ASSESSMENT OF STAFF DEVELOPMENT PROGRAMMES ON THE JOB PERFORMANCE OF LECTURERS IN COLLEGES OF EDUCATION IN KADUNA STATE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (EDUCATIONAL ADMINISTRATION AND PLANNING),

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

JUNE, 2018

DECLARATION

I hereby declare that the work in the dissertation entitled Assessment of Staff Development Programmes on the Job Performance of Lecturers in Colleges of Education in Kaduna State, Nigeria has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Achiyi Abutan YAKUBU Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF STAFF DEVELOPMENT PROGRAMMES ON THE JOB PERFORMANCE OF LECTURERS IN COLLEGES OF EDUCATION IN KADUNA STATE, NIGERIA by ACHIYI ABUTAN YAKUBU meets the regulations governing the award of the degree of Master in Education (Educational Administration and Planning) of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my lovely wife Mrs Linda Aboye, my children, loving parents, Mr and Mrs Yakubu Jackson Ayuba, brother and sisters.

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I sincerely extol the Almighty God for giving me the grace to embark on this educational programme and sparing my life to this end.

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ABSTRACT

The study assessed staff development programmes on the job performance of lecturers in colleges of education in Kaduna state, Nigeria. The study was conducted with five objectives among are to: determine the acquisition of higher qualifications on the job performance of lecturers in colleges of education in Kaduna state; ascertain fund allocation to the colleges of education on lecturers sponsorship for staff development programmes in Kaduna state, find out induction training programmes on the job performance of lecturers in colleges of education in Kaduna state. Five corresponding research questions were raised while five null hypotheses were formulated for test in the study. Related literature was reviewed on the key variables of the study. The study adopted the use of survey research design. The target population for this study is made of 22 management staff and 1,408 academic staff bringing a total population of 1430 from the two Colleges of Education in Kaduna State. A sample size of 302 management and academic staff were sampled for the study using (Krejcie and Morgan 1970) table and proportional sampling technique is used for the sample size. The instrument used for data collection in this study is structured questionnaire is analysed using Statistical Package for Social Sciences (SPSS). The questionnaire used in the study was validated and pilot tested using Cronbach's Alpha technique, which revealed the reliability value of 0.74. The data collected were scored on a 5-Point Likert rating scale before it was subjected to statistical analysis. Data gathered was analysed using descriptive statistics in the form of table, frequency distribution and percentages to present and describe the pattern of the demographic characteristics of the respondents. In order to answer the research questions, mean and standard deviation were used to respond to research questions, while inferential statistics of non-parametric statistics of chi-square (two groups) was used to test the hypotheses formulated for the study at 0.05 alpha level of significance. Findings from the study showed that all the five hypotheses were rejected. Also, from the study among others showed that there is significant difference on the management and academic staff on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state. Also, the responses showed that fund allocation to the colleges of education have significant difference on lecturers sponsorship for staff development programmes in Kaduna state. In view of the findings from the study, recommendations were made some of which are that authorities of the two Colleges of Education in Kaduna state should make training and education of academic staff for higher qualifications an improved integral part of educational programme, with incentives such as release and adequate financial assistance. In addition, adequate fund should be allocated to the Colleges of Education for prompt and effective sponsorship of lecturers for staff development programmes.

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ABBREVIATIONS

ANOVA	Analysis of Variance
APER	Annual Performance Evaluation Report
AST&D	Academic Staff Training and Development
B.ED	Bachelor in Education
B.Sc	Bachelor in Science
COEASU	Colleges of Education Academic Staff Union
COE	Colleges 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
M.ED	Master of Education
MOE	Ministry of Education
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
PGDE	Postgraduate Diploma in Education
PhD	Doctor of Philosophy
PRS	Planning Research and Statistics
SSCE	Senior Secondary Certificate Examination
TETFund	Tertiary Education Trust Fund

OPERATIONAL DEFINITION OF TERMS

Staff/Employee: this refers to individual who is paid to carry out certain functions in Nigerian college of education. However, this is used interchangeably in this study.

Performance: is the extent completion of the task that makes up an employee job that can be measured.

Management Staff: this refers to the category of staff who are charged with the responsibility of managing human and material resources in Nigerian colleges of education, such as the provost, registrar, director of works, college librarian, etc.

Lecturers/Academic Staff: are those who teach the students all the courses that are offered in Nigerian colleges of education.

Non Academic Staff: are the categories of staff that provide support services to all categories of staff in Nigerian colleges of education, such as school officers, security personnels, secretaries, nurses, carpenters, etc

Staff Development: is the process of assisting employees develop their personal and organizational skills, knowledge, and abilities to achieve performance improvement.

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

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human resource development is a means for deriving organizational growth and development. Any organization that desires to grow and develop would ensure an up to dates dynamics and well informed workforce. The staff development department is charged with the responsibility of ensuring that employees of the college are well informed by learning on the job so that they are dynamic and well equipped with state of the art skills in discharging their duties. Staff are crucial, but expensive resource. In order to sustain academic growth and development it is important to optimize the contribution of employees to the aims and goals of the institution.

Staff development is one of the foremost approaches for achieving efficiency in any organization. It is therefore imperative for a college, after identifying its needs to prescribe a suitable programme for training its staff for maximum contribution to the development and progress of the college. Staff development policy is geared towards achieving the aims and objectives of the college by effectively promoting professional, technological and educational training in support of manpower development for the country. Thus, priority is given to the sponsorship of programmes which will enable staff contribute more effectively to the success of the college. To achieve these objectives organizations find it necessary to make adequate provisions for staff development programmes in its yearly budget to cater for developmental and workforce needs of staff and the college in general. As important as human resource development, permission and sponsorship to undergo a programme under staff development is a

privilege and not a right as stated in chapter 14 item 14.2.2 page 73 of the College Conditions of Service of Federal College of Education, Zaria in Kaduna state.

Staff development is the most valuable and indispensable asset an organization can possess. It is a pivot upon which all other resources such as structures, finances, machines and facilities rely on to function effectively. Staff development are the various means by which all categories of staff working in an organization are encouraged to improve their capabilities and are more effective in job performance. Staff development programmes are set of activities whereby employees are assisted in improving their individual competence and job performance as well as the organizational performance.

In Nigerian Colleges of Education (COEs), staff development programmes refers 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), includes educational programmes such as N.C.E, B.Ed, PGDE, M.Ed, Ph.D. Other include short training courses such as conferences, seminars, and workshops, writing of articles in educational journals, sabbatical leave and induction training programmes for newly employed staff. An academic staff is an employee of the college, who holds at least a degree from a recognized university with second class, lower division (as stated in the scheme of services, such member of staff must possess a minimum teaching qualification that is accepted in Nigeria: NCE, B.Ed, PGDE, M.Ed, and Ph.D. In the process of undertaking these higher degree programmes, staff 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

practices of education. Where there is improvement on the professional knowledge and classroom practices of academic staff, the expectation is improvement on students learning. For academic staff to undertake higher degree programmes must be the lecturer's field or area of specialization or the primary assignment of the lecturer. If the programmes undertaking by the lecturers are meant just for their personal interests or needs, then such a programme will not improve the job performance. A problem that do arise on the acquisition of higher qualifications by lecturers in colleges of education serve an opportunity for greener pasture by lecturers irrespective of the lecturer and college management agreement to serve the college for a specific period of time.

There may be an outcry of insufficient fund allocation on staff development programmes from the federal government through Tertiary Education Trust Fund in sponsoring lecturers for conferences, workshops, seminars and supports for writing national and international papers or publications. These may pose as a problem and may result to the academic staff not being motivated in the job performance in the colleges of education in the state. Thus, it could be said that any nation, which refuses to develop her human resource would go into extinction. This also suggests that qualitative education is a prerequisite for the existence of a nation. Onah, (2003) argued that any organisation or nation who refuses to develop her human resource will experience paralysis.

To Obaji (2005), the responsibility of producing highly quality manpower and specialist is that of the nation's tertiary educational institutions. In the time past, thousand of well trained manpower turned out in the tertiary institutions across the country was highly sought after both at home and abroad. The exploits of Nigerian experts abroad is a clear affirmation of the quality of training impacted on them by the

institutions. However, that is not the same situation now as most Nigerian graduates are no longer employable. The quality of teachers constitutes a major determinant of the quality of education, because no educational system can rise above the quality of its teaching staff. The quality of teaching staff in the nation's educational institutions, whether primary, secondary or tertiary is a cause for concern. Their ability to deliver would be impaired by the ineffective training received.

It therefore, requires that organizations embark on deliberate programmes of systematic staff improvement to meet their specific needs on a continuous basis, and improving the staff competence and performance as well as organizational performance. Staff development programmes have been a recurring issues in any situation of management of employees especially those organizations that are conscious and sensitive of their responsibilities towards their staff and those who established the organization. Management or institution that overlooks the direct staff development programmes of its staff is merely abandoning its basic responsibility and is ignorant of the benefits the institution can derive from such efforts in meeting the goals and aspirations of the organization.

1.2 Statement of the Problem

The need for lecturers to pursue staff development programmes or higher degree programmes have become a challenge to most lecturers in colleges of education in Kaduna state. This is because most of the staff acquire paper qualifications but ability to pragmatise the knowledge is not there, in terms of lesson presentation, methods of teaching and evaluation which have pose great challenges to their students. The colleges of education in Kaduna state have embarked on the efforts of the federal government to produce high level manpower in the field of teaching profession. They have the

responsibility of preparing students for direct entry admission for degree after the completion of Nigeria Certificate in Education (NCE) programme. They could also pursue master degree if they have such ambition. Besides, colleges of education in Kaduna State organize training for professional students in these fields. These are students who have already secured employment in different organizations, have acquired experiences, and are being exposed to further tuition so as to meet their requirements for promotion.

Because of the heterogeneity of the academic staff of the colleges of education in Kaduna state, and the challenges which development possess on all institutions of learning, this prompted the researcher to embark on this study in developing the lecturers as a matter of policy on staff development programmes. Normally, academic staff and administrative staff apply to the college management requesting for permission to undertake higher degree programmes in the universities or other tertiary institutions in the country and outside the country. If the tertiary institution is within the town/city or not far away from the college, the management permits staff to undertake the higher degree programme on the basis of Work Study Leave. The Work Study Leave permits a staff to undertake a higher degree programme in the university, while at the same time the academic staff carries out his or her primary assignment and other responsibilities in the college. As approval is granted by the college management for Work Study Leave, staff are made to sign an undertaking known as Bond, testifying that their primary assignment and other responsibilities will not suffer the Work Study Leave. While, if the tertiary institution is far away from the college, 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.

In spite of its apparent merit, there are still many employers particularly in the education industry who do not commit sufficient funds to the development of their employees. They consider staff development as a waste of meagre resources because of the high cost involved although most employees appear to have positive feeling about the usefulness of training and development and would want to engage in them.

One thing that is not certain or that has not been determined empirically is whether those who have participated in development programmes are more productive than their counterparts who have not. In other words, how has development efforts enhanced the productivity of lecturers in colleges of education in Nigeria?

Any organization that intends to achieve her goals or objectives would likely face certain problems or challenges for effectiveness and efficiency. Rather, the organization must employ some strategies to overcome those challenges. However, lecturers in colleges of education may be faced with the challenges of acquiring higher degree programmes in the universities. These problems could be permission for work study leave, sponsorship to study abroad (outside Nigeria). Gani (2013) posed some questions that may arise to study leave are: what influence lecturers in colleges of education to acquire higher degrees? Does the acquisition of higher qualifications serve as a license for greener pasture to lecturers in colleges of education? Are the lecturers in the colleges of education satisfied with the criteria for granting study leave? Do the lecturers desire to return back from after sponsorship to study abroad? Why do some lecturers abandon higher degree programmes after expending a lot of time and resources?

Another problem of the study is the participation in conferences and workshops by lecturers to obtain certificates which can be used for promotion to the next rank. Other problems are some lecturers refusing to write conference papers or articles in

educational journals for publications other than for promotion period. There might be problems of funds allocation provided by the federal government based on certain laid down guidelines that may impede academic staff benefiting on staff development programmes.

There are studies carried out by some researchers on staff development, some are on the private sectors such as banks and private companies. A very few have embarked on the educational sector especially in colleges of education in Nigeria. This has motivated the researcher interest on the study. Also, the researcher is motivated in carrying out the study considering the amount of funds Tertiary Education Trust Fund (TETFUND) allocation to the colleges of education. Due to fund allocation by the federal government the researcher investigated this fund to find out whether it commensurate with the staff development programmes in the colleges of education in Nigeria. The researcher also investigated staff development programmes as it affects the performance of lecturers in colleges of education in Kaduna state.

1.3 Objectives of the Study

This study is set to achieve the following specific objectives:

1 Determine the acquisition of higher qualifications on the job performance of lecturers in colleges of education in Kaduna state.

2 Ascertain the fund allocation to colleges of education on lecturers sponsorship for staff development programmes in Kaduna state.

