IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON JOB PERFORMANCES OF STAFF IN NIGERIAN COLLEGES OF EDUCATION

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D) IN EDUCATIONAL ADMINISTRATION AND PLANNING

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DECLARATION

I hereby declare that this dissertation entitled, "Impact of Staff Development Programmes on Job Performances of Staff in Nigerian Colleges of Education", was written by me. I also declare 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.

_____	_____	_____
Name of Student	Signature	Date

CERTIFICATION

This dissertation entitled, "Impact of Staff Development Programmes on Job Performances of Staff in Nigerian Colleges of Education", by Safiya Shehu has been read and approved as meeting the requirements governing the award of the degree of Doctor of Philosophy in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

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Dean, School of Post Graduate Studies	Sign & Date

DEDICATION

This research work is dedicated to the memory of my father, Alhaji Shehu Gani whose understanding, foresight, encouragement and support have actually motivated me to undertake such a study and complete this research work.

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I wish to express my profound gratitude to Almighty Allah for sparing my life and for giving me the opportunity to undertake an educational programme of this magnitude and for giving me the ability to complete this research work.

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ABSTRACT

This study investigated the impact of staff development programmes on job performances of staff in Nigerian Colleges of Education. The target population of the study was 45,058 staff. A sample of 2,400 staff comprising management, academic and non academic staff was selected using purposive sampling technique. A structured questionnaire which was made up of 100 item statements was the main instrument used for data collection. The data collected were first compiled and presented using frequency distributions and simple percentages, and later subjected to One Way Analysis of Variance (ANOVA) and Scheffe's Multiple Comparison Test. Ten hypotheses were formulated in line with the specific objectives of the study and the research questions. The findings revealed that the types of development programmes provided have some positive impact on job performances of staff, but acquisition of higher degrees has different levels of positive impact on job performances of the three categories of staff; needs assessment by the college management has some positive impact on staff approval to undertake higher degree programmes, but the methods of evaluating the outcome of staff higher degree programmes were all seen to be inappropriate, and that adequacy of funds provided has some positive impact on staff sponsorship for development programmes and on hosting of short training courses. The findings also revealed that being aware of opportunities for development does not fully motivate staff to utilize the opportunities and the conditions governing staff approval for higher degree programmes have negative impact on staff abilities to complete the programmes within the approved period. From these findings, it was recommended that measures should be put in place to encourage staff to fully utilize the opportunities provided for their professional development and evaluate appropriately the outcome of staff higher degree programmes.

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ABBREVIATIONS

ANE	Association of Nigerian Educators
ANOVA	Analysis of Variance
APER	Annual Performance Evaluation Report
ATTC	Advanced Teachers Training College
B.ED	Bachelor in Education
BVIMR-	Bharati Vidyapeeth University Institute of Management and Research
COEASU	Colleges of Education Academic Staff Union
COE	College of Education
ETF	Education Trust Fund
FCE	Federal College of Education
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
HND	Higher National Diploma
JSS	Junior Secondary School
LGEA	Local Government Education Authority
M.ED	Master of Education
MOE	Ministry of Education
NACT	National Association of Curriculum Theorists
NAEPM	National Association of Educational Planners and Managers
NASU	Non Academic Staff Union
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education

NERDC	Nigerian Educational Research and Development Council
NTI	National Teachers Institute
NUFFIC	Netherlands Foundations for Inter-University Co-operation
PDR	Professional Development and Review Scheme
PGDE	Post-Graduate Diploma in Education
Ph.D	Doctor of Philosophy
STADEP	Staff Development Project
SUBEBs	States Universal Basic Education Boards
SSUCOEN	Senior Staff Union of Colleges of Education in Nigeria
TETFund	Tertiary Education Trust Fund
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UEM	Eduardo Mondlane University in Mozambique
VCA	Victorian College of Arts

OPERATIONAL DEFINITION OF TERMS

Employees/Staff: In this study, these terms are used interchangeably to mean individuals who are paid to carry out certain functions in Nigerian Colleges of Education.

Job Performance: the specific duties and responsibilities which make up the work a staff carries out to be paid by an organisation.

Management Staff: refers to the category of staff such as the provost, registrar, bursar and the director of works who are charged with the responsibility of managing human and material resources in Nigerian Colleges of Education.

Academic Staff: are those who teach all the courses that are offered in Nigerian Colleges of Education.

Non Academic Staff: refers to the category of staff such as secretaries, clerks, typists, nurses, store keepers and technicians who provide support services to all categories of staff in Nigerian Colleges of Education.

Impact: the effect which a particular event or programme has on a staff. For instance, the influence of a higher degree on the job performance of a staff which could either be positive or negative.

Staff Development Programmes: This refers to various opportunities provided by employers to increase the knowledge, skills, attitudes, experiences and understanding of staff which eventually improve upon the performances of staff and contribute to the accomplishment of the organizational objectives.

Staff Development Policies: These refer to statements of what an organisation is willing and prepared to do in order to train and develop members of staff for better job performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

As a result of scientific and technological development, modern societies are increasingly confronted with lots of changes and new challenges in almost all aspects of life. These developments bring about new machines, equipment, principles and processes which automatically affect the initial way of doing things. In contemporary world, a nation is regarded as developed if it has the capacity to produce efficiently and effectively, and this to a large extent depends on the labour force that is highly skilled and flexible. To cope with these global changes and keep pace with new challenges, modern societies require not only sound education but continuous training and development particularly in science and technology. The knowledge and skills of professionals from all works of life would suddenly become obsolete in a continuously changing environment if such professionals fail to update their knowledge and skills through appropriate and continuous training and development.

Modern societies establish different kinds of organizations for different purposes. These organizations consist of human and material resources working together for the accomplishment of the organizational goals. Although both resources are important in the life of an organization, the human resource commonly referred to as staff is the most valuable and indispensable asset an organization can possess. This is because the human resource serves as the pivot upon which all other resources (such as structures, machines, money and facilities) rely on to function. This also implies that no matter the quantity and quality of financial and material resources provided in organizations, they cannot

produce the desired results without the knowledge, skills and efforts of different groups of employees. This explains why employers in organizations rely heavily on employees for optimal productivity and overall efficiency. Therefore, in order to attain and maintain the quality of the workforce, employers have to bear the responsibility for continuous training and development of staff potentials from initial employment till retirement.

Generally, staff development programmes are the various means by which all categories of staff working in an organization are encouraged to improve their capabilities and be more effective in job performance. In Nigerian Colleges of Education (COEs), staff development programmes refer to opportunities provided for staff to increase their knowledge, skills, experiences and understanding thereby improving their job performances. These opportunities according to the National Commission for Colleges of Education (NCCE) (2008) include educational programmes such as Nigeria Certificate in Education (NCE), Bachelor in Education (B.ED), Post Graduate Diploma in Education (PGDE), Master in Education (M.Ed), Doctor of Philosophy (Ph.D), and Higher National Diploma (HND). Others include short training courses such as conferences, seminars and workshops; writing of articles in educational journals; sabbatical leave and induction training programme for newly employed staff. In addition to these progammes, staff in Nigerian COEs are also exposed to various activities such as staff meetings at various levels, serving in different college committees, coaching by more experienced staff and working on delegated authorities. These activities are deliberately planned to develop staff professionally and to encourage them to achieve job satisfaction (Cole 2002, Lucey, 2005, Mathis and Jackson 2006).

The functions of management staff in COEs are not only multiple but continuously changing in modern societies and this suggests the need for this category of staff to continuously undertake relevant development programs. The competencies of management staff are usually observed in their interactions with other staff, in their leadership roles, in their assessment of other staff, in dealing with disciplinary issues as well as in other college activities. This category of staff can be developed through conferences, seminars, workshops and further educational studies particularly in educational management and public administration. These development programmes are expected to improve upon the leadership skills and human relation abilities of management staff.

At the beginning of employment, academic staff in COEs are expected to have a teaching qualification that is accepted in the country. The teaching qualifications accepted in Nigeria are NCE, B.Ed, PGDE, M.Ed and Ph.D. In the process of undertaking these programmes, candidates are made to acquire a comprehensive knowledge and understanding of the processes of teaching and learning. These processes include theories of learning, teaching methods, teaching and learning materials, students evaluation, classroom management and general principles and practice of education. In Nigeria however, academic staff without these professional knowledge and abilities may be employed to teach in Colleges of Education. To rectify this deficiency and professionalize such academic staff, most universities in Nigeria offer a post graduate diploma in education. In the process of this training, candidates are exposed to various aspects of teaching in addition to what Alabi (2012) referred to as simulated teaching through supervised teaching practices. The outcome of this or any other development

programmes is usually experienced as improvement on the knowledge and skills of staff. Where there is improvement on the professional knowledge and classroom practices of academic staff, the expectation is improvement on students' learning.

In Nigerian COEs, non academic staff include a variety of staff such as secretaries, clerks, typists, store keepers, laboratory assistants and similar others. This category of staff render support services to assist management and academic staff in their job performances. The knowledge and skills of the support staff can be improved through conferences, seminars, workshops and educational courses in institutions and specialized centers for staff development. These opportunities certainly enable the support staff to make progress in their careers and in the process contribute effectively on the job performances of management and academic staff thereby improving students' learning. Alabi (2012) asserted that when development programme is provided in a supportive climate, the outcome is that it increases productivity, enhances group work, creates greater employee versatility, improves communication, morale and cooperation and all these improved the job satisfaction of staff.

Although the assertion above is in order, there are other aspects of staff development programmes which may not necessarily improve upon the job performances of staff. For instance, if staff are permitted to undertake higher degree programmes or attend conferences and workshops that are not directly relevant to their areas of specialization or primary assignment, or to undertake programmes meant just for their personal needs, then such programmes will not assist staff to improve upon their job performances. The problem in this aspect is that valuable time and probably financial resources o the college may be wasted in undertaking such programmes.

It was also observed by the present researcher that some academic staff in Nigerian Colleges of Education often use the acquisition of higher degrees as an opportunity for better jobs irrespective of the agreement they have entered into with their college management to continue to serve the college for certain number of years. The objective of any development programme is to develop the staff and improve upon their job performance, but where such practices are permitted, it implies that the objective of staff development is not achieved.

The history of education in Nigeria revealed that the period after independence witnessed a rapid development at all levels of the educational system. Higher education in particular reached a landmark in 1959 when the Federal Government appointed a commission of eight people under the chairmanship of Sir Eric Ashby to investigate the needs of Nigeria in post secondary and higher education for a period of twenty years (1960 to 1980). In addition, the services of Professor Frederick Harbison were secured to study the high-level manpower needs for the future of Nigeria. The commission submitted its reports in 1960 which according to Fafunwa (2002) was based on the following objectives: to upgrade Nigerians who were already employed but also needed further education, to design a system of post secondary education which would produce a flow of high-level manpower by 1970 and to design education so that it could expand to meet the 1980 target without further planning. On the basis of Ashby Commission's report, the Nigerian Government in 1961 presented to the parliament a white paper on educational development up to 1970. The white paper foresaw a possible increase in students' enrolment into the existing secondary schools and in order to meet the rapid expansion, the commission recommended for the establishment of four new Advanced

Teachers' Training Colleges (ATTCs) for the training of non graduate teachers, as a result of which four colleges were established in Lagos, Zaria, Owerri and Ondo.

Since inception, the colleges have experienced some forms of transformation in their ownership, supervision and programme management. The colleges were first converted to COEs after the civil war, thereafter other colleges were established by the federal government, state governments and much later by private organizations. At present, COEs in Nigeria are classified according to their programme specializations and so there are technical, conventional and special Colleges of Education. The colleges also operated under varying instruments of affiliation to different universities in the country until the establishment of the National Commission for Colleges of Education (NCCE) in 1989. As a supervisory body, the NCCE brought about harmony and minimum academic standards in COEs in Nigeria (Makoju, 2007).

Generally, the academic staff in Nigerian COEs dispense the teacher education programme while the non teaching staff provide all the support services. The entire staff therefore are responsible for the training of non graduate teachers at the end of which the Nigeria Certificate in Education is awarded. The NCE according to the Federal Republic of Nigeria (FRN) (2004) is the minimum qualification required for teaching at the primary school level of education. Originally however, only two-third of the NCE products were meant to teach at the primary school, while the remaining one-third was expected to teach at the Junior Secondary School (JSS) level of education in the country (Argungu, 2010). Primary education is the basic foundation upon which all further studies are built. Therefore, to shoulder this responsibility effectively, staff in COEs need to be adequately developed. It is based on this realization, that all cadre of staff in

Nigerian COEs are sponsored annually by the Federal Ministry of Education (FME), state Ministries of Education (MOE) and proprietors of private COEs to undertake development programmes that are appropriate to their primary assignment. To buttress this statement, the NCCE reported that in 2008, the performance of Federal Colleges of Education (FCEs) in staff development indicated that, staff sponsorship for higher degrees was made available in 15 out of 20 FCEs. Staff sponsorship to local conferences and workshops was available in 16 out of 20 FCEs. Staff sponsorship to international workshops and conferences was available in 10 out of 20 FCEs. Also 13 out of 20 FCEs provided financial support for staff publications. In 2009, the NCCE reported that the performances of states COEs in staff development indicated that staff sponsorship for higher degrees was made available in 23 out of 28 colleges. Staff sponsorship to local conferences and workshops was available in 27 out of 28 colleges. Staff sponsorship to international conferences and workshops was available in 19 out of 28 colleges. Also 14 out of 28 state COEs provided financial support for staff publications.

1.2 Statement of the Problem

As a staff in a COE in Nigeria and as a beneficiary of an opportunity for development, the researcher has been aware of certain problems surrounding the provision and utilization of opportunities for staff development. For instance, academic and administrative staff normally apply to the college management requesting for permission to undertake higher degree programmes in the universities or other tertiary institutions in the country. Normally, if the training institution is within the town or not far away from the college, the management permits staff to undertake the programme on

the basis of work-study leave. The work/study leave as the name implies, permits a staff to undertake a higher degree programme in the university, while at the same time, the staff carries out his or her primary assignment and other responsibilities in the college. Although this has been the usual practice, observation and experience of the researcher have shown that staff on work/study leave often find it difficult to combine primary assignment and research work which is a partial requirement for higher degree programmes in Nigerian universities. Also before approval is granted for work/study leave, staff are made to sign an undertaking testifying that their primary assignment and other responsibilities would not suffer during the work/study leave.

On the contrary, if the training institution is far away from the college, a staff may be granted full study leave. The condition governing full study leave is that staff are made to sign an undertaking that they would render services to the college for two years per every year of the study leave granted. Inspite of the condition attached, staff may prefer the full study leave because it provides sufficient time to concentrate on studies and research work fully, which offers a possibility of completing the programme on time. The condition of bond attached to full study leave notwithstanding, some staff in COEs often leave for other places with promises of greener pastures such as the universities, after completing higher degree programmes especially Doctor of Philosophy degree. The questions that arise in relation to study leave are: Why do academic Staff in Nigerian COEs use the acquisition of higher degrees as a license for better jobs? Could the method of study leave based on the distance of training institutions be attributed to shortage of staff in the colleges? Are staff in Nigerian COEs satisfied with the method of granting study leave?

In addition to approval, staff are also sponsored to undertake higher degree programmes such as Master in Education or Doctor of Philosophy. The sponsorship which is limited to reimbursement of registration fee is normally granted for a period of three years. However, in some states COEs, staff are granted full study leave with full salary but without any sponsorship. Staff in such colleges often resort to state scholarships or some other means for financial assistance. At the expiration of this period, any staff who fails to complete the programme is expected to shoulder the financial responsibility until the programme is completed. Also if a staff abandons a programme after being sponsored, such a staff must pay back the total amount granted as sponsorship. The questions that require some attention in this aspect are: How possible is it for staff to complete higher degree programmes if the training institutions fail to run their courses within the stipulated period, or go on strike for sometimes? How possible is it for staff to complete higher degree programmes if there are no supervisors for staff research work?

Staff in Nigerian COEs are usually interested in participating in conferences and workshops most especially because the certificates are used for staff promotion. The staff development policy in some COEs states that each staff would be sponsored annually to participate in at least one conference or workshop. In actual practice however, not all staff who applied are sponsored for conferences. In some colleges, staff that are due for promotion are first considered for sponsorship before others. The confusion that arises here is that staff in COEs need more than one conference paper for promotion to any level. Staff are also not expected to write all the conference papers needed for promotion only when they are due for promotion. How could this method of

staff sponsorship encourage staff to write conference papers? Could this imply that funds allocated for staff development in some COEs are inadequate? With regards to international conferences and workshops, only a few colleges sponsor staff for such development programmes. In some of these colleges, there have been complains and allegations of favouritism against the management that it is only members of the management staff that are constantly sponsored to attend such training and development programmes. Could this also imply inadequacy of funds for staff development?

Academic staff in Nigerian COEs are generally aware of the periodic promotion attached to job performance. Staff are also aware that the certificates of conferences, workshops and articles published in educational journals are part of the requirement for staff promotion. Academic staff are also aware that without a masters degree, a staff would not be promoted beyond the level of lecturer I. In spite of this awareness, why do some staff refuse to engage in further studies for many years? Why does it take longer than necessary for some staff to complete higher degree programmes? Why do some staff abandon higher degree programmes after expending a lot of time and resources on it? Why do some staff refuse to write conference papers or articles in educational journals? Could this mean that the development policies are so unfavourable to staff?

Before this study, the present researcher had reviewed a number of researches on staff development programmes and other related issues in personnel management. Most of these studies were conducted on private organizations with only a few on public organizations such as secondary schools, polytechnics and states civil service. The focus of such studies was mainly on the impact of Staff Development Programmes on the job performances of technicians and managers working in banks and companies. Full

attempts were not made to investigate how Staff Development Programmes can affect the general performances of all categories of staff working in educational institutions and this was what motivated an interest in the present study. Also, considering the fact that money is being spent by the government to develop staff and bearing in mind the problem areas highlighted with regards to staff development in Nigerian COEs, one would have thought that a study of this nature is long over due. This is more so because it is generally believed that the more effective teachers are, the more likely that the students would learn better. The problem of this study therefore is stated as follows: How does participation in Staff Development Programmes affect the job performances of staff in Nigerian Colleges of Education?

1.3 Objectives of the Study

The main objective of this study was to examine the impact of staff development programmes on the job performances of staff in Nigerian Colleges of Education. In specific terms, the objectives of this study was to:

1. determine the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education;
2. determine the impact of participation in short training courses on job performances of staff;
3. examine the impact of induction training programme on newly employed staff in Nigerian Colleges of Education;
4. ascertain the impact of types of development programmes on the primary assignment of staff in Nigerian Colleges of Education;

5. examine the impact of needs assessment by college management on staff approval to undertake higher degree programmes;
6. ascertain the impact of adequacy of funds provided for staff development on staff sponsorship for development programmes;
7. ascertain the impact of financial assistance by college management on the hosting of short training courses in Nigerian Colleges of Education;
8. determine the impact of staff awareness of opportunities for development and their utilization of such opportunities in Nigerian Colleges of Education;
9. examine the impact of conditions governing staff approval for higher degrees on staff abilities to complete the programme within the approved period;
10. determine the impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions.

1.4 Research Questions

This study aimed at finding answers to the following questions:

1. What is the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education?
2. What is the impact of participation in short training courses on job performances of staff in Nigerian Colleges of Education?
3. What is the impact of induction training programme on the adaptation of newly employed staff to their college environment?
4. What is the impact of types of development programmes provided for staff in Nigerian Colleges of Education to their primary assignment?

5. What is the impact of needs assessment by the college management on staff approval to undertake higher degree programmes?
6. What is the impact of adequacy of funds provided for staff development on staff sponsorship for development programmes?
7. What is the impact of financial assistance by the college management on the hosting of short training courses?
8. What is the impact of staff awareness of opportunities for development on their utilization of such opportunities in Nigerian Colleges of Education?
9. What is the impact of conditions governing staff sponsorship for higher degrees on their abilities to complete the programmes within the approved period?
10. What is the impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions?

1.5 Hypotheses

The following hypotheses were formulated in line with the objectives of the study and the research questions:

1. There is no significant difference in the opinions of respondents concerning the impact of acquisition of higher degrees on job performances of staff
2. There is no significant difference in the opinions of respondents concerning the impact of participation in short training courses on the job performances of staff.
3. There is no significant difference in the opinions of respondents regarding the impact of induction training programmes on the adaptation of newly employed staff to their college environment.

4. There is no significant difference in the opinion of respondents regarding the impact of types of development programmes on staff primary assignment.
5. There is no significant difference in the opinions of respondents concerning the impact of needs assessment by the college management on staff approval to undertake higher degree programmes.
6. There is no significant difference in the opinions of respondents regarding the impact of adequacy of funds for staff development on staff sponsorship for development programmes.
7. There is no significant difference in the opinions of respondents concerning the impact of financial assistance by college management on the hosting of short training courses.
8. There is no significant difference in the opinions of respondents regarding the impact of staff awareness of opportunities for development on their utilization of such opportunities.
9. There is no significant difference in the opinions of respondents concerning the impact of conditions governing staff approval for higher degrees on their abilities to complete the programmes within the approved period.
10. There is no significant difference in the opinions of the respondents concerning the impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions.

1.6 Basic Assumptions

This study was based on the following assumptions:

1. Staff development programmes have positive impact on the job performances of staff.
2. Funds are adequately provided for staff development in Nigerian Colleges of Education.
3. Staff in Nigerian COEs are aware of opportunities provided for their professional development.
4. Staff in Nigerian COEs are satisfied with the conditions governing the approval for study leave.

1.7 Significance of the Study

The findings from this study were expected to have significant implications for educational authorities such as educational managers, planners and policy makers in the federal and states MOEs as well as proprietors of private COEs in Nigeria. The findings from this study were also expected to have implications for educational agencies such as NCCE as well the governing councils in Nigerian Colleges of Education. The management, staff and students in Nigerian COEs were seen to benefit from the outcome of this study in the following ways:

As employers of staff and providers of funds for staff development in Nigerian COEs, the findings from this study would assist educational managers and planners in the federal and states MOEs as well as proprietors of private COEs to assess their roles in staff development and the needs of COEs for staff development. This would enable such

authorities to take steps where necessary to improve their performance for maximum productivity.

The findings from this study would be practically important to policy makers in the federal and states MOEs because it would throw more light into the problems that are encountered in the implementation of staff development policies in Nigerian Colleges of Education. This may necessitate the policy makers to determine how best to develop all categories of staff by modifying or formulating development policies that would guide appropriately the provision and utilization of opportunities for staff development in Nigerian Colleges of Education.

The NCCE is a supervisory body for all COEs in Nigeria. The results from this study would highlight the problems of staff development to officials of the NCCE and they in turn would advice the government appropriately on the financial implications of staff development and the staff development policies being implemented in Nigerian Colleges of Education.

The functions of governing councils is among others to control the affairs, property and funds of COEs in Nigeria. The outcome of this study therefore would pinpoint the problems that are encountered in the provision and utilization of staff development programmes. This would hopefully encourage members of the governing councils to offer some solutions to the problems or recommend to the NCCE and the FME for appropriate solutions.

The College management is responsible for granting approval and sponsorship for staff to undertake any development programme. Therefore, the outcome of this study would be useful to the college management because with the assistance of the staff

development committee, it would be able to identify the individual needs of staff for development and their departmental needs, to select the most appropriate method of staff development and to probably discover new methods of tackling issues and problems that are associated with the provision and utilization of staff development programme in Nigerian Colleges of Education.

The outcome of this study would also be relevant to staff in Nigerian COEs because they are the direct beneficiaries of development programmes. Staff would not only be more informed of opportunities for professional development, but would also be fully encouraged to take advantage of the opportunities. This also implied that staff would stand a better chance of improving their performance especially in the aspect of training NCE graduates who are expected to teach at the primary school level of education in Nigeria.

1.8 Scope of the Study

The focus of this study was on COEs in Nigeria. However, a sample of 24 colleges representing federal, states and privately owned colleges was selected because the population of COEs in Nigeria was found to be very large. The study was mainly interested in staff development programmes which are provided in Nigerian Colleges of Education. As such, the study did not in anyway consider other aspects of personnel management which are also meant to develop staff in Nigerian Colleges of Education. The population of staff in Nigerian COEs was also found to be very large, as a result of which a sample including management, academic and non academic staff was selected to provide information through the questionnaire designed for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this research was to examine the impact of staff development programmes on job performances of staff in Nigerian Colleges of Education. This chapter therefore reviewed related literature bearing in mind the objectives identified for the study in order to establish a theoretical basis for the study. The review of literature was carried out under two main sections: The conceptual framework of the study and the empirical studies. The conceptual framework of the study reviewed concepts and other relevant issues under the following areas:

1. Concept of staff Development programmes.
2. Impact of Staff Development Programmes on Job Performances of Staff.
3. Impact of Staff Development Policies on the Utilization of Opportunities for Staff Development.
4. Impact of Types of Development Programmes on Staff Primary Assignment.
5. Impact of Needs Assessment on Staff Approval to Undertake Higher Degree Programmes.
6. Impact of Evaluation on the Outcome of Staff Development Programmes.

The empirical studies reviewed previous researches on Staff Development Programmes and other related topics. This section focused mainly on various aspects of research such as design of the studies, data gathering instruments, population, sampling techniques, findings, conclusions and recommendations derived from such studies.

2.2 Conceptual Framework of the Study

This section focused mainly on concepts and issues that are related to Staff Development Programmes. The section therefore formed the basis for the conceptual framework of this study.

2.2.1 Concept of Staff Development Programmes

Human beings are the universal resource found in all kinds of organizations because there is no organization that functions without people. It is often possible for these people commonly referred to as staff to identify some areas of weaknesses in their job performance and may likely improve by observing the performance of other experienced staff. It is also possible for some staff to rely on more experienced colleagues to identify their areas of weaknesses for them. Whichever way it is done, once there is a difference between the actual performance and the required standard, productivity is negatively affected and this suggests the need for improvement (Adamu, 1998 and Kangiwa, 1998). In all kinds of organizations, this improvement is achieved through what is called staff development programmes. Staff development programmes refer to a variety of educational and training activities which are designed purposely to give staff the additional knowledge, skills, attitudes, experiences and understanding needed to perform up to the required standard. This implies that changing the behavior of staff is a function of training and development, while the end result or objective is to help the organization to achieve its specific objectives.

The review in this study revealed that most scholars and researchers have a similar understanding of staff development programmes. For instance, the central idea

running through the definitions provided by (Kusari, 1995; Abdu, 1998; Ahmad, 1999; Abah, 1999; Hussain, 2000; Abubakar, 2001; Balogun, 2002; Orimolaye, 2003; Shukla, 2005; Mathis and Jackson, 2006; and Bellingham, 2007) is that staff development programmes are the means by which all cadre of staff are prepared to cope with the tasks and challenges that lie ahead of them from initial employment to retirement age. In Nigerian COEs, staff development programmes refer to the opportunities made available by the FME, states MOE and proprietors of private COEs to improve the performance of all staff through various training methods that will eventually contribute to the personal and professional development of staff. These opportunities usually include a variety of programmes such as educational training courses, short training courses (such as conferences, seminars and workshops), writing articles in educational journals, sabbatical leave and staff induction training programmes. Staff in COEs are also developed through various activities such as serving in committees, attendance to staff meetings, delegation of authority, coaching and mentoring by more knowledgeable and experienced staff. All these imply that staff development programmes in COEs are the means to an end, the end being to improve the quality of teaching and students learning experience.

At this point, the researcher finds it necessary to distinguish between the concepts of training and developments. This however is not an attempt to deviate from the actual focus of the study, but mainly because the two concepts are often used interchangeably. Although the concepts have some similarities in meaning, notable scholars and previous researchers have taken time to explain their differences. For instance, Dabo (2001) differentiated the concepts by explaining that training refers to the teaching of lower level or technical staff how to perform their current jobs, while development refers to the

teaching of managers and professionals the skills needed for both present and future jobs. In a similar but more elaborate fashion, Mathis and Jackson (2006) explained that staff can be trained to perform different activities such as to run a photocopy machine, to drive a truck, to operate a computer system or to assemble a radio. Whereas development in areas such as judgement, responsibility, decisions making and communication present a bigger challenge which at the long run may or may not be developed through life experiences of individuals. The distinction in both instances hinges on the popular convention that training is for junior or technical staff because the activities cited for staff training are usually associated with junior or technical staff. Development on the other hand is for senior or management staff since in all organizations, the responsibilities for decision making, judgement, control and coordination of activities always lie with such cadre of staff.

In a slightly different dimensions, Cole (2002) asserted that training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. As such, the need for training could arise if an organization desires efficiency and safety in the operation of some equipment or the need for competent management in an organisation. Development according to the scholar is any learning activity, which is directed towards future needs rather than present needs and which is more concerned with career growth than immediate performance. Therefore, the need for development could arise if an organization requires managers who can utilize the facilities offered by micro computers in the operation of the business or the need to replace a senior staff with a potential candidate from within the organization, or the need to prepare employees to accept change. This distinction implies

that both training and development are learning activities concerned in varying degrees with the acquisition of knowledge, skills, attitudes and understanding. But while training is more concerned with the present needs of a job, development is more concerned with the present needs of a job and career development. It is concerned more with employee potential than with immediate skills and it sees employees as adaptable resources (Cole and Kelly, 2011).

In his contribution, Dare (2008) posited that training is the way in which specific jobs are taught and learnt, and that development is a parallel process by which people acquire more general abilities and information that cannot be tied to a particular task. The focus of this distinction suggests that training is more job oriented as it involves the acquisition and improvement of practical skills in the use of a job-related technique and methods. Development from this point of view implies general knowledge and information which are not actually targeted at a specific job. Also, while training is specifically directed at job performance, development is meant for the overall future manpower needs of the organization, the growth and needs of individual staff.

From these contributions, it can be inferred that the basic difference between the two concepts is that while training is designed to make staff competent on present jobs, development prepares staff for both present and future jobs (Adu, 1994). However, it should be understood that even if training is particularly for technical staff, the fact that it is meant to improve the practical skills of staff, also implies that such cadre of staff are also developed in the process. This is because development is basically concerned with positive increase or changes irrespective of the cadre the staff belongs to. The truth of the matter is that the two concepts have some overlappings in their meanings which

makes it difficult to discuss staff development without including some aspects of staff training. It was based on this understanding, that the two concepts were used interchangeably in this study.

2.2.2 Impact of Staff Development Programmes on Job Performances of Staff

The review in this study points out a number of reasons why educational institutions such as COEs should be interested in staff development. Quite often beginning lecturers believe that they are good if they can communicate well with students and make their personalities acceptable to the students without much attention as to whether the students understand their explanations or not. Beginning lecturers often see their role as an authority in their areas of specialization and as researchers. This kind of lecturers may not be aware of the ambiguities of teaching which demand teachers to work as counsellors and academic guides to students, as consultants for the community and as managers and planners of the whole teaching and learning process. Bajah (1995) as cited by (Mandlate, 2003).

Jacobs and Gravett (1998) also as cited by Mandlate (2003), reported on a research conducted in Australia which highlighted two additional problems of teachers that portrayed the need for staff development. The first problem is that teachers regard students as learners but pay little attention to the learning environment. Secondly, teachers very often do the cognitively demanding tasks themselves instead of challenging the learners potentialities. At the time of this report, the writer who is a lecturer at the Eduardo Mondlane University (UEM) in Mozambique pointed out that it would probably

not be surprising if lecturers elsewhere still hold these beliefs. The writer further explained that the staff Development Project (STADEP) in UEM offers courses in teaching methods in order to train beginning lecturers who were recruited into academic career without prior professional training. The purpose of STADEP according to the scholar is to minimize these problems and build an internal UEM capacity for a continuous academic staff development. Similarly, the University of Edinburgh (1996) established the Professional Development and Review Scheme (PDR) to help with the professional development of new staff. In Nigerian COEs, academic staff recruited without the professional teaching qualification are normally given an opportunity to undertake a Post Graduate Diploma in Education (PGDE) in the universities, which qualifies them to teach.

