financial benefits. This upward mobility motivates staff to enhance their performance and meet organizational expectations [8]. Aji notes that in Colleges of Education, academic staff are promoted based on various criteria, such as published research, tenure, and contributions to their field. Academic staff advance from Assistant Lecturer to Chief Lecturer, equivalent to a professor in the university system, based on these criteria [27].

Promotion is a powerful tool that not only rewards performance but also fosters a culture of continuous improvement and professional growth. When promotion policies are transparent and based on merit, they significantly boost morale and efficiency. Equitable promotions help staff stay motivated and committed to institutional goals, enhancing both individual and organizational success.

#### **Criteria for Promotion of Academic Staff**

Promotion in Colleges of Education is based on several factors, as outlined in the Taraba State College of Education Zing Conditions of Service [28]. These criteria include loyalty, good character, effective teaching, research progress, and publication in recognized journals. Additionally, conference presentations, seminar papers, and book chapters in the candidate's discipline are essential for consideration. Academic and administrative staff must meet these criteria, and in exceptional cases, accelerated promotions are granted for outstanding performance. Similar criteria apply across Colleges of Education in North-East Nigeria, as stipulated by the NCCE [24].

The criteria for promoting academic staff ensure that only those who demonstrate loyalty, competence, and scholarly contributions advance in their careers. By adhering to these standards, institutions can maintain a high level of academic and professional excellence. Fair and consistent application of these criteria further promotes a motivated and capable workforce.

### **Remuneration Policy**

Remuneration plays a central role in enhancing job commitment and performance. As outlined by the NCCE Revised Conditions of Service, remuneration includes various benefits such as leave, allowances, loans, accommodation, and pensions. Staff members are entitled to annual leave, study leave, and maternity leave under specific conditions [24]. Moreover, senior staff may receive travel allowances and loans for vehicles and housing. Free medical treatment is also provided, and pension benefits apply for tenured staff, contributing to overall job satisfaction [24].

Remuneration policies that include a broad range of benefits, such as leave, accommodation, and pensions, are essential for maintaining staff commitment. These benefits provide employees with both financial security and professional satisfaction, creating a stable and motivated workforce. A comprehensive remuneration system is a key factor in enhancing institutional success.

Motivation strategies, including salary, promotion, and benefits, significantly impact staff productivity and institutional success in Colleges of Education. A well-designed salary structure, transparent promotion policy, and comprehensive remuneration system ensure that employees remain motivated, productive, and committed to achieving institutional goals. By fostering a positive work environment through these strategies, Colleges of Education can ensure long-term success and academic excellence.

### **Challenges of Implementing Personnel Management in Colleges of Education in Northeast Nigeria**

Personnel management in Colleges of Education across Northeast Nigeria faces several challenges that hinder the effective recruitment, training, and development of staff. These challenges affect the overall performance and productivity of institutions and their ability to meet educational standards. Key challenges include issues with recruitment and selection, poor funding, inadequate training practices, and the inefficient utilization of trained workers.

#### **Recruitment and Selection Issues**

One of the major challenges in implementing personnel management is the failure to adhere to the recruitment and selection guidelines set by the National Commission for Colleges of Education (NCCE). Some colleges recruit personnel based on political ties, nepotism, or favouritism rather than merit-based criteria. This practice results in the appointment of unqualified and incompetent individuals, which undermines the quality of staff and the institution's commitment to academic excellence. Animoku, Haruna, and Attah noted that such practices not only violate the NCCE's standards but also disrupt the role of the Appointment and Promotions Committee (A&PC), which is supposed to oversee merit-based hiring. This deviation from proper hiring procedures leads to inefficiencies in the educational system and hampers the professional growth of the institution [28].

### Poor Funding

A significant obstacle to effective personnel management in Colleges of Education is poor funding. Budgetary constraints prevent many institutions from implementing comprehensive training and development programs for staff. According to NCCE guidelines (2015), further staff training is critical to maintaining academic standards, but financial limitations make it difficult for colleges to provide opportunities for staff development [6]. Without proper funding, institutions cannot invest in continuous professional development, which affects staff productivity, job satisfaction, and overall institutional success [24]. The lack of financial support also influences other critical areas, such as staff remuneration and benefits, making it difficult to attract and retain skilled personnel.