3 Find out the relevance of induction training programmes on the job performance of lecturers in colleges of education in Kaduna state.

4 Ascertain the importance of conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state.

5 Find out the importance of mentoring on the job performance of lecturers in colleges of education in Kaduna state.

1.4 Research Questions

This study aims at finding answers to the following Research Questions:

1 What are the importance of acquisition of higher qualifications on the job performance of lecturers in colleges of education in Kaduna state?

2 What are the benefits of fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state?

3 To what extend do induction training programmes influence job performance of lecturers in colleges of education in Kaduna state?

4 What are the benefits of conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state?

5 What are the benefits of mentoring on the job performance of lecturers in colleges of education in Kaduna state?

1.5 Research Hypotheses

This study looked into the following research hypotheses which are formulated in line with the objectives of the study:

1 There is no significant difference of management and academic staff on the acquisition of higher qualifications on the job performance of lecturers in colleges of education in Kaduna state.

2 There is no significant difference on fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state.

3 There is no significant difference on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state.

4 There is no significant difference on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state.

5 There is no significant difference of mentoring on the job performance of lecturers in colleges of education in Kaduna state.

1.6 Basic Assumptions

For the purpose of this research work, the following assumptions were made:

1 That acquisition of higher qualifications are important on the job performance of lecturers in colleges of education in Kaduna state.

2 That fund allocation to colleges of education in Kaduna state for sponsorship of lecturers commensurate with their job performance.

3 That induction training programmes are important on the job performance of lecturers in colleges of education in Kaduna state.

4 That conferences, workshops and seminars contribute positively on the job performance of lecturers in colleges of education in Kaduna state.

5 That mentoring of lower ranked lecturers influence their job performance in colleges of education in Kaduna state.

1.7 Significance of the Study

The staff development programmes on lecturers job performance is imperative and bound to occupy a most important place in any human and organizational policy worthy of its name. Considering the civil service reforms and innovation taking place, this study on staff development programmes in colleges of education in Kaduna state is very significant at a time like this. It is not worthy that staff development programmes does not automatically improve lecturers performance. Rather, staff development programmes have to be properly planned and systematically carried out so that it does

not lead to negative lecturers job performance. This study looked at the intricacies that need to be put in place if staff development programmes in colleges of education in Kaduna staff are to achieve positive results and how it will increase lecturers job performance. Lecturers in colleges of education in Kaduna state in their career progression are encouraged to attend conferences, workshops, seminars, presentation of research papers, publications, and additional academic qualification. And academic staff are compelled to obtain at least a Master degree in Education without which they cannot be promoted beyond certain rank. Some colleges of education have Ph.D holders as their own staff and they are reputed in their field both locally and outside.

Peretomode and Peretomode (2001), have identified the benefits of training and development of lecturers to include increase in knowledge, skills and the development of positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, inculcate sense of belongingness, reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination of both human and material resources within institutions of higher learning. Also, this study stands to benefit researchers, lecturers, educational institutions of higher learning, as well as a reference point for studies both on undergraduate and post graduate students who may wish to carry out similar study.

1.8 Scope of the Study

This study is concerned with Assessment of Staff Development Programmes on the Job Performance of Lecturers in Colleges of Education in Kaduna State, Nigeria. These colleges of education in Kaduna state consist of Federal College of Education, Zaria and Kaduna State College of Education, Gidan Waya, Kafanchan. The population in the colleges of education in Kaduna state in this study is very large. The

researcher focused on the management staff, and academic staff in these two colleges of education in Kaduna state in the course of obtaining useful information for the study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature cannot be overemphasized in any research work. The review of related literature is a survey of the conceptual research field in order to map out the strategy for tackling the specific problems in hand. The research aimed at assessing staff development programmes on the job performance of lecturers in colleges of education in Kaduna state. The study reviewed related literature by identifying objectives to improve the study of previous researchers on staff development programmes. The review of related literature consisted of conceptual framework, theoretical framework and empirical studies. The conceptual framework of the study are: concept of staff development, concept of staff development and job performance, staff development programmes on the job performance of lecturers, acquisition of higher qualifications on the job performance of lecturers, fund allocation to college management on staff development programmes, induction training programmes on the job performance of lecturers, conferences, workshops and seminars on the job performance of lecturers, mentoring programme on the job performance of lecturers and staff appraisal on the job performance of lecturers.

The empirical studies focused mainly on staff development programmes on previous researchers' studies. These are 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

The conceptual framework of the study has to do with concepts and related issues on staff development programmes that act as a catalyst for effective lecturer's job

performance. This is where it established the basis of the study on concept of staff development programmes

Staff development programme is a potent means of updating teacher's skills and knowledge for instruction and learning. It is noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching (Mohammed, 2006). To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria (2004) in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in- service training for teachers and head teachers shall be regulated. This therefore emphasizes the importance and the need for every staff to be constantly renewed, upgraded and updated in his or her knowledge to be refreshed and to keep abreast with the rapid changing society through staff development programmes. This training and development of staff will enhance the improvement of knowledge and skill acquisition for effective teaching and learning process.

Mgbekem (2002) suggested staff development as a very important tool for improving the skills and performance of employees in an organization. As pointed out by Odden, Archibald, Fermanich and Gallager (2002), effective professional development produces changes in teachers' instructional practices which can be linked to improvements in students' academic achievement. This therefore implies that staff development practices are effective motivational strategies for skill and knowledge acquisition for enhanced teachers' job performance.

2.2.1 Concept of Staff Development

It is literally impossible for any individual to learn a job or enter a profession and remain in it for long with his or skills basically unchanged. This is more so in a complex and constantly changing organisation like a school most especially our colleges of education in Nigeria, which must adapt to changing societal demands and instructional methodology. Thus, no matter how excellent the pre-service preparation and how well qualified lecturers could be at the time of employment, efforts should be made to develop them personally and professionally on a regular and continuous basis.

The colleges of education need well qualified administrators, lecturers and support staff (non-academic staff) to provide quality learning experiences for students. In line with the saying that "no school can be greater than its teachers" and changes in position and job requirement within the school system, school personnel must be well developed. It is important to develop the lecturers that directly impart knowledge, skills and positive change to students; the institution heads that supervise, guide and support the lecturers; and other support staff that make the work of the lecturers and the college heads easier. It is only then that appropriate and adequate knowledge can be imparted to the students, resulting ultimately in successful achievement of the goals of institution.

Staff development is becoming increasingly important as organizations attempt to maintain competitiveness and productivity having recognized career management as a component of strategic human capital formation in dynamic environments (King, 2003). It removes performance deficiencies, to retrain displaced workers, to train in workplace safety, to develop management personnel, and for career development (Quick & Nelson, 2011).

Human Resource Development also known as Staff Development, as series of organized activities conducted within a specified period of time and designed to produce

behavioural change. According to Krishna (2013), Human Resource Development, in the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Staff Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, success planning and organizational development. Staff development can be formal such as in classroom training, a college course, or an organizational planned change effort. Staff development can be informal as in employee coaching or mentoring by a superior officer.

Human Resource Development as a theory is a framework for the expansion of human capital within an organization though the development of both the organization and the individual to achieve performance improvement. Adam Smith states, "The capacities of individuals depended on their access to education". In the field of Human Resource Management, training and development of staff is the field which is concerned with organizational activity aimed at bettering the performance of individual and groups in organizational settings.

Krishnar (2011) and Deepak (2009) further identified and encompassed three activities of training and development of staff: training; education; and development.

i. Training: This activity is both focused upon and evaluated against the job that an individual currently holds to improve job performance.
ii. Education: This activity focuses upon the jobs that an individual may potentially hold in the future and is evaluated against those jobs. This is intended to develop competencies not specific to any one job.
iii. Development: This activity focuses upon the activities that the organization employing the individual may partake in the future and is almost impossible to evaluate.

Human Resource Development from point of view of educational institutions is a process by which the students and academic staff of the colleges are helped or motivated to acquire and develop knowledge, skills and abilities to perform present and future roles. In an educational institution, in-service teaching staff development, aims at improving capacities of individuals to play their roles and fit in assignments optimally for higher achievements resulting from quality service delivery. The programme focus may include classroom management, lesson organization, recording and reporting students work achievement on assessable and acquired for-life standards, teaching skills, teacher behaviour, teacher administration, material resource management, student management and so on (Jamil, Atta, Ali, Balochi & Ayaz, 2011). It therefore follows that, improvement of lecturer competence is crucial to attain quality college education.

There seems to be a general agreement that staff development is a good thing and it causes employee job performance, but the question is "How much?" It is even difficult to show a causal link between the human capital development and organizational performance partly because its pay-off may not be seen in the short term (Torrington et al., 2005). Continuing staff development is vital to suit the changing work environment which renders obsolete some of their original professional skills and knowledge. Through staff training and development, employees offer high job performance and total commitment while their employers' offers enhanced employability rather than long- term employment (Aguinis, 2007). There arises a new psychological contract in which the deal between the employer and staff is different but still mutually beneficial. It enables workers to develop skills and experiences that are in demand and allows them opportunities to keep updated ready to obtain another appropriate job when no longer needed by their present employer (Werner et al., 2006).

Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of students' performance. Stressing this point, Hammad (2001) points out that the simple most important determinant of what students learn is what teachers know. Teaching as a profession demands continuous development of knowledge and ability through training programmes. The success of educational organization hinges on the strength and quality of the staff members. There is need to change through training and to improve and grow in competence. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in- service training and so on. Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively.

2.2.2 Concept of Performance

The concept of performance is pertinent in this study. This has to do with the job performance of lecturers in relation to the impact of staff development programmes in colleges of education in Kaduna state. Campbell (1990) defined performance as a behaviour which consist of directly observable actions of a worker, and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of set goals. Bailey (1982) cited in Rothwell and Kazanas (2003), gave a classic definition of performance as the result of a pattern of actions carried out to satisfy an objective according to some standard. Sturo, (2007) described performance as the extent of completion of the tasks that make up an individual's job. According to Pattanayak (2005), the performance of an employee is his resultant behaviour on a task which can be observed and evaluated. It refers to the contribution made by an individual in the accomplishment of organizational objectives.

Performance is a multidimensional construct (Bates & Holton, 1995) and this leads to evaluating and rewarding performance of individuals and teams, a number of factors have to be considered including both inputs (behaviour) and outputs (results) (Armstrong, 2012). Performance refers to the outcome from any academic activity and in colleges of education it is basically on lecturers academic performance like teaching and marking, preparing students assessment, discharging assigned duties, attending departmental meetings, and preparing for lessons to be taught. However, accordingly to (Armstrong, 2003:478), "performance" is the behavioural aspect that defines the way in which organizations, teams and individuals get work done. Performance can be good or bad. However, good performance involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole,1998). According to the research studies by Robbins, (2003), good performance in employees" arises when immediate supervisions are understanding and very friendly, listen to employees opinions, show personal interest in them and subsequently praises them for good performance. Blanchard (2004) affirms that good performance in higher education will lead to positive growth. For example, effective knowledge delivery will facilitate skill acquisition and entrepreneurship development which will bring about poverty reduction especially in developing countries one of which is Nigeria. Abundant research output will expand the frontiers of knowledge and accelerate social, economic, artistic, scientific and technological development in every society.

Job performance is the behavior that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, Iyabga & Fajana, 2010). Hillriegel, Jackson and Slocum (1999) see job performance as individual's work achievement after having exerted effort. Viswesveran and Ones (2000) regard it as the behavior and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals (Onukwube et al., 2010). It is clear from these definitions that job performance is related to the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal. Job performance is not a single unified construct but a multidimensional construct consisting of more than one kind of behaviour. Onukwube et al. (2010) affirm that job performance was traditionally viewed as a single construct.

In the present global educational sector, most institutions have realized that to improve the standard of education there is the need to provide opportunity for lectures to attend staff development programmes to enhance the performance. For this reason, many institutions put several mechanisms in place to ensure that optimum job performance is achieved to improve the educational sector. Job performance, according to Munchinsky, is the set of an employee's behaviour that can be monitored, measured, and assessed at individual level. These behaviours are also in agreement with the organizational goals. Hence, Saetang, Sulumnad, Thamppitak and Sungkaew believe that job performance is a human behaviour which the result is an important factor for individual work effectiveness and evaluation. Job performance needs to comply with knowledge acquisition, skills development and of course good personal values, which come as a reward of the employee having an annual salary increase and promotion. It is expected that certain measures need to be put in place to encourage and motivate

workers to perform up to expectation; these measures include but not limited to training also of developing the academic and non-academic staff in the colleges of education in Nigeria.

2.2.3 Staff Development and Job Performance

Effective job performance on the part of lecturers in the colleges of education is essential for successful, effective and efficient teaching and learning processes in the institutions of higher learning. Such performance, to a large extent, will depend on their knowledge and skills, and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, the need for staff development programmes which should aim at improving the effectiveness of individuals at work and for greater responsibilities. Planned development programmes provide a means of maintaining acceptable level of employee and organisational performance. Other forms of training and development provide employees with the knowledge and skills they need to remain qualified for their jobs in the face of changes and new challenges. Such challenges include keeping abreast of current developments in one's field as related to new responsibilities, performance standards, equipment, or work methods.

