EVALUATION OF MANAGEMENT PRACTICES OF COLLEGES OF EDUCATION IN NORTH CENTRAL GEO - POLITICAL ZONE, NIGERIA

BY

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PhD/Educ/426/2011-2012

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FACULTY OF EDUCATION,
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ZARIA

MARCH, 2018

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PhD/Educ/426/2011-2012

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

MARCH, 2018

DECLARATION

I hereby declare that this thesis entitled, "Evaluation of Management Practices of Colleges of Education in North Central Geo- Political Zone, Nigeria", was written by me. I also declare to the best of my knowledge that this piece of work has never been presented before for the award of any higher degree. All sources of information used in this research work have been duly acknowledged in the reference section.

_____ _____

Numa SHESHI, **Date**

CERTIFICATION

This thesis titled "Evaluation of Management Practices of Colleges of Education in North Central Geo- Political Zone, Nigeria," by Numa SHESHI meets the regulations governing the award of degree of Doctor of Philosophy (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To my wife, Godiya Sheshi and my lovely children, Deyigbe and Kabeda for their patience and sacrifices during the course of my studies.

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I am sincerely grateful to God for giving me wisdom and knowledge to be able to study up to Doctoral level. Secondly, I am sincerely grateful to my late brothers who sacrifice my services in the farm and enrolled me into the white man's school. Thirdly, I am grateful to all the teachers at all the levels of my studies, but most especially the team of my supervisors Professor B.A. Maina,Dr, A.A Igunnu, Dr. E.I. Makoju and Late Dr. M.O Dare for taking pain to put me through all the stages of this research to an end. I must specially appreciate Professor B.A. Maina, who encouraged and inspired me to continue with this study when at a point I got discouraged due to the activities of the insurgencies in the Northern Nigeria. It is my sincere prayers that Almighty Allah will reward him abundantly.

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ABSTRACT

This study, "Evaluation of Management Practices of Colleges of Education in North Central Geo-Political Zone, Nigeria" was carried out with a view to providing the information on how Colleges of Education were managed in the area of study. The objectives of the study were to identify how planning strategies, staff development, decision making, communication, management of fund, provision of facilities, staffing, discipline and interpersonal relationships in Colleges of Education in North Central Geo-Political Zone, Nigerians were carried out. Corresponding Null Hypotheses were postulated in line with the objectives of the study. Descriptive Survey Design was used for the study. A total sample of 375 copies of questionnaire were distributed to the respondents, comprising 325 academic staff and 50 management staff of Colleges of Education in the study area. The instrument used for data collection was questionnaire using five (5) Likert scale measurement. Stratified Random Sampling Technique was used to distribute the questionnaire to the subjects. Cronbach's alpha (r) statistical method was used to test the reliability, where 0.951 was obtained as the reliability coefficient indicating that the instrument used was reliable. The ten hypotheses formulated were tested using independent t-test statistics for both category of respondents in the Colleges of Education in North Central Geo-political Zone in Nigeria at 0.05 level of significance. All the ten hypotheses were rejected which meant there was no significant difference in the opinions of the respondents on the issues raised. Findings of the study revealed that the curricular of College of Education in the study area were obsolete and no adequate staff strength, both academic and management staff were not given equal opportunities to develop themselves, staff and management were not carried along in decision making and staff welfare such as accommodation, transportation, water, electricity were not adequately provided. Recommendations were made which included that the Colleges of Education should have their programs and policies properly planned and executed to achieve their goals and objectives, the Colleges of Education should sponsor their staff for development programmes through in-service training to update their knowledge, the Colleges should not depend on government subvention but to look inward for Internally Generated Revenue (IGR) to augment government efforts. Suggestions for further studies were proferred which included replication of the study in other Geo-Political Zones to encourage efficiency in the management of Colleges of Education across the country and critically assess management of other tertiary institutions in the country to ascertain their efficiency in terms of management and ultimately in the achievement of the National Educational goals.

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GLOSSARY OF ACRONYMS

ASUP: Academic Staff Union of Polytechnics

COEASU: Colleges of Education Academic Staff Union

EACOED: Emmanuel Alayande College of Education Oyo

EMCEQ: Evaluation of Management of Colleges Education Questionnaire

ETF: Education Trust Fund

GSE: General Studies in Education

HOD: Head of Department

ICT: Information Communication Technology

IGR: Internally Generated Revenue

NCCE: National Commission for Colleges of Education

NCE: Nigerian Certificate of Education

UNESCO: United Nations Educational Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Planning: It is called forethought. It is the process of thinking about and organizing the activities required to achieve the goal of an organization.

Staff Development: Staff development can be viewed as the activities and programs whether formal or informal and which help staff to develop their potentials for the benefit of the organization.

Communication: It is a latin word communicare' meaning 'to share''. It is a purposeful activity of exchanging views. It is a process of reaching mutual understanding in which participants not only receive but react to information received.

Decision-making: It can be regarded as the cognitive process resulting in the selection of a belief or a cause of action. Put in another way, it is a thought process of selecting a logical choice from available options.

Funding:It is the act of providing financial resources, usually in the form of money to execute the needs of an organization.

Staffing: The selection and training of individuals for specific job functions. It involves manning the organizational structure through proper and effective selection.

School Facilities: These are physical infrastructures that are needed for schools to operate successfully. They make school environment conducive thereby making learning much more effective and efficient.

Discipline: It is a training expected to produce a specific character or pattern of behavior. It is an activity, exercise or regiment that develops or improves the skill of an individual.

Interpersonal Relationship: It is a strong, deep or close association between two or more people in an organization. The interaction leads to achievement of organizational goals and objectives.

Management: It is a function that harnesses men, money and materials for the achievement of set organizational objectives.

CHAPTER ONE

INTRODUCTION

1.1 **Background to the Study**

Education holds the key to the success of every sector of the economy. This is because through education the manpower required for the growth and development of the nation is produced. Education has been recognized as an indispensable factor in the social, economic and political advancement of the country. It is seen as the catalyst for national transformation from a state of underdevelopment through scientific, technological and social changes to a state of development (Onyia, 2011). The importance of education for national transformation was aptly captured in the National Policy on Education (Federal Republic of Nigeria, (FRN), 2004). In this document, education is seen as an "instrument per excellence for national development" (FRN, 2004:7). Thus, effective education must develop individuals with comparative advantage to compete favourably in a globalized economy. This implies that education must prepare individuals for better self-realisation, better human relationships and effective citizenship for national unity and for social, economic and scientific progress (FRN, 2004:7).

The achievement of the above will depend on effective implementation of teacher education programme for the production of quality teachers to drive the educational process. The knowledge, expertise and the ability levels of teachers will determine the quality of the products of the system (Eze, 2013). The National Policy on Education is clear on this by asserting that no educational system can rise above the quality of its teachers (FRN, 2004). This implies that the quality of the products of an educational system can never rise above the quality of the system that produced it.

In Nigeria, the responsibility for training professionally qualified teachers has been entrusted to the following educational institutions provided they continuously meet the required minimum standards. They include: Colleges of Education, Faculties of Education in Universities, Institutes

of Education, National Teachers' Institute, and Schools of Education in the Polytechnics, National Institute for Nigerian Languages (NINLAN) and National Mathematics Centre (NMC). These teacher educational institutions have the mandate to produce highly motivated, conscientious and efficient classroom teachers; encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into the social life of the community and society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment; and make them adaptable to changing situations and enhance teachers commitment to the teaching profession (FRN, 2004).

For teachers to continually remain professionally competent, the teacher education institutions including the Colleges of Education, which are the focus of this study, shall be abreast of the changes in methodology and curriculum in order to expose teachers regularly to innovations and changes in the profession and also provide in-service training opportunities to remain relevant in the field (FRN, 2004). According to Ogbonnaya (2005), Colleges of Education are teacher education institutions established to provide training designed for developing highly motivated, conscientious and efficient classroom teachers at the primary and junior secondary school levels of education in Nigeria. This definition is line with the provision of the National Policy on Education that colleges of education have the mandate of producing teachers at the Basic Education Level. These expectations from the Colleges of Education can only be met with the existence of effective and efficient administrators and teacher educators committed to the promotion of teaching, learning and research and the creation of enabling environment for productivity in the system Ogbonnaya (2005).

The quality of the products of these colleges rests on the quality of the Human Resource available in the system. Human Resource according to Adeyemi (2009) are the people or individuals within the society with all its aspiration, needs and capacities. He enunciates that it is the critical resource upon which a nation's economic future depends and as an economic resource,

it represents the aggregate of skills and attitudes resulting from education and training that equip the labour force with the capacity to plan, organize and carry out economic processes when properly allocated. Adeyemi (2009) further stressed that the human resources in the society is the critical resources upon which a nation's economic future is based. It is however true that other types of resources such as material, financial and physical resources are required for attaining institutional goals, human resource has been described as the most important of all the resources. In a College of Education for instance, it is the human resource that determines, plans and organizes the use of other resources and also design, plan and implement programmes for the achievement of the colleges' objectives Adeyemi (2009).

In a highly competitive and globalized world, any institution of learning that seeks to develop competitive advantage must leverage on high quality Human Resource. This could be developed through investment that ensures that the institutions' possess the knowledge, skills and competencies needed to work effectively in a rapidly changing world environment. The value of the human resource is dependent on the effectiveness of its management.

Human resource management has been described as a planned approach to managing people effectively for productive performance (Werther & Davies, 1996). It aims at ensuring a more open, flexible and accommodating management style so that staff is motivated, developed and managed in a way that they can give their best to support the institution's mission and vision. Human resource management is usually considered to cover almost everything that has to do with staff and their relationships in the workplace. Jackson (1995) defined human resource management as an umbrella term that comprises all systematic activities designed to attract, develop, motivate and retain employees who are key partners in effective functioning and survival of an organisation.

For Mamoria and Gankar (2007), human resource management has to do with planning, organizing, directing and controlling various operative functions of recruiting, developing,

maintaining and utilizing labour force so that the objectives for which the organisation is established are attained economically and effectively. In this study, human resource management in Colleges of Education is seen as a systematic and planned effort designed to acquire, develop and put human energy into effective use for the benefits and improvement of employees, organisation itself and the society at large (Mamoria and Gankar, 2007).

In other words, Human resource management could be seen as the process of recruiting, developing and rewarding the employees for maximum input into the system. Good human resource managers see staff as the most important assets and normally aim to recruit appropriate staff, retain current effective staff, maintain and enhance employees' performance and skills and provide a motivating, safe and rewarding workplace with appropriate workplace practices. The Colleges of Education in Nigeria can only live to the mandate of producing quality teachers required to implement the Universal Basic Education Curriculum if the human resource is planned, managed and sustained. The governing councils provide the policy directions which are implemented by the management of each college. In order to harmonize the activities of the Colleges of Education to meet the requirements/standards for producing professionally competent teachers, the Federal Government of Nigeria established in 1989 through decree No. 3 the National Commission for Colleges of Education (NCCE). The commission has the responsibility of regulating the teacher education programmes in the colleges of education in the country by ensuring that every college meets the set minimum standard of operation. The minimum standard specifies the guidelines on modes of appointment into different cadres, appraisals and promotions, discipline, staff training and development, staff welfare, leave, transfer, health care, retirement and death benefits (NCCE, 2012).

The critical areas of functions of the Colleges of Education in Human Resource Management include staff recruitment, staff training and development, staff performance appraisal and promotions, staff welfare and discipline. These critical areas of human resource management

were examined in the context of what is currently happening in the Colleges of Education in North Central Nigeria using the guidelines provided by the NCCE as a bench mark (NCCE, 2012).

Staff recruitment is the process through which an organisation attracts screens and selects qualified persons to fill available positions. This process involves job analysis, sourcing, screening, selection and orientation.

Williamson (2000) described staff recruitment as the process of attracting the right calibre, quality and quantity of personnel to achieve the organization's goals. The recruitment of the right quality staff is crucial for the attainment of the overall goal of an institution and for a College of Education to function effectively the right calibre of both staff and management must be recruited. To achieve this in the Colleges of Education, one expects that during recruitment of staff, the guidelines as provided in the condition of service should be strictly complied with. For instance, the guidelines as provided in the Scheme of Service for Colleges of Education in Nigeria indicates the eligibility criteria for appointments into different cadres in the College thus: every applicant must not be less than 18 years of age and not more than 50 years of age, applicant should possess such minimum qualification and experience as prescribed, be certified physically and mentally fit for the job; declare any previous criminal conviction by the court of law or dismissal from previous employment and produce birth certificate or statutory declaration of age. The Scheme of Service also provides that all vacancies in the college except those to be filled by promotion or interdepartmental transfer shall normally be publicly advertised both internally and externally among other provisions. After advertisement of vacant positions, the basic requirements must be adhered to during short listing and due process followed for the appointment of the most appropriate staff.

Observations made by the researcher and comments by some major stakeholders including academic and non academic union leaders show that certain behaviour manifested by some staff

in the Colleges of Education in the study area leave much to be desired. The attitude to work is lukewarm and the consequence is seen in poor service delivery. According to Okeke (2007), experience has shown that some of the procedures for appointment of staff are manipulated to serve self-interest and political interest group.

Ujo (2008) condemned the practice where employers of labour in Nigeria fail to comply with recruitment criteria and this gives rise to patronage system which encourages mediocrity in the system. Ethnicity and religious affiliation have been described as the major consideration in appointments into positions in Colleges of Education and this situation is not healthy for the attainment of the goal of the Colleges of Education in providing high quality teachers for the primary and secondary school system.

For the Colleges of Education to move on the part of development and sustainability, staff training and development is a prerequisite. In staff training and development, employers of labour are essentially concerned with improving the performance of employees for more effective functioning. Cole (2002) described training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of occupational or task improvement. Development on the other hand includes those activities that focus upon the activities that will prepare the employees to meet current and future challenges in the work place for efficiency and effectiveness (Michael, 2001).

The Colleges of Education in (Federal and State) Nigeria have well established policy guidelines entrenched in their Staff Conditions of Service. The policy guidelines emphasize that staff training and development is a recognized approach for achieving increased efficiency through staff appraisals. The policy also emphasizes the need for staff development and training in the institutions to be consciously related to their primary goals. However, in the Nigerian situation it is one thing to make policies and another to systematically implement the policies. Observations have shown that some Colleges of Education appear not to follow set guidelines like

defining their training needs and designing the training in accordance with the needs of the system. Instead of selecting for training based on appraisal performance, favouritism becomes the preferred option especially where institutional sponsorship is involved (Ujo, 2008).

This supports Cole (2002) observation that staff training and development in Nigerian tertiary institutions have been conducted in more or less unplanned manner. The researcher's interaction with some academic and non academic staff of some colleges of education indicates that most provosts prefer investing in infrastructural development than in human capacity building. This situation, they believe impact negatively on quality of the products of the colleges of education. Closely related to staff training and development is staff performance appraisals and promotions. Performance appraisal is the approach through which the job performance of an employee is evaluated (Cole, 2002).

Thomas (1987), observed that evaluation is done to ascertain the level of efficiency and effectiveness of staff involved. The outcome of performance appraisals usually forms the basis for career development plans for the organisation. Performance appraisals in Colleges of Education according to the conditions of service aim to achieve the purpose of providing feedback on performance of employees provide baseline data on employee training needs, allocating institutional rewards, provide the basis for personnel decisions on disciplinary actions, salary increases and promotions. It creates opportunities for institutional evaluation and development, and ensures communication between staff and employers.

Through performance appraisals, staff attitude to work, participation and effectiveness in college affairs as well as judgment on leadership qualities are made. These form the basis for promotion. Promotion is the positive progression of a staff in rank or position in recognition of their contributions towards the growth and development of their institutions. It is the elevation of a staff from one rank to a higher one due to satisfactory performance (Adeyemi, 2009).

Promotion guidelines for academic staff in Colleges of Education as contained in the Scheme of Service include: evidence of relevant educational qualification/cognate experience; evidence of effective teaching/scholarly publications in learned journal/books; evidence of effective service to the college and community, evidence of good character, loyalty and personal integrity; evidence of membership of professional body and required number of years to be spent on a post before promotion. The guidelines for promoting non- academic staff in Colleges of Education include: evidence of good record of performance, conduct and productivity, potentials for the new post, that is, demonstration of competence to perform in the higher position; availability of vacancies and having spent the minimum number of years on the post required for promotion (Adeyemi, 2009). The issue requiring attention in this study is the extent these guidelines are being adhered to in the various Federal and State Colleges of Education in North Central Nigeria.

Okeke (2007) expressed pessimism and stressed that the process of staff promotion in Nigeria tertiary institutions is biased and subjective instead of adopting objective appraisal method. Some stakeholders lament that in some Colleges of Education in the study area, loyalty to the administration matter more in promotion than competence and at times tribal sentiments are applied in the process. Staff welfare is another major component of human resource management in Colleges of Education.

According to Agu (2009), staff welfare implies all efforts made by employers of labour to improve the working conditions of their employees. It is the effort made by the authorities in the colleges of education to motivate their staff for greater productivity. Catering for the welfare of staff requires attention to be paid to the issue of remuneration, housing, office space and furnishing, transportation, health services and the provision of adequate facilities like water, electricity, telecommunications and recreational facilities (Ogbonnaya, 2005).

These are covered in the Scheme of Service of the Colleges of Education. However, the extent the guidelines are followed in accessing the welfare packages is yet to be determined.

Another critical area of human resource management is staff discipline. According to Emechebe (2009), discipline is defined as the ability to control the behaviour of workers in an organisation for effectiveness in job performance. Ali Moi and Boulden (2002) sees discipline as the respect for agreement which is directed towards achieving organisational goals. Discipline in this study would mean all the checks put in place by the colleges of education to ensure that every staff works towards the attainment of the colleges' vision and mission statements.

Tabotudip (2009) emphasized the importance of discipline in maintaining decency and decorum in an organisation but warned that it must be devoid of witch hunting. The issue of discipline as one of the greatest challenges of Human Resource Management was recognised by the National Commission for Colleges of Education (FRN, 2010) when it stated that disciplinary measures shall be taken against any staff for misconduct and inefficiency. These documents recommended the following disciplinary measures depending on the gravity of the offences committed, According to (FRN, 2010) the disciplinary measures include: verbal warning/reprimand, written advice, query and written warning with holding/deferring annual increment, reduction in grade/rank, suspension, termination or outright dismissal. For instance, the following disciplinary actions may be taken against any staff for misconduct and inefficiency. These include: scandalous conduct such as; immoral behaviour, unruly behaviour, drunkenness, foul language, assault, refusal to proceed to transfer or to accept posting, habitual lateness to work , deliberate delay in treating official documents, failure to keep records, insubordination, membership of cult, bribery and corruption, unauthorized disclosure of official information, negligence, dishonesty. All these can result to what mentioned above.

Misconduct is defined as a specific act of wrong-doing or improper behaviour which can be investigated and proved. It can also lead to termination and retirement of staff. We also have

serious misconduct which include: falsification of records, suppression of records, embezzlement, misappropriation, sexual harassment, absence from duty without leave. Serious misconduct is defined as a specific act of very serious wrong-doing and improper behaviour which can be investigated and proved. It may lead to dismissal of staff (FRN, 2010).

Public opinions in North Central Nigeria tend to suggest that the tone of discipline among staff in Colleges of Education is low. These opinions are shaped by such behaviour among staff of Colleges of Education as lateness, absenteeism from schools and lectures, dishonesty, wilful disobedience to lawful orders and arrogance. Okeke (2007) also observed that in Nigerian Tertiary Institutions, the academic and non- academic staff have become prone to absenteeism and lateness to work and classes, insubordination, lack of sincerity and devotion to duty. The consequence of disobedience is inefficiency and low quality products (Okeke, 2007).

Despite the available evidence that effective human resource management ensures that organisations attain their vision and mission thereby having a competitive advantage, the human resource management in the Federal and State Colleges of Education in Nigeria especially in the North Central Zone Nigeria seem not to be achieving the desired results. Some stakeholders in the education sector have accused the management of Colleges of Education of violating the human resource management guidelines aimed at ensuring effectiveness and efficiency in the colleges.

According to Onyenenye (2006), the credibility of the Nigerian Educational System is fast declining nationally and internationally and the products of the tertiary level of education can no longer compete with those at the same level of education in other parts of the world. This is a sad situation for Nigeria especially when the products of Colleges of Education will be responsible for teaching the younger generation of Nigerians at the basic education level. This situation calls for an urgent need to evaluate the human resource management practices of the Colleges of Education in the North Central Zone of Nigeria.

1.2 **Statement of the Problem**

The fundamental aim for establishing Colleges of Education in Nigeria is for the production of high quality teachers who are capable of transforming the future generation of Nigerians at the basic education level. To achieve this laudable objective, the Colleges of Education should adopt human resource management practices that ensure effectiveness and high quality products. Thus management practices of the management of Colleges of Education should lead to due processes in recruitment, staff development, appraisals and promotions, staff welfare and discipline.

However, the Colleges of Education in Nigeria, especially those in the North Central Zone of Nigeria experience a number of human resource management problems that affect the overall functioning of the colleges. Opinions of major stakeholders and the researcher's personal experience in the Federal and State Colleges of Education in the study area suggest favouritism in the recruitment process, appraisals and promotions, lack of seriousness in issues of discipline and lack of compliance to the human resource management guidelines as provided in the Scheme of Service for Colleges of Education. Though the Federal and State Colleges of Education are regulated by the National Commission for Colleges of Education, they may be experiencing different problems due to differences in ownership. The issue of favouritism, discrimination and non-compliance has been reported more in the State Colleges of Education than in the Federal Colleges; however they still remain serious problems in the federal colleges. These problems have been suggested to be responsible for the low quality products of the colleges as many of them have been reported by employers as not competent enough in their job performance. These situations created the need for an evaluation of the management practices of the colleges.

It has been observed with grave concern that the management practices of Colleges of Education in North Central Zone Geo Political Zone, Nigeria has been bedeviled with some perceived problems. In the first place, there is the problem of inadequate and improper planning as a result of non-availability of professional -lanners to undertake the task. The resultant effect is

that most Colleges do not have inadequate and good physical facilities that makes learning environment conducive.

Also, it is sad to note that Colleges of Education do not have functional staff development programme, it means most lecturers will put in so many years of service without opportunity to develop themselves. It means most lecturers will not have opportunity of further studies since the system did not make provision for systematic framework through which lecturers will assess school and be sponsored by the organization. It means most lecturers too will not give in their best because the institution has not provided opportunity for the staff to maximally utilize talents.

The decision making process of most Colleges does not involve the stakeholders in the institution. It is disappointing for a group of few sacred ones in an institution to be the only clique that takes decisions and imposes it on the rest to implement. Common this days to hear that the union leaders in the Colleges are calling for strike due to the fact that so many union members' demands are not met and members are feeling not belonging once decisions are taken. Thus, situations like this are obvious fertile grounds for belligerent acts by employees for reason and incessant work to rule by staff of the Colleges.

Quit related to the above, is the breakdown on the communication in an institution, communication breakdown has contributed to the incessant strike actions in the colleges of Education in Nigeria, this means that communication gap exist between the government and the Colleges. The gap could be that the Colleges do not report timely what transpire in the Colleges to the government and if they do the government on her part do not respond promptly to issues reported to them. Sometimes it could be that amongst the two someone is insincere and dishonest in both her utterances, promises and blatant refusal to redeem her pledge. The above conditions nurse and nurture the frequent industrial actions we envisage each year in our Colleges.

The staff of Colleges of Education does not have good welfare packages and programme that motivate them to put in their best in the discharge of their official responsibilities. In other

institutions there are attractive programmes that serve as catalyst to staff performance. For instance, one hears of staff car loan package, furniture and home appliances loan, the list are endless and they go a long way to spur the staff to put in their best and serves as palliative measure to the hardship they would have been subjected to if packages were never available.

Coincidentally, most colleges suffer paucity of fund since they are never adequately funded. Education is capital intensive, huge sum of fund is needed to purchase facilities for the Education of student's population that is alarming due to massive demand for tertiary education. It is against the above backdrop that most Colleges explore all other avenues for aggressive internal revenue generation drive. The practice is quite rewarding but the implication is that, the indigents in our midst may not access qualitative education due to high cost. It also means the society is in for large number of unskilled population and the vision 20:20:20 may not be realized except government increases her budgetary allocation to education (Baikie, 2002).

Besides, the Colleges of Education do not have adequate supply of lecturers. This means that most Colleges have some of their courses not well handled by experts in those courses. It also means that the graduates of courses are substandard since they were not exposed to good learning experiences. The above development has impact on the service delivery of the graduate in those courses and may have multiplier effects on the quality of services to be rendered to the society by the grandaunts.

However, another worrisome situation the Colleges of education face is the provision of facilities to these Colleges. It is a fact that the number of Colleges of Education in the country has been on increase. There are about two Colleges of Education in each of the states of the federation. However, it is sad to discover that most of these Colleges have poor physical facilities. In most of these Colleges there are no physical facilities like standard lecture hall, clinic, toilet facilities, standard library and laboratories, not only that these students do not have opportunity

for extracurricular activities because there are no sporting facilities, all these combine to make the college environment un-conducive to learning.

In any case, the factor that injects blood into the proper functioning of an institution is Discipline, the college that lacks discipline such college is like that patient that needs blood transfusion before she survives. Discipline is therefore the blood of an organization. The organization that lacks discipline is heading towards terminal death.

In most of our colleges of education there are poor interpersonal relationship among staff, this means the relationship between the subordinate and super ordinate are not cordial, this means the authority are not enjoying the royalty of their staff. The problem of this study put in question form is: what are the extent Colleges of Education management practices as provided in the guidelines?

1.3 Objectives of the Study

The study was set out to achieve the following objectives:

1. identify how planning strategies take place in Colleges of Education in the North Central Geo-Political Zone of Nigeria;
2. investigate how Colleges of Education in the North Central Geo-Political Zone of Nigeria undertake the task of staff development;
3. assess the challenges in the decision making process in Colleges of Education in the North Central Geo-Political Zone of Nigeria;
4. evaluate how Colleges of Education in North Central Geo-Political Zone carry out communication tasks;
5. assess the challenges associated with the staff welfare in the Colleges of Education in the North Central Geo-Political Zone of Nigeria;
6. ascertain how Colleges of Education in the North Central Geo-Political Zone are funded;
7. assess if there are adequate facilities in the Colleges of Education in the North Central Geo-Political Zone of Nigeria;

8. examine whether Colleges of Education in the North Central Geo-Political Zone have adequate staff supply;
9. ascertain disciplinary procedure of Colleges of Education in the North Central Geo-Political Zone of Nigeria and;
10. evaluate interpersonal relationships among staffs in Colleges of Education in the North Central Geo-Political Zone of Nigeria;

1.4 **Research Questions**

The following research questions were asked based on the study objectives:

1. What are the planning strategies in the Colleges of Education in the North Central Geo-Political Zone of Nigeria?
2. Are there staff development challenges in the Colleges of Education in the North Central Geo-Political Zone of Nigeria?
3. What are the decisions making processes in the Colleges of Education in the North Central Geo-Political Zone of Nigeria?
4. What are the processes of communication Network in Colleges of Education in the North Central Geo-Political Zone of Nigeria?
5. Are there challenges associated with the management practices of staff welfare in the Colleges of Education in the North Central Geo-Political Zone of Nigeria?
6. How are the Colleges of Education in the North Central Geo-Political Zone funded?
7. Are adequate facilities provided in Colleges of Education in North Central Geo-Political Zone of Nigeria?
8. Are the teaching staffs adequate in Colleges of Education in North Central Geo-Political Zone of Nigeria?
9. What are the disciplinary challenges in managing Colleges of Education in North Central Geo-Political Zone of Nigeria?

10. What are the interpersonal relationship challenges in the management of Colleges of Education in the North Central Geo-Political Zone of Nigeria?

1.5 **Research Hypotheses**

The following hypotheses were formulated for the purpose of this study:

1. There is no significant difference in the opinions of respondents on planning strategies in Colleges of Education in North Central Geo-Political Zone of Nigeria;
2. There is no significant difference in the opinions of respondents on staff development in Colleges of Education in North Central Geo-Political Zone of Nigeria;
3. There is no significant difference in the opinions of respondents on decision making process in Colleges of Education in North Central Geo-Political Zone of Nigeria;
4. There is no significant difference in the opinions of respondents on communication in the Colleges of Education in North Central Geo-Political Zone of Nigeria;
5. There is no significant difference in the opinions of respondents on staff welfare management in the College of Education in North Central Geo-Political Zone of Nigeria;
6. There is no significant difference in the opinions of respondents on financial management in College of Education in North Central Geo-Political Zone of Nigeria;
7. There is no significant difference in the opinions of respondents on management of facilities in Colleges of Education in North Central Geo-Political Zone of Nigeria;
8. There is no significant difference in the opinions of respondents on staffing situation in the Colleges of Education in North Central Geo-Political Zone of Nigeria;

9. There is no significant difference in the opinions of respondents on maintenance of discipline in Colleges of Education in North Central Geo-Political Zone of Nigeria; and
10. There is no significant difference in the opinions of respondents on interpersonal relationships in Colleges of Education in North Central Geo-Political Zone of Nigeria.

1.6 **Basic Assumptions**

This research was based on the assumptions that:

1. planning of academic strategies are not properly carried out in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria;
2. staff development is not properly carried out in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria;
3. decision-making process is not properly carried out in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria;
4. communication is not effective in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria;
5. staff welfare services are not effective in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria;
6. there is no effective financial management in Colleges of Education in North Central Geo-Political Zone, Nigeria;
7. facilities are not adequately provided in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria;
8. staffing is ineffective in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria;

9. discipline is not appropriately executed in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria; and
10. interpersonal relationship between management and staff has nothing to do with the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

1.7 **Significance of the Study**

This research dissertation would be of immense significance to the National Commission for Colleges of Education (NCE) in its quest to make Colleges of Education a good training ground for professional teachers. Educational Planners and administrators will also find this research work useful in putting up policies for effective planning and management of Colleges of Education in Nigeria.

The academia will also benefit from the findings of this research work and finds it a useful companion as source of literature in subsequent studies that have relationship with this topic. The findings from this research work will equally benefit curriculum designers, reviewers and experts towards drawing up contents that will make our Colleges of Education of high standard.

Human Resource Development Departments in various organizations (both public and private), institutions, ministries, parastatals and other agencies would benefit from the findings and recommendations of this research work. The employers of labor in both private and public enterprises would need the recommendations would come out of this study in order to know the best way to manage their organizations, tackle problems of their employees to elicit maximum productivity from them.

1.8 Scope of the Study

The study on "Evaluation of the Management Practices of Colleges of Education in North Central Geo-Political Zone of Nigeria", attempts to find out whether proper management has any

impact on effective functioning of Colleges of Education in Nigeria. Thus a study of this nature should cover the entire country but the researcher covered only the North Central Zone of Nigeria.

The study involves staff and management of the Colleges of Education in the North Central Geo-Political Zone, Nigeria looking at planning, staff development, decision making process, communication, funding, staff and students welfare, provision of facilities, staffing, discipline, and interpersonal relationships. Also, the study sought to address issues related to management practices in relation to contributed factors like funding, adequate personnel and poor planning strategies in Colleges of Education in North Central Geo-Political Zone of Nigeria.

It would also look at the management strategies and how to solve this problem, the impact on staff and how the management practices could be improved in the Colleges of Education. It is pertinent to stress further that the study would look into the infrastructural provision and provision of conducive learning environment by the management in the Colleges of Education in Northern Central Geo-Political Zone of Nigeria

Finally, the study intends to look at not only facilities provision but management. Thus, it is worth mentioning that in this study the extent of staff supply and their welfare would be looked into including the effective and efficient financial management process. Not only that the study intends to look at the management practices in Colleges of Education with regard to strict adherent to disciplinary issues enforcement as it is obtained in the Colleges Guidelines and issues that concern interpersonal relationship in the Colleges of Education in North Central Geo-Political Zone of Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of literature related to this study is organized under the following subheadings:

2.2 Conceptual Framework;

2.2.1 Concept of Human Resource;

2.2.2 Concept of Management Practice;

2.2.3 Concept of Human Resource Management;

2.3 Theoretical Framework;

2.4 Staff Development in the Management of Colleges of Education;

2.4.1 Decision Making in the Management of Colleges of Education;

2.4.2 Communication in the Management of Colleges of Education;

2.4.3 Welfare of Staff and Students in the Management of Colleges of Education;

2.4.4 Funding as a Function of Management of Colleges of Education;

2.4.5 Staffing as a Function of Management of Colleges of Education;

2.5 Disciplines as a Tool of Managing Colleges of Education in Nigeria;

2.5.1 Types of Indiscipline in Colleges of Education;

2.5.2 Role of Lecturers in Maintaining Discipline in Colleges of Education;

2.6 Interpersonal Relationship in the Management of Colleges of Education;

2.7 Review of Empirical Studies; and

2.8 Summary of Literature Review;

2.2 Conceptual Framework

2.2.1 Concept of Human Resource

Human resource in any organisation or institution of learning is considered a veritable tool for maximum success and achievement. This is because human resource co-ordinates judicious utilization of financial resources, material resources and even human resources at the lower level in the establishment for harmonious existence in order to attain the goals of the establishment.

Human resources encompass human beings of all ranks in the establishment. In the Colleges of Education, human resources include administrative staff, students, teaching and non-teaching staff, laboratory technologists, messengers and cleaners. These categories of personnel in the Colleges of Education have their specified duties and responsibilities. Therefore, human resource in the Colleges of Education are the human beings of all ranks and their specified duties and responsibilities, properly co-ordinated, supervised and monitored for the realization of the well-established mission, mandate, values, goals and objectives of the institution. According to Cole (2002), the term human resource in education includes the teaching staff, non-teaching staff, administrative staff and students. He further posits that human beings at the Ministry of Education fall within this scope of human resource because they support and provide some regulations, policies, infrastructure and social amenities to the institutions for sustenance and achievement of her goals.

Deducing from the context of human resource above, it is crystal clear that the possession of knowledge, skills, values and attitude by both the teaching and nonteaching staff becomes paramount with particular reference to human resource management in Colleges of Education. This is true because, those staff without requisite skills, knowledge and attitude cannot contribute much to the attainment of the institution's goals. In the Colleges of Education, it is expected that

the skilled and knowledgeable academic staff and non-academic staff could successfully carry out effective teaching, conduct practicals in the laboratory, keep appropriate records, files an official documents respectively.

Supporting the importance or functions of human resource management in any organisation or establishment, Jackson, Schulet, and Werner (2012) observed that human resource refers to human beings who have the capacities and intelligent quotients to manipulate, diagnose, analyse and synthesise problems inherent in the establishment for the realization of organisation's goals. Jackson, (1995) further posited that these human resources (human beings) are the primary determinants and nuclei to the sustained existence of education industry globally because they are the ones to implement, supervise and monitor educational regulations, policies and laws establishing the institution.

Human resource is also defined by Adeyemi (2009) as people, manpower, the individual, humanity and society with all its aspirations, needs and capacities. He enunciates that it is the critical resource upon which a nation's economic future depends and as an economic resource, it represents the aggregate of skills and attitudes resulting from education and training that equip the labour force with the capacity to plan, organize and carry out economic processes when properly allocated. Buttressing the position of Adeyemi, Williamson, (2000) defines human resources as the portion of a firm or organisation thakt deals with the hiring, firing, training and other personnel issues.

Human resource refer to people's skills and abilities, seen as something a company, an organisation such as the school system, can make use of (Hornby, and Kuratko, 1990). Inferring from Hornby and Kuratko's definition of human resources, it is seen that human resources are paramount and inevitable in the administration of schools, including Colleges of Education. This is true because it is the human resources that carry out both physical and social services that lead

to the production of goods and services that are necessary for the attainment of standards and growth in the institutions. Therefore, human resources need to be motivated with adequate reward packages to sustain their interest and positive attitude to work. Jackson, Chuang, Harden and Jiang (2006) listed ten ways to make human resource effective in the management of schools: be the catalyst for making things happen, avoid being the corporate soft touch, understand the whole business, keep people-management systems simple, be super-efficient in the transactional staff, be leaders in the transactional staff, help the business to manage change and accept that good 'people ideas' exist outside human resource. These ten attributes point to the fact that employees form the life blood of an organisation.

This is why human resources in any establishment must be treated with caution and diligently (Armstrong & Baron, 2002). According to Armstrong and Baron (2002), people and their collective skills, abilities and experience, coupled with their ability to deploy them in the interest of the employing organisation, are now recognized as making a significant contribution to organisational success and as constituting a significant source of competitive advantage. The implication of this position held by Armstrong and Baron is that human beings in an establishment have unique characteristics, attributes, skills, knowledge and attitude; and they are bestowed with unique responsibilities and tasks inconformity with their individual capability and intelligence. Supporting this position, Adeoye, (2000) outlined the functions of human resource management as follows: recruitment; selection; training and development; job evaluation with salaries/wages; formulation of manpower policies; provision of data for planning and decision making; co-ordination of performance appraisals; promotion of organisation's communication; industrial relations, personnel resource, health and safety administration, and administration of discipline.

Applying the position of Adeoye (2000) to the management of Colleges of Education, it means that the top management staff (the Provost, Registrar, Bursar, Librarian, Deans and Heads of Academic Departments) are charged with the responsibility of planning, organizing and co-ordinating the whole resources, both human and material resources, of the institution in order to meet the needs and expectations of other staff who are the main participants in the execution of activities in the institution. It is the duty of the top management staff to provide training and development to teachers for the purpose of refreshing their memory for better performance in the classroom. Equally, it is their duty to provide other motivational incentives for greater achievement and attainment of the institutional goals.

It is not an exaggeration that without human resource there would be no establishment. Anikeze, (2007) supported this assertion that man is the highest asset of any organisation, that without man, there can be no organisation as it is an initiative and brain child of a man. In the same vein, Gilley, and Gilley (2002) refered to human resource as the people who carry out business or work for an organisation. They are the people employed by an organisation to operate as "up doors and under-doors" (Super-ordinates and sub-ordinates). Without people, there will be no organisation.

Inferring from all these definitions of human resource, it becomes clear that no establishment can exist and be sustained without effective and capable human beings who are practically responsible for the co-ordination, supervision, implementation and the general management of all internal and external variables useful for the smooth running of the organisation. It is upon this premise that human resource management in Colleges of Education should be evaluated to find out how far the available human resources are managed for the attainment of institutional goals and aspirations.

2.2.2 Concept of Management Practice

Management practice may be viewed as the art of doing things through people. These point to the fact that managers achieve organisational goals by arranging for others to perform whatever tasks that may be necessary. Anikeze (2007), views management as the direction of an enterprise through planning, organizing, co-ordinating of its human and material resources towards the achievement of pre-determined objectives. It is a process which takes place at all levels in an organisation. It is not carried out only by people with the title 'manager". Section leaders, Supervisors, Chief Clerks, Foremen, Provosts, Deans, Heads of Academic Departments, and Course leaders perform managerial functions although not all are of the same type or of equal importance.

Therefore, in Colleges of Education, management is a shared responsibility of all stakeholders in the system. The Provost as the chief executive oversees the entire system, Deans of schools co-ordinate activities in the Departments under the school, Heads of Departments – coordinate and supervise periodically activities of lecturers in the departments, activities of students and other non-teaching staff. The Heads of Departments ensure that the departments meet desired expectations in terms of results publication, admission of new students and effective teaching and learning. These activities vary in magnitude and priority confirming the position of Anikeze. From the definition of management by Anikeze (2007), it implies that managers use all the resources of the organisation such as finances, equipment and as well as its people to attain the desired goals. Although, people are the most important resource of any organisation, managers would be limiting their achievements if they do not rely on the other available organisational resources.

It is obvious that the primary motive of any management process is to achieve a stated goal of the organisation. This indicates that managers of any organisation a university, the private

sector, Colleges of Education, government parastatals or the public sectors try to achieve specific goals. These goals are, of course unique to each organisation. The stated goal of a university or a College of Education might be to produce students who possess functional education for placement in the world of work or for self-employment; the stated goal of a football team might be to win every game in a season. Whatever the stated goal of a particular organisation might be, management is the process by which goals are achieved. For management to achieve set objectives, management co-ordinates the use of men, machinery, money and materials. Because machinery, money and materials cannot move, talk or think, man is therefore, considered the greatest resource of any organisation, hence the need to evaluate human resource management practices in North Central Zone of Nigeria.

Anikeze (2007) has established the fact that all the people in the process of management are called managers; Jackson, Ones and Dielehert (2012), supporting the assertion of Anikeze, explained the following attributes of managers. Managers work with and through other people, i.e. subordinates, supervisors and other managers in the organisation. Consequently, managers also work with and through individuals outside the organisation, namely customers, clients, suppliers and union representatives who provide goods and services or use the product and services of the organisation. Managers work with any one at any level within or outside their organisations who can help achieve unit or organisational goals. In addition, managers in any organisation work with each other to establish the organization's long term goals and to plan how to achieve them, provide one another with the information needed to perform their respective tasks.

Managers are responsible and accountable. They are in-charge of seeing that specific tasks are done successfully. They are usually evaluated on how well they arrange for these tasks to be accomplished. Managers are responsible also for the action or inaction of their subordinates.

The success or failure of subordinates is a direct reflection of the manager's success or failure. In other words, managers are held accountable not only for their own work but also for the work of others. Managers are expected to accomplish more than other members of the organisation. They are held responsible for greater achievement because they have subordinates and other resources to use in getting the job done. This is to say that the manager relies on others to get the work done or achieve results.

Managers balance competing goals and set priorities. Organisational goals, problems and needs compete for the manager's time and resources. Because such resources are always limited, the manager needs to strike a balance between the various goals and needs. Managers therefore, arrange each day's tasks in order of priority – the most important things are done first while the less important tasks are handled later. In this way managerial time is used more effectively. Managers are expected to decide who is to perform a particular task and assigns work to an appropriate subordinate. Managers are often caught between conflicting human and organisational needs, and must identify priorities.

Managers must think analytically and conceptually. To be analytical requires that a manager must be able to break a problem down into its components, analyze these components, and then come up with a feasible solution. But it is even more important for a manager to be a conceptual thinker, able to view the entire task in the abstract and relate to other tasks, that is, thinking about a particular task in relation to its larger implications is not a simple matter.

Managers are mediators. Disputes within a unit or organization can lower morale and productivity, and they may become so unpleasant that competent employees decide to leave the organisation. Such occurrences hinder unit or organisational goals; therefore, managers are expected to take on the role of mediators and iron out dispute before they get out of hand. Settling

quarrels requires skills and fact. Managers who are careless in handling disputes may be surprised to find that they have only made matters worse.

Managers are politicians. This does not mean that the organisation expects its managers to run for political offices. It means, rather, that managers must build relationships, and use persuasion and compromise in order to promote organisational goals, just as politicians do to move their programmes forward. Managers are expected to develop other political skills also. All effective managers play politics by developing networks of mutual obligations with other managers in the organisation. They may also have to build or join alliances and coalitions. Managers draw upon these relationships to win support for proposals or decisions or to gain cooperation in carrying out activities. (Jackson, Ones & Dielehert, 2012).

Managers are diplomats. They serve as official representatives of their units at organisational meetings or as representatives of their organisations when dealing with Clients, Customers, Contractors, Provost, Deans of academic Schools, Heads of academic Departments, government officials and personnel of other organisations (Jackson, Ones & Dielehert, 2012).

Managers make difficult decisions. No organisation runs smoothly all the time. There is almost no limit to the number and types of problems that may occur: financial difficulties, personal problems or differences of opinion concerning organisation policy may pose problems. Managers are expected to come up with solutions to different problems and to follow through on their decisions even though doing so may be unpopular. One of the most unpleasant decision a manager has to take is to terminate the appointment of an employee, and managers, even good ones, often put off dismissing someone, even though they know the morale of their whole unit will suffer until the offence is proven beyond reasonable doubt.

In a nutshell, a manager obviously does many different things, so many, in fact, the roles and activities described here are only some of the possibilities. However, the brief descriptions of these roles show that managers must 'change hats' frequently and must be alert to the particular role needed at a particular time. The ability to recognize the appropriate role to be played and to change roles readily is a mark of an effective manager. A manager's performance can be measured in terms of two concepts. According to Ogbonna, Ukwayi and Iheaywam (2007), the two concepts of measuring the manager's performance are effectiveness and efficiency. To them effectiveness means 'achievement of objectives' (that is doing the right thing), while efficiency means doing things right. In the opinions of Olaniyan and Ojo (2008), efficiency, which is the ability to get things done correctly, encompasses input, output concept; vis-à-vis cost minimization. In the same vein, effectiveness is the ability to choose appropriate objectives that is selecting the right things to be done. A manager's responsibilities require performance that is both efficient and effective. Boxall and Purcell (2003) summarized management as a conglomerate of planning, organizing, directing, staffing, co-ordinating, reporting and budgeting. The staffing function of management is the focus of this study.

Inferring from the above description of management, it goes to show that in colleges of education, the Provost, Registrar, Bursar, Deans of Academic Schools, Heads of Departments and academic supervisors must first understand their specific duties and tasks. It is only when they are aware of their responsibilities that they will be able to implement all the functions of management listed by Boxall and Purcell. All the principal stakeholders in the Colleges of Education are expected to assume the position of managers and imbibe all the attributes of manager to be effective and efficient in the management of the institution. Particularly, as managers they must think analytically, be responsible and accountable, and play a mediation role of settling disputes among staff and students for peaceful and harmonious existence of their institutions campus.

These managers' attributes and the management functions shall be practically useful in evaluating the management of human resource in the Colleges of Education. The concept of management guided the researcher in identifying the duties of managers for human resource management in institutions like Colleges of Education which are used to develop the questionnaire that will be used for data collection.

2.2.3 Concept of Human Resource Management

The efficiency and performance of staff, and their commitment to the objectives of the organisation, are fostered by good human relationship at work. This demands that proper attention be given to human resource management and harmonious employment relations. The manager needs to understand the importance of good managerial practices and how to make best use of people. The promotion of good human relations is an integral part of the process of management and improved organisational performance. The key fact about a policy of good human relations at work is that it is not primarily concerned with the nature of the work which the employee does but with the state of mind, the spirit in which he or she does it. A policy of good human relations at work is not about jobs, it is about people, therefore, human resource management in Colleges of Education refers to strategic approach of managing both academic and non-academic personnel and students in order to achieve the set institution's mission, mandate and goals/values. Adeyemi (2009) believes that human resource management can be regarded as a set of interrelated policies with an ideological and philosophical supports. He suggests four aspects that constitute the meaningful version of human resource management: a particular constellation of beliefs and assumption; a strategic thrust informing decisions about people management; the central involvement of the managers; and reliance upon a set of 'levers' to shape the employment relationship.