Generally, the word performance is used to mean the act of carrying out a particular piece of work, a duty or responsibility by an individual and this is often regarded as one's job. Performance refers to the quality and quantity of work carried out by a staff or group of staff in an organization. In all kinds of organizations, specific duties and responsibilities are assigned to all members in order to accomplish the organizational objectives. Staff performance refers to the entire functions of an organization which every member has a share to carry out and which when put together enable the organization to achieve its specific objectives. In Nigerian COEs, different cadre of staff are employed to carry out specific duties and responsibilities which are channeled towards the attainment of the institutional goals. For instance, staff such as the provost, bursar, registrar and director of works perform the function of managing human and material resources in the colleges. The academic staff perform the function of

translating educational policies and plans into action, and also apply the educational theories and principles into actual practice. Similarly, the administrative, technical and junior staff all have specific duties and responsibilities to perform in the colleges.

Perhaps it is less likely at the initial stage of employment to hire employees that are well educated, adequately trained and well equipped to carry out competently the job required by employers. Fafunwa (2002) pointed out that no matter the efficiency of pre-service training given to teachers, there will always be room for further improvements. In support of this, scholars such as (Akpochafo, 1995; Udom, 1999 and Uguanyi, 2003) added that there is always a need for continuous training of all cadre of staff from the initial stage of employment till the time for retirement. This is probably why employers in all kinds of organizations are always preoccupied with how to increase productivity and motivate workers to perform effectively. As teacher training institutions, one of the key commitments of COEs in Nigeria is to increase the knowledge, skills and abilities of staff so that the colleges can continuously improve the learning opportunities of students. This is why COEs offer a variety of opportunities within and outside the colleges for staff to obtain further education and training, and according to (Ndan, 1997 and Shuaibu, 2004) this eventually motivates staff to improve upon their job performances.

Quite a number of scholars and researchers in this review such as Madubuko, 1992; Otobo, 1994; Okoh, 1995; Mustapha, 1996; Samuel, 1998; Musa, 1998; Thomas, 2000; Dabo, 2000; Hamid, 2005; and Edem, 2007 were of the opinion that training and development increase the existing knowledge, skills, attitudes and experiences of staff and all these eventually improve upon the job performances of staff. This opinion is right because in the first place, a training or development programme is carried out after

recognizing that a particular job performance is deficient or not satisfactory. Training and development therefore help to reduce or eliminate the deficiency detected on job performance. It does this by giving staff the additional knowledge and skills needed to perform to the standard required by employers and by so doing changes the behavior and attitudes of staff towards their job performance. Training and development also assist staff to acquire habits of thoughts and qualities of character that will enable them not only to understand and improve performance, but also their way of thinking because a well trained staff acts wisely and quickly when confronted with a problem or situation.

Apart from improving the performances of staff, development programmes also improve the prospects for staff promotion. It is a fact that employees are happy to see positive changes in their individual job status and in the organizations they work for. For instance, a librarian in a COE would like to rise through the ranks and become the college librarian, an assistant registrar would want to become a college registrar, a staff nurse would like to become a matron, a security officer would like to become a chief security officer, a store officer would be happy to become a senior store officer, a clerk would want to become a chief clerical officer just as a typist would want to become a chief typist. Similarly, an assistant lecturer would be happy to rise through all the ranks and become a chief lecturer (FRN, 2000). Promotion simply means the reassignment of a staff from a lower to a higher rank job say from lecturer III to lecturer II or from a cleaner to a chief cleaner. Promotion comes along with greater responsibilities, more prestige and increase in salary. Previous researchers such as (Ojinna, 1993; Adelaiye, 1994; El-Yakub, 1997; Haruna, 2000; Mahmoud 2001; Fadipe, 2001; Ogwuche, 2002; and Jiya, 2004) concluded that promotion activates the knowledge, skills and abilities of staff,

brings new life, boosts the morale of staff and motivates them to put more efforts on job performance.

In Nigerian COEs, staff promotion is conducted after an interval of three years for both academic and non academic staff. However, within this intervals, academic staff are expected to prepare fully for promotion by ensuring that primary assignment is carried out effectively and that minimum requirements for the post to be promoted are satisfactorily met. These minimum requirements include certificates of participation in conferences, workshops and articles published in educational journals.

Staff development programmes prepare staff for greater challenges because in the process of training, staff become more knowledgeable, better skilled and more experienced and these put staff in a position to take up greater responsibilities. In support of this idea, Mathis and Jackson (2006) added that organizations normally develop what is called succession planning. This is a process of identifying a longer-term plan for the orderly replacement of staff. Planning for the succession of key executives, managers and other staff is an important aspect of human resource development, which helps organizations to anticipate future vacancies. The need to replace staff may arise from promotions, transfers, retirement, resignation, deaths or certain disabilities. Dare (2008) also added that staff development programmes expand the horizon of staff, prepare them for higher responsibilities and enable them to reach the full limits of their potentials. This in turn increases the value or worth of staff in an organization and also increases their awareness of opportunities for development.

Staff development is one of the ways by which employers use to make staff derive pleasure and be comfortable with their jobs. If staff are given the opportunity to benefit

from development programmes that are most appropriate to their primary assignment or areas of specialization, they tend to understand their jobs better, become confident in their abilities and develop a feeling of belongingness in the organization. Feelings such as these always motivate staff to raise their standard of performance and increase their commitment and dedication to jobs. This situation is called job satisfaction which according to (Peretomode, 1992, Ubangida, 1999; Ojo, 2000; Muhammad, 2000; Andrew, 2001; Okosuwe, 2001; Gojeh, 2004 and Ladan, 2005) is a situation where the work environment and the conditions of service motivate a staff to reach a state of self fulfillment. In support of this, Alhas (2003) emphasized that job satisfaction is a pleasurable positive emotional feeling in an employee, which comes about as a result of job experiences. The scholar added that studies and experiments in the fields of management, sociology and psychology have developed and established that productivity in an organization can indeed increase if employees experience job satisfaction. This is obvious because job satisfaction enlists higher commitment to job and goals of the organization by staff. Higher commitments subsequently implicates more efforts and strive for good work. More efforts and good work result in increase productivity by employees and the organization at large.

It is based on this understanding that managers in organizations rightly believe that if workers are satisfied, they tend to be more regular and stay on the job longer than colleagues that are not satisfied, and have more positive attitudes towards their jobs, colleagues and heads of departments. Job satisfaction according to Salisu (1998) also improves the mental and physical health of staff because if workers are not satisfied with their jobs, they become less committed to work and this may cause stress and other

similar problems. Job satisfaction therefore reduces absenteeism, complaints, dissatisfaction and other problems commonly associated with personnel management (Buba, 2000; Edoka, 2000; and Kajang, 2000). If staff are adequately trained, they become flexible and open to change, they require less supervision and the organization is saved from staff redundancy.

Staff development programmes also have certain implications on modern changes and challenges. In the past, the traditional model of teaching was centered on the teacher with the predominance of information-passing style in lectures. However, the educational system like other systems in the society is also affected by the scientific and technological advancement of the contemporary world. As a result, there is now an increased knowledge on how teaching and learning should take place in schools. Ramos, Costa, Tavares and Huet (2006) added that there is now a new demand for a different type of education and the role of both the teacher and students have been changing over the years. In addition to this, recent trends in the educational system of Nigeria indicates that many students with different abilities, interests and social background are now admitted into different types of institutions including Colleges of Education. The curricula at various levels are constantly being revised and this places new demands on the competency of teachers to the extent that teachers need intensive preparation in their subject areas. The instructional materials are also changing with time and teachers are expected to keep abreast with knowledge explosion which may make familiar textbooks and course materials suddenly obsolete.

These changes are continuously becoming more challenging not only to academic staff but to all cadre of staff in Colleges of Education. For this reason, it is imperative for

both academic and non teaching staff in Nigerian COEs to update their knowledge, skills, attitudes and methods of job performance through adequately planned development programmes. Development programmes provide staff with several opportunities to keep abreast with recent development in their disciplines, ensure that staff are conversant with current and new development in their colleges and improve their abilities to learn and adopt to new work methods, learn to use new equipment and adjust to changes in job content and work relationship (Edogbanya, 1998; and Abdullahi, 1998).

The ultimate aim of staff training and development in any organization is to improve productivity and consequently achieve organizational objectives. Certainly, an organization has a lot to benefit from the development of its staff. An organization with a well trained and developed workforce is expected to turn out a high standard of goods and services probably in a more cost effective manner than other organizations. Development minimizes or removes performance deficiencies in staff who may not perform to desired level. Development also provides an opportunity for staff to improve and maintain organizational effectiveness and efficiency. This according to Pemida (2001) enhances the recruitment and retention of high quality staff. Staff development is also aimed at getting staff to speed up their duties and responsibilities, eliminate waste, employ human and material resources to greater advantage and reduce the cost of activities in the organization (Kolo, 1997). This is what every human organization desires in order to achieve the organizational objectives.

2.2.3 Impact of Staff Development Policies on the Utilization of Opportunities for Staff Development

The government in all countries of the world formulate different kinds of policies to guide the affairs of the citizens. A policy is an officially written statement which spells out the intention or decision of the government on a particular system of the country. In business, religious and other non governmental organizations, policy making is treated as a key aspect of strategic planning. In such organizations, a policy is a written statement which specifies the rule of behaviour governing all members of the organization. An educational policy is the overall plan laid down by the government which expresses the national educational goals and the means of achieving them. Scholars such as (Cole, 2002; and Lucey, 2005) defined a policy as a formal expression of values and beliefs of an organization concerning the major functions of the enterprise. But while Lucey was of the opinion that some policies are so fundamental that they form the rationale for the whole organization, Cole was of the opinion that a policy does not state what an organization intends to do (in terms of the overall objectives) but the manner in which the organization intends to achieve its objectives. Mullins (2007) provided a clearer definition by stating that a policy is developed within the frame of objectives and details the how, where and when in terms of the course of action that must be followed to achieve the objectives. Cole and Kelly (2011) further explained that policy statements are made to indicate to staff what the organization will and will not do in order to achieve the overall objectives.

In most organizations, staff selection, induction of new staff, performance appraisal as well as staff training and development are the general functions of personnel

management (Barnabas, 2007). The personnel policy of an organization is a written statement revealing the intention of employers regarding issues that affect the workers. Usually, such issues cover various aspects of the conditions of service such as recruitment, wages and salaries, industrial relations, fringe benefits, incentives, promotions, staff training and development. Staff development policy is an aspect of the overall personnel policy of an organization which spells out the plan or programmes that are made available for the development of staff. Generally, a staff development policy is provided in a statement form which explains the level of commitment of the employers or what the organization is prepared to do in order to develop members of staff. In some companies and educational institutions, the policy statement may be as brief as: "The company will provide the means to ensure that every employee will be adequately trained in the basic tasks of his or her employment." (Cole 2002: 332).

"PAN is committed to train and develop its staff to meet company objectives and provide opportunities for personnel development. The company undertakes to provide appropriate training and development for all its staff at all levels…" (Madubuko 1992:10).

The staff development policy adopted by FCE, Zaria (1992) and FCE, Kontagora (n.d) is stated as follows:

> *As a matter of policy, staff development should be geared towards the achievement of the aims of the institution, that is to effectively promote professional, technological or educational training in support of manpower development of the country. Thus priority should be given to the sponsorship of programmes which will enable staff contribute more effectively to the success of the institution.*

In other colleges around the world, the staff development policy is stated as follows: "The Victorian college of the Arts is committed to the recruitment and continuing development of the highest caliber of staff who will contribute effectively to the VCA's vision". (Faculty of the Victorian College of Arts. The University of Melbourne, 2008:1).

"The college is committed to the provision of staff training and development recognizing that the quality, motivation and productivity of its staff are the college's most valuable resource in effective service provision". (South Tyneside College, 2009:1).

For a statement to be regarded as a policy, Owolabi (2005) emphasized that it must be a plan by some agency, the plan must direct a group of people to carry out a particular function and the action to be carried out must have a specific goal. The policy statements cited above are in line with these criteria because they are plans or commitments of companies and educational institutions, the plans direct members of staff to be aware and utilize the opportunities provided for development in order to achieve the organizational objectives. From the foregoing, it can be observed that the main aim of staff development policy is to provide a broad outline of the commitment of the institutions to staff development and to create an awareness that will motivate all staff to utilize the opportunities provided to reach full potentials and be conversant with current and new development in the colleges. Similarly, some of the key objectives of staff development in Bharati Vidyapeeth University Institute of Management and Research (BVIMR) in New Delhi, (n.d), is to acquaint members with recent developments in teaching and research methods, to facilitate bringing changes and innovations in classroom teaching as well as to create a forum for teachers to provide the latest

experiments in teaching and learning process. As a result of the constantly changing situations, staff development policy guidelines should be flexible in order to give room for reviews. In line with this, the FRN, (2008) stated that the public service rules shall be reviewed every five years to update the provisions stipulated by the government.

The policy statement in some organizations may be quite lengthy. For instance, the staff development policy guidelines adopted by FCEs in Nigeria is lengthy because it consists of rules and regulations governing various aspects of staff development some of which include the following:

Application and Approval for Study Leave: To benefit from a study leave is subject to the approval of the college provost through the registrar, dean of school and the applicant's head of department who must be satisfied that the staff can be spared with minimum cost to the college. Application for study or training leave is normally submitted in duplicate, a copy is put into the staff's personal file in the registry and the other is returned to the department for record keeping after the provost has considered the application for approval. A staff is also expected to include a copy of admission letter in the application. The policy further warned that, a staff on study/training leave cannot change the course or institution for which leave was granted without the prior approval of the college. Failure to comply with this condition will amount to misconduct which renders the staff liable among other things, the withdrawal of the leave. Where a course of study or training programme is available in Nigeria, the conditions governing approval for study leave stipulate that preference will be given to applicants seeking for study leave in training institutions in Nigeria. Staff may be granted study leave outside Nigeria

if the Staff Development Committee is fully satisfied that the staff could not gain admission in Nigerian institutions. This condition helps to minimize the misuse of study leave for personal reasons by some members of staff in Nigerian Colleges of Education.

Types of Study Leave: To undertake an approve course of study in training institutions within or outside Nigeria, staff in COEs are granted study leave, a period of temporary absence from work to enable a staff undertake higher degree programmes. Usually, if the training institution is in the same town or not far away from the college, the staff is granted work/study leave with pay. The work/study leave permits a staff to combine a higher degree programme in a training institution and the primary assignment in the college at the same time. If the training institution is far away from the college, a staff may be granted full study leave with pay, a leave that allows a staff to suspend his primary assignment for sometime to undertake a higher degree programme. Staff may also be granted study leave without pay if the proposed course of study is not contained in the approved training proposal for their ministries or extra-ministerial office (FRN, 2008). In most cases, the college management prefers to grant approval for work/study leave with pay so that the staff primary assignment remains undisturbed. For this reason, staff are made to sign an undertaking testifying that their primary assignment in the college would not be tempered with, before the leave is granted. To be granted full study leave with pay, staff are made to enter into a bond to return to the service of the college after completion of the programmes for which leave would be granted. The policy further states that the period of bond shall be at the rate of twice the period of the relevant study leave, subject to a maximum bond of 5 years. The policy guidelines also state that

study leave is a privilege not a right, and shall not necessarily be granted to every applicant that is qualified. In this regard, the conditions of service, Jigawa State College of Education, (n.d) stipulated that study leave shall be granted on such terms and conditions as the management may determine.

Accessibility and Eligibility: Naturally, staff development programmes in tertiary institutions are accessible to all members of staff. For instance, the staff development policies in Cambridge University (2009) and South Tyneside College (2009) expressed that there will be equality of access to development opportunities for all members of staff irrespective of gender, religious or social class differences. On eligibility of staff for development programmes, the FRN, (2008) stipulated that an officer is eligible for development programme if there is an admission letter, an evidence of duration of the course, that the course would enhance the performance of the staff and thereby add value to the service, and that the course is relevant to the officer's profession. To implement these policy guidelines, staff in Nigerian COEs must have put at least two years of continuous service to the college. In tertiary institutions around the world such as the Faculty of Victorian College of the Arts, University of Melbourne (2008), the permanent status is attained after a period of one year, whereas it is six months only in Shepherd University (Shepherd University, 2007). The staff development policy guidelines adopted in FCEs, further explained that in exceptional circumstances, staff on contract appointment may be considered for study leave, but a staff who is about to retire from service may not be granted study leave with pay.

Relevance of Proposed Course of Study to Staff Primary Assignment:

One of the conditions for the approval of study leave in Nigerian COEs is that the proposed course of study and field of research must be relevant to the needs of individual staff, the department and the college at large. In Stanford University (2009) for example, the condition stated that training must be directly related to performance requirements of the staff's current assignment, including training required to respond to organizational or operational needs as defined by the employee's supervisor or the university. This condition is not only helpful to employers who are sponsors of development programmes, but it also guides members of staff to undertake educational training courses that are most relevant to their primary assignments. According to Montgomery Country Public Schools (1994), courses taken for staff's personal development are not approved for tuition reimbursement. Similarly in Nigerian COEs, the staff development policy stated that the college management may permit staff to undertake educational courses for personal needs only if such courses do not affect the college programme.

Duration of Approval for Study Leave: The conditions governing the duration of study leave is three years. However, in special circumstances, application for study leave in excess of three years may be granted with the recommendation of the head of department through the dean of appropriate school and with the approval of the provost and the governing council. Where a staff fails to complete an educational training course after being sponsored by the college for three years, the staff bears the responsibility for tuition fee if the college accepts to grant additional period to the staff.

Funding of Staff Development Programmes: The issue of funding is critical to the success of any development programme. This is because a large amount of money is needed to support all cadre of staff to undertake various types of development programmes. As common with developing countries, COEs in Nigeria rely heavily on government allocation of grants to finance development programmes as well as to manage the colleges as a whole. At the beginning of each fiscal year, COEs in Nigeria prepare and submit to the federal and states MOE their budget proposal including funds designated specifically for staff training and development. In a report by the NCCE (2008 and 2009), the released budget for FCEs and states COEs was observed to be generally inadequate in almost all the FCEs and states COEs visited. Out of 21 FCEs and 43 states COEs, only seven FCEs and two states COEs claimed that the budget released to them was adequate. Also, research grant was reported to be the most absent aspect of funding in both FCEs and states COEs. The only colleges that claimed to be giving research grant to academic staff were five FCEs and six states COEs. With regards to funding in COEs in Nigeria, Akanimo (2000) has earlier lamented that the financial situations in states COEs was pathetic. This implied that almost 10 years after, not much was done to improve upon the funding of states Colleges of Education and if general funding is inadequate, it is most likely to affect the funding of staff development. Staff seeking for approval and sponsorship to undertake development programmes are sponsored from whatever amount is allocated for staff development.

In addition to funding of staff development programmes by the federal and states governments as well as staff sponsorship to undertake development programmes by proprietors of private COEs in Nigeria, educational agencies such as the Tertiary

Education Trust Fund (TETFund) assist by providing research grants to staff in Nigerian COEs who are undertaking postgraduate studies. The TET fund formerly known as Education Tax Fund (ETF) was established through the Education Tax Decree No 7 of 1993 which compelled companies operating in Nigeria, which have up to 100 employees on their pay roll to contribute 2% of their pre tax earnings in any one year to the Education Tax Fund for the funding of education (Emunemu, 2012). Apart from the provision of research grants to staff in COEs, the impact of TET fund on education is experienced in the building of staff office complex, laboratories, students hostels, classroom blocks and similar others. However, the problem with TET fund is that it restricts the provision of research grants to staff undertaking post graduate studies in specific fields.

In other African countries, tertiary institutions rely on foreign assistance for staff development. For instance, the STADEP at the UEM in Mozambique was financed by the Netherlands foundations for inter-university cooperation (NUFFIC). The university also received an indirect channel of financing from a Dutch agency called DGIS which guaranteed the salaries of the Dutch experts. The contribution of the university focused on the provision of office and classroom space, custom and clearance for improved equipment and Mozambican staff salaries. This situation was expected to improve since 2003 as a result of the inputs from the World Bank Project for Higher Education, which was designed also to support staff training at the university (Mandlate, 2003). In developed countries however, tertiary institutions such as colleges and universities depend on a variety of sources for financing staff development programmes. In Britain

for example, the Cambridge University (2009) relies on the central budgetary provision, academic institutions and other areas such as the computing service and finance.

A close look at the conditions of service being operated in Nigerian COEs revealed that a staff granted study leave, is paid full salary and other entitlements during the leave period. But for study leave without pay, the staff is expected to shoulder all financial commitments of study leave without pay. A staff on sabbatical leave is entitled to full salary and all other entitlements, but as for additional remuneration and allowances, it shall be as per terms of agreement between the staff and the host institution. On sponsorship, a staff granted study leave is paid the tuition fees for three consecutive years. Also, each member of staff may be assisted to attend a conference or workshop during any given academic year within or outside Nigeria. In particular, every staff should enjoy attendance to a local conference once in a year.

In tertiary institutions around the world such as the Shepherd University (2007), textbooks fees for staff undertaking further studies are reimbursed at 100%. Whereas at the Montgomery County Public Schools in Central Alabama (1994), only 50% of the tuition paid by staff for training is reimbursed and this is implemented only after successful completion of the course. In Stanford University, California (2009), a staff is eligible for development programme only if the staff does not receive financial assistance from other sources, such as scholarship or grants that would duplicate the assistance or efforts of the university. The condition further stressed that if the university reimburses an employee for training cost prior to completion of the course, the staff must complete the supported programme in a satisfactory manner, otherwise the staff must pay back to the university the total amount of the reimbursement. In Nigerian COEs, staff tuition fees

are reimbursed annually and in advance of completion of the course, but staff are expected to provide evidence of completion to the college. Where funds are limited, not all staff in need of training and development are considered for approval.

Resumption to Duty: Upon completion of study or training leave, a staff is expected to return fully to the duty post. If a staff fails to return to duty, the conditions governing study leave stipulate that a staff shall be liable to have his or her appointment terminated and the staff would be made to refund to the college the salary paid to him or her during the leave period and any allowance or costs certified by the college bursar as having been incurred by the staff concerned during the leave period. At the end of a sabbatical leave, a staff is also expected to resume work and submit a report of work done to the college. On completion of study leave without pay, the college may not be under any obligation to reabsorb the staff, even though the staff is expected to return to the college at the end of the leave. For the purpose of record keeping, the head of department is expected to notify the registrar in writing of the date a staff resumes duty after leave (Jigawa State College of Education, n.d.).

Responsibilities for Staff Development Programmes: The responsibility for initiating staff training and development is a joint responsibility by those in need of training and development. This includes individual staff, heads of department and those at the management level such as the college management, governing council, NCCE and the ministry of education. However, the college management is primarily responsible for implementing staff development policies by ensuring that staff are well informed and

encouraged to utilize the opportunities provided for development. The specific responsibilities of the college management are to make sufficient budgetary provision for staff development and ensure that staff members are released for approved programmes; ensure that all staff members employed in the college receive appropriate advice and support towards identifying their training and development needs through the appraisal process and ensure that staff engage in development activities that are appropriate to their needs and lastly advise on and promote staff development opportunities and support the application of new knowledge, skills and abilities in the college.

Responsibilities of the Staff Development Committees: In Nigerian COEs, the staff development committee deals with all issues relating to staff development. The composition of members may vary in the colleges, but in most colleges, members are drawn from both academic and non academic staff. For instance, FCE Zaria (2001) listed members of the staff Development Committee as follows: the deputy provost as chairman, assistant registrar as secretary, deans of schools, union leaders and the academic secretary all as members. The Staff Development Committee has the overall responsibility for implementing the staff development policy in the college. The specific responsibilities of this committee is to ensure that the college has an agreed training and development plan, linked to the college development plan and the staff training budget, assist in organizing and holding centrally organized staff development activities such as schools conferences, seminars and workshops, monitor and evaluate staff development activities and report on their effectiveness to the college management, assist college managers, heads of departments and individual staff in identifying and analyzing staff

training and development needs, and liaise with and develop partnership with other providers of staff development programmes within or outside the college (Victoria University of Wellington, 2008). In some COEs such as the Jigawa State COE (2007), Staff Development Committee is referred to as the Directorate for Constituency and Human Research Development Services. The unit specializes in organizing conferences, seminars, workshops and offering expertise technical advice on academic and other human endeavours. It also offers training in advanced diploma, diploma and certificate programmes in different courses.

Responsibilities of Individual Staff Members: The effectiveness of any staff development programme or activity depends largely on the positive participation of the individual involved. The staff members have a great responsibility to develop their knowledge, skills and abilities in order to enhance their job performance. As such, individual staff are always encouraged to take responsibility for their own professional and career development, guided by mentors and other experienced colleagues. All members of staff are encouraged to take advantage of departmental and college centrally provided opportunities for staff development, according to the demands of their particular primary assignment. Specifically, individual staff are required to seek opportunities to enhance their knowledge, skills and abilities required in their current roles, use the appropriate performance and development process to discuss development needs with their heads of departments and discuss with heads of departments if their needs are not being met.

Methods of Staff Development in Colleges of Education

The review in this study indicated that quite a number of scholars and researchers are of the opinion that there are two major methods of staff development namely: On-the-job and off-the-job training methods. As the names imply, this classification is simply based on the fact that staff development programmes are carried out within or outside the work environment and this is more or less a simple approach. Depending on the needs of staff, both methods can be appropriate for staff development. Mathis and Jackson (2006) confirmed this by stating that "investing in human intellectual capital whether on or off the job is imperative for organization as knowledge work aspects increase for almost all employers" (p.313).

On-the-job is a method of staff training and development that takes place within the normal work environment. It is mostly an informal training which a staff receives inside the work environment. In this method, a staff may learn all alone while carrying out his or her job or by observing and interacting with other staff members. Learning informally may also take place if a new machine, equipment or method of job performance which requires new skills is introduced in an organization. In such a situation, a senior or more experienced staff may be assigned to conduct an on-the-job training for the less experienced members of staff. A host of learning programmes and activities conducted under on-the-job method are made available for both academic and non academic staff in Nigerian COEs in order to develop potentials and the professional growth of all staff. These programmes and activities include the induction training programme, committee assignment, staff meeting, delegation of authority, coaching and mentoring, in-house conferences, seminars and workshops.

The advantage of the on-the-job method of staff development is that it is fairly economical in the sense that staff do not have to leave their work environment or pay large amount of money to be trained. On the other hand, the college management does not have to pay any amount for the staff to be trained except in in-house conferences where the college management may provide some financial assistance to schools or professional associations. This method also motivates staff to learn better and develop in already familiar organizational environments. Also, most of the activities can be controlled to suit individual and institutional needs. The disadvantage of the on-the-job training method is that staff are deprived of the benefits of exposure to new ideas and opinions of others outside their work environment. Also, some training activities may interfere negatively with the overall programme of the college. For example, if an in-house conference is hosted in a college, lectures between the period may be partially obstructed as the lecturers and other staff are expected to attend the programme.

Off-the-job is a method of staff training and development which takes place in training centers and educational institutions outside the work environment of the trainees or staff. The review in this study indicated that scholars and researchers such as (Ikediugwu, 2001; and Fafunwa, 2002) preferred to call the off-the-job method of staff training and development as the in-service training. To show the importance attached to the in-service training, Fafunwa further explained that the Nigerian Government established the National Teachers Institute (NTI) in Kaduna in order to provide in-service education for teachers. On annual basis, COEs in Nigeria sponsor members of staff to different institutions of learning to undertake higher degree programmes or training courses. Some of these institutions provide training that is broad in nature in order to

widen the horizons of the trainees, while others train staff in special areas needed by the employers. The programmes that are conducted under off-the-job method include higher educational training programmes, sabbatical leave, conferences, seminars and workshops that are conducted in other educational institutions outside the colleges.

The advantage of the off-the-job method is that programmes such as higher degrees, conferences, seminars and workshops are widely accepted to be relevant to staff primary assignment and this is why with the exception of seminar, these programmes are patronized in Nigerian Colleges of Education. Educational programmes in training institutions outside the work environment, provide opportunities for staff to learn with entirely new group of people. The disadvantage of this method is that some programmes may be more theoretical than practical and so some staff may be unable to transfer the experiences accumulated into the normal job in their work place.

2.2.4 Impact of Types of Development Programmes on Staff Primary Assignment

As mentioned earlier COEs in Nigeria are made up of different categories of staff including management, academic, administrative, technical and junior staff members. Each category of staff, carries out some specific functions designed for the accomplishment of the goals of the college. These specific functions are known as staff primary assignment even though it is common for staff in some categories to be assigned other responsibilities that may not be related to their primary assignment. For instance, it is common to assign an academic staff to work as dean student affairs. By virtue of their employment status, staff in Nigerian COEs have different training and development

needs. Depending on the individual needs of staff members, some development programmes may be more appropriate than others. For instance, it is quite inappropriate for a non teaching staff such as a departmental clerk to attend a conference or seminar aimed at improving the annual teaching practice supervision of students on teaching practice. Similarly, it would be most inappropriate for a lecturer to attend a workshop designed to improve the abilities of clerks in record keeping. The explanations above suggest that the type of development programme or training to be selected or approved for a particular staff depends on the staff training needs, the needs of the college, the training objectives and the resources available for development provided in the college. The types of development programmes provided for staff in Nigerian Colleges of Education are discussed subsequently.

Staff Induction Training Programme: In the personnel procurement process, the selection of individuals for employment actually serves as the first step in the building of an effective workforce for any organization. However, Alhas (2003) lamented that some organizations unfortunately assume that hiring people for employment is the end of their responsibility. Naturally, the first few days of an employee in any organization can be most difficult in assimilating and becoming a full functioning member. A newly appointed staff may be confronted with several needs such as a place to live in, a means of transportation, a hospital, a market and similar other things to enable the staff settle in the community. The integration process of a new staff into the organization is commonly referred to as induction training programme. In business organizations, the personnel department is normally responsible for coordinating orientation activities in cooperation

with the manager or supervisors. In Nigerian COEs, the orientation of new staff is often carried out by heads of department or some other staff assigned by the head of department.

The objective of induction training programme is to assist newly appointed staff to make smooth adjustment to their new job environment. According to Beech (1980) as cited by Dare (2008), the specific objectives of induction training programme are to reduce the feeling of uncertainty and anxiety normally experienced by new employees and instill a feeling of confidence, belongingness and integration into the organization; to generate enthusiasm and high morale among new employees, to create favourable attitudes towards the orientation of the organization, its policies and personnel; to reduce employee turn over due to the reduction of anxiety and the enhancement of morale; and to reduce errors and wastages, save costs and time as new employees are oriented to know exactly what is expected of them. Staff induction convey three types of information: the general information about the daily work routine, a review of organizations purpose, operations, services and how the employees job contributes to the organisational needs, and a detailed presentation of the organizational policies, work rules and employee benefits. In a nutshell, a well planned induction training programme introduces new staff to all aspects of the job by providing job related information, information on other staff members within the department and the college in general, information on college facilities and the neighbouring community.

It is important at this point to state that induction training programme is much more than making a new staff feel at home in an unfamiliar working environment. This is why some scholars advised that induction training must be adequately planned to

enable the staff to achieve job satisfaction and be more productive in the new place of work. For instance, Bucher and Krotee (2002:237) suggested that, "a preorientation to familiarize the new employee with organization and management personnel should be conducted during the first week of work in order to discuss, reinforce and clarify the new staff's duties and responsibilities." The staff development programme in Manchester Metropolitan University (2008) for instance offers a wide variety of courses and activities for different categories of staff. The university offers an induction training programme with the aim of helping new senior staff become familiar with the structure, working practices and procedure of the university.

Although induction is an important aspect of formal training, it is often neglected or inadequately planned in some organizations. In the course of this study for example, the researcher conducted an interview with some newly employed staff in Colleges of Education. These staff claimed that, duties and responsibilities were assigned to them by their heads of department, in addition to this, others claimed that a departmental staff meeting was held in which they were also introduced to colleagues. Apart from these scanty induction, the new staff claimed to be left on their own to get familiar with other issues of the college. The heads of department interviewed testified that, new staff were not properly oriented because the new staff were posted in batches and there was no adequate time for such programme. As a result of this inadequate orientation, new staff in some COEs may find it difficult to address issues or problems related to job performance and it may take longer than necessary for such staff to be fully integrated as members of staff. In a report submitted by the NCCE on the status of academic standards in FCEs and states COEs in 2008 and 2009 respectively, it was confirmed as claimed

above that COEs did not conduct an induction training programme for new staff in the years cited.