The main purpose of staff development in schools therefore is to enable academic staff and non-academic staff to achieve their potential as employees and to effectively contribute to the achievement of the schools' objectives. The effectiveness of staff development programmes in schools entails consideration of improvements in student learning in line with modern educational improvement efforts.

Staff development's influence on students is accomplished principally through its direct effect on lecturers and administrator knowledge and practices. Improved knowledge and practices, as the most significant outcomes of staff development effort

would lead to better job performance. With improved lecturers' professional knowledge and classroom practices, improved student learning would be expected. Firstly, Administrators knowledge and practices are also influenced by the quality of staff development programmes available to them. Their competencies are reflected in their interactions with lecturers through activities such as clinical supervision, coaching and formative evaluation (Gusky and Sparks, 1996). Secondly, administrators exhibit competencies through their leadership roles in formulating policies on the curriculum, assessment, discipline and other school activities. These activities have a powerful and direct effect on the content, process and outcome of student learning.

Therefore, what motivates lecturers differ from individuals to individuals, from time to time and according to situations and the success of each motivational technique; it also depends upon the individual personality, occupation and cultural background. In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the motivational effects of differentiating these rewards or incentives. Some employees work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Robbins, 2003:173). Therefore, the researcher feels that school administrators need to understand that not all employees respond to similar needs and rewards. The needs of women, men, single workers and immigrants, the physically handicapped, and senior works differ from individual to individual and from time to time hence, deserve different treatments (Robbins, 2003:9).

According to Maicibi, (2003:90), monetary rewards or incentives are financial rewards directly related to performance. In most schools, monetary incentives are critically regarded as a motivating factor. However, the motivational level depends on

how each employee values it and how it directly related to performance. As noted by Stacy Adams in his theory on motivation, money has symbolic value, used in comparing the employees‟ input to determine the degree of signal of how employees are valued by their administrator.

Other scholars like Victor Vroom, observed that money becomes a motivator only when it satisfies the individuals‟ personal goals and is dependent on performance criteria (Robbins, 2003:180). However, the researcher feels that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal and the amount received at a particular time. Therefore, what satisfies each individual as postulated by Robbins, (2003), salary increment is no longer a motivator to some employees because every time of moment, employees adjust to a new life style. This perception makes them feel that the next quantity of money would be appropriate to meet their needs. Therefore, school administrators should never expect their staff to openly say "we are satisfied and we no longer need a salary increment".

In institutions, not all employees are adequately motivated by money (Robbins, 2003:9). In schools, teachers have varied needs and reasons for being in the institution and these opened on each one's level of occupation, personality, background and situation. Therefore, it's important to note that, offering the staff with financial rewards actually diminishes their intrinsic motivation.

Bratton and Gold (2003:292), referred to these allowances (fringe benefits) as the financial and non financial rewards added to the basic pays, related to work behaviors, performance, learning and experience. Fringe benefits may be paid in financial or non financial forms. However, what is vital is the rate at which these benefits are paid and when actually paid to the workers. In most organizations, such benefits include; performance related pay, incentive pay, merit pay, knowledge

contingent pay, team based pay and organizational based pay, based on the profitability of the firm, recognitions, promotion and praises. However, the performance of academic staff is not only a function of ability (qualification and competence) but also of motivation. Ngu (1998) contends that the two most important variables explaining employee performance are motivation and ability. Ngu (1998) also defines motivation as the enthusiasm and persistence with which a person does a task, while ability refers to task competence. Therefore, academic staff can only reach peak performance if they are adequately motivated assuming that the issue of competence is taken as given.

A plethora of writers in the literature subscribe to the fact that motivation is goal directed behaviour which involves individual forces (internal and external) that account for the direction, level, and persistence of a person's effort expended at work, (Nelson & Quick, 2003; Luthans, 1998; Pinder, 1998). Motivation can be induced by the employer or reside within the employee. So, identifying motivation is considered essential to understanding why some employees work hard and some do not.

Emmanuel, Kominis and Slapnicar (2008) investigation on the relationship between managerial motivation and performance confirmed earlier findings – managers who experience high levels of motivation are also likely to exhibit high job performance. Abejirinde (2009) investigated the relationship between motivation and work performance within private and public enterprises in Nigeria and found that promotion (as a motivator) and employees' performance are positively correlated. It was also revealed that job growth (as a motivator) has significant relationship with employees job performance.

2.2.4 Relevance of Staff Development Programmes

The relevance of staff development programmes are enumerated and explained as it affect staff job performance in an organization. According to Adesina (1980), staff development programmes in the school system can be conceived as:

a. Programmes that aim at correcting certain deficiencies at the time of appointment

The beginning of staff development is induction or orientation. This is the type of training given to new employees to give them a good start. New staff needs to be introduced formally into the school system to minimize the likely initial problems of adjustment. Orientation provides new employees with basic information regarding working conditions, policies, procedures, pays and benefits, and introduces management and co-workers. Induction programmes fall into two categories namely, informational on matters such as pay and work schedules, and personal adjustment programmes for meaningful interactions between the new employee and other people for whom and with whom he will work. Induction programme could last for between a day and a week, and involves activities such as visitation, seminars and meetings.

b. Programmes which enable non-professionals to professionalize

Teaching is technical in that specialized training is needed in the areas of child development, child psychology, theories of learning, teaching methodology, pupil evaluative procedures and general principles and practice of education. However, due to misguided courses and careers studied at higher institutions coupled with increasing rate of unemployment in Nigeria, many university graduates with single or double honours find themselves teaching, as a last resort. No matter how knowledgeable these people are in their subject areas, they lack the necessary skills in teaching.

To rectify these deficiencies, most Nigerian universities run Post-Graduate Diploma in Education (PGDE) for the non-professional teachers. The programme is run by the Faculty/Institute of Education for two long vacations, representing two semesters. The students are exposed to, in addition to theories of education, simulated teaching through supervised teaching practices. At the end of the course, they become trained teachers.

c. Programmes that enable the teaching staff to face the challenges resulting from innovation in the school curriculum

These programmes are tailored to the dynamic nature of the societal expectations from education. For instance, the societal demand for technological advancement led to the introduction of the 6-3-3-4 system of education in Nigeria. The techniques used in developing teachers include on-the-job training, coaching and teachers meetings and visitations. Other techniques are workshops, conferences and seminars, professional publications and lectures. These techniques expose teachers to exchange of useful facts and ideas necessary for their professional growth.

d. Programmes that enable acquisition of Higher Qualifications

These involve studies in higher institutions of learning. They include Nigerian Certificate in Education (NCE) for Senior School Certificate (SSC) and Grade II holders and Bachelors in Arts and Science Education (B.A. [Ed.], and B.Sc. [Ed.]) for NCE holders, at the universities. Like P.G.D.E, these courses are offered to secondary school teachers on sandwich and part-time basis. The resultant higher education is associated with greater responsibilities and higher status in terms of posts and remuneration.

2.2.5 Principles of Staff Development Programmes

The United Nations Office of Human Resources Management, on the 2012 Staff Development Programme enumerated the general principles of staff development programme. These principles are on section 2: pages 3 – 5

1. Maintaining the professional and managerial competence of staff is an important priority, as it represents a critical investment in the future of the Organization. Learning and development is a responsibility shared by the Organization, its managers and each individual staff member.
2. A minimum target of five days for professional development per year is established for all staff members. As five days is a minimum target and not a maximum, managers are encouraged to provide appropriate learning and development opportunities to their staff, whenever possible.
3. Learning and development opportunities should normally be made available to staff at all levels.
4. Managers are required to discuss and agree on learning and development plans, as well as the allocation of time for learning and development activities, with individual staff members in the context of ongoing performance management.
5. Staff members are required to demonstrate an active commitment to continuous learning by assisting their managers in determining their learning and development needs and applying and sharing the skills gained from learning and development activities.
6. Staff members and managers are encouraged to think of learning and development in the broadest sense, including:

(a) Participation in self-study programmes, such as professional reading, e-learning, Internet and Intranet research, videos and other computer based training programmes;

(b) Group activities, such as face-to-face workshops, seminars, team projects, networking, videoconferencing, participation in communities of practice and occupational/functional networks;

(c) One-to-one learning, such as cross-training provided by other colleagues, career counseling, coaching, mentoring and knowledge sharing; and

(d) Experiential learning, such as on-the-job training, assignments, missions, team projects and task-based training.

7 Learning and development priorities shall be established based on:

(a) Needs derived from programme priorities at the organizational and departmental level as outlined in the relevant work plans;

(b) Current or future work assignments that are consistent with the goals and priorities of the Organization;

(c) Assessment of individual staff member's needs; and

(d) Career and professional development goals in relation to current and future job requirements.

8. Learning and development activities are developed using design principles that are proven to be effective and reflect best practice.

9. Learning and development activities are monitored and evaluated using relevant principles and tools. Impact assessment is built into programme planning and implementation to enhance effectiveness, relevance and the applicability of learning.

10. The Organization shall address learning and development needs by a combination of:

    a) Centrally coordinated programmes that are managed by the Office of Human Resources Management to develop core values and core and managerial competencies, support organizational reform and promote a shared organizational culture;

    b) Decentralized programmes, aimed at addressing specific substantive and technical needs in departments and offices. As the key responsibility for determining learning and development needs and providing development opportunities lies with managers themselves, resources for the upgrading of substantive and technical skills are allocated directly to individual departments and offices, on the basis of annual training plans. Full responsibility for the management of these funds is delegated directly to the heads of department/office that are responsible for equitable distribution of the funds. In the allocation of funds, priority shall be given to staff members holding appointments other than temporary.

As the concept of staff development is defined and explained, there is the need to look at staff development programmes and its impact on the performance of lecturers. According to Lawal (2004), staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. Madumere-Obike (2007), stated that the objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and

orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods.

Uche and Enukoha (2004), points out that teaching is a profession, therefore all who desire to work as teachers should be well groomed in the art of teaching. Brennen (2001) asserts that new teachers are faced with several challenges upon beginning their teaching career; such as: class assignment, classroom discipline and management, demanding teaching loads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence, there is the need to provide effective staff development programmes which will assist novice teachers (newly employed lecturers) as they begin their teaching career.

2.2.6 Staff Development Programmes on the Job Performance of Lecturers

Effectiveness of the staff development programmes is to improve the quality of lecturers to perform their jobs well, thus increasing performance. The better the staff perform from their jobs, the higher the organization growth and development. The continuous process on staff development involves a continuous stream of necessary actions to maintain or enhance people's skills and competency, having their skills updated on a regular basis. When newly appointed lecturers report for their duty may please to be inducted into the organization with utmost desire and willingness. This assists them to quickly identify with the organization, its structures, system and practices and activities it carries out. This eases them to fit faster into the organization comfortably and effectively in their duties and responsibilities assigned to them by the Head of Department.

Every organisation is expected to be committed to creating an equitable, developmental and motivating working environment which values and empowers people at all levels. Staff development is seen by Support Council Education Services (2004) as one of the main routes of achieving this commitment. Staff development programmes are therefore aimed at professional and personal development of the three categories of staff in the college system. These are the College Management, the academic staff and the non-academic staff (support staff) in the college.

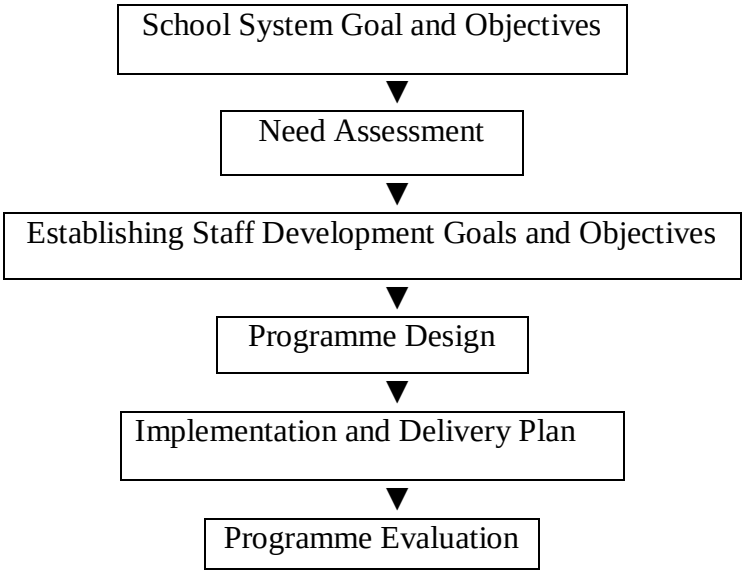


Figure 2.1: A Model for Staff Development Programme
Adapted from Rebore (1982).