Human resource management operates through human resource systems that bring together in a coherent way human resource philosophies which describe the predominant values and guiding principles adopted in managing people; human strategies which define the direction in which human resource management intends to go; human resource policies which are the guidelines defining how these values, principles and the strategies should be applied and implemented in specific areas of human resource management; human resource processes which consist of the formal procedures and methods used to put human resource strategic plans and policies into effect; human resource practices which comprise the informal approaches used in managing people and human programmes which enable human resource strategies, policies and practices to be implemented according to plan (Michael, 2006). Buttressing this revelation Oboegbulem (2004) asserts that human resource management involves manpower activities of any organisation such as recruitment of staff, staff maintenance, training and development, compensations, personnel policies and evaluation of staff for educational activities. This implies that, human resource management is seen as the recruitment, utilization, and maintenance of the staff and students of an educational institution towards the attainment of the objective of the institution. Recruitment referred to the process of employing staff for the purpose of carrying out the necessary functions of the institution towards achieving the objective of the institution. When staff are employed, they are assigned to various responsibility of the institution according to their area of specialization. They can also perform some other functions that their innate ability allows them to perform, this is utilization.

Maintenance on the other hand, means that it is not enough for the educational manager to recruit personnel or human resource; he must go further to retain and motivate the staff towards maximum performance in the institution. In order words tasks the educational manager to be interested in the welfare of staff and students to do everything humanly possible to motivate them

so that they can cooperate and put in their best to the success of the organization. The focus of this study is to evaluate human resource management practices in colleges of education in the North Central States in Nigeria with respect to staff recruitment, utilization and maintenance of the staff and students of Colleges of Education.

Human resource systems according to Gomez-Mejia, Balkin, and Cardy (2004) should be managed in a way that is congruent with organizational strategy. They further explained that there is a human resource cycle which consists of four generic processes or functions that are performed in all organisations. These are: selection (matching available human resources to job); appraisal (performance management); rewards (benefits and reinforcement) and development (developing high quality employees).

The other founding fathers of human resource management are Gilley, and Gilley (2002) who developed what Boxall (1992) calls the "Harvard frame work". Through this frame work the general managers develop a view point of how they wish to see employees involved in and developed by the enterprise, and of what human resource management policies and practices may achieve those goals. Gilley and his colleagues believed that Today, many pressures are demanding a trader, more comprehensive and more strategic perspective with regard to the organisation's human resources. These pressures have created a need for: A longer-term perspective in managing people and consideration of people as potential assets rather than merely a viable cost. Gilley et al, (2002) were the first to underline the human resource management tenet that it belongs to line managers. They also stated that: 'Human resource management involves all management decisions and actions that affect the nature of the relationship between the organisation and its employees.

The Harvard school in 1992, suggested that human resource management has two characteristic features: (1) line managers accept more responsibility for ensuring the alignment of

competitive strategy and personnel policies; (2) personnel has the mission of setting policies that govern how personnel activities are developed and implemented in ways that make them more mutually reinforcing.

According to Boxall, Purcell, and Wright, (2007), the advantages of this Harvard frame work model include: incorporation and recognition of a range of stakeholder interests; recognizes the importance of "trade-offs', either explicitly or implicitly between the interests of owners and those of employees as well as between various interest groups; widens the context of human resource management to include 'employee influence', the organisation of work and the associated question of supervisory style; acknowledges a broad range of contextual influences on managements choice of strategy, suggesting a meshing of both product-market and socio-cultural logics; emphasizes strategies choice – it is not driven by situational or environmental determinism.

The Harvard Model has exerted considerable influence over the theory and practices of HRM, particularly in its emphasis on the fact that human resource management is the concern of management in general rather than the personnel function in particular. The overall purpose of human resource management is to ensure that the organisation is able to achieve success through people. Human Resource Management Systems can be the source of organizational capabilities that allow firms to learn and capitalize on new opportunities. Specifically, human resource management is concerned with achieving objectives in organizational effectiveness; human capital management; knowledge management; reward management; employee relations; meeting diverse needs and bridging the gap between rhetoric and reality.

In Colleges of Education, it is the primary duty of the Provost, Registrar, Librarian and the Bursar who are the principal officers to champion how other staff (academic and non-academic) and students could be effectively managed to achieve the desired goals as 36 recommended by the

National Commission for Colleges of Education in the minimum standard document. This could be effectively carried out through specific human resource management strategies. Therefore, in evaluating the effectiveness of human resource management in the colleges of education in the North Central States of Nigeria, the researcher wishes to specifically use specific human resource management strategies encompassing talent management, continuous improvement, knowledge management, resourcing, learning and developing, rewards and employee relations in order to find out whether teaching, non-teaching staff and students are properly managed. The researcher's position on specific human resource management strategy hinges on the criteria of specific human resource management strategy which depicts that it will satisfy business needs; it is founded on detailed analysis and study; not just wishful thinking; it can be turned into actionable programmes that anticipate implementation requirements and problems; it is coherent and integrated, being composed of components that fit with and support each other; it takes account of the needs of line managers and employees generally as well as those of the organisation and its other stakeholders .

Staff recruitment and selection: The overall aim of staff recruitment and selection process should be to obtain at minimum cost the number and quality of employees required to satisfy the human resource needs of the institution or company. The three stages of recruitment and selection include: defining requirements, attracting candidates and selecting candidates. Defining requirements which means preparing job descriptions and specification; attracting candidates means reviewing and evaluating alternative resources of applicants and selecting candidates means sifting applications, interviewing, testing, assessing candidates, offering employment, obtaining references and preparing contracts of employment (Michael, 2006).

Before a department takes steps to employ staff, it should work out the type of staff it needs in terms of grade and rank, and the time scale in which the staff are required. The general principles underpinning recruitment within the civil service are that recruitment should: use

procedures which are clearly understood by candidates and which are open to public scrutiny; be fair, giving candidates who meet the stipulated minimum requirements equal opportunity for selection; and select candidates on the basis of merit and ability. There are three major components to the recruitment process. They are: deciding on terms of appointment, selection of candidates and probation.

Reporting on the recruitment process and workers' productivity, Bakwo (2004) enunciates that recruitment and selection should not be considered in isolation, that is simply finding someone to do a particular job, but in the context of the overall human resource plan and personnel management action programmes. For example, it will be necessary to investigate the potential of the person appointed for training, development and future promotion; and other flexibility and adaptability to possible new methods, procedures or work condition. Bakwo (2004) further buttresses that it is necessary to consider not just technical competence and the ability to perform certain tasks but also it is necessary to consider how new members of staff will fit into the cultural and social structure of the organisation. There is nothing to be gained by appointing someone who, although competent and technically efficient, is unlikely to work in harmonious relations with other staff, customers or suppliers; or who is likely to upset the cohesiveness of work groups. Indeed, if such is the case, there is plenty that the organisation can lose in terms of its overall performance and effectiveness. Sociability may be of particular significance in certain jobs or in certain types of organisations, but it is an important consideration in any work organisation. This is another reason for close involvement of the immediate head of department and where appropriate the section leader/supervisor, in the recruitment and selection procedure. Bakwo (2004) finally posits that it is necessary to comply fully with all legal requirements relating to employment and equal opportunities, to follow recommended codes of practice and to ensure justice and fair treatment to all applicants/candidates.

Michael, (2006) attests that importance of effective recruitment and selection is enormous; however, one of the many adverse consequences of poor recruitment and selection is the possibility of a high level of staff turnover. According to him, not only does this lead to increased direct costs including advertising, interview time and administrative expenses, supervision and training, it also has a disruptive effect on the use of managerial time. Other costs include cost of production, increased overtime and possibly added wastage. In addition, a very important intangible cost is the effects of high staff turnover on the morale, motivation and job satisfaction of staff, and on the level of organisational performance and customer satisfaction. Because of these pitfalls, there is need for a planned and systematic approach to recruitment and selection of staff both, academic and non-academic, in the Colleges of Education to avert labour turn over. Collins, (2003) outlines the following approaches to recruitment and selection: the need to know about the job to be filled, the need to know the likely means of best attracting a range of suitable applications, the need to know about the type of person to do the job, the need to know how best to assess the candidates likely suitable for the job and the need for induction course and follow-up study. These approaches are pertinent, therefore, recommended for provosts and principal officers in colleges of education for effective recruitment and selection of staff both academic and non-teaching staff.

In the recruitment exercise, there are some basic requirements. These include the specification of the number and categories of people required in the recruitment programme, which is derived from the human resource plan. Secondly, there will be demands for replacements for new jobs to be filled, and these demands should be checked to ensure that they are justified. It may be particularly necessary to check on the need for a replacement or the level or type of employee that is specified (Emechebe, 2009). Michael (2006) stressed that recruitments for particular positions are set out in the form of role profiles and person specifications. These

provide the basic information required to draft advertisements, brief agencies or recruitment consultants, and assess candidates. A role profile listing competence, skill, educational and experience requirements produce the job criteria against which candidates will be assessed at the interview or by means of psychological tests. For recruiting purpose, the profile is extended to include information on terms and conditions (pay, benefits, hours of work), special requirements such as mobility, travelling and training, development and career opportunities. The recruitment role profile provides the basis for a person's specification.

The person specification, according to Michael (2006) includes the following. Technical competencies – what the individual needs to learn and be able to carry out the role, including any special aptitudes or skills required, behavioural and attitudinal requirements – the types of behaviours required for successful performance in the role will be related to the core values and competency frame work of the organisation to ensure that cultural benefit is achieved when selecting people, qualifications and training – the professional, technical or academic qualifications required, or the training that the candidate should have under taken, experience – in particular, categories of work or organisation; the types of achievements and activities that would be likely to predict success, specific demands – where the role holder will be expected to achieve in specified areas, e.g. develop new markets, improve sales, or introduce new systems, organisational fit – the corporate culture (e.g. formal or informal) and the need for candidates to be able to work within it, special requirements training, unsocial hours, mobility and meeting candidate expectations – the extent to which the organisation can meet candidate's expectation in terms of career opportunities, training and security.

Ekundayo, (2009) revealed that in the selection of candidates, a competency approach can help to identify which selection techniques such as psychological testing or assessment centre, are most likely to produce useful evidence. It provides the information required to conduct a

structured interview in which questions can focus on particular competency areas to establish the extent to which candidates meet the specification as set out in competency terms. The advantages of competency based approach have been summarized by Enyi (2004) as follows:

It increases the accuracy of predictions about suitability, it facilitates a closer match between the person's attributes and the demands of the job, it helps to prevent interviewers making 'snap' judgements, and it can underpin the range of recruitment techniques application forms, interviews, tests and assessment centres.

Armstrong, (2006) posits that recruitment and selection of candidates for admission and jobs of any kind can also be carried out through e-recruitment. According to him, erecruitment or online recruitment uses web-based tools such as a firm's or institution's public internet site or its own internet to recruit staff. The processes of e-recruitment consist of attracting, screening and tracking applicants, selecting and offering jobs or rejecting candidates.

Staff training and Development: The importance of training and development is more obvious given the complexity of the work environment, the rapid change in organisations and advancement in technology, among others. Training and development help to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions. Despite the recognition of the importance of training by management experts and government as expressed in white papers on various reforms in Nigeria, the experience of manpower training and development in the Nigerian Public Service have been more of ruse and waste (Paauwe, 2004).

Until recently there has been a general resistance to investment in training in the public service because of the belief that employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evidenced

that initial selection of personnel was at fault (Taylor, 2008). The assumption has been jettisoned as the need for training became obvious both in the private and the public sectors. Many organisations have come to recognize that training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm (Paauwe, 2004).

It is further argued that training helps to improve quality' customer satisfaction, productivity, morale, management succession, business development and profitability. Elaborating further on the importance of Human Resources Development (HRD), the International Labour Office (2000) affirmed that development and training improve their trainees' prospects of finding and retaining a job; improve their productivity at work, their income earning capacity and their living standards; and widens their career choices and opportunities.

Management experts also argued that a major function of a manager is to develop people and to direct, encourage and train subordinates for optimum utilization. To Taylor (2008) training helps prepare employees for certain jobs that are unique to the public sector. Specifically in Nigeria, the Public Service Review Commission (PSRC) report of 1974 emphasised the importance of training and development thus: a result oriented public service will need to recruit and train specialized personnel. The new public service will require professionals who possess the requisite skills and knowledge. Training should be part of a comprehensive education planning programmes. Of all the aspects of personnel management perhaps the most important in Nigeria is training.

According to John, (2006), training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Development on the other hand focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and

challenges. According to Bailey, Berg and Sandy (2001), staff development involves the training, education and career development of staff members.

The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organisation; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee's morale; and ensuring adequate human resources for expansion into new programmes (Okunamiri, 2008). Okunamiri (2008) argues further that training is capable of producing the following benefits: increasing the confidence, motivation and commitment of staff, providing recognition enhanced responsibility and the possibility of increased pay and promotion, giving feeling of personnel satisfaction and achievement and broaden opportunities for career progression, helping to improve the availability and quality of staff.

Staff Appraisals and Promotions: The process of management involves a continuous judgment on the behaviour and performance of staff. One way in which to review the performance and potential of staff is through a system of performance appraisal. It is important that members of the organisation know exactly what is expected of them, and the yardsticks by which their performance and results will be measured (Oboegbulem, 2004 and Bikut, 2012). A formalized and systematic appraisal scheme will enable a regular assessment of the individual's performance, highlight potentials and identify training and development needs (Ahua, 2006 and Agbo, 2012). Most importantly, an effective appraisal scheme can improve the future performance of staff. Adejo (2004) further enunciated that the appraisal scheme can also form the basis of a review of financial rewards and planned career progression.

Armstrong and Baron (2002) posited that performance appraisal is therefore, a crucial activity of the management of human resources. They further explained that a comprehensive appraisal system can provide the basis for key managerial decisions such as those relating to allocation of duties and responsibilities, pay, empowerment and levels of supervision, promotions, training and development needs and terminations. According to Salawu and Ajadi (2006), appraisal is defined as a process of review by teachers, school heads, and other senior teachers of the individual staff competencies, performance and professional needs. Cirimshaw and Rubby (2007) further explained that performance appraisal is of vital importance in any organisation or establishment because, as the organisation or establishment expands, it becomes so complex that the managerial functions of the leader or supervisor become difficult.

Otu, Salawu and Ajadi (2006) outlined six (6) principles of an effective appraisal.

> *Jobs and duties must be clearly defined, organisational objectives must be clearly understood by all the staff in the organisation, the staff must possess the necessary skills either through training and retraining or experience of staff, a summary of duties should be well written out, individual staff must be assigned to the right jobs. (P.18)*

Benefits of Appraisal: The underlying objective of performance appraisal is to improve the performance of individuals leading to improvement in the performance of the organisation as a whole. An effective appraisal scheme, therefore, offers a number of potential benefits to both the individual and the organisation. Osegbo and Ifeakor (2007) outline the following benefits.

> *It can identify an individual's strength and areas of development and indicate how such strengths may best be utilized and weakness overcome, it can help to reveal problems which may be restricting progress and causing inefficient work practices, it can develop a greater degree of consistency through regular feedback on performance and discussion about potential. This encourages better performance from staff, it can provide information for human resource planning, to assist successive planning, to determine suitability for promotion and for particular types of employment and training, it can improve communication by giving staff the opportunity to talk about their ideas and expectations, and how well they are progressing. (P. 13)*

In a nutshell, the process of appraisal can improve the quality of working life by increasing mutual understanding between managers and employees. Appraisal systems can be used to measure attitudes, behaviour and performance. Measurement may be a combination of quantitative measures using some forms of rating scale, such as excellent, exceeds expectations, meets the expectations, some weaknesses in meeting expectations, unsatisfactory performance; quantitative measures involving an unstructured, narrative report on specific factors and overall level of behaviour and work performance.

The use of Behaviourally Anchored Rating Scales (BARS) is an attempt to overcome difficulties with conventional rating scales and provide measurement scales that are directly related to the job being appraised. A sample group of managers/supervisors are asked to identify, independently, several key behavioural aspects of the job in question. Their responses are then collected and returned to the same or a different group to assess their performance (eg) good, average or poor performance and to allocate a scale point for each. The appraiser can then use the BARS as guidance against which to assess the expected behaviours of each person being rated. The number of categories in the rating scale will vary according to the particular nature of the job, usually numbered between 5 and 9. There may also be a varying number of behavioural examples for each point on the scale. The disadvantages with BARS are that, they can be time consuming and costly to construct, and require careful and detailed training in their correct use (Emechebe, 2009). They are also more likely to be appropriate only in large organisations.

Another appraisal system is that of "achieving objectives". With this system, the manager agrees with members of staff and sets objectives at the beginning of the appraisal period. The "SMART' approach to objective setting is based on specific, measurable, achievable, realistic, and time-band examples. The appraisal is then based on the extent to which these stated objectives have been achieved. This method provides for participation by staff and also allows for

at least some degree of self-appraisal. This method can be related therefore, to a system of management by objectives (Emechebe, 2009). A major consideration with this method is the extent to which circumstances beyond the control of the individual, such as changes in environmental influences, make the achievement of objective unrealistic. Objectives need to be continually reviewed and revised in accordance with changing circumstances. Comparison with achieving objectives may not, by itself, provide a detailed assessment of performance. Therefore, some appraisal schemes combine this method with the use of rating scales.

A good appraisal system could be the key by which enterprises/ institutions get the most out of all their staff without making them feel exploited. This could be done through an approach based on the use of a performance or agreement" or 'contact'. Through this approach, members of staff create a succinct document, agreed with their superior, which sets out the individual's purposed contribution to the business plan of the organisation. This document provides an agenda which can be refereed to during the appraisal period and modified as necessary. This agenda serves as the basis of the appraisal judgment. Instead of rating performance in terms of a traditional five-box scale, as A, B, C, D and E, the question is simply: 'has the plan been met?" This approach turns the appraisal system into a dialogue. The extent to which staff meet their contract also gives an indication of whether the business plan is realistic.

The effectiveness of any appraisal system relies heavily on the quality and reliability of the assessment. Variations in the consistency of reporting standards can quickly lead to a feeling of dissatisfaction and injustice. There are many potential sources of rating errors including, for example, perceptual distortions such as stream typing and the crown effect. When a senior manager has the opportunity to confirm the rating and counter sign the appraisal, this may help to identify inconsistencies and those appraisers who appear to be too generous or too critical in their assessments (Eze, 2013).

However well designed the appraisal system is, it is not possible to apply a completely objective approach to every unique situation. The system should therefore always allow for at least a degree of discretion and personal judgment. The reporting system should give the appraiser an opportunity to record formally necessary qualifications to the given rating. Reviewing past performance is an integral part of the appraisal system, it is even more important to concentrate attention on the changes required to bring about an improvement in future performance (Jackson, Chuang, Harden and Jiang, (2006). An individual in an organisation is promoted according to performance on the job as spelt out in the condition and scheme of service of that establishment or organisation such as Colleges of Education.

According to Arikewuyo (2009), promotion is defined as a change of responsibility or task/work assigned to an employee from a lower to a higher one. In the same vein, Adeyemi (2009) views promotion as the evaluation of one's status as a result of having satisfied the required conditions. Agbo (2012) defined promotion as a geometric and upward shift and advancement of an employee in an establishment as a result of high performance on the job. Buttressing these definitions, Langrick-Hall, Andrade and Brake (2009) outlined the following reasons for the promotion of staff in an organisation, institutions of learning and in an establishment.

> *Promotion creates among employees, a feeling of contentment with their present condition and encourages them to succeed, it gives employee an opportunity for a continuous service, it promotes job satisfaction and commitment, it allows an organisation to utilize more effectively any skills and abilities that employees have been able to develop during the course of their training and employment, it serves to improve employee efficiency and morale, it serves as a reward and evidence of appreciation for past achievements and boosts morale and motivation, it helps to attract new employees to an organisation, it serves as an incentive for employee to improve further their capacities and performance. (Langrick-Hall, Andrade & Brake, 2009, P. 26)*

Boxall and Purcell (2003) accepted the reasons for the promotion of staff stated above and further stressed that promotion is a reassignment of an employee to a higher level job in an

organisation. They further posited that promotion is generally given as a recognition of person's past performance and future progress. An employee's skills, knowledge and enthusiasm are geometrically triggered through promotion and elevation to higher rank and status in life. This is because the employee's social life is enhanced through fat salary, meeting other societal expectations. Supporting this, Madumere (2008), says promotion is the advancement of an employee's rank or position in an organisational hierarchy. That promotion is expressed through entrepreneurial skills which in turn assist one to overcome poverty.

Promotion is not carried out arbitrarily, there are laid down criteria according to the established mission, mandate and goals of the organisation. Supporting this Adeyemi (2009) reports that when promoting staff, the following attributes should be considered: teaching effectiveness to be assessed through lesson preparation, mastery of subject matter communication skills, students-teacher relations and personal qualities. As contained in the Revised Schemes of Service for Colleges of Education in Nigeria, FRN (2010), promotion is described as the advancement of an employee to an office or position of higher rank on the basis of competitive merit through written examinations and interviews from amongst all eligible candidates.

Based on the standards and criteria contained in the revised schemes of service for colleges of education in Nigeria, both academic staff and non-teaching staff face thorough screening, written examinations and interviews, presentation of academic papers published in reputable journals. In the Colleges of Education, academic staff move from Assistant Lecturer through the ranks to Chief Lecturer which is an equivalent of a professor in the university. Lecturers in the Colleges of Education are promoted based on their paper publications, residential (no of years) attained, at least 3 years before the next promotion; contribution to the growth of the college through leadership like Head of Department, Dean, Co-ordinator of a programme and general responsibilities as presented by the school authority. Similarly, non-teaching staff use

structured assessment format which contains efficiency, competence, effectiveness, ability to take additional responsibilities, experience, special aptitudes, initiative and personal integrity (FRN, 2010). However, the minimum numbers of years that a non-academic staff must spend in a post before being considered for promotion include: level 01-05 (2yrs); Level 06-13 (3yrs); Level 14 and above (4yrs). This means that as the staff is putting up for promotion, if the residential time frame is not met the promotion will not be given. Besides there must be vacancy or budgetary provision in a particular position before promotion is sought. Promotion exercise in the Colleges of Education in Nigeria follows due process. The action is initiated at the department where Departmental Committee composed of Senior Lecturers and heads of Departments screen academic documents presented by academic staff seeking for promotion.

The prima facie case is established at the office of the Dean of the School for onward dissemination to the Provost Office. The Provost in turn submits the dean's assessment report to Assessment and Promotion Committee composed of both internal members and external members of College Governing Council. The council will decide whether the papers of a particular lecturer should be sent to external assessor or not. For the non-teaching staff, their promotion is handled administratively which apparently terminates at the office of the Registrar and approved by the College Governing Council. Promotion is considered as one of the motivational condiments responsible for high academic productivity as well as administrative advancement in the Colleges of Education in Nigeria. Staff welfare: There is no gain saying that staff welfare is the hub of any surviving establishment and organisation. Other activities in the organisation revolve around staff welfare. This is true because, a man needs to be well fed, physically sound, socially balanced and economically viable before such person could put in his best skills and knowledge in the execution of the bestowed responsibilities and tasks. In fact, staff that are sufficiently taken care of are highly productive. Supporting this assertion, Arikewuyo (2009) posits that welfare package

in any establishment leads to job satisfaction with positive externalities on workers' efficiency, productivity and commitment. Arikewuyo (2009) observed that teachers in Nigeria consider their salary; eating and recreational facilities; classrooms and offices; instructional facilities; transportation, accommodation and health as primary determinants of staff performance and achievement in the establishment.

Agbo (2012) posit that on the aspect of social responsibilities, all employers must ensure that employees are provided with subsidized food, uniform, medical treatment, transportation to and from work, pay for accommodation, school bills for the children of deceased staff, provision of recreational facilities, provision of counselling for retirement of staff, provision of retirement benefits and payment of retirement benefits at the right time. According to Mgbodile (2004), administration of any establishment should provide for the welfare of staff through provision of car advance to staff, improved salary of staff, granting study leave with pay and leave of absence when necessary, care of staff health by providing free medical treatment, sick and maternity leave and retirement benefits promptly. Welfare services: Welfare services may be provided on issues concerning employees which are not immediately connected with their jobs although they may be connected generally with their place of work. These matters will include individual services relating to employees welfare such as private help with counselling on personal problems, assistance with problems of health or sickness and special services for retired employees. Group services may include the provision of social and sporting activities and restaurants. Child-care facilities may be provided for individual employees but on a collective basis. Welfare services fall into two categories.

According to Michael, (2006), they are: Individual or personal services in connection with sickness, bereavement, domestic problems, employment problems, and elderly and retired employees, group services, which consist of sports and social activities, clubs for retired staff and

benevolent organisations. It seems obvious that the Human Resource Department should provide employee welfare service. Inevitably, Human Resource Managers will be dealing with cases and providing advice because they are in constant contact with employees and may be seen to be disinterested. It is to be hoped that they will also have some expertise in counselling increasingly, however, it is being recognized that employee welfare is the responsibility of line management and supervision. If the latter take on their proper role as team leaders rather than their traditional autocratic and directive role, they should be close enough to each member of their team to be aware of any personal problems affecting their work. They should be trained in identifying symptoms and at least be able to refer people for counselling if it is clear that they need more help than the team leader can provide. Employee welfare services can be provided for either internally by means of a counselling service or externally through an agency which runs Employee Assistance Programmes (EAPs). Inferring from these conditionalities, the management of Colleges of Education is charged with dire tasks of ensuring that all staff in the establishment are provided adequate welfare package according to their respective ranks so as to enhance their productivity and functionality in the institution.

Staff Discipline: Mgbodile (2004), says discipline is training of the mind and soul in accordance with the laid down rules, regulations and the traditions of the society. For a person to be regarded as a disciplined member of a society means that such a person conforms to the laid down rules, regulations and norms of the society. According to Ogbonna, Ukwayi and Iheagwam (2007), in a normal classroom, the teacher is likely to encounter disciplinary problems such as insolence, class indiscipline, failure of students to comply with orders, fighting, cheating, damage to school books, neglect of class rules, failure to obey prefects, untidy habits.

Mgbodile (2004) explains discipline as a process of enforcing obedience or orderly conduct or motivating students to take responsibility for their action. This in other words makes

an individual to adjust to the personal and social forces of his experience to achieve a quiet harmony, to respect authorities and to cooperate with others. In the same vein, staff including adult and young, need to be disciplined in order to achieve the set goals, values and mandate of the academic institution. They need to be punctual to offices, clean their bosses office at the right time, maintain official secret, learn to cooperate with other staff in the institution and form team work for the overall achievement of the institution's mandate. Ogbonna, Ukwayi and Iheagwam (2007), classified types of discipline to include self discipline, group imposed discipline, teacher/administrator's imposed discipline and punishment. For instance, when the child comes to school late and the teacher asks the child to kneel down in front of the class for five minutes before he is allowed to seat down for the lesson, is a punishment and is also part of discipline. Punishment is used to correct bad attitude or behaviour and as well serves as a negative reward.

Self-discipline: This is the control one exercises over oneself. A student may comply with school and relations and work for the progress of the school willingly, purely out of interest. Self-discipline comes from the aims and desires within us and it is based on self respect. The student and staff are able to critically examine the rationale for any behaviour and eradicate the consequences and implications for any action. Punishment: This is a way intended to reform the offender and prevent others from committing similar offence. It is a practical expression of displeasure and its application becomes inevitable in certain circumstances to in-still discipline. The various forms of punishment used in most of our institutions include suspension, demotion, prohibition of promotion, verbal rebuke, query and so on. It is important to note that harsh and humiliating punishments should be avoided since they encourage counter aggression and make staff and students hate administrators and the entire system which in turn affects productivity.

Group Imposed Discipline: In any society, peer group quite often play an important role in socializing the child or the adult. A grown up child and even an adult looks up to his age mates and peers for what he does and how he should behave. Group pressure, opinion and way of life

influence most adolescents/adults that are inclined to think that one's personal views should be sub-ordinate to those of the group.

Teacher Imposed Discipline: In classroom management, the teacher may impose basic behaviour routines or structure upon student activities in effort to maintain discipline. Choice of what measures to use and when to use them depends greatly on the condition that prevails in the classroom.

Task Imposed Discipline: There may be certain responsibilities, duties or tasks that could hold one's attention and give no time for other frivolities. Once one understands such tasks, it becomes almost difficult to put them aside because of their inherent power of trapping and sustaining interest. For example, a bank worker or a shop merchant may be so occupied with his business that he may hardly find time during the day for other business. In the school system, one can be controlled by the type of tasks one undertakes whether as a learner or as a teacher.

Ogbonna (2003) identified ten ways of maintaining school discipline as follows:

- School rules should be few and easy to understand. Where there are so many rules with difficulty in understanding, some could lead to confusion and inability to keep them.

- There should be disciplinary guideline or policy that must be followed whenever there is a case of indiscipline.

- The head/leader of the school should lead by setting good examples. This is necessary because the leader cannot expect staff and students to be disciplined when he is not disciplined.

- Parents should be involved in the task of maintaining discipline. This could be done by parents' active involvement in the Parents' Teachers' Association (PTA) meetings where serious disciplinary matters are tackled and also in their various homes.

- There is need for the existence of good relationships between the head and the teachers. Where there is a scared relationship it would certainly affect the level of discipline in the school.

- Punishment for erring staff and students should be given without fear or favour. This would enhance the confidence the students and staff have on the school authority.

- Good behaviours should be adequately rewarded with either materials or nonmaterial rewards e.g. praises, clap.

- Provision of adequate counselling services to staff and students in the school is very necessary because this would help to check many deviant adolescents' behaviours.

- The administrator must choose a leadership style that suits the particular school situation. He/she must be strict, firm and able to take good decision and disciplinary cases should be treated immediately without delay. A stitch in time saves nine and justice delayed is justice denied. Staff discipline in schools is viewed as a serious issue by the Federal Government especially when the institution is mixed that is, both female and male hosted under an institution.

In the NCCE Guildlines (2012, pg. 32) it is well spelt out that disciplinary measure shall be taken against any staff for misconduct or inefficiency. In the documents it is stated that staff with mild offence at the first time are warned but continuous gross misconduct attracts outright dismissal, expulsion or termination of appointment. Some offences documented include falsification of records, insubordination or willful disobedience of law and order, drunkenness, conviction on a criminal charge, suppression of records, withholding files and absence from duty without permission. Others include false claims against government officials, partisan political activities, financial embarrassment, unauthorized disclosure of official information, bribery, corruption, embezzlement, misappropriation, violation of oath of secrecy, action prejudicial to the security of the state, advance fee fraud (criminal code 419), stealing, robbery and gross

negligence of duty. Holding more than one full-time paid job, nepotism, divided loyalty, sabotage, sexual harassment and wilful damage of public property. In the Colleges of Education which are co-institutions, it was observed that the depreciating academic performance could be traceable to some kinds of staff indiscipline in the institution. Supporting this observation is the revelation of findings from the work of Idris, Okolo and Ejike, (2006), they reported that in Nigeria, the level of discipline in the Colleges of Education seems to be declining and the outcome of this has been manifested in poor performance of both staff and students. This implies that the Provost, Registrar, Bursar, Librarian, Deans and Heads of Departments in Colleges of Education in Nigeria must sit up to arrest these challenges of staff and students indiscipline in the school. Objectives of Colleges of Education in Nigeria: The Ashby commission's report in the 1960s was the catalyst that led to the establishment of the Colleges of Education in Nigeria. One of the recommendations was the need to establish institutions that will produce well-qualified non-graduate teachers for the country. That led to the establishment of the first crop of Colleges of Education in Nigeria.

(Achunine, 2012). After establishing these colleges, they were left to operate different curricular for the production of NCE teachers. The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE) (FRN, 2004). Therefore, the goals of teacher education shall be to:

> *Produce highly motivated, conscientious and efficient class room teachers for all levels of our educational system; encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals, provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; enhance teachers' commitment to the teaching profession. (FRN, 2009: P.39).*

The National Commission for Colleges of Education with well-defined vision, mission and objectives for all Colleges of Education in Nigeria is working tirelessly to ensure that the

above goals are achieved. The commission was established through promulgation of a Decree (now Act No. 3 of 1989). The Act was amended as Act No. 12 of 1993. The primary mission of this commission is to make the Colleges of Education centres of excellence in teaching, learning and research to facilitate the production of top class teachers, highly motivated and fully prepared for teaching at the basic education level. The commission's mission is the production of well-motivated teachers of world class quality with high personal and professional disciplines, integrity and competence for the expanding basic education sector. The commission's objectives include: the production of well-motivated teachers with high personal and professional discipline, integrity and competence for the expanding basic education sector; quality assurance for teacher production for basic education; preparation of teachers with appreciable expertise in curriculum planning and delivery; production of teachers capable of combining the use of conventional teaching strategies and the world's unfolding ICT in impacting knowledge, attitudes and skills; production of teachers to achieve EFA, SDGs and vision 2030 (Achunine, 2012).

According to Ogbonnaya (2005), Colleges of Education are institutions established to give professional training for the production of highly motivated, conscientious and efficient classroom teachers for primary and post-primary institutions. These teachers are primarily responsible for the implementation of specific objectives of various courses for the larger attainment of the institutions' objectives and goals. Supporting this, the Teachers Registration Council of Nigeria Manual (FRN, 2000) stressed that a teacher is a trained individual prepared at appropriate levels to make him/her competent to impart knowledge, attitudes and skills to the learner. Inferring from this, it shows that teachers in the Colleges of Education should be taken care of adequately so that the desired standard as prescribed in the academic minimum standard could be achieved. Suffice to assert that the management of Colleges of Education should as a matter of priority allow teachers to embark on continuous training and re-training in order to keep

abreast with the current technological demand in the contemporary society. Therefore, Evaluation of Human Resource and Practices in the Colleges of Education in Nigeria at this time becomes paramount.

Equally important to note is that, for the college management to attain the desired objectives and goals, all the principal stakeholders must be aware of their duties and responsibilities as presented in the organogram of college management. The primary vision of the National Commission for Colleges of Education is to make the Colleges of Education centre of excellence in teaching, learning and research to facilitate the production of top class teachers, highly motivated and fully prepared for teaching at the basic education level. The commission's objectives include: the production of well-motivated teachers with high personal and professional discipline, integrity and competence for the expanding basic education sector; quality assurance for teacher production for basic education. The commission expects attainment of the objectives in all Colleges of Education. The researcher observed that this objective may be realised through effective human resource management. In this context, human resources refer to people in the Colleges of Education who organise and coordinate other resources. On the other hand, these employees are supervised, coordinated, organized and trained through the concept of management so as to achieve the pre-determined institutional goals.

Human Resource Management in turn recruits, trains, promotes, disciplines, and provide welfare packages to both teaching and non-teaching staff, including students on the campus in other to achieve the desired objectives. The institution objectives guide the standards used in staff recruitment and selection, admission of students, staff training and development, staff discipline, staff welfare, staff appraisals and promotions which are the component of human resource practices. Activities of academic staff, non-academic staff and students in Colleges of Education should be periodically evaluated to find out whether the objectives prescribed by the NCCE for

Colleges of Education are achieved or not. This apparently informed the present study. Evaluation in this context enables the researcher to find out whether all the human resource practices are implemented by provost and other principal officers of the institution. Outcome of this finding will lead to better judgement with respect to quality service delivery as contained in the NCCE minimum standard.

One of the functions of the NCCE is to undertake periodic review of the terms and conditions of services of personnel in Colleges of Education. The fundamental aim of establishing Colleges of Education is to produce high quality teachers who are capable of teaching the Nigerian children at the basic education level. This minimum standard of operation and objectives by NCCE will be used or followed to manage human resources in the colleges and the same standard set by NCCE will also be used to check the practice that is involve in managing the human resources in the colleges. For us to know whether human resources are properly managed or not, we have to evaluate. Through evaluation evidence of compliance with these standards is gathered, problems with the standards are identified and corrective actions are taken as a result. This result will lead to quality service delivery.

2.3 Theoretical Framework

The essence of theoretical frame work is to review related theories that form concrete theoretical foundations for the present study. There are a lot of these theories that favourably fit this study. Some of these theories are motivational theory (theory of need), human relations theory, Administrative theory, behavioural theory and Neo-Classical Theories and Theorists.

Human Relations Theory

Mary Parker Follett propounded human relations theory. It was developed in 1920's in the USA as the attitudinal and methodological basis of the industrial sociology of labour. Its leading

advocates were Roethlisberger, Moore, & Mayo in USA and Friedmann in France. His major concern was the achievement of organisational goals through human factors. It is practically believed that the achievement of staff and students in institutions of learning depends on how best their welfare and other motivational incentives are being taken care of. The human relations theory advocated various techniques, such as worker participation and non-authoritarian first line supervisions, which, it was thought would promote a climate of good human relations in which the quantity and quality needs of management could be met. The Human Relations Theory focused attention on the informal organisation, and on the psychological and social needs of people at work. The main idea contained in this theory is that management staff, workers and students interact and participate symbiotically in order to achieve the institution's goal. In Colleges of Education, the principal officers of the institution meet to ensure the functionality of the institution through the provision of adequate electricity, water, infrastructure and social well-being of staff and students. Considering the benefits of Human Relations Theory, it is believed that the achievement of staff in Colleges of Education depends on how best their welfare and other motivational incentives are being taken care of.

Motivational theory

Abraham Maslow in 1943 developed one of the earliest theories of human motivation, commonly referred to as Maslow's hierarchy of Needs. Maslow utilized the term 'prepotent' to express the theory that in the human being who is missing most likely that the major motivation would be the physiological needs rather than any others. Maslow presented a 'prepotent' hierarchy in which at least five sets of needs composed the frame work. The five sets of needs were divided into two categories; Basic needs and higher-order needs. The most basic human needs, represented by food, water, shelter and safety, are considered essential for human existence. Higher-order needs are those associated with social activities, esteem building, and

self-actualization or constant self improvement. The motivation experienced by humans to fulfill these needs is either derived from internal or external factors. People who experience internal motivation are influenced by factors that cause a sense of accomplishment and pleasure, while externally motivated people are commonly influenced by factors controlled by others, such as money and praise. This theory is relevant to the present study because when human beings in any organization acquire satisfaction in both basic and higher-order needs, their maximum commitment and performance on the job is assured. In the same-vain, in Colleges of Education, application of motivational strategy in the management of employees is positively correlated to higher productivity and attainment of set mission and mandate of the institution. Therefore, this theory will assist the researcher to find out whether these basic and higher-order needs are implemented in the management of human resources in Colleges of Education in the North Central Zone of Nigeria.

Behavioural Theory

Watson (1993) propounded behavioural theory in America. Behavioural theory deals with human behaviour as an action which can be seen and observed in an objective manner. This definition includes both external and internal stimulation. Behavioural in this context is observed and also measured in an objective way. The main idea in this theory is about human beings and the way they behave which are physically observable and measurable in order to derive results whether good or bad. According to Watson (1993), the unit of behaviour is reflex or stimulus-response elements and can be successfully analysed by objective scientific methods. Watson (1993) rejected introspection as the method of studying behaviour. There is an immediate response of some sort of every effective stimulus; every response has some kind of stimulus. There is, thus, a strict cause and effect determinism in behaviour. Behavioural theory has been used most frequently in studies of strategic human resource management and has been applied

primarily for describing and prescribing the linkages between business strategies, responses closely associated with employee behaviours. The behavioural perspective of human resource management (HRM) provides a frame work for understanding how employees contribute to organisational effectiveness. The behavioural perspective of human resource management has been developed as a frame work for analysing how management policies and practices should be designed to maximize organisational effectiveness, given an organization's specific and unique environmental context and internal organisational conditions. Determining the desired employee behaviours for a specific organisation is the first essential step for effective human resource management. This theory is important for this study, in discussing the reward system with respect to performance of staff and students in the college. In the Colleges of Education, both staff and students are given some kinds of incentives such as salary, wages, welfare package, leave bonuses and marks respectively.

Also in the Colleges of Education, people are rewarded according to what the institutions value and what to pay for; people are rewarded for the value they create; reward the right things to convey the right message about what is important in terms of behaviours and outcomes; develop a performance culture; motivate people and obtain their commitment and engagement. The college uses reward system to attract processes that recognize the importance of both financial and non-financial rewards available to employees. The reward system also includes training and development of personnel. These personnel after thorough training could assist in developing the standards of the Colleges of Education as contained in the minimum standards of National Commission for Colleges of Education (NCCE). Behavioural theory is also related to this study because behavioural theory is about human beings and the way they behave which are physically observed and also measured in an objective way. The management of human resources in an organisation also calls for observational behaviour of human resource manager which could

be measured and evaluated whether the human resource management is putting up the right attitude and behaviour toward their workers in an organisation. Behavioural theory is also used in studies of strategic human resource management. Behavioural aspect of human resource management is used to analyse how management policies and practices should be used to maximize organizational effectiveness.

Administrative Theory

This theory was propounded by Jule Henri Fayol (1841-1925). Thus, another notable figure of the Classical Theory is the Administrative Theory of Henri Fayol. He was a French Engineer who advocated for efficiency aimed at increasing works productivity. Thus, unlike Taylors mechanical approach to administration, Fayol adopted scientific approach that worked downwards to the lowest organizational member. However as part of his contributions, he created the famous five elements of management which include: planning, organizing, co-coordinating, commanding and controlling. After this development Henri Fayol, attempted to improve the level of administrative practice by providing a framework of principles and functions by formulating fourteen principles of management below (Dare 2009).

1. Division of Work

Division of work otherwise known as specialization increases productivity. Division of work provides opportunity for individuals to work in an activity in which he is most capable and efficient. This leads to acquisition of skills and higher productivity. The technical and managerial skills required for efficient performance of duties in an organization can be attained through Division of work.

2. Authority and Responsibility

Authority is the right to give orders which must be obeyed by the subordinate. Thus, authority is required to control the behaviour of members of an organization. However,

appropriate rules are required to encourage performance while sanctions are necessary to discourage bad behaviors and inefficiency in the organization.

3. Discipline

This principle emphasizes that individuals in the organization should respect and be submissive to the rules and regulations of the organization. Thus, rules and regulations are meant to check excessive behaviour of all the individuals in the organization. Thus, sanctions in form of penalties are often applied by administrators to maintain discipline in the organization. Discipline therefore in sometimes refers to as self-control.

4. Unity of Command

This principle is very important in order to minimize confusion and conflicts. Thus, each subordinate should receive orders and be responsible to one superior super-ordinate in an organization.

5. **Unity of Direction**

Organization can be committed to its objectives through the principle of unity of direction. Thus, organization can be effective and purposeful when everyone works in the direction of its stated objectives. Therefore, the manager is expected to bring to the notice of the workers the objectives which the organization has set down and also to ensure that everyone works toward the achievement of the stated objective of the organization.

6. Subordination of Individual Interest

The interest of the organization should be seen and regarded as most important and must be protected at all cost. More often than not individuals like to place personal interest over that of organization. Thus, where such interest clashes with that of the organization the manager should allow the interest of organization to prevail.

7. **Remuneration**

Workers should be effectively and efficiently rewarded. Thus, payment should be made

according to performance. Also, pay should be fair and not exploitative. Whereas, different methods and modes of payment and incentives should be used.

8. **Centralization**

There should be a central figure at the top of the hierarchy who has the final say in all matters. Similarly, there should be a balance between concentration and distribution of authority in the organization. This can be done through delegation of authority.

9. **Scalar Chain**

In any well organized system, there should be scalar chain or hierarchy of authority linking various levels and all members. According to unity of command, communication in large organization is often faced with difficulties because of the complexity involved. Therefore, Fayol suggested the 'Gang Plank' as a way out. In this respect, members occupying the same level in the organizational hierarchy can contact each other directly without going through their super-ordinates.

10. **Unity**

Fayol suggested that there should be systematic arrangement of functions for everyone in the organization. This means that everyone in the organization must have function to perform and the task to be performed must be spelt out clearly to avoid clashes of functions. This arrangement will bring about peaceful working relationship.

11. **Initiative**

Naturally, everybody in an organization has special talents given to him by nature. Thus, these various talents have also given individual special ability to perform a particular task. Fayol suggested that subordinates who have performed particular task for so many years and acquired experience and special skills should be encouraged to use their acquired talents when occasion calls for it. Managers should recognize this innate tendency in the staff.

12. **Equity**

The administrator should encourage fairness, cordiality kindness and justice based on predetermined values and norms of the organization. Thus, administrators should treat all his subordinates equally without preference for everybody. The principle of equity if well utilized will enable subordinate have trust and confidence in the administrator and the system.

13. **Stability and Tenure of Personnel**

Adequate time is required for an employee to get used to new work and succeed in doing it. As soon as the worker has mastered his work and perform for certain number of years or a leader, another employee should also be given ample opportunity to contribute his quota to the growth and development of the organization. Similarly, job security should be used to reward good performance.

14. **Expirit de Corp**

This principle emphases the need for working together peacefully in the organization. Fayol believed that unity is strength and that outstanding performances came from feeling of oneness, belongingness, pride and loyalty. It must be mentioned at this juncture that the five famous elements and the fourteen principles of management propounded by Henri Fayol are today widely used by educational institution at various educational levels.

Evaluation

Evaluation essentially is the provision of information for the sake of facilitating decision-making at various stages of curriculum development. Evaluation also implies the selection of criteria, the collection of data, and data analysis (Kirkpatrick, 1994). He further viewed evaluation as the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of a change in individual students. Osegbo and Ifeakor (2007) gave the following broad sense approach to evaluation.

Evaluation as a method of acquiring and processing the evidence needed to improve the students' learning and teaching. - Evaluation as including a great variety of evidence beyond the usual final paper and pencil examination. - Evaluation as an aid to clarifying the significant goals and objectives of education and as a process for determining the extent to which students are developing in the desired ways. - Evaluation as a system of quality control in which it may be determined at each step in the teaching-learning process whether the process is effective or not, what changes must be made to ensure its effectiveness before it is too late. - Evaluation as a tool in educational practices for ascertaining whether alternative procedures are equally effective or not in achieving a set of educational ends. These broad-sense approaches to evaluation are also applicable to human resource management in institutions of learning and other business enterprises. Academic, students and non-academic staff in institutions of learning are evaluated from time to time to determine their levels of performance in their respective responsibilities. Evaluation results are used for assigning marks and reporting students' progress to parents as well as administrative and guidance functions. Evaluation as viewed by Osegbo and Ifeakor (2007) is the provision of information for the sake of facilitating decision making at various stages of content development. It implies the selection of criteria, the collection of data and data analysis. This definition shows that a diagnosis of the curriculum is made in order to take a decision to further improve the entire curriculum or instructional content such as determining the type of education to be given to teachers, or to seek the improvement of the school supervisors who work with the teachers.

