

STAFF DEVELOPMENT AND DISCIPLINARY POLICIES AS DETERMINANTS OF  
COMMITMENT TO DUTY BY ACADEMIC PERSONNEL IN TERTIARY INSTITUTIONS  
IN NEW YORK

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**ABSTRACT**

*The quality of tertiary education plays significant role in the development of human capacity. This study appraised the relationship between the implementation of staff development and disciplinary policies and commitment to duty by academic personnel in tertiary institutions in New York. The study was guided by three objectives, research questions and hypotheses and ex-post facto design was adopted. The population consisted 845 academic personnel in New York. A sample of 604 604 academic personnel were selected using multi-stage sampling technique. Three researcher - developed instruments "Implementation of Staff Development Policy Questionnaire, (ISDPQ), Staff Disciplinary Policy Implementation Questionnaire (SDPIQ) and "Academic Personnel Commitment Questionnaire (APCQ) were used in data collection with 5 items, 5 items and 18 items respectively. The reliability of these instruments were established using Cronbach Alpha method and reliability coefficients of .80, .80 and .76 were obtained for ISDPQ, SDPIQ and APCQ respectively. Of the 604 copies of the instruments administered, 596 copies were retrieved and found useable amounting to 98.7 percent success rate. Pearson's Product Moment Correlation and multiple regression were used to test the hypotheses at 0.05 level of significance. Result reveals significant relationship between the implementation of staff development and staff disciplinary polices and commitment to duty by academic personnel in New York state- owned tertiary institutions. It is therefore recommended among others that any academic personnel who might have erred should be disciplined accordingly not minding the statue of the fellow. This will serve as a deterrent to other academic personnel and hence stimulates better commitment to duty among them.*

**Keywords: Staff development policy, Staff disciplinary policy and Commitment to duty.**

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**Introduction**

Staff development is one of the means of preparing employees to obtain knowledge and skill relevant to their jobs. Staff development can be used as a tool for developing knowledge and skills aimed at enhancing an employee's performance based upon the criteria of efficiency and effectiveness, besides achieving competitiveness and productivity. It is one of the ways of developing knowledge and skills of the employees in order to enhance their individual's performance based on the vision, mission as well the goals of the organisation. Staff

development is one of the policies in any organisation. The policy helps to develop team work among employees. Effective implementation of staff development policy is one of the foremost approaches for achieving efficiency in any organisation. This is why it is important that tertiary institutions as an educational institution after identifying its needs should be able prescribe a suitable programme for training its staff for maximum contribution to the development and progress of the institutions. As a matter of policy, staff development should be geared towards the achievement of the aims of the institution.

Staff disciplinary policy on the other hand is one of the ways of maintaining laws and orderliness in the institution. The Vice Chancellor, Rector or Provost as the Chief Executive of respective institutions according to the policy shall have power to exercise the general authority over staff and shall have responsibility for discipline in their respective institutions. The Vice Chancellor, Rector or Provost shall have responsibility for the general discipline of all members of staff. In the case of junior staff, the powers of discipline shall be exercised by the Registrar on behalf of the Vice Chancellor, Rector or Provost. It is the duty of the Head of Department of various Departments to whose notice to the misconduct of any officer is brought to institute administrative enquiry, and in-extreme cases of serious offences, to report the matter to the Vice Chancellor, Rector or Provost as the case may be, through the Registrar and recommend appropriate disciplinary measures

For the purpose of the above, the staff of New York owned tertiary institutions are given the opportunity to benefit from the staff development policy in the form of study leave with pay, work study leave with pay, training leave, study leave without pay among others. In New York - owned tertiary institutions, a confirmed member of the academic staff who has been in the continuous employment of any of the State tertiary institution for at least two calendar years, except for normal vacation leave are qualified to apply for any of these staff development programmes. Also, the following disciplinary actions may be taken against any staff for any of the offences, and short comings defined as misconduct in these regulations. These include verbal warning/reprimand, query, written warning, and withholding/deferring increment, reduction in grade/rank, interdiction, suspension, termination and dismissal.