The components of the model are discussed as follows:

The Goals and Objectives of the School system: Which are primarily concerned with developing in children the basic skills and imparting in them knowledge and understanding.

Needs Assessment: Preceding staff development programmes, needs assessment determines any discrepancies between the existing and the needed competences to achieve the goals of the school.

Staff Development Goals and Objectives: These continually change to meet the changing needs of the individual staff members and the school. For instance, in this information age, there is the need for computer education and application by staff and students in schools.

Programme Design: This is a process of matching staff needs with available resources through an effective delivery method. Delivery methods include seminars, classes and courses, workshops, conferences, research and work experience.

The Implementation and Delivery Plan: This involves providing employees with appropriate incentives to participate in development programmes. Such incentives include satisfactory time arrangement; effective and supportive management and leadership, reimbursement for expenses incurred and improved remunerations.

Programme Evaluation: Effective evaluation of staff development programmes is necessary to determine if they are accomplishing the specific training objectives, as a basis for future programme design.

2.3 Theoretical Framework

The theoretical framework that is used by the researcher in this study are McGregor Theory X and Theory Y and Abraham Maslow Hierarchy Theory of Needs, and how the influence the performance of staff that desire to achieve a goal is being motivated in an organization.

2.3.1 Theories of Motivation

There have been attempts to present models of motivation which list a specific number of motivating needs, with the implication that these lists are all-inclusive and represent the total picture of needs. Unfortunately, each of these models has weaknesses and gaps, and thus leaving the existing literature without a general theory of motivation.

The existing literature reveals several classifications of motivational theory. Motivational theories are generally classified into two (2): content motivation theories and process motivation theories (Anonymous, 2009).

Content theories try to explain why people are motivated in different ways and in different work setting. In this category belong the need theories which maintain that an individual is motivated to do something if he or she experiences a specific need that may be fulfilled directly or indirectly by performing that action. However, the job content theories maintain that only aspects related to job content satisfy and motivate people to work.

Process or cognitive motivation theories attempt to understand how and why people are motivated. According to Cardona, Lawrence and Espejo (2003), cognitive development motivation tries to explain how people initiate, sustain, and terminate work motivation. Vroom's Expectancy Theory, Adam's Equity Theory, Locke's Goal Setting Theory and Skinner's Reinforcement Theory, etc. are example of process theories. Vroom's expectancy theory is founded on the basic notions that people desire certain outcomes of behavior and performance, which may be thought of as rewards or consequences of behavior, the performance they achieve, and the outcome they receive (Nelson & Quick, 2003). Other motivation theories are intrinsic and extrinsic motivation theories, incentive theories, drive-reduction theories, broad theories, outcome theories, unconscious motivation theories, etc.

Motivation theory can help us to consider the different investments which can be made in people. Investment in workers through motivational measures are made today with the hope of future benefits for an organisation.

Motivation Theory: A motivated and qualified workforce is crucial to increase performance and the quality of the institutional services in order to achieve educational

objectives. The challenge and dilemma for many educational heads are how to create this type of motivation (Dieleman & Toonen, 2006:1). While there are many theories surrounding the notion of motivation, two distinct areas of motivation are usually mixed (Dieleman & Toonen, 2006:1). That is the emphasis placed on motivation to be rooted in a job and motivation to perform (Dieleman & Toonen 2006:1). Both are very vital and educational managers have to critically understand the impact of their activities in both areas (Dieleman & Toonen 2006:1). Motivation is significant because even people with the required knowledge, skills, and abilities will perform poorly if they are not motivated to devote their time and effort to work (Harris in Milapo, 2001: 29). Workers have needs which a workplace must fulfill in order to avoid demotivation. When workers lack motivation they tend to resort to anti-work behaviours such as absenteeism, negligence of duty, late-coming, failure to meet deadlines, display of open frustration and all these factors work negative to the performance and credibility of an organization. Organizations need to place all efforts to ensure that incentives such as intrinsic motivators, extrinsic motivators and performance management approaches are used in order to retain, attract, increase workers efforts, satisfaction and commitment.

There are two sources/forms of motivation: the extrinsic motivation and intrinsic motivation.

Extrinsic Motivators: These are sources of need satisfaction that are associated with tangible rewards such as pay, working conditions, physical surroundings, and job security.

Intrinsic Motivators: These are sources of need satisfaction, that derive from the individuals relation to the job itself and it involves job factors which reward the needs of the individual to reach his aspirations and an example are achievement, recognition,

responsibility, advancement (Maund, 2001: 453). Promotion and interpersonal relations and such tangible rewards cannot be determined by the individual but rather at the organisational level (Houldsworth in Rees, 2004:83).

According to Kemmerer (1990), the term incentives is as all the direct and indirect benefits offered to teachers as intrinsic motivators, more especially, he states that direct monitory incentives and all other financial resources need to be offered to teachers. These might include professional support, such as initial and ongoing training programs, teacher guides, fringe benefits, free or subsidized housing, food and transport. Non-monetary include professional status in the community, promotion, recognition and approval by, parents, the general public and ministry of education. It is believed that when a teacher is given such motivation, his or her performance is influenced positively. Therefore, the researcher on motivational practices could focus on fringe benefit and nature of working condition, which will be adopted from Maicibi, (2003) Musaazi, (2006) and Robbins, (2003), who incorporated it (motivation) as a force that determines the individuals' behaviours and direction at the work place at a particular time. However, from the researcher perception, it is a force within individuals that produces behaviours directed towards a certain course of action, motivation arises as the result of interaction of the individuals and situation surrounding the staff in the course performing his/her job. Motivation can bring about lecturers performance when is involve in staff development programmes in the colleges of education.

2.3.2 McGregor Theory X and Theory Y

McGregor Theory X and Theory Y: Vroom and Deci: 1970. In his theory McGregor developed two distinct preconceived perceptions of how people observe human behaviour at work and organisational life. He believed that companies follow

one of the two opposing approaches. He called these approaches theory X and theory Y. He argues that in theory X, management has the responsibility to ensure that the productive elements of the enterprise are organised such as money, materials, and people with the purpose of meeting economic ends. People have an inborn dislike of work and tend to avoid it whenever an opportunity arises, they are inborn selfish, indifferent to the needs of the organisation, peoples efforts need to be directed through motivation, controlling their actions and modification of their behaviour so as to fit organisational needs, they always need to be directed to take responsibility and have little or no ambition but above all everything they seek security. Due to the lazy inherent nature of human beings they are not able to perform well in their own initiative. In order to make people to achieve the organisational objectives they need to be persuaded, rewarded, coerced, controlled, directed or threatened with punishment. The role of management is to coerce and control employees. If management does not have an active intervention, people tend to remain passive and resistant to the needs of the organisation. On the other hand theory Y stipulates that management is charged with the responsibility to organize the elements of productive enterprise such as money, materials, equipment and people with the aim of meeting economic ends. To people work is a natural thing; they are not passive or resistant to organisational needs and are always ready to express self direction when committed to the objectives because people are naturally not lazy. Unlike theory X people accept and seek responsibility at all times. However the only way management can ensure that people are committed is to provide them with the right conditions and operation methods to enable them achieve their goals through the direction of their efforts to meet objectives of the organisation. In the assumptions suggested in theory Y, management's role is to develop employee's potential and help them to release that potential towards the achievement of common

goals. Management in accomplishing its tasks uses these assumptions as guides and this leads to a variety of possibilities which fall between two extremes. In one extreme side management can be hard or strong and on the other management can be soft or weak. Theory X is the standpoint that traditional management has taken towards the work force while many modern organisations are now taking the enlightened position of theory Y (Boeree, 2006:3). McGregor's theory Y is linked to the questions in the questionnaire that are concerned about training, monitoring performance, performance assessment, working conditions.

2.3.3 Abraham Maslow Theory of Needs

Abraham Harold Maslow's Theory of Need: Armstrong (2001), the most popular needs classification is the one developed by Maslow. In his hierarchy of need he developed five major layers of needs, which he listed in order of importance, namely physiological needs, safety needs social needs, esteem needs and self fulfillment needs. He believed that these needs are generally experienced by people. Self fulfillment is the highest point of Maslow's motivation theory. He believes at this point individuals have the desire to achieve their full potential and skills. Contrary to the lower needs, this need is never fully satisfied; as people grow psychologically new opportunities to grow tend to emerge. According to Maslow a small percentage of the population attain the level of self fulfillment. Here, the researcher identifies this Self-Actualisation or Self-fulfillment as the desire of every lecturer in the colleges of education in Nigeria. This need is that every prospective lecturer is to rise to the position of a Chief Lecturer which is the highest ranking officer in the colleges of education in Nigeria. After a person has successfully attained the sense of belonging, they develop the urge to have a considerable degree of importance. This class of needs is associated with the need to

have a firm and stable, high valuation of oneself and to attract respect from other people. He called this category of need the esteem need. Following the achievement of physiological needs, ones attention shifts to safety and security needs in order to overcome the threat of physical and emotional difficulties, such needs may be met by protection against threat and the fulfillment of physiological needs. In his theory he argues that if a person feels threatened then the desire to satisfy that need will be increased and all the other needs above in the pyramid will not be desired, until that need is met. Physiological needs are the ones required in order to satisfy the basics of life, such as air, water, food, sex and sleep. The lower order needs have to be satisfied in order to pursue higher level motivators along the lines of self fulfillment. The argument of his theory is that the need for self fulfillment cannot be satisfied. Man is always wanting and therefore it is only a need that is not satisfied that can motivate behaviour and the dominant need is the one that makes one to act in a particular way in order to fulfill it. People develop psychologically as they advance up the hierarchy but progress is not achieved in a straight forward manner. The lower needs continue to exist temporary and dominate motivation and individuals time and again return to needs that have earlier on been satisfied.

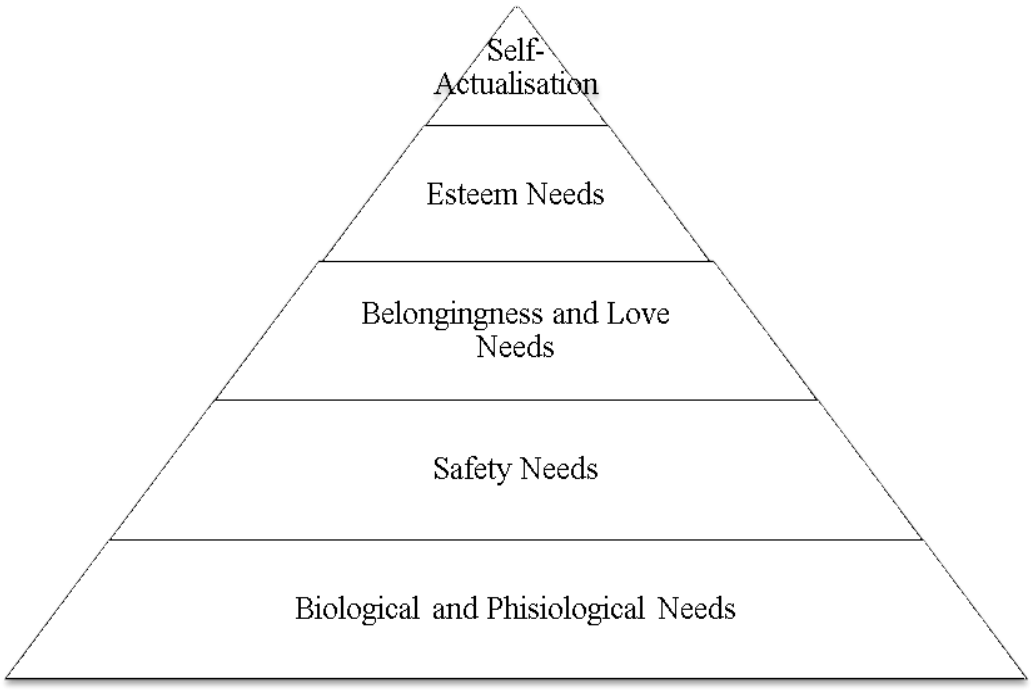


Figure 2.2: Abraham Maslow Hierarchy of Needs on the impact of Staff Development

2.4 Acquisition of Higher Qualifications on the Job Performance of Lecturers

Federal Ministry of Education (2004) emphasized that education and training will continue to be highly rated and funded as the most important instrument of change and development. Hence, staff development in tertiary educational institutions has to be preceded by educational research and development to enhance the acquisition of higher qualifications on the job performance of lecturers in those institutions of higher learning.

Teaching is technical in that specialized training is needed in the areas of child development, child psychology, theories of learning, teaching methodology, student evaluative procedures and general principles and practice of education. However, due to misguided courses and careers studied at higher institutions coupled with increasing rate of unemployment in Nigeria, many university graduates with single or double honours find themselves teaching, as a last resort. No matter how knowledgeable these people

are in their subject areas, they lack the necessary skills in teaching. To rectify these deficiencies, most Nigerian universities run Postgraduate Diploma in Education (PGDE) for the non-professional teachers. The programme is run by the Faculty/Institute of Education for two long vacations, representing two semesters. The students are exposed to, in addition to theories of education, simulated teaching through supervised teaching practices. At the end of the course, they become trained teachers. Other techniques are workshops, conferences and seminars, professional publications and organized lectures in the institution. These techniques expose teachers to exchange of useful facts and ideas necessary for their professional growth. The resultant higher education is associated with greater responsibilities and higher status in terms of posts and remuneration.