Consequently, Madumere (2008) viewed evaluation as the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students. This definition focuses, on the goals of evaluation. It stresses the effectiveness of the programme in bringing about desired

behavioural changes in the learner. It also focuses on the process of getting the evidence on learner's performance. From an instructional stand point Bikut (2012) defined evaluation as a systematic process of determining the extent to which instructional objectives are achieved by students. Inferring from these definitions of evaluation, it is practically believed that curriculum or content evaluation should be seen as a continuous process which may look for the diagnosis of strengths and weakness in the curriculum, or an identification of the results of instruction, or a recognition of the need for teacher education (Colleges of Education) or the selection of a new basis for changing educational policies. Evaluation as a tool in educational practices for ascertaining whether alternative procedures are equally effective or not in achieving a set of educational ends.

According to Osegbo and Ifeakor (2007), there are two basic types of evaluation procedures. These are formative and summative. Formative, according to them, is usually undertaken during the process of developing the programme. The feedback information that is got from such evaluation is used as an input to improve the programme. They further stressed that formative evaluation builds up a strong case for a programme and reassures the users of the programme that the chances of success are more than those of failure. This apparently rules out the lucky-dip approach to the decision on which instruments are likely to yield better results given certain conditions. It provides feed back to the leaner, the teacher and the curriculum expert concerning learning successes and failures.

The summative, according to Osegbo and Ifeakor (2007) is the evaluation of the total programme after it has been fully developed. At this stage, the conditions under which the programme will be most profitably used are stipulated. The students' performance, the quality of teachers, the processes and strategies used by the teacher are evaluated to give the final verdict as to the usefulness of the programme. Narrating the importance of summative evaluation, Osegbo

and Ifeakor (2007) observed that it tells the real story, whether the new programme is yielding better results than the old one. It shows the performance of students in the programme through various forms of measurement and evaluation. The evaluator assigns tasks to the students to perform in order to determine whether they have achieved the objectives of the programme. He scores the performance in those tasks, analyses and interprets them. The exercise will involve statistical analysis. The interpretation of the analysis of data will depend on the goals of the evaluation.

Ehizogie (2001), supporting the views of Osegbo and Ifeakor on using summative evaluation for evaluating programmes like colleges of education and other institutions of learning; posits that programme evaluation tries to determine the extent to which the programmes in education are established, like other programmes for some purpose and it is the function of the programme evaluator to determine the extent to which the purpose of the programme is being achieved.

Holding the same view, Eze (2000) maintains that in evaluating any educational programme, every aspect of the programme should be carefully examined. This makes evaluation hectic and tedious, as pointed out by Okoro (2000) saying that evaluative research is tedious if properly conducted and can provide decision makers with empirical evidence on the utility of on-going social policies and on the cost benefits and relative effectiveness of possible policy alternatives. Adejoh (2006) on his part, defined evaluation as the provision of information for the sake of facilitating decision-making at various stages of a programme or use of a product. It is on the strength of arriving at dependable decision that Okafor (2004) outlined systematic steps to be followed so as to attain the institution's goal. The steps include: focus of evaluation, stating how information is to be collected, sequence and schedule of activities to be carried out, determining the individuals that should participate in the evaluation and assigning duties to them, defining the

system for analysis of collecting information, determining the system for reporting evaluation, finding or conveying findings to decision-makers and individuals or body who would make use of the findings and specifying the system for monitoring the execution of evaluation activities.

The researcher would adopt Okafor's steps in carrying out the current study on evaluation of human resource management practices in Colleges of Education in the North Central States of Nigeria. This is because the study will cover lecturers, students and administrative staff of each college and the systematic steps outlined above will practically fit into finding out details about each school.

Models of Evaluation

There are several models of evaluation for evaluating the performance of workers and students in organisations and academic institutions. However, the most suitable models for this research study are Provus Discrepancy Model, CIPP model, Kirkpatrick Model and Ciro model of evaluation.

Theory of Discrepancy Evaluation Model of Provus

Provus propounded a Discrepancy Evaluation Model in (1971). Provus stated that Discrepancy Evaluation Model is an alternative strategy for evaluating educational programs implementation where performance standards are established. Evidence of compliance with these standards is gathered, discrepancies with the standards are identified, and corrective actions are taken as a result. Standards are the criteria that programme developers have established for effectiveness of the resources, procedures, management and outcomes that occur when the programme is put into action. The discrepancy model therefore, emphasizes the difference between performance standards set for an implementing agency and the observed performance of the agency. In this situation there is need to define programme standards, determine whether

discrepancy exist between some aspects of the programme performance and the standards governing that aspect of the programme. According to this model, there are six steps involved in conducting discrepancy evaluation model. These are: First, standards are defined in measurable terms; this is done usually by consultation between the evaluator and programme developers. The second step is to develop or select measures of each standard. The third step is to use the measure to collect data on actual programme performance. Fourth, the data are analyzed to determine the extent of discrepancy between programme standards and programme performance. The fifth step is to determine the reasons for discrepancies. The last step is to report the discrepancy results to decision makers, who can use them to maintain the programme as it is, alter it or terminate it. The discrepancy information will be used either to change performance or to change programme standards, the product and programme comparison and cost benefit analysis. Provus noted that, the model could be used to evaluate an on-going programme, programmes in the planning state or programme still being developed and tried out. The discrepancy results are used by the decision makers as it is, alter it or terminate it.

Hence, the discrepancy model does not prescribe a specific technique for gathering and analyzing information during an evaluation. Rather, it lists the steps required to plan the evaluation itself. The approach is very pragmatic, lending itself equally well to both qualitative and quantitative methods in order to identify and rectify discrepancy. This theory is related to the present study in the sense that, it emphasizes on the standards set and the actual programme performance which is the practice while the present study deals with how human resources in colleges of education are being managed following the standards set by the National Commission for Colleges of Education in Nigeria. The present evaluation of human resource management practices in Colleges of Education is anchored on this model as discrepancies between performance standards set and actual implementation of Human Resource management practices

will be determined by seeking for evidence of compliance with the standards and discrepancy in order to determine the present status of Human Resources Management Practices in Colleges of Education in the North Central States of Nigeria and suggest strategies for improvement.

CIPP Evaluation Model

The CIPP evaluation model was developed by Stufflebean in (1971). CIPP means context, input, process and product Evaluation. Stufflebean (1971) divides evaluation into four stages, namely, context, input, process and product. Context evaluation is concerned with the determination and evaluation of goals and objectives. It is usually used when a programme is being planned and it helps to describe the prevailing environment, the needs, problems and conditions in the environment. Input evaluation provides information on resources available and how resources may be used to achieve desired ends. It involves assessment of staff, students, physical facilities, equipment and other material and human resources. Process evaluation is used during the time of programme implementation and provides periodic feedback on the quality of implementation. Process evaluation primarily indicates if there is any defect in the implementation process. It is concerned with course offerings, teaching methods and processes for programme implementation. Product evaluation determines the effectiveness of the programme in achieving the objectives and goals of the programme. It is mainly used when course offerings have been completed and when some students have graduated from the programme. It relates programme outcomes to programme objectives and process components. The present Evaluation of Management Practices in Colleges of Education in North Central Geo-political Zone of Nigeria is principally anchored on the context and processes components of CIPP in order to determine the present status of human resource management practices in colleges of education in the North Central States.

Kirkpatrick Model (1994)

KirkPatrickk model was propounded by KirkPatrick in the year (1994). KirkPatrick model has been used in a number of different ways by various organisations, either in an adapted or original form. This model envisages data collection at four district levels. These levels include results, performance, training and reaction. These four levels are grouped into advanced level of evaluation and basic level of evaluation. The results level and performance constitute the advanced level of evaluation while the training level and reaction level formed the basic level of evaluation. The results level deals with impact of capacity-building on the trainees in the organisation and also on the objectives of the organisation. The performance level deals with the impact of the capacity-building on workplace performance/behaviour. The training level deals with the impact of the capacity-building in terms of what the trainee learned while the reaction level deals with the capacity-building in terms of the trainee's satisfaction. The lower levels (reaction and training) have an importance for those involved in the design and development of training and development materials, as well as instructor. The first level of evaluation (the reaction level) can provide invaluable data on problems that have arisen during the capacity-building programme itself and, sometimes, an insight into the causes if the programme is less effective. Whereas the training level seeks to measure whether the required knowledge and skills contained in the programme objectives have actually been learned. This is usually achieved through a formal test or assessment that employs objective and quantifiable measurements. The reaction and training levels are relatively easy to organize but they do not provide any significant indicators of the final test of a capacity-building programme. Kirkpatrick inserts two further levels. The performance level which is the first, tries to measure trainees' job performance through a range of evaluation tools over a period of time. Closely allied to this is the result level that seeks to measure the effect that the capacity-building programme has had on the overall

performance of the trainees' organisation. The second level is the "use evaluation", which verifies the impact on organisational objectives (the results level) or at least to identify some significant change in the performance/attitudes of the relevant staff (job performance level).The power of the Kirkpatrick model lies in its potential as a diagnostic tool in monitoring progress in overall reform objectives. This is why it is most appropriate for evaluating human resource management and practice in Colleges of Education. In the Colleges of Education, minimum academic standards are issued by the National Commission for Colleges of Education (NCCE) as guiding modules for academic performance. Based on the academic minimum standards the college administration sets up expected mission, mandate, values, goals and objectives to be achieved both within the short and long term. Students are expected to achieve the set down objectives and goals of the institution. This is made possible through effective teaching and learning vis-à-vis good implementation of regulations and policies by teachers and top management respectively. It is at this juncture, that the Kirkpatrick Model of Evaluation is used to find out the performance and achievement of management, academic staff, non-academic staff and students in the Colleges of Education. This model will assist the researcher to diagnose, monitor and analyse the performance of the entire stakeholders in the Colleges of Education. The major question guiding this kind of evaluation is, what impact did the training have on participants in terms of their reactions, learning, behaviour and organizational goals?

CIRO Model

CIRO Model was propounded by Warr, Bird, and Rachham, (1970) in London. The model envisages four categories of data capture: Context evaluation, input evaluation, reaction evaluation, outcome evaluation As the name suggests, a context evaluation seeks to measure the context within which a capacity-building programme takes place. It scrutinizes the way performance needs were identified, learning objectives were established, and the way the

objectives link to and support the necessary competencies. In addition, it ought to consider how these components of the programme reflect the culture and structure of the organisation. This type of evaluation confirms or otherwise if capacity-building is required. Input evaluation tries to measure a number of inputs to a capacity-building programme, with a view to assisting managers in the process of identifying those which will be most cost effective. To that end it focuses on the resources needed to meet performance needs (e.g. staff, facilities, equipment, catering, budget), the content and delivery methods that allow the capacity-building to be achieved, the participating trainees and the results from previous programmes that are similar. As in the Kirkpatrick Model, the reaction evaluation tries to measure how the trainees react to the programme. Against what was intended by the programme, this type of evaluation draws on the subjective opinions of participants about the capacity-building and how it might be improved. The outcome evaluation should measure the training and development outcomes against the benchmark of the programmes objectives. Warr, et al (1970), differentiated four levels of outcome evaluation that have strong parallels with the Kirkpatrick model: the learning outcomes of trainees (i.e. changes in their knowledge and skills), the outcomes in the workplace (i.e. changes in actual job performance), outcomes for the relevant areas of the organisation (i.e. departments or specialist units) and finally, the outcomes for the organisation as a whole. As in the Kirkpatrick model, it is the last of these outcome measures that represents the greatest challenge because of the demand of proving that the capacity-building, as opposed to other factors, affected tangible changes in nature of the learning objectives. Those that result in tangible, observable and measurable outcomes, such as reduction of operating costs, an increase in trainee's services and improved work efficiency. Finally, a prudent specialist will reflect hard on the fact that, in spite of the apparently best design it is not possible to fully isolate or control those external and internal factors that lie outside the scope of capacity-building interventions. CIRO model is of paramount use for this study since it will assist the researcher to evaluate the context, input, reaction and outcomes of the entire

instructional curriculum, scheme of service and other policy documents of the Colleges of Education under study in order to find out how human resource management is carried out. Equally, the performance of the top management in terms of provision of essential amenities, provision of basic allowances, salary and other welfare packages shall be evaluated through CIRO Model of evaluation.

2.4 Staff Development in the Management of Colleges of Education

Staff development refers to the processes, programme and activities through which every organization develops, enhances and improves the skills competencies and overall performance of its employees and workers (Harbison, 2000). Staff development is also commonly referred to as professional development which refers to an employee's interest in promoting employees' development; either through education, training or both. The focus can also be on personal growth and development in an employee's area of interest. It is a practice of constantly training a workforce in such a manner as the staff always refines itself. Continuous quality improvement is a way to quality workforce.

a. Reliance on Staff Development

For standards-based college management to be successful in advancing students achievement, achieving educational objectives, maintaining, improving staff services and quality education, there are needs for staff development. According to Musaazi (1982) staff development of teacher's means that provisions should be made by the education authorities to improve the performance of teachers from initial employment to retirement. Staff development therefore becomes a means to an end, the end being the improvement of the quality of student's learning experience. Teachers are parts of dynamic profession and must keep abreast of improvement in teaching methods at the classroom level (Jegede, 2004). Similarly, Jegede (2004) observed that, one of the most effective ways to bring about

curriculum change, teaching improvement and the professional growth and development of teachers is through well organized, in-service programmes for teachers within the education system.

The role of a teacher is increasingly becoming more apparent important in any teaching and learning process and it is recognized that success of college management largely depends on the quality of its staff and a teacher is seen as a critical element in actualizing this vision. Research on teacher education has consistently stressed the need to regularly provide opportunities for teachers and educational managers to improve their knowledge, skills, competency and understanding of subject matter they teach or in carrying out their duties and responsibilities more competently. Therefore, to be able to cope with increasing contemporary academic challenges facing school management in Nigeria, teachers and educational managers must be appropriately equipped with relevant knowledge, skills competencies and understanding which will enable them carry out their duties and responsibilities more competently (Jegede, 2004).

Lunenburg and Ornstein (2008) pointed out that even in the digital age, people are still the driving force of every organization. The staff needs constant development not only to teach to perform their assigned duties to the best of their abilities but also to educate them about the trend of activities. As Ali (2002) rightly observed that every experienced provost knows that the degree of success achieve in colleges depends primarily on how well people and resources are managed in the colleges. To him, we are living in an era when management of college as an institution has become very complex in terms of population, programme, procedures and resources. An era of rapid social changes, when innovations and expectations are increasing almost on a daily basis, era when mass media and electronic gadgets are challenging the traditional monopoly of colleges as the centre of knowledge and information. An era, when students, parents and society at large do not only know their rights to the colleges but demand

these rights from the college system. An era when the college provost, management staff and lecturers must be equipped with sufficient knowledge, skills, information, ability, capacity and understanding of the contemporary happenings in and around the globe.

Staff development help staff attains their objectives and improve performance in coordinating college activities to maintain effective and efficient school management. Thus, development programme will continuously improve staff skills and develop their future potentials. It also enable staff embrace and learn from changes, work more effectively and take on wider responsibilities so as to ensure continuous improvement of performance.

a. Factors to Consider in Staff Development Programmes

One function of the management is self development and staff development. Before programmes that are set for staff training are to be carried out systematically, the following factors are to be considered, assessment, staff development technique training, implementation and evaluation.

1. Assessment: refers to needs analysis and according to Thomas (2000) need analysis process is a series of activities conducted to identify problems or other issues in the workplace, and to determine whether training is appropriate response. It is the first step taken to cause a change.

In needs analysis, the college administrator or personnel department determines exactly what the staff training needs before designing a programme to meet them. The college administrator focuses on organizational analysis, that is analyzing the needs of the entire college now and in the future, operational analysis that is analyzing the needs of a specific group of jobs or positions, and individual analysis that is, analyzing the needs of the specific individual (John, 2006).

In determining the needs, the college administrator should focus on the outputs variables of the college, which includes; performance levels and growth levels of students and

employee, student's dropout rates, employee turnover, students and employee absenteeism, student's attitude towards college, employee job satisfaction. He could also use the direct feedback from the school regarding what they feel are the organizational development needs and lastly, if new programme procedures, or equipment are predicted, some type of corresponding training will be needed.

2. Staff Development Techniques (Methods): Another method is to match the technique (methods) with the objectives of the staff or professional development programme. For example, if the objective is to develop better human relations, group decision making, the case discussion conference, role playing may work well. Other aspects to consider in training in staff development includes: cost, time constraints, number of employee, type of employee and who will do the training.

3. Implementation: It involves a systematic procedure to develop the manpower required. This could take the form of job rotation, getting the staff to 'assist" higher staff, in-service attendance at the university executive programmes (Masters, Ph.D), conference, promotion, role play.

4. Evaluating the Staff Development Programme: The college manager determines the effectiveness of programme. Here, evaluation occurs in four stages; before staff development begins, during programme, immediately after the programme expires and after a length of time on the job. According to Lunenburg and Ordnstein (2008) the best method of evaluating staff development programmes is by the use of quasi-experimental design. That is, the controlled experiment, where one or more group that receive training (experimental group) and a group that does not receive training (control group) are used. Then, the comparison of the performance of the groups is made to determine to what extent any change in the relevant variable(s) occurred as a result of training.

b. Improving Staff Services for Effective College Management

After recruiting and selecting new personnel, the next step is professional development or staff development; that is teaching administrators and professionals, the skills needed for both present and future positions. College administrators need to help all personnel fulfill their potential by learning new skills and developing their abilities to the fullest.

Egwunyenga (1982) observed that as the result of increasing knowledge about how learning occurs, new teaching techniques are constantly emerging of which the classroom teacher must be made aware. His method will remain static if he is not exposed to new ideas through on-the-job learning e.g. in-service training, workshop, seminar and retreat. The college administrators have a challenging tasks in providing adequate in-service programme aimed at improving the collective performance of staff members. A well organized in-

service programme should include activities that:

1) Are likely to develop lecturers' skills in teaching and in the use of modern visual aids.
2) Can encourage lecturers to adopt various modern method of evaluating students performance.
3) Aimed at assisting lecturers to acquire mastery of their subject and of the modern methods of teaching it.
4) Help teachers to develop self-confidence in providing leadership and maintaining class control.
5) Would involve teachers in contributing to the development of the educational objectives of the college system.
6) Would develop an understanding in lecturers, the function of education in society and relationship to socio economic and governmental structure.
7) Would enable lecturers to work as a team in solving problems which are of common concern to all staff (Musaazi 1982, John 2000).

The stimulation of staff development calls for a variety of devices put together as a programme for encouraging growth at the college.

2.4.1 Decision Making in the Management of Colleges of Education

a. Definition of Decision Making: According to Enoch and Bamanja (2003) Decision making is simply the process by which a solution is sought for a problem through the selective elimination of alternative solutions. This means that when one is faced with a problem, so may possible solutions to that problem come to mind. It is the thinking at the eventual solution that is known as decision making.

b. Decision Making Model: Enoch and Bamanja (2003) says the generally accepted decision making model involves a series of steps through which it is hoped that an individual will arrive at more reasonable decisions. These steps include the following:

1) Recognize, define and limit the problem (scope)

2) Analyze and evaluate the problem

3) Formulate alternative solutions to problem

4) Determine consequences of alternatives

5) Select one alternative

6) Initiate action plan or trial (test-out)

7) Evaluate the alternative (feedback)

Step 1: Determining the scope of the problem: In this step, the problem for which a decision is being sought is critically thought over in order to fully understand it. It is then defined and the actual limit of the problem is known. This delimitation of the problem is quite important because it gives the individual the opportunity to determine the actual involvements of the problem. For instance, in an attempt to arrive at a decision on whether students should be punished for violating the dress code of the college the provost can only make an appropriate decision if he concentrates his thought on this problem alone. If he does not define and limit this problem

he might muddle it with general discipline and which may affect the kind of decision he makes.

Step 2: Analysis and Evaluation: In the analysis and evaluation of the problem, the individual views the whole problem and decides whether or not he should make a decision to solve the problem. It therefore involves self-questioning on the importance of the problem and why a decision should be made. If through the evaluation the individual finds out the problem is not important, the idea of making a decision is dropped and the process ends there. If however, he still finds value in the problem, he then progresses to the next step.

Step 3: Formulating Alternative Solutions: When the decision has been made to make a decision on the problem, the individual develops alternative solutions to the problem he intends to solve. In this generation of alternative solutions, the individual actually takes his reasoning to both his past and present experiences or may even think of solutions to similar problems by either himself or other individuals. When such alternative solutions have been made, non is selected as the solution to the problem. That is, a decision concerning the problem is not made now.

Step 4: Determining Workability of Proposed Alternatives: This stage requires the determination of possible effects of all the alternatives formulated. The effects (both negative and positive) may be listed for all the alternative solutions after which they are compared. If an objective comparison is made of all the consequences, the individual will at this stage begin to have an idea of the best alternative to take.

Step 5: Selecting One Alternative: At this stage, the alternative which presents more favorable consequence relative to unfavorable ones is selected as the probable decision.

Step 6: Test Out: The trial stage involves action on the alternative chosen. The individual concerned now implements the 'decision' in a practical way but on a trial basis.

Step 7: Evaluation of Alternative: Evaluation of alternative requires an assessment of whatever consequences arose during the trial stage of the selected alternative. If the consequences are not found to be detrimental, the alternative then becomes the decision of the individual in tackling the

problem. If, however, at this stage the individual discovers many adverse consequences, another alternative is then selected, tried, evaluated, and so on until a final decision is made.

2.4.2Communication in the Management of Colleges of Education

The realization of organizational goals to a large extent depends on how effectively the various arms in such an organization are coordinated. There can however be no proper way of coordinating the various functions in an organization without an adequate system of disseminating information from and to every member of such an organization. This system of passing and receiving information in any system is what is referred to as communication. In a college system for instance, when the management issues a circular to other member of staff informing them of any action or intended policy to be implemented in the college, the art of communication has been performed. This process of communication is not however uni-directional but involves the passing on of information (vertically and horizontally) from any member of an organization to another. This simply means that other members of staff are equally in position to let others know what is happening in their various units if the organization is to function effectively.

a. **Elements of Communication**

The usual elements of communication are the source of the information, the message of the information, the channel through which the information has to pass from the source and, lastly, the receiver for whom the information is intended.

The source of the information as it has been pointed earlier is the individual or group of individuals from whom the information is released. In the college, it could be the provost, dean's, HOD's, or even lecturers who have vital information for the other members of the college. This then means that anybody in an organization is a potential source of information and not just a single executive. The message is the content of the information passed while the channel could

be the means used to disseminate the information and the receiver is the person that consumes the information passed.

b. Forms of Communication

There are many ways in which communication can be effected in an organization between individuals. These will be examined briefly. In many formal organizations there are usually well established means of communication which all members of such organizations are aware of. This is applicable in college. In some colleges, all information from the provost to lecturers is usually conveyed during general staff meetings or circulars. Those from the management to the students are usually conveyed through students' notice board. When information is conveyed in this way, the form of communication becomes formal.

Informal communication on the other hand, does not always use established procedures for the passing on of information between members in an organization. This form of communication is purely interpersonal whereby the individual passing on the message does so to the other individual or group of individuals in manners that are not generally established in the organization. Such informal means of communication usually take the form of gossips and rumors.

c. Importance of Communication in Colleges of Education

The importance of communication in colleges of education includes the following:

a) It enables the college work in unity;

b) It boosts the morale of individuals in the college;

c) It reduces the occurrence of rumor;

d) It enables individuals to know their duties and when and how to carry these out;

e) It drastically reduces the occurrence of misunderstanding in college; and

f) Improves inter-personal relations.

d. Guidelines for Effective Communication in Colleges

Communication has been shown to result only when information from the source gets to the intended receiver. This then means that effective communication will involve the use of various processes which will guarantee that any information from the source actually gets to the receiver in its intended form. These ways include the following:

i) Re-information

ii) Use of different media

iii) Keeping channels of communication open

iv) Use of meaningful language

v) Giving opportunity for cross-checking of information sent out.

2.4.3 Welfare of Staff and Students in the Management of Colleges of Education

Regrettably many of the students' affairs departments of colleges are not organized to handle the problems of students with a sense of mission and commitment. Matters affecting students are handled with a high degree of nonchalance and students are left on their own to attend to their problems. According to Baikie (2002), a research was conducted to ask to students to indicate some of the areas of their major concern as students of a given college. Their responses showed that:

1) The absence of a students' union government has made them to feel helpless and abandoned because nobody protect their interests;
2) The failure rate in the college was too high and a large percentage of students accumulated carry-overs from previous semesters;
3) The prevalence of crowded classroom was affecting their studies;
4) Water and electricity were acutely inadequate;
5) No dialogue with lecturers; they (the lecturers) were often nonchalant;
6) No recreational facilities

7) No dialogue among students, lecturers and management;
8) Students were always in the dark about events taking place in the college;
9) No flow of information only rumor mongering.

Thus, Baikie (2002) asserted that, a College particularly in this era of autonomy, cannot be run on lines reminiscent of old traditional way of thinking where authoritarianism will rule the day, and lecturers and the management are seen as possession of all the wisdom to make the college function properly. The colleges must be seen also as the centre of community life for the students and they must of necessity be taken into consideration on matters that affect their well-being in the environment of the college.

The management relationship must undergo a change from that which was based on authority characterized by considerable detachment to that which will develop more strongly as a personal relationship with mutual trust, direct human communication, and greater frankness. The contributions that students participation can make to personal and educational relationships and thus to the all important educational atmosphere of the college must be recognized and tapped.

In conclusion, Baikie (2002) gave the following guidelines in promoting management-student relationship in the Colleges:

a) Decision-making in the college should be, as much as possible, collective and decisive;
b) implementation of decision should be prompt;
c) Honesty and transparency should be in evidence in the general and specific administration of the system;
d) Leadership at the faculties and departmental levels must be of a quality which would enhance the credibility and prestige of all academic programmes;
e) The administration of students' affairs must wear a new look so as to facilitate prompt attention to the problems of students;

f) The problems of students must be attended to expeditiously; all cases involving the infraction of the laws of the college must be dealt with promptly;

g) The records of students must be kept properly in the registry as well as in the faculties;

h) Staff members who are found guilty of unfair treatment to students should be appropriately dealt with in according with the laws and regulations of the college;

i) The administrative system must be open and information must be allowed to flow for the benefit of those who should know about the inner workings of the system.

2.4.4 Funding as a Function of Management of Colleges of Education

Good colleges are essential to the national development. Good foundation in education is the beginning of a solid education scheme and good investment toward social, economic and political growth and development (Achunine, 1990).

The economics is concerned with the production, distribution and consumption of goods and services for the satisfaction of human wants. Education therefore can be seen to be an economic, non-material good or service, durable, of multiple use and a producer as well as a consumer good or service (Chigbuh, 1984). There is a relationship between Economics and Education. Education is an economic venture because it is produced with scarce financial, human and material resources for the satisfaction of wants of man. It is an investment in human capital towards overall national development. It vests the recipient with the power of independent thought and action. It contributes to better health and safety and better utilization and conservation of natural resources. It improves the economic power of individuals and it is the basis for efficient business management. It ploughs part of its proceeds (manpower) in the development of other facets of the economy. Since education is considered an investment in human capital, poor education therefore results in poorly developed human capital and consequently poorly developed nation.

However, According to Chigbuh (1984) there is a silent and loud argument round the

world on why there should be a huge investment on education. Educational planners also consider the cost benefit of the huge human capital expenditure which over years had increased dramatically as a result of popular demand for an increased consciousness of the economic and non-economic values of education. Education is a necessary investment. The surprising thing about education is that while the costs of education are quantifiable, the benefits are not easily so since most of it is intangible, immeasurable, non-material and materialize in very distant future. It is an industry that utilizes money and other valuable human and material resources to produce educated people and therefore in economic terms the consumers cannot have it free if the industry is to survive and grow like other industries and achieve its objectives.

The cost of Colleges of Education in Nigeria is related to the cost of the performance of their basic functions of teaching, research and community service. The pertinent Questions to ask in respect to cost are:

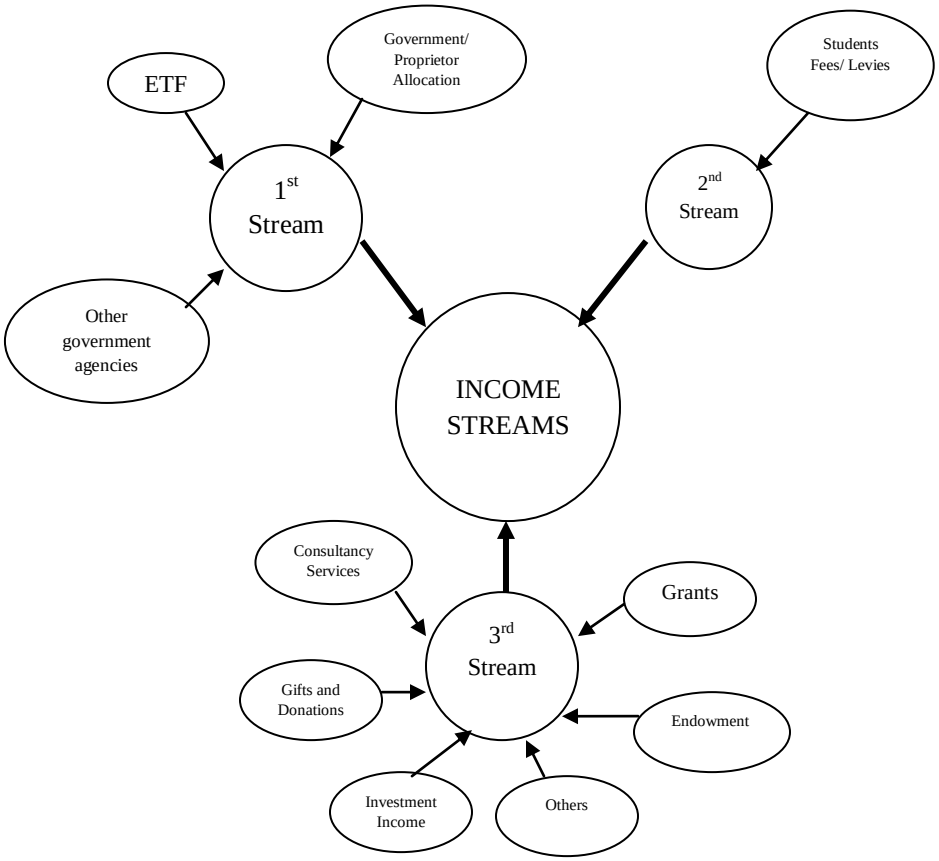
i) Whether Colleges of Education Institutions recover the cost of providing quality service in the delivery of their educational and training programmes.

ii) Whether they having sufficient funds to perform their assigned functions.

To answer the above questions, it means the Colleges of Education Institution have their budget ready and which is a reflection of income and expenditure of these institutions.

Thus the resource flow model was developed by Bamiro (2012). In this model he talked about income which he referred to as Resource Inflow and expenditure which he referred to as resource Out Flow. Thus, he divided the resource inflows into 1st stream, 2nd stream and 3rd stream.

Diagram 2.1a: Elements of Income Streams



Source: Bamiro (2012) Tertiary Education and the challenge of Corporate Governance

1st Stream Comprises: The resources got from;

- Government/proprietor subventions
- Education Trust Fund (ETF), now Tet Fund.
- Other agencies of government.

2nd **Stream Comprises:** The resources got from;

- Student fees/levies

3rd **Stream Comprises:** The resources got from;

- Grants from funding agencies
- Endowment
- Gifts and donations
- Investment income
- Consultancy services
- Others.

2.4.5 Staffing as a Function of Management of Colleges of Education

The College of Education system is one of the tripods of tertiary education in Nigeria and it has the primary role of training teachers who will be awarded the minimum teaching qualification of Nigeria Certificate of Education (NCE). This certificate qualifies one to teach in Primary, Junior Secondary and Technical Colleges in Nigeria and it takes three years to complete. Thus, these teachers' institutions were formally known as Advanced Teachers Colleges and affiliated to different universities in Nigeria. They were later transferred into College of Education under the supervision of one umbrella body known as the National Commission of Colleges of Education (NCCE) established in 1989. There are 64 Colleges of Education in Nigeria, classified according to their ownership, so we have 20 Federal, 39 State, one military and four private college of Education. The state Colleges of Education are established and funded by the respective state Government (NCCE, 1989, NCCE 2010).

In view of the above, education has been described as the bedrock of every society and the tools for nation building. Therefore for qualitative education to be achieved, the supply of teachers must be adequate in quality and quantity (Adegbesan, 2010). Ukeje (1995) emphasized that education unlocks the door to modernization, but it is the teacher who holds the key to the door. In corroborating this Gambo (1999) argued that the Nigerian teachers must be intellectually, conscientiously, highly motivated and professionally sound individuals that are capable of discharging their professional obligations to the nation, As a result such individual

must be ever learning, up-to-date in knowledge, skills, and ideas and very adaptable to changing needs and situation.

Thus, in recognizing the vital role of teachers, the Federal Government of Nigeria stated in its National Policy of Education that teacher's education will continue to be given a major emphasis in the entire nation's educational planning effort (Federal Republic of Nigeria, (1989). Thus, Jekayinka (2010) traced the origin of teacher's education to the beginning of Western Education in Nigeria when the first Teachers College known as the Training Institute was established in Abeokuta in 1859 by Church Missionary Society. The school was later moved to Oyo and became the St. Andrew College which was later upgraded to be the Oyo State College of Education. Later on the National Commission for Colleges of Education (NCCE) was established by Act 3 of January, 1989 and amended by Act 12 of 1993 as a completion of tripod of excellence in supervision of higher education in Nigeria (NCCE, 2010). This commission provides accreditation services for Colleges of Education and maintains standard through periodic accreditation visits.

Thus, the role of teacher in education process and in the development of a nation cannot be overemphasized. They have been identified as the bedrock for societal development (Achimugu, 2001, Famade, 2001, Ibukun, 2009). In Nigeria's National Policy on Education (Federal Republic of Nigeria, 2004 p8), it is stated, that no educational system can rise above the quality of teachers. Thus, according to Ibukun (2009), it is the teacher that translates curriculum into practice and the interaction between him/her, the subject matter and the learner brings about learning. However, Ben- Yunus (2002) added that classroom teacher forms the cornerstone in curriculum implementation and the driving force that ensure that the curriculum is implemented according to specification.

In any case, many shortcomings have been identified in the training of teachers in Nigeria (Ige, 2011, Kaju, 1999 in Eweniyi 2002, Yusuf & Mooney, 1992) which have been transferred

to the students in colleges. Unfortunately, poor academic performance of students is recurring issues in Nigeria's educational system (Federal Ministry of Education, 2007, Chikobi, 1998, Okafor, 1993) which is a reflection of the ineffectiveness of teachers, particularly their poor teaching pattern (Folaranmi, 2002, Okebukola, 1997, Ogunaleye, 1999). It had also been observed that curriculum is poorly implemented in schools in Nigeria (Ali, 1998, Ibe & Nwosu, 2003). Reports and findings of researches also show that teaching now fall short of the expected and required standard.

2.5 Disciplines as a Tool of Managing Colleges of Education in Nigeria

The present poor academic achievement/performance in the Colleges of Education cannot solely be blamed on the inadequacy of trained teachers, inadequate supply of instructional aids and over-population in our colleges. We should look at the students themselves, the present adolescents in our colleges, their behaviors patterns attitudes which determine their acceptance and willingness to work for their welfare and that of society. It should be understood that the National Policy on Education prescribes, the inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society (National Policy of Education, 2004). The inculcation of the right types of values and attitudes is synonymous with disciplining the minds.

Thus, one of the problems in the management of Colleges of Education is discipline among the students. Thus, several definitions have been given to the term by many authors. However, college discipline has been defined as that mental disposition which instills orderliness, self-control and habits of obedience to set rules of conduct (Chigbuh, 1984). Also, Jersild (1970) defines discipline as any kind of influence designed to help the child to learn to deal with the demands from his environment that go counter to the demands he might wish to make upon his environment. Therefore, discipline arises as a result of the need to balance what limitation of the demand by the society in which he lives. On the basis of the above Jersild (1970) asserts that

without discipline it would be hard for a child to survive and if he does survive, he probably would be a wreck. Thus, through restrictions and control, a child is spared from dangers which he might otherwise run to at an age when he is too young to perceive the consequences of his actions, as when he plays with fire or run into deep water before he can swim. He went further to assert that discipline must be imposed upon a child either by others or by himself as long as he lives. Also, as the young person grows up, he must learn to bow to some of the facts of life or he will wear himself out by futile resistance.

Whereas, indiscipline which is the absence of discipline is manifesting itself in many forms in today's Colleges of Education. Thus, according to Igwe (1979) indiscipline is any mode of behaviour, action, and conduct which deviates from the established and approved rules and regulations of the college and the acceptance code of behaviour, action, norms and the ethics of the society at large.

However, it is generally accepted by teachers that the indiscipline behaviour patterns surely affect performance of academic work of the student concern and even that of their victims. It has been observed that in most colleges, the student affairs division spends the whole working hour attending to students with abnormal behaviors.

2.5.1 Types of Indiscipline in Colleges of Education

Many reviewers, authors and essayists have agreed that most acts of indiscipline - oriented behaviours among the students have more easily recognizable symptoms than causes. These symptoms include students demonstration (whether peaceful or violent), general unrest, mass disobedience deliberate breach of the college rules, drug abuse, laziness, bullying and disrespect for college authorities. Therefore, using recognizable symptoms, Aderoumu and Eliametalor (1985) identified three major types of indiscipline in our colleges.

1. Anti - Social Acts

This refers to those acts of indiscipline associated with destructions of public property, rioting,

hooliganism, stealing bullying, drunkenness and disrespect for other.

2. Acts of Defiance

This refers to acts of indiscipline usually directed against established rules of the college, like sneaking out of college without permission, avoidance and wearing dress that does not conform to the dress code of the college, drug-taking, sexual harassment of female students, failure to do assignment and carry out lawful duties as assigned.

3. Acts of Negligence

These can include acts like lateness to lectures and failure to obey hosted rule, and careless handling of college and personal properties.

Most acts of indiscipline exhibited by students in the colleges have numerous causes. They include ineffective teaching, authoritarian method of administration, disobedience to college rules, inadequate facilities in the college, poor home background of students, negative influence by students of other colleges and influence of wider society.

2.5.2 Role of Lecturers in Maintaining Discipline in Colleges of Education

The lecturers have responsibility to maintain discipline in the colleges provided they have the co-operation and understanding of the management of the college. Besides, a lecturer can maintain discipline in the college if he is honest, patient in dealing with the students, has no discriminatory attitude in dealing with the students.

However, if the lecturer discovers the manifestation of strange behaviour characteristics in students he could apply the following measures in solving them.

i. **Identify the Problem:** The teacher should first identify the specific behaviour manifestation by the students, identify how and when the problems manifest so he will be in a better position to proffer solutions to them.

ii) **Show Acceptance:** The lecturers show the students that they are accepted as members of the college community and that the college recognizes them and put them into consideration in

whatever she does.

iii) Show love

The lecturers must show love to the students and tries to be sympathetic to issues that concerns the students. When the teacher shows love to students it reduces tension, stressful feeling from them and makes them feel accepted as member of college community.

Thus, in order to maintain discipline and improve academic achievements, the provost Should:

1. Ensure the provision of friendly college environment
2. Ensure that there is open line of communication supported by his ability to receive information and give out information.
3. Ensure that to the best of his ability, the college teaching materials are harnessed and properly utilized.
4. Ensure that the college offers a wide range of programmes and activities to cater for varying interests.
5. Ensure that the physical surroundings are clean and attractive.
6. That there is no better discipline than good organization by the college authority.

Lack of discipline constitutes one of the major problems facing the College of Education in Nigeria today. Thus, the lecturers are convinced that discipline determines success of students. But the most surprising development is that lecturers are not prepared to day to handle cases of indiscipline discovered in the college. Today, the management is left to handle discipline problems, the lecturers seem to have hand off the issue of discipline to the college authority. This review does not see that cooperative attitude by teachers and the college authority in order' to tackle college disciplinary problem headlong. Teachers are advised to join hands with the college authority in order to improve the standard teaching and learning in our colleges.

2.6 Interpersonal Relationship in the Management of Colleges of Education

We all belong to human society. In everyday life we live and work with people. They may be our family members or people we work with in our places of employment. Whoever they are, we recognize their presence and relate to them through various means of communication.

Federal Ministry of Education and Youth Development (1993) say interpersonal relationship is being together with other people in a work place and interacting with one another.

In the working place therefore, we need to recognize that what others do affects our own work and our own work affects what they do. This is because all the different tasks in an organization are inter-related and all the individuals in the organization have working relationship. Ensuring that everyone works in an agreed fashion is essential if all the staff are to work together harmoniously and effectively.

a. Three Techniques of Interpersonal Relationship.

1. Exploration

   This involves seeking clues and information for forming opinions and impressions about each other. In a college, this phase should be planned, detailed and extensive. Learn about yourself and the people you work with.

2. Consolidation

   First impression can be deceptive due to misleading information. Repeated behaviour patterns help in gauging level of frankness, openness, truthfulness, reliability, credibility and integrity of a person. You may find it helpful to keep records on the behavior of students and staff to help you understand them better.

3. Preservation

   This is the stage of mutual understanding based on trust, and acceptance of each other's good and bad points, weaknesses and strengths.

   The quality of management affects behaviour, attitudes and efforts. Thus, positive

interpersonal relationships are regarded as strengthening motivation. In this respect communication is very important. Thus, lecturers would like to know and should know what is expected of them and how their tasks form part of a total plan. This should be coupled to competent and just leadership with acceptable tasks and necessary guidelines.

Thus, in a college the provost is responsible for planning, guiding and leading the college While tasks are delegated to lecturers if a participatory management style is used, with lecturers efforts valued they will work hard.

Also, the personal life of lecturers such as his relationship with his family will influence his behaviour. The provost has little control over such factor but he would have to deal with the situation should it has a negative effect on other lecturers work. Therefore, it would seem that the provost has knowledge of the needs of the staff, their work circumstances, and the requirements of the community and effective management style.

b. Principles of Interpersonal Relationship

The three basic principles that guides staff positive Interpersonal Relationship in a College according to Federal Ministry of Education and Youth Development (1993) include the followings:

1. Principles of Participation

The staff is involved in decision making and planning in matters which affect them directly. The more the staff becomes involved the more they are prompted to help in achieving the objectives. If a college head involves the staff in decision making he remains accountable for taking final decision and for results.

2. Principle of Communication

If the staffs are informed about the objectives and the results achieved, they are inclined to co-operate more and feel that they are part of the group. Therefore, staff should not only be informed about results but also about changes and progress. Finally, good

communication must exist in an organization.

3. Principle of Recognition

If a staff receives the necessary recognition and work satisfaction she is inclined to work hard. Earned recognition brings satisfaction therefore it should be given to the staff as a person. Recognition should be given to all.

4. Principle of Delegated Responsibility

The provost should be ready to delegate responsibility to competent lecturers. In this way the lecturers' position is enhanced and serves as a way of personal development.

Delegated responsibility also means that more and more people will be allowed to make decisions themselves in connection with their work.

5. Subordinates are liked and respected.

6. Those in positions of authority must be friendly and approachable.

7. There must be fairness and justice.

2.6 Review of Empirical Studies

This section deals with studies carried out in areas related to the current study.

Studies on Human Resource Management

Odeh, (2012) carried out a study on The Impact of Human Resources Management on Schools Administration in Public Secondary Schools in Benue State. The purpose of the study was to determine the impact of human resource management on school administration in public secondary schools in Benue State. The researcher used 76 descriptive survey design. The population comprised of 120 human resources in the state (90 were trained while 30 were untrained staff). The whole 120 staff were used as sample for the study. Five research questions were generated for the study and five hypotheses were formulated. The reliability estimate yielded 0.82, 0.85, 0.60, 0.81 and 0.65. The researcher used structured questionnaire to collect

data and used frequencies and chisquare to analyse the data. Findings of the research showed that there was a significant difference between the performance of human resources in relation to students' academic performance in public secondary schools in Benue State. The finding also revealed that there is a significant difference between the performance of human resource in public secondary schools when training approach is taken as independent variable, that the performance of human resource affects the students' academic performance. The reviewed study varied from the current research study in scope, title, study area, and in both dependent and independent variables. The issue of students' academic performance as a result of training and development as perceived by the teachers is a pointer to both studies. This work is related to the present study in the sense that both studies were talking about human resource management in schools. If human resources in public secondary schools in Benue State are not properly managed, it will affect the students negatively but if they are effectively managed it will have positive impact on the students because the performance of the public school students depend on the effective management of the human resources that are working there. The same thing is applicable to Colleges of Education in North Central Geo-Political Zone of Nigeria.

Zuah (2006) carried out a study on Human Resource Management in Benue State University: A Case Study of the Registry Department. The purpose of the study was to enlighten the general public on the existing role of human resource management in Registry department in Benue State University and its significant impact on University administration. The researcher used descriptive survey design. Five research questions and five hypotheses were used for the study. The population comprised 600 staff in the Registry department. The sample size consisted of 420 respondents drawn through simple random sampling technique. Structured questionnaire and oral interviews were used to collect data. The reliability results include 0.95, 0.92, 0.60, 0.91 and 0.65. Simple percentage and pie-chart were used to analyse the data. The findings showed

that the Registry as a department in the administration of Benue State University is very important such that its role cannot be dispensed with. It is the life-wire of University administration through its supportive secretariat, custodian and information services that are rendered on daily basis to the university. This reviewed work, though on human resource management, deviated totally from its focus as seen in the outcome of the research. Therefore, it is at variance with the current study in scope, area of study, analytical frame work and even outcome. This present study shall close the existing gaps in areas of staff training and development, discipline and provision of motivational packages to employees in the Colleges of Education in order to attain maximum productivity.

Ahua (2006) carried out a study on Human Resource Management as a Survival Strategy for Small and Medium Scale Enterprises. A Case Study of Yuteco Nigeria Ltd. The purpose of the study was aimed at bringing out different perspectives held by the business and academic together in order to fashion an excellent model that will contribute to the effective and efficient running of small and medium scale enterprises. The researcher used descriptive survey design. Six research questions and six hypotheses were used for this study. The population was 110 personnel of Yuteco Nigeria Ltd. The sample size was 88 staff selected through simple random procedure. Data was collected from files, journals, textbooks and structured questionnaire. The reliability estimate yielded 0.80, 0.77, 0.74, 0.70, 0.68 and 0.65. Data was analysed with percentages, mean and chisquare. The results revealed that the strong existing link between small and medium scale enterprise and human resource management has not been properly managed in practice. This reviewed work differed from the on-going study in context, content, theories, focus and area of study. The reviewed work has not been able to practically establish the impact of human resources management on small and medium scale enterprises. The current study shall

close the existing gaps with respect to conceptual variables on human resource management that were omitted in Ahua's study.