### Lack of Proper Training

Many colleges do not follow a systematic approach to staff training, resulting in ineffective and inefficient training programs. Instead of adopting structured training programs aligned with institutional goals, some institutions engage in ad-hoc training that does not address the specific needs of the staff or the college. Etor asserts that training programs in these institutions are often poorly planned and implemented without considering staff competencies or organizational objectives. This lack of a coordinated training framework reduces the potential for staff growth and development, which, in turn, affects their commitment to institutional goals [22].

### Inefficient Utilization of Trained Workers

Another challenge is the underutilization of staff after they have undergone training. Many colleges fail to create an environment where staff can apply the new skills and knowledge acquired through training programs. This inefficiency discourages staff from fully participating in future professional development opportunities and limits the overall impact of training on institutional success [21]. The inability of management to properly utilize trained personnel leads to stagnation in staff performance, and the institution fails to benefit from the investment made in staff development.

### Inadequate Leadership and Administrative Support

Leadership plays a critical role in the implementation of personnel management practices. In some colleges, there is a lack of proactive leadership and administrative support to enforce personnel management policies effectively. According to Aigbepne and Mahmud, administrators need to take an active role in defining training needs, ensuring proper recruitment practices, and motivating staff [29]. However, many institutions lack strong leadership to oversee these responsibilities, resulting in poor personnel management outcomes. Without leadership that prioritizes staff development and ensures adherence to personnel management standards, the colleges struggle to achieve institutional success.

### Political and Bureaucratic Interference

Political and bureaucratic interference is a persistent issue in the management of educational institutions in Northeast Nigeria. Political leaders often exert undue influence over hiring decisions and promotions, bypassing established protocols to benefit their allies. This interference weakens institutional autonomy and contributes to the appointment of unqualified individuals, further undermining personnel management practices [30]. This practice not only disrupts merit-based appointments but also diminishes staff morale, leading to low productivity and inefficiency.

### Inconsistent Application of Policies

Inconsistent application of personnel management policies is another challenge in many Colleges of Education [31], [32]. While the NCCE provides comprehensive guidelines on recruitment, training, promotion, and remuneration, many institutions fail to implement these policies consistently. A lack of adherence to the standardized procedures outlined in the

NCCE's Revised Conditions of Service leads to discrepancies in how staff are treated, which fosters dissatisfaction and reduces institutional efficiency [33]–[35].

The challenges of implementing personnel management in Colleges of Education in Northeast Nigeria—ranging from recruitment issues, poor funding, and lack of systematic training, to inefficient utilization of trained staff and political interference—seriously hinder institutional development and productivity [36], [37]. Addressing these challenges requires stronger adherence to NCCE guidelines, improved funding, and proactive leadership to enforce policies effectively. Only through comprehensive reforms can these institutions meet their personnel management goals and foster an environment of academic excellence and institutional success [38]–[40].

## CONCLUSION

In conclusion, the evolution and impact of personnel management practices in higher education institutions, particularly Colleges of Education, play a crucial role in the development of qualified, committed, and motivated staff. Effective personnel management practices—such as structured recruitment, comprehensive staff training, professional development, motivation, and proper discipline—are essential for achieving the educational goals of these institutions. However, the challenges identified, including recruitment issues, poor funding, and inadequate staff training programs, significantly impede the success of these institutions, especially in North-East Nigeria. To achieve the intended goals of producing highly qualified teachers and fostering academic excellence, these challenges must be systematically addressed. The overall success of Colleges of Education depends not only on academic policies but also on the proper management of human resources. Committed and motivated staff are the foundation of any thriving educational institution, and improving personnel management practices is essential to enhancing staff productivity, commitment, and institutional success.

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## Author Contribution

Khadijatu Adamu Mafindi: Conceptualization, Methodology, Writing – review & editing.

## Conflicts of Interest

All authors declare no conflict of interest.

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