2.4.1 Eligibility of Lecturers Acquiring Higher Qualifications in Colleges of Education

An academic staff (lecturer) is an employee of the college of education, who holds at least a degree from a recognized University, with second class, lower division (as stated in the Scheme of Service, such member of staff must possess a minimum teaching qualification: NCE/PGE/PGDE) and is paid the Academic Staff Salary (CONPCASS), or as the name would apply. Their career progression is determined by attendance to conferences, workshops, seminars, presentation of research papers, publications, additional qualifications and completion of Annual Performance Evaluation Report (APER) forms.

Academic staff whose appointment are confirmed or have spent at least two years in the service of the college are eligible to apply for permission and sponsorship to undertake postgraduate programmes in a nearby institution on work – study leave basis.

Academic staff who reach the rank of Lecturer II are eligible to apply for study leave with pay provided the officer's department would not request for recruitment of a new lecturer to cover the duties of the released staff. This implies that the department must be ready to share the work load of the released staff among members of staff of the department ground.

Academic staff whose appointment is not confirmed cannot apply for sponsorship to undertake postgraduate programme. However, they can apply for permission to undertake or continue with the programmes, they had already started before their engagement with the college. However, approval may be granted but without the college sponsorship. This implies that Tertiary Education Trust Fund Academic Staff Training and Development cannot be enjoyed, except after consideration of academic staff, whose appointment has been confirmed and has at least two calendar years. Such staff can only apply for sponsorship after their appointment is confirmed. Sponsorship would commence from the date of confirmation of appointment.

2.4.2 Types of Sponsorship of Lectures in Colleges of Education

The following types of sponsorship exist and employees are required to select appropriate leave for their programmes with guidance from their HODs and Deans. These types of sponsorships are: Study Leave with Pay (SLP); Work Study Leave (WSL); Study Leave Without Pay (SLWP); Sabbatical Leave (SL); and Probationary Study Leave (PSL).

Study Leave with Pay of Lecturers in Colleges of Education

Study Leave with Pay is a privilege to be enjoyed by a confirmed member of academic staff and administrative staff who have been in the continuous service of the

college for at least two full calendar months and who require such leave to enable him acquire additional qualification for promotion to avoid stagnation. Study leave is termed as a privilege and not a right. Study leave is normally granted for a period of one (1) to three (3) years. Applications for study leave in excess of three (3) years may be granted only on special circumstances recommended by the Dean of Schools/Head of Department, with the support of the Provost.

The objectives of Study Leave with Pay on lecturers in colleges of education are:-

- To give an opportunity to write up research work; use library or other facilities not available locally or to undertake extensive field work and the collection of materials.
- To write up a thesis for a higher degree, or;
- To refresh knowledge by contact with work being conducted elsewhere.

Work Study Leave (WSL)

Staff members, who are unable to gain Study Leave with Pay, may be granted Work Study Leave while they are still on their duty post. Administrative and technical staff cannot be granted WSL to pursue full time programmes, except there is clear evidence, from the training department submitted directly to the Registrar by the department, through a time-table that does not conflict with working hours of the officer in the college. The objective of the Work Study Leave is to enable staff acquire a higher degree, or professional or upgrade their professional competence.

Study Leave Without Pay (SLWP)

When an employee cannot be allowed to enjoy any of the study leaves stated above, he may be allowed to enjoy Study Leave Without Pay. This is at the discretion of

the concerned employee. However, the following apply to Study Leave Without Pay. The objective of the Study Leave Without Pay is same with Work Study Leave.

Sabbatical Leave (SL)

Any senior staff on salary level 13 or equivalent and above, whether academic or non-academic, who has been in the continuous service of the college may apply for Study Leave of up to a period of twelve calendar months, after putting in a minimum of 5 years of unbroken service to the college. For the purpose of the regulation, the appropriate authority may take into consideration any period of relevant service in another higher institution in Nigeria, if the employee transferred to the service of the college.

Sabbatical leave is intended primarily for the intellectual and professional renewal of the benefitting staff. It may therefore, be granted only on the condition that the member of staff intends to return to serve the college for at least, one session on completion of such leave before another leave is granted or he/she leaves the service of the college.

The objectives of Sabbatical Leave are as follows:

a. To give staff opportunity to widen his/her horizon by carrying out studies/research in new fields or to improve previews studies, and
b. To afford staff opportunity to live and work and work in a new environment

Probationary Study Leave (PSL)

Probationary Study Leave may be recommended by the Staff Development Committee on the recommendation of the Head of Department through the Dean of School and or the Registrar may approve for a member of staff to enable him qualify for appointment as permanent staff. Approval for Probationary Study Leave shall be

granted for only one year in the first instance. The leave, which shall be renewable, will, however, not exceed a total of four years if not due to the candidate's fault. While on PSL, the staff concerned shall follow a course or courses with the prior approval of the Staff Development Committee. A report shall be submitted by the supervisor of the staff concerned at the end of every academic year or as the Staff Development Committee so requires.

It is important to note that members of staff who completed a programme must serve the college for a specified period as stated on the bond regulating the type of study leave. However, where a beneficiary cannot serve the college for such a period and is admitted for another for another programme without prejudice to the officer's primary assignment may be allowed to undertake the program with the service bond accumulated, that is, service bond for the first and second programme cumulatively.

Submission of Certificate on Acquisition of Higher Qualification Programmes

On the completion of an academic programme, beneficiaries are required to submit to the college photocopies of senate approval (other relevant authorities) of their statement of results accompanied with project/thesis or dissertation resulting from such academic programme (where applicable). Such Thesis or Dissertation must be duly signed by all relevant officers. Thereafter, the concerned officer may apply for thesis allowance, as availability of fund would warrant. An officer who fails to complete an approved programme within an approved period and has his/her admission letter or registration period cancelled, will not be sponsored for the programme again, however, the officer could be allowed to sponsor himself or herself.

2.5 Fund Allocation to Colleges of Education on Lecturers Sponsorship Programmes

Funding to tertiary institutions is imperative when it comes to staff training and development for the acquisition of knowledge, skills and job competency to staff development. However, deep concern has been expressed over the years about the adequacy of the institution of higher learning in the preparation of graduates for the world of work and for global competitiveness. In Nigeria, the demand for popular education is so high because education is not only an investment in human capital, but also a pre-requisite as well as a correlate for economic development (Adeyemo, 2000), the belief that education is an engine of growth rests on the quantity and quality of education in any country. The National policy on Education (2004) explicitly states that education is a government affair in which free education is to be provided by the government at all levels when and practicable. The public sector is the major provider and financier of education in Nigeria since it took over most of the schools in the country from primary to tertiary level in the mid-70s.

In the quest for development, developing countries have acknowledged that investment in (and) adequate funding of higher education are viable, conditions that facilitate change since the value of education hinges on teaching, learning, research and the production of qualified personnel which are needed for national development (UNESCO, 2002). The underlying rationale for public funding of education is to equip people with the require knowledge, skills and capacity to enhance the quality of life, argument productivity and capacity to gain knowledge of new techniques for production, so as to be able to participate evocatively in the development process.

2.5.1 Funding Policy on Staff Development Programme

On the funding policy, each ministry or extra-ministerial department is enjoined to make annual recurrent budgetary provision of a sum equal to at least 20 percent of its personnel costs for training and staff development. In addition, requisite capital provision is to be made in the budget. The document also states that in order to enhance the chances of the training function in competing for funds, emphasis should continue to be on a thorough, painstaking and disciplined approach in costing training activities. As much as possible, training projections should be based on verifiable facts and figures.

However, Tertiary Education Trust Fund has given the teaching staff in the Nigeria tertiary institutions the opportunity for full sponsorship in the following areas: workshops, seminars, and conferences. This opportunity took effect from 2013, before this intervention, the government had been applying the policy on staff development as enshrined in the staff manual which stipulates thus;

a. Further training of staff is generally recognized as one approach for achieving increased efficiency in an institution. At times, through staff appraisals, the organization identifies training needs of individual staff and prescribes a suitable programme of training. In such a situation, a study fellowship may be granted to the staff in order to enhance the level of his contribution to the institution. In other instances, the individual staff seeks self development and merely requires the assistance of the institution in achieving his ambition. A study leave may be granted to the staff to aid the realization of his full potential.

b. A policy on staff development for the institution must be consciously related to the primary aim of the institution which is, to effectively promote technical or technological education and training in support of manpower development for the country. In this regard, the proper measure of the success of any venture designed to

improve the efficiency of the institution is that which relates to the primary function of the institution. Thus, in the allocation of the limited resources available for staff development, priority will be given to sponsoring programmes which will enable staff to contribute more effectively to the success of the institution.

2.5.2 TETFund Academic Staff Training and Development (AST&D) Fellowship

This is a federal government sponsored programme exclusively for academic staff meant for both local and foreign training. Only staff whose appointment is confirmed is qualified for this sponsorship. They must possess current admission letter for a programme relevant to their departments in the college from a recognized institution. They must also complete required forms from Tertiary Education Trust Fund and the college. Obtaining Academic Staff Training and Development fellowship is subject to the availability of fund allocated to the college and approval of the Tertiary Education Trust Fund, in Abuja. Priority shall be given to the staff who served the college graciously for a number of years to be determined by Staff Development Committee.

Employees of the college may be assisted to attend and or participate in at least, one conference, seminar or workshop during any given academic year, within or outside the country. Every academic staff may enjoy attendance at a local conference once a year. The objectives of the Tertiary Education Trust Fund sponsorship for conferences, seminars, and workshops are:

a. For personal academic development
b. To contribute to the growth of knowledge in the respective field of the staff concerened
c. To contribute to the growth of education in general.

2.5.3 Tertiary Education Trust Fund on Staff Development

In 1994, the government of Nigeria set up the Education Trust Fund in which companies operating in Nigeria were made to pay 2 per cent of their annual profits as Education Tax. The resources garnered therefore were distributed among all levels of education in the country. However the fund has since been transformed into Tertiary Education Trust Fund (TETFund), meant specifically for the tertiary institutions. Since 2009 the Tertiary Education Trust Fund has made several interventions to improve the quality of teaching and research in higher education. Tertiary Education Trust Fund as federal government intervention strategy to train and develop staff in tertiary institutions in Nigeria. Tertiary Education Trust Fund was established as an intervention agency under the TETFund ACT – Tertiary Education Trust Fund (Establishment, and so forth) ACT, 2011; charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. To enable the Tertiary Education Trust Fund achieve the above objectives, TETFund ACT, 2011 imposes a two percent (2%) Education tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at Federal and State levels. It also monitors the projects executed with the funds allocated to the beneficiaries.

The mandate of the fund as provided in section 7(1) (a) to (e) of the TETFund ACT, 2011 is to administer and disburse the amount in the fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of the following:

i. Essential physical infrastructure for teaching and learning;

ii. Instructional materials and equipment;

iii. Research and Publications;

iv. Academic staff training and development; and

v. Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions.

Tertiary Education Trust Fund ensures that funds generated from education tax are utilized to improve the quality of education in Nigeria without direct contract awarding. It does this by:

i. Providing funding for educational facilities and infrastructural development;

ii. Promoting creative and innovative approaches to educational learning and services;

iii. Stimulating, supporting and enhancing improvement activities in educational foundation areas like teacher education, teaching practice, library development and so forth;

iv. Championing new literacy enhancing areas such as scientific, information and technology literacy (www.tetfund.gov.ng).

Table 2.1: Federal Government Investment to Colleges of Education through TETFund from 2009 - 2013

Intervention/Fund	Project Development	Academic Staff Training and Development
Allocation	88,844,889,770.73	10,496,000,000.00
Accessed	83,477,559,770.73	6,722,587,792.89
Committed but not accessed	5,367,330,000.00	3,773,412,207.11

Source: Federal Ministry of Education (2014)

From the above figure, it could be seen that the federal government had invested to colleges of education through the Tertiary Education Trust Fund on academic staff training and development programmes from 2009 – 2013. The federal government had allocated fund on project development and academic staff development. In the allocation, some amounts were accessed while others were committed but not accessed. From 2009 - 2013, N10,496,000,000.00 were allocated but the sum of N6,722,587,792.89 were accessed. While, the sum of N3,773,412,207.11 were committed but not accessed. While, in project development (facilities and infrastructures) the sum of N88,844,889,770.73 were allocated to the Colleges of Education in Nigeria. The sum of N83,477,559,770.73 was accessed while N5,367,330,000.00 was committed but not accessed.