Okoro (2000) carried out a study on Human Resource Development and Utilization: A Case Study of the Nigerian Police, Benue State Command. The purpose of the study was to enquire into the Human Resource Development and Utilization Exercise in the Benue State Police Command. The researcher used descriptive survey design. Five research questions and five hypotheses guided the study. The population was 5036 staff comprising senior, intermediate and junior cadres/officers of the Benue State Police Command. The sample size was 300 drawn using stratified random sampling techniques. Structured questionnaire was used to collect data from the 300 respondents. The trial testing was done in police divisional head quarter in Nasarawa State. The internal consistency estimate yielded 0.78, 0.75, 0.60, 0.72, and 0.65. Data collected were analysed using simple percentages and mean. The results showed that facilities for the training of officers were lacking and the ones available were not properly managed. Again that finance was not available for the training of officers and where it was provided; the high ranking officers poorly managed it. The result also revealed that officers were not appropriately deployed. The reviewed work differed from the current wok in scope, context, area of study and concepts even though it was on utilization of human resource. The aspect of motivational packages to officers was clearly omitted from Okoro's study, which will be fully treated by the ongoing study. This work is related to the present study in the area of training and development and utilization while the present study also talked about human resource training, development and utilization as an independent variable because training & development are the tools for effective functioning of human resources in any organization or institutions of learning.

Josephine (2005) carried out a study on The Relevance of Personnel Management to an Organisation: A Case Study of Benue Brewery Limited. The purpose of the study was to identify

roles played by the personnel department in enhancing the achievement of the set goals of the organisation. The researchers used descriptive survey design. Six research question and six hypotheses were used for this study. The population for the study was 205 of brewery staff. The sample size was 20 of both junior and senior staff and drawn through stratified sampling technique. The reliability estimate results was as follows: 0.90, 0.85, 0.80, 0.75, 0.65 and 0.60. Structured questionnaire was used for data collection. The data collected was analysed using frequencies and percentages. The results showed that the personnel department performs functions like meritorious employment, placement, training and development of staff, motivation of staff and discipline which are fundamental to the success of any organisation. Also the result revealed that in their bid to perform these functions, the department faces challenges arising from favouritism and nepotism, subjugation of organizational interest to the personal interest of managers, none adherence to procedures and personnel policies by the personnel manager. The existing differences between the reviewed work and the present work is that, the reviewed work focused on relevance while the on-going work is addressing evaluation of Human Resource Management in colleges of Education in the North Central Nigeria. The reviewed work is just an item in the on-going research study. Therefore, the scope, content, objectives and analytical procedure of the two studies differed. The existing gaps and differences in the reviewed work of Josephine shall be closed by the current study.

Udu, (2000) carried out a study on The Impact of Human Resource Management on the Realization of Organisational Goals: A Case Study of Nigerian Bottling Co Plc. Makurdi. The purpose of the study was to ascertain whether human resources management in Bottling Company Plc has been accorded its prime position so as to enable it attain its organisational goals; also to find out whether the company is properly staffed with qualified professionals to man the various departments within the company. Five research questions were generated to guide the study and

five hypotheses were formulated to guide the study. The researcher used descriptive survey design. The population was 68 staff and the entire population was used as the sample size. The researcher used structured questionnaire to collect data from the 68 staff. Internal consistency estimate yielded 0.89, 0.85, 0.83, 0.81 and 0.80 respectively. Data collected was analysed using simple percentages and mean. The results showed that there are qualified operational staff working in Nigeria Bottling Company Plc, Makurdi; the result also showed that human resources of the company are given priority over all the other factors of production because of its importance and that there are enough rewards through prompt payment of salaries, wages and other motivational incentives which are provided for staff to enable them put in their best so as to attain both individual and company goals. Although, the reviewed work was on human resource management, it did not address the component of evaluation and other concepts as contained in the on-going research work which apparently shall fill up the existing gap in Udu's study.

Oyih, (2002), carried out a research study on Human Resource Training and Utilization in Benue State Civil Service, Appraisal of Apa Local Government Council. The purpose of the study was to examine the extent of human resource training and utilization strategies. Five research questions and five hypotheses were used for this study. The reliability estimate yielded 0.96, 0.93, 0.90, 0.85 and 0.82. The researcher used Descriptive Survey Design. The population for the study was 700 staff and the entire population was used as sample size for the study. Structured questionnaire was used to collect data. Data collected was analysed with simple percentages. The results showed that post-entry training could increase efficiency and productivity in the service. The result also showed that civil-servants are attracted to government sponsored training programmes more for what these can do for their career advancement than what positive effect such training could have on their performance or competence. This work only addressed training of personnel which is just an integral component of the conceptual concepts in the on-going

research work. Therefore, the reviewed study differed from the on-going study in scope, context, content and analytical procedure.

Studies on Evaluation of Human Resource Management

Ogbuji, (2009) carried out a study on Evaluation of Student Personnel Services in Secondary Schools in Cross River State. The main purpose of the study was to evaluate the administration of student personnel services in secondary schools in Cross-River state. Nine research questions and four null-hypotheses were formulated to guide the study. The study utilized Evaluative Survey Design. A sample size of 327 principals and 692 teachers were used for the study. Two instruments were used for data collecting, a structured 52 item questionnaire and a 30 item check list. Internal consistency estimate yielded 0.97, 0.95, 0.87, 0.85, 0.84, 0.82, 0.80, 0.78 and 0.75. The data collected were analysed using mean scores while the t-test statistics and analysis of variance (ANOVA) were used to test the null-hypotheses. The findings showed that, orientation programme is carried out in secondary schools in Cross River State; effective health care services are lacking and municipal services are lacking too; students participate actively in co-curricular activities and in school administration; there is significant difference among public, mission and private schools on the provision of students personnel services in secondary schools in the state; there is no significant difference among the three groups of school on the constraints to the provision of student personnel services in secondary schools in Cross River State. This study is relevant to the present study by providing information on personnel services which is just an integral part of present study. The present study differs from the reviewed study in areas of scope, objectives, conceptual variables and theoretical review.

Studies on Problems of Human Resource Management

Mathew, Paul and Patrick (2004) carried out a study on Human Resource Management Problems over the Life Cycle of Small and Medium Sized Firms in Nigeria. The purpose of the study was to find out problems affecting human resource management in the firm. Six research questions were generated and four hypotheses were formulated to guide the study. The researcher used descriptive survey design. The population was 4,750 human resource managers in the small and medium sized firms in Nigeria. This study used a sample of 2,903 small and medium-sized firms to examine the manner in which human resource (HR) problems vary over the organisational life cycle. The reliability estimate includes 0.90, 0.74, 0.67, 0.78, 0.64 and 0.60. They used a four-stage model. Interestingly, firm age did not emerge as a significant indicator of stage, the firm's human resource problems varied across stages defined by growth. The findings revealed that training problems were highest in high-growth firms and lowest in low-growth firms; compensation problems were highest in moderate growth firms and lowest in high-growth firms; and recruiting problems were highest in firms without growth and lowest in low-growth firms. In their study, six general sets of problems were identified using a questionnaire methodology: strategic positioning, sales/marketing, people, organisational systems, production and external relations. Some problems like strategic positioning and sales/marketing were found to be dominant across all stages, while other problems like external relations and organisation were more important in some stages and less in others. People's problems appeared to be moderately important across all stages.

Studies on Strategies for Promoting Human Resource Management

Cumming and Worley (2001) carried out An Experimental Study of Organizational Change and Communication Management. The purpose of the study was to find out the effect of organisational change in an establishment. Five research questions were generated for the study

and five hypotheses were formulated for this study. The researcher used experimental design for the study. He collected data on different organisations from 10-40 employees from different levels of management and non-management of each organisation. Each respondent evaluated 2 different scenarios, which resulted in 372 evaluations in total (186 for each scenario). The scenarios were based on the connection between the communication management strategy followed during change in organisations, the relationship and behavioural effects on internal stakeholder (employees). The second scenario was the effects of the communication management strategy followed during high change on relationships and behaviours with internal stakeholders (employees). Basic descriptive statistics, as well as hypothesis testing using MANOVA (to test for meaningful difference between groups) conducted. Other data analyses included testing for validity and reliability, analysis of variance and the scheffels test for significance of correlation. The reliability estimate yielded 0.97, 0.95, 0.94, 0.92 and 0.90. The findings showed significance proof of the internal validity of the experimental design used, indicating that: the experimental manipulation (the two different change management strategies) had a definite effect on the relationship that internal stakeholders would have on the organisations, and that except for the size of the organisation and the educational level of the employees, no other variables had an influence; strong correlation exist between the strategy followed during the change and the resulting protected relationships with internal stakeholders of the organisation; high participation during high change led to significantly more positive overall relationships between an organization and its internal over all relationships and its internal stakeholder as compared to low participation with a planned approach. The major problem of Cumming and Worley's study is that, the survey was not explicit enough to show whether other strategies like education, facilitation and support, negotiation and agreement, development of vision, manipulation and co-operation, coercive are relevant strategic variables for managing strategic changes in

organisations. The current study shall address all these missing variables since the study is addressing comprehensively evaluation of human resource management in Colleges of Education.

Umar, (2008) carried out a study on Human Resources Development and Utilization in the Public Sector: A Case Study of the Nigerian Television Authority Headquarters Abuja. The purpose of the study was to find out how human resource development techniques and utilization strategies make efficient and effective use of the personnel in proper form and by virtue of its responsibilities. The research was also to find out whether the staff was given ample opportunity for further training while in the service. Five research questions and hypotheses were formulated for this study. The reliability estimate yielded 0.95, 0.93, 0.92, 0.90 and 0.87. The researcher used Descriptive Survey Design. The population for the study was 437 staff of the Nigerian Television Authority, Abuja. The sample size was 208 staff. The sampling procedure used was simple random sampling. Structured questionnaire was used to collect data from the respondents. Data were analysed using mean, standard deviation and chi-square. The findings revealed that the authority should train her staff effectively and consistently, the staff should be promoted at the right time in order to motivate them for the achievement of maximum productivity, the gap in communication between the senior and junior staff should be reduced and if it is not properly done will result to conflict. Also material resources like tools, stationaries, equipment, and machineries should be provided at the right time. Staff should be given opportunity to attend overseas courses and programmes. This study is relevant to the present study because, discussing or evaluating human resource management, it is practically obvious that human development through effective training must be considered top priority. Also, provision of some motivational packages is one of the strategies for promoting human resource management. However, the present study differed from the reviewed work in scope, conceptual variables, and design.

Amaizu (1998) carried out a study on The Strategies for Improving Student Personnel Services in Secondary Schools in Onitsha Education zone. The researcher formulated four research questions and two null-hypotheses to guide the study. The purpose of the study was to find out effective strategy of improving student personnel services in secondary schools. The researcher used Descriptive Survey Design. The sample size was 28 principals on one hand and 605 teachers on the other, selected from the schools in the zone. Structured questionnaire of 28 items was used to collect data. The internal consistency reliability yielded 0.87, 0.86, 0.85 and 0.82. Data were analysed using mean scores and t-test statistics. The findings revealed that the strategies to be adopted to improve student personnel services in schools include: establishment of guidance and counselling services, restoration of boarding system in secondary schools, adequate funding of schools, posting of medical personnel to schools to cater for their health needs, active participation of the PTA in the funding of schools, active involvement of the communities in the administration of schools located in their communities. This study is relevant to the present study by providing information on strategies for improving personnel services in secondary schools. However, the present study shall fill the existing gap by addressing the entire conceptual variables regarding human resource management in colleges of education.

Ologunde and Asaolu (2005) carried out a study on The Influence of Motivation Strategy on Workers Behaviour and Productivity. The purpose of the study was to examine the effects of motivational factors on labour turnover among university teachers in South Western Nigeria. Five research questions and five hypotheses were used for this study. The design used for the study was the ex-post facto which examined the naturally occurring treatment following the occurrence of the event. The sample size for the study was 442 teachers drawn from two Federal and two State Universities in the South-Western zone of Nigeria. The sampling technique used was the Stratified Random Sampling Technique. Structured questionnaire was used to collect data. The

reliability estimate yielded 0.94, 0.91, 0.90, 0.88, and 0.86. The data were analysed with percentages, t-test and two way analysis of variance (ANOVA). The result showed that poor motivation actually affected labour turnover of the university teachers in south western Nigeria. The result also showed that the motivation strategies available for university staff in Nigeria are inadequate for their continued stay in the university system. This work is relevant to the present work for the provision of information on welfare and motivation strategies. The lapses concerning welfare and motivation strategies in the reviewed work shall be adequately addressed and the gap closed in the current study. The reviewed work differed from the present study in scope, area of study, theoretical frame work and conceptual variables.

Nweke (2000) carried out a study on Motivational Strategies by Investigating the Constraints to Effective Management of Mission Secondary Schools in Anambra State. The purpose of the study was to find out problems of management of mission secondary schools. The researcher used Descriptive Survey Design. The sample size for the study was 287 comprising 82 principals and 205 teachers. The researcher used two research questions and one null-hypothesis to guide the study. Structured questionnaire was used to collect data. The internal consistency reliability estimate yielded 0.96 and 0.91. The data were analysed using mean, standard deviation and t-test statistic. The findings showed that lack of pension schemes, lack of in-service programmes, lack of uniformed payment, no transfer of teachers, undue interference by the school managers in the dayto-day running of the schools, demotivated staff and this affect effective management of mission Secondary Schools in Anambra state. This study is partly relevant to the present study by proving information on factors hindering effective performance on the job due to inadequate motivation of staff. On the other hand the present study differs from the reviewed study in areas of scope, objectives, theoretical frame work and conceptual variables.

2.7 Summary of Literature Review

This chapter covered conceptual framework, theoretical framework and empirical studies. The conceptual framework begins with the concept of human resource which is considered the pivot of this study, the concept of management practice which deals with the supervision, monitoring, co-coordinating of human resource for effectiveness, concept of human resource management which deals with how people are supervised, motivated and co-ordinated to achieve the desired goals of an establishment. Staff recruitment and selection, staff training and development, staff appraisals and promotions, staff welfare, staff discipline, which are basically considered as variables of motivational strategies responsible for the attainment of maximum productivity and goals of the establishment if properly harnessed and judiciously utilized were comprehensively described, explained and related to the present study.

The next conceptual variables include evaluation, objectives of colleges of education in Nigeria and relationships among conceptual variables. The objectives of colleges of education in Nigeria were clearly spelt out as contained in the National Policy on Education and minimum academic standard of the National Commission for Colleges of Education (NCCE). In the review of empirical studies, studies on human resource management, studies on evaluation of human resource management, studies on problems of human resource management and studies on strategies for promoting human resource management were covered. Studies reviewed in these works partially address one variable or the other amongst variables that constitute full concept of human resource management practices. Therefore, the reviewed empirical studies did not holistically address human resource management practices, especially in the Colleges of Education in the North Central States of Nigeria. This is why the researcher is presently embarking on the Evaluation of Management Practices of Colleges of Education in North Central Geo-Political Zone of Nigeria to bridge the existing gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology and procedures for data collection. To achieve this purpose, research design, the population that constituted the research subjects, the sample and sampling techniques, instrumentation, reliability and validity of instrument, pilot test, procedures and methods of data analysis were presented and discussed.

3.2 Research Design

The design adopted for this research work was the descriptive survey design. It involved a systematic description of qualities or characteristics of a given population by collecting data from a sample of the entire population as suggested by Baba (2005). This was a description of the plan for conducting this research and it gave details of how the variables will be manipulated and observed, how and when observations took place, the groups that were involved in the study, what roles were attached to each group.

3.3 Population

The population of the study consisted of Staff of Federal and State owned Colleges of Education in the North-Central Geo-Political Zone, comprising of six states namely Niger, Nassarawa, Plateau, Kogi, Kwara, Benue and Federal Capital Territory Abuja. According to the statistics made available by the Headquarters of the National Commission for Colleges of Education (NCCE) Abuja, as at 2012/2013 academic session, there were three thousand two hundred and fifty nine (3,259) Staff in the Colleges of Education and fifty (50) management staff in ten colleges of Education in the Zone. The distribution population of staff and management of colleges of education in North-Centtral Geo-Political Zone, Nigeria are shown in Table 3.1:

Tables 3.1: Distribution of Population of staff and Management of Colleges of Education in North-Central Geo-Political Zone, Nigeria as at 2012/2013 Academic Session

s/n	College	State	Staff	Management
1.	College of Education, Akwanga	Nassarawa	311	5
2.	College of Education, Ankpa	Kogi	326	5
3.	Federal College of Education, Kontagora	Niger	262	5
4.	College of Education, Katsina Ala	Benue	383	5
5.	College of Education, Ilorin	Kwara	344	5
6.	College of Education, Minna	Niger	373	5
7.	Federal College of Education, Okene	Kogi	352	5
8.	College of Education, Oro	Kwara	148	5
9.	Federal College of Education, Pankshin	Plataeu	460	5
10.	College of Education, Zuba	FCT	300	5
	TOTAL:		**3,259**	**50**

Source: National Commission for Colleges of Education, Abuja. (2013)

3.4 Sample and Sampling Procedure

The sample size for this research was made up of 375 subjects comprising (325) staff and (50) Management in the Colleges of Education. This was based on the recommendations of Edward as cited in Baba (2010) stipulated that

i. Populations under 100 (no need to sample)

ii. Population of 500 subjects =50% sample

iii. Population of 1,500 subjects = 20% sample

iv. Population of 5,000 subjects under 10% sample

Based on the above statement, the researcher decided to take (10%) of the total population of staff and management for this research.

A stratified random sampling technique was used because stratification allows variability of elements selected with each stratum more homogenous than the variation of elements between strata. According to Gupta (1979), a group of objects selected randomly from a population tended to possess the characteristics of the large group. However, this operated only if the samples are randomly chosen, which meant that they were chosen by a method in which every item of the population had equal chance of selection that is the selection process does not favor or disfavor any item or group. Therefore, simple random procedure was used to select the total n umber of respondents. Thus, the researchers unite the names of all the colleges of education in North central geo-political zone on a pieces of papers folded, and put inside a container and ask one of the research assistant to dip his hand inside and picked the folded pierces of papers. This procedure continues until the required numbers were reached. Hence, ten (10) colleges of education were used for the study. Simple sample procedure and purposive sampling techniques were used in arriving at the sample population. This was in line with Korb (2008). Here slips of paper method was used after each member of the population had been given an identification mark a,b,c to z. These identification marks was written on separate pieces of paper, folded and drawn one by one, until the required sampled were got. Two sampling techniques namely; purposive and simple sampling procedure was used for this study.

Table 3.2: Sample Size of the Respondents

s/n	Colleges	State	Sample Size of Staff	Sample Size of Management	Total Sample Size
1.	College of Education, Akwanga	Nassarawa	31	5	36
2.	College of Education, Ankpa	Kogi	33	5	38
3.	Federal College of Education, Kontagora	Niger	26	5	31
4.	College of Education, Katsina Ala	Benue	38	5	43
5.	College of Education, Ilorin	Kwara	34	5	39
6.	College of Education, Minna	Niger	37	5	42
7.	Federal College of Education, Okene	Kogi	35	5	40
8.	College of Education, Oro	Kwara	15	5	20
9.	Federal College of Education, Pankshin	Plataeu	46	5	51
10.	College of Education, Zuba	FCT	30	5	35
	TOTAL:		**325**	**50**	**375**

3.5 Instrumentation

The instrument for the collection of data for this study was questionnaire which was named Evaluation of the Management of Colleges of Education Questionnaire (EMCEQ). It was designed to gather data from Academic and Non-Academic staff of Colleges of Education in the study area. Nworgu (1991) modified Likerts Scale, (Strongly agree), agree, undecided, strongly disagree, disagree)Likert rating scale of strongly agree (SA), Agree (A), Disagree (D), strongly Disagree (SD) and Undecided (UD) was adopted to rate respondents opinion of each item of the

questionnaire, the ratings were scored 5, 4, 3, 2 and 1 points respectively. The questionnaire was such that respondents were given the opportunity to respond in a variety of ways, and comprised of two sections. Section A covered the Demographic Data of respondents, while sections B – K was made up of items that addressed the issues of the study. The use of these categories of respondents was because they were stakeholders in the education system, so their views were very vital to the study. For easy access to the schools concerned, a letter of introduction was collected from the Head of Department of Educational Foundations and Curriculum Department, Ahmadu Bello University.

3.6 Validity of Research Instrument

Validity can be defined as the degree to which a test is capable of achieving certain aims. In order to ascertain the validity of this instrument to the topic under review, and also its applicability to the sample of this study, to the respondents, the research instrument was validated by experts in educational administration and planning for content validity. The suggestions of my supervisory team were used for the correction of the instrument before it was finally administered.

3.7 Pilot Test

To seek reliability of the instrument for data collection, a pilot study was conducted on respondents using the validated questionnaires on the Evaluation of the Management of Colleges of Education in Nigeria. A total of fifty five (55) copies of questionnaire were administered to Staff and Management respectively of the College of Education Gidan Waya. The Cronbach's correlation coefficient was used to test the result.

3.8 Reliability of the Instrument

In order to determine if the research instrument was suitable and appropriate for the conduct of the study, from the pilot study it was subjected to computation to determine its reliability. Cronbach's alpha (r) statistical method was used for determining its reliability, 0.951 indicating

that the instrument was reliable, obtained from the staff and Management respectively. Thus establishing the reliability for the instrument used for data collection.

3.9 Procedure for Data Collection

The researcher employed personal visits to the selected Colleges of Education to collect data. Copies of the questionnaire were administered by researcher with the aid of research assistants. 375 copies of the questionnaire were administered, 337 were returned. Thus 337 copies of the research instrument were collectively completed, retrieved and used for data analysis. The five research assistants were briefed on how to administer the instrument to the respondents. This was facilitated by an introductory letter from the Department.

Table 3.3 Distribution and Collection of Data for Staff and Management

S/N	Colleges	State	STAFF No. of Qu. Distrib.	No. of Qu. Collected	MANAGEMENT No. of Qu Distrib.	No. of Qu. Collected	Total Number of Quest. Distrib.	Total Number Of Ques. Collected
	College of Education Akwanga	Nassarawa	31	25	5	5	36	30
	College of Education Ankpa	Kogi	33	30	5	5	38	35
	Federal College of Education Kontagora	Niger	26	24	5	5	31	29
	College of Education Katsina-Ala	Benue	38	36	5	5	43	41
	College of Education Ilorin	Kwara	34	31	5	5	39	36
	College of Education Minna	Niger	37	34	5	5	42	39
	College of Education Okene	Kogi	35	32	5	5	40	37
	College of Education Oro	Kwara	15	13	5	4	20	17
	Federal College of Education Pankshin	Plateau	46	37	5	5	51	42
	College of Education Zuba	FCT	30	26	5	5	35	31
	TOTAL		**325**	**288**	**50**	**49**	**375**	**337**

3.10 Procedure for Data Analysis

The results of data analysis were presented hypothesis-by-hypothesis. The data collected were tested using frequencies and percentage for the demographic variables. The ten hypotheses were analyzed using frequencies and percentages supported and independent t-test statistic for both Staff and Management of Colleges of Education in North Central Geo-Political Zone, Nigeria. The justification for the use of these packages was for the fact that, the data analyzed were continuous in nature (interval and ratio), and it involves more than two variables.

CHAPTER FOUR

RESULTS AND DATA ANALYSIS

4.1 Introduction

This chapter presented the statistical analysis, and discussion of results of the data collected on the opinions of respondents on Management of Colleges of Education in North Central Geo-Political Zone, Nigeria. This chapter was structured into sections along the research objectives and questions. In the first section of the chapter, the demographic characteristics of the respondents selected with their expressed opinion were presented. Each of the items for the respective variables was analyzed in frequencies and percentages along the five point scale to give the general discussion of the data collected. The ten hypotheses were tested at 0.05 level of significance. The analyses of data were supported by Multiple Bar charts for clarity and easier understanding.

4.2 Bio-Data of Respondents

This section presented the Bio-data of Management and Staff. The distribution relates to Bio-data, status, gender, qualification, years of working experience and ownership of College of Education. Details were presented in Tables 4.1 – 4.5.

Table 4.1: Distribution of Respondents by Status

Status	Frequency (F)	Percentage (%)
Management	49	15
Staff	288	85
Total	**337**	**100**

Table 4.1 revealed that, 49 respondents representing (15%) were Management while 288 respondents representing (85%) were Staff. The disparity in the sample is as a result of the population capacity of the later to the former.

Table 4.2: Distribution of Respondents by Gender

Gender	Category	Frequency	Percentage
Male	Management	**36**	**11**
	Staff	**178**	**53**
Female	Management	**13**	**03**
	Staff	**110**	**33**
Total		**337**	**100**

Table 4.1 revealed that, 36 respondents representing (11%) of the Management were male while 13 respondents representing (3%) were female. The table equally revealed that, 178 respondents representing (53%) of the Staff were male while 110 respondents representing (33%) were female.

Table 4.3: Distribution of Respondents by Educational Qualification

Category	Qualification	Frequency	Percentage
Management	HND/B.Ed	28	8.0
	M.Ed	12	0.4
	PhD	9	0.2
Staff	HND/B.Ed	192	57
	M.Ed	80	24
	PhD	16	0.5
Total		**337**	**100**

Table 4.3 revealed that, 28 respondents representing (8.0%) of the Management holds a Bachelor's degree, 12 respondents representing (0.4%) holds a Master's degree, while 9 respondents representing (0.2%) holds a Doctoral degree. Equally the table revealed that, 192 respondents representing (57%) of the Staff holds a Bachelor's degree, 80 respondents representing (24%) holds a Master's degree, while 16 respondents representing (0.5%) holds a Doctoral degree.

Table 4.4: Distribution of Respondents by Working Experience

Status		0-5yrs	6-10yrs	11-15yrs	16-20yrs	21yrs and above	Total
Management	Freq	24	11	6	5	3	49
	%	49	23	12	10	6	100
	Freq	118	94	35	22	19	288
Staff	%	41	33	12	8	6	100
Total	**Freq**	**142**	**105**	**41**	**27**	**22**	**337**
	%	**42**	**31**	**12**	**8**	**7**	**100.0**

Table 4.4 also revealed that, the respondents were relatively distributed across the years of experience in the table. In the overall examination, 142 overall respondents representing (42%) of the respondents have between 0 and 5 years of experience on the job, 105 overall respondents representing (31%) have between 6 and 10years of experience on the job, 41 overall respondents representing (12%) have between 11 and 15 space of working experience. Overall respondents with 16 to 20 space of working experience involved in the study were 27 representing (8%.) Only 22 overall respondents representing (7%) of the respondents have between 21 years and above working experience in their respective jobs.

Table 4.5: Distribution of Respondents by Ownership of College

Ownership of College	Frequency	Percentage
State	07	70
Federal	03	30
Total	**10**	**100**

Table 4.5 revealed that, Colleges of Education owned by the State Governments were 07 representing (70%) of the study group while Colleges of Education owned by the Federal Government were 03 representing (30%) of the study group.

To answer the research questions frequencies and percentages were computed. This was done according to how the respondents responded to items of the questionnaire that answered specific research question. Table 4.6 – 4.15 were computed as follows:

4.3 Opinions of Respondents on Planning in Colleges of Education in the North Central Geo-Political Zone of Nigeria

This section presented the opinions of respondents on Planning in Colleges of Education in North Central Geo-political Zone of Nigeria. The explanation relates to items 1-10 in the questionnaire. Thus, items 1 and 2 attempted to find out from the respondents, whether the curricular of the Colleges of Education in the North Central Geo-Political Zone were long overdue for review and whether the College Calendar was not properly planned. Also items 3, 4 and 5 attempted to find out whether infrastructural facilities, lecture time table and drainages in the Colleges were not properly planned respectively.

However, items 6 and 7 attempted to find out whether due to poor planning Colleges run into problems of expansion and manpower needs assessment. Whereas, items 8, 9 and 10 solicited for opinions of respondents on whether Colleges use rolling plan and did not plan unless there was a problem. Again, the items attempted to find out if Colleges plan their financial expenses each year and follow them strictly. Thus, the responses of all the respondents were collected, analyzed and presented in table 4.6

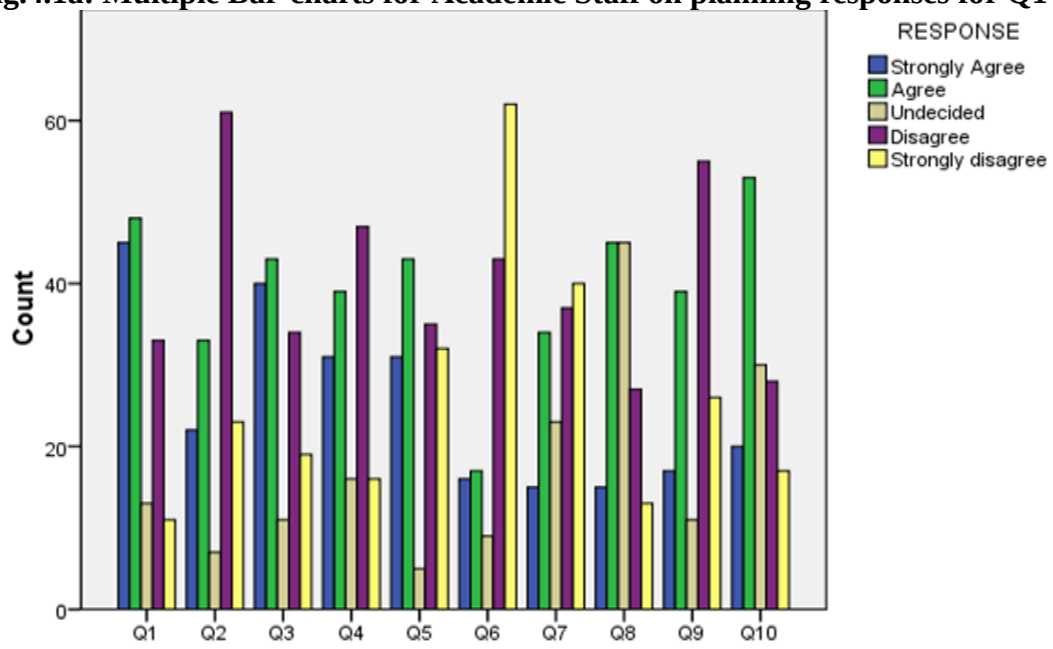
Table 4.6: Opinion of Respondents on Planning in Colleges of Education in the North Central Geo-Political Zone of Nigeria

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	The curricula of Colleges of Education are long overdue for review.	Management.	15	37.0	14	33.3	5	3.7	8	14.8	7	11.1
		Staff	72	30	75	32	38	8.7	63	22	40	7.3
2.	The school calendar of this College is not properly planned.	Management.	8	11.1	8	11.1	0	0	20	51.9	13	25.9
		Staff	50	15.1	62	22.6	35	4.8	89	41.8	52	15.8
3.	The infrastructural facilities in the College are not properly planned.	Management.	14	32.0	11	20.0	8	8.0	16	40.0	0	0
		Staff	67	27.2	70	29.3	40	7.5	63	23.1	48	12.9
4.	There is collusion always in the lecture Time Table because they are not properly Planned.	Management.	8	7.7	15	34.6	0	0	19	50.0	7	7.7
		Staff	60	20.8	67	26.2	44	10.7	74	31.5	43	10.7
5.	Due to poor plan, the College has not drainages, so it is liable to flood in the rainy season.	Management.	12	25.0	10	21.4	6	7.1	13	32.1	8	14.3
		Staff	54	21.2	75	29.5	30	3.4	68	24.0	61	21.9
6.	Due to poor plan, the College does not acquire enough land for future expansion.	Management.	6	7.4	6	7.4	6	7.4	15	37.0	16	40.7
		Staff	42	10.9	45	11.6	36	6.1	75	29.3	90	42.2
7.	There is no manpower planning so the College does not know the number of staff required for recruitment each year.	Management.	8	15.4	5	3.8	9	19.2	17	42.3	10	19.2
		Staff	38	10.1	63	22.8	52	15.4	66	24.8	69	26.8
8.	The College use rolling plan as her process of planning.	Management.	6	4.2	10	20.8	9	16.7	14	37.5	10	20.8
		Staff	43	10.3	74	31.0	74	31.0	56	18.6	41	19.0
9.	In my opinion this College do not plan unless something happens then she reacts to it.	Management.	7	11.1	13	29.6	7	11.1	13	29.6	9	18.5
		Staff	45	11.5	67	26.4	39	7.4	83	37.2	54	17.6
10.	The College plans her financial expenses each year and follows it strictly.	Management.	12	25.0	15	32.1	14	28.6	8	14.3	0	0
		Staff	48	13.5	81	35.8	58	20.3	56	18.9	45	11.5

Table 4.6 sought the opinion of respondents on Planning in Colleges of Education in North Central Geo-political Zone of Nigeria. Item one and two sought to find out from the respondents, whether the curricular of the Colleges of Education in the North Central Geo-Political Zone were long overdue for review and whether the Colleges Calendar were not properly planned. The responses indicated that all the respondents agreed with the statement, Management (70.3%) and Staff (62%). This is a good development and shows that curricular of Colleges of Education in North Central Geo-political Zone of Nigeria needed to be reviewed constantly to meet up with current trends in the system and larger society. Items three, four and five attempted to find out whether infrastructural facilities, lecture time table and drainages in the Colleges were properly planned or not. The responses indicated that, (70.3%) of Management and (62%) of Staff respectively agreed that infrastructural facilities, lecture time table and drainages in the Colleges were properly planned, this in turn could affect learning.

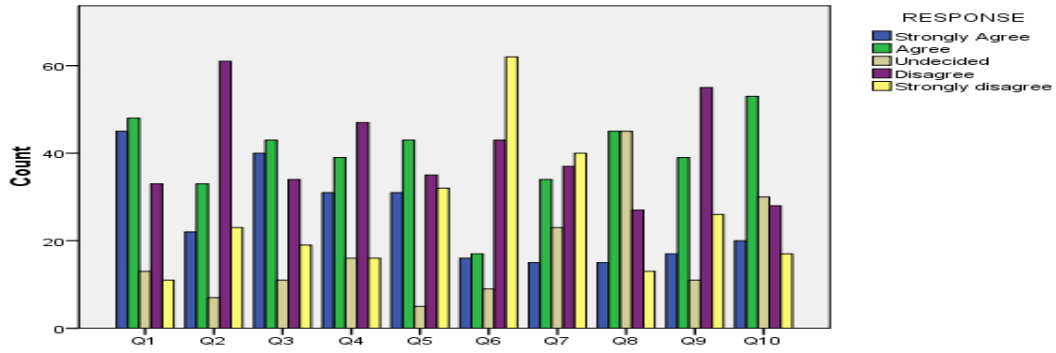
However, items 6 and 7 attempted to find out whether due to poor plan Colleges run into problems of expansion and manpower needs assessment, (77.7%) of Management and (71.5%) of Staff disagreed that the colleges do not have enough land for future expansion and equally disagreed that the colleges do not know the number of staff required for recruitment each year. Items 8, 9 and 10 solicited for opinions of respondents on whether Colleges use rolling plan and/ or did not plan unless there was a problem whether they planned their financial expenses each year and followed it strictly, (63%) of Management and 41% of staff respectively agreed that, their had rolling plan, planned ahead of unexpected contingencies and had yearly plan of financial expenses and followed it strictly.

Fig.4.1a: Multiple Bar-charts for Academic Staff on planning responses for Q1- 10



From the Bar-chart Q10 has the highest response on the positive (Strongly Agree) that is the college of Education plans her financial expenses each year and follows it strictly and followed by Q1 the curricular of Colleges of Education is long overdue. Similarly, response on disagreeing with the questions, Q2 has the highest response of 89 (41.8%).

Fig.4.1b: Multiple Bar-charts for Management Staff on planning responses for Q1 - 10



From the Bar-chart Q1 has the highest response on the positive (Strongly Agreed) that is the curricular of Colleges of Education are long overdue for review and followed by Q4 and Q10, that

is there is collusion always in the lecture Time Table because they are not properly planned and the College plans her financial expenses each year and follows it strictly.

4.4 Opinion of Respondents on Staff Development in Colleges of Education in North Central Geo-Political Zone of Nigeria.

This section presents the opinion of respondents on Staff Development in Colleges of Education in North Central Geo-Political Zone of Nigeria. The explanation relates to items 11, 12 and 13 which tried to find out whether staff in the Colleges were sponsored by the management to go for further studies and whether the management have the opportunity to develop themselves and if staff have opportunity to attend regular workshop respectively.

Thus, items 14, 15 and 16 tried to find out if management staff always go for seminar and to know if the Colleges in North Central Geo-Political Zone organize in-house workshop for management staff, equally to know if newly recruited staff were sent for retreat before they commence work. However, items 17, 18, 19 and 20 tried to find out whether the Colleges sent staff for training regularly and if the staff goes on training in the College sponsor themselves. Also, it tried to find out if the Colleges of Education in the North Central Geo-Zone of Nigeria sponsor staff for training on selective basis and finally if staff who go on training in the Colleges were advised first to resign their appointments. The responses of the respondents were collected and analyzed as presented in table 4.7

Table 4.7: Opinions of Respondents on Staff Development in Colleges of Education in the North Central Geo-Political Zone of Nigeria

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
11.	The Academic Staff in the College are sponsored by the Management to go for further Studies.	Management.	13	29.6	16	40.7	5	3.7	7	11.1	8	14.8
		Staff	71	29.4	76	32.9	42	9.1	60	21.7	39	7.0
12.	The Non-Academic Staff obtain higher qualifications because they also have opportunity for further studies.	Management.	7	11.1	8	14.8	5	3.7	18	48.1	11	22.2
		Staff	52	15.8	74	31.7	36	4.3	80	36.7	46	11.5
13.	The Academic Staff attend regular workshop in the College.	Management.	10	24.0	10	24.0	7	8.0	16	40.0	6	4.0
		Staff	59	20.4	72	30.7	40	7.3	66	26.3	51	15.3
14.	The Non-Academic Staff always go for seminar in this College.	Management.	6	7.7	14	30.8	5	3.8	18	50.0	6	7.7
		Staff	56	18.6	81	35.9	47	13.1	63	23.4	41	9.0
15.	The College organize in-house workshop for Non-Academic Staff.	Management.	10	21.4	10	21.4	7	10.7	14	32.1	8	14.3
		Staff	48	12.7	76	33.6	39	6.0	65	25.4	60	22.4
16.	The newly recruited members of Staff are sent to retreat before they commence work.	Management.	6	7.4	8	14.8	6	7.4	12	25.9	17	44.4
		Staff	35	5.6	52	16.1	41	8.4	70	28.7	90	41.3
17.	The College sends Staff for training but not regularly.	Management.	8	15.4	7	11.5	8	15.4	18	42.3	8	15.4
		Staff	37	6.2	80	35.2	47	13.1	66	25.5	58	20.0
18.	The Staff that go on training in the College sponsor themselves.	Management.	6	4.2	10	20.8	9	16.7	13	33.3	11	25.0
		Staff	35	3.6	76	33.3	68	27.5	64	24.6	45	10.9
19.	The College sponsors Staff for training but on selective basis.	Management.	7	11.1	12	25.9	8	14.8	13	29.6	9	18.5
		Staff	43	9.9	76	32.6	39	7.1	79	34.8	51	15.6
20.	The Staff who go on training in this College are advised to first resign their appointment.	Management.	9	17.9	13	28.6	13	28.6	9	17.9	5	7.1
		Staff	39	7.6	75	31.7	51	15.9	58	20.0	65	24.8

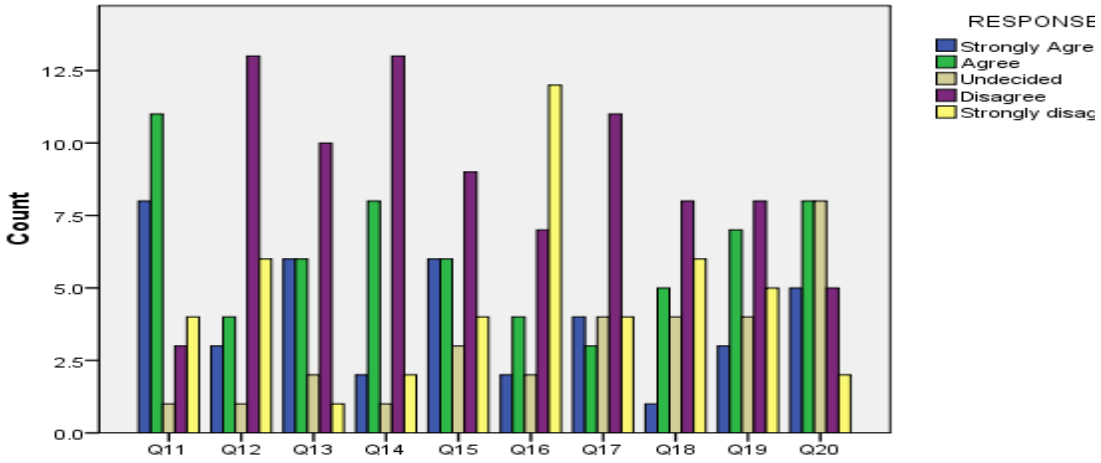
Table 4.7 sought the opinion on Staff Development in Colleges of Education in North Central Geo-Political Zone of Nigeria. Items eleven, twelve and thirteen which tried to find out whether staff in the Colleges were sponsored by the management to go for further studies, whether the management had the opportunity to develop themselves and if staff had opportunity to attend regular workshop respectively. Thus 48% of Management and 54.0% of Staff agreed that, management had the opportunity to develop themselves and if staff had opportunity to attend

regular workshop respectively. This enhances productivity on the part of both Management and Staff in Colleges of Education in North Central Geo-Political Zone of Nigeria.

Thus, items 14, 15 and 16 tried to find out if staff always go for seminar, if in-house workshops were organized for management and also sought to know if the Colleges of Education organized retreat for newly recruited members before they commenced work. There was a divergent opinion as 57.7% of Management disagreed that they did not go for seminars on regular basis while 54.5% of Staff agreed that they attended seminars on regular basis, this was attributed to the fact that their promotion was hinged on a number of seminar papers they had presented. However, they had a consensus opinion on items 15 and 16 as 70.2% of Management and 47.1% of Staff agreed that in-house workshops and retreats were not regularly organized for both staff and management of the colleges. The implications of this were low morale and productivity on the part of the staff.

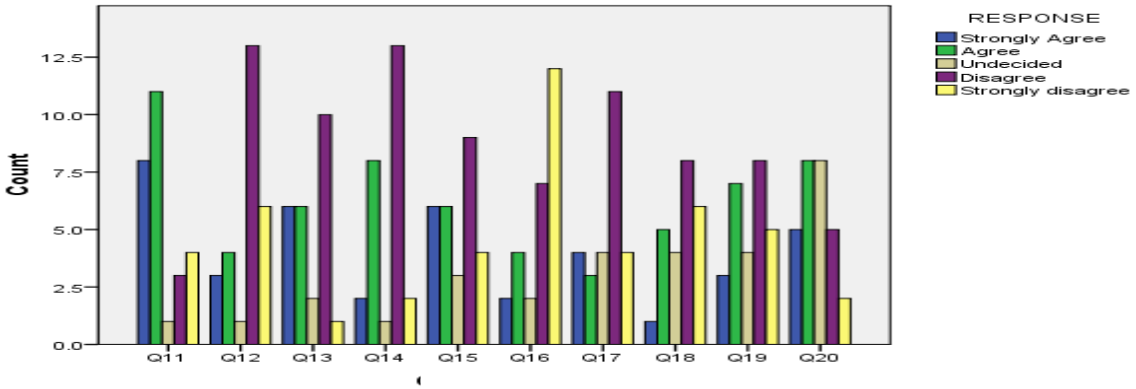
However, items 17, 18, 19, and 20 sought to find out whether the Colleges sent staff for training regularly, if the staff that went on training in the Colleges sponsored themselves, if the Colleges of Education in the North Central Geo-Zone of Nigeria sponsored staff for training on selective basis and if staff who went on training in the Colleges were advised first to resign their appointments. On item seventeen 45.5% of Management and 57.7% of Staff agreed that the colleges send staff for training but not on regular basis, on item eighteen 58.3% of Management and 36.9% of Staff agreed that staff sponsored themselves to go for training, equally on item nineteen 48.1% of Management and 50.4% of Staff agreed that sponsorship for staff training by their colleges is on selective basis. Meanwhile, on item twenty 46.5% of Management and 44.8% of Staff agreed that staff who went on training were sometimes advised to resign their appointment.

Fig.4.2a: Multiple Bar-charts for Staff on Staff Development responses for Q11- 20



From the Bar-chart Q14 with 35.9% had the highest response of (agreed) that was the management of Colleges of Education went for seminar, this closely followed by Q17 with 35.2% meaning that, Colleges of Education sent staff for training but not on regular basis. However, 41.3% of staff strongly disagreed in Q16 that newly recruited members of staff were sent for retreat before they commenced work.

Fig.4.2b: Multiple Bar-charts for Management on Staff Development responses for Q11/20



From the Bar-charts Q11 with 40.7% has the highest response of agreed which meant that, the management of the Colleges were sponsored to go tor further studies followed closely by Q14 with 30.8%. Similarly, 50.0% representing half of the respondents disagreed in Q14 that management always go for seminar in their respective Colleges. This implied that they actually go for training.

4.5 Opinion of Respondents on Decision Making in Colleges of Education in the North Central Geo-Political Zone of Nigeria.

This section presents the opinions of respondents on decision making in the Colleges of Education in North Central Geo-Political Zone of Nigeria. The explanation relates to items 21, 22 and 23 which tried to find out whether the students were not allowed to attend meeting of Board of Governors of the Colleges and Provost's took most of the decision s in the Colleges while registrars did not consult the provosts before decisions were taken in the Colleges respectively. Whereas, items 24, 25, 26 and 27 tried to find out whether the deans were consulted before decisions were taken in the Colleges and if the members of Governing Council were never aware of some decisions that were taken in the Colleges.