Educational Training Programmes: Higher degree programmes conducted at the universities are widely accepted as a type of staff development programme in most organizations including educational institutions in Nigeria. In COEs for example, academic and non teaching staff are granted approval to undertake higher degree programmes that are relevant to their areas of specialization or primary assignment. This is why academic staff are permitted to undertake post-graduate programmes such as M.Ed and Ph.D, while non teaching staff are permitted to undertake educational training programmes such as diploma in computer studies, higher national diploma (HND), degree in nursing, library and information science and many others.

The educational training programmes whether conducted in the universities or other tertiary institutions, increase the knowledge, skills, experiences and understanding of staff and this eventually improves the competence of staff in job performance. As teacher training institutions, higher degree programmes are relevant to staff in Nigerian COEs because without a master degree, an academic staff is not promoted beyond the rank of lecturer I. In addition to this, the college management constantly writes to remind such staff on the need to engage in a master degree programme. In the few colleges where B.Ed. programmes are offered, academic staff without a master degree may not be assigned to teach student undertaking such programmes. These measures indicate the relevance of higher degree programmes to academic staff in Colleges of Education.

Inspite of its relevance to staff development, university educational courses which are often presented in lectures, with limited opportunity for students to question, clarify or discuss issues being taught in the classroom, are said to reduce the learners' participation and encourage passive learning. It is based on this idea that scholars such as Mathis and Jackson (2006) posited that the university lecture method does not always improve upon the job performances of staff. The research aspect of higher degree programme also takes longer than necessary for staff especially those on work/study to complete. Staff who fail to complete the programme for long periods, often abandon it entirely only to start all over after sometimes. Irrespective of its shortcomings, the university educational courses are still familiar and accepted as relevant to staff in Colleges of Education. This is why the Teachers Registration Council of Nigeria (TRC) (2004:20) stipulated that "academic heads and teachers should keep abreast of development in theory and practice of education around the world and actively participate in research and development within the profession and motivate subordinates to do same". The effectiveness of such courses depends on a number of factors such as the styles of the lecturers, the subject matter, the class size and the abilities of the trainees to learn.

Short Training Courses: In educational institutions like COEs, short training courses refer to conferences, seminars and workshops, so called because they usually last for a few number of days. An educational conferences is a large formal gathering of educationists who meet to discuss important educational issues in the country. A conference is usually organized by educational institutions such as universities, COEs,

polytechnics, professional associations and sometimes in conjunction with educational agencies such as NCCE, NTI and the Ministry of Education. A conference is organized with a main theme and several sub themes, which encourage participants to write on various aspects of the theme. After the opening session, participants are normally grouped into sessions. Participants in each session are expected to discuss all the papers written on the same sub-theme. For each presenter, a limited time is given within which he or she is expected to speak on the important contents of the paper. At the end of each presentation, an assessment of the paper is made by other participants.

A seminar consists of a small group of staff with a more experienced staff who come together to discuss a particular educational issue such as computer application in educational institutions, teacher assistant learning or teaching practice supervision. A university post-graduate seminar is made up of a lecturer and a group of students coming together so that students in turns present papers on topics they have investigated. At the end of each presentation, the lecturer and other students make an assessment of the paper in the form of questions, observations and criticisms. Post-graduate students also present seminar papers on their research topics. The results of this presentation often serves as a gateway for students to carry on with the research work or make further corrections.

A workshop is a meeting of staff in an educational institution or educationists from different educational institutions to discuss experiences that will improve their skills. These workshops are based on new trends in educational developments to benefit the participants. Colleges of Education in Nigeria, in conjunction with educational agencies such as Universal Basic Education Commission (UBEC), States Universal Basic Education Boards (SUBEB), Local Government Education Authorities (LGEAS) and the

Nigerian Educational Research and Development Council (NERDC), organize and conduct workshops for school inspectors, primary and secondary school teachers. The London School of Hygiene and Tropical Medicine (2010) offers a variety of activities through seminars and workshops in order to develop different categories of staff. However, the performances of COEs on international workshop cannot be regarded as encouraging because the report of the NCCE on the status of academic standards of Nigerian COEs in 2008 and 2009, indicated that majority of those in FCEs who benefitted from international workshops were management staff such as provosts, bursars and registrars. Few states COEs claimed to have fairly adequate provision for international workshops.

The advantages of short training courses are that they enable staff to master the techniques of writing and presenting scholarly papers and articles in journal publications. These courses improve the knowledge, skills, experiences and attitudes of staff, thereby improving upon their job performance. Also, the certificates awarded from the training courses are used as part of the requirement for staff promotion. One of the problem of the short-training courses is the tendency for some academic staff to write conference papers only when they are due for promotion instead of writing to learn, improve and develop. The short training courses also tend to be most relevant when used to disseminate information about institutional policy or practice, or to train staff in discrete skills and techniques.

Sabbatical Leave: This is a well known practice in Nigerian tertiary institutions. Sabbatical leave is a paid time off-the-job granted to both academic and non academic

senior staff to study or work in other institutions across the country. Sabbatical leave in Nigerian COEs usually covers a period of one year. The main aim of sabbatical leave is to prevent employee burn out renew the intellectual and professional development of staff and boost individual staff morale. Sabbatical leave also provides staff with an opportunity to live and work in entirely new environment, and to widen their horizons by carrying out studies in new fields that would improve upon previous studies. While discussing the importance of sabbatical leave, Mathis and Jackson (2006) hinted that sabbaticals are now adopted even in business organizations because about 19% of US corporations give three to six months off with pay to work on socially desirable projects such as providing technical assistance in foreign countries and participating in corporate volunteer programmes to aid non-profit organizations. One outstanding disadvantage of sabbatical leave is the cost. A staff on sabbatical leave is entitled to full salary and other entitlements in the college he or she works. At the same time, remuneration and other allowances are paid according to the terms of agreement between the staff and the host institution.

Membership in Professional Associations: Belonging to professional associations and unions is a good way for staff o gain valuable knowledge and experience in their areas of specialization. The main activities of professional associations is to organize annual conferences either singly or in collaboration with educational institutions such as universities and Colleges of Education. Professional associations also encourage members and other interested educationists to write and publish articles in their annual educational journals. Colleges of Education encourage staff membership in professional

associations which are valuable to both staff and the college. This is why allowances for journal publications are included in staff consolidated salaries and certificates of membership in professional associations are demanded as part of requirements when academic staff are to be promoted from senior to principal lecturers. In other colleges around the world like the Colby – Sawyer College in Britain, the cost of institutional membership in professional associations is included in departmental budgets which are approved and paid for at that level. However, individual membership which assists in personal development of staff without any significant benefit to the colleges is not subsidized (Colby – Sawyer College, 2007). Staff in Nigerian COEs belong to professional associations such as the National Association of Educational Planners and Managers (NAEPM), Association of Nigerian Educators (ANE), National Association of Curriculum Theorists (NACT) and many others. The main problem with membership in professional associations is that some staff may register for the sole purpose of enriching their requirements for promotions instead of learning and developing.

Staff Meetings: Attending formal meetings on occasional basis are activities meant for the training and development of all cadre of staff in organizations. In Colleges of Education, the senior management, academic board, schools and departments occasionally organize and conduct meetings for staff members. The main reasons for holding staff meetings are to share relevant information, to plan for future programmes, to coordinate the activities of staff and students, to review past events and to inform members of staff about certain educational issues. Staff meetings may not be directly relevant to staff primary assignment or area of specialization, but they serve as avenues

for staff to get to know each other and express their opinions on issues raised in the meetings. They also serve as training ground for staff to know the techniques involved in planning and conducting meetings, and the roles of key members like the chairperson and the secretary. All these eventually contribute to the development of staff. However, if care is not taken, some meetings may lead to conflicts and crises among staff, waste of time arising from inadequate preparation of key members or unnecessary and prolonged discussions.

Delegation of Authority: Most COEs in Nigeria are made up of large number of students and staff. Available statistics supplied by the NCCE indicated that in the 2007/2008 academic session, FCE Zaria alone had a total population of 8,936 students and 1,248 staff, while COE Azare had a total population of 6,367 students and 914 staff. From this population figures, it shows clearly that a provost in a COE needs the talents and cooperation of other staff to perform all the college functions effectively. Other administrative and academic heads also need the efforts of subordinates to carry out their responsibilities effectively. Delegation according to Lucey (2005) is "the process by which managers transfer part of their own authority to a subordinate so that the subordinate can carry out some tasks" (P.126). Also in the words of Cole and Kelly (2011), delegation is defined as a distinct type of power sharing process that takes place when a manager gives subordinates the responsibility and authority to make certain decisions that were previously made by the manager. Delegation is a common practice in Colleges of Education. A head of department for example, may delegate a staff to act as head in his or her absence. Delegation can be regarded as temporary promotion in which

staff are trained to practice more challenging responsibilities in future. Delegation therefore offers an opportunity for staff to grow and develop especially if the delegatee is expected to make decisions and assume responsibility.

One of the advantages of delegation is that it creates confidence in the delegatee as well as encourages cooperation and teamwork among members of staff. Delegation also ensures that departmental duties and responsibilities are carried out effectively because they are shared out to members of staff. However, some heads may not want to delegate their authority due to fear of accountability to their own superiors, or because they lack confidence in the ability of their subordinates to carry out the assignment successfully. At other times, a head may not want to delegate authority because of the fear that the subordinate may perform better and therefore pose a threat to his or her position. At other instances, subordinates may be reluctant to accept responsibility especially when there is a poor head – staff relationship, or when the subordinates feels that the delegated responsibility does not march with the rewards or when the subordinate is afraid of failure in carrying out the delegated tasks (Prest, 2005).

Committee Assignment: This is a development technique in which promising members of staff are assigned to work as members in committees formed by the college management. Colleges of Education in Nigeria function through various committees such as the students' welfare and disciplinary committee, community relation committee, examination malpractice investigation committee, students' advisory committee, hostel allocation committee, teaching practice committee, staff development committee and many others (FCE Zaria, 2008). The advantages of the committee system is that it offers

staff an opportunity to interact with experienced members of staff and this improves human relations in the college, the trainees become acquainted with a variety of issues and processes governing the college thus enabling members to understand the relationship between departments and the problems created by the interface of these organizational units. For instance, members of staff assigned to work in the security committee, stand a chance of understanding the security measures and problems associated with attempts to provide security for the entire members of the college. However, where too many committees are formed without sufficient guidelines as to what members are expected to do, committee assignment may turn out to be time-wasting activities. Also if members are not given the opportunity to participate fully, they become frustrated and the activity becomes detrimental to their development. The staff development programme in Manchester Metropolitan University (2008) offers an opportunity for effective chairing of the university committees. The aim of this event is to help delegates to chair committees effectively and in line with the university style and protocol.

Coaching and Mentoring: These are activities meant for the development of staff. Coaching is the traditional practice of assigning a less experienced staff to work under the watchful eye of a superior and more experienced staff. Similarly, mentoring is a process of using a staff with a lot of knowledge and experience on the job, to advise and guide others at work. Both coaching and mentoring are development techniques in which training and feedback are given to employees by their immediate supervisors. One of the advantages of coaching and mentoring is that they improve individual staff learning and

development without any expenses. Effective coaching develops the strengths and potentials of subordinates thereby helping them to overcome their weaknesses. Although coaching requires time, if done well, it saves time and costly mistakes by subordinates. The staff development programme in Manchester Metropolitan University (2008) also offers a certificate training course in coaching and mentoring in management.

However, common experience shows that coaching or mentoring is not always the best way to develop staff. For instance, if coaching is carried out without any planning, it may not work out well. The coach or mentor may fail to teach or guide the developing staff appropriately as not all experienced or learned people are good coaches or mentors. Also, the job responsibility of the coach or mentor may not permit the subordinate to learn effectively. Therefore, for coaching and mentoring to be effective, they must be carried out in a climate of confidence and trust between the trainers and the trainees. The trainers must have patience, the ability to delegate some authority and praise for jobs well done.

Undoubtedly, the development programmes and activities discussed above are all relevant to staff in Nigerian Colleges of Education. But while this is right, it is also a fact that some programmes are more relevant than others to individual staff needs. For newly employed academic or non academic staff, the induction training programme is the most appropriate and relevant to their needs at that particular period. For academic staff employed without the necessary teaching qualification, the Post-Graduate Diploma in Education (PGDE) is the most relevant. A senior academic staff who has been working for many years and has acquired the higher degrees needed, requires a sabbatical leave. For non teaching staff such as a departmental clerk, typist or secretary, they may require

additional qualifications in their areas of specialization and conferences, workshops, seminars that are aimed at improving their competence on the job. Also, conferences, seminars and workshops are relevant to academic staff throughout their working experiences.

2.2.5 Impact of Needs Assessment on Staff Approval to Undertake Higher Degree Programmes

The central role of management in all COEs is to manage and control human and material resources effectively. The provost and the entire management staff are fully aware that even as a team, they can only accomplish the educational objectives of the college by working closely with different groups of staff. One of the key factors for effective management is to identify and satisfy the various needs of all staff in the college. Needs identification refers to what an individual or group of staff require to carry out their job more effectively. In Colleges of Education, one of the staff needs is the provision for professional growth and development. Training or development need is identified when a shortfall or deficiency is detected in staff current or potential performance and which the employers and managers feel can be remedied by appropriate training or development programme or any other measure of overcoming deficiencies in the job performances of staff. In simpler terms, the need for training or development arises when there is a gap or difference between the expected performance and the actual performance of staff, which is normally corrected by improving the staff knowledge, skills, attitudes and understanding. (Talmon, 1998; and Olufajo, 1999).

Organizations that adopt a systematic approach to training and development, usually identify their needs in accordance with a well organized procedure. This procedure according to Cole (2002) entails looking at the training and development needs

from a number of different perspectives such as the organization itself, the department or function, the job or occupational group and the individual staff. If an organization has to identify what is wrong with a job or the individual who performs the job before it can rectify the situation, then the organization must be fully aware of the extent and nature of the job. Job analysis is a process of examining a job in details in order to break it into its component parts such as job description and job specification. This process enables an organization to establish clear cut standards of performance so that, the staff performance can be measured with the actual performance required for the job. Training needs analysis can therefore be seen as a rational approach to assessing the training and development needs of staff with the sole aim of clarifying the needs of the job and the needs of individual staff in terms of training and development required.

It is also possible for an organization to know whether members of staff are performing their jobs effectively or not. This is done through a method known as employee performance appraisal. It is a method that requires an assessment of performance data on productivity, staff relations, job knowledge and other relevant information about the staff and their performance. The employee performance appraisal is a well known practice in Colleges of Education. On annual basis, all staff are requested to complete an appraisal form commonly known as Annual Performance Evaluation Report (APER). The design of the appraisal form may differ from one college to another but its main aim is to assess staff performance through a performance criteria and performance ratings. In Nigerian COEs, staff are assessed for a number of reasons, some of which are to find out their suitability for promotion, to identify their strengths and weaknesses, to motivate individuals, to enable staff to improve their

performance, to identify potential performance, to provide information for succession planning and to identify training and development needs.

Perhaps academic staff in COEs are more likely to have some awareness of their own training and development needs. This is probably because their frequent experiences in the classroom enable them to understand their areas of strengths and weaknesses. Also, when individuals are appointed to a new role, an assessment of their skills and the duties assigned to them will naturally lead to the identification of their needs for development. Training or development may be needed if an individual is hired without the requisite knowledge or skill required for a job. For instance, an academic staff may be employed without a teaching qualification. After being on the job, performance deficiencies may be identified by the head of department a staff belongs. At other times, a staff may be performing well, but as a result of changes in procedure, materials or processes, there will be a need for further training or development. It is important to first identify a need before planning an appropriate programme or activity for it.

The explanation above indicates that the demands of a job are made up of appropriate proportions of knowledge, skills, understanding and attitudes in addition to the demands for change in the organization. This gives a picture of what is needed to perform a certain job. On the other hand, there are also the employee's level of knowledge, understanding, skills, attitudes and the extent of the employee's willingness to cooperate with change. If these two sides match perfectly, there will be no need for training, but where there is a mismatch between what is required and what is available, then a training need is identified. The problem with needs identification is that some

organizations may meet their training and development needs in a haphazard way without any systematic planning. In this way, the reports of staff performance evaluation may not be fully considered when selecting staff for development programmes. As a result, staff may be sent on courses which do not correspond with their professional needs or the organizational needs. This practice leads to a misplacement of development needs and generally when activities or programmes are conducted without adequate planning, failure is often the result.

2.2.6 Impact of Evaluation on the Outcome of Staff Development Programmes

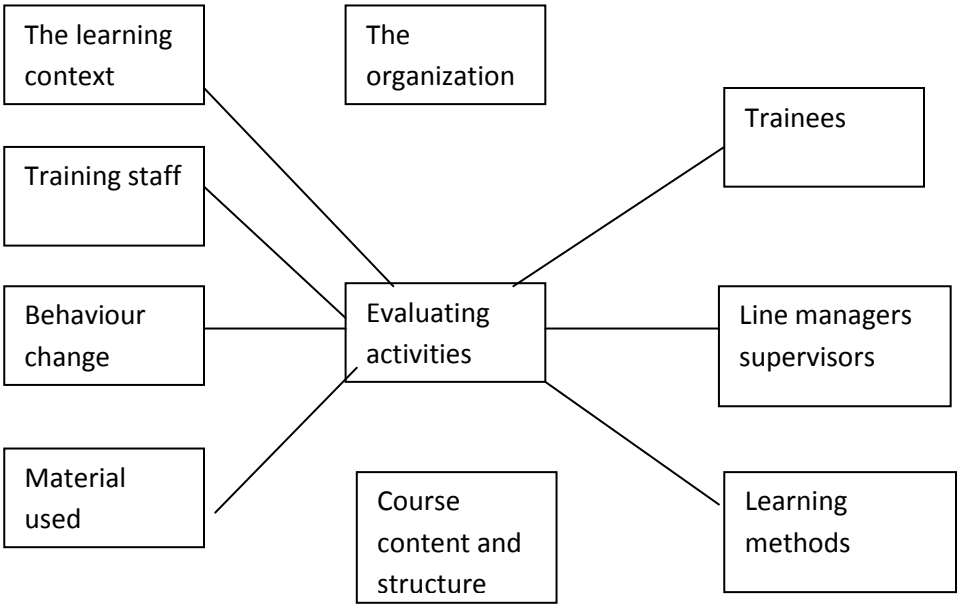
The final logical stage in the process of staff development is to find out how effective the programme or activity has been and this is referred to as evaluation. Evaluation simply means to assess the value or worth of a programme, an equipment or a human resource in an organization. In the context of training and development, Hamblin (1970) as cited by Cole (2002:370) defined evaluation as "any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information". Evaluation of training and development programmes can be conducted internally or externally. Internal evaluation is interested in assessing whether a training or development programme has achieved its objectives, that is whether the trainees or staff have learnt what they were taught. The external evaluation aims at finding whether the trainees have applied what they have learnt in training to their job performance and whether they are able to perform to the level expected of them after training. The main aim of evaluation therefore is to determine the extent to which a particular training programme or development activity is actually

beneficial to the trainees and whether it is relevant to the professional needs of staff and the needs of the organizations that have sponsored them for the programmes.

Bucher and Krotee (2002) provided the following guidelines for evaluation of staff. First and foremost, evaluation should involve staff members because it is a cooperative venture and staff should be included in developing a criteria for evaluation because they need to understand the process. Evaluation should be future oriented, that is to develop an improved staff and a better organization and where shortcomings are identified, a training programme should be provided. Evaluation should be based on helping staff to grow on the job by maintaining strengths and reducing weaknesses. Evaluation should be well organized, systematic and reliable implying that other evaluators using the same evaluation criteria, will arrive at the same or similar conclusion.

Evaluation is not only concerned with trainers and trainees, but with all aspects of training and development which include the learning context, the course content, the learning methods employed and the materials used in the programme. The full details of areas of interest in the evaluation of training and development is presented in figure 2.1.

Figure 2.1: The subject matter of evaluation



Source: Adapted from Cole (2002:373)

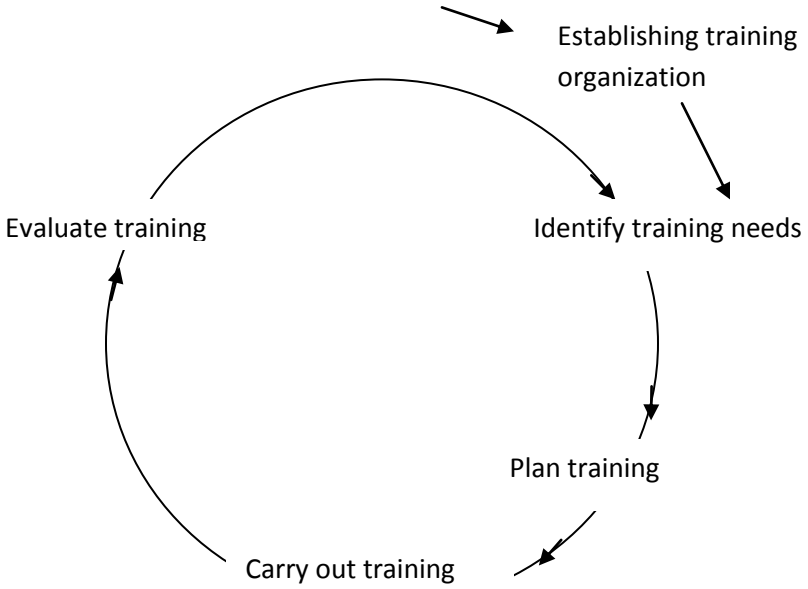
A comprehensive evaluation of training and development programmes would cover most if not all of the components in figure 2.1. Each of the components give rise to other issues for the evaluators when assessing the effectiveness of a training and development programme. The material used for example, would give rise to the questions such as; what handouts were used and what was the basis of their selection? How useful were the handouts to the trainees? What documents were used to indicate individual progress and similar questions.

Applying a systems view to the process of evaluation, the aims and objectives of the programme, the content or methods of the programme and the methods of learning employed represent the inputs. The programme implementation represents the process

and the programme results represent the outputs. Organizations that adopt a systematic approach to staff training and development, usually have a planned system of evaluating the outcome of training and development of staff. This enables the employers to determine the effects of training and development on both employees and the organization. The main problem of evaluation is lack of any formal evaluation criteria to determine the impact of the programmes attended by staff in relation to needs attached to the programmes (Cole, 2002). As a way of evaluating the outcome of development programmes, staff in COEs are requested to submit their certificates of completion and copies of their research theses. Staff may also be promoted or assigned to carry out some higher responsibilities.

This section of the review indicates that a systematic approach to staff training and development follows a logical sequence of activities. This sequence of activities begins with the establishment of a policy and the resources to sustain it, an assessment of needs for which appropriate programmes are provided follows and finally a form of evaluation and feedback. Figure 2.2 illustrates the basic cycle of events in staff training and development.

Figure 2.2: The basic cycle of events.



Source: Adapted from Cole (2002:331)

2.3 Empirical Studies

The review in this study indicated that quite a number of researches on staff development programmes as well as other related issues in personnel management were conducted mostly by masters degree students in business administration. Undoubtedly, such studies were based on business organizations such as banks and companies with only a few on public organizations such as polytechnics, national library and secondary schools. The present research is unique because it aimed at examining the impact of staff development programmes on job performances of both academic and non academic staff, unlike previous studies that were only interested in academic staff or managers and technicians in business organisations.

One of the benefits derived from this review was the extensive coverage of concepts, by previous researchers. For instance, the studies conducted by (Buba, 2000; Etokhana, 2000; Dabo, 2001; Afuwai, 2003; and Akpan, 2003) enabled the present researcher to identify and understand concepts and other key issues that are related to staff development programmes. However, most of these researches had no empirical studies in their review of related literature. Very few researches had some traces of empirical studies which were somehow embedded in the conceptual framework of the study. Abubakar (2005) for example, testified that his review of related literature was on the works of notable writers (not researchers) on staff development programmes. Notable scholars in educational research such as (Ali, 2006; and Korb, 2008) have emphasized that the review of related literature must consist of a conceptual framework as well as an empirical studies.

As stated earlier, previous researches on staff development programmes were mostly based on private organizations. It was therefore not surprising that the research design selected for studies conducted by (Mundat, 2000; Dabo, 2001; Yusuf, 2002; Afuwai, 2003 and Abubakar 2005) were all case studies. The descriptive survey was employed in the present study in order to generalize the findings to all COEs in Nigeria. Some researchers also failed to caption the research design in their chapter three, even though some of its components such as population and sample were included and explained. For instance, (Usman 2000; Ogwuche, 2002 and Abubakar, 2005) failed to mention the research design used in their studies, even though Usman stated that the research population was 3,512 with a sample size of 352. As for Ogwuche, it was the research topic that informed the readers that it was a case study whereas Abubakar

devoted the whole of chapter three to the historical background of the area covered by research instead of research design.

The previous researches reviewed indicated that great attention was given to explain what constituted the target populations and the samples selected for the studies. At a glance, some research topics indicated who or what constituted the population for the study. For instance, Yusuf (2002) conducted a study on "Manpower Development and its impacts on Human Resource utilization: a case study of ABU, Zaria", whereas Boluade (2004) conducted a study as "A study of motivation, job performance and job satisfaction among staff of National Library of Nigeria." It is easy from the topics to understand that ABU staff constituted the target population in the first example, while the staff of the National Library of Nigeria were the target population in the second example.

However, some researchers failed to explain in details what constituted their research population and the sampling procedure employed. For instance, Etokhana (2000) did not explain the total number of the research population from which it was claimed that a total number of 100 questionnaires at the ratio of 30:30:30:10 were distributed to the four major units. Scholars in educational research such as Olaofe (2010) hinted that it is most common with inexperienced researchers to draw a sample from an unknown population. For Ogwuche (2002), both population figure and the sample size were not indicated, but the researcher claimed to have distributed a total number of 50 questionnaires. Akpan (2003) identified a total population of 1,149 staff out of which a sample size of 291 was selected, but the researcher failed to explain the distribution of this population among the 4 colleges in Kaduna polytechnic. For

Abubakar (2005), the entire population for the study was 1,300 staff out of which a sample size of 140 staff was selected, but the sampling technique used was not explained.

Most of the researches reviewed in this study made use of at least one or a combination of 2 research instruments to gather information for the study. It is obvious that no useful research can be conducted without an instrument, as this will amount to no data for analysis and interpretation of results. At the same time, it will be unimaginable to arrive at any findings, conclusions and recommendations in such studies. However, the shortcoming discovered with the use of questionnaire in previous studies was that the Yes/No items dominated most of the items on the questionnaires. The works of (Afuwai, 2003 and Abubakar, 2005) were mainly in the form of Yes/No items. These items often restrict the views of the respondents to just Yes/No, without any room to include any relevant information.

Generally, the findings from previous studies revealed that there were inadequate financial resources for the training and development of staff in the organizations where the studies were conducted. These findings according to (Okoh, 1995; Etokhana, 2000; and Abubakar, 2005) in some cases restrict training and development to technical staff. Their findings also revealed that the human resources for staff training and development were inadequate as a result of which staff development policies were not properly implemented. Also, the previous studies reviewed concluded that, inadequate training and development of staff in different organizations hinders staff from satisfactory performance of their jobs (Fadope, 2001). Specifically, Afuwai (2003) concluded that externally organized programmes such as higher educational programmes, conferences, seminars and workshops are more preferred by staff than those internally organized. On

the basis of their findings and conclusions, (Okoh, 1995; Gudaji, 2000; Akpan, 2003; and Abubakar, 2005) recommended that all categories of staff must be trained and developed in courses relevant to their job performances, training facilities must be adequately provided, the individual staff needs must be carefully considered before implementing any development programme and subsequently the outcome of staff development programme must also be evaluated. Orientation programmes must be conducted to acquaint new staff with their job requirements and newly appointed heads of departments should be groomed towards good human relations (Akpan, 2003).

2.4 Summary

The review in this chapter, examined concepts such as staff development policies, job performances, staff primary assignment, staff promotion, job satisfaction, conference, seminar, workshop, induction training programme, study leave, staff meeting, college committee, delegation of authority, sabbatical leave, educational training programmes and other similar issues that are related to staff development. This aspect of the review formed the basis for the conceptual framework of the study. The empirical studies reviewed previous researches on staff development programmes and other similar issues on personnel management. This review revealed the strengths and weaknesses of previous researches thereby enabling the present researcher to improve upon the present research.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents a detailed account of the methods used to carry out the study. The chapter is organized into a number of sections such as research design, population, sample and sampling procedures, instrument for data collection, pilot study, validity and reliability of the instrument, procedure for data collection, and methods for data analysis.

3.2 Research Design

The research design adopted for this study is the descriptive survey. Descriptive survey according to Bello and Ajayi (2000) is a method of research that is usually adopted when dealing with a large population that requires a systematic collection of data from a sample of the population through the use of one or more instruments of data collection. In a more recent view by Sambo (2008:113) a sample survey was defined as "a study in which a random sample is taken from a well defined population, data are collected from the sample, a statistics is calculated from the data, and the statistics is used to estimate the true value (parameter) in the population". The descriptive or sample survey was adopted in this study because it involves an investigation covering the entire population of staff working in all Colleges of Education in Nigeria. It was practically impossible for the researcher to cover the entire population of staff in all Colleges of

Educatio in Nigeria. For this reason, a sample was drawn to represent the population and thereafter generalize the findings from the study.

3.3 Population

The population of this study comprised all staff in all Colleges of Education in Nigeria who are usually categorized into management, academic and non academic. The management staff comprise the provost, deputy provost, registrar, bursar, librarian, director of works and internal auditor, who manage the human and material resources of the colleges. The academic staff teach all the courses in the colleges, while the non academic staff which comprise the secretaries, clerks, typists, nurses, technicians and others provide support services in the colleges.

According to the educational statistics provided by the NCCE (2008 and 2009), there were 94 institutions awarding NCE programmes. Eighty five of these institutions were Colleges of Education, seven were polytechnics awarding NCE programmes and the remaining two were federal NCE awarding institutions. Since the focus of this study is on Colleges of Education, only the 85 Colleges of Education were used in this study. These colleges comprised of 21 FCEs, 43 states COEs and twenty one privately owned Colleges of Education. With reference to the statistics provided by the NCCE for the 2007/2008 academic session in 2008 and 2009, there were 17,197 academic staff and 27,861 non academic and management staff in all Nigerian Colleges of Education. From this statistics, therefore, the total population of staff in Nigerian Colleges of Education which also formed the target population for this study is 45,058.

3.4 Sample and Sampling Procedures

One of the decisions which a researcher has to make while planning the research design is whether to include all or some members of the population under study. In educational research, it is not always possible to make use of the whole population, especially if it is large, in which case the researcher has to make use of a sample.

Nigeria is grouped into six geopolitical zones and each of these zones consists of a number of states. The 85 Colleges of Education in Nigeria are spread across the 36 states and the Federal Capital Territory, Abuja. For the purpose of this study, the simple random sampling technique was used to select two states from each of the six geopolitical zones. This gives a total of 12 out of 36 states in Nigeria. This is also equivalent to one-third or 33.33% of the total population of states in Nigeria. According to Adetoro (1986), a sample of one-third is adequate for any given population. In the next stage of the sampling procedure, the simple random sampling technique was also used to select two colleges from each state. This gives a total number of 24 out of 85 Colleges of Education. However, for states that have only two colleges, the two colleges were used, since there was no need for sampling.

In the next stage of the sampling procedure, the researcher adopted the purposive sampling technique which according to Bello and Ajayi (2000:39) *"is a sampling procedure in which a researcher purposely selects certain groups as sample because of their relevance to the investigation under consideration."* In line with this, the following members of staff were selected in each of the 24 sampled colleges. All management staff mostly seven in number (provost, deputy provost, registrar, bursar, college librarian, director of works and internal auditor). This category of staff makes budgetary provision for staff development and it is also responsible for granting approval and sponsorship for

staff to undertake training and development programmes. All members of the Staff Development Committee who are responsible for implementing the staff development policies and deal with issues relating to staff development.