All these policies are formulated to enhance commitment to duty among the academic personnel in these institutions. But inspite of all these policies, it is quite common to observe lack of commitment among academic personnel in tertiary institutions. Academic personnel are often perceived to show laxity towards duty as many of them show attitude capable of undermining the goals and objectives of tertiary education. Some of them spend more time on publication, attending conference for self-motive of promotion as the expense of teaching. This may have resulted to the low productivity of outputs from tertiary institutions. One thing is crucial, it is one thing to formulate policy, and it is another thing for such policy to be adequately implemented. For instance, in a situation where an academic staff fails to come to classes for lecture and appropriate disciplinary measures are not meted on such lecturer to serve as deterrent to others, other academic personnel may follow suit. Also, when selection of academic personnel for staff development is based on whom they know and not based on merit, it could also have an effect on commitment to duty among academic personnel. This is where the implementation of staff development and disciplinary polices are very crucial. Hence, this study explores the relationship between the implementation of staff development and staff disciplinary polices on commitment to duty by academic personnel in New York - owned tertiary institutions.

### **Purpose of the Study**

The purpose of this study is to determine the relationship between the implementation of staff development and staff disciplinary policies and commitment to duty among academic personnel in Akwa state-owned tertiary institutions. The specific objective of this study include to:

- (i) Determine the relationship between the implementation of staff development policy and commitment to duty by academic personnel in New York -owned tertiary institutions.
- (ii) Determine the relationship between the implementation of staff disciplinary policy and commitment to duty by academic personnel in New York -owned tertiary institutions.
- (iii) Determine the relationship between the implementation of staff development and disciplinary policies and commitment to duty by academic personnel in New York -owned tertiary institutions.

### **Research Questions**

This study was guided by the following research questions:

- (i) What relationship exists between the implementation of staff development policy and commitment to duty by academic personnel in New York -owned tertiary institutions?
- (ii) What relationship exists between the implementation of staff disciplinary policy and commitment to duty by academic personnel in New York -owned tertiary institutions?
- (iii) What relationship exists between the implementation of staff development and disciplinary policies and commitment to duty by academic personnel in New York -owned tertiary institutions?

### **Null Hypotheses**

This study was guided by the null hypotheses which is tested at the 0.05 level of significance.

- (i) There is no significant relationship between the implementation of staff development policy and commitment to duty by academic personnel in New York-owned tertiary institutions.
- (ii) There is no significant relationship between the implementation of staff disciplinary policy and commitment to duty by academic personnel in New York-owned tertiary institutions.
- (iii) There is no significant relationship between the implementation of staff development and disciplinary policies and commitment to duty by academic personnel in New York-owned tertiary institutions.

### **Review of literature**

#### **Implementation of Staff Development and Commitment to Duty by Academic Personnel in New York-Owned Tertiary Institutions.**

Staff development refers to the development of supporting, technical and professional staff in organisations, such as local authorities, in which such staff form a large proportion of those employed. Its aim is to enable such employees to perform their current and future roles effectively (Collin, 2001). Rautalinko and Lipser (2004) mentioned that certain training programmes are designed to trigger specific reasons while others apply to general strengths

and weaknesses of employees' before training. The source mentioned two major types of trainings as being off-job training which is conducted outside the office; and an on-job training which is conducted within the office environment. Successful and effective job trainings largely impact the productivity of employees in their present job. If employees feel well-trained, they automatically become committed to the organisation. Human resource development acts as a triggering mechanism for the progression of other human resource policies aimed at recruiting, retaining and rewarding employees, which the qualitative differences between organisations. Investment in employee learning is a way of creating a primary internal market and policies aimed at upgrading skills, reducing an organisation's dependency on external source of skill(Olowu and Adamolekun, 2005).

According to Nwachukwu (2007), the objectives of staff training and development include increasing productivity, lower turnover, higher morale and promotion of goal congruency. Training and development should be an ongoing process in any organisation. Training is the formal and systematic modification of behaviour through learning which occurs as a result of education, development and planned experience (Armstrong, 2001). Armstrong (2001) maintained that effective training can minimise learning cost; improve individual, team and corporate performance speed and overall productivity; upgrade operational flexibility by extending the range of skills possessed by employees; attract high quality employees by giving them learning and development opportunity; increases job knowledge and enhances workers' skills, thus enabling them to obtain more job satisfaction and to gain higher reward and promotion. Furthermore, it helps employees to identify organisation goals and mission, helps not only in managing change but also developing positive culture in the organisation, which in turn, may lead to providing higher level of service to stakeholder (Armstrong, 2001, p.79). Some empirical studies have been carried out in this regard. Majumder(2012) examined current human resource management policies (recruitment and selection systems, compensation package, job security, career growth, training and development, management style, job design and responsibilities, reward and motivation and working environment) and its impact on employee's satisfaction and commitment in the private banking sector in Bangladesh. The study adopted a correlational research design. Primary data were collected using questionnaire. Sample of 280 employees of commercial banks in Bangladesh were selected by proportional stratified random sampling. Relationship between variables was examined using Pearson Product Moment correlation. The study revealed a significant relationship between staff training and employees' satisfaction and commitment.