However, items 28, 29 and 30 tried to find out whether decisions taken by the Colleges were first ratified by the NCCE before implementation and if also decisions taken by the Colleges were first ratified by the visitor to the Colleges before implementation. It also tried to find out if the opinion of Junior Staff were put into consideration before decisions were taken in the Colleges respectively. Thus, the responses of all the respondents were collected, analyzed and presented in table 4.8

Table 4.8: Opinion of Respondents on Decision Making in Colleges of Education in the North Central Geo-Political Zone of Nigeria

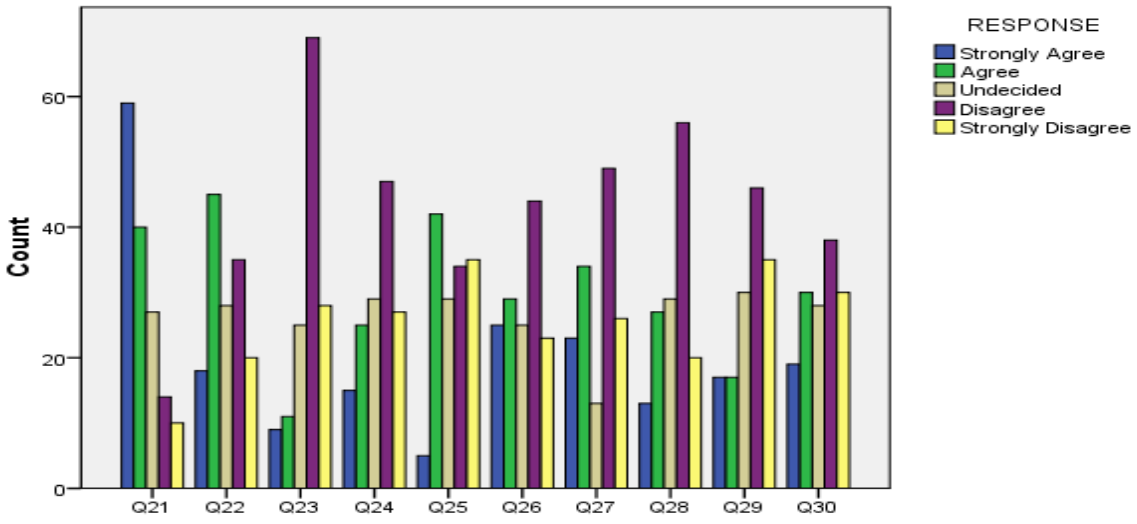
S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
21.	The students are not allowed to attend meeting of Governing Board of this College.	Management.	15	34.6	13	26.9	14	30.8	0	0	27	7.7
		Staff	86	39.3	67	26.7	55	18.0	42	9.3	38	6.7
22.	The provost takes most of the major decisions for the College.	Management.	5	3.8	15	38.5	6	7.7	15	38.5	8	11.5
		Staff	46	12.3	75	30.8	56	19.2	63	24.0	48	13.7
23.	The Registrar does not consult the provost before taking some decisions in the College.	Management.	6	8.0	5	4.0	10	20.0	13	32.0	15	36.0
		Staff	38	6.3	40	7.7	54	17.6	99	48.6	57	19.7
24.	The Deans are never consulted before some decisions are taken in this College.	Management.	6	7.7	8	15.4	6	7.7	19	50.0	10	19.2
		Staff	44	10.5	54	17.5	58	20.3	76	32.9	56	18.9
25.	The members of the governing council do not know when some decisions are taken in the College.	Management.	7	12.0	7	12.0	8	16.0	16	40.0	11	20.0
		Staff	30	3.4	74	29.0	57	20.0	63	23.4	64	24.1
26.	The Staff union does not form the decision making body in the College.	Management.	7	11.1	8	14.8	8	14.8	16	40.7	10	18.5
		Staff	53	17.1	57	19.9	53	17.1	74	30.1	51	15.8
27.	The Head of Departments do not take part in meetings where major decisions are taken.	Management.	8	14.8	8	14.8	11	22.2	15	37.0	7	11.1
		Staff	51	15.9	63	23.4	41	9.0	79	33.8	54	17.9
28.	The decision taken by the College must first be approved by NCCE before implementation.	Management.	10	19.2	10	19.2	11	23.1	11	23.1	7	15.4
		Staff	39	9.0	56	18.6	58	20.0	86	38.6	49	13.8
29.	The decision by the College is first approved by the College visitor before implementation.	Management.	8	16.0	7	12.0	7	12.0	14	32.0	13	28.0
		Staff	40	11.7	40	11.7	61	20.7	81	31.7	66	24.1
30.	In this College the opinion of junior Staff are not considered in decision making.	Management.	7	12.0	7	12.0	9	16.0	18	48.0	8	12.0
		Staff	47	13.1	58	20.7	56	19.3	69	26.2	58	20.7

Table 4.8 sought the opinion of respondents on decision making in the Colleges of Education in North Central Geo-Political Zone of Nigeria. The explanation relates to items 21, 22 and 23 which tried to find out if the Provosts took most of the decisions in their Colleges and if registrars do not consult the Provosts before decisions were taken in the Colleges respectively.

Whereas, items 24, 25, 26 and 27 tried to find out whether the deans were consulted before decisions were taken in the Colleges and if the members of Governing Council were never aware of some decisions that were taken in the Colleges.

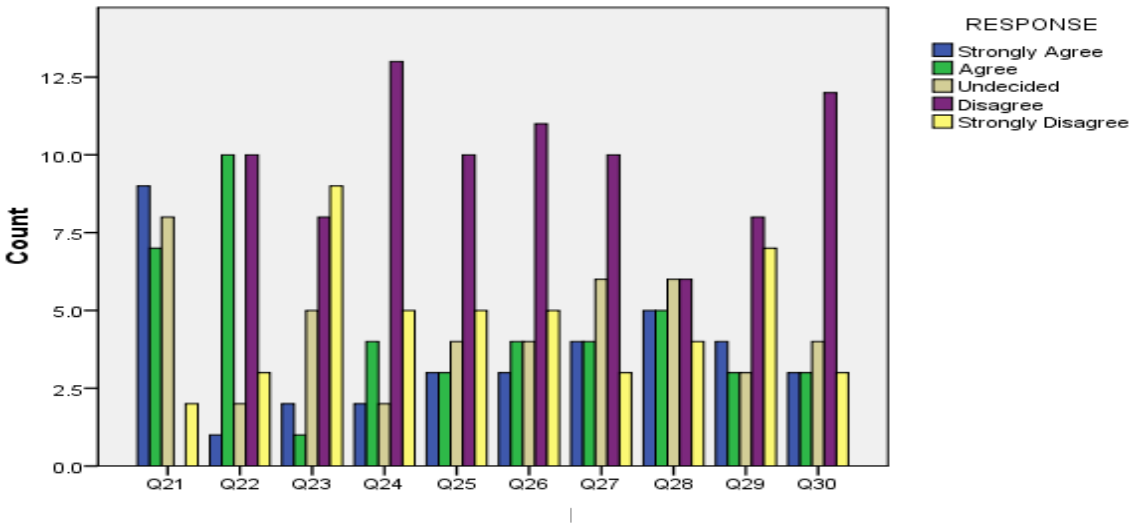
However, items 28, 29 and 30 tried to find out whether decisions taken by the Colleges were first ratified by the NCCE before implementation and if also decisions taken by the Colleges were first ratified by the visitor to the Colleges before implementation. It also tried to find out if the opinion of Junior Staff were put into consideration before decisions were taken in the Colleges respectively.

Fig. 4.3a: Multiple Bar-charts for Staff on Decision Making Response for Q 21- 30



From the Bar-charts on 4.3a, Q21 with 39.3% has the highest response of strongly agreed meaning that students representatives were not allowed to attend meetings of Governing Board of their Colleges vis-à-vis make decisions that affect them and the Colleges, this was closely followed by Q25 with 29.0% response of agreed, that some members of the Governing Council did not know when certain decisions were taken. Similarly, Q23 had 48.6% highest response of disagree that the registrars did not consult the Provosts before some decisions were taken in the Colleges, this was followed by Q28 with 38.6% equally disagreeing that decisions taken by the Colleges must first get the approval of NCCE before implementation.

Fig. 4.3b: Multiple Bar-charts for Management on Decision Making Response for Q 21-30



From the Bar-charts on fig 4.3b, Q21 with 34.6% has the highest response of strongly agreed meaning that students representatives were not allowed to attend meetings of Governing Board of their colleges vis-à-vis made decisions that affect them and the Colleges, this was closely followed by Q22 with 38.5% agreeing that most of the decisions taken by the Colleges were not approved by the Provosts. Similarly, 50.0% of the respondents disagreed that deans were never consulted before some decisions were taken in the Colleges. This was followed by Q30 with (48.0%) response of disagree that, the opinion of staff were not considered in decision making of the Colleges.

4.6 Opinion of Respondents on Communication in the Colleges of Education in the North Central Geo-Political Zone of Nigeria

This section presents the opinion of respondents on Communication in the Colleges of Education in North Central Geo-Political Zone of Nigeria. Thus, the explanation relates to items 31, 32 and 33 which tried to find out whether the Provosts pass information to Management promptly and if the registrars suppress the flow of information in the Colleges, while the students were never informed of changes in policies of the Colleges promptly.

However, for items 34, 35 and 36, the section tried to find out if the staff unions were promptly informed of new policies in the Colleges and whether Deans were aware of the introduction of new policies in the Colleges promptly.

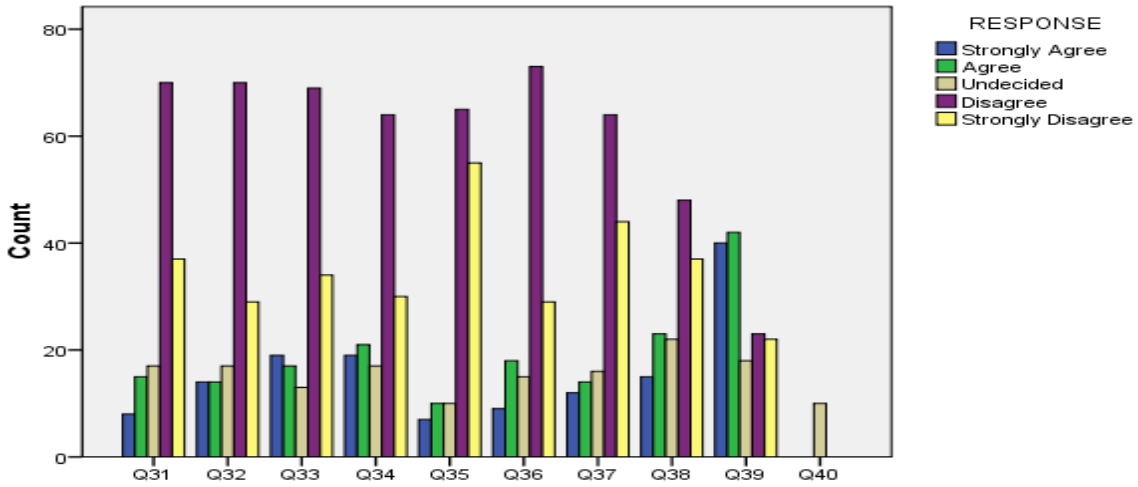
Thus, items 37, 38, 39 and 40 tried to find out whether the management of the Colleges pass circulars to Staff or information got to them through vineyard and whether information passed to the Colleges were ever read since the Colleges hardly receive response and whether the Colleges needed separate information unit. Also the section tried to find out if information flow was from top down and from down to top respectively.

Thus, the responses were collected, analyzed and presented in table 4.9

Table 4.9: Opinion of Respondents on Communication in the Colleges of Education in the North Central Geo-Political Zone of Nigeria

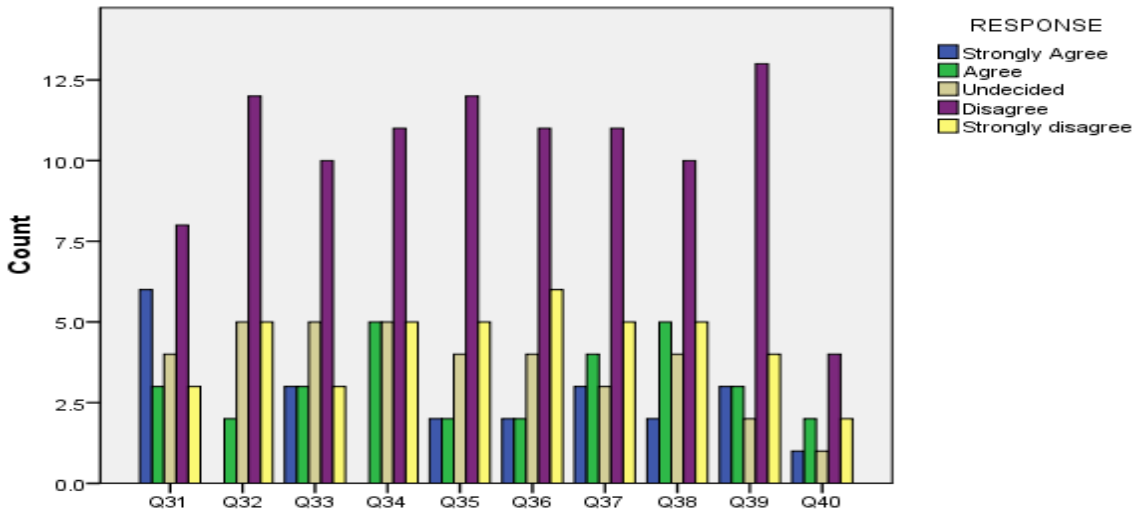
S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
31.	The provost does not pass information to the Management Staff promptly.	Management.	12	25.0	7	12.5	8	16.7	15	33.3	7	12.5
		Staff	36	5.4	43	10.2	45	11.6	99	47.6	65	25.2
32.	The registrar suppresses the flow of information in this College.	Management.	0	0	26	8.3	12	20.8	19	50.0	12	20.8
		Staff	42	9.7	42	9.7	45	11.8	102	48.6	57	20.1
33.	The students are not promptly informed of the changes in policies in the College.	Management.	8	12.5	8	12.5	10	20.8	15	41.7	8	12.5
		Staff	46	12.5	44	11.2	40	8.6	97	45.4	61	22.4
34.	The staff union is not promptly communicated of new policies by the College.	Management.	0	0	10	19.2	10	19.2	19	42.3	10	19.2
		Staff	47	12.6	49	13.9	45	11.3	90	42.4	57	19.9
35.	This Deans are never communicated of new policies in the School	Management.	7	8.0	7	8.0	8	16.0	17	48.0	10	20.0
		Staff	35	4.8	38	6.8	38	6.8	94	44.2	83	37.4
36.	The teaching staffs do not know when new policies are introduced in the college.	Management.	7	8.0	7	8.0	9	16.0	15	44.0	11	24.0
		Staff	38	6.2	47	12.5	44	10.4	101	50.7	58	20.1
37.	The management does not pass circulars to staffs information get to them through vineyard.	Management.	7	11.5	8	15.4	7	11.5	17	42.3	10	19.2
		Staff	40	8.0	42	9.3	44	10.7	90	42.7	72	29.3
38.	Information pass through notice board are never read by staff since response are never received.	Management.	5	7.7	10	19.2	9	15.4	15	38.5	10	19.2
		Staff	43	10.3	51	15.9	50	15.2	78	33.1	66	25.5
39.	The college needs separate information unit for effective information dissemination within and outside the college.	Management.	7	12.0	7	12.0	6	8.0	20	52.0	9	16.0
		Staff	69	27.6	71	29.0	46	12.4	52	15.9	50	15.2
40.	Information does not flow from down to top and top to down.	Management.	8	10.0	9	20.0	8	10.0	15	40.0	9	20.0
		Staff	0	0	0	0	288	100	0	0	0	0

Fig. 4.4a: Multiple Bar-charts for Staff on Communication Response for Q31-40



From the Bar-charts on fig 4.4a, Q39 with 27.6% has the highest response of strongly agreed that the Colleges of Education needed separate information unit for effective information dissemination within and outside the Colleges. However, 100% of the respondents were undecided in Q40 that information did not flow from top-down and vice versa in the Colleges of Education. Similarly, Q36 with 50.7% respondents disagreed that teaching staff did not know when new policies were introduced in the Colleges followed by Q31,Q32, Q33, Q34 and Q35 disagreed that Provosts of their Colleges did not pass information to the management promptly, the registrars suppressed flow of information in the Colleges, students were not promptly informed of changes in policies of the Colleges and staff unions were not promptly communicated of new policies by the Colleges management respectively.

Fig. 4.4b: Multiple Bar-charts for Management on Communication Response in Q31-40



From the Bar-charts in Fig. 4.4b, Q31 with 25.0% of the responses agreed that, Provosts of the Colleges did pass information to the management promptly, this was closely followed by Q34 and Q38 respectively agreeing that staff unions were promptly communicated of new policies by the Colleges and information that pass through the notice board were read by staff. Similarly, Q39 and Q40 had the highest response of disagree with 52.0% and 50.0% respectively.

4.7 Opinion of respondents on Staff Welfare in the Colleges of Education in North Central Geo-Political Zone of Nigeria

This section presents the opinion of respondents on Staff welfare in the Colleges of Education in the North Central Geo-Political Zone of Nigeria. The explanations relates to items 41, 42 and 43 on whether the Colleges provided accommodation to their Staff and/or provided transport services to their Staff also whether students had access to bus services to convey them from hostel to the lecture rooms/theatre.

At any rate, items 44, 45, 46 and 47 tried to find out whether the Colleges had adequate accommodation for Staff and loan for Staff at low interest rate while the section tried to find out if the Colleges had put in place adequate job security for Staff and adequate security for Students respectively.

Thus, items 48, 49 and 50 tried to find out whether the Staff of the Colleges of Education had access to National Health Insurance Scheme and if the Staff of the Colleges were paid their fringe benefits promptly. Also, the section tried to know if the benefits of deceased Staff were paid promptly to the next of kin. Thus, the responses were collected, analyzed and presented in table 4.10

Table 4.10: Opinion of Respondents on Staff Welfare in the Colleges of Education in North Central Geo-Political Zone of Nigeria

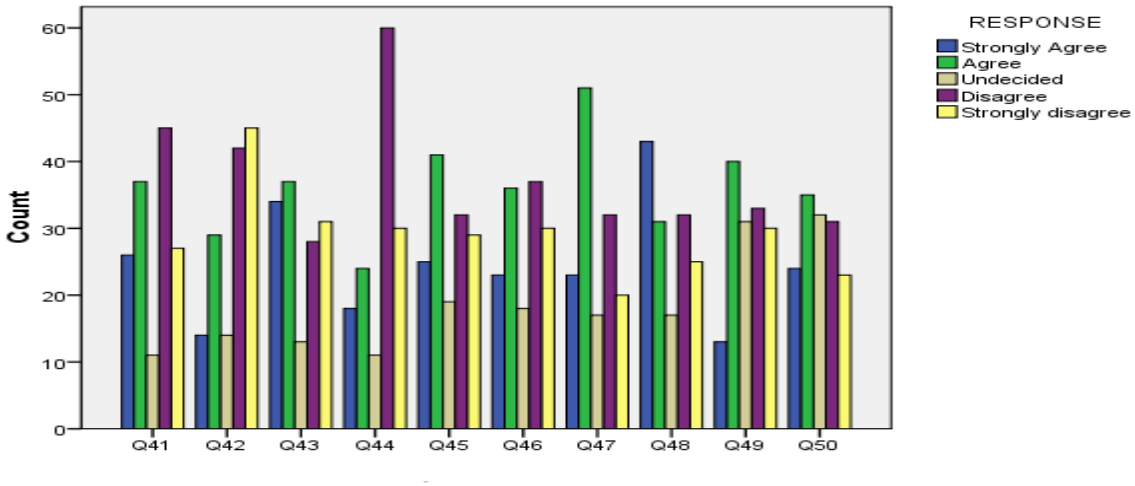
S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
41.	The College do not provide accommodation for her staff.	Management.	10	22.2	10	22.2	7	11.1	8	14.8	14	29.6
		Staff	54	17.8	66	25.3	39	7.5	74	30.8	55	18.5
42.	The college provides transport services for her staff.	Management.	14	30.8	12	23.1	0	.0	13	26.9	10	19.2
		Staff	42	9.7	57	20.1	42	9.7	72	29.2	75	31.2
43.	The students do not have buses that convey them from the hostel to the lecture.	Management.	14	33.3	12	25.0	0	.0	16	37.5	7	4.2
		Staff	63	23.8	67	25.9	42	9.1	56	19.6	60	21.7
44.	The college does to have hostel accommodation for students.	Management.	10	16.7	9	12.5	0	.0	18	45.8	12	25.0
		Staff	47	12.6	53	16.8	40	7.7	89	42.0	59	21.0
45.	The college has loan for staff on low interest rate.	Management.	12	29.2	10	20.8	6	4.2	13	33.3	8	12.5
		Staff	53	17.1	70	28.1	47	13.0	61	21.9	57	19.9
46.	The college has put in place adequate security for staff.	Management.	13	28.0	14	32.0	6	8.0	10	24.0	6	8.0
		Staff	51	16.0	66	25.0	46	12.5	67	25.7	58	20.8
47.	The college has put in place adequate security for students.	Management.	14	32.0	14	32.0	6	8.0	9	20.0	6	8.0
		Staff	52	16.1	80	35.7	46	11.9	61	22.4	49	14.0
48.	There is National Health Insurance Scheme for Staff of this College.	Management.	11	23.8	17	47.6	7	9.5	7	9.5	7	9.5
		Staff	71	29.1	54	20.9	45	11.5	60	21.6	53	16.9
49.	The required staffs of this college are paid their fringe benefits promptly.	Management.	8	8.7	19	52.2		13	9	13.0	0	.0
		Staff	41	8.8	69	27.2	59	21.1	61	22.4	58	20.4
50.	The next of kin receive entitlement of their dead relation in this college promptly.	Management.	10	15.4	18	50.0	11	19.2	10	15.4	0	.0
		Staff	52	16.6	64	24.1	61	22.1	60	21.4	51	15.9

Table 4.10 sought the opinion of respondents on staff welfare in Colleges of Education in North Central Geo-Political Zone of Nigeria. The explanation relates to items 41, 42, 43 and 44 which tried to find out whether accommodation was provided by the school authority for staff, and whether he school provide transport services for staff 49.3% and 50.4% respectively disagreed that such facilities were adequately provided for staff.

Whereas, items 46, 47, and 48 tried to find out whether adequate security were provided for staff in their respective Colleges, 46.4% and 51.8% respectively agreed that adequate security measures were put in place for both staff.

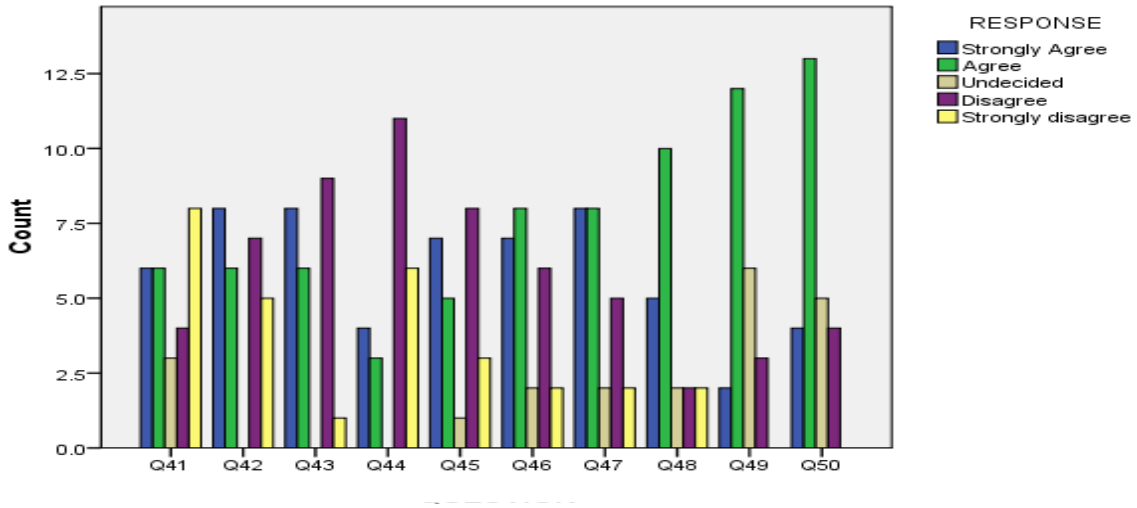
However, items 49 and 50 tried to find out whether staff were paid fringe benefits promptly and if the next of kin of dead staff received entitlements promptly. Thus 43.8% agreed that fringe benefits were paid promptly but 47.7% disagreed that dead benefits were not promptly paid to next of kin of dead staff of their respective Colleges.

Fig. 4.5a: Multiple Bar Charts for Staff on Staff Welfare Response for Q41 - 50



From the Bar-chart in Fig. 4.5a, Q47 with 35.7% of the responses agreed that, the Colleges of Education had put in place adequate security measures for staff followed closely by Q43 with 25.9% agreeing that students did not have buses that convey them from the hostel to the lecture rooms. However, Q44 with 42.0% of responses disagreed that the Colleges of Education did not have accommodation for their staff followed by Q42 with 31.2% disagreeing strongly that the Colleges of Education provided transport services for the staff.

Fig. 4.5b: Multiple Bar-chart for Management on Staff Welfare Response for Q41 - 50



From the Bar-charts in Fig. 4.5b, Q49 with 52.7% and Q50 with 50.0% respectively of the responses agreed that, staff of the Colleges of Education were paid their fringe benefits promptly while the next of kin of deceased staff received entitlements promptly. However, on Q44 with 42.0% response disagreed that the Colleges of Education did not provide hostel accommodation for their staff.

4.8 Opinion of Respondents on Funding in the Colleges of Education in North Central Geo-Political Zone of Nigeria.

This section presents the opinion of respondents on funding in the Colleges of Education in the North Central Geo-Political Zone in Nigeria. The explanation relates to items 51, 52, 53 and 54 which tried to find out whether revenue generated through Tetfund was used to train Staff adequately. Also, the section tried to find out if subvention given to the Colleges was enough to run the Colleges and whether the consultancy services generated enough revenue for running the Colleges respectively.

However, items 55, 56 and 57 tried to find out whether the Colleges were adequately funded or government needed to increase the subvention of the Colleges and whether the internally generated revenue of the Colleges was very low and if the Colleges were not making much effort to improve their revenue generation while the section tried to find out if the funds allocated to the Colleges were low and not even gotten at the right time.

Whereas, items 58, 59 and 60 tried to find out whether the revenue generated through the endowment funds were adequate to run the Colleges and whether the loans collected to augment her lean financial position were usually mismanaged. Also, the section found out funds collected were spent on irrelevant projects. However, the responses were collected, analyzed and presented in table 4.11

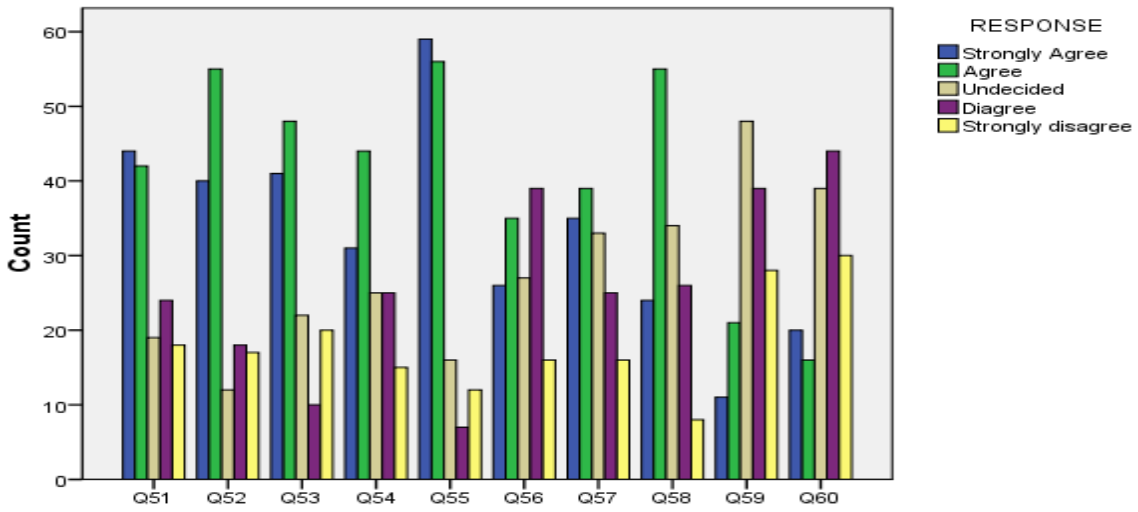
Table 4.11: Opinion of Respondents on Funding in Colleges of Education in North Central Geo-Political Zone of Nigeria

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
51.	The revenue generated through School Fees is not enough to run the College.	Management.	14	32.1	15	35.7	7	10.7	8	14.3	5	7.1
		Staff	73	29.9	70	28.6	47	12.9	52	16.3	46	12.2
52.	The revenue generated through TetFund is used to train teaching staff in the college adequately.	Management.	15	33.3	18	40.0	10	20.0	6	6.7	0	.0
		Staff	70	28.2	87	38.7	40	8.5	46	12.7	45	12.0
53.	The subvention given by the college is not enough to run the college.	Management.	14	34.5	11	24.1	12	27.6	7	10.3	5	3.4
		Staff	72	29.1	80	34.0	50	15.6	38	7.1	48	14.2
54.	The consultancy services do not generate enough revenue for the running of the college.	Management.	11	24.1	14	37.9	12	24.1	6	6.9	6	6.9
		Staff	62	22.1	77	31.4	53	17.9	53	17.9	43	10.7
55.	For the college to be adequately funded, government needs to increase her subvention to the college.	Management.	20	44.4	18	40.7	11	14.8	0	.0	0	.0
		Staff	86	39.9	83	37.3	44	10.7	35	4.7	40	8.0
56.	The internally generated revenue of the college is very low and the college is not making effort to improve her internally generated revenue.	Management.	7	10.3	14	34.5	6	6.9	16	41.4	6	6.9
		Staff	54	18.2	65	24.5	55	18.9	70	27.3	44	11.2
57.	Fund allocation to this college to this college is very low and is not given at the right time.	Management.	12	27.6	15	37.9	7	10.3	8	13.8	7	10.3
		Staff	63	23.6	67	26.4	61	22.3	53	16.9	44	10.8
58.	The revenue generated through endowment funds are not adequate for running the college.	Management.	14	32.1	15	39.5	11	17.9	9	10.7	0	.0
		Staff	52	16.3	84	37.4	62	23.1	54	17.7	36	5.4
59.	The college does collect loan to augment her financial position but it is usually mismanaged.	Management.	7	13.8	5	10.3	11	27.6	13	24.1	13	24.1
		Staff	39	7.5	49	14.3	77	32.7	67	26.5	56	19.0
60.	The college collects funds allocated to her but expend it on irrelevant projects.	Management.	9	17.2	7	10.3	8	13.8	14	34.5	11	24.1
		Staff	48	13.4	44	10.7	67	26.2	72	29.5	57	20.1

Table 4.11 sought the opinion of respondents on funding in the Colleges of Education in North Central Geo-Political Zone of Nigeria. The explanation relates to items 51 - 60, over 80.5% of the respondents agreed that their Colleges were underfunded. The internally generated

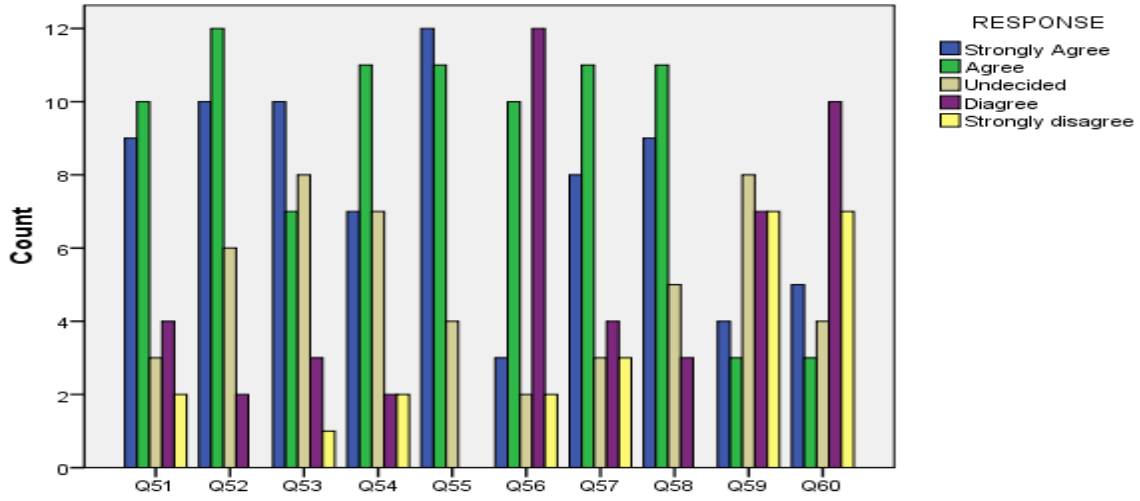
revenue through school fees, consultancy services and endowment funds were not adequate to run the Colleges, while the subvention from governments was not also adequate to run the Colleges.

Fig. 4.6a: Multiple Bar Charts for Staff on Funding Response for Q51 - 60



From the Bar-charts in Fig. 4.6a, Q55 with 76.6% of the responses agreed that, for the Colleges of Education to be adequately funded, government needed to increase subventions to the Colleges. Closely followed was Q52 with 66.9% of responses agreeing that funds accruable to the Colleges through TetFund were used to train teaching staff aside structural development of the Colleges. Similarly, Q60 with 29.5% and Q56 with 27.3% disagreed that the Colleges collected subvention allocated to them but expended it on irrelevant projects, while the internally generated revenue of the Colleges were too low and the Colleges were not making any efforts to improve on it.

Fig. 4.6b: Multiple Bar Charts for Management on Funding Response for Q51/60



From the Bar-chart in Fig. 4.6b, Q55 with 85.1% of the responses agreed that, government needed to increase subventions to the Colleges so as to be adequately funded. This was closely followed by Q52 with 73.3% of responses agreeing that funds accruable to the Colleges through TetFund were used to train teaching staff aside structural development of the Colleges. Similarly, Q60 with 58.6% disagreed that the Colleges collected subvention allocated to them but expended it on irrelevant projects, while on Q59 with 48.9% disagreed that the Colleges of Education did not collect loans to augment their financial position.

4.9 Opinion of Respondents on Provision of Facilities in Colleges of Education in the North Central Geo-Political Zone of Nigeria.

This section presents the opinion of respondents on provision of facilities in the Colleges of Education in the North Central Geo-Political Zone of Nigeria. Thus, the explanation relates to items 61, 62, 63 and 64 which tried to find out whether there was adequate provision of Library facilities in the Colleges of Education in North Central Geo-Political Zone of Nigeria and whether the lecture halls were sufficient for students in the Colleges and whether the Science laboratories were available for teaching Science students. Also, the section tried to find out if there were workshops for teaching technical and technology students.

Again, items 65, 66 and 67 tried to investigate if the Colleges had standard hall for seminar/retreat and whether the Colleges had modern library with information and communication technology equipment. Also, the items tried to find out whether spaces exist in the Colleges for students to rest and have group discussion.

Following that, items 68, 69 and 70 tried to examine if the lecturers had parking space for their cars and whether students had fields for games and sports. Also, the items tried to find out if the Colleges had sporting facilities available in the Colleges of Education in North Central Geo-Political Zone of Nigeria. Therefore, the responses were collected, analyzed and presented in table 4.12.

Table 4.12: Opinion of Respondents on Provision of Facilities to Colleges of Education in North Central Geo-Political Zone of Nigeria

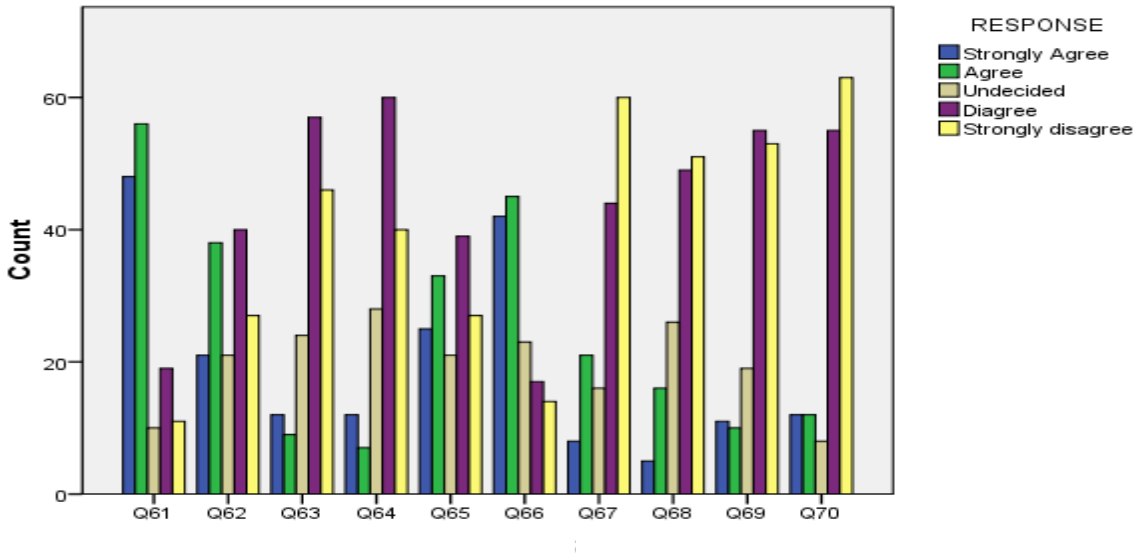
S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
61.	The Library facility in this college is inadequate.	Management.	14	34.6	17	42.3	5	3.8	7	11.5	6	7.7
		Staff	76	33.3	84	38.9	38	6.9	47	13.2	39	7.6
62.	There are no sufficient lecture halls in this college.	Management.	10	20.0	12	30.0	7	10.0	14	33.3	6	6.7
		Staff	49	14.3	67	25.9	49	14.3	68	27.2	55	18.4
63.	The science laboratories are not available for teaching science students.	Management.	8	14.3	4	3.6	9	17.9	16	39.3	12	24.0
		Staff	40	8.1	37	6.1	52	16.2	85	38.5	74	31.1
64.	There is no workshop for teaching technical and technology students.	Management.	8	13.3	5	3.3	9	16.7	16	43.3	11	23.3
		Staff	40	8.2	35	4.8	56	19.0	89	40.8	68	27.2
65.	The college does not have standard halls for seminar/retreat	Management.	6	6.9	8	13.8	7	10.3	20	55.2	8	13.8
		Staff	53	17.2	62	22.8	49	14.5	69	26.9	55	18.6
66.	The modern library with information Communication Technology (ICT) does not exist in this college	Management.	13	30.0	16	43.3	6	6.7	8	13.3	6	6.7
		Staff	73	29.8	77	31.9	51	16.3	45	12.1	42	9.9
67.	The students do not have space for resting and group discussion after lectures.	Management.	7	10.3	6	6.9	6	6.9	19	51.7	11	24.1
		Staff	35	5.4	51	14.1	42	10.7	72	29.5	88	40.3
68.	The lecturers do not have parking space for their cars.	Management.	6	6.9	8	13.8	9	17.2	13	31.0	13	31.0
		Staff	33	3.4	44	10.9	54	17.7	77	33.3	80	34.7
69.	The students do not have field for games after school	Management.	0	.0	7	7.4	8	11.1	19	51.9	15	29.6
		Staff	39	7.4	38	6.8	47	12.8	83	37.2	81	35.8
70.	The sporting facilities are not available in this college	Management.	5	3.4	7	10.3	9	17.2	17	44.8	11	24.1
		Staff	40	8.0	40	8.0	36	5.3	82	36.7	90	42.0

Table 4.12 sought to explain items 61, 62, 63 and 64 which tried to find out whether there was adequate provision of Library facilities in the Colleges of Education in North Central Geo-Political Zone of Nigeria and whether the lecture halls were sufficient for students in the Colleges and whether the Science laboratories were available for teaching Science students, and whether there were workshops for teaching technical and technology students. Majority of the respondents put at over 85% agreed that such facilities were not sufficiently provided for students use.

Again, items 65, 66 and 67 tried to investigate if the Colleges had standard hall for seminar/retreat and whether the Colleges had modern library with information and communication technology equipment. 68.5% of the respondents agreed that their Colleges had standard halls for seminars/retreats as TetFund intervention had been used for that purpose. On item 67 which tried to find out whether spaces exist in the Colleges for students to rest and have group discussion, 48.7% agreed that there were adequate space for students to rest and have group discussion.

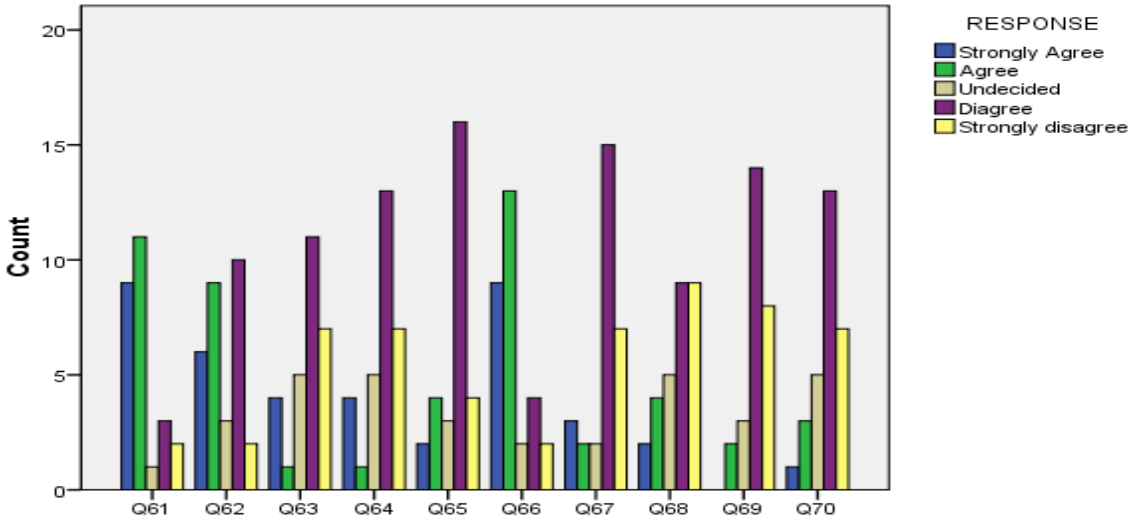
On items 68, 69 and 70, majority of the respondents representing over 61.4% agreed that lecturers had parking space for their cars and students had fields for games and sports.

Fig.4.7a: Multiple Bar-chart for Staff on Provision of Facilities Response for Q61/70



From the Bar-chart in fig 4.7a, Q61 with 74.2% agreed that the library facilities in the Colleges of Education were inadequate closely followed by Q66 with 61.7% agreeing that modern library with ICT facilities did not exist in their Colleges. Similarly, Q70 with 42.0% and Q 64 with 40.8% respectively disagreed that sporting facilities were not adequately available in the Colleges, while there were no workshops for teaching technical and technology students.

Fig.4.7b: Multiple Bar Chart for Management on Provision of Facilities Response for Q61 - 70



From the Bar-chart in fig 4.7b, Q61 had the highest response of 76.9% and Q66 had 73.7% respectively agreed that library facilities in the Colleges of Education were inadequate. In the same vein, the respondents agreed that, modern library with ICT facilities did not exist in their Colleges. Similarly, responses on disagree indicated that Q65 of respondents with 55.2% disagreed that the colleges did not have standard halls for seminars/retreats. This was closely followed by Q69 with 51.9% disagreeing that students did not have standard fields for game activities.

4.10 Opinion of Respondents on Staffing in the Colleges of Education in the North central Geo-Political Zone of Nigeria.

This section presents the opinions of respondents on staffing in the Colleges of Education in North Central Geo-Political Zone of Nigeria. Therefore, the explanation relates to items 71,72, 73 and 74 which tried to find out whether the Colleges had shortage of teaching staff and whether the Colleges had inadequate teaching staff. Also, the section tried to find out if there were many teaching staff quite alright but unqualified for the job and many management staff but not qualified.

In the same vein, items 75, 76 and 77 tried to find out whether the Colleges do not have teachers in most subjects and whether the Colleges wish to recruit teachers but did not have budgetary provisions. Also, whether the Colleges were prepared to recruit but the applicants were not prepared to take teaching job.

Again in items 78, 79 and 80, the section tried to find out whether the management were not qualified to handle their responsibilities effectively and whether the Colleges were ready to reduce their work force because most of them had low work load. Also, to find out whether the Colleges wish to recruit but the qualified ones were not available in the labor market. In the light of the above, the responses were collected, analyzed and presented in table 4.13.

Table 4.13: Opinion of Respondents on Staffing in the Colleges of Education in North Central Geo-Political Zone of Nigeria

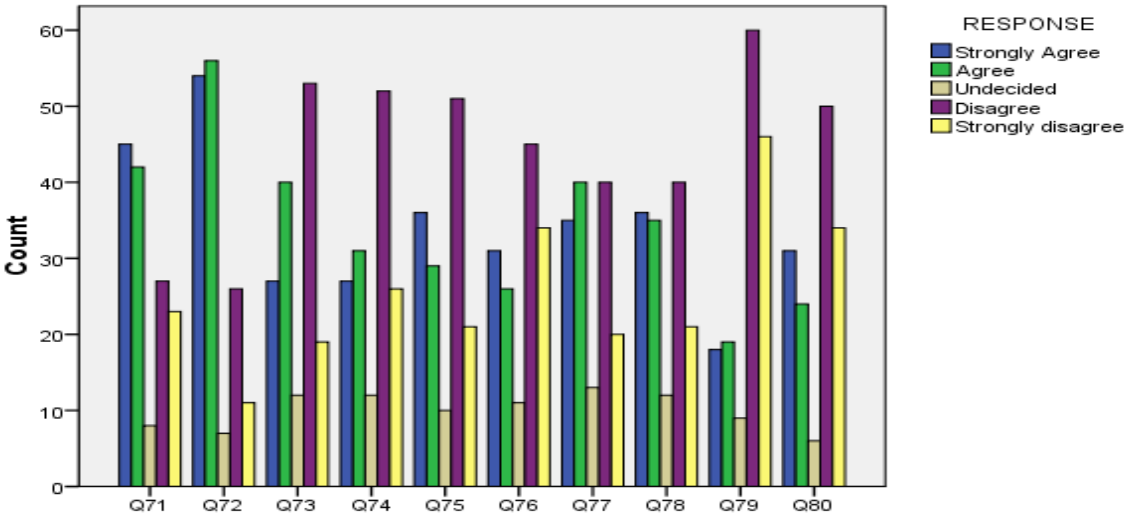
S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
71.	The College has shortage of teaching staff.	Management.	14	34.6	17	42.3	5	3.8	7	11.5	6	7.7
		Staff	73	31.0	70	29.0	36	5.5	55	18.6	51	15.9
72.	This College has inadequate non-teaching Staff.	Management.	10	20.0	12	30.0	7	10.0	14	33.3	6	6.7
		Staff	82	35.1	84	36.4	35	4.5	54	16.9	39	7.1
73.	The teaching staff of this college are many but not qualified.	Management.	8	14.3	4	3.6	9	17.9	16	39.3	12	25.0
		Staff	55	17.9	68	26.5	40	7.9	81	35.1	47	12.6
74.	There are many non-teaching in the college but not qualified.	Management.	8	13.3	4	3.3	9	16.7	16	43.3	11	23.3
		Staff	55	18.2	59	20.9	40	8.1	80	35.1	54	17.6
75.	The College does not have teaching in most of the subjects in the college.	Management.	6	6.9	8	13.8	7	10.3	20	55.2	8	13.8
		Staff	64	24.5	57	19.7	38	6.8	80	34.7	49	14.3
76.	The College wish to recruit more teaching staff but does not have budgetary provision to do so.	Management.	13	30.0	16	43.3	6	6.7	8	13.3	6	6.7
		Staff	59	21.1	54	17.7	39	7.5	73	30.6	62	23.1
77.	The College wish to recruit more teaching staff but applicants are ready to teach	Management.	7	10.3	6	6.9	6	6.9	19	51.7	11	24.1
		Staff	63	23.6	68	27.0	41	8.8	68	27.0	48	.5
78.	The non-teaching staffs in the college are not qualified to handle their job effectively	Management.	6	6.9	8	13.8	9	17.2	13	31.0	13	31.0
		Staff	64	25.0	63	24.3	40	8.3	68	27.8	49	14.6
79.	The College wish to reduce her staff force because so many of them are with low workload.	Management.	0	.0	7	7.4	8	11.1	19	51.9	15	29.6
		Staff	45	11.8	46	12.5	36	5.9	87	39.5	74	30.3
80.	The College wish to recruit staff but qualified ones are not available for recruitment.	Management.	5	3.4	7	10.3	9	17.2	17	44.8	11	24.1
		Staff	59	21.4	52	16.6	34	4.1	81	34.5	62	23.4

Table 4.13 presents the opinions of respondents on staffing in the Colleges of Education in North Central Geo-Political Zone of Nigeria. The explanation which relates to items 71, 72, 73 and 74, 82.7% of the respondents agreed that, their Colleges had shortage of teaching and administrative staff. Through the available ones were qualified in their respective descriptions.