The deans of schools totaling five and 15 heads of departments selected are very important in staff development because their comments and recommendations are put into consideration before staff are granted study or training leave. Three chief lecturers and three other rank lecturers in each of the five schools, totaling 30, were selected and used in this study.

Lastly, 10 union officials of Colleges of Education Academic Staff Union (COEASU) and Senior Staff Union of Colleges of Education in Nigeria (SSUCOEN) each, and two officials of Non Academic Staff Union (NASU). This gives a total of 22 union officials. Union officials were included in the sample because they are always at the fore-front in the struggle and protection of staff conditions of service. They are, therefore, in a position to provide useful information on staff development programmes provided in their various Colleges of Education. All these gave a total of 100 staff in each of the 24 colleges that were selected for the study. This also implies that the total number of staff sampled for this study was 100 x 24 = 2,400 staff. The advantage of this sampling technique is that it ensured a fair representation of the target population and also enabled the researcher to gather data from respondents in all the Colleges of Education under the study. Table 3.1 gives the details of the samples selected

Table 3.1: Samples Selected from a Given Population

Geopolitical zones	States selected	Colleges selected	Staff population	Staff selected
North West	Katsina	FCE, Katsina	477	100
		Isa KAita COE, Dutsinma	316	100
	Kano	FCE, Kano,	399	100
		Sa'adatu Rimi COE, Kumbotso	919	100
North East	Adamawa	FCE Yola	762	100
		COE, Hong	531	100
	Yobe	FCE (T) Potiskum	570	100
		COE, Gashua	635	100
North Central	Kogi	FCE, Okene	991	100
		COE, Ankpa	808	100
	Niger	FCE, Kontagora	553	100
		COE, Minna	876	100
South West	Lagos	Adeniran Ogunsanya COE,	1,215	100
		Oto-Ijanikin	103	100
		Ansar-ud-Deen COE, Oshodi		
	Oyo	Emmanuel Alayande COE	1194	100
		Muftau Olanihum COE	129	100
South East	Anambra	FCE(T) Umunze	1272	100
		COE, Nsugbe	398	100
	Abia	COE Arochukwu	121	100
		Redemption COE, Aba	152	100
South South	Rivers	FCE, (T) Omoku	630	100
		COE, Port Harcourt	2119	100
	Delta	FCE(T) Asaba	178	100
		COE, Warri	1245	100
Total	**12**	**24**	**16,593**	**2,400**

3.5 Instrumentation

In this study, questionnaire was the main instrument used for data collection because it is the most appropriate for distribution to a large population at the same time. Also, the respondents are usually given enough time to fill in the questionnaire and are always assured of anonymity.

The design of the questionnaire was the close-ended or structured type in which specific statements were prepared on one side and a response format on the other side. The response format consisted of five alternative options from which the respondents were expected to choose one option for each statement. The five alternative options known as the Likert – type scale consisted of the following codes: Strongly agree, agree, undecided, disagreed and strongly disagree. Although, this type of questionnaire restricts the respondents from expressing their opinions fully, it assists the researcher to make qualitative analysis of the items such as tabulation, classification, interpretation and summary, especially when the study involves a large population.

The questionnaire was designed for three categories of respondents, namely management, academic and non academic staff in Nigerian Colleges of Education. The questionnaire was categorized into various sections. Section A for example, requested for demographic data of respondents such as gender, age, highest educational qualification, years of working experience, present rank and similar others. The information requested in section A was easier to supply and used to ease the respondents into other items designed for the actual purpose of the study. The information in this

section enabled the researcher to correlate responses among the different groups of respondents. Sections B to K of the questionnaire consisted of statements related to the research questions and hypotheses formulated for the study. Items were designed to represent each of the 10 hypotheses. In addition interview method was used to complement the information ostained through the questionnaire. The interview was a personal interaction between the researcher and members of Staff Development Committees and heads of departments of the different Colleges of Education.

3.6 Validity of Research Instrument

To ensure content and face validity, the questionnaire was given to experts in Research, Statistics and Educational management for advice. This procedure is in line with the Sambo, (2008); and Anikweze, (2009) who maintained that a researcher should validate the questionnaire through the logical consensus of experts whose criticisms and suggestions are likely to improve upon the quality of questionnaire.

3.7 Pilot Study

To further ascertain the validity of the questionnaire, pilot study was conducted using the staff of Federal College of Education, Zaria as the pilot group. One hundred copies of the questionnaire were administered to seven management staff, 11 members of the Staff Development Committee, five deans of schools, 25 heads of departments, 15 chief lecturers, 15 other rank lecturers, 10 officials of Colleges of Education Academic

Staff Union (COEASU), 10 officials of Senior Staff Union of Colleges of Education in Nigeria (SSUCOEN) and two officials of non academic staff union. From the pilot study, a total of 76 out of 100 copies of the questionnaire was completed and collected. Results of the pilot study indicated that all items in the questionnaire were responded The rate of response for the questionnaire was simply calculated as;

$$\frac{76}{100} \times \frac{100}{1} = 76\%$$

This result was then subjected to reliability test.

3.8 Reliability of Research Instrument

In addition to validation of the instrument reliability of the instrument was also obtained through Cronbach's Alpha, Spearman – Brown Equal – length and Guttman Split – half methods. As explained by Anikweze (2010), the formula for Guttman Split-half method referred to coefficient of internal consistency designated by r½. This describes the reliability for only half of the scores of the questionnaire. Therefore, to calculate the reliability for full scores of the questionnaire, Spearman – Brown Equal – length formula designated by r = r½ ½ = 2 x r½ was used.

Results of the computations are as follows:

Guttman Split-half coefficient = .7634

Spearman-Brown Equal – Length Coefficient = .7635

Cronbach's Alpha part 1 = .7616

Cronbach's Alpha part 2 = .6572

$$r = r½\ ½ = \frac{2 \times r^{1}/_{2}}{1+r^{1}/_{2}} = \frac{2 \times .7634}{1+.7634} = \frac{1.5268}{1.7634} = 0.8658$$

The observed reliability coefficient 0.8658, was approximated to 0.86 and according to Bello and Ajayi (2000), coefficients between 0.70 to 0.90 are considered to be good indications of reliability. Thus, the instrument for this study was found to be reliable.

3.9 Procedures for Data Collection

The questionnaire enabled the researcher to obtain information useful for research questions and hypotheses in this study. In most cases, the researcher administered and collected copies of the questionnaire and through research assessments who were mostly staff in the Colleges of Education. A covering letter from the Educational Foundation and Curriculum Department, Faculty of Education, Ahmadu Bello University, Zaria accompanied the questionnaire to all colleges under study. This was meant to introduce the researcher and research assistants in the colleges under study.

After distributing and administering copies of the questionnaire, the researcher and her assistants had to give enough time for respondents to do justice to the instrument. However, in some colleges, the respondents were not too willing to fill in the questionnaire perhaps due to its bulkiness and this took the researcher more than one week of persuasion before they could respond. In other colleges, copies of the questionnaire administered were filled in bits. Thus, the researcher and research assistants had to pay several visits to those colleges. Also, in some colleges, copies of the

questionnaire returned were empty, and some were lost or never accounted for. Specifically, 200 copies of the questionnaire meant for two colleges were at the time of administering them, staff went on strike and after a long period of waiting, nothing was forth coming from those colleges.

3.10 Procedures for Data Analysis

The descriptive and inferential statistics were adopted to analyse the data obtained for this study. The descriptive statistics was used to analyse and present the data collected in simple tabular forms. This was further converted to frequency distribution and percentages for easier understanding of the relationship between the data collected. The inferential statistics were used to test the hypotheses formulated for the study. Thus, the hypotheses were tested using the One Way Analysis of Variance (ANOVA) and a post hoc test using Scheffe's procedure. These statistical tests were used to determine whether or not the opinions of the respondents were related and also to determine whether or not categories of respondents differed significantly in their opinions. The level of significance for testing the null hypotheses was set at 0.05 to justify the acceptance or rejection of the hypotheses. This is often used in social science researches, where five percent error is allowed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This study investigated the impact of staff development programmes on job performances of staff in Nigerian Colleges of Education. In this chapter, the data collected for the study were analysed, presented, and discussed under two main sections. The first section discussed issues raised in chapter one using frequency tables and percentages, while the second section analysed the hypotheses tested using one way analysis of variance (ANOVA) and Scheffe's Multiple Comparison Test. Also, considering the relevance of some demographic information of the respondents to this study, the researcher analysed and presented them in frequencies and percentages in a tabular form. As previously stated, the data collected for the study were obtained by means of a single questionnaire for three categories of respondents namely management, academic and non-academic staff in Nigerian Colleges of Education. Table 4.1.1 presents the rate of return for the copies of questionnaire administered for this study.

Table 4.1.1: Rates of Return for the Questionnaire Administered

S/No.	Colleges of Education	No. of copies of Administered	No. of copies of Questionnaire completed	No. of copies of Questionnaire not completed
1	FCE, Katsina	100	79	21
2	Isa Kaita COE, Dutsinma	100	68	32
3	FCE, Kano	100	57	43
4	S. R. COE, Kumbotso	100	55	45
5	FCE, Yola	100	73	27
6	COE, Hong	100	00	100
7	FCE (T), Potiskum	100	67	33
8	COE, Gashua	100	62	38
9	FCE, Okene	100	77	23
10	COE, Ankpa	100	00	100
11	FCE, Kontagora	100	71	29
12	COE, Minna	100	82	18
13	A. O. COE, Lagos	100	35	65
14	Ansar-Ud Deen COE, Lagos	100	51	49
15	E. A. COE, Ibadan	100	65	35
16	M. O. COE, Ibadan	100	60	40
17	FCE (T), Umunze	100	72	28
18	COE, Nsugbe	100	85	15
19	COE, Arochukwu	100	61	39
20	Redemption COE, Aba	100	53	47
21	FCE (T), Omoku	100	60	40
22	R. S. COE, P/Harcourt	100	81	19
23	FCE (T), Asaba	100	65	35
24	COE, Warri	100	66	34
Total		**2,400**	**1,445**	**955**

Table 4.1.1 indicated that out of 2,400 copies of the questionnaire administered to 24 Colleges of Education selected for the study, 1,445 represented by 60.2% were completed, while the remaining 955 copies represented by 39.8% were either not completed, lost or never returned. A look at the table also indicated that 200 copies of the questionnaire meant for Colleges of Education, Hong in Adamawa State and Colleges

of Education, Ankpa in Kogi State were not completed. This was because the two colleges were reported to be on strike at the time of the study and inspite of the additional time given, nothing was forth coming from the two colleges.

4.2 Demographic Data of Respondents

By virtue of their duties and responsibilities, employees in federal, state and private Colleges of Education in Nigeria are commonly categorized into management, academic and non-academic staff. These categories of staff also work as members of Staff Development Committee. Some academic staff also function as deans of schools, heads of department, chief lecturers, other rank lecturers and officials of staff unions such as COEASU, while some non academic staff also function as officials of SSUCOEN and NASU staff unions. The data collected were from those three categories of staff. In table 4.2.1, these characteristics and a few personal information of the respondents were analysed and presented in relation to frequencies and percentages.

Table 4.2.1: Demographic Data of Respondents

Demographic Data	Category of Respondents	Frequencies	Percentages
Ownership of college	Federal	621	43.0
	State	660	46.0
	Private	164	11.0
	Total	**1,445**	**100.0**
Category of respondents	Management	92	6.4
	Academic	1105	76.5
	Non Academic	248	17.1
	Total	**1,445**	**100.0**
Present official position	Dean	117	8.1
	HOD	234	16.2
	Director	26	1.8
	Coordinator	98	6.7
	Others	969	67.1
	No response	1	.1
	Total	**1,445**	**100.0**
Present ranks	Chief Lecturers	190	13.2
	Principal lecturers	56	3.8
	Senior lecturers	475	32.8
	Lecturer I	245	17.0
	Lecturer II	328	22.7
	Lecturer III	35	2.4
	Assistant Lecturer	4	0.3
	Others	111	7.7
	No response	1	0.1
	Total	**1,445**	**100.0**
Membership in staff development committee	Member	241	16.7
	Non Member	1046	72.4
	No response	158	10.9
	Total	**1,445**	**100.0**
Official position in staff unions	COEASU	194	13.4
	SSUCOEN	199	13.8
	NASU	42	2.9
	None	1,010	69.9
	Total	**1,445**	**100.0**
Educational qualifications	Ph.D	157	10.9
	Masters	979	67.8
	B.A/B.Sc + PGDE	196	13.6
	B.Ed	68	4.7
	HND	16	1.0
	Others	29	2.0
	Total	**1,445**	**100.0**
Working Experience	Above 20 years	123	8.5
	16 – 20 years	314	21.7
	11 – 15 years	725	50.2
	6 – 10 years	186	12.9
	0 – 5 years	97	6.7
	Total	**1,445**	**100.0**

As indicated by table 4.2.1, 46.0% and 43.0% of the respondents were staff of state and federal Colleges of Education respectively, while the remaining 11.0% of the respondents were staff of privately owned Colleges of Education in Nigeria. The table also indicated that about three quarters of the respondents being 76.5% were academic staff, while the remaining 17.1% and 6.4% of the respondents were non academic and management staff, respectively. The highest category of respondents in this study being academic staff was, however, not unexpected because in the sampling procedure about 70% of the respondents were selected from this category of staff.

It can also be seen from the table that more than half of the respondents for this study being 67.1% claimed to be ordinary staff, whereas a small proportion of the respondents being 16.2% and 8.1% claimed to be heads of departments and deans of schools, respectively. An insignificant proportion of the respondents being 6.7% and 1.8% claimed to be co-ordinators and directors of various educational programmes in their colleges. One respondent did not indicate a response to the item. The highest response being ordinary staff was not surprising because the sampling procedure provided a few chances for staff holding official positions such as deans and heads of departments. In addition to this, some of the respondents who claimed to be ordinary staff may be non academic staff.

With regards to present ranks of respondents, the table indicated that a fair percentage being 32.8% were senior lecturers, 22.7% and 17.0% occupied the ranks of lecturer II and lecturer I, respectively. Also, a small percentage of the respondents being 13.2% and 3.8% occupied the ranks of chief lecturer and principal lecturer, respectively.

The remaining percentage of respondents being 2.4% and 0.3% occupied the ranks of lecturer III and assistant lecturer, while one respondents did not indicate a response to the item. The fact that only 13.2% of the respondents claimed to be chief lecturers implied that it takes many years for academic staff to become chief lecturers and more so because the sampling procedure selected a few number of chief lecturers for the study.

A further examination of the table revealed that majority of the respondents represented by 72.4% were not members of Staff Development Committee in their colleges. However, a small percentage of the respondents being 16.7% claimed to be members of Staff Development Committee in their colleges, while the remaining 10.9% of the respondents did not respond to the item in question. The fact that only 16.7% of the respondents claimed to be members of Staff Development Committee was not unexpected because in most Colleges of Education, only a few members of staff are appointed to serve in the said committee and the sampling procedure made use of all members of the committee.

With regards to the official positions of respondents in staff unions, the table indicated that more than half of the total number of respondents being represented by 69.9% were not officials in any of the three staff unions. However, a small percentage being 13.8% and 13.4% claimed to be officials of SSUCOEN and COEASU, respectively, while the remaining percentage being 2.9% claimed to be officials of the Non-Academic Staff Union. It is a common practice for staff unions to appoint few members to serve as officials and in this study almost all officials of the three staff unions were included and this was why their responses were small when compared to the congress members.

One of the personal information of respondents requested for in this study was their educational qualifications. As indicated by table 4.2.1, more than half of the total number of respondents being represented by 67.8% were holders of masters' degrees in various fields of knowledge. A small percentage of the respondents being 13.6% and 10.9% were holders of post graduate diploma in education, in addition to first degree and Ph.D holders, respectively. This implied that majority of the respondents were professional teachers. Also, 4.7% of the respondents were holders of first degree in education, 1.0% were holders of higher national diploma, while the remaining 2.0% were holders of other educational qualifications not specified in the study. Those with Higher National Diploma were probably non academic staff.

A close look at the years of working experiences of respondents, the table indicated that about half of the total number of respondents being represented by 50.2% had been working for 11 to 15 years. Other respondents being represented by 21.7%, 12.9% and 8.5% had 16 to 20 years, 6 to 10 years and over 20 years of working experiences. The remaining percentages of respondents being 6.7% had only zero to 5 years of working experience.

4.3 Opinions of Respondents on Staff Development Programmes in Nigerian Colleges of Education

In this section, the data collected for the study were analysed, presented, and discussed using frequency distributions and simple percentages in order to give a general description of the data. The discussion of data was based on the following issues raised in chapter one:

i. impact of acquisition of higher degrees on job performances of staff;

ii. impact of participation in short training courses on job performances of staff;

iii. impact of induction training programme on the adaptation of newly employed staff to the college environment;

iv. impact of types of development programmes on staff primary assignment;

v. impact of needs assessment on staff approval to undertake higher degree programmes;

vi. impact of adequacy of funds provided for staff development on staff sponsorship for development programmes;

vii. impact of financial assistance by college management on the hosting of short training courses;

viii. impact of staff awareness of opportunities for development on staff utilization of such opportunities;

ix. impact of conditions governing staff sponsorship for higher degrees on staff abilities to complete the programmes within the approved period; and

x. impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions.

In subsequent tables, each of these issues or research questions was analysed and presented in relation to the group of items specifically designed for it in the questionnaire. For the purpose of this analysis, the responses for Strongly Agree (SA) and Agree (A) were merged together and treated as Agree. The responses for Strongly

Disagree (SD) and Disagree (D) were also merged together and used as Disagree, while the responses for undecided (U) were left alone.

4.3.1 Impact of Acquisition of Higher Degrees on Job Performances of Staff in Nigerian Colleges of Education

This section focused on the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education. Items 1 – 10 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.1.

Table 4.3.1: Opinions of Respondents on Impact of Acquisition of Higher Degrees on Job Performances of Staff in Nigerian Colleges of Education

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
1.	The pedagogical aspect of post graduate studies in the universities increases the knowledge, skills, experiences and understandings of staff and these ultimately improve upon the job performances of staff	Management Staff	35	38.0	22	23.9	00	00	24	26.1	11	12.0
		Academic Staff	421	38.1	224	20.3	17	1.5	268	24.3	175	15.8
		Non Academic Staff	113	45.6	8	3.2	3	1.2	59	23.8	65	26.2
2.	Presentations in seminar, proposal, internal and external defence during the post graduate programme lead to greater confidence on job performances of staff	Management Staff	18	19.6	16	17.4	6	6.5	35	38.0	17	18.5
		Academic Staff	467	42.3	158	14.3	29	2.6	292	26.4	159	14.4
		Non Academic Staff	51	42.3	56	22.6	3	1.2	86	34.7	52	21.0
3.	The field work during the post prograduate studies increases the experiences of staff and this improves their job performances	Management Staff	10	10.9	5	5.4	4	4.3	49	53.3	24	26.1
		Academic Staff	426	38.6	215	19.5	37	3.3	268	24.3	159	14.4
		Non Academic Staff	60	24.2	46.5	18.5	19	7.7	82	33.1	41	16.5
4.	The fieldwork during the post graduate studies increases the organization and skills of staff in their job performances	Management Staff	11	12.0	8	8.7	8	8.7	52	56.5	13	14.1
		Academic Staff	342	31.0	260	23.5	44	4.0	347	31.4	112	10.1
		Non Academic Staff	35	14.1	64	25.8	18	4.0	87	35.1	44	17.7
5.	Acquisition of higher degrees equips staff to keep abreast with recent developments in their areas of specialization	Management Staff	00	00	00	00	6	6.5	47	51.1	39	42.4
		Academic Staff	414	37.5	207	18.7	36	3.3	231	20.9	217	19.6
		Non Academic Staff	51	20.6	64	25.8	7	2.8	58	23.4	68	27.4
6.	Acquisition of higher degrees prepares staff for greater responsibilities and this motivates them to put more efforts on their job performances	Management Staff	00	00	4	4.3	11	12.0	46	50.0	31	33.7
		Academic Staff	460	41.6	142	12.9	81	7.3	251	22.7	171	15.5
		Non Academic Staff	61	24.6	52	21.0	12	1.8	75	30.2	48	19.4
7.	Acquisition of higher degrees is not the only requirement for staff promotion	Management Staff	10	10.9	58	63.0	10	10.9	3	3.3	11	12.0
		Academic Staff	207	18.7	753	68.1	109	9.9	18	1.6	18	1.6
		Non Academic Staff	65	26.2	160	64.5	13	5.2	7	2.8	3	1.2
8.	Acquisition of higher degrees alone does not enhance the job satisfaction of staff	Management Staff	13	14.1	58	63.0	16	17.4	4	4.3	1	1.1
		Academic Staff	129	11.7	754	68.2	167	15.1	36	3.3	19	1.7
		Non Academic Staff	51	20.6	148	59.7	33	13.3	15	6.0	1	.4
9.	Acquisition of higher degrees by staff in Nigerian COEs is often used as an opportunity for better jobs	Management Staff	16	17.4	40	43.5	29	31.5	6	6.5	1	1.1
		Academic Staff	164	14.8	503	45.5	385	34.8	53	4.8	00	00
		Non Academic Staff	40	16.1	121	48.8	58	23.4	24	9.7	5	2.0
10.	Acquisition of higher degrees is not always tied to greater responsibilities for still in Nigerian Colleges of Education	Management Staff	12	13.0	44	47.8	13	14.1	16	17.4	7	7.6
		Academic Staff	157	14.2	571	51.7	144	13.0	162	14.7	71	6.4
		Non Academic Staff	24	9.7	143	57.7	41	16.5	33	13.3	7	2.8

As indicated by table 4.3.1, some differences were discovered in the opinions of the three categories of respondents. A good proportion of the management staff being 57 who were represented by 61.9% and a fair proportion of academic and non academic staff being 645 and 121 who were represented by 58.4% and 48.8%, respectively were of the opinion that the pedagogical aspect of post graduate studies in the universities, increases the knowledge, skills, experiences and understanding of staff, thereby improving their job performances. However, a significant proportion of the respondents being 124 non academic staff, 443 academic staff and 35 management staff who were represented by 50.0%, 40.1% and 38.1%, respectively disagreed with this statement. This result was, therefore, interpreted to mean that the pedagogical aspect of post graduate studies in the universities does not always improve upon the job performances of staff in Nigerian Colleges of Education.

For item 2 in the questionnaire, a fair proportion of the academic staff being 625 and represented by 56.6% were in support of the statement that presentations in seminar, proposal, internal and external defence during the post graduate programme lead to greater confidence on job performances of staff. However, the fact that a fair proportion of management and non academic staff being 52 and 451 who were represented by 56.5% and 55.7% respectively disagreed with the statement, implies that presentations in seminar, proposal, internal and external defence during post graduate studies do not always lead to greater confidence on the job performances of staff.

In response to items 3 and 4, a fair proportion of academic staff being 641 and 602 who were represented by 58.0% and 54.5%, respectively were of the opinion that the field work during post graduate studies increases the experiences as well as the

organization and skills of staff in their job performances. In both items, a larger proportion of management staff being 73 and 65 who were represented by 79.4% and 70.6%, and a significant proportion of non academic staff being 123 and 131 who were represented by 49.6% and 52.8% disagreed with the two statements. The results were, therefore, interpreted to mean that the field work during postgraduate studies does not always increase the experiences as well as the organization and skills of staff in their job performances.

More than half of the academic staff used in this study being 621 and represented by 56.2% supported the statement in item 5 that acquisition of higher degrees equips staff to keep abreast with recent developments in their areas of specialization. On the contrary, an overwhelming proportion of management staff being 86 and represented by 93.5% and a fair proportion of non academic staff being 131 and represented by 50.8% disagreed with this statement. This is likely because of the fact that most management staff in Nigerian Colleges of Education do not undertake higher degree programmes. As such, they may not be in a position to assess whether acquisition of higher degrees equip staff to keep abreast with recent developments in their areas of specialization. In a similar pattern to item 5, more than half of academic staff being 602 and represented by 54.5% agreed with the statement in item 6 that acquisition of higher degrees prepares staff for greater responsibilities thereby motivating them to put more efforts on their job performances. However, a larger proportion of management staff being 77 represented by 83.7% and a significant proportion of non academic staff being 123 who were represented by 49.6% disagreed with this statement. This result implies to a limited extent, the acquisition of higher degrees prepares staff for greater responsibilities and this

motivates them to put more efforts on their job performances.

In response to item 7, a large proportion of the respondents being 225 non academic staff, 960 academic staff and 68 management staff who were represented by 91.0%, 86.9% and 73.9%, respectively were of the opinion that acquisition of higher degrees is not the only requirement for staff promotion. This result implies that in addition to acquisition of higher degrees, other requirements such as participation in conferences and workshops are also needed for staff promotion. The responses to item 8 indicated that majority of the respondents being 199 non academic staff, 883 academic staff and 71 management staff who were represented by 80.3%, 79.8% and 72.2%, respectively were in support of the statement that acquisition of higher degrees alone does not enhance the job satisfaction of staff. This result implies that in addition to acquisition of higher degrees, other factors such as salaries and other benefits and staff welfare services are also responsible for enhancing the job satisfaction of staff.

For item 9 in the questionnaire, table 4.3.1 reveales that a good proportion of the respondents being 161 non academic staff, 56 management staff and 667 academic staff who were represented by 64.9%, 60.9% and 60.4%, respectively claimed that acquisition of higher degrees by staff in Nigerian Colleges of Educations is often used as an opportunity for better jobs in the universities and other places. Irrespective of the agreement they have entered into, that is they must work for certain number of years, staff, especially those with Ph.D in Colleges of Education prefer to move to the universities and other places where there are better opportunities for professional growth. This result implies that acquisition of higher degrees by staff in Nigerian Colleges of Education is not mainly for the improvement of job performances but also as an

opportunity for better jobs. With regards to item 10 in the questionnaire, a good proportion of the respondents being 167 non academic staff, 728 academic staff and 56 management staff who were represented by 67.4%, 65.9% and 60.9%, respectively were of the opinion that acquisition of higher degrees is not always tied to greater responsibilities for staff in Nigerian Colleges of Education. This result suggests that in addition to acquisition of higher degrees, other factors such as years of working experience and staff ability to carry out the tasks are considered before staff are assigned with greater responsibilities.

To find out the total percentage for agree and disagree for items 1 – 10 in the questionnaire, the total scores under strongly agree and agree, and the total scores under strongly disagree and disagree as indicated by table 4.3.1 were separately summed up for each category of respondents. The total for each category, was then divided by 10 being the number of items. This calculation revealed 63.13% agreement for academic staff, 57.01% for non academic staff and 41.31% for management staff. The analysis for items 1 – 10 of the questionnaire revealed that to a limited extent, acquisition of higher degrees has a positive impact on job performances of staff in Nigerian Colleges of Education, but more so on the job performances of academic staff, followed by non academic staff and lastly management staff.

4.3.2 Impact of Participation in Short Training Courses on Job Performances of Staff in Nigerian Colleges of Education

This section is pertaining to the impact of participation in short training courses such as conferences, workshops and seminars on job performances of staff in Nigerian Colleges of Education. Items 11 – 20 in the questionnaire were used to analyse this issue

and the results obtained are presented in table 4.3.2.

Table 4.3.2: Opinions of Respondents on Impact of Participation in Short Training Courses on Job Performances of Staff in Nigerian Colleges of Education.

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
11.	Participation in annual conferences assists staff to improve their knowledge and job performances	Management Staff	57	62.0	35	38.0	00	00	00	00	00	00
		Academic Staff	371	33.6	328	29.7	16	1.4	161	14.6	229	20.7
		Non Academic Staff	79	31.9	42	16.9	1.4		52	21.0	74	29.8
12.	Participation in annual conferences enables staff to master the techniques of writing and presenting scholarly papers and articles in educational journals	Management Staff	25	27.2	59	64.1	00	00	5	5.4	3	3.3
		Academic Staff	443	40.1	354	32.0	9	.8	178	16.1	121	11.0
		Non Academic Staff	61	24.6	32	12.9	7	2.8	76	30.6	72	29.0
13.	Participation in seminar presentations assists staff to discuss their experiences with other colleagues and this improves their knowledge and job performances	Management Staff	19	20.7	64	69.6	1	1.1	3	3.3	5	5.4
		Academic Staff	458	41.4	295	26.7	28	2.5	176	15.9	148	13.4
		Non Academic Staff	125	50.4	48	19.4	5	2.0	20	8.1	50	20.2
14.	Participation in seminar presentations assists staff to improve their communication skills and this ultimately improves their job performances	Management Staff	15	16.3	52	56.5	5	5.4	11	12.0	9	9.8
		Academic Staff	412	37.2	328	29.7	91	8.2	132	11.9	142	12.9
		Non Academic Staff	142	57.3	42	16.9	18	7.3	20	8.1	26	10.5
15.	Participation in workshops assists staff to discuss new trends in educational development and this improves their knowledge and job performance	Management Staff	40	43.5	40	43.5	00	00	8	8.7	4	4.3
		Academic Staff	506	45.8	305	27.6	10	.9	120	10.9	164	14.8
		Non Academic Staff	50	20.2	35	14.1	18	7.3	106	42.7	39	15.7
16.	Participation in workshops offers staff an opportunity to solve issues and challenges encountered in their job performances	Management Staff	16	17.4	65	70.7	11	12.0	00	00	00	00
		Academic Staff	263	23.8	671	60.7	104	9.4	36	3.3	31	2.8
		Non Academic Staff	39	15.7	149	60.1	44	17.7	10	4.0	6	2.4
17.	Staff who fail to write conference papers, always encounter setbacks when they are due for promotion	Management Staff	26	28.3	59	64.1	7	7.6	00	00	00	00
		Academic Staff	271	24.5	675	61.1	71	6.4	47	4.3	41	3.7
		Non Academic Staff	103	41.5	88	35.5	14	5.6	27	10.9	16	6.5
18.	Staff who fail to participate in conferences are often less productive	Management Staff	35	38.0	39	42.4	18	19.6	00	00	00	00
		Academic Staff	393	35.6	479	43.3	201	18.2	17	1.5	15	1.4
		Non Academic Staff	57	23.0	98	39.5	82	33.1	6	2.4	4	1.6
19.	Some staff in Nigerian COEs attend conferences only when they are due for promotion	Management Staff	17	18.5	65	70.7	10	10.9	00	00	00	00
		Academic Staff	171	15.5	764	69.1	146	13.2	17	1.5	7	.6
		Non Academic Staff	38	15.3	155	62.5	29	11.7	17	6.9	7	2.8
20.	Certificates awarded at conferences and workshops are used mainly as requirement for staff promotion	Management Staff	00	00	00	00	00	00	55	59.8	37	40.2
		Academic Staff	400	36.2	287	26.0	9	.8	21	19.5	194	17.6
		Non Academic Staff	116	46.8	74	29.8	5	2.0	28	11.3	24	9.7

In table 4.3.2, it was evident that there were some differences in the opinions of the three categories of respondents. The whole of management staff being 92 who were represented by 100% and 699 academic staff represented by 63.3% were in support of the statement that participation in annual conferences assist staff to improve their knowledge and job performances, while 121 non academic staff equivalent to 50.8% disagreed with this statement. This result implies that participation in annual conferences was seen to have more positive impact on job performances of management and academic staff. For item 12, an overwhelming proportion of management staff being 84 and represented by 91.3% and a very good proportion of academic staff being 797 and represented by 72.1% agreed that participation in annual conferences enables staff to master the techniques of writing and presenting scholarly papers and articles in educational journals. However, the fact that a good proportion of non academic staff being 148 who were represented by 59.7% disagreed with this statement, implies that participation in annual conferences has more positive impact on job performances of management and academic staff.

In response to items 13 in the questionnaire, a good proportion of the respondents being 83 or 90.2% management staff, 173 or 69.8% non academic staff and 753 or 68.2% academic staff were of the opinion that participation in seminar presentations assists staff to discuss their experiences with other colleagues and by so doing improve upon their knowledge and job performances. Similarly, for item 14, 184 or 74.2% non academic staff, 67 or 72.8% management staff and 740 or 67.0% academic staff supported that participation in seminar presentations assists staff to improve their communication skills, which ultimately improves their job performances. The opinions of respondents with regard to these items implies that seminar presentations has a positive impact on the job

performances of staff.