2.5.4 Beneficiaries from TETFund Academic Staff Training and Development as at September, 2013

There are benefits that academic staff benefited on the federal government Tertiary Education Trust Fund on staff training and development programmes in Nigeria. According to Mallam Aliyu Na'iya, the Acting Executive Secretary of the Tertiary Education Trust Fund (TETFund) over seven thousand and three (7003)

lecturers of the nation's tertiary education system have benefitted in various academic training and development programmes. Continuing, he admitted that a breakdown of the categories of beneficiaries revealed that eight hundred and ninety (890) lecturers were sponsored for Ph.D training outside the country while two thousand, one hundred and thirty-two (2,132) lecturers also benefitted from Ph.D programmes in various universities within the country. Another eight hundred and nineteen (819) lecturers benefitted from sponsorship for Master Degree training in foreign universities, three thousand and fifty-seven (3,057) benefitted from Master Degree Training from universities within the country while one hundred and five (105) lecturers were also sponsored for various foreign Bench works.

The above is geared towards ensuring the success of the transformation agenda of the Federal Government of Nigeria targeted towards making available the needed manpower for the development of the country through education. The purpose of these training programmes is also to ensure that lecturers in the Nigerian tertiary institutions acquire further training to equip them for proper teaching in the nations institutions of higher learning (http://www.nigeriabestforum.com/index.php?).

2.5.5 Challenges of Funds on Staff Development Programme

The funding of tertiary institutions was having challenges on staff development programmes. According to Udoh (2008), Nigeria as a developing nation is currently witnessing increased enrolment of tertiary institutions students. This increase in enrolment demands corresponding increase in funding which is not the case in Nigeria. Fund allocation does not increase to meet the demand of funds occasioned by the enrolment increase. Ezekwesili (2006) affirmed that underfunding of education especially at the tertiary level has become a persistent occurrence in Nigeria as funds

released to the tertiary sector can no longer meet the increasing demands and growth of Nigerian tertiary institutions.

Funding of Nigerian higher education is imperative because of the costs involved in maintaining an institution. John and Parson (2004) observed that the continuing cost of governance is ascribed to increasing higher educational bills of many countries of the world especially the developing countries, coupled with growing overhead costs. Ajayi and Ekundayo (2006) argued that the Nigerian government over the years has not met the United Nations Educational Scientific and Cultural Organisation (UNESCO) recommendation of 26% of the total budget allocation to education sector despite the government's allocation towards education on yearly basis. The underlying rationale for public funding of education is to equip people with the requisite knowledge, skills and capacity to enhance the quality of life, productivity and enable them to participate actively in the development process.

The challenge of underfunding of Nigerian Tertiary institutions has a significant effect on the performance of staff and students who are at the receiving end. According to Udoh (2008), the government finds it increasingly difficult to match the growing enrolment of students with qualitative funding due to drastic reduction in revenue and economic despondency experienced in the country. Bamiro and Adedeji (2010) noted that the quality of lecturing and research work has significantly declined over the years leading to overcrowding and unconducive learning and teaching environment. Oyeneye (2006) affirmed that making qualitative education available to all citizens is a right but there can't be quality education without adequate funding. He further stated that in Nigeria, it is difficult to ascertain the pattern of fund allocation. Ekundayo (2008) posited that most of the capital projects being undertaken to meet the increasing number of students have been abandoned due to lack of funds. He also affirmed that the pressure

on the inadequate resources has led to a decline on the staff welfare package and remuneration coupled with depreciation of working conditions and environment. The resultant effects are high brain-drain of professional staff, persistent strike action, rioting, high crime rate, and cultism, extortion of students, admission runs, embezzlement and all sorts of vices. According to Imhabekhai and Tonwe (2001), inadequate funding deters growth in the tertiary institutions.

2.5.6 Effects of Inadequate Funds to Tertiary Institutions

In the last three decades, higher education in Nigeria has witnessed a significant growth in terms of expansion of access through increase in enrolment and establishment of additional institutions. However, it is saddening to note that many of the indices that can guarantee qualitative higher education are not taken into consideration in the country's quest to meet quantitative target. It has been observed that political factors are the main motives behind many of the expansion polices especially in the university system (Ekundayo, 2008). In fact, capital projects to meet the expanding programmes could not take off, in case where they took off; they had to be abandoned due to lack of funds. The result according to Ekundayo (2008) was a summon table pressure on the available limited resources thereby resulting in downward pressure on staff salaries together with deteriorating working conditions. The effect includes high degree of "brain-drain" among the academic staff, incessant strikes action, students' riots and lecture boy-cots etc. All these will have a by - effects in the quality of higher education in Nigeria.

2.6 Induction Training Programmes on the Job Performance of Lecturers

The beginning of staff development is induction or orientation. This is the type of training given to new employees to give them a good start. New staff needs to be introduced formally into the school system to minimize the likely initial problems of adjustment. A new staff induction programme involves those practices used to help new and beginning lecturers become competent and effective professionals in the classroom (Chapman, 2006). If new staff are to establish themselves quickly, efficiently and effectively, there is a need to provide them with guidance, support and information in a planned and considered way (Cross & Rigden, 2002; Wong, 2004). Orientation provides new employees with basic information regarding working conditions, policies, procedures, pays and benefits, and introduces management and co-workers.

Induction programmes fall into two categories namely, informational on matters such as pay and work schedules, and personal adjustment programmes for meaningful interactions between the new employee and other people for whom and with whom he will work. Induction programme could last for between a day and a week, and involves activities such as visitation, seminars and meetings. Specifically, orientations of employees become integrated into the organisation as soon as possible.

The benefits of a thorough induction programme are: staff feels welcome and valued; accelerated success and effectiveness; improved personal and professional well-being; heightened job satisfaction, greater self confidence and enhanced commitment to students, school and profession (Britton et al., 2003; Wong, 2004; Chapman, 2006). Induction enables new staff to: understand the culture of the college and how they can be most effective in it; become familiar with departmental practices, policies and guidelines; appreciate and under- stand fully the expectations of their role and

understand the duties and activities of the job and to begin to perform them effectively (Hassel, 1999; Breaux & Wong, 2003; Chapman, 2006).

It is recognised that where staff are provided with an appropriate and well-planned induction programme they: are more highly motivated; can extend their range of skills and knowledge, enabling them to be more adaptable; are less likely to waste the College resources and staff time, and benefit from reduced levels of stress and anxiety (Fullan, 2001; Hiebert et al., 2002). New employees also need to understand the organisation's mission, vision, goals, values and philosophy; personnel practices, health and safety rules, and of course the job they are required to do, with clear methods, timescales and expectations (Johnson & Kardos, 2002; Wong, 2004). This can only be achieved through a well-planned induction programme. An ineffective induction programme or no induction at all, could result in staff taking too long to reach their full effectiveness with the associated risks of making more mistakes, and become disillusioned with the job (Hassel, 1999). Employees who are not properly inducted need a lot more looking after, failing to provide good induction training is therefore utterly false economy (Rothman, 2002). So it is therefore vital that institutions of higher education ensure that new staff are not left on their own to work things out. It is usual for new staff to have some gaps in their skills and knowledge when they take up a new post. It is useful to identify these at an early stage and make provision for addressing any training development needs. This will help the individuals feel supported and facilitate them performing to their best ability (Allington, 2003; Britton et al., 2003).

It emerged that the type of induction programme conducted in colleges are too theoretical. It is most unlikely that new lecturers without teaching backgrounds will benefit in any meaningful way from such induction programmes. As part of the induction and initiation exercise, new lecturers are attached to experienced lecturers

within their departments for a period ranging from one semester or two or even a year depending on the particular circumstances prevailing in each case. The attachment of new lecturers to seasoned lecturers presupposes that new staff members do not have homogeneous needs with the result that individualised integration programmes are justified. During this period the new lecturer will be encouraged to observe various aspects of teaching from the experienced lecturer who will provide mentoring and coaching services to the new lecturer who is the mentee. Mentors can actually help new lecturers (mentee) learn and understand teaching practices as well as giving them self-assurance of their teaching competences. This view finds support from Moller (2005) who argues that mentoring has become an internationally acclaimed practice that is consistent with good teaching and its benefits on student throughput rates is well documented in the literature. Steyn and Nikerk (2002) assert that the hallmark of induction is to have experienced and new teachers working together, continuously improving their practice and becoming part of a community of learners.

2.6.1 Purpose of Induction/orientation Training Programme on the Job Performance of Lecturers

Carefully selecting and employees does not guarantee they will perform effectively. Even high potential employees cannot do their jobs if they do not know what to do or how to do it. Making sure your employees do know what to do and how to do it is the purpose of orientation (induction) and training" (Dessler, 2011). Therefore, employee orientation (often called "onboarding" today) involves more than what most people realize. Employee orientation still provides new employees with the information they need to function effectively. Dessler, (2011) numerated four things that organization could accomplish by orienting new employees:

i. Make the new employee feel welcome and at home and part of the team
ii. Make sure the new employee has the basic information to function effectively, such as e-mail access, personal policies and benefits, and what the employer expects in terms of work behavior.
iii. Help the new employee understand the organization in a broad sense (as past, present, culture, strategies and vision of the future).
iv. Start the person on the process of becoming socialized into the organization's culture, values and ways of doing things.

2.7 Conferences, Workshops and Seminars on the Job Performance of Lecturers

Training policy can be defined as a written statement on organizational plans or programmes to develop the skills of the workers. Training needs or objectives are usually derived from the current staff development programmes in an organization, state or country. The existing staff development programmes determines the training objectives. To be able to identify training needs will entail a comprehensive human resource survey, which will expose the type of skills of personnel that need to be trained or developed.

Employees of the college may be assisted to attend and/or participate in at least, one conference/seminar/workshop during any given academic year, within or outside the country. Every academic staff (lecturer) may enjoy attendance at a local conference once a year. Only a staff that is presenting a paper on such conference, seminar or workshop may be assisted. Any staff that is only attending a conference, seminar or workshop without presenting a paper may be assisted in some ways (see; Staff Development Policy and Guidelines, FCE Zaria).

The objectives of conferences, seminars, workshops and research publications are:

i. For personal academic development.
ii. To contribute to the growth of knowledge in the respective field of the staff concerned.
iii. To contribute to the growth of education in general.

The types of training that can be readily available for an educational organization will include:

a. Conference: Conference is a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda). A conference is a pretty general and in fact could mean something thousand participants or with few participants. Conferences often feature keynotes presentations delivered to all attendees as well as multiple break-out sessions. This is not highly formalized since the trainees are treated as participants and not just passive recipients. The theme chosen for conferences must be relevant to the organization's objectives. The structure and contents of conferences can vary greatly, but a typical framework would include one or more presentations of work and/or ideas about a given topic. These presentations may take the form of lectures, slide shows or films, workshops, panel discussions, and/or interactive experiences. In addition, many conferences include posters or graphic or multimedia exhibits that participants can view independently. The types of conferences that can be organized for the performance of lecturers are:

Academic conferences. Most academic conferences are centered around a single subject, and sometimes on a single topic within that subject. The format usually involves graduate students and academics presenting their research, work, and theories, and defending, expanding, or changing them in response to questions, criticism, and

other feedback from colleagues. Generally, these conferences are often sponsored by the professional organization of the discipline involved, and may be held in a different city each year. A major focus of academic conferences, besides the exchange of ideas, is networking, which, in academia as elsewhere, is a key to collaboration, funding, employment, and other professional benefits.

Professional association conferences. These are similar to academic conferences in some ways, but presentations tend to be focused more on practical issues, both having to do with the actual work participants do, and with regulations, funding, and other forces that affect the profession.

Training conferences. A training conference may be run by a professional association, but is at least as likely to be conducted by a State or Federal Ministry of Education, or a local coalition or initiative. As might be expected, its purpose is training, and so it might include workshops on methods and techniques, information on new regulations, or simply an exchange of experience and methods among people from a number of different organizations.

b. Workshops: A workshop is a series of educational and work sessions. It is a brief intensive course, a seminar or a series of meetings emphasizing interaction and exchange of information among a usually small numbers of lecturers to discuss some particular educational issues. In a workshop, a group of lecturers can meet together over a short period of time to concentrate on defined area of concern. The purpose of workshop may vary. In a workshop, simulation exercise takes place related to the topic which is conducted by speaker by learning while doing his/her work.

c. Seminar: A seminar is a lecture or presentation delivered to an audience on a particular topic or set of topics that are educational in nature. Sometimes seminars on selected topics for staff members can be organized as part of college programmes, such seminars can contribute to staff professional development. There is always a speaker who gives lecture with highlights, scope, benefits, importance or limitation on the respective topics as the lecturer finish, audience ask questions. There may be the very knowledgeable and experienced lecturers among the college, or in the community who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations and academic growth and development.