On items 75, 76 and 77 which tried to find out whether the Colleges do not have teachers in most subjects and whether the Colleges wished to recruit teachers but did not have budgetary

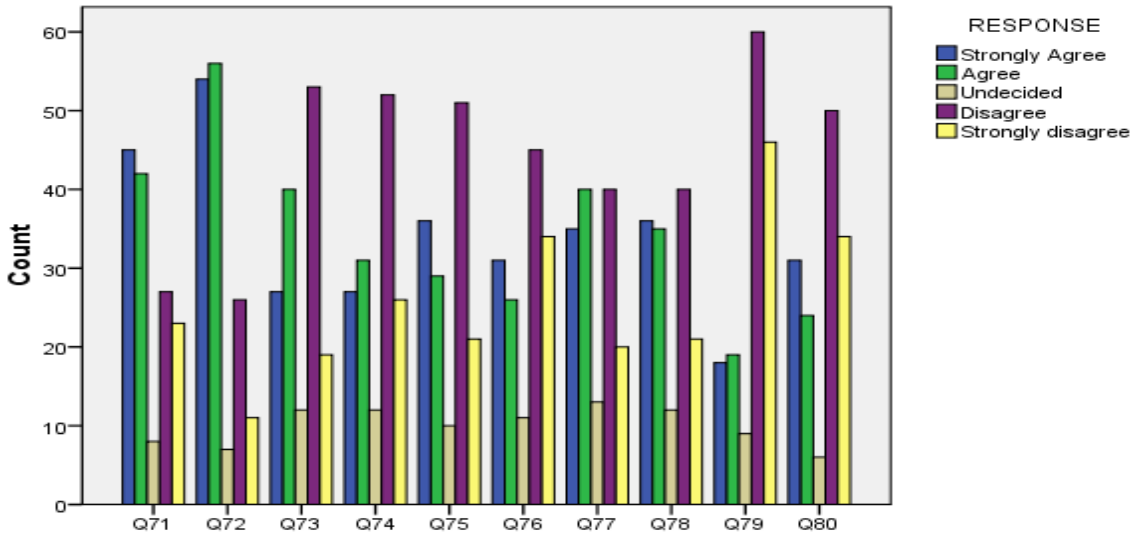
provisions. Majority of the respondents agreed that their Colleges needed more teachers, they were prepared to recruit but there was no budgetary provision.

Fig. 4.8a: Multiple Bar Chart for Staff on Staffing Response for Q71 - 80



From the Bar-chart in Fig. 4.8a, Q72 with (71.5%) had the highest percentage agreeing that Colleges of Education had adequate non-teaching staff. This is followed by Q71 with 60% of respondents agreeing that the Colleges had shortage of teaching staff. Similarly, Q79 with 69.8% of respondents disagreeing that the Colleges should reduce workforce because so many of them were with low work load. Thus Q73 with 47.7% disagreed that teaching staff of the Colleges were adequate but not qualified.

Fig. 4.8b: Multiple Bar Chart for Management on Staffing Response for Q71 - 80



From the Bar-chart in Fig. 4.8b, Q72 with 71.5% had the highest percentage agreeing that Colleges of Education had adequate non-teaching staff. This is followed by Q71 with 60% of respondents agreeing that the Colleges had shortage of teaching staff. Similarly, Q79 with 69.8% of respondents disagreeing that the Colleges should reduce workforce because so many of them were with low work load. Q80 with 57.9% disagreed that management of the Colleges wished to recruit staff but there were no qualified candidates to be recruited.

4.11 Opinion of Respondents on Discipline in Colleges of Education in North Central Geo-Political Zone of Nigeria.

This section presents the opinions of respondents on discipline in Colleges of Education in the North central Geo-Political Zone of Nigeria. However, the explanation relates to items 81, 82 and 83 which tried to find out if the students of the College were rude to their lecturers and whether the students were in the habit of taking hard drugs in the campuses. Also, the items tried to find out whether there were frequent cases of rape in the campuses respectively.

At any rate, items 84, 85, 86 and 87 tried to assess the opinion of respondents on whether relationship between lecturers and students were cordial. Again, the items tried to find out if the management experienced admission scam in the Colleges and whether there were frequent cases of stealing the Colleges respectively.

However, items 88, 89 and 90 tried to find out if the students of College engage in frequent fight and whether the Colleges store were frequently burgled and valuables carted away by the students. Finally, the items tried to find out if lecturers engaged in admission scam in the Colleges respectively.

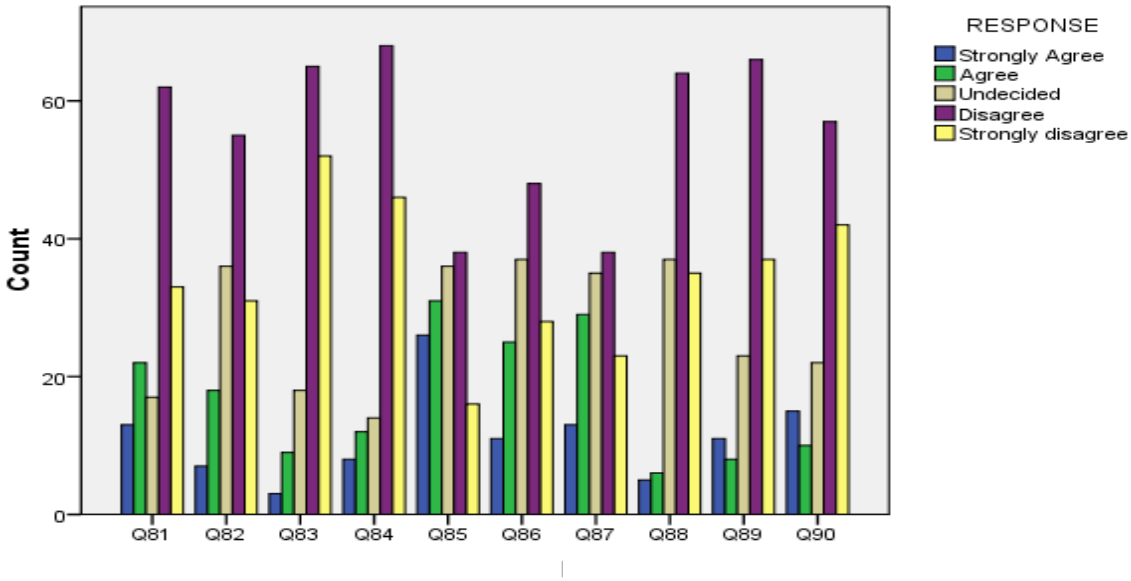
Table 4.14: Opinion of Respondents on Discipline in the Colleges of Education in North Central Geo-Political Zone of Nigeria

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
81.	The students of this college are rude to their lecturers.	Management.	5	3.8	5	3.8	7	7.7	20	57.7	12	26.9
		Staff	41	8.8	50	15.0	45	11.6	91	42.2	61	22.4
82.	Most Students in this college smoke Indian hemp.	Management.	6	7.1	6	7.1	5	3.6	21	57.1	11	25.0
		Staff	35	4.8	46	12.2	64	24.5	84	37.4	59	21.1
83.	There are frequent cases of rape in this college.	Management.	6	3.7	0	.0	6	3.7	21	51.9	16	40.7
		Staff	31	2.0	37	6.1	46	12.2	94	44.2	80	35.4
84.	The students do not attend lectures in this college	Management.	5	7.1	5	7.1	6	10.7	17	39.3	16	35.7
		Staff	36	5.4	40	8.1	42	9.5	96	45.9	74	31.1
85.	The lecturers befriend female students in this college.	Management.	6	11.5	10	19.2	11	23.1	12	26.9	10	19.2
		Staff	54	17.7	59	21.1	64	24.5	67	25.9	44	10.9
86.	The administrative staff engage in illicit admission scam in this college.	Management.	5	3.8	8	15.4	5	3.8	18	46.2	13	30.8
		Staff	39	7.4	53	16.8	65	24.8	75	32.2	56	18.8
87.	There are frequent cases of stealing by students in the hostel.	Management.	5	3.7	9	18.5	9	18.5	19	48.1	7	11.1
		Staff	42	9.4	59	21.0	65	25.4	69	27.5%	53	16.7
88.	There is frequent fight by students in this college.	Management.	5	3.8	5	3.8	5	3.8	22	61.5	12	26.9
		Staff	33	3.4	34	4.1	65	25.2	93	43.5	63	23.8
89.	The college store is frequently burgled and valuables carted away by the students.	Management.	5	3.7	5	3.7	6	7.4	19	51.9	14	33.3
		Staff	39	7.6	36	5.5	51	15.9	97	45.5	65	25.5
90.	The lecturers engaged in illicit admission scam in this college.	Management.	0	.0	9	15.4	7	7.7	18	42.3	15	34.6
		Staff	43	10.3	38	6.8	50	15.1	88	39.0	69	28.8

Table 4.14 presents the opinions of respondents on discipline in Colleges of Education in the North central Geo-Political Zone of Nigeria. The explanation relates to items 81, 82 and 83 which tried to find out if the students of the College were rude to their lecturers and whether the students were in the habit of taking hard drugs in the campuses. However 64.6% of the respondents disagreed that students of the Colleges were not rude to their lecturers. Thus 58.5% and 79.6% respectively disagreed that students indulge in smoking of Indian hemp and there were no case of rape in their colleges.

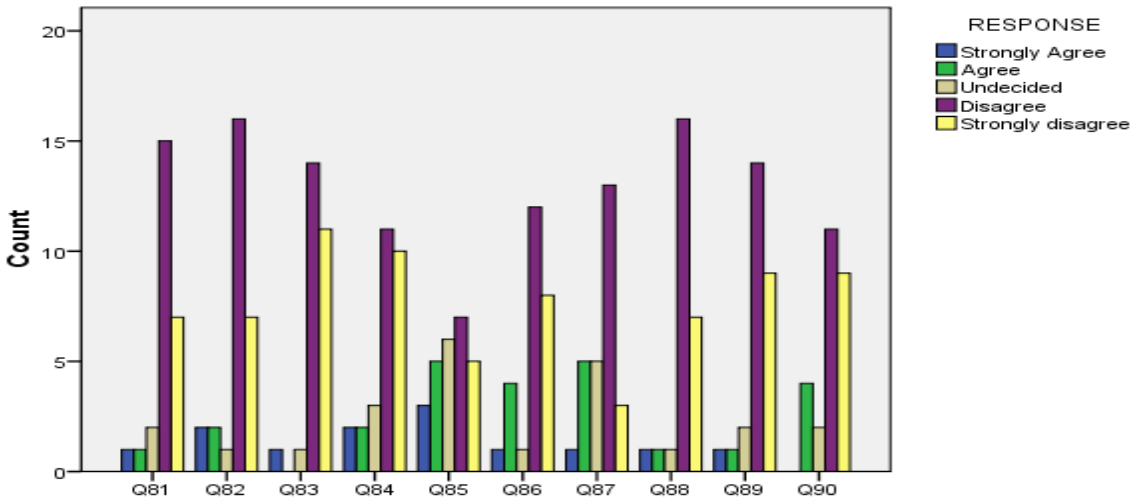
At any rate, items 84, 85, 86 and 87 which tried to assess the opinion of respondents on whether relationship between lecturers and students were cordial. Over 70% of the respondents disagreed that students did attend lectures. Furthermore, the respondents disagreed that management indulge in admission scam in the Colleges and there were rare cases of stealing the Colleges respectively.

Fig. 4.9a: Multiple Bar Charts for Staff on Discipline Response for Q91 - 90



From the Bar-chart in Fig4.9a, Q85with highest percentage of 38.8% agreed that some lecturers establish relationship with female students in the colleges of education. Similarly, Q84 with 45.9% of the responses agreed that students of Colleges of Education attended classes for lectures as expected. Similarly, Q89 with 39.0% of the respondents disagreed.

Fig. 4.9b: Multiple Bar Chart for Management on Discipline Response for Q91 - 90



From the Bar-charts in Fig4.9b, Q85with highest percentage of 30.7% agreed that some lecturers establish relationship with female students in the colleges of education. Similarly, Q82 with 82% and Q88 with 87.4% respectively disagreed that most students of Colleges of Education smoke Indian hemp and frequently fight in the Colleges.

4.2.10 Opinion of Respondents on Interpersonal Relationship in the Colleges of Education in North Central Geo-Political Zone of Nigeria.

This section presents the opinion of respondents on interpersonal relationship in the Colleges of Education in North Central Geo-Political Zone of Nigeria. Thus, the explanation relates to items 91, 92 93, 94, 95 and 96 which tried to find out if the management and the staff did not see eye to eye, tried to find out whether the management themselves had scubbles amongst themselves.

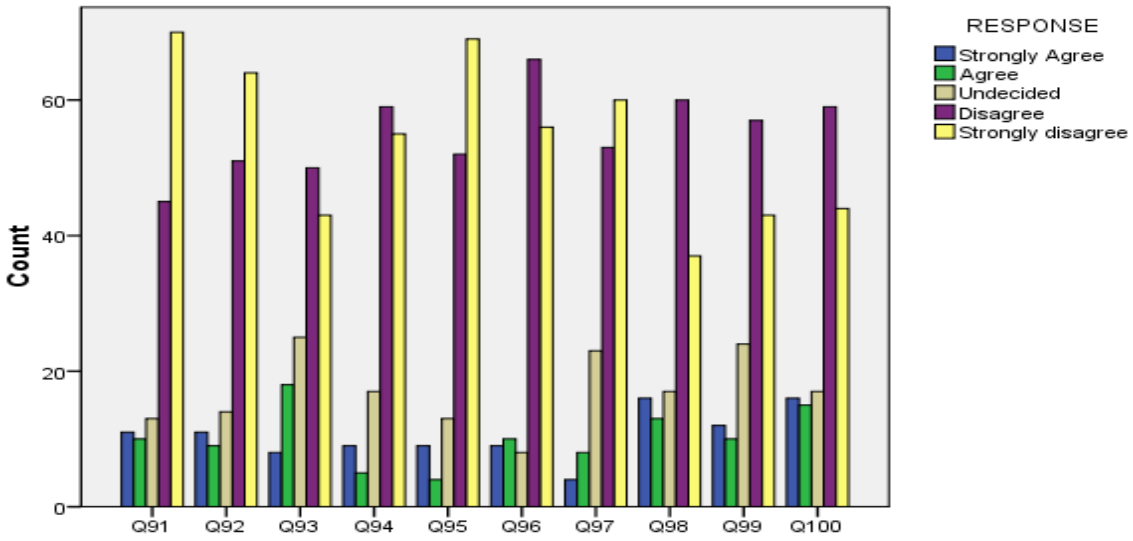
Thus, items 97, 98, 99 and 100 tried to find out if the management did not have cordial relationship with the Board of Governors and whether the staffs were factionalized along ethnic divides. Also whether the entire student bodies were polarized along religious dichotomy respectively. On the above note, the responses were collected, analyzed and presented in table 4.15.

Table 4.15: Opinion of Respondents on Interpersonal Relationship in the Colleges of Education in North Central Geo-Political Zone of Nigeria

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
91.	The Provost and his deputy both Administrative and Academic do not see eye to eye.	Management.	6	4.0	8	12.0	12	28.0	6	4.0	17	52.0
		Staff	39	7.4	38	6.7	41	8.7	73	30.2	98	47.0
92.	The Registrar of this college and the Provost are not in good term.	Management.	6	3.7	7	7.4	12	29.6	8	11.1	16	48.1
		Staff	39	7.4	37	6.0	42	9.4	79	34.2	91	43.0
93.	The teaching staffs of this college do not like the Registrar of the college.	Management.	0	.0	8	7.7	13	26.9	9	11.5	16	53.8
		Staff	36	5.6	46	12.5	53	17.4	80	34.7	73	29.9
94.	The Deputy Provost Administrative hates to see the Deputy Provost Academic.	Management.	6	3.7	8	11.1	10	25.9	8	11.1	17	48.1
		Staff	37	6.2	33	3.4	45	11.7	89	40.7	84	37.9
95.	The Deans of the college are always quarrelling among themselves.	Management.	5	3.6	6	7.1	12	25.0	7	10.7	19	53.6
		Academic Staff	37	6.1	32	2.7	41	8.8	80	35.4	98	46.9
96.	The lecturers do not co-operate with their head of departments.	Management.	5	3.7	5	3.7	15	37.0	9	18.5	15	37.0
		Staff	37	6.0	38	6.7	36	5.4	93	44.3	84	37.6
97.	The Provost has no cordial relationship with members of the Governing Board.	Management.	7	7.7	7	7.7	16	34.6	5	7.7	18	42.3
		Staff	32	2.7	36	5.4	51	15.5	81	35.8	88	40.5
98.	The teaching staff are factionalized along tribal and regional lines.	Management.	5	4.0	8	16.0	21	52.0	6	8.0	9	20.0
		Staff	44	11.2	41	9.1	45	11.9	91	42.0	67	25.9
99.	The non-teaching staff relates only through ethnic line.	Management.	6	7.4	7	11.1	18	48.1	6	7.4	12	25.9
		Staff	40	8.2	38	6.8	52	16.4	85	39.0	71	29.5
100.	The entire student's bodies of the college are polarized along religious divide.	Management.	5	3.8	5	3.8	17	46.2	6	7.7	16	38.5
		Staff	44	10.6	43	9.9	45	11.3	86	39.1	70	29.1

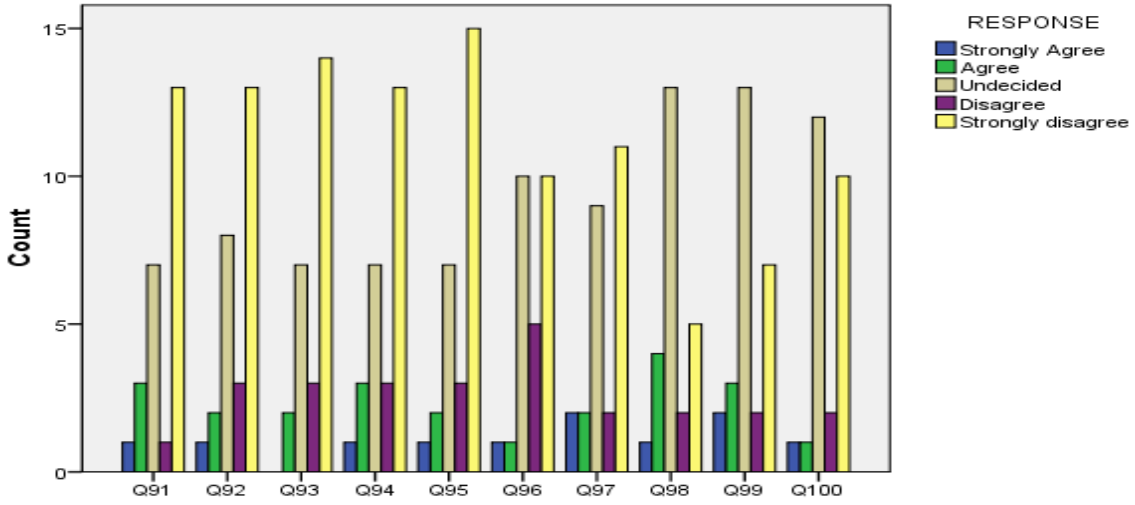
Table 4.15 presents the opinion of respondents on interpersonal relationship in the Colleges of Education in North Central Geo-Political Zone of Nigeria. Thus, the explanation relates to items 91, 92 93, 94, 95 and 96. Over (91.8%) of the respondents agreed that there is good interpersonal relationship between staff and management. On items 97, 98, 99 and 100, 80.6% of the respondents disagreed that there was no cordial relationship between the Board of Governors and that staff were not factionalized along ethnic divides, and the entire students body were not polarized along religious dichotomy respectively.

Fig. 4.10a: Multiple Bar Chart for Staff on Interpersonal Relationship Response for Q91 - 100



From the Bar-chart in Fig 4.10a, the highest percentage of responses to questions in the items on Q91 – Q100 indicates that, over 80% of the respondents overwhelmingly disagreed with the questions posed to them. This implies that there was good interpersonal relationship among staff of the Colleges of Education.

Fig. 4.10b: Multiple Bar-chart for Management on Interpersonal Relationship Response for Q91 - 100



From the Bar-chart in Fig 4.10b, the highest percentage of responses to questions in the items on Q91 – Q100 indicates that, over 85% of the respondents overwhelmingly disagreed with

the questions posed to them. This implies that there was good interpersonal relationship among management of the Colleges of Education.

4.3 Hypotheses Testing

This Section deals with the analysis and discussions of the stated hypotheses as it relates to the study. The analyses were presented in tables 4.16 – 4.25

Hypothesis One: There is no significant difference in the opinions of staff and Management on Planning in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.16: Summary of Mean, Standard deviation, Paired t-test on opinions of staff and Management on Planning in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.7360	102.43293					Rejected
				335	4.978	1.96	.008	
Management	49	91.4000	40.91210					

α= 0.05

From Table 4.1b; Since the (P-value = 0.008) is less than the significant level of 5% (0.05), we shall reject the null hypothesis that there is no significant difference between the response of staff and management with on Planning in the management of Colleges of Education in the North Central Geo-political Zone, Nigeria and accept the research hypothesis that there is statistical significant difference between the opinions of the staff and management on planning in the management of Colleges of Educations in Nigeria. It is further explained from the standard deviation of staff of 102.43 and that of management of 40.91. Similarly, the linear relationship between the responses is 65% (0.652) which is above average. The implication here is that both staff and management agreed that their activity had no direct impact on planning in the management of Colleges of Education in the North Central Geo-Political Zones, Nigeria. 654

Staff of the respondents disagreed and 194 management also disagreed with the assertion that there is no significant difference in the opinions of staff and management on planning in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Hypothesis Two: There is no significant difference in the opinions of staff and management on Development in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.17: Summary of Mean, Standard deviation, Paired t-test on opinions of Staff and Management on Staff Development in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.7240	133.06502					Rejected
				335	3.800	1.96	.019	
Management	49	91.4000	28.58846					

α= 0.05

From Table 4.2b; Since the P-value = 0.019 was less than 5% (0.05) significant level, we therefore rejected the null hypothesis that There was no significant difference in the opinions of staff and management on Staff Development in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria and accepted the research hypothesis that there was statistical significant difference in the opinion of the staff and management on staff development in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria. It was further explained from the standard deviation of staff of 133.07 and that of management of 28.59 which was different. Similarly, the linear relationship between the responses was 96% 0.960 which was very high. The implication was that both staff and management agreed that there was no impact on staff development in the management of Colleges of Education in the North Central Geo-Political Zones, Nigeria; From the data only 4% agreed that staff activity contributes to staff in the management of Colleges of Education in the study Zone, this was quite insignificant.

Hypothesis Three: There is no significant difference in the opinions of staff and management on Decision Making in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Table 4.18: Summary of Mean, Standard deviation, Paired t-test on opinions of Staff and Management on Decision Making in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.7080	91.34805					Rejected
				335	6.722	1.96	.003	
Management	49	94.2000	34.29577					

α= 0.05

From Table 4.3b; Since the P-value = 0.003 was less than 5% (0.05) significant level, we therefore rejected the null hypothesis that there was no significant difference between the opinion of staff and management staff on Decision Making in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria and accepted the research hypothesis that there was statistical significant difference between the opinion of staff and management on Decision Making in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria. It was further explained from the standard deviation of staff of 91.354805 and that of management of 34.29577 which was different. Similarly, the linear relationship between the responses is 97% (0.969) which is very high. The implication here is that both staff and Management staff agreed that there is significant difference in the opinions of academic and management on decision making in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria; From the data only 3% agreed that their activities had bearing on decision making process in the management of Colleges of Education in the study Zone, this was very insignificant.

Hypothesis Four: There is no significant difference in the opinions of staff and management on Communication in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Table 4.19: Summary of Mean, Standard deviation, Paired t-test on opinions of Staff and Management on Communication in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.41602	173.38195					Rejected
				335	2.547	1.96	0.064	
Management	49	83.2000	41.15459					

α= 0.05

From Table 4.4b; Since the P-value = 0.064 was less than 5% (0.05) significant level, we therefore rejected the null hypothesis that there was no significant difference in the opinion of staff and management on Communication in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria., thus we accepted the research hypothesis and conclude that there was statistical significant difference in the opinion of staff and management on staff activity of Communication in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria. Similarly, the linear relationship between the responses is 87% (0.87) which was high. The implication here is that both staff and management agreed that their activities had nothing to do with communication in the management Colleges of Education in the North Central Geo-Political Zone, Nigeria; From the data only 13% agreed that there was no difference in the activities of staff in relation to communication and management of Colleges of Education in the study Zone.

Hypothesis Five: There is no significant difference in the opinions of staff and management on staff welfare in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.20: Summary of Mean, Standard deviation, Paired t-test on opinions of Staff and Management on Staff Welfare problems in Colleges of Education in North Central Geo-Political Zone in Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.74402	96.78998					Rejected
				335	5.206	1.96	0.006	
Management	49	90.6000	24.98600					

α= 0.05

From Table 4.5b; Since the P-value = 0.006 was less than 5% (0.05) significant level, we therefore rejected the null hypothesis that there was no significant difference in the opinion of staff and management on staff and students welfare in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria and accepted the research hypothesis that there was statistical significant difference in the opinion of staff and management on staff welfare in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria. This is further explained from the standard deviation of staff of 96.78998 and that of management of 24.98600 which is different. Similarly, the linear relationship between the responses is 78% (0.777) which was high. The implication here is that both staff and management agreed that activities of Staff does not influence decisions on staff welfare in the management of Colleges of Education in the North Central Geo-Political Zone, Nigeria; From the data only 23% agreed that their activities had something do with decision on Staff welfare in the management of Colleges of Education in the study area, this is very insignificant.

Hypothesis Six: There is no significant difference in the opinions of staff and management on funding in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.21: Mean, Standard deviation, Paired t-test on opinions of Staff and Management on funding in the Management of Colleges of Education in North-Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.72802	82.04694					Rejected
				335	.147	1.96	0.004	
Management	49	87.6000	23.16894					

α= 0.05

From Table 4.6b; Since the P-value = 0.004 was less than 5% (0.05) significant level, we therefore rejected the null hypothesis that there was no significant difference in the opinion of staff and management on funding in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria, thus we accepted the research hypothesis and conclude there was statistical significant difference in the opinions of staff and management on funding in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria. Similarly, the linear relationship between the responses is 72% (0.718) which is high. The implication here is that both staff and management agreed that their activities had no impact on funding in the management of Colleges of Education in the North Central Geo-Political Zone, Nigeria; from the data only 28% agreed that there was no significance difference in staff activities on funding and management of Colleges of Education in the study Zone.

Hypothesis Seven: There is no significant difference in the opinions of staff and management on provision of facilities in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.22: Summary of Mean, Standard deviation, Paired t-test on opinions of Staff and Management on provision of facilities in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.7240	133.06502					Rejected
				335	1.089	1.96	.019	
Management	49	91.4000	28.58846					

α= 0.05

From Table 4.14; Since the P-value = 0.017 was less than 5% (0.05) significant level, we therefore rejected the null hypothesis that there was no significant difference between the opinion of staff and management on provision of facilities in the management practices of Colleges of Education in North Central Geo-Political Zone, Nigeria, and accepted the research hypothesis. Thus we conclude that there is statistical significant difference in the opinions of the staff and management on provision of facilities in the management practices of Colleges of Education in the study area. Similarly, the linear relationship between the responses is 73% (0.733) which was high. The implication here is that both staff and management agreed that their activities had no direct bearing on provision of facilities in the management of Colleges of Education in the North Central Geo-Political Zone, Nigeria; From the data only 27% of the respondents agreed that their activities play vital role in the provision of facilities in the management of Colleges of Education in the study Zone**.**

Hypothesis Eight: There is no significant difference in the opinions of staff and management on staffing in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.23: Mean, Standard deviation, Paired t-test on opinions of Staff and Management on staffing in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-cri	Prob	Decision
Staff	288	2.89002	127.67145					Rejected
				335	3.980	1.96	0.016	
Management	49	88.0000	45.78209					

α = 0.05

From Table 4.8b; Since the P-value = 0.016 is less than 5% (0.05) significant level, we shall reject the null hypothesis that there is no significant difference in the opinions of staff and management on staffing in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria, and accept the research hypothesis. Thus, we conclude that there is statistical significant difference between the opinions of the staff and management on staffing in the management practices of Colleges of Education in North Central Geo-Political Zone, Nigeria. Similarly, the linear relationship between the responses is 48% (0.483) which is below average between the staff and management. The implication here is that both staff and management agreed that their activities has no impacts on staffing in the management of Colleges of Education in the North Central Geo-Political Zone, Nigeria.

Hypothesis Nine: There is no significant difference in the opinions of staff and management on staff activity and discipline in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.24: Summary of Mean, Standard deviation, Paired t-test on opinions of Staff and Management on Discipline in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-cri	Prob	Decision
Staff	288	2.71402	165.85325					Rejected
				335	3.383	0.825	0.028	
Management	49	87.6000	59.57181					

α= 0.05

From Table 4.9b; Since the P-value = 0.028 is less than 5% (0.05) significant level, we shall reject the null hypothesis that There is no significant difference in the opinions of staff and management on Discipline in the management practices of Colleges of Education in North Central Geo-Political Zone, Nigeria and accept the research hypothesis. Thus, we conclude that there is statistical significant difference in the opinions of the staff and management on Discipline in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria. Similarly, the linear relationship between the responses is 83% (0.825) which is very high linear relationship between the staff and management opinions. The implication here is that both staff and management agreed that their activities has no impacts on discipline in the management of Colleges of Education in the study area; From the data about 17% only agreed that staff activities have to do with disciplinary measures in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Hypothesis Ten: There is no significant difference in the opinions of staff and Management on interpersonal relationship in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.25: Summary of Mean, Standard deviation, Paired t-test on opinions of Staff and Management on Interpersonal Relationship in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria

Variables	Number	Mean	Sdt	Df	t-cal	t-critical	Prob	Decision
Staff	288	2.9080	91.34805					Rejected
				335	6.722	1.96	0.03	
Management	49	74.2000	34.29577					

α= 0.05

From Table 4.10b; Since the P-value = 0.061 is less than 5% (0.05) significant level, we shall reject the null hypothesis that there is no significant difference in the opinions of staff and management on interpersonal relationship in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria. Thus, we conclude that there is significant difference between the opinions of the staff and management with regards to interpersonal relationships in the Management of Colleges of Educations in North Central Geo-Political Zone, Nigeria. Similarly, the linear relationship between the responses is 74% (0.741) which is very high. The implication here is that both staff and management agreed that their activities have no impacts on interpersonal relationships and Management of Colleges of Education in the study area.

4.4 Summary of Hypotheses Testing

Table 4.3 gives a summary of the statistical analyses conducted to test the ten hypotheses formulated in chapter one of this research work.

Table 4.26: Summary of Hypotheses Testing

SN	Hypotheses	Stat.	P-value	Alpha level	Result	Restated
1	There is no significant difference in the opinions of staff and management on planning in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.	t-test	.008	0.05	Ho_1 Rejected	There was significant difference in the opinions of staff and management on planning in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.
2	There is no significant difference in the opinions of staff and management on staff development in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.	t-test	.019	0.05	Ho_2 Rejected	There was significant difference in the opinions of staff and management on Staff Development in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.
3	There is no significant difference in the opinions of staff and management on decision making in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.	t-test	.003	0.05	Ho_3 Rejected	There was significant difference in the opinions of staff and management on Decision Making in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.
4	There is no significant difference in the opinions of staff and management on Communication in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.	t-test	.064	0.05	Ho_4 Rejected	There was significant difference in the opinions of staff and management on Communication in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.`
5	There is no significant difference in the opinions of staff and management on staff and students welfare in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.	t-test	.006	0.05	Ho_5 Rejected	There was significant difference in the opinions of staff and management on staff and students welfare in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.
6	There is no significant difference in the opinions of staff and management on funding in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria..	t-test	.004	0.05	Ho_6 Rejected	There was no significant difference in the opinions of staff and management on funding in the Management of Colleges of Education in North Central Geo-Political Zone, Nigeria..
7	There is no significant difference in the opinions of staff and management on provision of facilities in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.	t-test	.017	0.05	Ho_7 Rejected	There was significant difference in the opinions of staff and management on provision of facilities in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.
8	There is no significant difference in the opinions of staff and management on staffing in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria..	t-test	.016	0.05	Ho_8 rejected	There was significant difference in the opinions of staff and management on staffing in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.
9	There is no significant difference in the opinions of staff and management on discipline in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria..	t-test	.028	0.05	Ho_9 Rejected	There was significant difference in the opinions of staff and management on Discipline in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.
10	There is no significant difference in the opinions of staff and management on interpersonal relationship in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.	t-test	.061		Ho_{10} Rejected	There was significant difference in the opinions of staff and management on interpersonal relationship in the management of Colleges of Education in North Central Geo-Political Zone, Nigeria.

Table 4.26 shows that the ten hypotheses were tested using t-test at 0.05 level of significance. In the analysis, the calculated P. values in the entire hypothesis were higher than the critical value. Consequently, they were rejected.

4.5 Summary of Major Findings

On the basis of the findings, the study established that:

1. the Curricular of Colleges of Education in the North Central Geo-Political Zone, Nigeria were obsolete and there was no proper plan for man power, school calendar, financial expenses, land usage and infrastructural facilities;
2. both academic and management staff in the North Central Geo-Political Zone, Nigeria were not given equal opportunities to develope themselves through regular attendance of workshops seminars and conferences;
3. staff and management of Colleges of Education in the North Central Geo-Political Zone, Nigeria were not carried along on the Decision making process;
4. there was poor communication flow among the staff and the management of Colleges of Education in the North Central Geo-Political Zone, Nigeria;
5. the staff welfare such as accommodation, transportation, water, electricity were not adequately provided by Colleges of Education in the North Central Geo-Political Zone, Nigeria;
6. funds were provided in Colleges of Education in the North Central Geo-Political Zone, Nigeria but they were not enough for effective management of the colleges.
7. college facilities such as libraries, lecture halls, laboratory, workshops, desks, chairs, game facilities were grossly inadequate in Colleges of Education in the North Central Geo-Political Zone, Nigeria;

8. there was inadequate teaching staff in the Colleges of Education in the North Central Geo-Political Zone, Nigeria;
9. the staff and management of the Colleges of Education in the North Central Geo-Political Zone, Nigeria had not enforced the rules and regulations guiding the discipline of students; and
10. there was poor relationship among the school management, staff, student and the local communities in Colleges of Education in the North Central Geo-Political Zone, Nigeria.

4.6 Discussion of the Findings

The study sought for responses on Evaluation of Management Practices in the Colleges of Education in North-Central Geo-Political Zone, Nigeria.

Planning involves setting of objectives and the process of achieving them ahead of time. So in College system pattern of activities and actions that will lead to goal attainment are set out in advance. Again, in determining what is to be done in the College system, a number of decisions relating to the clarification of school objectives should be considered to help in the realization of goals. Also, through effective planning, programmes of implementation can be enhanced.

Thus, educational planning involves projection, forecast, analysis of data and cost in order to enable us provide efficient and effective educational service. Put in another way, it is a scientific process through which human and materials resources are estimated to enable us achieve the goals for which an organization/institution is set up.

The staff of any Educational organization needs to be developed time-to-time through training and re-training so as to perform optimally towards achieving set organizational goals. Staff of Colleges of Education needs constant development through seminars,

workshops or conferences. Staff development refers to the processes, programme and activities through which every organization develops, enhances and improves the skills competencies and overall performance of its employees and workers (Harbison, 2000). Staff development is also commonly referred to as professional development which refers to an employee's interest in promoting employees' development; either through education, training or both. The focus can also be on personal growth and development in an employee's area of interest. It is a practice of constantly training a workforce in such a manner as the staff always refines himself. Continuous quality improvement is a way to quality workforce.

The decision making in any institution cannot be undertaken by a single entity but collectively. When all members of the system are not given the opportunity to participate in decision making process, the quality of service becomes depleted. According to Enoch and Bamanja (2003) decision making is simply the process by which a solution is sought for a problem through the selective elimination of alternative solutions. This means that when one is faced with a problem, so many possible solutions to that problem come to mind. It is the thinking at the eventual solution that is known as decision making.

Communication has to do with flow of information from one point in an organization to another. It implies that, staff is well informed of happenings in the school to avoid rumor mongering which could promote rancor. The realization of organizational goals to a large extent depends on how effectively the various arms in such an organization are coordinated. There can however be no proper way of coordinating the various functions in an organization without an adequate system of disseminating information from and to every member of such an organization. This system of passing and receiving information in any system is what is referred to as communication. In a college system for instance, when the management issues a circular to other member of staff informing them of any action or intended policy to be implemented in the college, the art of communication has been performed. This process of

communication is not however uni-directional but involves the passing on of information (vertically and horizontally) from any member of an organization to another. This simply means that other members of staff are equally in positions to let other know what is happening in their various units if the organization is to function effectively.

A College, particularly in this era of autonomy, cannot be run on lines reminiscent of old traditional way of thinking where authoritarianism will rule the day, and lecturers and the management are seen as possession all the wisdom to make the college function properly. The colleges must be seen also as the centre of community life for the students and they must of necessity be taken into consideration on matters that affect their well-being in the environment of the college. The management relationship must undergo a change from that which was based on authority characterized by considerable detachment to that which will develop more strongly as a personal relationship with mutual trust, direct human communication, and greater frankness. The contributions that students participation can make to personal and educational relationships and thus to the all-important educational atmosphere of the college must be recognized and tapped.

The running of any educational institution is not possible without funds (Money). Facilities need to be bought, running cost, payment for utility bills and so on. Good colleges are essential to the national development. Good foundation in education is the beginning of a solid education scheme and good investment toward social, economic and political growth and development (Achunine, 1990).

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behaviour through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. (Osegbo and Ifeako, 2004)

Ovmingho (2008), described the environment of an organization as all elements relevant

to its operation and they include direct and indirect action elements. Thus College facilities constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic· performance of students. Again Nwagwu (1978) and Ogunsaju (1980) maintained that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. The College facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the college.

Staffing is one of the fundamental principles of administration which is essential for sustaining the organization. To get the system going smoothly, competent and qualified staff are needed from the pool of available labor. This is done through recruitment process. (Wilson, 2000)

Thus, one of the problems in the management of Colleges of Education is discipline among the students. Thus, several definitions have been given to the term by many authors. However, college discipline has been defined as that mental disposition which instills orderliness, self-control and habits of obedience to set rules of conduct (Chigbuh, 1984). Also, Jersild (1970) defines discipline as any kind of influence designed to help the child to learn to deal with the demands from his environment that go counter to the demands he might wish to make upon his environment. Therefore, discipline arises as a result of the need to

balance what limitation of the demand by the society in which he lives.

In everyday life we live and work with people. They may be our family members or people we work with in our places of employment. Whoever they are, we recognize their presence and relate to them through various means of communication.

Federal Ministry of Education and Youth Development (1993) say interpersonal relationship is being together with other people in a work place and interacting with one another.

In the working place therefore, we need to recognize that what others do affects our own work and our own work affects what they do. This is because all the different tasks in an organization are inter-related and all the individuals in the organization have working relationship. Ensuring that everyone works in an agreed fashion is essential if all the staff are to work together harmoniously and effectively.

4.7 Uniqueness of the Work

This research study is unique in the sense that:

i. This research study is unique in the sense that it is a study on management of teacher education and how to enhance better service delivery in the teaching industry.

ii. This study is timely and would not have come at any other time than now when staff of most Colleges of Education in North Central Geo-Political Zone has down tools for several months.

iii. Education is the foundation of progress of any nation therefore this study: evaluation of management practices of Colleges of Education is an attempt to improve the developmental rate of the nation which is tied to her educational development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of chapters one to four. The chapter also includes the conclusions, recommendations and suggestions for further studies.

5.2 Summary

This study, "Evaluation of Management Practices of Colleges of Education in North Central Geo–Political Zone, Nigeria'' was aimed at gathering information on the opinion of staff and management in the management of Colleges of Education in this Zone. The objectives of the study, amongst others, include identifying management strategies of planning, staff development, decision making, communication, management of staff, funding, provision of facilities, staffing, discipline and interpersonal relationship in the management of Colleges of Education in the North Central Geo–Political Zone, Nigeria. Descriptive Survey Design was used for the study. A total of 375 subjects comprising 288 staff and 49 management in the Colleges of Education in the study area were sampled and used for this study. Stratified random sampling technique was used to distribute subjects. The main instrument used for data collection was questionnaire using Likert scale measurement. The questionnaire named Evaluation of Management of Colleges of Education Questionnaire (EMCEQ) was validated by experts in the Department and found to be reliable through Pilot Study carried out in College of Education, Gidan Waya. All the 10 hypotheses formulated were tested using frequencies and percentages supported by t- test statistic for both staff and management of Colleges of Education in North Central Geo-Political Zone in Nigeria at 0.05 level of significance. All the 10 hypotheses were rejected which means there is significant difference in the opinions of respondents on the issues raised.

5.3 Conclusions

On the basis of the above findings, the following conclusions were drawn:

1. the Curricular of Colleges of Education in the North Central Geo-Political Zone, Nigeria should be up to date and there should be proper plan for man power, school calendar, financial expenses, land usage and infrastructural facilities;
2. both academic and management staff in the North Central Geo-Political Zone, Nigeria should be given equal opportunities to developed themselves through regular attendance of workshops seminars and conferences;
3. staff and management of Colleges of Education in the North Central Geo-Political Zone, Nigeria should be carried along on the Decision making process;
4. there should be effective communication flow among the staff and the management of Colleges of Education in the North Central Geo-Political Zone, Nigeria;
5. the staff welfare such as accommodation, transportation, water, electricity should be adequately provided by Colleges of Education in the North Central Geo-Political Zone, Nigeria;
6. enough funds should be provided in Colleges of Education in the North Central Geo-Political Zone, Nigeria.
7. Adequate college facilities such as libraries, lecture halls, laboratory, workshops, desks, chairs, game facilities should be provided by the Colleges of Education in the North Central Geo-Political Zone, Nigeria;
8. adequate teaching staff in the Colleges of Education in the North Central Geo-Political Zone, Nigeria should be provided;

9. the staff and management of the Colleges of Education in the North Central Geo-Political Zone, Nigeria should enforced the roles and regulations guiding the discipline of the students; and
10. there should be a good interpersonal relationship among the school management, staff, student and the local communities in Colleges of Education in the North Central Geo-Political Zone, Nigeria.

5.4 Recommendations

On the basis of the conclusions drawn, the following recommendations were made:

1. That Colleges of Education in the North-Central Geo-Political Zone, Nigeria should have their programmes and policies properly planned and executed to the latter for achieving its goals and targets;
2. That Colleges of Education in the North-Central Geo-Political Zone, Nigeria should encourage and sponsor their staff for development programmes through in-service studies to update knowledge and upgrade their skills and competencies for greater service delivery to the Colleges;
3. That Decision making in the Colleges of Education in the North-Central Geo-Political Zone in Nigeria should involve inter-sectoral participation in order to improve the content and quality of the decision that will be taken, and to bridge the gap of acceptability of the decision by the College Community;
4. That Colleges of Education in the North-Central Geo-Political Zone in Nigeria should ensure free flow of Communication from top to bottom and bottom down to avoid a situation where a sector will feel not belonging and will want to engage in actions that are detrimental to the smooth management of the Colleges;

5. That Colleges of Education in the North-Central Geo-Political Zone in Nigeria should avail the staff with services including incentives that will make the college environment appealing and motivating for better and qualitative teaching and learning to take place;
6. That Colleges of Education in the North-Central Geo-Political Zone in Nigeria should not solely depend on Government subvention but look inward for internally generated revenue (IGR) that would argument Government efforts for better service delivery to the Colleges;
7. That Colleges of Education in the North-Central Geo-Political Zone in Nigeria should explore the contributions of private sector in the provision of facilities to the Colleges in conjunction with Government effort in order to ensure adequate provision of facilities in Colleges;
8. That Colleges of Education in the North-Central Geo-Political Zone in Nigeria should ensure that staff both academic and management are adequately recruited to enhance efficient service delivery to the Colleges;
9. That Colleges of Education in the North-Central Geo-Political Zone in Nigeria should ensure strict adherence to College Rules and Regulations by both staff and students, and also punish erring staff or student to check any form of indiscipline; and
10. That Colleges of Education in the North-Central Geo-Political Zone in Nigeria should ensure principles of participation, communication, recognition, delegated responsibility, fairness and justice are upheld to allow for positive interpersonal relationship among staff of the Colleges;

5.5 Suggestions for Further Studies

The researcher came out with the following suggestions for further studies:

- This study is limited to the management of Colleges of Education in North-Central Geo-Political Zone, Nigeria. Therefore it could be replicated in other Geo-Political Zones to encourage efficiency in the management of Colleges of Education across the country;
- There is need also to critically assess management of other tertiary institutions in the country to ascertain their efficiency in terms of management and ultimately in the achievement of the National Educational goals;
- There is a need for a research on impact of educational curriculum review in the Colleges of Education, Nigeria;
- There is a need for other researchers to develop more on the subject matter;
- A research should be conducted on the falling standard of teacher education in North-Central Geo-Political Zone and in Nigeria in general; and
- More researches should be carried out on discipline of students and staff of Colleges of Education in North-Central Geo-Political Zone, Nigeria.