For items 15 in the questionnaire, a large proportion of management and academic staff being 80 and 811 and represented by 87.0% and 73.4%, respectively were of the opinion that participation in workshops assist staff to discuss new trends in educational developments, which eventually improves their knowledge and job performances. However, the fact that a good proportion of non academic staff being 145 or 58.4% disagreed with this statement, implies that participation in workshops has more positive impact on job performances of management and academic staff. With regards to item 16, a large proportion of the respondents being 81 or 88.0% management staff, 934 or 84.5% academic staff and 188 or 75.8% non academic staff were of the opinion that participation in workshops offers an opportunity for staff to deal with issues and challenges encountered in their job performances. The results for items 15 and 16 implies that participation in workshops has a positive impact on the job performances of staff.

For item 17 in the questionnaire, a large proportion of the respondents being 85 or 92.4% management staff, 945 or 85.6% academic staff and 191 or 77.0% non academic staff agreed that staff who fail to write conference papers, always encounter setbacks when they are due for promotion. Similarly, for item 18, 74 or 80.4% management staff, 872 or 78.9% academic staff and 155 or 62.5% non academic staff agreed that staff who fail to write conference papers are often less productive. These results also imply that writing conference papers has a positive impact on job performances of staff.

The responses for item 19 indicated that 82 or 89.1% management staff, 935 or 84.6% academic staff and 193 or 77.8% non academic staff agreed that some staff in Nigerian Colleges of Education attend conferences only when they are due for promotion. As for item 20, a good proportion of non academic staff being 190 or 76.6% and academic staff being 687 or 62.2% claimed that the certificates awarded at conferences and workshops are used mainly as requirement for staff promotion. However, the entire management staff used in this study being 92 and equivalent to 100% disagreed with this statement. The analysis for items 11 – 20 in the questionnaire revealed that majority of the respondents agreed with most of the statements. The results could therefore, be interpreted to mean that participation in short training courses has to a large extent positive impact on job performances of staff in Nigerian Colleges of Education.

4.3.3 Impact of Induction Training Programme on the Adaptation of Newly Employed Staff to their College Environment

The next issue discussed in this study bordered on the impact of induction training programme on the adaptation of newly employed staff to the college environment. Items 21 – 30 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.3.

Table 4.3.3: Opinions of Respondents on Impact of Induction Training Programme on the Adaptation of Newly Employed Staff to College Environment.

S/N	Item Statement	Category of Respondents	SA F	%	A F	%	U F	%	D F	%	SD F	%
21.	Colleges of Education in Nigeria organize an induction training programme for newly employed staff	Management Staff	15	16.3	57	62.0	20	21.7	00	00	00	00
		Academic Staff	190	17.2	600	54.3	230	20.8	44	4.0	41	3.7
		Non Academic Staff	35	14.1	132	53.2	79	31.9	00	00	00	00
22.	Induction training programme assists newly employed staff to get acclimatized to their college environment	Management Staff	18	19.6	64	69.6	10	10.9	00	00	00	00
		Academic Staff	210	19.0	738	66.8	107	9.7	27	2.4	23	2.1
		Non Academic Staff	34	13.7	188	75.8	23	9.3	00	00	00	00
23.	Departmental orientation assists new staff to adapt smoothly to their primacy assignment	Management Staff	22	23.9	66	71.7	4	4.3	00	00	00	00
		Academic Staff	252	22.8	715	64.7	33	3.0	61	5.5	44	4.0
		Non Academic Staff	37	14.9	201	81.0	9	3.6	00	00	00	00
24.	Departmental orientation assists new staff to be familiar with their colleagues in the department	Management Staff	10	10.9	77	83.7	5	5.4	00	00	00	00
		Academic Staff	104	9.4	885	80.1	54	4.9	31	2.8	31	2.8
		Non Academic Staff	37	14.9	199	80.2	11	4.4	00	00	00	00
25.	Orientation programme at the school level, assists new staff to understand their jobs in relation to other departments in the school	Management Staff	19	20.7	68	73.9	5	5.4	00	00	00	00
		Academic Staff	227	20.5	751	68.0	55	5.0	22	2.0	50	4.5
		Non Academic Staff	36	14.5	202	81.5	9	3.6	00	00	00	00
26.	Orientation programme at the school level, assists new staff to be familiar with all cadre of staff in the school and their official relation to them	Management Staff	22	23.9	63	68.5	7	7.6	00	00	00	00
		Academic Staff	243	22.0	712	64.4	109	9.9	18	1.6	23	2.1
		Non Academic Staff	42	16.9	182	73.4	22	8.9	00	00	00	00
27.	Departmental orientation may be inadequate for newly employed staff to understand the conditions governing their jobs	Management Staff	21	22.8	65	70.7	6	6.5	00	00	00	00
		Academic Staff	207	18.7	784	71.0	72	6.5	23	2.1	19	1.7
		Non Academic Staff	32	12.9	167	67.3	49	19.8	00	00	00	00
28.	Orientation at the school level may be inadequate for newly employed staff to adapt smoothly to their college environment	Management Staff	18	19.6	67	72.8	7	7.6	00	00	00	00
		Academic Staff	196	17.7	772	69.9	89	8.1	30	2.7	18	1.6
		Non Academic Staff	32	12.9	173	69.8	43	17.3	00	00	00	00
29.	Inadequately planned induction training programme compounds the problems of newly employed staff	Management Staff	26	28.3	61	66.3	5	5.4	00	00	00	00
		Academic Staff	278	25.2	706	63.9	53	4.8	35	3.2	33	3.0
		Non Academic Staff	104	41.9	129	52.0	15	6.0	00	00	00	00
30.	Staff induction training programme is not adequately planned in Nigerian Colleges of Education	Management Staff	44	47.8	43	46.7	5	5.4	00	00	00	00
		Academic Staff	479	43.3	515	46.6	56	5.1	35	3.2	20	1.8
		Non Academic Staff	121	48.8	110	44.4	17	6.9	00	00	00	00

For item 21 in the questionnaire, table 4.3.3 indicated that a good proportion of the respondents being 72 or 78.3% management staff, 790 or 71.5% academic staff and 167 or 67.3% non academic staff agreed that Colleges of Education in Nigeria organize an induction training programme for newly employed staff. However, a significant minority of the respondents being 79 or 31.9% non academic staff, 230 or 20.8% academic staff and 20 or 21.7% management staff were undecided with regards to this item implying that the induction training programme is not always organized for newly employed staff in all Colleges of Education. For item 22 in the questionnaire, it can be seen from table 4.3.3 that majority of the respondents being 222 or 89.5% non academic staff, 82 or 89.1% management staff and 948 or 85.8% academic staff claimed that the induction training programme assists newly employed staff to get acclimatized to the college environment.

In response to items 23 and 24 in the questionnaire, an overwhelming proportion of the respondents being 238 and 236 equivalent to 96.0% and 95.2% non-academic staff, 88 and 87 equivalent to 95.7% and 94.6% management staff, 967 and 989 equivalent to 87.5% and 89.5% academic staff, respectively were of the opinion that departmental orientation assists newly employed staff to adapt smoothly to their primary assignment and be familiar with their colleagues in the department. Also for items 25 and 26, an overwhelming proportion of the respondents being 238 and 224 equivalent to 96.0% and 90.3% non academic staff, 87 and 85 equivalent to 94.6% and 92.4% management staff, 978 and 955 equivalent to 88.5% and 86.4% academic staff, respectively claimed that the orientation programme at the school level, assists newly employed staff to understand their jobs in relation to other departments and be familiar with all cadre of staff in the

school and their official relation to them. With regards to items 27 and 28 in the questionnaire majority of the respondents being 86 and 85 equivalent to 93.5% and 92.4% management staff, 991 and 968 equivalent to 89.7% and 87.6% academic staff, 199 and 205 equivalent to 80.2% and 82.7% non academic staff, respectively claimed that the orientation programme at the departmental and school levels may be inadequate for newly employed staff to understand the conditions governing their job performance and adapt smoothly to the college environment.

For item 29, an impressive proportion of the respondents being 87 or 94.6% management staff, 233 or 93.9% non academic staff and 984 or 89.0% academic staff agreed that inadequately planned induction training programme, compounds the problems of newly employed staff. Also for item 30, an impressive proportion of the respondents being 87 or 94.6% management staff, 231 or 93.1% non academic staff and 994 or 89.9% academic staff claimed that staff induction training programme is not adequately planned in Nigerian Colleges of Education. The analysis for items 21 – 30 in the questionnaire revealed that majority of the respondents agreed with the statements. The result was, therefore, interpreted to mean that to a large extent, induction training programme has a positive impact on the adaptation of newly employed staff to the college environment.

4.3.4 Impact of Types of Development Programmes Provided for Staff in Nigerian Colleges of Education on Staff Primary Assignments

This section examines the impact of types of development programmes provided for staff in Nigerian Colleges of Education on staff primary assignments. Items 31 – 40 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.4.

Table 4.3.4: Opinions of Respondents on Impact of Types of Development Programmes Provided for Staff in Nigerian Colleges of Education on Staff Primary Assignments.

S/No.	Item Statement	Category of Respondents	SA F	%	A F	%	U F	%	D F	%	SD F	%
31.	In colleges of Education, higher degrees are widely regarded to be relevant to staff primary assignment	Management Staff	56	60.9	29	31.5	7	7.6	00	00	00	00
		Academic Staff	651	58.9	325	29.4	92	8.3	19	1.7	18	1.6
		Non Academic Staff	131	52.8	107	43.1	10	4.0	00	00	00	00
32.	Without a master degree, academic staff in Nigerian Colleges of Education are not considered for promotion to senior ranks	Management Staff	38	41.3	47	57.1	7	7.6	00	00	00	00
		Academic Staff	481	43.5	496	44.9	71	6.4	29	2.6	28	2.5
		Non Academic Staff	136	54.8	102	41.1	10	4.0	00	00	00	00
33.	Short training courses are important because they provide useful information, increase the knowledge and understanding of staff, all of which assist the staff to improve upon their primary assignment.	Management Staff	43	46.7	42	45.7	7	7.6	00	00	00	00
		Academic Staff	476	43.1	483	43.7	87	7.9	22	2.0	37	3.3
		Non Academic Staff	81	32.7	152	61.3	15	6.0	00	00	00	00
34.	Conferences and workshops are highly patronized in Colleges of Education because the certificates of such courses are used at all levels of staff promotion	Management Staff	00	00	00	00	3	3.3	59	64.1	30	32.6
		Academic Staff	395	35.7	308	27.9	53	4.8	224	20.3	125	11.3
		Non Academic Staff	70	28.2	46	18.5	11	4.4	40	16.1	80	32.3
35.	Writing of articles in professional journal is an effective way for staff to be more knowledgeable and experienced and this improves upon their job performances	Management Staff	38	41.3	50	54.3	4	4.3	00	00	00	00
		Academic Staff	413	37.4	586	53.0	35	3.2	37	3.5	34	3.1
		Non Academic Staff	85	34.3	148	59.7	15	6.0	00	00	00	00
36.	Sabbatical leave renews the intellectual and professional development of senior staff, and this improves upon their primary assignments	Management Staff	19	20.7	61	66.3	12	13.0	00	00	00	00
		Academic Staff	182	16.5	679	61.4	141	12.8	30	2.7	73	6.6
		Non Academic Staff	75	30.2	146	58.9	27	10.9	00	00	00	00
37.	Seminar presentations are the least patronized in Nigerian Colleges of Education	Management Staff	24	26.1	52	56.5	16	17.4	00	00	00	00
		Academic Staff	255	23.1	574	51.9	200	18.1	21	1.9	55	5.0
		Non Academic Staff	45	18.1	137	55.2	63	25.4	00	00	00	00
38.	Instead of developing staff, some college committees may turn out to be time-wasting if members are not properly guided on what they are expected to do	Management Staff	14	15.2	64	69.6	14	15.2	00	00	00	00
		Academic Staff	156	14.1	742	67.1	142	12.9	42	3.8	23	2.1
		Non Academic Staff	27	10.9	188	75.8	32	12.9	00	00	00	00
39.	Instead of developing staff, some staff meetings may lead to conflicts and crises	Management Staff	13	14.1	41	44.6	15	16.3	21	22.8	2	2.2
		Academic Staff	124	11.2	547	49.5	163	14.8	248	22.4	23	2.1
		Non Academic Staff	28	11.3	154	62.1	34	13.7	29	11.7	3	1.2
40.	Some heads of departments do not delegate authority to subordinates due to fear of accountability to their own superiors	Management Staff	9	9.8	34	37.0	14	15.2	18	19.6	17	18.5
		Academic Staff	107	9.7	368	33.3	203	18.4	234	21.2	193	17.5
		Non Academic Staff	27	10.9	107	43.1	46	18.5	46	18.5	22	8.9

As indicated by table 4.3.4, an extremely large proportion of the respondents being 238 or 96.0% non academic staff, 85 or 92.4% management staff and 976 or 88.3% academic staff were in support of item 31 that higher degrees are widely regarded to be relevant to staff primary assignments in Nigerian Colleges of Education. This was further emphasized by responses to item 32 where an equally large proportion of the respondents being 238 or 96.0% non academic staff, 85 or 92.4% management staff and 977 or 88.4% academic staff agreed that without a master degree, academic staff in Nigerian Colleges of Education are not considered for promotion to senior ranks.

For item 33 in the questionnaire, majority of the respondents being 233 or 94.0% non academic staff, 85 or 92.4% management staff and 959 or 86.8% academic staff were of the opinion that short training courses are important because they provide useful information, increase the knowledge and understanding of staff, which assist staff to improve upon their primary assignment. For item 34, a good proportion of academic staff being 703 or 63.6% affirmed that conferences and workshops are highly patronized in Nigerian Colleges of Education because the certificates of such courses are used at all levels of staff promotion. Surprisingly, 89 or 96.7% management staff and a fair proportion of non academic staff being 120 or 48.4% disagreed with this statement, implying that conferences and workshops are more important to academic staff. This result is not far from the fact that academic staff in Nigerian Colleges of Education must present certificates of conferences and workshops at different levels of staff promotion.

Table 4.3.4 further indicated that for item 35, an extremely large proportion of the respondents being 88 or 95.7% management staff, 233 or 94.0% non-academic staff and 999 or 90.4% academic staff supported that writing of articles in professional journals is

an effective way for staff to be more knowledgeable and experienced, and this is useful to the staff's primary assignment. In response to item 36, a large percentage of the respondents being 221 or 89.1% non academic staff, 80 or 87.0% management staff and 861 or 77.9% academic staff were of the opinion that sabbatical leave renews the intellectual and professional development of senior staff and this is useful to staff in discharging their primary assignment. For item 37, a large proportion of the respondents being 76 or 82.6% management staff, 829 or 75.0% academic staff and 182 or 73.4% non academic staff confirmed that seminar presentations are the least patronized in Nigerian Colleges of Education. Perhaps, this is because certificates are not awarded at the end of seminar presentations.

In response to item 38, majority of the respondents being 215 or 86.7% non academic staff, 78 or 84.8% management staff and 898 or 81.2% academic staff agreed that instead of developing staff, some college committees may turn out to be time wasting if members are not properly guided on what they are expected to do. For item 39, a good proportion of the respondents being 182 or 73.4% non academic staff, 671 or 60.7% academic staff and 54 or 58.7% management staff affirmed that instead of developing staff, some staff meetings may lead to conflicts and crises. With regards to item 40, a fair proportion of the respondents being 134 or 54.0% non academic staff, 43 or 47.0% management staff and 475 or 43.0% academic staff were of the opinion that some heads of departments do not delegate authority to subordinates due to fear of accountability to their own superiors. However, a significant minority of the respondents being 427 or 38.6% academic staff, 35 or 38.0% management staff and 68 or 27.4% non academic staff disagreed with this statement. From this analysis, it was observed that

quite a large percentage of the respondents agreed with most of the statements in items 31-40. It was, therefore, interpreted to mean that the types of development programmes provided for staff in Nigerian COEs, have a positive impact on staff primary assignment.

4.3.5 Impact of Needs Assessment by the College Management on Staff Approval to Undertake Higher Degree Programmes

The impact of needs assessment carried out by the college management on staff approval to undertake higher degree programmes was another issue examined in this study. Items 41-50 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.5.

Table 4.3.5: Opinions of Respondents on Impact of Needs Assessment by College Management on Staff Approval to Undertake Higher Degree Programmes Management

S/N	Item Statements	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
41	The college management normally approves staff for development programmes after screening individual's staff application.	Management Staff	34	37.0	46	50.0	12	13.0	00	00	00	00
		Academic Staff	392	35.5	508	46.0	144	13.0	36	3.3	25	2.3
		Non Academic Staff	95	38.3	121	48.8	32	12.9	00	00	00	00
42	The annual performance evaluation report compiled by Heads of departments is a way by which the college management assesses the needs of staff for development.	Management Staff	00	00	6	6.5	10	10.9	49	53.3	27	29.3
		Academic Staff	125	11.3	116	10.5	109	9.9	508	46.0	247	22.4
		Non Academic Staff	143	57.7	53	21.4	23	9.3	6	2.4	23	9.3
43	Proper assessment of staff needs, assists the college management to approve educational courses that are relevant to staff needs.	Management Staff	2	2.2	3	3.3	8	8.7	57	62.0	22	23.9
		Academic Staff	163	14.8	72	6.5	86	7.8	574	51.9	210	19.0
		Non Academic Staff	140	56.5	59	23.8	23	9.3	10	4.0	16	6.5
44	Proper assessment of staff needs assists the college management to approve development programmes that are relevant to the needs of the college.	Management Staff	1	1.1	3	3.3	12	13.0	54	58.7	22	23.9
		Academic Staff	138	12.5	80	7.2	142	12.9	536	48.5	209	18.9
		Non Academic Staff	134	54.0	58	23.4	21	8.5	16	6.5	19	7.7
45	The college management permits staff to undertake educational courses for personal needs only if such courses do not affect the college programme.	Management Staff	5	5.4	13	14.1	17	18.5	36	39.1	21	22.8
		Academic Staff	128	11.6	184	16.7	241	21.8	366	33.1	186	16.8
		Non Academic Staff	102	41.1	40	16.1	71	28.6	24	9.7	11	4.4
46	Requesting for progress report is a way by which the college management assesses the performances of staff undertaking any educational training programme.	Management Staff	6	6.5	18	19.6	14	15.2	45	48.9	9	9.8
		Academic Staff	121	11.0	259	23.4	150	13.6	464	42.0	111	10.0
		Non Academic Staff	125	50.4	40	16.1	52	21.0	20	8.1	11	4.4
47	Requesting for certificate of completion may not be an appropriate means of assessing the outcome of staff higher degrees.	Management Staff	15	16.3	45	48.9	12	13.0	13	14.1	7	7.6
		Academic Staff	162	14.7	559	50.6	143	12.9	135	12.2	106	9.6
		Non Academic Staff	37	14.9	120	48.4	43	17.3	25	10.1	23	9.3
48	Requesting for copies of staff theses may not be an appropriate measure of assessing the outcome of staff higher degrees.	Management Staff	17	18.5	48	52.2	12	13.0	15	16.3	00	00
		Academic Staff	176	15.9	614	55.6	122	11.0	181	16.4	12	1.1
		Non Academic Staff	37	14.9	126	50.8	54	21.8	28	11.3	3	1.2
49	Allocation of higher responsibilities to staff on completion of higher degrees can not be regarded as a way of evaluating the outcome of staff higher degrees.	Management Staff	6	6.5	66	71.7	8	8.7	9	9.8	3	3.9
		Academic Staff	69	6.2	773	70.0	71	6.4	145	13.1	47	4.3
		Non Academic Staff	22	8.9	140	56.5	66	26.6	17	6.9	3	1.2
50	Promoting staff after completion of higher degree programmes does not evaluate the outcome of the programmes.	Management Staff	12	13.0	42	45.7	8	8.7	18	19.6	12	13.0
		Academic Staff	124	11.2	490	44.3	94	8.5	267	24.2	130	11.8
		Non Academic Staff	34	12.9	119	48.0	60	24.2	24	9.7	12	4.8

As indicated by table 4.3.5, it is evident that no significant difference exists in the opinions of respondents with regards to item 41. This was because 216 or 87.1% non academic staff, 80 or 87.0% management staff and 900 or 81.0% academic staff affirmed that the college management normally approves staff for development programmes after screening individual staff's application. For item 42, 196 or 79.0% non academic staff agreed that the annual performance evaluation reports compiled by heads of departments is a way by which the college management assesses the needs of staff for development. However, a good proportion of management and academic staff being 76 and 755 represented by 82.6% and 68.3% respectively disagreed with this statement, implying that there are other methods of assessing the needs of staff for development.

Table 4.3.5 also revealed a similar pattern of response to items 43 and 44 of the questionnaire. This was because a large proportion of non academic staff being 199 and 192 represented by 80.2% and 77.4%, respectively agreed that proper assessment of staff needs, assists the college management to approve development programmes that are relevant to staff needs and the needs of the college. However, a large proportion of management and academic staff being 79 and 784 represented by 85.9% and 70.9% for item 43, and 76 and 745 represented by 82.6% and 67.4% for item 44 disagreed with the statement.

For item 45, a fair proportion of non academic staff being 142 or 57.3% was of the opinion that the college management permits staff to undertake educational courses for personal needs, especially if such courses do not affect the college programme. On the contrary, 57 or 61.9% management staff and 552 or 49.9% academic staff disagreed with this statement. For item 46, 165 or 66.5% non academic staff were of the opinion

that requesting for progress report was a way by which the college management assesses the performances of staff undertaking educational training programmes. However, a lesser proportion of management and academic staff being 54 or 58.7% and 575 or 52.0%, respectively disagreed with this statement.

The responses for item 47 indicated that there was no significant difference in the opinions of respondents because 721 or 65.3% academic staff, 60 or 65.0% management staff and 157 or 63.3% non academic staff agreed that requesting for certificate of completion may not be an appropriate means of assessing the outcome of staff's higher degrees. As for item 48, 790 or 71.5% academic staff, 65 or 70.7% management staff and 163 or 65.7% non academic staff agreed that requesting for copies of staff theses may also not be an appropriate measure of assessing the outcome of staff higher degrees. In response to item 49, a good proportion of the respondents being 72 or 78.3% management staff, 842 or 76.2% academic staff and 162 or 65.3% non academic staff were of the opinion that allocation of higher responsibilities to staff on completion of higher degree programmes cannot be regarded as a way of evaluating the outcome of staff higher degrees. The responses for item 50 indicated that 153 or 60.9% non academic staff, 54 or 58.7% management staff and 614 or 55.6% academic staff were of the view that promoting staff after completion of higher degree programmes, does not evaluate the outcome of the programmes. However, a significant minority of the respondents being 397 or 35.9% academic staff and 30 or 32.6% management staff disagreed with this statement.

This analysis revealed that a large percentage of the respondents indicated their supports for items 41-50. This implies that needs assessment by the college management

has a positive impact on staff approval to undertake higher degree programmes, but the methods of assessing the outcome of staff higher degree programmes were seen by majority of the respondents to be inappropriate.

4.3.6 Impact of Adequacy of Funds Provided for Staff Development on Staff Sponsorship for Development Programmes

The impact of adequacy of funds provided for staff development on staff sponsorship for development programmes was also an issue discussed in this study. Items 51-60 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.6.

Table 4.3.6: Opinions of Respondents on the Impact of Adequacy of Funds Provided for Staff Development on Staff Sponsorship for Development Programmes

S/No.	Item Statement	Category of Respondents	SA F	%	A F	%	U F	%	D F	%	SD F	%
51	The Federal Ministry of Education provides adequate funds to FCEs for staff development.	Management Staff	5	5.4	25	27.2	16	17.4	30	32.6	16	17.4
		Academic Staff	54	4.9	275	24.9	206	18.6	369	33.4	201	18.2
		Non Academic Staff	62	25.0	76	30.6	49	19.8	45	18.1	16	6.5
52	The states Ministries of Education provide adequate funds to state COEs for staff development.	Management Staff	5	5.4	22	23.9	22	23.9	28	30.4	15	16.3
		Academic Staff	55	5.0	282	25.5	256	23.2	330	29.9	182	16.5
		Non Academic Staff	54	21.8	76	30.6	64	25.8	37	14.9	17	6.9
53	Staff in Nigerian COEs are regularly sponsored to undertake higher degree programmes in various universities.	Management Staff	5	5.4	12	13.0	17	18.5	37	40.2	21	22.8
		Academic Staff	55	5.0	189	17.1	223	20.2	383	34.7	255	23.1
		Non Academic Staff	26	10.5	46	18.5	86	34.7	60	24.2	29	11.7
54	In Nigerian COEs, staff who are due for promotion are first considered for conference sponsorship before others.	Management Staff	3	3.3	15	16.3	24	26.1	38	41.3	12	13.0
		Academic Staff	18	1.6	207	18.7	257	23.3	497	45.0	126	1.4
		Non Academic Staff	47	19.0	57	23.0	48	19.4	78	31.5	18	7.3
55	Senior staff who are eligible are granted sabbatical leave for a period of one year.	Management Staff	3	3.3	11	12.0	13	14.1	44	47.8	21	22.8
		Academic Staff	18	1.6	110	10.0	164	14.8	558	50.5	255	23.1
		Non Academic Staff	42	16.9	65	26.2	21	8.5	83	33.5	37	14.9
56	The Tertiary Education Trust Fund provides research grants to staff in COEs who are undertaking postgraduate studies.	Management Staff	12	13.0	15	16.3	13	14.1	27	29.3	25	27.2
		Academic Staff	146	13.2	166	15.0	168	15.2	330	29.9	259	26.7
		Non Academic Staff	71	28.6	55	22.2	24	9.7	43	17.3	54	21.8
57	Staff in private COEs are not regularly sponsored to undertake development programmes.	Management Staff	18	19.6	30	32.6	21	22.8	17	18.5	6	6.5
		Academic Staff	222	20.1	367	33.2	298	22.8	163	14.8	55	5.0
		Non Academic Staff	40	16.1	65	26.2	96	38.7	35	14.1	10	4.0
58	Staff in COEs are not sponsored annually to participate in at least one local conference or workshop.	Management Staff	29	31.5	40	40.5	4	4.3	15	16.3	4	4.3
		Academic Staff	388	35.1	457	41.4	36	3.3	166	15.0	58	5.2
		Non Academic Staff	47	19.0	120	48.4	26	10.5	45	18.1	10	4.0
59	Staff in COEs are not sponsored to attend internal conferences and workshops.	Management Staff	42	45.7	33	35.9	7	7.6	9	9.8	1	1.1
		Academic Staff	534	48.3	345	31.2	74	6.7	132	11.9	20	1.8
		Non Academic Staff	112	45.2	74	29.8	28	11.3	23	9.3	11	4.4
60	The TET Fund does not provide research grant to all staff in COEs undertaking post graduate studies.	Management Staff	27	29.3	32	34.8	9	9.8	19	20.7	5	5.4
		Academic Staff	351	31.8	369	33.4	94	8.5	236	21.4	55	5.0
		Non Academic Staff	101	40.7	73	29.4	21	8.5	29	11.7	24	9.7

As indicated by table 4.3.6, the responses in favour of items 51 and 52 being 138 and 130 represented by 55.6% and 52.4% non academic staff respectively, were of the opinion that the Federal and states Ministries of Education provide adequate funds to their Colleges of Education for staff development. On the contrary, 570 and 512 represented by 51.6% and 46.3% academic staff, followed by 46 and 43 represented by 50.0% and 47.0% management staff, respectively disagreed with these views. This result implies that the funds provided for staff development in Nigerian Colleges of Education by both Federal and States Ministries of Education, are not fully adequate. For item 53, the result showed a significant difference in the opinions of respondents because 58 or 63.0% management staff, 638 or 57.7% academic staff and 89 or 35.9% non academic staff disagreed with the statement that staff in Colleges of Education are regularly sponsored to undertake higher degree programmes in various universities across the country.

In response to item 54, 104 or 41.9% non academic staff agreed that in Nigerian Colleges of Education, staff who are due for promotion are first considered for conference sponsorship before others, whereas 50 or 54.3% management staff and 623 or 56.4% academic staff disagreed with this statement. For item 55, only 107 or 43.1% of non academic staff agreed that senior staff eligible for sabbatical leave for a period of one year. Majority of the respondents being 813 or 73.6% academic staff and 65 or 70.6% management staff disagreed with this statement. This implies that in Nigerian Colleges of Education, senior staff eligible, are not always granted sabbatical leave because majority of the management staff who are responsible for granting sabbatical leave, (reported in disagreement with the item).

With regards to item 56, a fair proportion of non academic staff being 126 or 50.8% agreed that the TET fund provides research grants to staff in Nigerian Colleges of Education who are undertaking post graduate studies. However, 52 or 57.0% management staff and 589 or 56.6% academic staff disagreed with this view. Similarly, a good proportion of the respondents being 174 or 70.1% non academic staff, 720 or 65.2% academic staff and 59 or 64.1% management staff in their response to item 60, confirmed that the TET fund does not provide research grants to all staff in Colleges of Education undertaking post graduate studies.

Also a fair proportion of the respondents being 589 or 53.3% academic staff, 48 or 52.2% management staff and 105 or 42.3% non academic staff in response to item 57, were of the opinion that staff in private Colleges of Education are not regularly sponsored to undertake development programmes. A significant minority of the respondents, especially the non academic staff being 96 or 38.7% were undecided on this issue. As for item 58, majority of the respondents being 845 or 76.5% academic staff, 69 or 75.0% management staff and 167 or 67.4% non academic staff affirmed that staff in Nigerian Colleges of Education are not sponsored annually to participate in at least one local conference or workshop. On the issue of international conferences and workshops, majority of the respondents being 75 or 81.5% management staff, 879 or 79.5% academic staff and 186 or 75.0% non academic staff confirmed that staff in Nigerian COEs are not sponsored to attend international conferences and workshops.

The analysis for items 51 – 60 pointed out that the responses for disagree were fairly larger than responses for agree implying that funds provided for staff development in Nigerian Colleges of Education are inadequate. As such, the result was interpreted to

mean that adequacy of funds provided for staff development has a positive impact on staff sponsorship for development programmes.

4.3.7 Impact of Financial Assistance by College Management on the Hosting of Short Training Courses in Nigerian Colleges of Education

Another issue raised in this study was to determine whether the financial assistance provided by the College Management to professional associations has any impact on the hosting of short-training courses in Nigerian Colleges of Education. Items 61 – 70 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.7.