Agba, Festus and Ushie (2010) examined career development and employees' commitment in Niger Mill Plc, Calabar, Cross River State. The study design was a descriptive survey. Research hypotheses were tested using Pearson product Moment Correlation. Findings of this study revealed that career advancement, career counselling and career opportunities significantly related with workers' commitment. Hence, that study recommends that a comprehensive career development programme should be adopted by management so as to enhance workers commitment to work.

Owoyemi, Shadare and Ayim (2012) investigated the effect of training on employees' commitment in a Discount House. The design of the study was descriptive. Sample of 150 respondents were selected by simple random sampling. Data were analysed using regression analysis. The study revealed that training increase employee's commitment to the organisation.

Tegene (2008) investigated human resource policies implementation in Civil Service in South Regional Government in Ethiopia and its influence on workers commitment. The study

examined the link between decentralization and human resource management function in the public sector in Ethiopia and how the implementation of human resource management activities (staff recruitment policy and staff training ) affect employees' commitment. The study made use of both primary and secondary data. Primary data were collected through questionnaire. The multiple regression analysis was used to test research hypotheses. The study found that staff recruitment and staff training has a significant positive effect on workers commitment in Civil Service in South Regional Government of Ethiopia.

### **Implementation of Staff Disciplinary Policy and Commitment to Duty by Academic Personnel in New York Tertiary Institutions.**

Discipline can be defined as action or behaviour on the part of the authority in an organization (usually management) aimed at restraining all employees from behaviour that threatens to disrupt the functioning of the organization (Nel, Van, Haasbrek, Schultz, Sono and Werner, 2007). The primary objective of disciplinary action is to motivate an employee to comply with the organisation standards. The failure to perform as expected could be directly related to the tasks performed by the employee or to the rules and regulations that define proper conduct at work. The second objective of discipline is to create or maintain mutual trust and respect between the supervisor and subordinate. Improperly administered discipline can create such problems as low commitment and resentment between the supervisor and the subordinate. The proper administration of discipline will not only improve employee commitment but will also minimize future disciplinary problems through a positive supervisor-subordinate relationship (Grobler, Warnich, Carrell, Elbert and Hatfield, 2006). Disciplinary action is usually initiated by management in response to unsatisfactory work performance or unacceptable behaviour on the part of the workers. However, a proper procedure must be followed when exercising discipline. A disciplinary procedure aims to promote fairness and procedural justice in dealing with employee discipline. The advantages for organizations of a consistent disciplinary procedure are threefold: first, it contributes to the stability of the workforce; second, labour turnover is minimized; and third, it promotes productivity (Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner, 2007:34). A disciplinary code endorses the concept of corrective or progressive discipline, which regards the purpose of discipline as a means for employees to know and understand what standards are required of them (Nel *et al*, 2007). It empowers employers to seek to correct employees' behaviour by a system of graduated disciplinary measures such as counseling and warnings (Nel *et al*, 2007).

Katou (2008) conducted a study to measure the impact of human resource policies implementation on employee's commitment and organisational performance in the manufacturing sector in Greece. The study considered four human resource policies which were resourcing and development, disciplinary policy, compensation and incentives, involvement and job design. Primary data were collected using a questionnaire. The study selected a sample of 340 employees from manufacturing companies in Greece. Pearson correlation was used to analyse the resulting data. The results indicated that a significant positive relationship between which exists between human resource policies and organizational performance is partially mediated through human resource outcomes (development of skills, attitudes, behaviours), and it is influenced by business strategies (cost, quality, innovation). The study also found significant relationship between the four human resource policies considered and employee's commitment. The study concluded that human resource management policy implementations are associated

with business strategies and hence, affect organisational performance through the development of human resource management outcomes.

Iqbal, Malik and Ghafoor (2011) conducted a comparative analysis of the Human Resource Management policies of public and private universities of Pakistan among executives. The study focused on recruitment policy, compensation and disciplinary policy. A sample of 130 executives of private and public universities in Pakistan was selected. The study used independent t test analysis to test the research hypotheses. The study found that there was a significant difference in the implementation of human resource policies between public and private Universities. The study found that HRM policies such as job definition, training and development, compensation, team work and employees participation were better implemented in the public universities than private universities. The study also established that performance appraisal practices and disciplinary policy were better in the private universities than public sector Universities.