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APPENDIX I

EVALUATION OF MANAGEMENT PRACTICES OF COLLEGES OF EDUCATION IN NORTH CENTRAL GEO-POLITICAL ZONE OF NIGERIA

QUETIONNAIRE

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir/Madam,

REQUEST TO FILL A QUESTIONNAIRE

The researcher is a PhD student conducting a research on "Evaluation of the Management of Colleges of Education in North Central Geo-Political Zone in Nigeria". Information supplied will not have any implication on respondents. Your honest opinion will enhance the quality and validity of this research in providing result with the view to solving educational problems in Nigerian Secondary Education.

Thank you in anticipation of your cooperation.

Yours sincerely,

Numa, SHESHI
PhD/Educ/426/2011-2012

APPENDIX II

EVALUATION OF MANAGEMENT PRACTICES OF COLLEGES OF EDUCATION IN NORTH CENTRAL GEO-POLITICAL ZONE OF NIGERIA

Instruction:

The questionnaire is classified into various sections. Section 'A' requests for the demographic data of the respondents to enable the researcher categorize the information required in other sections.

Section 'B' consists of statements on various aspects of Evaluation of the Management of Colleges of Education in North Central Geo-Political Zone in Nigeria". For each of this statement, please indicate your opinion by making a tick in the appropriate column.

SECTION A BIODATA

Instruction: Please tick [√] in the appropriate box that relates to you.

1. **Educational Qualification:**

   (a) OND/HND [ ] (b) N.C.E [ ] (c) B.ed/B.sc [ ] (d) M.Ed [ ]

   (e) PhD [ ] (f) others, please specify……..

3. **Status:**

   (a) Academic Staff [ ] (b) Management Staff [ ]

4 **Years of Working.**

   (a)1 - 5 [ ] (b) 6 - 10 [ ] (c) 11 - 15 [ ] (d) 16 - 20 [ ]

   (e) 21 – 25 and above [ ]

5. **State:**

   (a) Niger [ ] (b) Kogi [ ] (c) Nassarawa [ ] (d) Kwara [ ]

   (e) Plateau [ ] (f) Benue [ ] (g) FCT [ ]

INSTRUCTION: Please tick [√] in the column that relates to your opinion.

SECTION B: **Planning in the Colleges of Education in the North Central Geo-Political Zone in Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	The curricula of Colleges of Education are long overdue for review.					
2	The school calendar of this College is not properly planned.					
3	The infrastructural facilities in the College are not properly planned.					
4	There is collusion always in the lecture Time Table because they are not properly Planned.					
5	Due to poor plan, the College has not drainages, so it is liable to flood in the rainy season.					
6	Due to poor plan, the College does not acquire enough land for future expansion.					
7	There is no manpower planning so the College does not know the number of staff required for recruitment each year.					
8	The College use rolling plan as her process of planning.					
9	In my opinion this College do not plan unless something happens then she reacts to it.					
10	The College plans her financial expenses each year and follows it strictly.					

SECTION C: **Staff Development in the Colleges of Education in the North Central Geo-Political Zone in Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11.	The Academic Staff in the College are sponsored by the Management to go for further Studies.					
12.	The Non-Academic Staff obtain higher qualifications because they also have opportunity for further studies.					
13.	The Academic Staff attend regular workshop in the College.					
14.	The Non-Academic Staff always go for seminar in this College.					
15.	The College organize in-house workshop for Non-Academic Staff.					
16.	The newly recruited members of Staff are sent to retreat before they commence work.					
17.	The College sends Staff for training but not regularly.					
18.	The Staff that go on training in the College sponsor themselves.					
19.	The College sponsors Staff for training but on selective basis.					
20.	The Staff who go on training in this College are advised to first resign their appointment.					

SECTION D: **decision Making in the Colleges of Education in the North Central Geo-Political Zone in Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21.	The students are not allowed to attend meeting of Governing Board of this College.					
22.	The provost takes most of the major decisions for the College.					
23.	The Registrar does not consult the provost before taking some decisions in the College.					
24.	The Deans are never consulted before some decisions are taken in this College.					
25.	The members of the governing council do not know when some decisions are taken in the College.					
26.	The Staff union does not form the decision making body in the College.					
27.	The Head of Departments do not take part in meetings where major decisions are taken.					
28.	The decision taken by the College must first be approved by NCCE before implementation.					
29.	The decision by the College is first approved by the College visitor before implementation.					
30.	In this College the opinion of junior Staff are not considered in decision making.					

SECTION E: **Communication in Colleges of Education in the North Central Geo-Political Zone in Nigeria**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31.	The provost does not pass information to the Management Staff promptly.					
32.	The registrar suppresses the flow of information in this College.					
33.	The students are not promptly informed of the changes in policies in the College.					
34.	The staff union is not promptly communicated of new policies by the College.					
35.	This Deans are never communicated of new policies in the School					
36.	The teaching staff does not know when new policies are introduced in the college.					
37	The management does not pass circulars to staffs information get to them through vineyard.					
38.	Information pass through notice board are never read by staff since response are never received.					
39.	The college needs separate information unit for effective information dissemination within and outside the college.					
40.	Information do not flow from down to top and top to down.					

SECTION F: **Staff/Students Welfare in the Colleges of Education in the North Central Geo-Political Zone in Nigeria.**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41.	The College does not provide accommodation for her staff.					
42.	The college provides transport services for her staff.					
43.	The students do not have buses that convey them from the hostel to the lecture.					
44.	The college does to have hostel accommodation for students.					
45.	The college has loan for staff on low interest rate.					
46.	The college has put in place adequate security for staff.					
47.	The college has put in place adequate security for students.					
48.	There is National Health Insurance Scheme for Staff of this College.					
49.	The required staffs of this college are paid their fringe benefits promptly.					
50	The next of kin receive entitlement of their dead relation in this college promptly.					

SECTION G: **Funding in the Colleges of Education in the North Central Geo-Political Zone in Nigeria.**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
51.	The revenue generated through School Fees is not enough to run the College.					
52.	The revenue generated through TetFund is used to train teaching staff in the college adequately.					
53.	The subvention given by the college is not enough to run the college.					
54.	The consultancy services do not generate enough revenue for the running of the college.					
55.	For the college to be adequately funded, government needs to increase her subvention to the college.					
56.	The internally generated revenue of the college is very low and the college is not making effort to improve her internally generated revenue.					
57.	Fund allocation to this college to this college is very low and is not given at the right time.					
58.	The revenue generated through endowment funds are not adequate for running the college.					
59.	The college does collect loan to augment her financial position but it is usually mismanaged.					
60.	The college collects funds allocated to her but expend it on irrelevant projects.					

SECTION H: **Staffing Situation in the Colleges of Education in the North Central Geo-Political Zone in Nigeria.**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
61.	This College has shortage of teaching staff.					
62.	This College has inadequate non-teaching Staff.					
63.	The teaching staff of this college are many but not qualified.					
64.	There are many non-teaching in the college but not qualified.					
65.	The College does not have teaching in most of the subjects in the college.					
66.	The College wishes to recruit more teaching staff but does not have budgetary provision to do so.					
67.	The College wishes to recruit more teaching staff but applicants are ready to teach.					
68.	The non-teaching staff in the college is not qualified to handle their job effectively.					
69.	The College wishes to reduce her staff force because so many of them are with low workload.					
70.	The College wish to recruit staff but qualified ones are not available for recruitment.					

SECTION I: **Provision of facilities in the Colleges of Education in the North Central Geo-Political Zone in Nigeria.**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
71.	The Library facility in this college is inadequate.					
72.	There is no sufficient lecture hall in this college.					
73.	The science laboratories are not available for teaching science students.					
74.	There is no workshop for teaching technical and technology students.					
75.	The college does not have standard halls for seminar/retreat.					
76.	The modern library with information Communication Technology (ICT) does not exist in this college.					
77.	The students do not have space for resting and group discussion after lectures.					
78.	The lecturers do not have parking space for their cars.					
79.	The students do not have field for games after school.					
8o.	The sporting facilities are not available in this college.					

SECTION J: **Discipline in the Colleges of Education in the North Central Geo-Political Zone in Nigeria.**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
81.	The students of this college are rude to their lecturers.					
82.	Most Students in this college smoke Indian hemp.					
83.	There are frequent cases of rape in this college.					
84.	The students do not attend lectures in this college.					
85.	The lecturers befriend female students in this college.					
86.	The administrative staff engages in illicit admission scam in this college.					
87.	There are frequent cases of stealing by students in the hostel.					
88.	There is frequent fight by students in this college.					
89.	The college store is frequently burgled and valuables carted away by the students.					
90.	The lecturers engaged in illicit admission scam in this college.					

SECTION K: **Interpersonal Relationship in the Colleges of Education in the North Central Geo-Political Zone in Nigeria.**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
91.	The Provost and his deputy both Administrative and Academic do not see eye to eye.					
92.	The Registrar of this college and the Provost are not in good term.					
93.	The teaching staff of this college do not like the Registrar of the college.					
94.	The Deputy Provost Administrative hates to see the Deputy Provost Academic.					
95.	The Deans of the college are always quarrelling among themselves.					
96.	The lecturers do not co-operate with their head of departments.					
97.	The Provost has no cordial relationship with members of the Governing Board.					
98.	The teaching staffs are factionalized along tribal and regional lines.					
99.	The non-teaching staff relates only through ethnic line.					
100.	The entire student's body of the college is polarized along religious divide.					

APPENDIX III

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CROSSTABS /TABLES=QUESTION BY RESPONSE
/FORMAT=AVALUE TABLES /STATISTICS=CORR
/CELLS=COUNT ROW /COUNT ROUND CELL /BARCHART.
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TABLE 4.6 (A1) ACADEMIC STAFF: PLANNING

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTION	Q1	Count	45	48	13	33	11	150
		% within QUESTION	30.0	32.0	8.7	22.0	7.3	100.0
	Q2	Count	22	33	7	61	23	146
		% within QUESTION	15.1	22.6	4.8	41.8	15.8	100.0
	Q3	Count	40	43	11	34	19	147
		% within QUESTION	27.2	29.3	7.5	23.1	12.9	100.0
	Q4	Count	31	39	16	47	16	149
		% within QUESTION	20.8	26.2	10.7	31.5	10.7	100.0
	Q5	Count	31	43	5	35	32	146
		% within QUESTION	21.2	29.5	3.4	24.0	21.9	100.0
	Q6	Count	16	17	9	43	62	147
		% within QUESTION	10.9	11.6	6.1	29.3	42.2	100.0
	Q7	Count	15	34	23	37	40	149
		% within QUESTION	10.1	22.8	15.4	24.8	26.8	100.0
	Q8	Count	15	45	45	27	13	145
		% within QUESTION	10.3	31.0	31.0	18.6	9.0	100.0
	Q9	Count	17	39	11	55	26	148
		% within QUESTION	11.5	26.4	7.4	37.2	17.6	100.0
	Q10	Count	20	53	30	28	17	148
		% within QUESTION	13.5	35.8	20.3	18.9	11.5	100.0
Total		Count	252	394	170	400	259	1475
		% within QUESTION	17.1	26.7	11.5	27.1	17.6	100.0

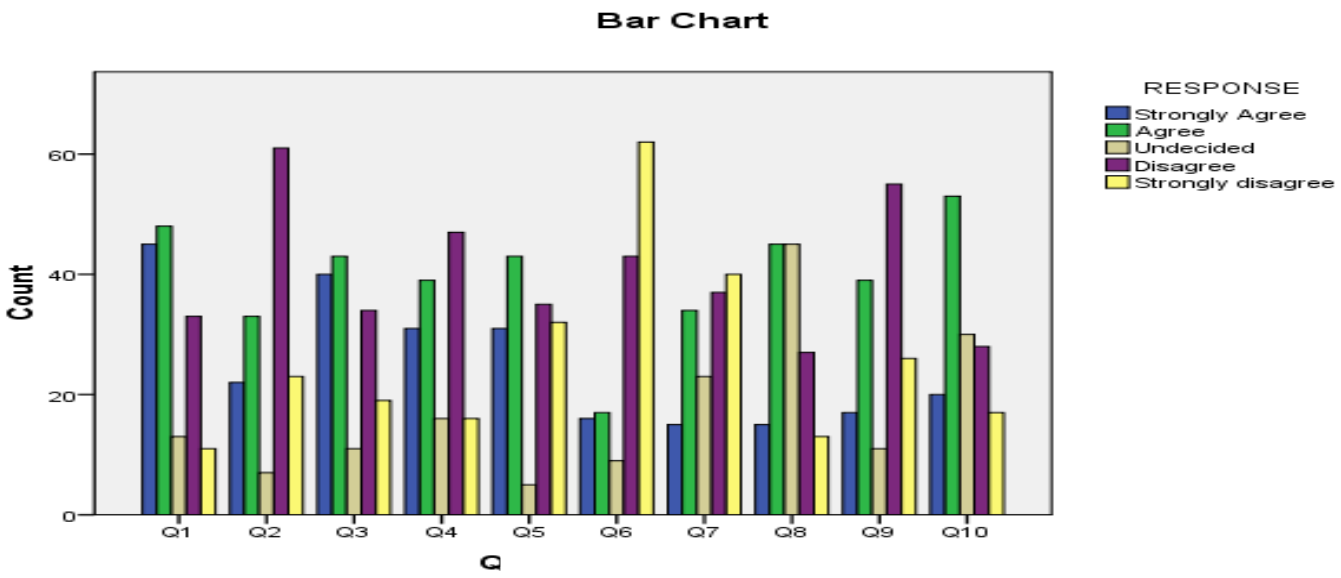


TABLE 4.6 (A2) MANAGEMENT STAFF: PLANNING

QUESTION * RESPONSE Cross-tabulation

		RESPONSE					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q1 Count	10	9	1	4	3	27
	% within QUESTION	37.0	33.3	3.7	14.8	11.1	100.0
	Q2 Count	3	3	0	14	7	27
	% within QUESTION	11.1	11.1	.0	51.9	25.9	100.0
	Q3 Count	8	5	2	10	0	25
	% within QUESTION	32.0	20.0	8.0	40.0	.0	100.0
	Q4 Count	2	9	0	13	2	26
	% within QUESTION	7.7	34.6	.0	50.0	7.7	100.0
	Q5 Count	7	6	2	9	4	28
	% within QUESTION	25.0	21.4	7.1	32.1	14.3	100.0
	Q6 Count	2	2	2	10	11	27
	% within QUESTION	7.4	7.4	7.4	37.0	40.7	100.0
	Q7 Count	4	1	5	11	5	26
	% within QUESTION	15.4	3.8	19.2	42.3	19.2	100.0
	Q8 Count	1	5	4	9	5	24
	% within QUESTION	4.2	20.8	16.7	37.5	20.8	100.0
	Q9 Count	3	8	3	8	5	27
	% within QUESTION	11.1	29.6	11.1	29.6	18.5	100.0
	Q10 Count	7	9	8	4	0	28
	% within QUESTION	25.0	32.1	28.6	14.3	.0	100.0
Total	Count	47	57	27	92	42	265

QUESTION * RESPONSE Cross-tabulation

		RESPONSE					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q1 Count	10	9	1	4	3	27
	% within QUESTION	37.0	33.3	3.7	14.8	11.1	100.0
	Q2 Count	3	3	0	14	7	27
	% within QUESTION	11.1	11.1	.0	51.9	25.9	100.0
	Q3 Count	8	5	2	10	0	25
	% within QUESTION	32.0	20.0	8.0	40.0	.0	100.0
	Q4 Count	2	9	0	13	2	26
	% within QUESTION	7.7	34.6	.0	50.0	7.7	100.0
	Q5 Count	7	6	2	9	4	28
	% within QUESTION	25.0	21.4	7.1	32.1	14.3	100.0
	Q6 Count	2	2	2	10	11	27
	% within QUESTION	7.4	7.4	7.4	37.0	40.7	100.0
	Q7 Count	4	1	5	11	5	26
	% within QUESTION	15.4	3.8	19.2	42.3	19.2	100.0
	Q8 Count	1	5	4	9	5	24
	% within QUESTION	4.2	20.8	16.7	37.5	20.8	100.0
	Q9 Count	3	8	3	8	5	27
	% within QUESTION	11.1	29.6	11.1	29.6	18.5	100.0
	Q10 Count	7	9	8	4	0	28
	% within QUESTION	25.0	32.1	28.6	14.3	.0	100.0
Total	Count	47	57	27	92	42	265
	% within QUESTION	17.7	21.5	10.2	34.7	15.8	100.0

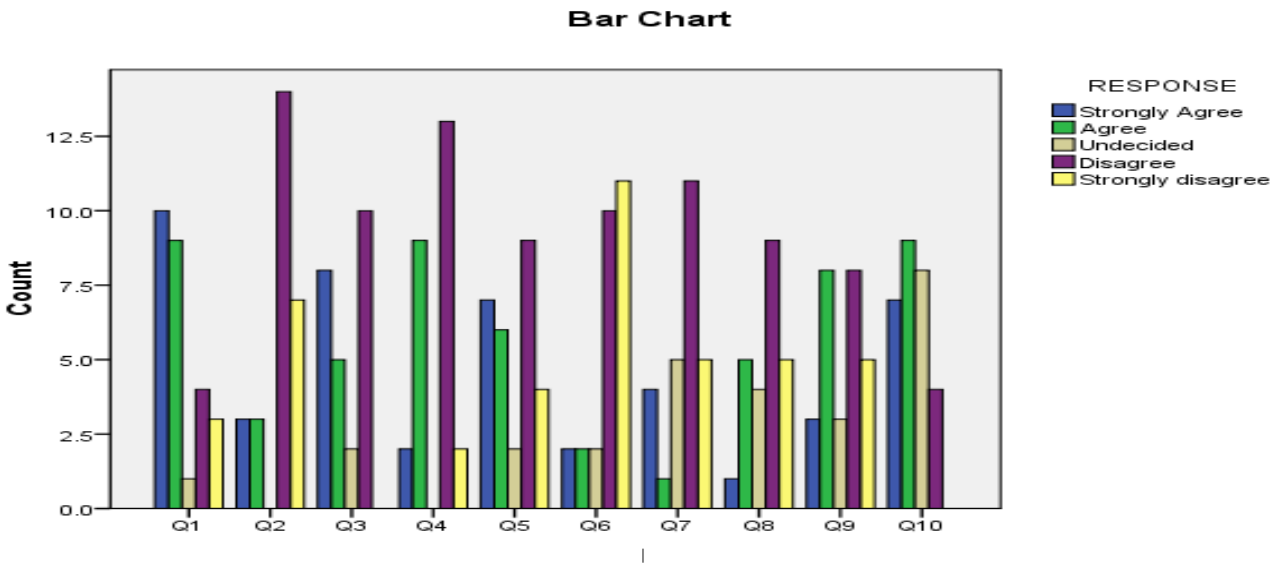


TABLE 4.7 (B1) ACADEMIC STAFF: STAFF DEVELOPMENT

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q11	Count	42	47	13	31	10	143
		% within QUESTION	29.4	32.9	9.1	21.7	7.0	100.0
	Q12	Count	22	44	6	51	16	139
		% within QUESTION	15.8	31.7	4.3	36.7	11.5	100.0
	Q13	Count	28	42	10	36	21	137
		% within QUESTION	20.4	30.7	7.3	26.3	15.3	100.0
	Q14	Count	27	52	19	34	13	145
		% within QUESTION	18.6	35.9	13.1	23.4	9.0	100.0
	Q15	Count	17	45	8	34	30	134
		% within QUESTION	12.7	33.6	6.0	25.4	22.4	100.0
	Q16	Count	8	23	12	41	59	143
		% within QUESTION	5.6	16.1	8.4	28.7	41.3	100.0
	Q17	Count	9	51	19	37	29	145
		% within QUESTION	6.2	35.2	13.1	25.5	20.0	100.0
	Q18	Count	5	46	38	34	15	138
		% within QUESTION	3.6	33.3	27.5	24.6	10.9	100.0
	Q19	Count	14	46	10	49	22	141
		% within QUESTION	9.9	32.6	7.1	34.8	15.6	100.0
	Q20	Count	11	46	23	29	36	145
		% within QUESTION	7.6	31.7	15.9	20.0	24.8	100.0
Total		Count	183	442	158	376	251	1410
		% within QUESTION	13.0	31.3	11.2	26.7	17.8	100.0

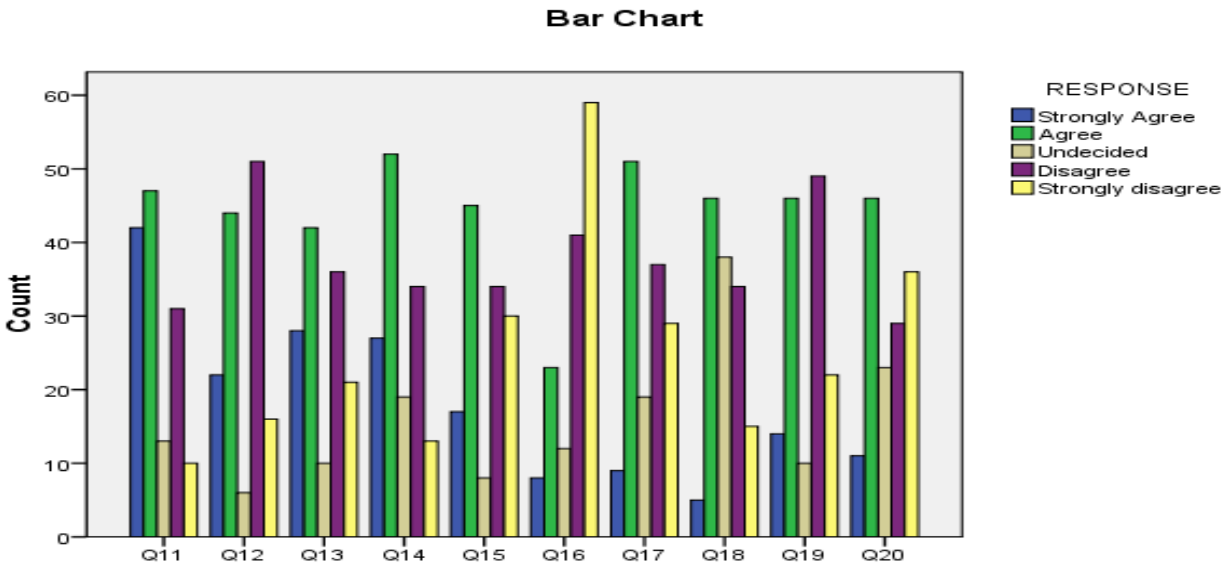


TABLE 4.7 (B2) MANAGEMENT STAFF: STAFF DEVELOPMENT

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q11	Count	8	11	1	3	4	27
		% within QUESTION	29.6	40.7	3.7	11.1	14.8	100.0
	Q12	Count	3	4	1	13	6	27
		% within QUESTION	11.1	14.8	3.7	48.1	22.2	100.0
	Q13	Count	6	6	2	10	1	25
		% within QUESTION	24.0	24.0	8.0	40.0	4.0	100.0
	Q14	Count	2	8	1	13	2	26
		% within QUESTION	7.7	30.8	3.8	50.0	7.7	100.0
	Q15	Count	6	6	3	9	4	28
		% within QUESTION	21.4	21.4	10.7	32.1	14.3	100.0
	Q16	Count	2	4	2	7	12	27
		% within QUESTION	7.4	14.8	7.4	25.9	44.4	100.0
	Q17	Count	4	3	4	11	4	26
		% within QUESTION	15.4	11.5	15.4	42.3	15.4	100.0
	Q18	Count	1	5	4	8	6	24
		% within QUESTION	4.2	20.8	16.7	33.3	25.0	100.0
	Q19	Count	3	7	4	8	5	27
		% within QUESTION	11.1	25.9	14.8	29.6	18.5	100.0
	Q20	Count	5	8	8	5	2	28
		% within QUESTION	17.9	28.6	28.6	17.9	7.1	100.0
Total		Count	40	62	30	87	46	265
		% within QUESTION	15.1	23.4	11.3	32.8	17.4	100.0

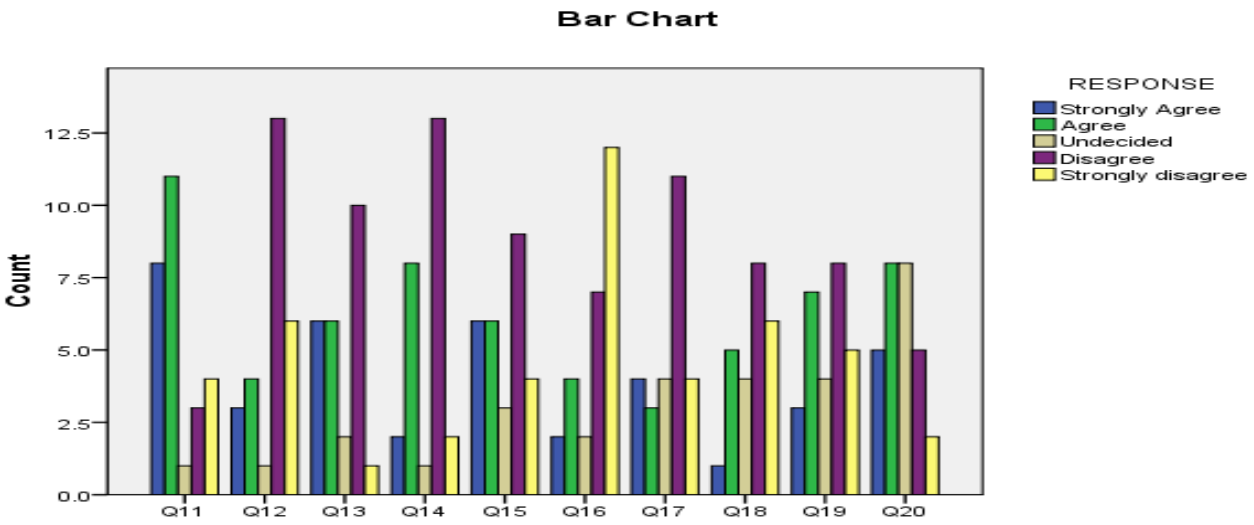


TABLE 4.8 (C1) ACADEMIC: DECISION MAKING

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
QUESTION	Q21	Count	59	40	27	14	10	150
		% within QUESTION	39.3	26.7	18.0	9.3	6.7	100.0
	Q22	Count	18	45	28	35	20	146
		% within QUESTION	12.3	30.8	19.2	24.0	13.7	100.0
	Q23	Count	9	11	25	69	28	142
		% within QUESTION	6.3	7.7	17.6	48.6	19.7	100.0
	Q24	Count	15	25	29	47	27	143
		% within QUESTION	10.5	17.5	20.3	32.9	18.9	100.0
	Q25	Count	5	42	29	34	35	145
		% within QUESTION	3.4	29.0	20.0	23.4	24.1	100.0
	Q26	Count	25	29	25	44	23	146
		% within QUESTION	17.1	19.9	17.1	30.1	15.8	100.0
	Q27	Count	23	34	13	49	26	145
		% within QUESTION	15.9	23.4	9.0	33.8	17.9	100.0
	Q28	Count	13	27	29	56	20	145
		% within QUESTION	9.0	18.6	20.0	38.6	13.8	100.0
	Q29	Count	17	17	30	46	35	145
		% within QUESTION	11.7	11.7	20.7	31.7	24.1	100.0
	Q30	Count	19	30	28	38	30	145
		% within QUESTION	13.1	20.7	19.3	26.2	20.7	100.0
Total		Count	203	300	263	432	254	1452
		% within QUESTION	14.0	20.7	18.1	29.8	17.5	100.0

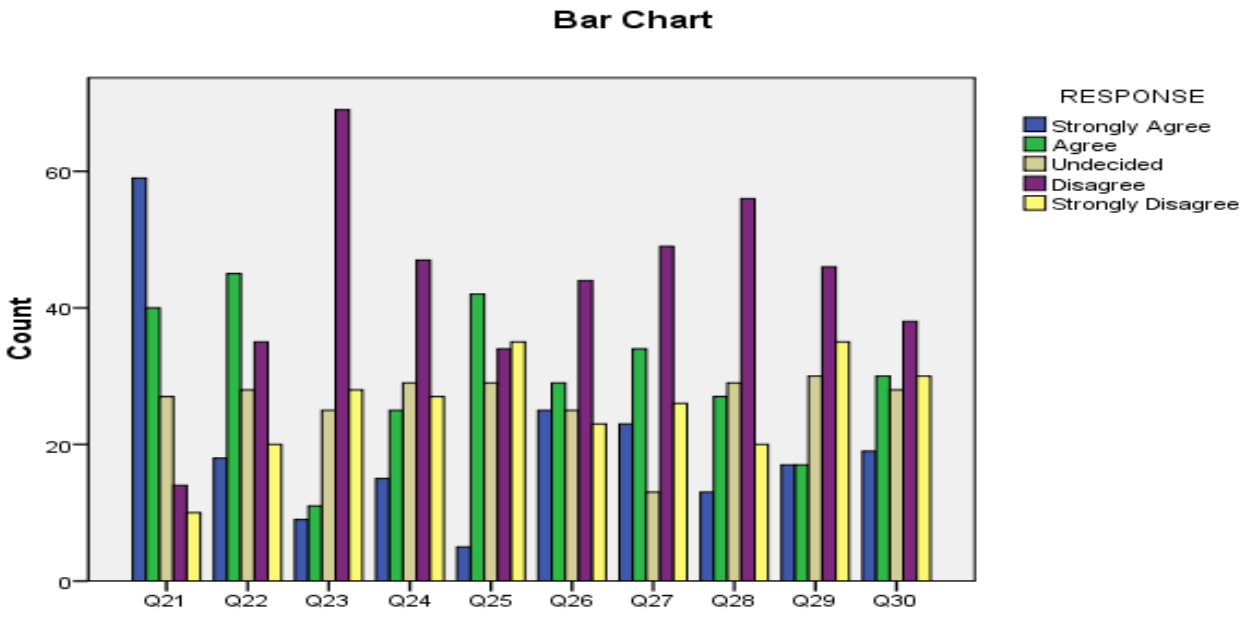


TABLE 4.8 (C2) MANAGEMENT STAFF: DECISION MAKING

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
QUESTION	Q21	Count	9	7	8	0	2	26
		% within QUESTION	34.6	26.9	30.8	.0	7.7	100.0
	Q22	Count	1	10	2	10	3	26
		% within QUESTION	3.8	38.5	7.7	38.5	11.5	100.0
	Q23	Count	2	1	5	8	9	25
		% within QUESTION	8.0	4.0	20.0	32.0	36.0	100.0
	Q24	Count	2	4	2	13	5	26
		% within QUESTION	7.7	15.4	7.7	50.0	19.2	100.0
	Q25	Count	3	3	4	10	5	25
		% within QUESTION	12.0	12.0	16.0	40.0	20.0	100.0
	Q26	Count	3	4	4	11	5	27
		% within QUESTION	11.1	14.8	14.8	40.7	18.5	100.0
	Q27	Count	4	4	6	10	3	27
		% within QUESTION	14.8	14.8	22.2	37.0	11.1	100.0
	Q28	Count	5	5	6	6	4	26
		% within QUESTION	19.2	19.2	23.1	23.1	15.4	100.0
	Q29	Count	4	3	3	8	7	25
		% within QUESTION	16.0	12.0	12.0	32.0	28.0	100.0
	Q30	Count	3	3	4	12	3	25
		% within QUESTION	12.0	12.0	16.0	48.0	12.0	100.0
Total		Count	36	44	44	88	46	258

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
QUESTION	Q21	Count	9	7	8	0	2	26
		% within QUESTION	34.6	26.9	30.8	.0	7.7	100.0
	Q22	Count	1	10	2	10	3	26
		% within QUESTION	3.8	38.5	7.7	38.5	11.5	100.0
	Q23	Count	2	1	5	8	9	25
		% within QUESTION	8.0	4.0	20.0	32.0	36.0	100.0
	Q24	Count	2	4	2	13	5	26
		% within QUESTION	7.7	15.4	7.7	50.0	19.2	100.0
	Q25	Count	3	3	4	10	5	25
		% within QUESTION	12.0	12.0	16.0	40.0	20.0	100.0
	Q26	Count	3	4	4	11	5	27
		% within QUESTION	11.1	14.8	14.8	40.7	18.5	100.0
	Q27	Count	4	4	6	10	3	27
		% within QUESTION	14.8	14.8	22.2	37.0	11.1	100.0
	Q28	Count	5	5	6	6	4	26
		% within QUESTION	19.2	19.2	23.1	23.1	15.4	100.0
	Q29	Count	4	3	3	8	7	25
		% within QUESTION	16.0	12.0	12.0	32.0	28.0	100.0
	Q30	Count	3	3	4	12	3	25
		% within QUESTION	12.0	12.0	16.0	48.0	12.0	100.0
Total		Count	36	44	44	88	46	258
		% within QUESTION	14.0	17.1	17.1	34.1	17.8	100.0

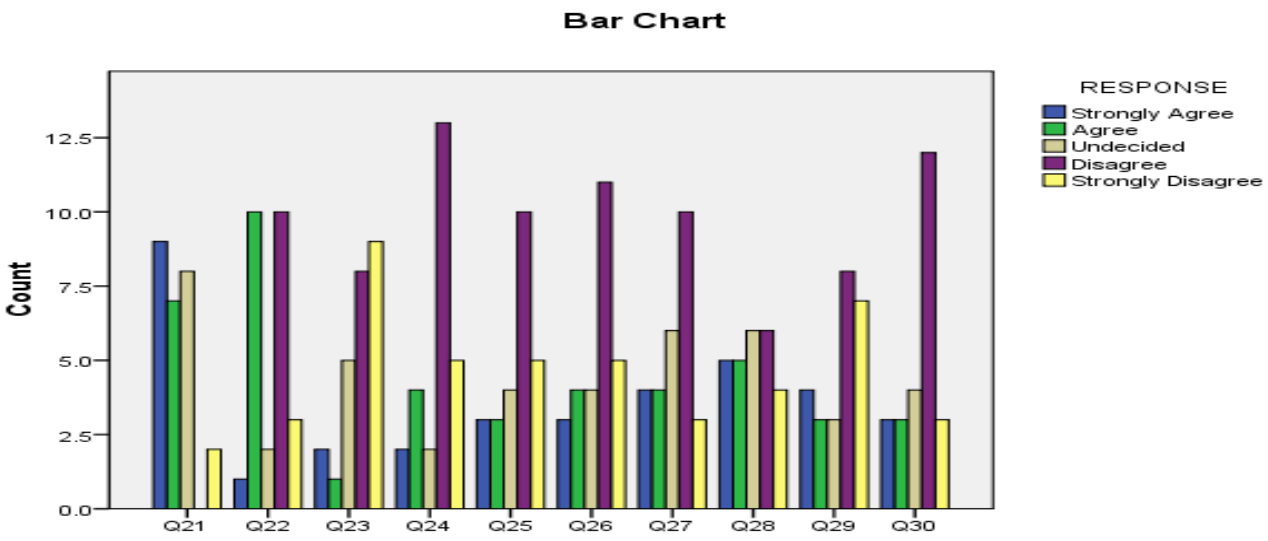


TABLE 4.9 (D1) ACADEMIC: COMMUNICATION

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
QUESTION	Q31	Count	8	15	17	70	37	147
		% within QUESTION	5.4	10.2	11.6	47.6	25.2	100.0
	Q32	Count	14	14	17	70	29	144
		% within QUESTION	9.7	9.7	11.8	48.6	20.1	100.0
	Q33	Count	19	17	13	69	34	152
		% within QUESTION	12.5	11.2	8.6	45.4	22.4	100.0
	Q34	Count	19	21	17	64	30	151
		% within QUESTION	12.6	13.9	11.3	42.4	19.9	100.0
	Q35	Count	7	10	10	65	55	147
		% within QUESTION	4.8	6.8	6.8	44.2	37.4	100.0
	Q36	Count	9	18	15	73	29	144
		% within QUESTION	6.2	12.5	10.4	50.7	20.1	100.0
	Q37	Count	12	14	16	64	44	150
		% within QUESTION	8.0	9.3	10.7	42.7	29.3	100.0
	Q38	Count	15	23	22	48	37	145
		% within QUESTION	10.3	15.9	15.2	33.1	25.5	100.0
	Q39	Count	40	42	18	23	22	145
		% within QUESTION	27.6	29.0	12.4	15.9	15.2	100.0
	Q40	Count	0	0	10	0	0	10
		% within QUESTION	.0	.0	100.0	.0	.0	100.0
Total		Count	143	174	155	546	317	1335
		% within QUESTION	10.7	13.0	11.6	40.9	23.7	100.0

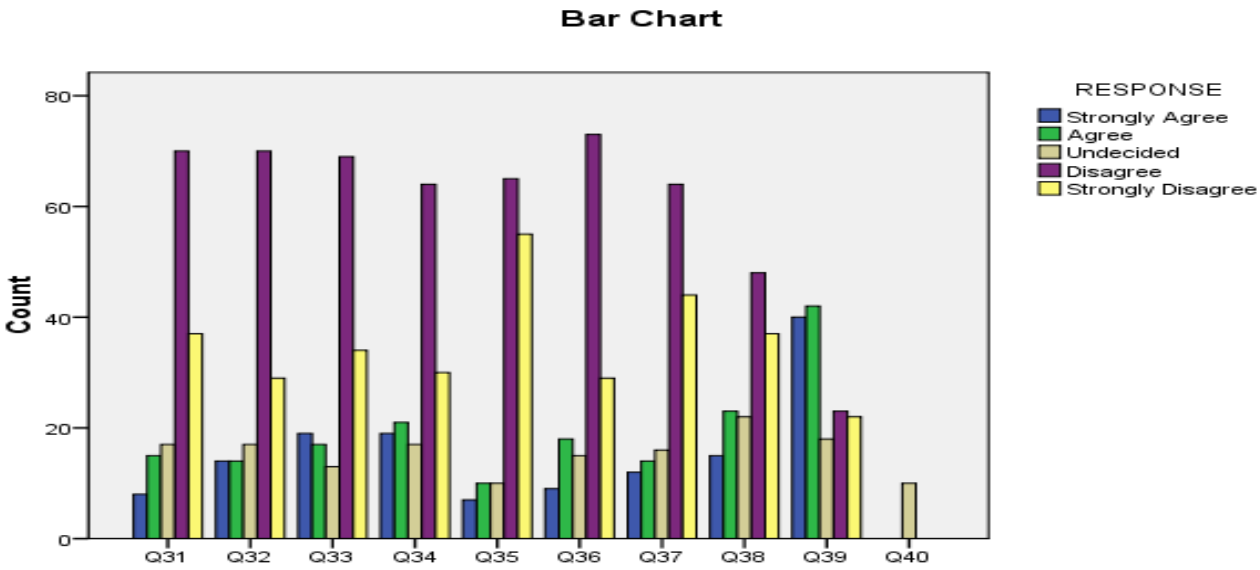


TABLE 4.9 (D2) MANAGEMENT STAFF: COMMUNICATION

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTION	Q31	Count	6	3	4	8	3	24
		% within QUESTION	25.0	12.5	16.7	33.3	12.5	100.0
	Q32	Count	0	2	5	12	5	24
		% within QUESTION	.0	8.3	20.8	50.0	20.8	100.0
	Q33	Count	3	3	5	10	3	24
		% within QUESTION	12.5	12.5	20.8	41.7	12.5	100.0
	Q34	Count	0	5	5	11	5	26
		% within QUESTION	.0	19.2	19.2	42.3	19.2	100.0
	Q35	Count	2	2	4	12	5	25
		% within QUESTION	8.0	8.0	16.0	48.0	20.0	100.0
	Q36	Count	2	2	4	11	6	25
		% within QUESTION	8.0	8.0	16.0	44.0	24.0	100.0
	Q37	Count	3	4	3	11	5	26
		% within QUESTION	11.5	15.4	11.5	42.3	19.2	100.0
	Q38	Count	2	5	4	10	5	26
		% within QUESTION	7.7	19.2	15.4	38.5	19.2	100.0
	Q39	Count	3	3	2	13	4	25
		% within QUESTION	12.0	12.0	8.0	52.0	16.0	100.0
	Q40	Count	1	2	1	4	2	10
		% within QUESTION	10.0	20.0	10.0	40.0	20.0	100.0
Total		Count	22	31	37	102	43	235

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q31	Count	6	3	4	8	3	24
		% within QUESTION	25.0	12.5	16.7	33.3	12.5	100.0
	Q32	Count	0	2	5	12	5	24
		% within QUESTION	.0	8.3	20.8	50.0	20.8	100.0
	Q33	Count	3	3	5	10	3	24
		% within QUESTION	12.5	12.5	20.8	41.7	12.5	100.0
	Q34	Count	0	5	5	11	5	26
		% within QUESTION	.0	19.2	19.2	42.3	19.2	100.0
	Q35	Count	2	2	4	12	5	25
		% within QUESTION	8.0	8.0	16.0	48.0	20.0	100.0
	Q36	Count	2	2	4	11	6	25
		% within QUESTION	8.0	8.0	16.0	44.0	24.0	100.0
	Q37	Count	3	4	3	11	5	26
		% within QUESTION	11.5	15.4	11.5	42.3	19.2	100.0
	Q38	Count	2	5	4	10	5	26
		% within QUESTION	7.7	19.2	15.4	38.5	19.2	100.0
	Q39	Count	3	3	2	13	4	25
		% within QUESTION	12.0	12.0	8.0	52.0	16.0	100.0
	Q40	Count	1	2	1	4	2	10
		% within QUESTION	10.0	20.0	10.0	40.0	20.0	100.0
Total		Count	22	31	37	102	43	235
		% within QUESTION	9.4	13.2	15.7	43.4	18.3	100.0

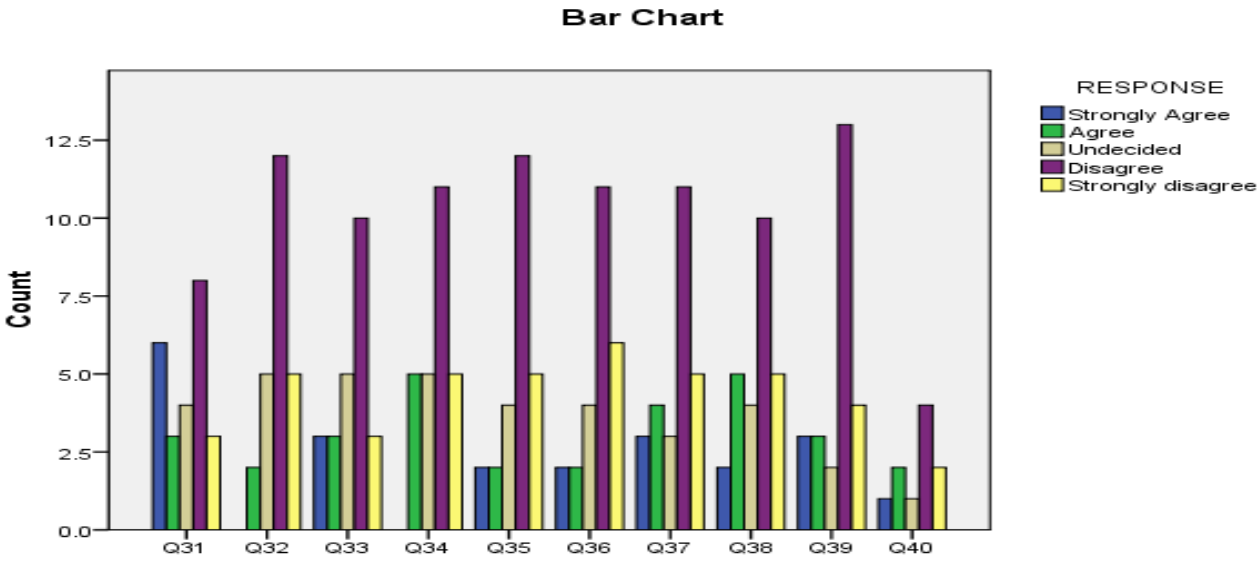


TABLE 4.10 (E1) ACADEMIC: STAFF/STUDENTS WELFARE

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q41	Count	26	37	11	45	27	146
		% within QUESTION	17.8	25.3	7.5	30.8	18.5	100.0
	Q42	Count	14	29	14	42	45	144
		% within QUESTION	9.7	20.1	9.7	29.2	31.2	100.0
	Q43	Count	34	37	13	28	31	143
		% within QUESTION	23.8	25.9	9.1	19.6	21.7	100.0
	Q44	Count	18	24	11	60	30	143
		% within QUESTION	12.6	16.8	7.7	42.0	21.0	100.0
	Q45	Count	25	41	19	32	29	146
		% within QUESTION	17.1	28.1	13.0	21.9	19.9	100.0
	Q46	Count	23	36	18	37	30	144
		% within QUESTION	16.0	25.0	12.5	25.7	20.8	100.0
	Q47	Count	23	51	17	32	20	143
		% within QUESTION	16.1	35.7	11.9	22.4	14.0	100.0
	Q48	Count	43	31	17	32	25	148
		% within QUESTION	29.1	20.9	11.5	21.6	16.9	100.0
	Q49	Count	13	40	31	33	30	147
		% within QUESTION	8.8	27.2	21.1	22.4	20.4	100.0
	Q50	Count	24	35	32	31	23	145
		% within QUESTION	16.6	24.1	22.1	21.4	15.9	100.0
Total		Count	243	361	183	372	290	1449
		% within QUESTION	16.8	24.9	12.6	25.7	20.0	100.0