Table 4.3.7: Opinions of Respondents on the Impact of Financial Assistance by the College Management on the Hosting of Short Training Courses

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
61	Colleges of Education in Nigeria provide financial assistance to various schools for the hosting of in-house conferences	Management staff	12	13.0	20	21.7	8	8.7	40	43.5	12	13.0
		Academic staff	383	34.7	276	25.0	72	6.5	250	22.6	124	11.2
		Non Academic staff	111	44.8	78	31.5	27	10.9	18	7.3	14	5.6
62	Colleges of Education in Collaboration with educational agencies such as NTI, NCCE, TRCN and the FME organize and host conferences	Management staff	9	9.8	10	10.9	6	6.5	51	55.4	16	17.4
		Academic staff	442	40.0	176	15.9	76	6.5	260	23.5	155	14.0
		Non Academic staff	122	49.2	70	28.2	17	6.9	9	3.6	30	12.1
63	Colleges of Education in collaboration with universities across the country organize and host conferences	Management staff	3	3.3	8	8.7	9	9.8	49	53.3	23	25.0
		Academic staff	303	27.4	175	15.8	119	10.8	275	24.9	233	21.1
		Non Academic staff	132	53.2	58	23.4	21	8.5	13	5.2	23	9.3
64	Colleges of Education in conjunction with universal Basic Education Commission (UBEC), States Universal Basic Education Boards (SUBEBs) and the Local Government Education Authorities (LGEAs), organize and conduct workshops for primary school teachers	Management staff	2	2.2	6	6.5	6	6.5	54	58.7	24	26.1
		Academic staff	440	39.8	156	14.1	45	4.1	239	21.6	225	20.4
		Non Academic staff	98	39.5	68	27.4	30	12.1	19	7.7	33	13.3
65	Colleges of Education in conjunction with Nigerian Educational Research and Development Council (NERDC), organize and conduct workshops for secondary school teachers and school inspectors.	Management staff	2	2.2	7	7.6	11	12.0	52	56.5	20	21.7
		Academic staff	438	39.6	197	17.8	139	12.6	135	12.2	196	17.7
		Non Academic staff	104	41.9	47	19.0	46	18.5	30	12.1	21	8.5
66	Staff in Nigerian COEs are provided allowances for journal publication as part of their consolidated salaries.	Management staff	8	8.7	22	23.9	16	17.4	29	31.5	17	18.5
		Academic staff	164	14.8	309	28.0	202	18.3	273	24.7	157	14.2
		Non Academic staff	50	20.2	75	30.2	44	17.7	54	21.8	23	9.3
67	Colleges of Education in Nigeria do not provide financial assistance to professional associations for the publication of annual educational journals.	Management staff	18	19.6	32	34.8	21	22.8	12	13.0	9	9.8
		Academic staff	291	26.3	370	33.5	250	22.6	118	10.7	76	6.9
		Non Academic staff	25	10.1	83	33.5	98	39.5	29	11.7	11	4.4
68	Colleges of Education in Nigeria do not provide financial assistance to departments to organize and host conferences.	Management staff	19	20.7	51	55.4	8	8.7	11	12.0	3	3.3
		Academic staff	225	20.4	620	56.1	111	10.0	113	10.2	36	3.3
		Non Academic staff	29	11.7	121	48.8	57	23.0	36	14.5	5	2.0
69	Colleges of Education in Nigeria do not provide financial assistance for seminar presentations.	Management staff	21	22.8	42	45.7	10	10.9	16	17.4	3	3.3
		Academic staff	288	26.1	488	44.2	108	9.8	184	16.7	37	3.3
		Non Academic staff	27	10.9	101	40.7	64	25.8	45	18.1	11	4.4
70	Staff in Nigerian COEs are not provided with research grants.	Management staff	24	26.1	34	37.0	11	12.0	18	19.6	5	5.4
		Academic staff	295	26.7	382	34.6	111	10.0	263	23.8	54	4.9
		Non Academic staff	55	22.2	100	40.3	36	14.5	44	17.7	13	5.2

Table 4.3.7 indicated that the highest response to item 61 being 189 or 76.2% non academic staff, followed by 659 or 59.6% academic staff agreed that Colleges of Education in Nigeria provide financial assistance to various schools for the hosting of in-house conferences. Unexpectedly, however, 52 or 56.5% management staff who are responsible for providing financial assistance in this regard, disagreed with this issue. This result implies that the Ccollege Management in Nigerian Colleges of Education, does not often provide financial assistance to schools for the hosting of in-house conferences. In response to item 62, the highest response being 192 or 77.4% of non academic staff, followed by 618 or 55.9% academic staff agreed that Colleges of Education in collaboration with educational agencies such as NTI, NCCE, TRCN and the FME, usually organize and host conferences. Surprisingly, however, a large proportion of management staff being 67 or 72.8% disagreed with this view. Similarly, the highest response to item 63 being 190 or 76.6% non academic staff were of the view that Colleges of Education in collaboration with universities across the country, do organize and host conferences. However, 72 or 78.3% management staff and 508 or 45.9% academic staff disagreed with this statement. For item 64, the highest response being 166 or 66.9% non academic staff, followed by a fair proportion of academic staff being 596 or 53.9% agreed that Colleges of Education in conjunction with UBEC, SUBEB and LGEAs, do organize and conduct workshops for primary school teachers. However, a large proportion of management staff and a fair proportion of academic staff being 78 or 78.3% and 464 or 45.9% respectively disagreed with this statement. With regards to item 65, 151 or 60.9% non academic staff and 635 or 42.8% academic staff agreed that Colleges of Education in conjunction with NERDC organize and conduct workshops for

secondary school teachers and school inspectors. A good proportion of the management staff being 72 or 78.3% disagreed with this statement.

It is evident from table 4.3.7 that in response to item 66, 125 or 50.4% non academic staff and 473 or 42.8% academic staff agreed that staff in Nigerian Colleges of Education are provided allowances for journal publication as part of their consolidated salaries. As discovered in items 61-65, 30 or 50.0% management staff disagreed with this issue. For item 67, 661 or 59.8% academic staff, 50 or 54.4% management staff and 108 or 43.6% non academic staff claimed that Colleges of Education do not provide financial assistance to professional associations for the publication of annual educational journals. For item 68, a good proportion of the respondents being 845 or 76.5% academic staff, 70 or 76.1% management staff and 150 or 60.5% non academic staff claimed that COEs in Nigeria do not provide financial assistance to departments for organization and hosting of conferences.

With regards to the issue of seminar presentation in item 69, 776 or 70.2% academic staff, 63 or 68.0% management staff and 128 or 51.6% non academic staff claimed that Colleges of Education do not provide financial assistance for seminar presentation. This probably explains why seminar presentations are the least patronized in Nigerian Colleges of Education. For item 70, a good proportion of the respondents being 58 or 63.0% management staff, 155 or 62.5% non academic staff and 677 or 61.3% academic staff claimed that staff in Nigerian Colleges of Education are not provided research grants. However, the fact that a significant minority of the respondents being 317 or 28.7% academic staff, 23 or 25.0% management staff and 57 or 23.0% non academic staff disagreed with this claim, implies that staff in Nigerian Colleges of

Education may on special occasions be provided with research grants.

The analysis for items 61-70 revealed that the responses for agree were by far larger than responses for disagree. The result was, therefore, interpreted to mean that financial assistance by college management has a positive impact on the hosting of short training courses. It is also worth noting that to some extent, the management staff had the highest percentage of disagreement in most of the items.

4.3.8 Impact of Staff Awareness of Opportunities for Development on their Utilization of such Opportunities in Nigerian Colleges of Education

Another issue raised in this study was the impact of staff awareness of opportunities for development on their utilization of such opportunities. Items 71-80 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.8.

Table 4.3.8: Opinions of Respondents on the Impact of Staff Awareness of Opportunities for Development on their Utilization of such Opportunities

S/N	Item Statement	Category of Respondents	SA		A		U		D		SD	
			F	%	F	%	F	%	F	%	F	%
71	The management in Nigerian COEs continuously encourages staff to take advantage of opportunities provided for their development.	Management Staff	6	6.5	21	22.8	12	13.0	32	34.8	21	22.8
		Academic Staff	53	4.8	220	19.9	169	15.3	444	40.2	219	19.8
		Non Academic Staff	8	3.2	42	16.9	72	29.0	90	36.3	36	14.5
72	Staff who are aware of opportunities for development always engage in development programmes and activities.	Management Staff	4	4.3	11	12.0	6	6.5	61	66.3	10	10.9
		Academic Staff	270	24.4	179	16.2	69	6.2	491	44.4	96	8.7
		Non Academic Staff	6	2.4	35	14.1	66	26.6	114	46.0	27	10.9
73	Staff who make good use of opportunities for development, have better chances of improving their job performance.	Management Staff	00	00	4	4.3	8	8.7	65	70.7	15	16.3
		Academic Staff	237	21.4	125	11.3	73	6.6	516	46.7	154	13.9
		Non Academic Staff	00	00	7	2.8	24	9.7	166	66.9	51	20.6
74	Staff who make good use of opportunities for development, have greater chances of promotion.	Management Staff	00	00	6	6.5	9	9.8	66	71.7	11	12.0
		Academic Staff	138	12.5	159	14.4	91	8.2	581	52.6	136	12.3
		Non Academic Staff	00	00	15	6.0	24	9.7	161	64.9	48	19.4
75	Staff who make use of opportunities for development, have greater chances of developing professionally.	Management Staff	2	2.2	19	20.7	4	4.3	56	60.9	11	12.0
		Academic Staff	156	14.1	289	26.2	36	3.3	485	43.9	139	12.6
		Non Academic Staff	6	2.4	35	14.1	10	4.0	137	55.2	60	24.2
76	Newly employed staff in COEs may not be fully aware of opportunities provided for staff development.	Management Staff	13	14.1	47	51.1	10	10.9	17	18.5	5	5.4
		Academic Staff	170	15.4	614	55.6	91	8.2	194	17.6	36	3.3
		Non Academic Staff	25	10.1	112	45.2	62	25.0	44	17.7	5	2.0
77	Staff who are not fully aware of opportunities for development, make less use of such opportunities.	Management Staff	28	30.4	53	57.6	5	5.4	6	6.5	00	0.0
		Academic Staff	352	31.9	643	58.2	56	5.1	52	4.7	2	.2
		Non Academic Staff	42	16.9	158	63.7	24	9.7	24	9.7	00	00
78	Staff who make less use of opportunities for development, remain stagnant in their present ranks.	Management Staff	26	28.3	48	52.2	14	15.2	4	4.3	00	00
		Academic Staff	332	30.0	543	49.1	164	14.8	57	5.2	9	.8
		Non Academic Staff	82	33.1	122	49.2	27	10.9	16	6.5	1	.4
79	Some staff in Nigerian COEs are aware of opportunities for development, but they are simply not interested in enrolling for further studies or writing conference papers.	Management Staff	28	30.4	00	00	00	00	64	69.6	00	00
		Academic Staff	393	35.6	147	13.3	43	3.9	493	44.6	29	2.6
		Non Academic Staff	76	30.6	00	00	00	00	172	69.4	00	00
80	Staff in Nigerian COEs are aware of opportunities for development, but they are not selected by their college management to attend workshops.	Management Staff	20	21.7	48	52.2	12	13.0	11	12.0	1	1.1
		Academic Staff	239	21.6	572	51.8	145	13.1	130	11.8	19	1.7
		Non Academic Staff	57	23.0	89	35.9	31	12.5	45	18.1	26	10.5

As indicated by table 4.3.8, the highest response to item 71 being 663 or 60.0% academic staff, followed by 53 or 58.0% management staff and 126 or 51.0% non academic staff disagreed with the statement that the management in Nigerian Colleges of Education continuously encourage staff to take advantage of opportunities provided for their development. It is surprising that more than half of the management staff who are expected to encourage staff in this regard, responded in disagreement. For item 72, 71 or 77.2% management staff, 141 or 56.9% non academic staff and 587 or 53.0% academic staff disagreed with the statement that staff who are aware of opportunities for development, always engage in development programmes and activities. However, the fact that 449 or 41.0% academic staff agreed with this statement, implies that to a minimum extent, staff who are aware of opportunities for development, always engage in development programmes and activities.

In response to item 73, a good proportion of the respondents being 217 or 87.5% non academic staff, 80 or 87.0% management staff and 670 or 60.6% academic staff disagreed with the statement that staff who make good use of opportunities for development, have better chances of improving their job performances. However, a significant minority of the academic staff being 362 or 32.8% agreed with this statement. This implies that to a limited extent, staff who make good use of opportunities for development, have better chances of improving their job performance. The responses to item 74 indicated that a good proportion of the respondents being 209 or 84.3% non academic staff, 77 or 83.7% management staff and 717 or 64.9% academic staff disagreed with the statement that staff who make good use of opportunities for development, have greater chances of being promoted. The responses to item 75 showed

that 197 or 79.0% non academic staff, 67 or 73.0% management staff and 624 or 56.5% academic staff disagreed with the statement that staff who make use of opportunities for development, have greater chances of developing professionally. However, a significant minority of the academic staff being 445 or 40.2% agreed with the statement, implying that to a limited extent, staff who make use of opportunities for development, have greater chances of developing professionally.

The responses to item 76 indicated that 784 or 71.0% academic staff, 60 or 65.2% management staff and 137 or 55.3% non academic staff claimed that newly employed staff in Nigerian Colleges of Education may not be fully aware of opportunities provided for staff development. For item 77, an overwhelming proportion of the respondents being 995 or 90.0% academic staff, 81 or 88.0% management staff and 200 or 80.6% non academic staff were of the opinion that staff who are not fully aware of opportunities for development, make less use of such opportunities. For item 78, a good proportion of the respondents being 204 or 82.0% non academic staff, 74 or 80.5% management staff and 875 or 79.2% academic staff agreed that staff who make less use of opportunities for development, remain stagnant in their present ranks.

The responses to item 79 indicated that 64 or 69.6% management staff and 172 or 69.4% non academic staff disagreed with the statement that some staff in Nigerian Colleges of Education are aware of opportunities for development, but are not encouraged to enrolling for further studies or write conference papers. However, a significant minority of the respondents being 540 or 48.9% academic, staff agreed with this statement. The result could therefore, be interpreted to mean that to some limited extent, some staff in Nigerian Colleges of Education are aware of opportunities for

development, but are not encouraged to enroll for further studies or write conference papers. As for item 80, 68 or 74.0% management staff, 811 or 73.4% academic staff and 146 or 58.9% non academic staff were of the opinion that staff in Nigerian Colleges of Education are aware of opportunities for development, but are not selected by their college management to attend workshops. The analysis for items 71-80 of the questionnaire revealed that the responses for disagree were by far greater than responses for agree. The result could, therefore, be interpreted to mean that staff awareness of opportunities for development, to certain extent, have positive impact on staff utilization of such opportunities,

4.3.9 Impact of Conditions Governing Staff Approval for Higher Degrees on Staff's Abilities to Complete the Programmes within the Approved Period

The next issue raised was to examine the impact of conditions governing staff approval for higher degrees on staff abilities to complete the programmes within the approved period. Items 81-90 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.3.9.

Table 4.3.9: Opinions of Respondents on the Impact of Conditions Governing Staff Approval for Higher Degrees on Staff Abilities to Complete the Programmes within the Approved Period

S/N	Item Statement	Category of Respondents	SA F	%	A F	%	U F	%	D F	%	SD F	%
81	The duration approved for work/study leave by the college management is sufficient for staff to complete higher degree programmes.	Management staff	1	1.1	34	37.0	11	12.0	33	35.9	13	14.1
		Academic staff	29	2.6	408	36.9	113	10.2	404	36.6	151	18.7
		Non Academic staff	6	2.4	62	25.0	82	33.1	74	29.8	24	9.7
82	Staff on full study leave have sufficient time to complete higher degree programmes within the approved period.	Management staff	00	00	22	23.9	02	2.2	54	58.7	14	15.2
		Academic staff	13	1.2	260	23.5	18	1.6	608	55.0	206	18.6
		Non Academic staff	2	.8	42	16.9	10	4.0	163	65.7	31	12.5
83	The management in Nigerian COEs prefers to give work/study leave so that staff primary assignment remains intact.	Management staff	00	00	15	16.3	6	6.5	59	64.1	12	13.0
		Academic staff	6	.5	187	16.9	54	4.9	728	65.9	130	11.8
		Non Academic staff	2	.8	30	12.1	14	5.6	169	68.1	33	13.3
84	Completion of higher degree programme within the stipulated period depends partly on whether the training institutions run their courses without any delay.	Management staff	1	1.1	9	9.8	8	8.7	44	47.8	30	32.6
		Academic staff	32	2.9	119	10.8	90	8.1	468	42.4	396	35.8
		Non Academic staff	1	.4	14	5.6	23	9.3	144	58.1	66	26.6
85	Completion of higher degree programmes within the stipulated period depends on the efforts of the individual staff undertaking the programme.	Management staff	00	00	7	7.6	3	3.3	53	57.6	29	31.5
		Academic staff	17	1.5	81	7.3	38	3.4	610	55.2	359	32.5
		Non Academic staff	3	1.2	15	6.0	22	8.9	126	50.8	82	33.1
86	Staff undertaking higher degree programmes are able to complete on time depending on the co-operation of their research supervisors.	Management staff	7	7.6	19	20.7	3	3.2	49	53.3	14	15.2
		Academic staff	99	9.0	217	19.6	38	3.4	548	49.6	203	18.4
		Non Academic staff	13	5.2	35	14.1	19	7.7	98	39.5	83	33.5
87	The management in Nigerian COEs is not too willing to release staff on full study leave with pay.	Management staff	.15	16.3	51	55.4	6	6.5	14	15.2	6	6.5
		Academic staff	205	18.6	605	54.8	54	4.9	187	16.9	54	4.9
		Non Academic staff	33	13.3	159	64.1	18	7.3	27	10.9	11	4.4
88	Staff on work/study leave often find it difficult to complete higher degree programmes within the approved period.	Management staff	15	16.3	59	64.1	12	13.0	5	5.4	1	1.1
		Academic staff	188	17.0	732	66.2	130	11.8	55	5.0	00	00
		Non Academic staff	31	12.5	175	70.6	18	7.3	23	9.3	1	.4
89	Staff on work study leave find it difficult to combine effectively their primary assignment with research work.	Management staff	17	18.5	58	63.0	12	13.0	3	3.3	2	2.2
		Academic staff	206	18.6	714	64.6	108	9.8	59	5.3	18	1.6
		Non Academic staff	33	13.3	170	68.5	24	9.7	18	7.3	3	1.2
90	Staff who fail to complete higher degree programmes within the approved period, have to apply for additional time from their college management.	Management staff	11	12.0	56	60.9	11	12.0	9	9.8	5	5.4
		Academic staff	169	15.3	621	56.2	150	13.6	111	10.0	54	4.9
		Non Academic staff	24	9.7	122	49.2	69	27.8	20	8.1	13	5.2

In table 4.3.9, it was evident that for item 81, a fair proportion of respondents being 555 academic staff, 46 management staff and 98 non academic staff represented by 53.3%, 50.0% and 39.5% respectively, disagreed with the statement that the duration approved for work/study leave by the college management is sufficient for staff to complete higher degree programmes. However, a significant minority of the respondents agreed with this statement, implying that to a limited extent, the duration usually approved for work/study leave by the college management is sufficient for some staff to complete higher degree programmes. With regards to item 82, a good proportion of the respondents being 194 or 78.0% non academic staff, 68 or 73.9% management staff and 814 or 73.7% academic staff disagreed with the statement that staff on full study leave have sufficient time to complete higher degree programmes within the approved period. For item 83, majority of respondents being 202 or 81.5% non academic staff, 858 or 77.7% academic staff and 71 or 77.0% management staff were not in support of the statement that the management in Nigerian Colleges of Education prefer to approve work/study leave so that the staff primary assignment remains intact.

Table 4.3.9 revealed a similar pattern of response to items 84, 85 and 86. This was because majority of the respondents in all items being 210 or 84.7% non academic staff, 74 or 80.4% management staff and 864 or 78.2% academic staff, followed by 82 or 89.1% management staff, 969 or 87.7% academic staff and 208 or 83.9% non academic staff, followed by 181 or 73.0% non academic staff, 63 or 68.5% management staff and 751 or 68.0% academic staff, respectively disagreed with the statements that completion of higher degree programmes within the stipulated period depends on whether the training institutions run their courses without delay, efforts of the individual staff

undertaking the programme and the co-operation of the research supervisors.

In response to item 87, majority of the respondents being 162 or 77.4% non academic staff, 810 or 73.0% academic staff and 66 or 72.0% management staff were of the opinion that the management in Nigerian Colleges of Education are not too willing to release staff on full study leave with pay. Also for item 88, majority of the respondents being 920 or 83.0% academic staff, 206 or 83.0% non academic staff and 74 or 80.4% management staff supported that staff on work/study leave often find it difficult to complete higher degree programme within the approved period. For item 89, a good proportion of the respondents being 920 or 83.0% academic staff, 203 or 81.8% non academic staff and 75 or 81.5% management staff were of the opinion that staff on work/study leave often find it difficult to combine effectively their primary assignment with research work. For item 90, 66 or 73.0% management staff, 790 or 71.5% academic staff and 146 or 58.9% non academic staff agreed that staff who fail to complete higher degree programmes within the approved period, have to apply for additional time from their college management. The analysis for items 81-90 of the questionnaire revealed that the responses for disagree were greater than responses for agree. The result could, therefore, be interpreted to mean that the conditions governing staff approval for higher degree programmes have a negative impact on staff's abilities to complete the programmes within the approved period.

4.3.10 Impact of Conditions Governing staff Approval for Development Programmes on Staff Satisfaction with such Conditions

The last issue raised in this study was to ascertain the impact of conditions governing staff approval to undertake development programmes on staff satisfaction with such conditions. To analyse this issue, items 91 – 100 in the questionnaire were used and the results obtained are presented in table 4.3.10.

Table 4.3.10: Opinions of Respondents on the Impact of Conditions Governing Staff Approval for Development Programmes on Staff Satisfaction with such conditions

S/N	Item Statement	Category of Respondents	SA F	%	A F	%	U F	%	D F	%	SD F	%
91	Staff in Nigerian COEs are satisfied with the duration granted for the acquisition of higher degrees.	Management Staff	4	4.3	35	38.0	10	10.9	25	27.2	18	19.6
		Academic Staff	00	00	461	41.7	90	8.1	353	31.9	201	18.2
		Non Academic Staff	6	2.4	95	38.3	75	30.2	54	21.8	18	7.3
92	Staff in Nigerian COEs are satisfied with the duration of sponsorship for higher degrees.	Management Staff	8	8.7	26	28.3	14	15.2	20	21.7	24	26.1
		Academic Staff	17	1.5	334	30.2	162	14.7	283	25.6	309	28.0
		Non Academic Staff	21	8.5	94	37.9	60	24.2	45	18.1	28	11.3
93	Staff in Nigerian COEs are satisfied with the condition that proposed courses of study must be relevant to staff primary assignment.	Management Staff	5	5.4	13	14.1	12	13.0	35	38.0	27	29.3
		Academic Staff	41	3.7	146	13.2	108	9.8	460	41.6	350	31.7
		Non Academic Staff	18	7.3	20	8.1	45	18.1	105	42.3	59	23.8
94	Staff in Nigerian COEs are satisfied with the condition governing the approval of senior staff for sabbatical leave.	Management Staff	37	40.2	10	10.9	14	15.2	14	15.2	17	18.5
		Academic Staff	18	1.6	93	8.4	199	18.0	615	55.7	180	16.3
		Non Academic Staff	5	2.0	11	4.4	52	21.0	143	57.7	36	14.5
95	The condition that staff on contract appointment would not be granted study leave is satisfactory to all staff.	Management Staff	14	15.2	17	18.5	15	16.3	28	30.4	18	19.6
		Academic Staff	37	3.3	219	19.8	208	18.8	440	39.8	201	18.2
		Non Academic Staff	17	6.9	37	14.9	93	37.5	69	27.8	30	12.1
96	The condition that staff about to retire from service would not be granted study leave is satisfactory to all staff.	Management Staff	12	13.0	35	38.0	6	6.5	32	34.8	7	7.6
		Academic Staff	73	6.6	290	26.2	76	6.9	573	51.9	93	8.4
		Non Academic Staff	24	9.7	60	24.2	49	19.8	102	41.1	13	5.2
97	The condition that each staff would be sponsored annually to attend one conference or workshop is not satisfactory to staff.	Management Staff	14	15.2	34	37.0	20	21.7	17	18.5	7	7.6
		Academic Staff	181	16.4	477	43.2	235	21.3	180	16.3	32	2.9
		Non Academic Staff	46	18.5	103	41.5	49	19.8	43	17.3	5	2.0
98	Staff in Nigerian Colleges of Education are not satisfied with the duration spent on the job before a new staff can apply for study leave.	Management Staff	15	16.3	52	56.5	12	13.0	9	9.8	4	4.3
		Academic Staff	182	16.5	740	67.0	60	5.4	116	10.5	7	.6
		Non Academic Staff	30	12.1	109	44.0	74	29.8	34	13.7	1	.4
99	The condition of bond attached to full study leave is not satisfactory to staff in Nigerian Colleges of Education.	Management Staff	16	17.4	42	45.7	11	12.0	18	19.6	5	5.4
		Academic Staff	222	20.1	728	65.9	56	5.1	98	8.9	1	.1
		Non Academic Staff	34	13.7	150	60.5	41	16.5	22	8.9	1	.4
100	Staff in Nigerian COEs are note satisfied with the conditions governing work/study leave.	Management Staff	10	10.9	31	33.7	34	37.0	12	13.0	5	5.4
		Academic Staff	80	7.2	301	27.2	686	62.1	38	3.4	00	00
		Non Academic Staff	00	00	20	8.1	216	87.1	12	4.8	00	00

As indicated by table 4.3.10, a fair proportion of academic staff being 554 or 50.0% and a lesser proportion of management staff being 43 or 46.8% disagreed with item 91 that staff in Nigerian Colleges of Education are satisfied with the duration granted for the acquisition of higher degrees. However, a significant minority of the respondents being 39 or 42.3% management staff, 461 or 42.0% academic staff and 101 or 40.7% non academic staff agreed with the statement. This implies that to a limited extent, staff in Nigerian Colleges of Education are satisfied with the duration granted for acquisition of higher degrees. For item 92, a fair proportion of academic staff being 592 or 53.6% and a lesser proportion of management staff being 44 or 47.8% disagreed with the statement that staff in Nigerian Colleges of Education are satisfied with the duration of sponsorship for higher degrees. At the same time, a significant minority of the respondents being 115 or 46.4% non academic staff, 34 or 37.0% management staff and 351 or 31.7% academic staff agreed with the statement. This implies that to a limited extent, some staff in Nigerian Colleges of Education are satisfied with the duration of sponsorship for higher degrees.

The responses to item 93 indicated that a good proportion of the respondents being 810 or 73.3% academic staff, 62 or 67.4% management staff and 164 or 66.1% non academic staff were not in support of the statement that staff in Nigerian Colleges of Education are satisfied with the condition that proposed courses of study must be relevant to staff primary assignment. For item 94, a good proportion of both academic and non academic staff being 795 or 72.0% and 179 or 72.2%, respectively disagreed with the statement that staff in Nigerian Colleges of Education are satisfied with the conditions governing approval of senior staff for sabbatical leave. However, 47 or 51.1% of

management staff agreed with this statement. For item 95, a fair proportion of academic and management staff being 641 or 58.0% and 46 or 50.0% respectively, were not in support of the statement that staff on contract appointment would not be granted study leave. At the same time, a significant minority of the respondents were in support of this view, implying that staff on contract appointment should not be granted study leave.

In response to item 96, 666 or 60.3% academic staff and 115 or 46.3% non academic staff were not in support of the statement that the condition that staff about to retire from service would not be granted study leave is satisfactory to all staff. However, 47 or 51.1% management staff were in support of this statement. As for item 97, 149 or 60.0% non academic staff, 658 or 59.5% academic staff and 48 or 52.2% management staff were of the opinion that the condition that each staff would be sponsored annually to attend one conference or workshop was not satisfactory to staff. For item 98, a good proportion of academic and management staff being 922 or 83.5% and 67 or 73.0% respectively, and a fair proportion of non academic staff being 139 or 56.1% agreed with the statement that staff in Nigerian COEs are not satisfied with the duration spent on the job before a new staff can apply for study leave. For item 99, majority of the respondents being 950 or 86.0% academic staff, 184 or 74.2% non academic staff and 58 or 63.0% management staff agreed with the statement that the condition of bond attached to full study leave is not satisfactory to staff in Nigerian Colleges of Education.

For item 100, a good proportion of non academic and academic staff being 216 or 87.1% and 686 or 62.1% respectively, were undecided with regards to the statement that staff in Nigerian Colleges of Education are not satisfied with the conditions governing work/study leave. However, 41 or 44.6% management staff agreed with this statement.

The analysis for items 91-100 indicated that the responses for disagree were greater than responses for agree. This result implies that the conditions governing staff approval for development programmes have a negative impact on staff satisfaction. In other words, staff in Nigerian Colleges of Education were to a large extent not satisfied with the conditions governing their approval for development programmes.

4.4 Hypotheses Testing

The 10 hypotheses formulated for this study were aimed at examining the impact of staff development programmes on job performances of staff in Nigerian Colleges of Education. For each of these hypotheses, a set of 10 statements were designed and treated in relation to the hypothesis they represented. Also, each of these hypotheses was set to determine whether there is a significant difference in the opinions of the three categories of respondents used in the study. Therefore, to arrive at reliable conclusions, each of these hypotheses was subjected to one way analysis of variance; a statistical tool that is often used to find out whether the differences in opinions of two or more set of respondents were significant enough to retain or reject the hypothesis of a given study. For the hypotheses that were rejected, the Scheffe's Multiple Comparison Test was used to further examine the extent to which the groups' means differ in their responses. The level of significance set for the study was 0.05. The results obtained from these computations are presented in subsequent tables.

4.4.1: Hypothesis 1: There is no significant difference in the opinions of respondents concerning the impact of acquisition of higher degrees on job performances of staff.

For hypothesis 1, items 1 – 10 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to one way analysis of variance and the result obtained is presented in table 4.4.1.

Table 4.4.1: Summary of One way Analysis of Variance on Impact of Acquisition of Higher Degrees on Job Performances of Staff

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	2216.491	1108.246	36.391	3.000
Within Groups	1443	43914.709	30.454		
Total	1445	46131.200			

From this computation, it was discovered that the F-calculated value being 36.391 was greater than the F-critical value being 3.000 at 0.05 level of significance. This implies that there were significant differences in the opinions of the categories of respondents regarding the impact of acquisition of higher degrees on the job performances of staff, as a result of which the null hypothesis was rejected. To examine the extent to which means of the three categories of respondents differed in relation to hypothesis 1, the Scheffe's Multiple Comparison Test was used and the result presented in table 4.4.2.

Table 4.4.2: Summary of Scheffe's Multiple Comparison Test on Impact of Acquisition of Higher Degrees on Job Performances of Staff.

Category of Respondents	N	Mean Score
Management	92	1.6618
Academic	1105	1.2728
Non Academic	248	4.7534

As indicated by table 4.4.2, the mean score of management staff was found to be closer to that of academic staff, meaning that the difference was not significant. However, the mean score of the non academic staff was found to be greater than the mean score of management staff and that of academic staff. This implies that the non academic staff were the group that differed significantly in their opinions in relation to the impact of acquisition of higher degrees on the job performances of staff.

4.4.2 Hypothesis 2: There is no significant difference in the opinions of respondents concerning the impact of participation in short training courses on job performances of staff

For hypothesis 2, items 11 – 20 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to one way analysis of variance and the result obtained is presented in table 4.4.2

Table 4.4.3: Summary of One Way Analysis of Variance on Impact of Participation in Short Training Courses on Job Performances of Staff.

Source of Variation	Df	Sum of Squares	Mean square	F-Calculated	F-critical
Between Groups	2	19.988	9.994	.900	3.000
Within Groups	1443	16017.929	11.108		
Total	1445	16037.917			

As indicated by table 4.4.3, the F-calculated value being .900 was found to be lesser than the F-critical value being 3.000 at 0.05 level of significance. It was, therefore, concluded that there were no significant differences in the opinions of the three categories of respondents regarding the impact of participation in short training courses on the job performances of staff and as such the null hypothesis was retained.

4.4.3 Hypothesis 3: There is no significant difference in the opinions of respondents regarding the impact of induction training programmes on the adaptation of newly employed staff to their college environment.

For hypothesis 3, items 21 – 30 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to one way analysis of variance and the result obtained is presented in table 4.4.4.

Table 4.4.4: Summary of One Way Analysis of Variance on Impact of Induction Training Programme on the Adaptation of Newly Employed Staff to the College Environment

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	70.530	35.265	4.731	3.000
Within Groups	1443	10152.125	7.454		
Total	1445	10222.655			

From the computation in table 4.4.4, it was discovered that the F-calculated value being 4.731 was greater than the F-critical value being 3.000 at 0.05 level of significance. The result implies that there were significant differences in the opinions of the three categories of respondents with regards to the impact of induction training programme on the adaptation of newly employed staff to their college environment and for this, the null hypothesis was rejected. In order to examine the extent to which means of the three categories of respondents differed in relation to hypothesis 3, the Scheffe's Multiple Comparison test was used and the result obtained is presented in table 4.4.5.

Table 4.4.5: Summary of Scheffe's Multiple Comparison Test on Impact of Induction Training Programme on the Adaptation of Newly Employed Staff to their College Environment.