Ayinde and Akanni (2012) examined the employees' perception of the implementation of downsizing and disciplinary policies and how they impact on commitment of workers in some selected federal government establishment in some countries. The study employed descriptive cross-sectional design. Multi-stage sampling technique was used in selecting 604 respondents comprising 59 percent males and 41 percent females. The 604 respondents were selected from six federal government establishments in Abuja and Lagos State. Data were collected through a standardized psychological test. Data were collected and analyzed using descriptive statistics and Pearson product correlation. The result showed that the implementation of downsizing policy carried out in year 2005 and 2007 was total and has affected Federal Ministries and Parastatals in some nations. The result also showed that there is significant negative relationship between employees' perception of downsizing and employees' work commitment and that employees' perception of downsizing exercise influenced their commitment to work.

### **Methodology**

The study ex-post facto correlational design. The population of this study comprised all academic personnel in New York-owned tertiary institutions. The population of the study comprised of 863 academic personnel comprising 397, 269 and 197 academic personnel from the tertiary institution. A sample of 604 academic personnel was selected using multi stage sampling technique. Three researcher-developed instruments, "Implementation of Staff Development Questionnaire (ISDQ)", Staff Disciplinary Implementation Questionnaire, (SDIQ) and "Academic Personnel Commitment Questionnaire, (APCQ)" were used in data collection. The instrument was validated by three experts, one in Test and Measurement, Departments of Educational Foundations and two experts in educational Management from the Department of Curriculum Studies, Educational Management and Planning, all from the University of Rochester. The reliability of these instruments was established using Cronbach Alpha reliability method and reliability coefficients of .80, .80 and .76 were obtained respectively. Out of the 604 copies of the questionnaire administered, 596 copies were retrieved and found useable. Pearson Product Moment Correlation (PPMC) and multiple linear regression were used to analyse data.

### **Results**

#### **Test of hypotheses**

##### **Hypothesis 1**

There is no significant relationship between the implementation of staff development policy and commitment to duty by academic personnel in New York-owned tertiary institutions.



Table 1: Relationship between implementation of staff development policy and commitment to duty by academic personnel

Variables	$\Sigma X$ $\Sigma Y$	$\Sigma X^2$ $\Sigma Y^2$	$\Sigma XY$	r-calc.	r-crit.	Decision at $p < .05$
Staff development policy(X)	7240	92690	291226	0.312	0.139	*
Commitment to duty(Y)	23800	966022				

\*= *significant at  $p < .05$ .*

Result summarized in Table 1 reveals positive relationship between the implementation of staff development policy and commitment to duty by academic personnel(  $r = 0.312$ ). Table 1 also shows that the calculated r-value of 0.312 is greater than the critical r-value of 0.139 at the 0.05 level of significance with 594 degrees of freedom. This means that implementation of staff development policy significantly, relates to commitment to duty by academic personnel. This led to the rejection of the null hypothesis that there is no significant relationship between the implementation of staff development policy and commitment to duty by academic personnel in New York - owned tertiary insitutions.

### Hypothesis 2

**Table 2:** Relationship between implementation of staff disciplinary policy and commitment to duty by academic personnel

Variables	$\Sigma X$ $\Sigma Y$	$\Sigma X^2$ $\Sigma Y^2$	$\Sigma XY$	r-value	r-crit.	Decision at $p < .05$
Staff disciplinary (X)	7364	94026	295882	0.264	0.139	*
Commitment to duty (Y)	23800	966022				

\*= *significant at  $p < .05$ .*

Result presented in Table 2 shows positive relationship between the implementation of staff disciplinary policy and commitment to duty by academic personnel(  $r = 0.264$ ). Table 2 also reveals that the calculated r-value of 0.264 is greater than the critical r-value of 0.139 at 0.05 level of significance with 595 degrees of freedom. This led to the rejection of the null hypothesis that there is no significant relationship between implementation of staff disciplinary policy and commitment to duty. Therefore, that there is significant relationship between implementation of staff disciplinary policy and commitment to duty by academic personnel in New York - owned tertiary institutions.

### Hypothesis 3

There is no significant relationship between the implementation of staff development and disciplinary polices and commitment to duty by academic personnel in New York-owned tertiary institutions.