Other types of staff development training on the performance of lecturers are:

d. On-the-Job-Training: This is similar to the induction course just concluded above. The learning that takes place is centered on the job that the staff performs. The learning also takes place in surroundings where staff will in future, be working at his regular tasks. The major objectives of the two types of training are similar in the sense that they entail acquiring new skills to be able to handle new jobs. Induction course is basically meant for new employees. However on the job training can be extended to include old employees, if a new skill is introduced in the organization.

e. On-and-Off-the-Job Training: It combines classrooms instructions with practical instruction in the working environment. This has almost the same major objective with "Industrial Attachment" programmes for technicians or teaching practice for teacher trainees.

f. Off-the-Job-Training: This is the type of training that can be conducted outside the working environment. It is usually conducted in classrooms where trainees are given

theoretical knowledge on how to handle a particular operation. The only practical aspect of this type of training is the use of films or charts or diagrams for illustrations.

g. Refresher Courses: It is used mainly to update knowledge and skills or externally or both. It is very useful and necessary with innovations through changes of ideas. It serves as a motivating factor where the employee feels satisfied for being given the opportunity for learning. Refresher courses are short term courses which are organized from time to time mainly to improve the efficiency and effectiveness of worker's performance. It is a vital tool of development for all categories of staff members because through it, those *in* the profession are constantly exposed to new developments in their areas especially while others are kept abreast of modern techniques and the application in libraries. Refresher course when properly executed serves as a means of keeping up to date with changes in modern management techniques in the public sector. They are essential techniques in training and retraining as they are capable of aiding employees to develop better work ethics and to make them more effective in service delivery.

h. Sensitivity Training: It is used for development of awareness to behavioural pattern of oneself and one's colleagues. Sensitivity training uses small number of people of trainees, usually fewer than twelve in a group. They meet with a passive trainer and gain insight into their own and other's behavior. It is used to encourage mutual understanding among working group. It is highly recommended for leadership training and executive development.

The objectives of sensitivity training are to provide the participants with increased awareness of their own behaviour and how others perceive them, greater sensitivity to the behaviour of others and increased understanding of groups processes (Chauhan, 2011).

i. Supplementary Training: Lastly, since many organizations may utilize quite a good number of the training methods discussed above it may still be inevitable for them to seek supplementary training methods from independent institutions. Public or private organizations used the supplementary training method by sponsoring their employees in different institutions of learning. This will improve and develop the staff in the performance of work for efficiency and productivity. Hence, effective teaching and learning processes is enhance to improve academic students performance in the college.

2.8 Mentoring on the Job Performance of Lecturers

A very important aspect of staff development programme that cannot be overlooked and overemphasized on the performance of lecturers in colleges of education is mentoring; even though this could be as informal in improving and developing 'the new or young' lecturers in the department and the college in general. Krishna (2013) define mentoring as the process where in a senior person in an organization can be a role model to junior and relatively less experienced person. Apart from just imparting training, the mentor transmits the knowledge and a general understanding of the profession. He also guides the mentee through the different ways of handling different scenarios in daily activities of the college. Mentor serves two very important functions: provide guidance pertaining to career development; and provide psychological support to the mentee. The mentor must be a person that the mentee can look up to with respect and trust. The mentee is a good listener who does not feel inferior by having to listen to the mentor; on contrary, he must perceive the mentor as a guide who would lead him to success and greater knowledge. A mentor is generally a senior person in the organization who takes an active and sometimes personal interest in moulding an individual of lesser experience.

2.8.1 Qualities of Great Mentoring

In the assertion of Krishna (2013), "Great mentors are not immune to traps; great mentors recognize the traps they are likely to fall into and work hard to compensate for them. They do it by understanding the qualities of a mentor-protégé relationship focused on discovery and learner independence and then learning to be living, breathing models of those qualities". Great mentoring is a partnership that starts with balance. Here, a lecturer that is less experienced need to develop a cordial relationship with a more experienced lecturer for the growth and development of the staff in his/her career. Krishna further outlined six qualities of great mentoring such as:

i. Commitment to the role: Always accessible and approachable.
ii. Unconditional acceptance of the mentee: Without being judgmental or critical to the mentee.
iii. Knowledge about the subject: Familiar with latest developments and fundamentals of his field.
iv. Honesty and genuineness: Integrity of the mentor
v. Good communication and interpersonal skills: Putting his views effectively and without ambiguity.
vi. Sensibilities to short comings and difficulties of the mentee: Empathy on the part of the mentor brings trust in the relationship between the mentor and the mentee.

The researcher is with the opinion that mentoring is of great importance to the life of less experienced lecturer (mentee), whereby the more experienced lecture (mentor) need to guide and improve the mentee in the course of teaching and learning processes. The colleges of education that have embarked on mentoring as an informal way of introducing the newly appointed lecturer need to emphasize the mentoring culture to

improve the staff in performance of duties and responsibilities that may be assigned by the institution.

2.9 Staff Appraisal by College Management on the Job Performance of Lecturers

For every organization (small or big) there are some objectives, goals or missions to accomplish. These goals can be achieved by better planning, implementing strategies and smart management of human resource. One of the important concern however, is the measurement that whether people are doing their work at right time in right manner. This process leads to performance appraisal in organizations (Brown & Heywood, 2005). Performance appraisal is a continuous process of identifying, measuring and developing the performance of individuals" He further adds that this continuous capacity building needs clear objectives, observing and measuring performance and regular feedback (Buchner et al., 2007). It focuses on its employees to develop their capabilities. It does not only do capacity building but performance evaluation helps managers to sense earlier and respond more quickly to uncertain changes. Krishnar (2013) define performance appraisal as a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. Performance appraisal is neither a technique nor a single process, it can be considered as a set of process, or a concept, a holistic philosophy that includes motivation of employees to perform well, employees knowledge about what their managers expect of them, development of employees, monitoring and measuring performance in order to know what areas are to be improved (Cardy et al., 2004).

Performance appraisal is the process of assessing worker's performance against their job requirements. It is a definite instrument in setting job standards, appraising

worker's genuine performance comparative to those standards, and providing feedback to the workers with the drive of inspiring the workers to eradicate the insufficiencies in the performance. It also helps workers to completely comprehend the wants or criterions of a certain job which are being demanded from its workers (Batool & Qureshi, 2007).

Maicibi, (2005), stressed that performance appraisal is an important technique that can be used by any management (organisation) if the organisation really wants to achieve its set objectives. According to Craig (1996), it has three main objectives, to measure performance fairly and objectively against job requirements, to increase performance by identifying specific development goals so that the workers may keep pace with the requirements of a fast placed organisation. In view of the above, Eliza (1996) argued that in many organisations, the appraisal system has been mishandled. She stresses that the worker should not walk blindly into performance appraisal. Past counselling sessions, feedback and proper design are crucial. The appraisal should be a joint effort because no one knows the job better than the person performing it.

Two categories of appraisal namely the formal and informal appraisal have been identified (Cole 2000). According to Cole, informal appraisal is the continuous assessment of individual worker's performance by his superior or manager in the normal course of work. He says this kind of assessment is of an adhoc nature and is as much determined by intuitive feelings rather than factual evidence of results. He adds that, it is a natural by- product of the day-to-day relationship between managers and subordinates.

Maicibi (2005) argued that informal appraisal is a system in which subordinates go into informal discussions with the superodinate; with the good aim of assessing

habits and qualities of subordinates. He says that through this method, the management can collect a lot of information that is useful for purposes of promotion, advancements, transfers, termination or layoffs or training and development of staff. Formal appraisal on the other hand is a system set up by the organisation to regularly and systematically evaluate employees' performance. Cole (2000) says this type of appraisal involves assessment of an employee's performance in some systematic and planned way. It serves to determine how well an employee is working and decides on ways to improve performance. It therefore calls for an intermediate feedback in order to be effective. Armstrong (2003) emphasizes that the importance of giving a timely feedback to an employee is to develop and maintain a motivated workforce.

According to newly introduced formal performance appraisal system; teacher is firstly described briefly about his job description and then receives a week's training for semester system teaching. Performance parameters are students result, punctuality, communication, research work, evaluation by students etc. According to performance appraisal system, observation of teacher while teaching is also included in performance evaluation (Bashir et al., 2011). Annual performance review is documented as report, written by the head of department, who discusses it with his faculty members in order to let them know what the areas of more attention are.

Performance appraisal is that part of the performance management process in which an employee's contribution to the organization, during a specific period is assessed. According to Mullins (2002), the underlying objective of performance appraisal, is to improve the performance of the individual employee, thereby leading to improvement in the performance of the organization as a whole. It is one of the ranges of tools that can be used to manage performance effectively, in that it provides data

which feeds into other elements of the performance management process. As noted by Mathis and Jackson (2008), a performance appraisal system is often the link between additional pay and rewards that employees receive, and their job performance. If used effectively, it can improve motivation and performance, but if used inappropriately, it can have disastrous effects (Fisher et al., 2003). For it to be effective, it must of necessity be anchored on the performance criteria that have been outlined for the job. Riggio (2003) describes performance criteria as the means for determining successful or unsuccessful job performance. They are one of the products of a detailed job analysis. Performance criteria spell out the specific elements of a job and make it easier to develop the means of assessing levels of successful or unsuccessful job performance. It can thus be inferred that an appraisal system not hinged on this all important criteria, can neither be appropriate nor fair, particularly to the employee, whose performance is being evaluated. Performance appraisal is a vital human resource activity that is of critical importance to an organization. Fisher et al (2003) describe it as that part of the performance management process in which an employee's contribution to the organization during a specific period is assessed. The feedback from this process allows an employee to know how well they have performed in comparison with the set standard of the organization. Mullins (2002) also contributed by describing a comprehensive performance appraisal system as the basic yardstick for assessing an individual's performance, highlighting the individual's potential for career advancement, and most importantly, for improving performance.

2.9.1 Purpose of Job Performance Appraisal

Performance appraisal serves many purposes for the worker, the manager, and the organization (Cleveland et al., 1998). For the worker, it serves as a means of

reinforcement and career advancement (through praises, pay raises, promotion, and increased responsibility). For the manager, it serves as a basis for making personnel decisions such as promotions, transfers, firings, and so forth. It also serves as a means of assessing workers' goal attainments and opportunity to provide feedback and interact with subordinates. For the organization, performance appraisal facilitates assessment of the productivity of individual workers and work units. It also serves as a means of validating personnel selection and placement methods, means for recognizing and motivating workers, source of evaluating the effectiveness of organizational intervention such as training programmes, system changes, and so forth (Riggio, 2003). Performance appraisal therefore represents formalized process of worker monitoring and is intended to be a management tool to improve the performance and productivity of workers (Brown and Heywood, 2005).

Mathis and Jackson (2008) summarize the uses of performance appraisal into two – administrative uses and developmental uses. In the former, it is used for making pay and other administrative decisions about employees, while in the latter; the emphasis is on employee development such as identifying strengths, areas for change, training and development needs, and planning of future opportunities. According to Seta et al. (2000) initially performance appraisals were quite brief, consisting mainly of a few comments from a supervisor to his subordinate to the extent that he or she was doing a "good job" or, conversely, a "bungle job". However, afterwards performance appraisals have become widely viewed not simply as a means of informing employees on where do they stand, but also as a valuable tool for helping them develop in ways beneficial both themselves and the company. Armstrong (2006) defines contemporary performance appraisal as a "formal evaluation process, when a review of performance over a period takes place, covering achievements, progress and problems as the basis for

a revised performance agreement and personal development plan". Currently performance appraisals usually comprise:

i. explicit feedback on various aspects of job performance;

ii. identification of employee's strengths and weaknesses in comparison to the requirements for current position;

iii. the agreement on concrete objectives to be attained by the employee during the next evaluation period; and iv.

iv. preparation of personal development plans, a statement of each employee's career goals, decisions on merit pays, and so forth (Seta et al., 2000).

Performance appraisal may be used for a full-scale of various purposes. Fisher et al. (2005) also define the following principal purposes of performance appraisal:

a. Employee development: identification of training needs and preparation of personal development plans,

b. Administrative decisions: merit, pay, career, and so on;

c. Organizational development: personnel planning, prevention of conflicts, implementation of motivation system, and so on.

d. Documentation: conformity to official regulations, certification of accordance to formal requirements, and so on.

The almost crucial step in developing a performance appraisal system is to determine which aspects of performance to evaluate. According to Fisher et al. (2005) the most frequently used appraisal criteria are traits, behaviours, and performance outcomes. Türk (2008) stresses that performance appraisal has a pivot role in reforming the educational system and increasing productivity of academic staff, as well as raising the overall quality of lecturers in the college. According to Allen (2003) "performance appraisal is one of the most valuable instruments in the manager's toolbox, a careful

appraisal process can help improve an employee's performance for an entire year. More broadly, an effective evaluation process is part of the strategic first-rate people management that helps organizations to succeed." Therefore, performance appraisal is of importance in assessing the lecturer performance or the outcome of staff attending staff development programmes, to ensure it commensurate with staff job performance in the Colleges of Education in Kaduna State, and Nigeria in general.