Category of Respondents	N	Mean Score
Management	92	.4546
Academic	1105	3.4288
Non Academic	248	2.9815

As indicated by table 4.4.5, the mean score of academic staff was found to be closer to that of non academic staff, implying that the difference between the two groups was not significant. However, the mean score of management staff was found to be lower than that of academic and non-academic staff. This implies that the management staff differed significantly in their opinions regarding the impact of induction training programme on the adaptation of newly employed staff to the college environment.

4.4.4 Hypothesis 4: There is no significant difference in the opinions of respondents regarding the impact of types of development programmes on staff primary assignments

For hypothesis 4, items 31 – 40 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to one way analysis of variance and the result obtained is presented in table 4.4.6.

Table 4.4.6: Summary of One Way Analysis of Variance on Impact of Types of Development Programmes on Staff Primary Assignments.

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	3.970	1.985	.228	3.000
Within Groups	1443	11841.266	8.694		
Total	1445	11845.236			

As indicated by table 4.4.6, the F-calculated value being .228 was found to be

lesser than the F-critical value being 3.000 at 0.05 level of significance. This result suggests that there were no significant differences in the opinions of the three categories of respondents with regards to the impact of types of development programmes on staff primary assignments and consequently the null hypothesis was retained.

4.4.5 Hypothesis 5: There is no significant difference in the opinions of respondents concerning the impact of needs assessments by the college management on staff approval to undertake higher degree programmes

For hypothesis 5, items 41 – 50 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to one way analysis of variance and the result obtained is presented in table 4.4.7.

Table 4.4.7: Summary of One Way Analysis of Variance on Impact of Needs Assessment by College Management on Staff Approval to Undertake Higher Degree Programmes.

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	82.507	41.253	4.813	3.000
Within groups	1443	11665.918	8.572		
Total	1445	11748.425			

As indicated by table 4.4.7, the F-calculated value being 4.813 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This result implies that there were significant differences in the opinions of the three categories of respondents concerning the impact of needs assessment by college management on staff approval to undertake higher degree programmes and for this, the null hypothesis was rejected. In order to examine the extent to which means of the three categories of

respondents differed in relation to hypothesis 5, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 4.4.8.

Table 4.4.8: Summary of Scheffe's Multiple Comparison Test on Impact of Needs Assessment by College Management on Staff Approval to Undertake Higher Degree Programmes

Category of Respondents	N	Mean score
Management	92	.9444
Academic	1105	3.2201
Non academic	248	3.8225

As indicated by table 4.4.8, the mean score of academic staff was found to be closer to the mean score of non academic staff, meaning that the difference between the two groups was not significant. On the other hand, the mean score of management staff was found to be lower than that of academic and non-academic staff. This implies that the management staff differed significantly in their opinions regarding the impact of needs assessment by college management on staff aproval to undertake higher degree programmes.

4.4.6 Hypothesis 6: There is no significant difference in the opinions of respondents regarding the impact of adequacy of funds for staff development on staff sponsorship for development programmes.

For hypothesis 6, items 51 – 60 in the questionnaire were used in testing the hypothesis, the scores of the three categories of respondents were subjected to one way analysis of variance and the result obtained is presented in table 4.4.9.

Table 4.4.9: Summary of One way Analysis of Variance on Impact of Adequacy of Funds for Staff Development on Staff Sponsorship for Development Programmes

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	150.726	75.363	10.890	3.000
Within Groups	1443	9425.248	6.920		
Total	1445	9575.974			

The computation in table 4.4.9 indicated that the F-calculated value being 10.890 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. The result suggested that there were significant differences in the opinions of the three categories of respondents with regards to the impact of adequacy of funds for staff development on staff sponsorship for development programmes and consequently the null hypothesis was rejected. To examine the degree to which means of the groups differed in relation to hypothesis 6, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 4.4.10.

Table 4.4.10: Summary of Scheffe's Multiple Comparison Test on Impact of Adequacy of Funds for Staff Development on Staff Sponsorship for Development Programmes.

Category of Respondents	N	Mean score
Management	92	1.0603
Academic	1105	2.6816
Non academic	248	3.5465

As indicated by table 4.4.10, the mean score of academic staff was nearer to the mean score of non-academic staff, meaning that the two groups did not differ significantly in their opinions. But the mean score of the management staff was found to be very much lower than that of academic and non academic staff. This implied that the management staff differed significantly in their opinions regarding the impact of adequacy of funds for staff development on staff sponsorship for development programmes.

4.4.7 Hypothesis 7: There is no significant difference in the opinions of respondents concerning the impact of financial assistance by college management on the hosting of short training courses

Items 61 – 70 in the questionnaire were used in testing hypothesis 7. The scores of the three categories of respondents were subjected to one way analysis of variance. The result obtained is presented in table 4.4.11.

Table 4.4.11: Summary of One Way Analysis of Variance on Impact of Financial Assistance by College Management on the Hosting of Short Training Courses.

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	206.596	103.298	12.426	3.000
Within Groups	1443	11322.500	8.313		
Total	1445	11529.096			

From this computation, the F-calculated value being 12.426 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This result

implies that there were significant differences in the opinions of the three categories of respondents with regards to the impact of financial assistance by the college management on the hosting of short training courses and consequently the null hypothesis was rejected. To further examine the extent to which means of the groups differed in relation to hypothesis 7, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 4.4.12.

Table 4.4.12: Summary of Scheffe's Multiple Comparison Test on Impact of Financial Assistance by College Management on the Hosting of Short Training Courses.

Category of Respondents	N	Mean score
Management	92	1.4456
Academic	1105	2.6565
Non academic	248	3.6851

Table 4.4.12 indicated that the mean score of academic staff was nearer to the mean score of non academic staff, implying that the two groups did not differ significantly in their opinions. However, the mean score of management staff appeared to be lower than the mean score of academic and non-academic staff. This result indicates that the management staff differed significantly in their opinions regarding the impact of financial assistance by college management on the hosting of short training courses.

4.4.8 Hypothesis 8: There is no significant difference in the opinions of respondents regarding the impact of staff awareness of opportunities for development on staff utilization of such opportunities.

Items 71 – 80 in the questionnaire were used in testing hypothesis 8. The scores of the three categories of respondents were subjected to one way analysis of variance. The result obtained is presented in table 4.4.13.

Table 4.4.13: Summary of One Way Analysis of Variance on Impact of Staff Awareness of Opportunities for Development on Staff Utilization of such Opportunities

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	178.628	89.314	11.824	3.000
Within Groups	1443	10287.684	7.553		
Total	1445	10466.312			

As shown by table 4.4.13, the F-calculated value being 11.824 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This computation implies that there were significant differences in the opinions of the three categories of respondents with regards to the impact of staff awareness of opportunities for development on their utilization of such opportunities and as such, the null hypothesis was rejected. To further examine the extent to which means of the three categories of respondents differed in relation to hypothesis 8, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 4.4.14.

Table 4.4.14: Summary of Scheffe's Multiple Comparison Test on Impact of Staff Awareness of Opportunities for Development on Staff Utilization of such Opportunities.

Category of Respondents	N	Mean Score
Management	92	2.0913
Academic	1105	1.8180
Non Academic	248	2.7930

Table 4.4.14 indicated that the mean score of management staff was closer to the mean score of non academic staff, meaning that the two groups did not differ much in their opinions. On the other hand, the mean score of academic staff appeared to be lower than the mean score of management and non academic staff. The result implies that the academic staff differed significantly in their opinions with regards to the impact of staff awareness of opportunities for development on staff utilization of such opportunities.

4.4.9 Hypothesis 9: There is no significant difference in the opinions of respondents concerning the impact of conditions governing staff sponsorship for higher degrees on staff's abilities to complete the programmes within the approved period.

Items 81 – 90 in the questionnaire were used in testing for hypothesis 9. The scores of the three categories of respondents were subjected to one way analysis of variance. The result obtained is presented in table 4.4.15.

Table 4.4.15: Summary of One Way Analysis of Variance on Impact of Conditions Governing Staff Sponsorship for Higher Degrees on Staff Abilities to Complete the Programmes within the Approved period.

Source of Variation	Df	Sum of Squares	Mean square	F-Calculated	F-critical
Between Groups	2	59.906	29.953	4.212	3.000
Within groups	1443	9686.522	7.112		
Total	1445	9746.428			

As indicated by table 4.4.15, the F-calculated value being 4.212 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This computation implies that there were significant differences in the opinions of the three categories of respondents with regards to the impact of conditions governing staff sponsorship for higher degrees on their abilities to complete the programmes within the approved period and so the null hypothesis was rejected. To further examine the extent to which the means of the three categories of respondents differed in relation to hypothesis 9, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 4.4.16.

Table 4.4.16: Scheffe's Multiple Comparison Test on the Impact of Conditions Governing Staff Sponsorship for Higher Degrees on Staff Abilities to Complete the Programmes within the approved period.

Category of Respondents	N	Mean Score
Management	92	1.7186
Academic	1105	2.0747
Non-Academic	248	2.6493

As indicated by table 4.4.16, the mean score of academic staff was found to be closer to the mean score of non academic staff, implying that there was no significant difference in the opinions of the two groups with regards to hypothesis 9. However, the mean score of management staff was found to be lower than that of academic and non academic staff. This result implies that the management staff differed significantly in their opinions regarding the impact of conditions governing staff sponsorship for higher degrees on staff abilities to complete the programmes within the approved period.

4.4.10 Hypothesis 10: There is no significant difference in the opinions of respondents concerning the impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions.

Items 90 – 100 in the questionnaire were used in testing hypothesis 10. The scores of the three categories of respondents were subjected to one way analysis of variance. The result obtained is presented in table 4.4.17.

Table 4.4.17: One Way Analysis of Variance on the Impact of Conditions Governing Staff Approval for Development Programmes on Staff Satisfaction with such Conditions.

Source of Variation	Df	Sum of squares	Mean square	F-Calculated	F-critical
Between Groups	2	107.542	53.771	5.677	3.000
Within Groups	1443	12900.534	9.472		
Total	1445	13008.076			

As indicated by table 4.4.17, the F-calculated value being 5.677 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This computation implies that there were significant differences in the opinions of the three categories of respondents in relation to the impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions and consequently the null hypothesis was rejected. To further examine the extent to which means of the three categories of respondents differed in relation to hypothesis 10, the Scheffe's Multiple Comparison Test was used and the result obtained is presented in table 4.4.18.

Table 4.4.18: Scheffe's Multiple Comparison Test on Impact of Conditions Governing Staff Approval for Development Programmes on Staff Satisfaction with such Conditions.

Category of Respondents	N	Mean Score
Management	92	2.5670
Academic	1105	1.8107
Non Academic	248	2.5772

As indicated by table 4.4.18, the mean score of management staff was almost the same with that of non academic staff, meaning that there was no significant difference in the opinions of the two groups with regards to hypothesis 10. However, the mean score of academic staff was found to be lower than the mean score of management and non academic staff. This result implies that the academic staff differed significantly in their opinions with regards to the impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions.

4.5 Summary of Major Findings

The findings of this study were summarized as follows:

i. acquisition of higher degrees has a positive impact on the job performances of staff and this positive impact was found to be high on the performances of academic staff, moderate on the job performance of non academic staff and low on the job performances of management staff;

ii. to a large extent, participation in short training course has a positive impact on the job performances of all staff. However, conferences and workshops have more positive impact on the job performances of management and academic staff than on the job performances of non academic staff;

iii. to a large extent, induction training programme has a positive impact on the adaptation of newly employed staff to the college environment. However, staff induction training programme was seen to be inadequately planned in Nigerian Colleges of Education;

iv. to a large extent, the types of development programmes provided for staff in

Nigerian Colleges of Education, all have a positive impact on staff primary assignments, but seminar presentation was found to be the least patronized;

v. needs assessment of staff by the college management has a positive impact on staff approval to undertake higher degree programmes. However, the methods of evaluating the outcome of the programmes were seen to be inappropriate;

vi. adequacy of funds provided for staff development has a positive impact on staff sponsorship for development programmes. However, funds for staff development were found to be inadequately provided;

vii. financial assistance by the college management has a positive impact on the hosting of short training courses, but Colleges of Education do not provide financial assistance for the hosting of seminar presentations;

viii. staff awareness of opportunities for development has a positive impact on their utilization of such opportunities, but being aware of opportunities for development, may not fully motivate staff to utilize the opportunities;

ix. to a large extent, the conditions governing staff approval for higher degrees have a negative impact on their abilities to complete the programmes within the approval period and

x. to a good extent, the conditions governing staff approval for development programmes have a negative impact on staff satisfaction with such conditions and this negative impact was found to be high on academic staff, average on management staff and low on non academic staff.

4.6 Discussions of the Findings

The first issue discussed in this study centered on the impact of acquisition of higher degrees on job performances of staff in Nigerian Colleges of Education. Actually, it is one thing for staff to undertake higher degree programmes and it is also another to improve upon their job performances. In this regard, the finding implies that acquisition of higher degrees has a positive impact on the job performances of staff in Nigerian Colleges of Education and this positive impact was found to be high (63.13%) on the job performances of academic staff, average (57.01%) on the job performances of non academic staff and low (41.31%) on the job performances of management staff. The finding also revealed that a significant minority of the respondents were not in support of this claim, implying that mere acquisition of higher degrees does not always have a positive impact on the job performances of staff in Nigerian Colleges of Education.

The first aspect of this finding is in line with the opinions and findings of scholars and previous researchers such as Dabo (2000), Thomas (2000), Hamid (2005) and Edem (2007), because they too were of the opinion that training and development increase the knowledge and skills of staff thereby improving upon their job performances. Similarly, Alabi (2012) specifically explained that teachers need development programmes in order to improve their instructional methodology, school heads need development programmes in order to acquire the skills for effective management of human and material resources, while support staff need development programme in order to acquire the necessary skills for improved performances at work. However, in these opinions and previous findings, no distinction was made as to which category of staff derive the highest positive impact

from a particular development programmes such as higher degree, and in essence, this is what differentiates those findings from the present one.

On the second aspect of this finding, earlier researchers such as Okoh (1995) had pointed out that courses organized for staff of National Electric Power Authority (NEPA), tended to be more academic than practical skills necessary for their daily routine job. Also scholars such as Mathis and Jackson (2006) shared a similar opinion that the university lecture method of teaching does not always improve upon the staff performances because it reduces the learners participation and encourages passive learning. It can be observed from these opinions that the advantage of this finding over previous ones, is its ability to discover the levels of positive impact of higher degrees on job performances of different categories of staff. Contrary to general expectation, this study also discovered that, to a minimum extent, acquisition of higher degrees does not always have a positive impact on job performances of staff.

The null hypothesis formulated in relation to the impact of acquisition of higher degrees on job performances of staff was tested and rejected because as indicated by table 4.4.1, the F-calculated value being 36.391 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This implies a significant difference in the opinions of the three categories of respondents used in the study. To further examine the extent to which means of the three categories of respondents differed in their opinions, the Scheffe's Multiple Comparison Test was used and the result is presented in table 4.4.2. The result revealed a significant difference of 1.6618 for management staff, 1.2728 for academic staff and 4.7534 for non academic staff. This implies that the non

academic staff, differed significantly in their opinions regarding the impact of acquisition of higher degrees on the job performances of staff in Nigerian Colleges of Education.

The next issue discussed in this study was on the impact of participation in short training courses on job performances of staff in Nigerian Colleges of Education. The finding implies that to a large extent, participation in short training courses has a positive impact on the job performances of staff in Nigerian Colleges of Education. This is because short training courses such as conferences, workshops and seminars were seen to increase the knowledge of staff, enable them to master the techniques of writing and presenting scholarly papers and articles in educational journals, assist them to discuss their experiences with other colleagues, assist them to improve their communication skills, discuss new trends in educational development and offer an opportunity to deal with issues and challenges encountered in their job performances. The finding also showed that conferences and workshops have more positive impact on the job performances of management and academic staff than on the job performances of non academic staff. Perhaps, one of the reasons for this finding is the fact that certificates are only awarded for participation in conferences and workshops, not for seminar presentations. Secondly, academic staff use these certificates as part of the requirements for their periodic promotions.

The first part of this finding corresponds with that of Afuwai (2003) that externally organized conferences, seminars and workshops were more preferred by staff than those internally organized, and with the opinion of Alabi (2012) who mentioned conferences, seminars and workshops as some of the methods used in developing staff in schools. However, the second part of this finding disagrees with the opinion and finding

cited above. This is because while the present finding discovered conferences and workshops to have more positive impact on the job performances of management and academic staff, opinion and finding cited above did not specify which of the short training courses has more positive impact, nor on which category of staff is the positive impact mostly found.

The null hypothesis formulated to test the impact of participation in short-training courses on the job performances of staff in Nigerian Colleges of Education was retained. This was because the F-calculated value being .900 was discovered to be lesser than the F-critical value being 3.000 at 0.05 level of significance. This indicates that there was no significant difference in the opinions of the three categories of respondents.

Another issue discussed in this study bordered on the impact of induction training programme on the adaptation of newly employed staff to the college environment. The induction training programme is the beginning of staff development in all kinds of organizations. The finding in this aspect implies that to a large extent, induction training programmes has a positive impact on the adaptation of newly employed staff to their college environment. This is because at the departmental, school and college levels, the orientation programme was seen to assist newly employed staff to understand the conditions governing their primary assignments and to be familiar with colleagues and all cadre of staff in the college and their official relation to them. In addition to this, the finding also showed that to a very large extent, staff induction training programme is not adequately planned in Nigerian Colleges of Education.

This finding is not far away from the opinion of Bucher and Krotee (2002) who based on their understanding of the importance of induction training programme, went

further suggested that, a pre-orientation programme should be organized for new staff within the first week of employment. In line with his research finding, Akpan (2003) recommended that orientation and induction courses, with a focus on human relations should be organized for newly employed lecturers. In tertiary institutions around the world like South Tyneside College (2009), an induction programme is claimed to be provided for all new staff. This programme serves as a basis upon which future training and staff development activities are built.

The null hypothesis formulated in relation to the impact of induction training programme on the adaptation of newly employed staff to the college environment was tested and rejected. The rejection was due to the fact that the F-calculated value being 4.731 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This finding implies that there was a significant difference in the opinions of the three categories of respondents. To find the source of significant difference in the opinions of the three categories of respondents, the result was further tested using the Scheffe's Multiple Comparison Test. The result as presented in table 4.4.5 revealed a significant difference of .4546 for management staff, 3.4288 for academic staff and 2.9815 for non academic staff, implying that the management staff differed significantly in their opinions with regards to the impact of induction training programme on the adaptation of newly employed staff to the college environment.

The impact of types of development programmes provided for staff in Nigerian Colleges of Education on their primary assignment was another issue discussed in this study. Although the types of development programmes provided for staff in Nigerian Colleges of Education are meant to develop all categories of staff, some development

programmes may appear to be more appropriate to individuals or a particular category of staff. The finding in relation to this issue revealed that to a large extent, the types of development programmes and activities provided for staff in Nigerian Colleges of Education which include higher degree programmes, conferences, seminars, workshops, writing of articles in educational journals, sabbatical leave, staff meetings, college committee, delegation of authority and similar others, all have a positive impact on staff primary assignments. To a large extent, however, seminar presentation was found to be the least patronized in Nigerian Colleges of Education.

This finding agrees with the general practices of tertiary institutions around the world such as Sherpherd University, (2007), Victoria University of Wellington (2008) and South Tyneside College (2009) because they too listed the same development programmes and activities as the types provided for staff in their institutions. Scholars such as Mathis and Jackson (2006) and Alabi (2012) also mentioned these programmes and activities as the types provided for staff development in various organizations. The main difference between these examples and the present finding is the fact that in the present finding, seminar presentation was found to be the least patronized, whereas in the examples cited, nothing of this nature was included.

The null hypothesis formulated in this regard was tested and retained. The null hypothesis was retained because the F-calculated value being .228 was found to be lesser than the F-critical value being 3.000 at 0.05 level of significance. This implies that, there was no significant difference in the opinions of the three categories of respondents on the impact of types of development programmes provided on staff primary assignments.

The next issue addressed in this study was the impact of needs assessment by the college management on staff approval to undertake higher degree programmes. It is one thing for staff to be permitted to undertake higher degree programmes after their needs for development are being assessed by the college management and it is entirely another thing for the college management to assess the outcome of staff higher degrees. The findings in this regard implies that needs assessment of staff at various levels of college management has a positive impact on staff approval to undertaker higher degree programmes. It was also discovered that the methods of evaluating the outcome of staff higher degrees which include requesting for progress report, certificate of completion, copies of staff theses and allocation of higher responsibilities to staff were all found to be inappropriate.

This finding is congruent with those of Talmon (1998) and Olufajo (1999) who discovered that proper assessment of staff needs, assisted the management to approve staff for development programmes that are relevant to their needs. The second aspect of this finding confirms that of Adu (1994) and the opinion of Cole (2002) that the main problem of evaluation was lack of formal criteria to determine the impact of programmes undertaken by staff in relation to the needs attached to such development programmes.

In relation to this issue, the null hypothesis formulated was tested and rejected. This was because the F-calculated value being 4.813 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This finding implies that a significant difference in the opinions of the three categories of respondents was discovered in relation to the impact of needs assessment by the college management on staff approval to undertake higher degree programmes. To find the source of significant

difference in the opinions of the three categories of respondents, the Scheffe's Multiple Comparison Test was used. As indicated by table 4.4.8, the result revealed a significant difference of .9444 for management staff, 3.2201 for academic staff and 3.8225 for non academic staff. This implies that the management staff differed significantly in their opinions on the impact of needs assessment by college management on staff approval to undertake higher degree programmes.

Provision of funds is crucial to the success of staff development programmes in any organization. This is because staff development programmes are capital intensive. For instance, if staff in Nigerian Colleges of Education are approved to undertake a higher degree programme under work/study or full study leave, they are sponsored for the programme and at the same time, their salaries and other benefits are also paid by the employers. To participate in conferences or workshops, staff are entitled to sponsorship. To go on sabbatical leave, staff are entitled to their usual salaries for the whole year they will be away. It is based on this understanding that the impact of adequacy of funds provided for staff development on staff sponsorship for development programmes was made an issue of discussion in this study. The finding, in this regard, implies that adequacy of funds provided for staff development has a positive impact on staff sponsorship for development programmes. It was also discovered that funds for staff development are inadequately provided in Nigerian Colleges of Education. Perhaps, this is why it was further disclosed that staff in Nigerian Colleges of Education are not sponsored to participate in at least one local annual conference and workshop or international conferences and workshops, that research grants are not provided and that

staff in private Colleges of Education are not regularly sponsored to undertake development programmes.

This finding correlates with the earlier findings of Etokhana (2000) and Abubakar (2005), that there was inadequate financial resources for the training and development of staff in the organizations where their studies were conducted. The researchers further explained that inadequate financial resources in some cases restricted training and development to just technical staff, and this was earlier discovered by Okoh (1995) that more emphasis was being laid on engineering or technical section to the detriment of other sections such as account and administration. The finding in this study also confirms the report of the NCCE (2008) and (2009) that research grants were the most absent aspect of funding in both federal and states Colleges of Education. Perhaps, this situation explains why the TET fund was established to assist staff in tertiary institutions through the provision of grants to staff undertaking post graduate studies.

The null hypothesis formulated with regards to issue of funds, was tested and rejected, because as indicated by table 4.4.9, the F-calculated value being 10.890 was discovered to be greater than the F-critical value being 3.000 at 0.05 level of significance. This result implies that there was a significant difference in the opinions of the three categories of respondents. To identify the sources of difference in the opinions of respondents, the Scheffe's Multiple Comparison test was used and the results as presented in table 4.4.10 revealed a significant difference of 1.0603 for management staff, 2.6816 for academic staff and 3.5465 for non academic staff. This result implies that the management staff differed significantly in their opinions on impact of adequacy

of funds provided for staff development on staff sponsorship for development programmes.

Financial assistance being closely related to provision of funds was the next issue discussed in this study. In order for departments, schools and professional associations to host conferences, seminars and workshops, there is always a need for financial assistance from their college management. This is why professional associations often work in collaration with educational agencies in order to host such training courses. The finding in this aspect, implies that financial assistance by the college management to departments, schools and professional associations has a positive impact on the hosting of short training courses in Nigerian Colleges of Education. The finding also reveals that Colleges of Education do not provide financial assistance for the hosting of seminar presentation.

Actually, it is surprising that Colleges of Education in Nigeria do not provide financial assistance for seminar presentation because earlier in this study, seminar presentation was seen to assist staff to discuss their experiences with other colleagues and improve their communication skills, thereby improving the knowledge and job performances of staff. Perhaps, the easiest explanation for this, is the fact that certificates are not awarded in seminar presentations as in other short training courses, and these certificates are used as requirements for staff promotion. This finding is different from the practices of tertiary institutions around the world such as Montgomery County Public Schools (1994), University of Melbourne (2008) and London School of Hygiene and Tropical Medicine (2010), because they all claimed to use seminars and workshops to develop different categories of staff.

The null hypothesis on the impact of financial assistance by the college management on the hosting of short training courses in Nigerian Colleges of Education was tested and rejected. As indicated by table 4.4.11, the F-calculated value being 12.426 was greater than the F-critical value being 3.000 at 0.05 level of significance. This result implies a significant difference in the opinions of the three categories of respondents causing rejection of the null hypothesis. To further determine the extent to which the means of the three categories of respondents differed in relation to hypothesis 7, the Scheffe's Multiple Comparison Test was used and the result presented in table 4.4.12. The result reveals a significant difference of 1.4456 for management staff, 2.6565 for academic staff and 3.6851 for non academic staff. This result implies that the management staff differed significantly in their opinions on the impact of financial assistance by College Management on the hosting of short training courses in Nigerian Colleges of Education.

Generally, it is one thing for staff to be aware of opportunities provided for their development and it is also another thing for staff to utilize the opportunities. It was based on this realization that the impact of staff awareness of opportunities for development on their utilization of such opportunities was considered an issue worthy of discussion in this study. The finding reveals that staff awareness of opportunities for development has a positive impact on their utilization of such opportunities. However, it was also discovered that being aware of opportunities for development, does not fully motivate staff to utilize the opportunities. The implication of this finding is that in addition to awareness, there are other factors needed to encourage staff to fully utilize the opportunities provided for their personal and professional development. Perhaps, this

explains why organizations are always keen on pointing out the nature and benefits of their staff development programmes to staff at the time of recruitment (Cole, 2002). In Nigerian Colleges of Education, guidelines for staff development policies are usually included in the college's conditions of service and staff are served with copies of this handbook at the beginning of employment, implying that staff are aware of opportunities provided for their development. In line with this, South Typeside College (2009) claimed that all staff are included in the staff development programme and that all efforts are made to make the staff development programme available to part time and weekend staff.

The null hypothesis formulated to test the impact of staff awareness of opportunities for development on their utilization of the opportunities was rejected. The rejection as indicated in table 4.4.13 was because the F-calculated value being 11.824 was greater than the F-critical value being 3.000 at 0.05 level of significance. This result implies that a significant difference was found in the opinions of the three categories of respondents. To determine the source of significant difference in the opinions of respondents, the Scheffe's Multiple Comparison Test was used and the result presented in table 4.4.14. The result revealed a significant difference of 2.0913 for management staff, 1.8180 for academic staff and 2.7930 for non academic staff, implying that the academic staff differed significantly in their opinions regarding the impact of staff awareness of opportunities for development on their utilization of such opportunities.

One of the conditions governing staff approval to undertake higher degree programmes is the duration of approval. In Nigerian Colleges of Education, a period of three years is usually granted, even though, it may be extended in special circumstances. The impact of conditions governing the approval for higher degrees on staff abilities to

complete the programmes within the approval period was another issue discussed in this study. The finding in this regard reveals that to a large extent, the conditions governing staff approval for higher degrees programmes have a negative impact on staff abilities to complete the programmes within the approved period. At the same time, a significant minority of the respondents were of the opinion that the duration approved for work/study leave is sufficient for staff to complete higher degree programmes. With regards to this finding, it is safer to conclude that the position of respondents is just a matter of individual differences. This is why in practice, some staff are able to complete higher degree programmes within the stipulated period of three years, while others require more time to complete.

The null hypothesis formulated in line with the impact of conditions governing staff approval to undertake higher degree programmes on staff abilities to complete the programmes within the approved period was tested and rejected. The rejection was due to the fact that the F-calculated value being 4.212 was greater than the F-critical value being 3.000 at 0.05 level of significance. This finding implies that there was a significant difference in the opinions of the three categories of respondents. To identify the source of significant difference in the opinions of the three categories of respondents, the Scheffe's Multiple Comparison Test was used. The result as presented in table 4.4.16 revealed a significant difference of 1.7186 for management staff, 2.0747 for academic staff and 2.6493 for non academic staff. This implies that the management staff were the category of staff that differed significantly in their opinions on the impact of conditions governing staff approval for higher degree programmes on staff's abilities to complete the programmes within the approved period.

The last issue discussed in this study bordered on the impact of conditions governing approval for development programmes on staff satisfaction with such conditions. The finding revealed that the conditions governing staff approval for development programmes have a negative impact on staff satisfaction with such conditions. However, a significant minority of the respondents especially non academic staff were undecided in their response to some items. Perhaps, this is because they felt they were not directly affected by the items or they simply did not want to respond against the actions of the management.

The last null hypothesis was also tested and rejected because as in the other cases, the F-calculated value being 5.677 was found to be greater than the F-critical value being 3.000 at 0.05 level of significance. This finding implies that a significant difference existed in the opinions of the categories of respondents. To determine the source of significant differences in the opinions of the three categories of respondents, Scheffe's Multiple Comparison Test was used. The result in table 4.4.18 revealed a significant difference of 2.5670 for management staff, 1.8107 for academic staff and 2.5772 for non academic staff. This implies that the academic staff differed significantly in their opinions on the impact of conditions governing approval for development programmes on staff satisfaction with such conditions.

Table 4.5: Summary of Hypotheses Testing

S/No	Hypotheses Statements	Statistical Method used	Level of significance	Result	Conclusion
1	There is no significant difference in the opinions of respondents concerning the impact of acquisition of higher degrees on the job performances of staff	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected
2	There is no significant difference in the opinions of respondents concerning the impact of participation in short training courses on the job performances of staff	ANOVA	0.05	F-Calculated value < F-critical value	Null hypothesis was retained
3	There is no significant difference in the opinions of respondents regarding the impact of induction training programme on the adaptation of newly employed staff to their college environment	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected
4	There is no significant difference in the opinions of respondents regarding the impact of types of development programmes on staff primary assignment	ANOVA	0.05	F-Calculated value < F-critical value	Null hypothesis was retained
5	There is no significant difference in the opinions of respondents concerning the impact of needs assessment by the college management on staff approval to undertake higher degree programmes	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected
6	There is no significant difference in the opinions of respondents regarding the impact of adequacy of funds for staff development on staff sponsorship for development programmes	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected
7	There is no significant difference in the opinions of respondents concerning the impact of financial assistance by college management on the hosting of short training courses	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected
8	There is no significant difference in the opinions of respondents regarding the impact of staff awareness of opportunities for development on their utilization of such opportunities.	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected
9	There is no significant difference in the opinions of respondents concerning the impact of conditions governing staff sponsorship for higher degrees on staff's abilities to complete the programmes within the approved period	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected
10	There is no significant difference in the opinions of respondents concerning the impact of conditions governing staff approval for development programmes on staff satisfaction with such conditions	ANOVA and Scheffe's Test	0.05	F-Calculated value > F-critical value	Null hypothesis was rejected

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the whole study, the conclusions arrived at from the findings and the recommendations that were offered. The chapter also suggests some areas for further research.

5.2 Summary

The main aim of this study was to examine the impact of staff development programmes on job performances of staff in Nigerian Colleges of Education. Specifically, 10 objectives which were in line with 10 research questions and 10 hypotheses were raised for this study. In order to examine their impact on job performances of staff, these objectives, research questions and hypotheses were centered on the following areas: acquisition of higher degrees, participation in short training courses, induction training programme, types of development programmes provided, needs assessment of staff for development, adequacy of funds for staff developments, financial assistance by the college management, staff awareness of opportunities for development, conditions governing staff approval for higher degrees and conditions governing staff approval for development programmes.