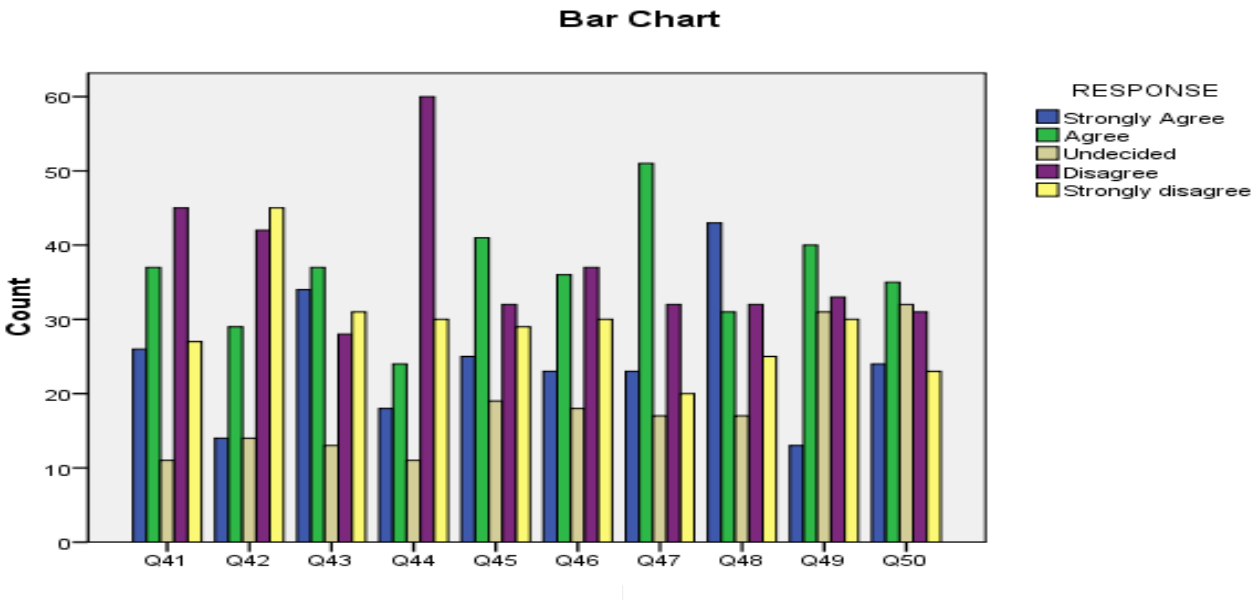


TABLE 4.10 (E2) MANAGEMENT STAFF: STAFF/STUDENTS WELFARE

QUESTION * RESPONSE Cross-tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q41	Count	6	6	3	4	8	27
		% within QUESTION	22.2	22.2	11.1	14.8	29.6	100.0
	Q42	Count	8	6	0	7	5	26
		% within QUESTION	30.8	23.1	.0	26.9	19.2	100.0
	Q43	Count	8	6	0	9	1	24
		% within QUESTION	33.3	25.0	.0	37.5	4.2	100.0
	Q44	Count	4	3	0	11	6	24
		% within QUESTION	16.7	12.5	.0	45.8	25.0	100.0
	Q45	Count	7	5	1	8	3	24
		% within QUESTION	29.2	20.8	4.2	33.3	12.5	100.0
	Q46	Count	7	8	2	6	2	25
		% within QUESTION	28.0	32.0	8.0	24.0	8.0	100.0
	Q47	Count	8	8	2	5	2	25
		% within QUESTION	32.0	32.0	8.0	20.0	8.0	100.0
	Q48	Count	5	10	2	2	2	21
		% within QUESTION	23.8	47.6	9.5	9.5	9.5	100.0
	Q49	Count	2	12	6	3	0	23
		% within QUESTION	8.7	52.2	26.1	13.0	.0	100.0
	Q50	Count	4	13	5	4	0	26
		% within QUESTION	15.4	50.0	19.2	15.4	.0	100.0
Total		Count	59	77	21	59	29	245
		% within QUESTION	24.1	31.4	8.6	24.1	11.8	100.0

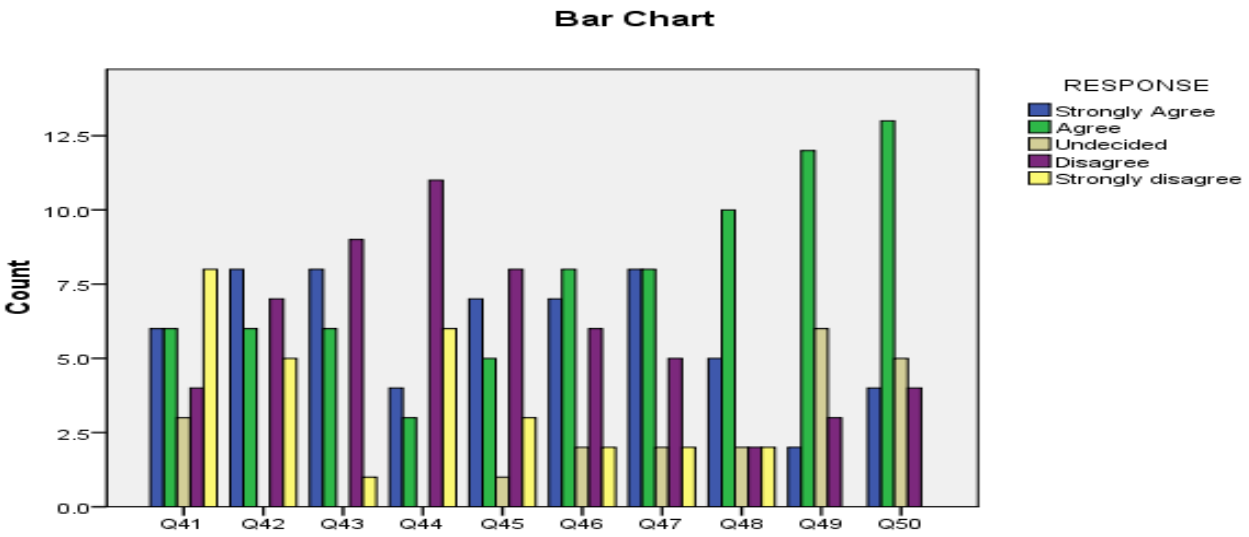


TABLE 4.11 (F1) ACADEMIC: FUNDING

QUESTIONS * RESPONSE Cross-tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTIONS	Q51	Count	44	42	19	24	18	147
		% within QUESTIONS	29.9	28.6	12.9	16.3	12.2	100.0
	Q52	Count	40	55	12	18	17	142
		% within QUESTIONS	28.2	38.7	8.5	12.7	12.0	100.0
	Q53	Count	41	48	22	10	20	141
		% within QUESTIONS	29.1	34.0	15.6	7.1	14.2	100.0
	Q54	Count	31	44	25	25	15	140
		% within QUESTIONS	22.1	31.4	17.9	17.9	10.7	100.0
	Q55	Count	59	56	16	7	12	150
		% within QUESTIONS	39.3	37.3	10.7	4.7	8.0	100.0
	Q56	Count	26	35	27	39	16	143
		% within QUESTIONS	18.2	24.5	18.9	27.3	11.2	100.0
	Q57	Count	35	39	33	25	16	148
		% within QUESTIONS	23.6	26.4	22.3	16.9	10.8	100.0
	Q58	Count	24	55	34	26	8	147
		% within QUESTIONS	16.3	37.4	23.1	17.7	5.4	100.0
	Q59	Count	11	21	48	39	28	147
		% within QUESTIONS	7.5	14.3	32.7	26.5	19.0	100.0
	Q60	Count	20	16	39	44	30	149
		% within QUESTIONS	13.4	10.7	26.2	29.5	20.1	100.0
Total		Count	331	411	275	257	180	1454
		% within QUESTIONS	22.8	28.3	18.9	17.7	12.4	100.0

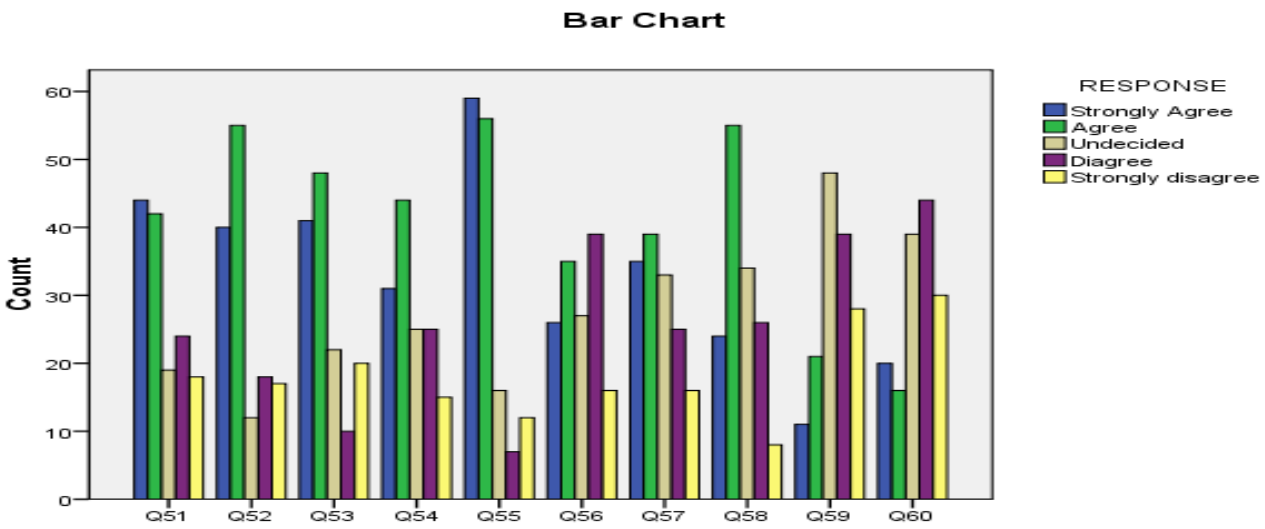


TABLE 4.11 (F2) MANAGEMENT: FUNDING

QUESTIONS * RESPONSE Cross tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTIONS	Q51	Count	9	10	3	4	2	28
		% within QUESTIONS	32.1	35.7	10.7	14.3	7.1	100.0
	Q52	Count	10	12	6	2	0	30
		% within QUESTIONS	33.3	40.0	20.0	6.7	.0	100.0
	Q53	Count	10	7	8	3	1	29
		% within QUESTIONS	34.5	24.1	27.6	10.3	3.4	100.0
	Q54	Count	7	11	7	2	2	29
		% within QUESTIONS	24.1	37.9	24.1	6..9	6.9	100.0
	Q55	Count	12	11	4	0	0	27
		% within QUESTIONS	44.4	40.7	14.8	.0	.0	100.0
	Q56	Count	3	10	2	12	2	29
		% within QUESTIONS	10.3	34.5	6.9	41.4	6.9	100.0
	Q57	Count	8	11	3	4	3	29
		% within QUESTIONS	27.6	37.9	10.3	13.8	10.3	100.0
	Q58	Count	9	11	5	3	0	28
		% within QUESTIONS	32.1	39.3	17.9	10.7	.0	100.0
	Q59	Count	4	3	8	7	7	29
		% within QUESTIONS	13.8	10.3	27.6	24.1	24.1	100.0
	Q60	Count	5	3	4	10	7	29
		% within QUESTIONS	17.2	10.3	13.8	34.5	24.1	100.0
Total		Count	77	89	50	47	24	287
		% within QUESTIONS	26.8	31.0	17.4	16.4	8.4	100.0

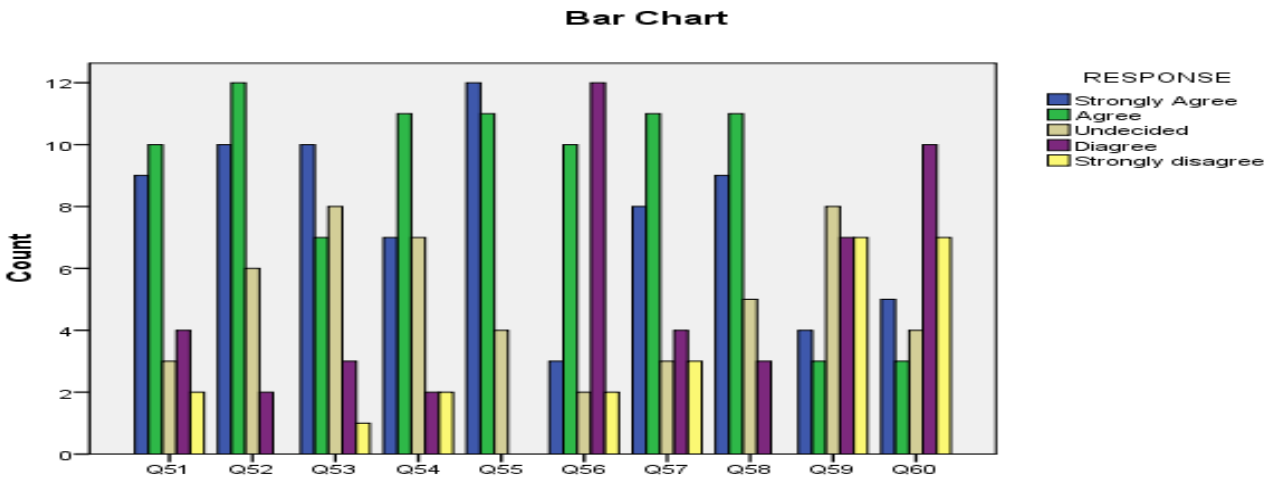


TABLE 4.12 (G1) ACADEMIC: PROVISION OF FACILITIES

QUESTIONS * RESPONSE Cross tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTIONS	Q61	Count	48	56	10	19	11	144
		% within QUESTIONS	33.3	38.9	6.9	13.2	7.6	100.0
	Q62	Count	21	38	21	40	27	147
		% within QUESTIONS	14.3	25.9	14.3	27.2	18.4	100.0
	Q63	Count	12	9	24	57	46	148
		% within QUESTIONS	8.1	6.1	16.2	38.5	31.1	100.0
	Q64	Count	12	7	28	60	40	147
		% within QUESTIONS	8.2	4.8	19.0	40.8	27.2	100.0
	Q65	Count	25	33	21	39	27	145
		% within QUESTIONS	17.2	22.8	14.5	26.9	18.6	100.0
	Q66	Count	42	45	23	17	14	141
		% within QUESTIONS	29.8	31.9	16.3	12.1	9.9	100.0
	Q67	Count	8	21	16	44	60	149
		% within QUESTIONS	5.4	14.1	10.7	29.5	40.3	100.0
	Q68	Count	5	16	26	49	51	147
		% within QUESTIONS	3.4	10.9	17.7	33.3	34.7	100.0
	Q69	Count	11	10	19	55	53	148
		% within QUESTIONS	7.4	6.8	12.8	37.2	35.8	100.0
	Q70	Count	12	12	8	55	63	150
		% within QUESTIONS	8.0	8.0	5.3	36.7	42.0	100.0
Total		Count	196	247	196	435	392	1466
		% within QUESTIONS	13.4	16.8	13.4	29.7	26.7	100.0

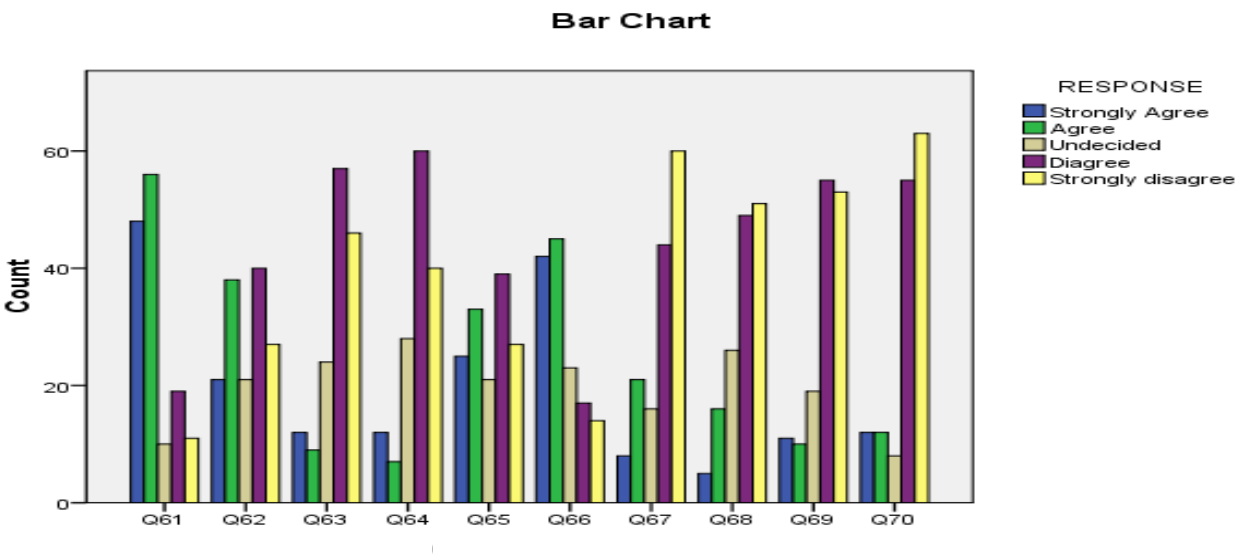


TABLE 4.12 (G2) MANAGEMENT: PROVISION OF FACILITIES

QUESTIONS * RESPONSE Cross tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTIONS	Q61	Count	9	11	1	3	2	26
		% within QUESTIONS	34.6	42.3	3.8	11.5	7.7	100.0
	Q62	Count	6	9	3	10	2	30
		% within QUESTIONS	20.0	30.0	10.0	33.3	6.7	100.0
	Q63	Count	4	1	5	11	7	28
		% within QUESTIONS	14.3	3.6	17.9	39.3	25.0	100.0
	Q64	Count	4	1	5	13	7	30
		% within QUESTIONS	13.3	3.3	16.7	43.3	23.3	100.0
	Q65	Count	2	4	3	16	4	29
		% within QUESTIONS	6.9	13.8	10.3	55.2	13.8	100.0
	Q66	Count	9	13	2	4	2	30
		% within QUESTIONS	30.0	43.3	6.7	13.3	6.7	100.0
	Q67	Count	3	2	2	15	7	29
		% within QUESTIONS	10.3	6.9	6.9	51.7	24.1	100.0
	Q68	Count	2	4	5	9	9	29
		% within QUESTIONS	6.9	13.8	17.2	31.0	31.0	100.0
	Q69	Count	0	2	3	14	8	27
		% within QUESTIONS	.0	7.4	11.1	51.9	29.6	100.0
	Q70	Count	1	3	5	13	7	29
		% within QUESTIONS	3.4	10.3	17.2	44.8	24.1	100.0
Total		Count	40	50	34	108	55	287

QUESTIONS * RESPONSE Cross tabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTIONS	Q61	Count	9	11	1	3	2	26
		% within QUESTIONS	34.6	42.3	3.8	11.5	7.7	100.0
	Q62	Count	6	9	3	10	2	30
		% within QUESTIONS	20.0	30.0	10.0	33.3	6.7	100.0
	Q63	Count	4	1	5	11	7	28
		% within QUESTIONS	14.3	3.6	17.9	39.3	25.0	100.0
	Q64	Count	4	1	5	13	7	30
		% within QUESTIONS	13.3	3.3	16.7	43.3	23.3	100.0
	Q65	Count	2	4	3	16	4	29
		% within QUESTIONS	6.9	13.8	10.3	55.2	13.8	100.0
	Q66	Count	9	13	2	4	2	30
		% within QUESTIONS	30.0	43.3	6.7	13.3	6.7	100.0
	Q67	Count	3	2	2	15	7	29
		% within QUESTIONS	10.3	6.9	6.9	51.7	24.1	100.0
	Q68	Count	2	4	5	9	9	29
		% within QUESTIONS	6.9	13.8	17.2	31.0	31.0	100.0
	Q69	Count	0	2	3	14	8	27
		% within QUESTIONS	.0	7.4	11.1	51.9	29.6	100.0
	Q70	Count	1	3	5	13	7	29
		% within QUESTIONS	3.4	10.3	17.2	44.8	24.1	100.0
Total		Count	40	50	34	108	55	287
		% within QUESTIONS	13.9	17.4	11.8	37.6	19.2	100.0

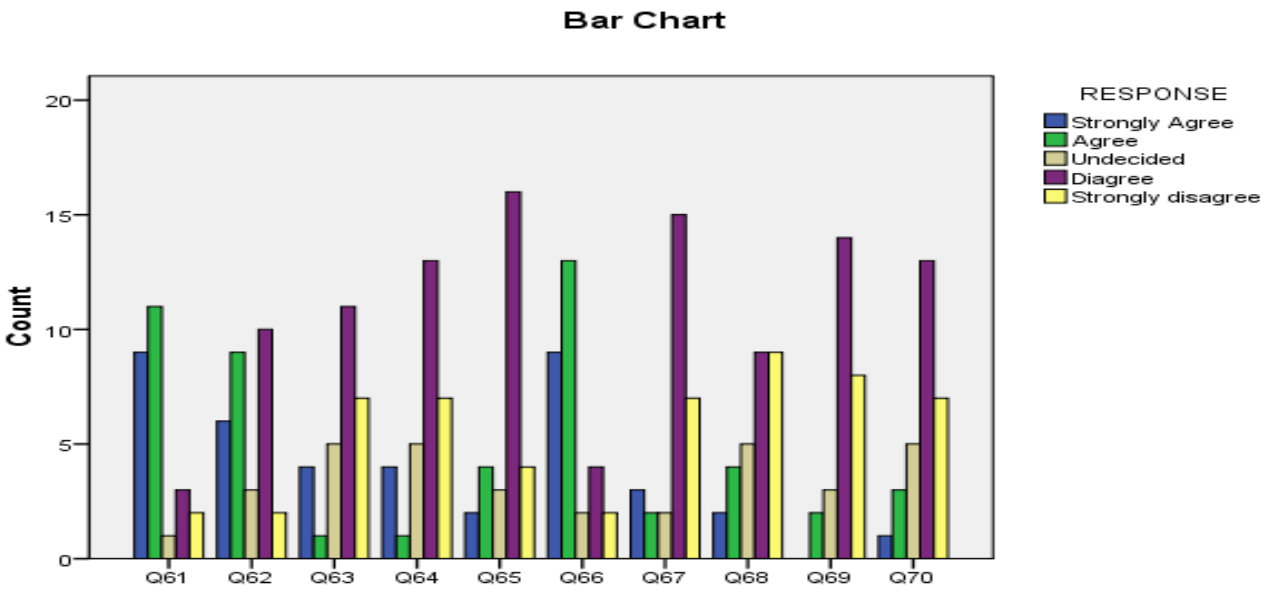


TABLE 4.13 (H1) ACADEMIC: STAFFING

QUESTIONS * RESPONSE Cross tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTIONS	Q71	Count	45	42	8	27	23	145
		% within QUESTIONS	31.0	29.0	5.5	18.6	15.9	100.0
	Q72	Count	54	56	7	26	11	154
		% within QUESTIONS	35.1	36.4	4.5	16.9	7.1	100.0
	Q73	Count	27	40	12	53	19	151
		% within QUESTIONS	17.9	26.5	7.9	35.1	12.6	100.0
	Q74	Count	27	31	12	52	26	148
		% within QUESTIONS	18.2	20.9	8.1	35.1	17.6	100.0
	Q75	Count	36	29	10	51	21	147
		% within QUESTIONS	24.5	19.7	6.8	34.7	14.3	100.0
	Q76	Count	31	26	11	45	34	147
		% within QUESTIONS	21.1	17.7	7.5	30.6	23.1	100.0
	Q77	Count	35	40	13	40	20	148
		% within QUESTIONS	23.6	27.0	8.8	27.0	13.5	100.0
	Q78	Count	36	35	12	40	21	144
		% within QUESTIONS	25.0	24.3	8.3	27.8	14.6	100.0
	Q79	Count	18	19	9	60	46	152
		% within QUESTIONS	11.8	12.5	5.9	39.5	30.3	100.0
	Q80	Count	31	24	6	50	34	145
		% within QUESTIONS	21.4	16.6	4.1	34.5	23.4	100.0
Total		Count	340	342	100	444	255	1481
		% within QUESTIONS	23.0	23.1	6.8	30.0	17.2	100.0

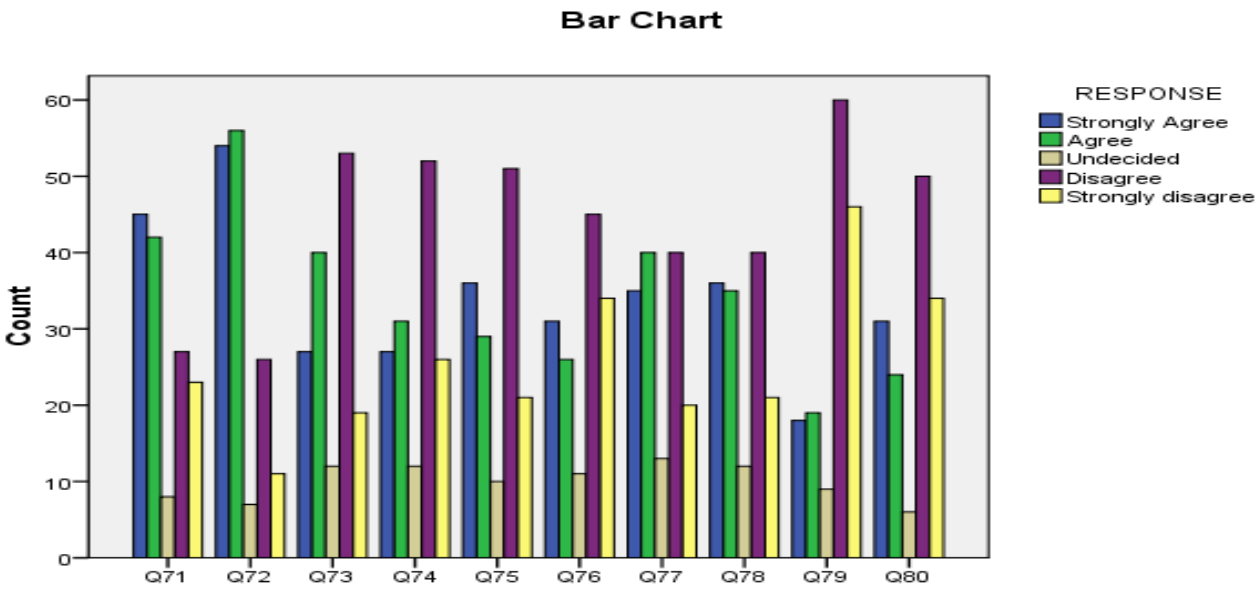


TABLE 4.13 (H2) MANAGEMENT: STAFFING

QUESTIONS * RESPONSE Cross tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTIONS	Q71	Count	45	42	8	27	23	145
		% within QUESTIONS	31.0	29.0	5.5	18.6	15.9	100.0
	Q72	Count	54	56	7	26	11	154
		% within QUESTIONS	35.1	36.4	4.5	16.9	7.1	100.0
	Q73	Count	27	40	12	53	19	151
		% within QUESTIONS	17.9	26.5	7.9	35.1	12.6	100.0
	Q74	Count	27	31	12	52	26	148
		% within QUESTIONS	18.2	20.9	8.1	35.1	17.6	100.0
	Q75	Count	36	29	10	51	21	147
		% within QUESTIONS	24.5	19.7	6.8	34.7	14.3	100.0
	Q76	Count	31	26	11	45	34	147
		% within QUESTIONS	21.1	17.7	7.5	30.6	23.1	100.0
	Q77	Count	35	40	13	40	20	148
		% within QUESTIONS	23.6	27.0	8.8	27.0	13.5	100.0
	Q78	Count	36	35	12	40	21	144
		% within QUESTIONS	25.0	24.3	8.3	27.8	14.6	100.0
	Q79	Count	18	19	9	60	46	152
		% within QUESTIONS	11.8	12.5	5.9	39.5	30.3	100.0
	Q80	Count	31	24	6	50	34	145
		% within QUESTIONS	21.4	16.6	4.1	34.5	23.4	100.0
Total		Count	340	342	100	444	255	1481

QUESTIONS * RESPONSE Cross tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTIONS	Q71	Count	45	42	8	27	23	145
		% within QUESTIONS	31.0	29.0	5.5	18.6	15.9	100.0
	Q72	Count	54	56	7	26	11	154
		% within QUESTIONS	35.1	36.4	4.5	16.9	7.1	100.0
	Q73	Count	27	40	12	53	19	151
		% within QUESTIONS	17.9	26.5	7.9	35.1	12.6	100.0
	Q74	Count	27	31	12	52	26	148
		% within QUESTIONS	18.2	20.9	8.1	35.1	17.6	100.0
	Q75	Count	36	29	10	51	21	147
		% within QUESTIONS	24.5	19.7	6.8	34.7	14.3	100.0
	Q76	Count	31	26	11	45	34	147
		% within QUESTIONS	21.1	17.7	7.5	30.6	23.1	100.0
	Q77	Count	35	40	13	40	20	148
		% within QUESTIONS	23.6	27.0	8.8	27.0	13.5	100.0
	Q78	Count	36	35	12	40	21	144
		% within QUESTIONS	25.0	24.3	8.3	27.8	14.6	100.0
	Q79	Count	18	19	9	60	46	152
		% within QUESTIONS	11.8	12.5	5.9	39.5	30.3	100.0
	Q80	Count	31	24	6	50	34	145
		% within QUESTIONS	21.4	16.6	4.1	34.5	23.4	100.0
Total		Count	340	342	100	444	255	1481
		% within QUESTIONS	23.0	23.1	6.8	30.0	17.2	100.0

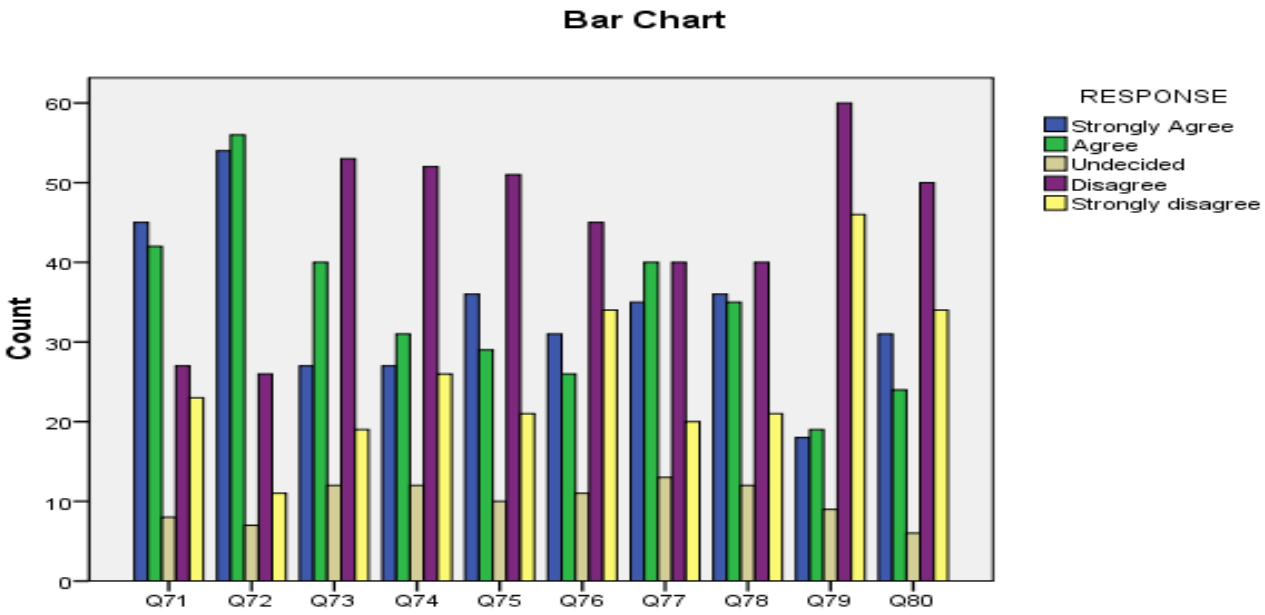


TABLE 4.14 (I1) ACADEMIC: DISCIPLINE

QUESTION * RESPONSE Crosstabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTION	Q81	Count	13	22	17	62	33	147
		within QUESTION	8.8	15.0	11.6	42.2	22.4	100.0
	Q82	Count	7	18	36	55	31	147
		within QUESTION	4.8	12.2	24.5	37.4	21.1	100.0
	Q83	Count	3	9	18	65	52	147
		within QUESTION	2.0	6.1	12.2	44.2	35.4	100.0
	Q84	Count	8	12	14	68	46	148
		within QUESTION	5.4	8.1	9.5	45.9	31.1	100.0
	Q85	Count	26	31	36	38	16	147
		within QUESTION	17.7	21.1	24.5	25.9	10.9	100.0
	Q86	Count	11	25	37	48	28	149
		within QUESTION	7.4	16.8	24.8	32.2	18.8	100.0
	Q87	Count	13	29	35	38	23	138
		within QUESTION	9.4	21.0	25.4	27.5	16.7	100.0
	Q88	Count	5	6	37	64	35	147
		within QUESTION	3.4	4.1	25.2	43.5	23.8	100.0
	Q89	Count	11	8	23	66	37	145
		within QUESTION	7.6	5.5	15.9	45.5	25.5	100.0
	Q90	Count	15	10	22	57	42	146
		within QUESTION	10.3	6.8	15.1	39.0	28.8	100.0
Total		Count	112	170	275	561	343	1461

QUESTION * RESPONSE Crosstabulation

			RESPONSE					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
QUESTION	Q81	Count	13	22	17	62	33	147
		within QUESTION	8.8	15.0	11.6	42.2	22.4	100.0
	Q82	Count	7	18	36	55	31	147
		within QUESTION	4.8	12.2	24.5	37.4	21.1	100.0
	Q83	Count	3	9	18	65	52	147
		within QUESTION	2.0	6.1	12.2	44.2	35.4	100.0
	Q84	Count	8	12	14	68	46	148
		within QUESTION	5.4	8.1	9.5	45.9	31.1	100.0
	Q85	Count	26	31	36	38	16	147
		within QUESTION	17.7	21.1	24.5	25.9	10.9	100.0
	Q86	Count	11	25	37	48	28	149
		within QUESTION	7.4	16.8	24.8	32.2	18.8	100.0
	Q87	Count	13	29	35	38	23	138
		within QUESTION	9.4	21.0	25.4	27.5	16.7	100.0
	Q88	Count	5	6	37	64	35	147
		within QUESTION	3.4	4.1	25.2	43.5	23.8	100.0
	Q89	Count	11	8	23	66	37	145
		within QUESTION	7.6	5.5	15.9	45.5	25.5	100.0
	Q90	Count	15	10	22	57	42	146
		within QUESTION	10.3	6.8	15.1	39.0	28.8	100.0
Total		Count	112	170	275	561	343	1461
		within QUESTION	7.7	11.6	18.8	38.4	23.5	100.0

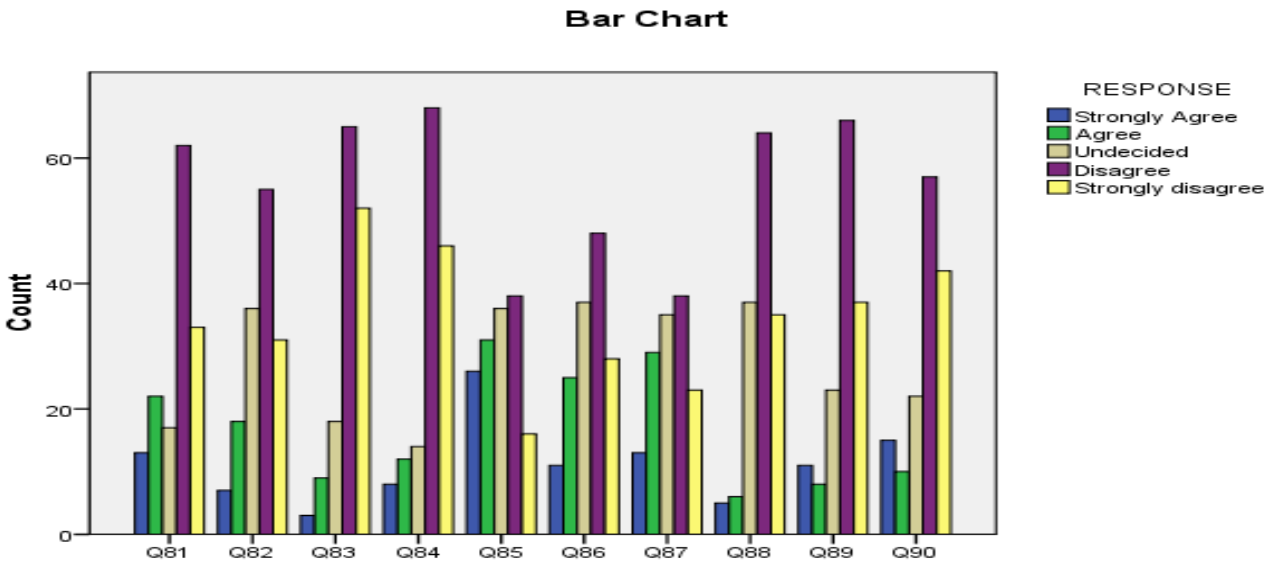


TABLE 4.14 (I2) MANAGEMENT: DISCIPLINE

QUESTION * RESPONSE Cross tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTION	Q81	Count	1	1	2	15	7	26
		within QUESTION	3.8	3.8	7.7	57.7	26.9	100.0
	Q82	Count	2	2	1	16	7	28
		within QUESTION	7.1	7.1	3.6	57.1	25.0	100.0
	Q83	Count	1	0	1	14	11	27
		within QUESTION	3.7	.0	3.7	51.9	40.7	100.0
	Q84	Count	2	2	3	11	10	28
		within QUESTION	7.1	7.1	10.7	39.3	35.7	100.0
	Q85	Count	3	5	6	7	5	26
		within QUESTION	11.5	19.2	23.1	26.9	19.2	100.0
	Q86	Count	1	4	1	12	8	26
		within QUESTION	3.8	15.4	3.8	46.2	30.8	100.0
	Q87	Count	1	5	5	13	3	27
		within QUESTION	3.7	18.5	18.5	48.1	11.1	100.0
	Q88	Count	1	1	1	16	7	26
		within QUESTION	3.8	3.8	3.8	61.5	26.9	100.0
	Q89	Count	1	1	2	14	9	27
		within QUESTION	3.7	3.7	7.4	51.9	33.3	100.0
	Q90	Count	0	4	2	11	9	26
		within QUESTION	.0	15.4	7.7	42.3	34.6	100.0
Total		Count	13	25	24	129	76	267
		within QUESTION	4.9	9.4	9.0	48.3	28.5	100.0

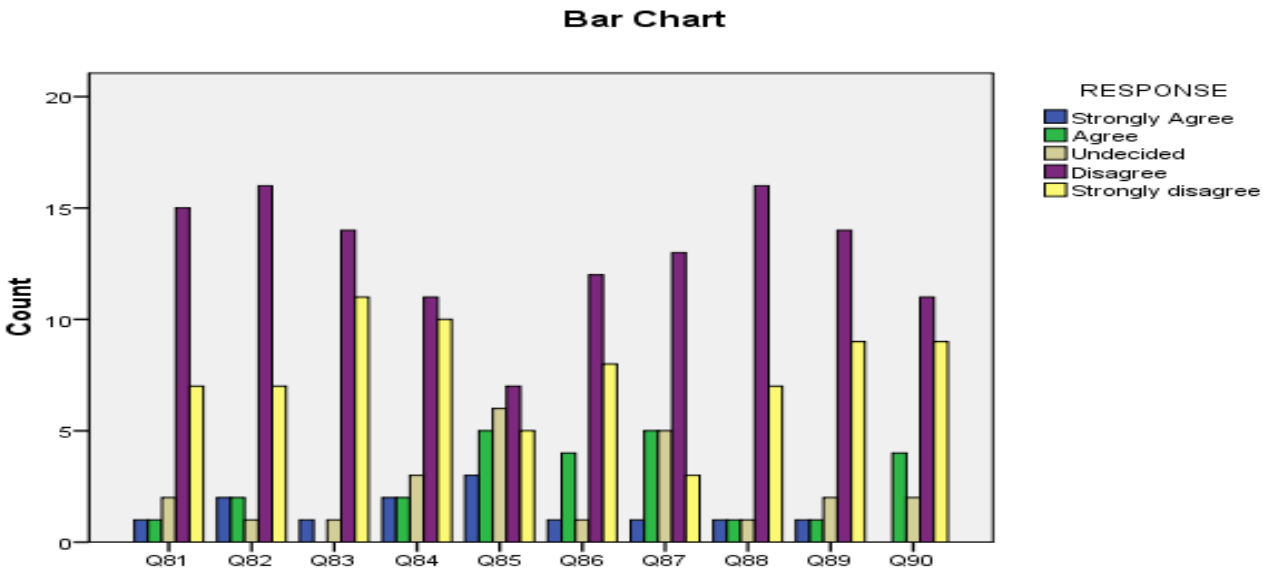


TABLE 4.15 (J1) ACADEMIC: INTERPERSONAL RELATIONSHIP

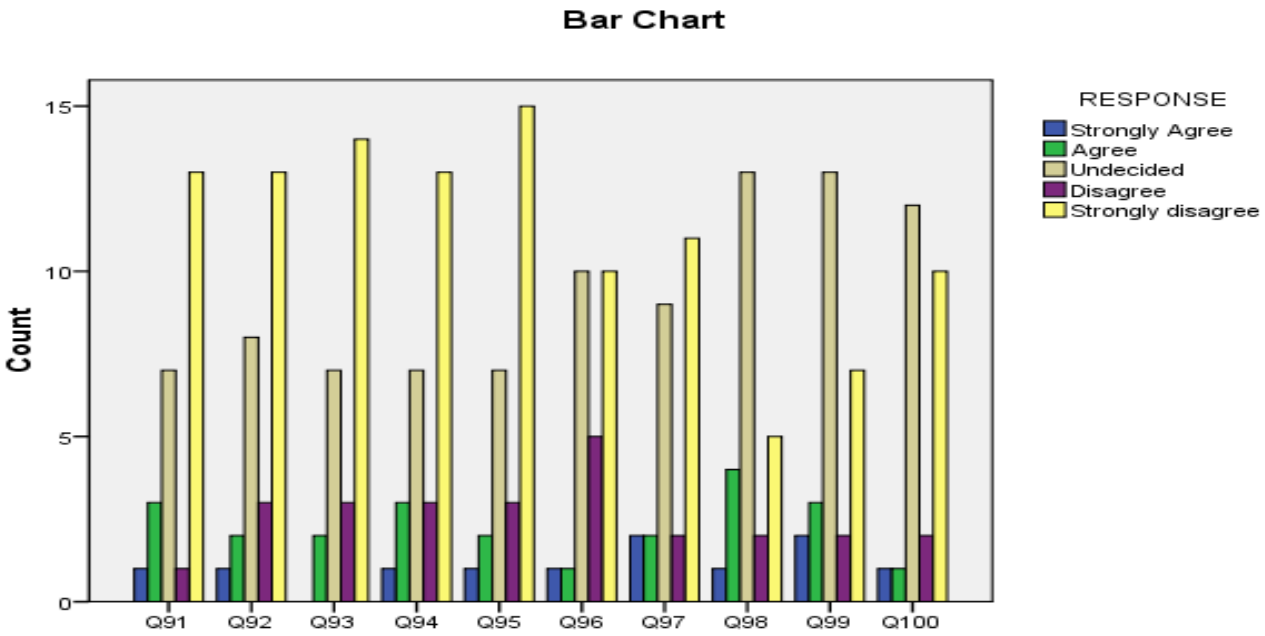
QUESTION * RESPONSE Cross-tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTION	Q91	Count	11	10	13	45	70	149
		within QUESTION	7.4	6.7	8.7	30.2	47.0	100.0
	Q92	Count	11	9	14	51	64	149
		within QUESTION	7.4	6.0	9.4	34.2	43.0	100.0
	Q93	Count	8	18	25	50	43	144
		within QUESTION	5.6	12.5	17.4	34.7	29.9	100.0
	Q94	Count	9	5	17	59	55	145
		within QUESTION	6.2	3.4	11.7	40.7	37.9	100.0
	Q95	Count	9	4	13	52	69	147
		within QUESTION	6.1	2.7	8.8	35.4	46.9	100.0
	Q96	Count	9	10	8	66	56	149
		within QUESTION	6.0	6.7	5.4	44.3	37.6	100.0
	Q97	Count	4	8	23	53	60	148
		within QUESTION	2.7	5.4	15.5	35.8	40.5	100.0
	Q98	Count	16	13	17	60	37	143
		within QUESTION	11.2	9.1	11.9	42.0	25.9	100.0
	Q99	Count	12	10	24	57	43	146
		within QUESTION	8.2	6.8	16.4	39.0	29.5	100.0
	Q100	Count	16	15	17	59	44	151
		within QUESTION	10.6	9.9	11.3	39.1	29.1	100.0
Total		Count	105	102	171	552	541	1471
		within QUESTION	7.1	6.9	11.6	37.5	36.8	100.0

TABLE 4.15 (J2) MANAGEMENT: INTERPERSONAL RELATIONSHIP

QUESTION * RESPONSE Cross tabulation

			RESPONSE					
			Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
QUESTION	Q91	Count	1	3	7	1	13	25
		within QUESTION	4.0	12.0	28.0	4.0	52.0	100.0
	Q92	Count	1	2	8	3	13	27
		within QUESTION	3.7	7.4	29.6	11.1	48.1	100.0
	Q93	Count	0	2	7	3	14	26
		within QUESTION	.0	7.7	26.9	11.5	53.8	100.0
	Q94	Count	1	3	7	3	13	27
		within QUESTION	3.7	11.1	25.9	11.1	48.1	100.0
	Q95	Count	1	2	7	3	15	28
		within QUESTION	3.6	7.1	25.0	10.7	53.6	100.0
	Q96	Count	1	1	10	5	10	27
		within QUESTION	3.7	3.7	37.0	18.5	37.0	100.0
	Q97	Count	2	2	9	2	11	26
		within QUESTION	7.7	7.7	34.6	7.7	42.3	100.0
	Q98	Count	1	4	13	2	5	25
		within QUESTION	4.0	16.0	52.0	8.0	20.0	100.0
	Q99	Count	2	3	13	2	7	27
		within QUESTION	7.4	11.1	48.1	7.4	25.9	100.0
	Q100	Count	1	1	12	2	10	26
		within QUESTION	3.8	3.8	46.2	7.7	38.5	100.0
Total		Count	11	23	93	26	111	264
		within QUESTION	4.2	8.7	35.2	9.8	42.0	100.0


Bar Chart
Count
15
10
5
0
Q91
Q92
Q93
Q94
Q95
Q96
Q97
Q98
Q99
Q100
RESPONSE
Strongly Agree
Agree
Undecided
Disagree
Strongly disagree