Table 3: Relationship between the implementation of staff development and disciplinary polices and commitment to duty by academic personnel in New York-owned tertiary institutions.

	Unstandardized Beta Coefficient( $\beta_0$ )	Standardized Beta Coefficient ( $\beta$ )	Standard error	t-calc.	Significant (2 tailed)	VIF
<b>Constant</b>	28.371		1.214	23.37		
<b>Implementation of staff development policy</b>	0.420	0.277	0.058	7.239	0.000	1.023
<b>Implementation of disciplinary policy</b>	0.546	0.235	0.089	6.139	0.000	1.023

**Dependent variable: commitment to duty by academic personnel**  
**R = 0.389**  
**R-square = 0.151**  
**Std. Error of estimate = 4.72835**  
**F-calc. = 52.812**  
**F-crit. = 3.01**

Table 3 shows multiple correlation coefficient of 0.389 for the joint relationship between the variables. Result in Table 3 shows r-square of 0.151 which means that 15.1% of the variation in commitment to duty by academic personnel in New York –owned tertiary institutions was accounted for by the implementation of staff development and staff welfare policies. Result also shows that the F-calculated (352.812) is greater than the F- critical (3.01) at 0.05 level of significance. This result indicates that there is a significant relationship between the implementation of staff development and staff disciplinary polices and commitment to duty by academic personnel in the study area. The Variance Inflation Factor(VIF) of 1.023 and 1.023 were obtained for the implementation of staff development and staff disciplinary polices respectively which is an indication that there is no problem of multicollinearity.

### **Discussion of the Findings**

The finding established significant positive relationship between staff development policy and the commitment to duty by academic personnel in New York-owned tertiary institutions. The finding agrees with Agba, Festus and Ushie (2010) study on the implementation of staff development policy and employee commitment in Niger Mill Plc, Calabar that there is significant positive relationship between implementation of staff development and commitment to duty by the personnel in Niger Mill, Plc. This finding also agrees with that of Majumder (2012) study which established positive and significant relationship between implementation of staff development policy and commitment to duty by employees in private banking sector in Bangladesh. This result could be so because staff development policy is a kind of policy designed to train and develop the employees in an organisation. It involves training and re-

training of the employee. When the right personnel are selected not based on sentiment or any other socio-political consideration, such academic personnel will be motivated to put his or her best into work. But in a case where the policy is implemented in a way that favours a particular set of people other employees who feel that they are at a disadvantage will definitely not feel committed to work. Hence, their level of commitment will be adversely affected.

The finding also showed significant positive relationship between implementation of staff disciplinary policy and commitment to duty by academic personnel. This result implies that when staff disciplinary policy is well implemented in the state-owned tertiary institutions in New York, the level of commitment to duty by academic personnel would be guaranteed. This finding agrees with Katou (2008) study that established implementation of disciplinary policy has significant relationship with commitment to duty among personnel in manufacturing sector in Greece. The finding also agrees with the study by Iqbal, Malik and Ghafor (2011). The former established significant positive relationship between implementation of disciplinary policy and commitment to duty by personnel in public and private Universities in Pakistan.

This result could be so because disciplinary policy helps endorse the concept of corrective or progressive discipline as a means for employees to know and understand the standard required of them. Effective implementation of this policy helps to define actions behaviour on the part of the authority in an organisation usually management aimed at restraining all employees from behaviour that threaten to disrupt the functioning of the organisation. Human beings ordinarily would like to behave in a way that may jeopardise the achievement of the objectives of the institution. The implementation of disciplinary policy helps to checkmate these negative behaviours and reinforces commitment to duty.

### **Conclusion and recommendations**

The study explored the relationship between the implementation of staff development and disciplinary policies and commitment to duty by academic personnel in New York - owned tertiary institutions. Results obtained thus far have shown significant positive relationship between implementation of staff development and disciplinary policies and commitment to duty. This result implies that the better the implementation of these policies, the better the level of commitment to duty by academic personnel. Therefore, to enhance commitment to duty by academic personnel, it is important that any academic personnel who might have erred should be disciplined accordingly not minding the status of the fellow. This will serve as a determinant to other academic personnel and hence stimulates better commitment to duty among the academic personnel. Also, selection of academic personnel for staff development in all New York -owned tertiary institutions should be all inclusive and should not be based on favouritism, ethnic or political consideration.

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