The review of relevant literature gave the study a focus in the following areas: concept of staff development programmes, impact of staff development programmes on job performances of staff, impact of staff development policies on the utilization of opportunities for staff development, impact of types of development programmes on staff

primary assignment, impact of needs assessment on staff approval to undertake higher degree programmes and evaluation of the outcome of staff development programmes.

The research design adopted for the study was the descriptive survey because the target population of staff in Nigerian Colleges of Education was found to be very large and the instrument used for data collection was the structured questionnaire. A total of 2,400 copies of the questionnaire were administered to three categories of respondents (management, academic and non academic staff) in 24 Colleges of Education selected for the study and 1,445 copies of the questionnaire were completed. The data collected were compiled and analysed using frequency distributions and simple percentages in order to give a general description of the data. Also, the One Way Analysis of Variance and the Scheffe's Multiple Comparison Test were the statistical methods used to test the hypotheses formulated for the study.

The findings revealed that acquisition of higher degrees has a positive impact on the job performances of staff, but more so on the job performances of academic staff, followed by non academic staff and then management staff. It was also discovered that to a large extent, participation in short training courses has a positive impact on the job performances of staff. To a large extent, induction training programme has a positive impact on the adaptation of newly employed staff to their college environment. To a large extent, the types of development programmes provided for staff in Nigerian COEs all have a positive impact on staff primary assignments. Although needs assessment of staff has a positive impact on staff approval to undertake higher degree programmes, the methods of evaluating the outcome of staff higher degrees were seen to be inappropriate. Although, adequacy of funds provided for staff development has a positive impact on

staff sponsorship for development programmes, funds for staff development were seen to be inadequately provided in Nigerian Colleges of Education. Financial assistance by the college management was seen to have a positive impact on the hosting of short training courses. Although staff awareness of opportunities for development has a positive impact on their utilization of such opportunities, being aware of opportunities for development, does not fully motivate staff to utilize the opportunities. To a large extent, the conditions governing staff approval for higher degrees were seen to have a negative impact on staff's abilities to complete the programmes within the approved period. To a good extent, the conditions governing staff approval for development programmes were also seen to have a negative impact on staff satisfaction with such conditions.

On the testing of hypotheses, the findings revealed that the F-calculated value was found to be lesser than the F-critical value in both hypotheses two and four, implying that there were no significant differences in the opinions of the three categories of respondents, as such, the two null hypotheses were retained. However, the F-calculated value was found to be greater than the F-critical value in each of the remaining eight hypotheses and for this, the eight null hypotheses were all rejected.

5.3 Conclusions

From the findings of this study, the following conclusions were made:

i. acquisition of higher degrees has different levels of positive impact on the job performances of the three categories of staff;
ii. participation in conferences, seminars and workshops assisted all categories of staff to learn and improve upon their job performances, but conferences and

workshops had more benefits on the job performances of management and academic staff;

iii. although, it is important in the socialization of newly employed staff, the induction training programme was not adequately planned in Nigerian Colleges of Education;

iv. seminar presentation was the least patronized among all the programmes provided for staff development in Nigerian Colleges of Education;

v. although needs assessment of staff assisted the college management to approve staff for relevant higher degree programmes, the methods of evaluating the outcome of the programmes were not appropriate;

vi. although, provision of funds for staff development is very essential, funds for staff development were inadequately provided in Nigerian Colleges of Education;

vii. colleges of Education in Nigeria provided financial assistance for the hosting of conferences and workshops but not so for seminar presentations;

viii. in addition to awareness of opportunities provided for development, other incentives were also needed in order to fully motivate staff in Nigerian Colleges of Education to utilize the opportunities provided for their personal and professional development;

ix. the conditions governing staff approval to undertake higher degree programmes contributed greatly to staff inabilities to complete the programmes within the approved period and

x. staff in Nigerian Colleges of Education were not fully satisfied with the

conditions governing their approval for development programmes

5.4 Recommendations

In line with the findings and conclusions drawn from this study, the following recommendations are offered:

i. The first finding of this study reveals that acquisition of higher degrees has a high positive impact on the job performances of academic staff, moderate positive impact on the job performances of non academic staff and low positive impact on the job performances of management staff. Based on this findings, the study recommends that the federal and states Ministry of Education as well as proprietors of private Colleges of Education in Nigeria, should provide more opportunities for staff to undertake higher degree programmes in order to meet up with the needs and challenges of modern societies and by so doing improve upon their job performances. In terms of approval and sponsorship for higher degree programmes, more consideration should be given to academic staff, followed by non academic staff and lastly management staff.

ii. The next finding reveals that participation in conferences, seminars and workshops have positive impact on the job performances of all staff. However, the study also discovers that conferences and workshops have more positive impact on the job performances of management and academic staff than on the job performances of non academic staff. The study, therefore,

recommends that the federal and state Ministry of Education as well as proprietors of private Colleges of Education in Nigeria, should endeavour to provide more opportunities for staff to participate in such training courses in order to learn and improve upon their job performances. For instance, in awarding sponsorship for conferences and workshops, the management and academic staff should be given more consideration, bearing in mind that the study discovers the two training courses to be more beneficial to the two categories of staff.

iii. The next finding shows that although the induction training programme is very important in the socialization of newly employed staff, the programme is not adequately planned in Nigerian Colleges of Education. In view of this, the study suggests that the college management should provide adequately planned induction training programme for newly employed staff which should not be restricted to the departmental or school level. A properly organized induction training programme assists new staff not only to understand their jobs better, but also to adapt smoothly to their college environment.

iv. Another finding from this study portrays that Seminar presentation is the least patronized in Nigerian Colleges of Education. The study therefore, recommends that the staff development policy currently implemented in Nigerian Colleges of Education should be reviewed by policy makers in the federal and state Ministry of Education in order to reactivate seminar presentation. To encourage staff participation in seminar presentation, the college management should include it as additional requirement for staff

periodic promotion.

v. The finding also discovers that Needs assessment of staff by the college management has a positive impact on staff approval to undertake higher degree programmes, even though the methods of evaluating the outcome of the programmes are. Based on this finding, the study recommends that needs assessment of staff should be carried out through the following procedures: performance appraisal, analysis of job requirements, employee survey and organizational analysis. Assessment built on these procedures enables the college management to identify the developmental needs of individual staff and approve development programmes that are relevant to individual needs, departmental needs and the overall needs of the college. In addition to this, the college management should device appropriate measures for evaluating the outcome of staff higher degree programmes.

vi. The next finding bordered on the impact of adequacy of funds for staff development t on staff sponsorship for various development programmes. The study reveals that adequacy of funds provided for staff development was discovered to have a positive impact on staff sponsorship for various development programmes. However, funds for staff development were found to be inadequately provided. In line with this, it was suggested that the federal and states MOE as well as proprietors of private COEs in Nigeria should endeavour to provide adequate funds to enable staff undertake higher degree programmes, to participate in at least one local conference or workshop annually and to attend international conferences and workshops. To

implement this recommendation effectively, educational agencies such as the TET fund should without restriction to specific fields of study endeavour to provide research grants to all staff in Nigerian COEs undertaking postgraduate studies.

vii. Another finding from of this study reveals that Colleges of Education in Nigeria do not provide financial assistance for the hosting of seminar presentation. The study is therefore, recommended that the college management should endeavour to provide financial assistance to encourage the hosting of seminar presentation by various departments, schools and professional associations.

viii. The study also reveals that staff awareness of opportunities for development has a positive impact on staff utilization of such opportunities and that being aware of opportunities for development does not fully motivate staff to utilize the opportunities. Therefore, the study suggests that the college management should provide incentives such as sponsorship for annual conferences, seminars and workshops, and incorporate the provision of research grants to staff undertaking post graduate studies. These incentives would surely encourage staff to fully utilize the opportunities provided for their personal and professional development.

ix. The findings from this study shows that the conditions governing staff approval to undertake higher degree programmes have a negative impact on staff abilities to complete the programmes within the approved period. In line with this finding, the study recommends that the college management should

review these conditions especially those governing work/study leave, duration of approval and sponsorship for higher degree programmes as well as sponsorship for conferences and workshops. It is hoped that the outcome of this review would assist staff to complete higher degree programmes without too much delays.

x. The last finding from this study shows that the conditions governing staff approval for development programmes have a negative impact on staff satisfaction with such conditions. As a result of this finding, the study suggests that the college management should develop a comprehensive handbook on staff development policies, which is up to date and consistent with contemporary issues in personnel development. For instance, the handbook should be made up of issues such as study leaves, in-service training, promotion, conferences, seminars, workshops, staff meetings, approval and sponsorship for development programmes, induction training programme, delegation of authority, college committees, professional associations and similar others. Perhaps, a detailed handbook of this nature without any complications would encourage staff to be satisfied with conditions governing their professional development.

One of the findings of this study revealed that, although needs assessment of staff by the College Management has a positive impact on staff approval to undertake higher degree programmes, the methods of evaluating the outcome of the programmes were seen to be inappropriate. As indicated by figure 5.1, the methods currently employed by the college management in evaluating the outcome of staff higher degree programmes include: request for staff progress report, request for certificate of completion of the programme, request for copies of staff theses, promotion of staff to higher grade level and allocation of higher responsibilities to staff.

Figure 5.1: Current Methods of Evaluating the Outcome of Staff Higher Degree Programmes in Nigerian Colleges of Education.

A closer examination of figure 5.1 shows that, the methods do not explain explicitly how a staff will improve upon his or her job performamnce after completion of a higher degree programme. Certificate of completion and copies of staff theses are documents that testify the completion of higher degree programmes by staff, but do not indicate whether a staff has learned what is expected to improve upon his or her job performance. If staff are promoted to the next grade level or given higher responsibilities, the college management is simply complying with the guidelines for staff promotion. But in actual sense, this is not a true measure of what the staff has learned from the programme and as such, it cannot be used to know if a staff can now perform his or her job better.

As a result of this finding, the researcher designed an appropriate model for criteria in evaluating the outcome of staff higher degree programmes in Nigerian Colleges of Education and this is presented in figure 5.2.

Figure 5.2: A Model for Criteria in Evaluating the Outcome of Staff Higher Degree Programmes in Nigerian Colleges of Education.

As indicated by figure 5.2, there are a number of ways by which the outcome of staff higher degree programmes can be evaluated. The College Management can assign heads of departments, deans or some other experienced staff to carry out this responsibility. The first step is to examine whether staff have actually learned the course content of the programme. This is important because the course content teaches the main components of a programme without which a programme cannot exist. Research writing is an important aspect of higher degree programme offered in the universities and other tertiary institutions in Nigeria. It is important, to find out whether staff have actually mastered the rudiments of research writing, in addition to submitting copies of their theses. The first two steps enable the evaluators to find out whether staff have actually benefited from the programmes.

The next step is for the evaluators to examine the relevance of the programme undertaken to the professional needs of staff and the needs of the college. For instance, a PGDE programme is quite relevant to the professional development of a lecturer without a teaching qualification and also to the needs of the college. On the contrary, the PGDE

programme is not relevant to the professional development of a nurse working in the college clinic.

The most important stage of evaluation is to supervise the actual job of staff after completion of any higher degree programme. A lecturer should be supervised several times while teaching his or her departmental courses, while a non teaching staff should be supervised during the conduct of his or her primary assignment. This enables the supervisors to discover whether such staff have actually learned what they were sponsored for, and whether they can now apply what they have learned on their job performances.

In addition to supervision on the job, evaluators could also be assigned to conduct interviews for such staff, to find out whether staff now have more confidence on the job as a result of their training. Lastly, if shortcomings are detected along the steps, the evaluators can correct staff instantly or through seminars and workshops in the college.

The eight finding of this study revealed that, staff awareness of opportunities for development has a positive impact on staff utilization of such opportunities, but that being aware of opportunities for development alone, does not fully motivate staff to utilize the opportunities. The methods that are currently employed by the college management to keep staff informed of opportunities for professional development are presented in figure 5.3.

Figure 5.3: Methods of Informing Staff of Opportunities for Development in Nigerian Colleges of Education

A closer examination of the methods presented in figure 5.3, indicates that, provision of guidelines for staff development and promotion actually keep staff informed of opportunities for professional development. Through these guidelines, staff becomes aware that to be promoted beyond the level of lecturer I, they must acquire a master's degree. To be promoted after every three years, staff must present a specified number of certificates of conferences and workshops they have participated in. The Annual Performance Evaluation Reports and written reminders to academic staff who fail to complete higher degree programme within the approved period, or meet the requirements for promotion, are measures aimed at emphasizing the importance of utilizing the opportunities for staff development.

However, the second aspect of this finding implies that, this general awareness does not motivate staff to utilize all the opportunities that are provided. Perhaps, there is a need for the college management to back up such opportunities appropriately. As a result of this finding, the researcher developed an appropriate model for criteria in encouraging staff utilization of opportunities provided for their professional development and this is presented in figure 5.4.

Figure 5.4: A Model for Criteria in Encouraging Staff Utilization of Opportunities for Development in Nigerian Colleges of Education

As indicated by figure 5.4, there are a number of ways by which the College Management can encourage staff to utilize the opportunities provided for their professional development. The first way is to sponsor staff to participate in national and

international conferences and workshops. If staff in Nigerian Colleges of Education, know that, they will be sponsored to participate in these training courses, they will be encouraged to participate, whether they are due for promotion or not. If staff continuously participate in these short training courses, they will learn, improve upon their job performances and develop professionally.

Another way of encouraging staff to utilize the opportunities provided for their development is through the provision of research grants by the College Management or the Tertiary Education Trust Fund. If research grants are provided to all staff undertaking post-graduate studies, irrespective of specialization or areas of research, staff will be more encouraged to undertake post graduate studies.

Also, if seminar presentations are included as one of the requirement for staff promotion, perhaps at a higher level such as from senior lecturer upwards, academic staff will be encouraged to organize seminar presentations.

An important way to encourage staff utilized opportunities provided for the development is to regularly review the Staff Development Policy Guidelines. The review should be consistent with contemporary issues in personnel development.

5.5 Suggestions for Further Studies

As indicated by the findings of this study, staff development programmes have a positive impact on the job performances of staff in Nigerian Colleges of Education. However, the fact that this study was limited to Colleges of Education in Nigeria, suggests the need to replicate this study in other tertiary institutions such as universities and polytechnics. In addition to this, there is also a need to explore other areas of

personnel management not covered by this study. In the light of this, the following areas are suggested for further studies;

i. Impact of Salary and other Benefits on Job Performances of Staff in Nigerian Colleges of Education

ii. Impact of Staff Welfare Services on Job Performances of Staff in Nigerian Colleges of Education

iii. Impact of Staff Unions on the Welfare of Staff in Nigerian Colleges of Education.

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APPENDIX I

APPENDIX II

QUESTIONNAIRE ON THE IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON JOB PERFORMANCES OF STAFF IN NIGERIAN COLLEGES OF EDUCATION

INSTRUCTIONS

This questionnaire is classified into various sections. Section A requests for the personal demographic data of respondents to enable the researcher categorize the information required in other sections. Please, fill in the spaces or tick appropriately where options are provided. Sections B to K consist of several groups of statements on various aspects of staff development programmes. For each of these statements, please indicate your opinion by making a tick in the appropriate columns by the right. Note that the abbreviations on the top right hand side of sections B to K, stand for the following:

SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

Section A: Personal Data of Respondents

1. Name/Ownership of College_____

   Federal[ ]

   State [ ]

   Private [ ]

2. Gender: Male [ ] Female[ ]

3. Age of respondents:

   61 years and above [ ]

   51 – 60 years [ ]

   41 – 50 years [ ]

   31 – 40 years [ ]

   20 – 30 years [ ]

4. Highest Educational Qualification: Ph.D [ ] Masters Degree [ ]
   B.A/B.Sc+PGDE [ ] B.Ed. [ ] HND [ ] Others [ ]
5. Category of Staff: Management Staff [ ]
   Academic Staff [ ] Non Academic Staff [ ]
6. Present official position: Dean [ ] HOD [ ] Director [ ]
   Coordinator [ ] Others [ ]
7. Present rank of Staff:
   Chief Lecturer [ ] Principal Lecturer [ ]
   Senior Lecturer [ ] Lecturer 1 [ ] Lecturer II [ ]
   Lecturer III [ ] Assistant Lecturer [ ] Others [ ]
8. Years of Working Experience:
   Above 20 years [ ]
   16 – 20 years [ ]
   11 – 15 years [ ]
   6 – 10 years [ ]
   0 – 5 years [ ]
9. The respondent is an official of: COEASU [ ]
   SSUCOEN [ ] NASU [ ] None [ ]
10. Membership in Staff Development Committee:
    Member [ ] Non member [ ]

Section B: Impact of Acquisition of Higher Degrees on Job Performances of Staff.

S/No		SA	A	U	D	SD
1	The pedagogical aspect of post-graduate studies in the universities increases the knowledge, skills, experiences and understanding of staff and these ultimately improve staff performance.					
2	Presentations in seminar, proposal, internal and external defence during the post-graduate programme lead to greater confidence on the job performances of staff.					
3	The field work during the post-graduate studies increases experiences of staff and this improves their job performances.					
4	The field work during the post-graduate studies increases the organization and skills of staff in their job performances.					
5	Acquisition of higher degrees equips staff to keep abreast with recent developments in their areas of specialization.					
6	Acquisition of higher degrees prepares staff for greater responsibilities and this motivates staff to put more efforts on their job performances.					
7	Acquisition of higher degrees is not the only requirement for staff promotion.					
8	Acquisition of higher degrees alone does not enhance the job satisfaction of staff.					
9	Acquisition of higher degrees by staff in Nigerian COEs is often used as an opportunity for better jobs.					
10	Acquisition of higher degrees is not always tied to greater responsibilities for staff in Colleges of Education.					

Section C: Impact of Participation in Short Training Courses on Job Performances of Staff.

S/No		SA	A	U	D	SD
11	Participation in annual conferences assists staff to improve their knowledge and job performance.					
12	Participation in annual conference enables staff to master the techniques of writing and presenting scholarly papers and articles in educational journals.					
13	Participation in seminar presentations assist staff to discuss their experiences with other colleagues and this improves their knowledge and job performance.					
14	Participation in seminar presentations assists staff to improve their communication skills and this ultimately improves their job performances.					
15	Participation in workshops assists staff to discuss new trends in educational development and this improves their knowledge and job performance.					
16	Participation in workshops offers staff an opportunity to deal with issues and challenges encountered in their job performances.					
17	Staff who fail to write conference papers, always encounter setbacks when they are due for promotion.					
18	Staff who fail to participate in conferences are often less productive.					
19	Some staff in Colleges of Education attend conferences only when they are due for promotion.					
20	Certificates awarded at conferences and workshops are used mainly as requirements for staff promotion.					

Section D: Impact of Induction Training Programme on the Adaptation of Newly Employed Staff to their College Environment

S/No		SA	A	U	D	SD
21	Colleges of Education in Nigeria organize an induction training programme for newly employed staff.					
22	Induction training programme assists newly employed staff to get acclimatized to their college environment.					
23	Departmental orientation assists new staff to adapt smoothly to their primary assignment.					
24	Departmental orientation assists new staff to be familiar with their colleagues in the department.					
25	The orientation programme at the school level, assists new staff to understand their jobs in relation to other departments in the school.					
26	Orientation programme at the school level, assists new staff to be familiar with all cadre of staff in the school and their official relation to them.					
27	Departmental orientation may be inadequate for newly employed staff to understand the conditions governing their jobs.					
28	Orientation at the school level may be inadequate for newly employed staff to adapt smoothly to their college environment.					
29	Inadequately planned induction training programme compounds the problems of newly employed staff.					
30	Staff induction training programme is not adequately planned in Nigerian Colleges of Education					

Section E: Impact of Types of Development Programmes on Staff Primary Assignments

S/No		SA	A	U	D	SD
31	In Colleges of Education, higher degrees are widely regarded to be relevant to staff primary assignment.					
32	Without a Master Degree, academic staff in Colleges of Education are not considered for promotion to senior ranks.					
33	Short training courses are important because they provide useful information, increase the knowledge and understanding of staff, all of which assist the staff to improve upon their primary assignment.					
34	Conferences and workshops are highly patronized in Colleges of Education because the certificates of such courses are used at all levels of staff promotion.					
35	Writing of articles in professional journals is an effective way for staff to be more knowledgeable and experienced and this improves upon their job performances.					
36	Sabbatical leave renews the intellectual and professional development of senior staff, and this improves upon their primary assignment.					
37	Seminar presentations are the least patronized in Nigerian Colleges of Education.					
38	Instead of developing staff, some college committees may turn out to be time-wasting if members are not properly guided on what they are expected to do.					
39	Instead of developing staff, some staff meetings may lead to conflicts and crises.					
40	Some heads do not delegate authority to subordinates due to fear of accountability to their own superiors.					

Section F: Impact of Needs Assessment by College Management on Staff Approval to Undertake Higher Degree Programmes.

S/No		SA	A	U	D	SD
41	The management in Nigerian Colleges of Education normally approves staff for development programmes after screening individual's staff application.					
42	The annual performance evaluation reports compiled by heads of departments is a way by which the college management assesses the needs of staff for development.					
43	Proper assessment of staff needs, assists the college management to approve educational courses that are relevant to staff needs.					
44	Proper assessment of staff needs assists the college management to approve development programmes that are relevant to the needs of the college.					
45	The college management permits staff to undertake educational courses for personal needs only if such courses do not affect the college programme.					
46	Requesting for progress report is a way by which the college management assesses the performance of staff undertaking any educational training programme.					
47	Requesting for certificate of completion may not be an appropriate means of assessing the outcome of staff higher degrees.					
48	Requesting for copies of staff thesis may not be an appropriate measure of assessing the outcome of staff higher degrees.					
49	Allocation of higher responsibilities to staff on completion of higher degree programmes cannot be regarded as a way of evaluating the outcome of staff higher degrees.					
50	Promoting staff after completion of higher degrees programmes does not evaluate the outcome of the programmes.					

Section G: Impact of Adequacy of Funds Provided for Staff Development on Staff Sponsorship for Development Programmes

S/No		SA	A	U	D	SD
51	The Federal Ministry of Education provides adequate funds to Federal College of Education for staff development.					
52	The states Ministries of Education provide adequate funds to states Colleges of Education for staff development.					
53	Staff in Colleges of Education are regularly sponsored to undertake higher degree programmes in universities.					
54	In Colleges of Education, staff who are due for promotion are first considered for conference sponsorship before others.					
55	Senior Staff who are eligible are granted sabbatical leave for a period of one year.					
56	The Tertiary Education Trust Fund (TET) Fund provides research grants to staff in Colleges of Education who are undertaking post-graduate studies.					
57	Staff in private Colleges of Education are not regularly sponsored to undertake development programmes					
58	Staff in Colleges of Education are not sponsored annually to participate in at least one local conference or workshop.					
59	Staff in Colleges of Education are not sponsored to attend international conferences and workshops					
60	The TETFund does not provide research grant to all staff in Colleges of Education undertaking post-graduate studies.					

Section H: Impact of Financial Assistance by College Management on the Hosting of Short Training Courses.

S/No		SA	A	U	D	SD
61	Colleges of Education provide financial assistance to various schools for the hosting of in-house conferences.					
62	Colleges of Education in collaboration with educational agencies such as NTI, NCCE, TRCN and the FME organize and host conferences.					
63	Colleges of Education in collaboration with universities across the country, organize and host conferences.					
64	Colleges of Education in conjunction with Universal Basic Education Commission (UBEC), States Universal Basic Education Boards (SUBEB) and the Local Government Education Authorities (LGEAS), organize and conduct workshops for primary school teachers.					
65	Colleges of Education in conjunction with Nigerian Educational Research and Development Council (NERDC), organize and conduct workshops for secondary school teachers and school inspectors.					
66	Staff in Colleges of Education are provided allowances for journal publication as part of their consolidated salaries.					
67	Colleges of Education do not provide financial assistance to professional associations for the publication of annual educational journals					
68	Colleges of Education do not provide financial assistance to departments to organize and host conferences.					
69	Colleges of Education do not provide financial assistance for seminar presentation.					
70	Colleges of Education do not provide financial assistance to departments to organize and host workshops.					

Section I: Impact of Staff Awareness of Opportunities for Development on their Utilization of such Opportunities

S/No		SA	A	U	D	SD
71	The management in Colleges of Education continuously encourage staff to take advantage of opportunities provided for their development.					
72	Staff who are aware of opportunities for development, always engage in development programmes and activities.					
73	Staff who make good use of opportunities for development, have better chances of improving their job performance.					
74	Staff who make good use of opportunities for development, have greater chances of promotion.					
75	Staff who make use of opportunities for development, have greater chances of developing professionally.					
76	Newly employed staff in Colleges of Education may not be fully aware of opportunities provided for staff development.					
77	Staff who are not fully aware of opportunities for development, make less use of such opportunities.					
78	Staff who make less use of opportunities for development, remain stagnant in their present ranks.					
79	Some staff in Colleges of Education are aware of opportunities for development, but are not fully encouraged to enroll for further studies or write conference papers.					
80	Staff in Colleges of Education are aware of opportunities for development, but are not selected by their college management to attend workshops.					

Section J: Impact of Conditions Governing Approval for Higher Degrees on Staff Abilities to Complete the Programmes within the Approved Period.

S/No		SA	A	U	D	SD
81	The duration approved for work/study leave by the college management is sufficient for staff to complete higher degree programmes.					
82	Staff on full study leave have sufficient time to complete higher degree programmes within the approved period.					
83	The college management prefers to give work/study leave so that staff primary assignment remains intact.					
84	Completion of higher degree programmes within the stipulated period depends partly on whether the training institutions run their courses without any delay.					
85	Completion of higher degree programmes within the stipulated period depends on the efforts of the individual staff undertaking the programme.					
86	Staff undertaking higher degree programmes are able to complete on time depending on the cooperation of their research supervisors.					
87	The college management is not too willing to release staff on full study leave with pay.					
88	Staff on work/study leave often find it difficult to complete higher degree programmes within the approved period.					
89	Staff on work/study leave find it difficult to combine effectively their primary assignment with research work.					
90	Staff who fail to complete higher degree programmes within the approved period, have to apply for additional time from their college management.					

Section K: Impact of Conditions Governing Staff Approval for Development Programmes on Staff Satisfaction.

S/No		SA	A	U	D	SD
91	Staff in Nigerian Colleges of Education are satisfied with the duration granted for the acquisition of higher degrees.					
92	Staff in Nigerian Colleges of Education are satisfied with the duration of sponsorship for higher degrees					
93	Staff in Nigerian Colleges of Education are satisfied with the condition that proposed courses of study must be relevant to staff primary assignment					
94	Staff in Nigerian Colleges of Education are satisfied with the condition governing the approval of senior staff for sabbatical leave.					
95	The condition that staff on contract appointment would not be granted study leave is satisfactory to all staff.					
96	The condition that staff about to retire from service would not be granted study leave is satisfactory to all staff.					
97	The condition that each staff would be sponsored annually to attend one conference or workshop is not satisfactory to staff.					
98	Staff in Nigerian Colleges of Education are not satisfied with the duration spent on the job before a new staff can apply for study leave.					
99	The condition of bond attached to full study leave is not satisfactory to staff in Nigerian Colleges of Education.					
100	Staff in Nigerian Colleges of Education are not satisfied with the conditions governing work/study leave.					

APPENDIX III

Distribution of Academic and Non Academic Staff in Nigerian FCEs in 2007/2008 Academic Session

FCEs	Academic Staff	Non Academic Staff	Grand Total
FCE Abeokuta	244	-	244
FCE(T) Akoka	210	440	650
FCE(T) Asaba	-	-	-
FCE(T) Bichi	198	238	436
FCE Eha-Amufu	260	-	260
FCE(T) Gombe	209	397	606
FCE(T) Gusau	217	242	459
FCE Kano	399	-	399
FCE Katsina	258	219	477
FCE Kontagora	242	311	553
FCE Obudu	338	-	338
FCE Okene	329	662	991
FCE (T) Omoku	187	443	630
Adeyemi COE	361	857	1218
FCE (S) Oyo	327	638	965
FCE Pankshin	346	570	916
FCE(T) Potiskum	263	307	570
FCE (T) Umunze	227	1045	1272
FCE Yola	258	504	762
FCE Zaria	409	418	827
Alvan Ikoku FCE	280	1063	1347
21	**5,562**	**8,354**	**13,916**

Distribution of Academic and Non Academic Staff in Nigerian States COEs in 2007/2008 Academic Session

States COEs	Academic Staff	Non Academic Staff	Grand Total
Akwa Ibom COE, Akwa Ibom	253	762	1015
State	270	1054	1324
COE Agbor, Delta State	-	-	-
COE Akamkpa, C/Rivers State	327	798	1125
COE Akwanga, Nassarawa	290	518	808
State	174	197	371
COE Ankpa, Kogi State	121	-	121
Adamu Augie COE Argungu,	254	406	660
KB	-	-	-
COE(T) Arochukwu Abia State	188	128	316
COE Azare, Bauchi State	258	598	856
UIECEST Bama, Borno State	178	457	635
Isa Kaita COE Dutsin-Ma Kt.	441	351	792
State	267	610	877
COE Ekiadolor, Edo State	-	-	-
U.S. COE Gashua Yobe State	173	358	531
Kaduna State COE Gidan Waya	301	540	841
COE Gindiri, Plateau State	418	1226	1,644
COE Gumel, Jigawa State	-	-	-
COE Hong, Adamawa State	218	447	665
TASCE Ijebu Ogun State	251	741	992
COE Ikere-Ekiti, Ekiti State	281	726	1007
COE Ila-Orangun, Osun State	333	-	333
COE Ilesha, Osun State	534	385	919
COE Ilorin, Kwara State	106	151	257
COE Jalingo, Taraba State	245	385	630
COE Katsina-Ala, Benue State	358	518	876
S. R. COE Kumbotso, Kano	398	-	398
State	339	142	481
COE(T) Lafiagi, Kwara State	171	440	611
K. I. COE Maiduguri, Borno			
State	323	892	12215
COE Minna, Niger State	307	887	1194
COE Nsugbe, Anambra State	644	1475	2119
COE Oju, Benue State	391	397	788
COE Oro, Kwara State	145	333	478
Adeniran Ogunsanya COE Oto	293	952	1245
Ijanikin, Lagos State	189	217	406
Emmanuel Alayande COE, Oyo	-	-	-

St.			
COE P/Harcourt, River State			
SSCOE Sokoto, Sokoto State			
COE Waka-Biu, Borno State			
COE Warri, Delta State	72	122	194
COE Maru, Zamfara State			
Michael Otedola COE, Lagos	212	411	623
State	96	-	96
Delta State Col. Of Physical	274	-	274
Educ.			
Sapale, Delta State			
Muhammadu Goni Col. Of			
Legal and Islamic Studies			
Maiduguri, Borno State			
Ebonyi State COE (T) Ikwo			
Enugu State COE (T) Enugu			
FCE ZOE, Zuba Garki Abj			
43	**10,469**	**18,351**	**28,820**

Distribution of Academic and Non Academic Staff in Nigerian Private Colleges of Education in 2007/2008 Academic Session

Private COEs	Academic Staff	Non Academic Staff	Grand Total
IOECU COE Enugu	129	279	408
JNI COE, Kaduna	33	-	33
OSISA Tech COE, Enugu	33	45	78
St. Augustine COE, Lagos	59	81	140
AFR Trainers Com. of Inq COE, Enugu	116	103	219
Ansar-Ud-deen COE Isolo, Lagos	58	45	103
De lar COE Ibadan	49	25	74
Muftau Olanihun COE, Ibadan	84	45	129
City COE Mararraba Garki Abuja	-	-	-
Muhyideen COE, Ilorin	27	-	27
Corner Stone COE, Lagos	25	-	25
All States COE, Ero	55	-	55
Yewa Central COE, Ayetoro	106	-	106
Best Legacy COE, Ogbomoso	55	27	82
Assanusiya COE, Osun	45	27	72
Sulaiman COE, Ososa	39	-	39
Calvin F. COE, Naka	47	42	89
COE Ile Mona	66	42	108
COE(P) Mosogar	140	395	535
African Church COE, Lagos	-	-	-
COE, Offa	-	-	-
21	**1166**	**1156**	**2322**