2.10 Empirical Studies

Numerous studies exist on staff development programmes on the performance of staff in institutions of higher learning. Gani (2013) investigated the 'Impact of Staff Development Programmes on Job Performances of Staff in Nigerian Colleges of Education'. Ten objectives were outlined to address the impact of staff development programmes. The research design adopted was descriptive survey and 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 structural questionnaire 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 Scheffes 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 the job performance of staff. But acquisition of higher degree has different levels of positive impact on job performance of the staff. 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 within the approved period. From the 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. However, the researcher had identified some similarities and differences in the study of Gani (2013) in terms of the stated objectives, where funding Tertiary Education Trust Fund by the Federal Government to sponsor staff on staff development was less emphasized. This is because funding plays vital role on staff development programmes in colleges of education in Nigeria. This means no funding less development and will adversely affect staff performance in the colleges of education in Nigeria and other tertiary institutions in Nigeria. Also, the issue of staff evaluation or staff appraisal was not emphasized, which is of paramount importance in identifying, measuring and developing the job performance of staff in any given organization. This is to ensure whether the staff that has undergoned staff development programme has affected his/her job performance or not thus improve the level of productivity in the organization.

Another empirical study investigated was done by Comma (2008), 'Effect of Manpower Training and Development on Staff Performance and Retention in Federal College of Education, Zaria'. Five objectives were stated to address the effect of manpower development on staff performance and retention. The research design adopted was a survey design and a target population of the study was 1032 with a sample of 103. The study showed that training programmes that are majorly emphasized in the college are rather too academic in nature when the institution established a staff development unit in 2008. The training programmes as revealed did not address some peculiar training needs on the job. On the effect of training programs, findings shows that the various training programmes as available in F.C.E, Zaria have not impacted

positively in enhancing the skill, knowledge of the staff and their performance on the job service delivery. The researcher wrongly identified research methodology as 1.6 while, research design as 1.6.1, sources of data as 1.6.2 and so forth. This researcher could have identified 3.0 as Research Methodology in Chapter Three but was stated in chapter one. Also, chapter three was identified as historical background, operation and structure of F.C.E. Zaria only. These negate the expertise of educational research work that should be in lined with research procedures.

2.11 Summary

The researcher summarised the study on "Assessment of Staff Development Programmes on the Job Performance of Lecturers in the Colleges of Education in Kaduna State, Nigeria". The study looked at staff development programmes as the various set of activities whereby lecturers are assisted in improving their individual competence and job performance as well as the institutional goals. The statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, and significance of the study and the scope of the study are being identified and briefly discussed. The study went further to review related literature on the Assessment of Staff Development Programmes on the Job Performance of Lecturers in Colleges of Education in Kaduna State, Nigeria. Theses Colleges of Education are: Federal College of Education, Zaria; and Kaduna State College of Education, Gidan Waya, Kafanchan.

The conceptual framework of staff development programmes, the concept of job performance and staff performance was defined and explained based on different authorities' point of views. The researcher, also reviewed the staff development programmes on the job performance of lecturers, the model of staff development

programmes figured by (Rebore, 1982). The eligibility of lecturers acquiring higher qualification in colleges of education, fund allocation, induction training programmes, attending conferences, workshops, and seminars, mentoring on the job performance of lecturers, and staff appraisal by college management on the job performance of lecturers. And the Empirical studies were based on some studies or researches conducted on the relevance of staff development programmes for teachers (lecturers) on their performance.

There is the need to ensure that the staff development programmes serve the expected purposes through the acquisition of the required knowledge and skills by the staff. Thus, performance appraisal or assessment should precede any staff development programme, in line with the goals and objectives of the school system. Given the new educational challenges, there is a growing concern that the preparation of lecturers need to be enhanced for them to be fully effective in the discharge of their duties and as the undergo staff development programmes.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a detailed account of the methods used to carry out the study. The chapter is systematically organised into 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 procedure for data analysis.

3.2 Research Design

The research design used for this study is the descriptive survey. This is used to obtain information concerning the current status of the phenomenon to describe what exists with respect to variables or conditions in a situation at a given point in time (Yusuf, 2013). A sample survey was adapted in this study because it observes or studies a sample of a large population and also involves the use of a standardized questionnaire or interview to collect data about people and their thoughts, behaviours in a systematic manner at work. The sample survey was used because the large population of the two colleges of education cannot be easily covered due to time and financial constraints to have access to everyone. The idea is that whatever is found on the sample will be applied and generalized on the larger group.

3.3 Population of the Study

In this study, the population comprised all management and academic staff in the colleges of education in Kaduna state. According to the statistics given by (A.C.E.O. Statistics, 2016) on the population of the management and academic staff in the two colleges of education in Kaduna State are: Federal College of Education, Zaria; have 7 management staff which comprises the Provost, Deputy Provost, Registrar, Bursar,

College Librarian, Director of Works and Internal Auditor, and 841 academic staff, while, Kaduna State College of Education, Gidan Waya, Kafanchan, have 15 management staff (involving the College Administrative Officer I and the Deans of Schools), and 567 Academic Staff. This results to 22 Management Staff and 1,408 Academic Staff. Therefore, from the statistics obtained, the total population of management and academic staff of the colleges of education in Kaduna State which forms the target population for this study is 1,430.

Table 3.1: Population of the study

College	Management Staff	Academic Staff	Total
F.C.E. Zaria	7	841	848
C.O.E. Kafanchan	15	567	582
Total	**22**	**1408**	**1430**

Source: Heads of PRS of the COEs (2016).

3.4 Sample and Sampling Techniques

In this study, the researcher made use of a sample from the population because it is not always possible to make use of the whole population in educational research, especially if it is large. Trochim (2006) simply defined a sample as the group of people who you select to be in your study. For the purpose of the study, the sampling techniques are the methods used in selecting a sample from the population for the purpose of collecting and analyzing data. The simple random sampling technique will be used to select Schools of Education in Federal College of Education, Zaria and Kaduna State College of Education Gidan Waya Kafanchan from the two colleges of education in Kaduna state. In the two colleges of eduaction in Kaduna state, there are eight (8) Schools: Sciences; Art and Social Science; Languages; Education; E.C.C.E. and Primary Education; Special Needs Education, Adult and Non-Formal Education; and Vocational and Technical Education.

To determine the sample size of the given population of the two colleges of education in Kaduna state, Krejcie and Morgan (1970) provided way to determine it mathematically. There are 22 management staff and 1,408 academic staff totalling 1,430. From the table for determining sample size from a given population (1,400) the sample is 302.

$$\text{Therefore, management staff} = \frac{22 \times 302}{1430} = 5$$

$$\text{Academic staff} = \frac{1408 \times 302}{1430} = 297$$

The sample size also shows that (5 + 297) = 302

To determine the distribution of the questionnaire across the two colleges of education in Kaduna state, a proportional sampling technique was used. Hence, a total of 201 questionnaire were distributed to Federal College of Education, Zaria, and 101 questionnaire were distributed to Kaduna State College of Education, Gidan Waya, Kafanchan, for the management and academic staff.

Table 3.2: Sample of the Study

College	Management Staff Sample	Academic Staff Sample	Total Sample
F.C.E. Zaria	3	198	201
C.O.E. Kaf.	4	97	101
Total	**7**	**295**	**302**

Source: Heads of PRS of the COEs (2016)

The distribution of the questionnaire across the schools and department within the colleges of education in Kaduna State is presented in Table 3.3 below.

Table 3.3: Sampling distribution on the COEs in Kaduna state

F.C.E. Zaria	School	Distribution	C.O.E. Kaf.	School	Distribution
	Education	50		Education	25
	Social Science	50		Social Science	25
	Languages	25		Languages	10
	Sciences	30		Sciences	15
	Voc. & Tech.	20		Voc. & Tech.	10
	Special Educ	10		Special Educ	10
	ECCE & Prim.	16		ECCE & Prim.	06
Total		**201**	**Total**		**101**

Source: Heads of PRS of the COEs (2016)

3.5 Instrumentation

For this research, the questionnaire instrument was used for data collection. The design of the questionnaire was a close-ended or structured type which allowed for analysis statistically. The response format consisted of five alternative options from which the respondents are expected to choose one option for each statement. The five alternative options are known as the Likert – type scale consisted of the following codes: Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. The Likert – Scale assisted the researcher to make qualitative analysis of the items such as tabulation, classification, interpretation and was simply easy to analyze statistically (Jackson, 2009). In this research, the questionnaire instrument that was used for data collection has 50 items consisting 10 questions each from the derived 5 objectives questions on the impact of staff development programmes on the job performance of lecturers in colleges of education in Kaduna state.

In addition, an interview method was used to complement the information obtained through the questionnaire. This was a personal interaction between the researcher and few members of the management and academic staff in the colleges of education in Kaduna state, Nigeria. This indicates that the researcher used the two ways

that is, the questionnaire and interview method to obtain some useful information for the study.

3.5.1 Validity of the Instrument

In this study, to ascertain the validity of the instrument the questionnaire was given to the researcher's supervisors and experts in Research Statistics and Educational Management for face validate of the questionnaire for their expertise advice. Yusuf (2013), states that it is however, not adequate just to measure behavioural science construct using any scale that you prefer. You also must test these scales to ensure that these scales indeed measure the unobservable construct that you wanted to measure (that is, the scales are "valid"), and they measure the intended construct consistently and precisely (that is, the scales are "reliable"). Therefore, the validity of measurement is the ability of an instrument to measure what it is supposed to measure. This focuses on how well the idea of a theoretical construct is translated into or represented in an operational measure.

3.5.2 Pilot Study

To ascertain the reliability of the questionnaire in this study, a pilot study was conducted using the academic staff of School of Art and Social Sciences and School of Languages in Federal College of Education, Kano, Kano state. This helped to detect potential problems in the research design or instrumentation (such as, whether the questions asked are intelligible to the target sample), and to ensure that the measurement instruments used in the study are reliable and valid measure of the constructs of interest. The questionnaire was administered to the two Deans of Languages and of Art and Social Sciences.

3.5.3 Reliability of the Instrument

The reliability of any instrument is usually expressed as a correlation coefficient. In order to measure the reliability of the instrument, the result of the pilot study conducted was analysed using Cronbach Alpha reliability coefficient which revealed the reliability value of 0.74. This result is in line with the assertion of Obeka (2010), which states that the index of reliability is usually expressed as a coefficient reflecting the extent to which a test is free as the sum effect of the chance difference between persons which arises from factors that are associated with a particular measurement. The closer a reliability coefficient is to the value of 1.00, the more reliable the instrument hence the more reliable the test is free from error of variance.

3.6 Procedure for Data Collection

In this study, the questionnaire enabled the researcher to obtain useful information for research questions and hypotheses. The researcher obtained a covering letter from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The covering letter was accompanied with the questionnaire to the Federal College of Education, Zaria under study. This covering letter served to introduce the researcher to the college under researcher study. The researcher administered and collected copies of the questionnaire responded. The researcher employed the assistance of some few academic and non-academic staff for the collection of the administered questionnaire in the conduct of the study.

3.7 Procedure for Data Analysis

Information collected through the questionnaire was analyzed using Statistical Package for Social Sciences (SPSS) which was used to generate the frequency and percentages of the scores. The researcher used descriptive and inferential statistics to

analyse the data obtained for this study. The descriptive statistics of frequency counts and percentages was used to respond to research questions, while the inferential statistics of non-parametric statistics of chi-square (two groups) was used to test the hypotheses formulated for the study. The level of significance (alpha) for testing the null hypotheses was set at 0.05 to justify the acceptance or rejection of the hypotheses. This statistical test was used to determine whether or not the response of the respondents was related and also to determine whether or not the categories of the respondents differed significantly in their responses.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

Data collected on the Assessment of staff development programmes on the job performance of lecturers in colleges of education in Kaduna state, Nigeria was analysed using descriptive and inferential statistics. At descriptive level, frequency counts, percentages, mean and standard deviation were used, while non-parametric statistics of chi-square was used to test all the formulated hypotheses. The analysis was based on the 302 respondents who correctly filled and returned their questionnaire. Similarly, tables were designed to show the bio-data variables of the respondents and the items drawn from the statement and category of responses which either agree or disagree with the items on the questionnaire. Hence, all the five null hypotheses were to be accepted or rejected at alpha 0.05 significance level.

4.2 Analysis of Bio-data Information

Frequency counts and percentages were used to analyse the bio-data information of respondents. The summary of the information is presented as follows:

Table 4.1: College Status

Variable	Frequency	Percentage
Federal	201	66.6
State	101	33.4
Total	**302**	**100**

Table 4.1 showed the college status where 201 colleges, equivalent to 66.6% at federal college, while 101, equivalent of 33.4% is state owned college respondents. This result indicated that the federal college were more represented in the study than the state college.

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
N/R	8	2.6
Male	243	80.5
Female	51	16.9
Total	**302**	**100**

Table 4.2 showed that a total of 8 (2.6%) respondents did not indicate their gender while 243 (80.5%) are male that responded to the questionnaire and a total of 51 (16.9%) females took part in the study. This shows that the male respondents were more represented in the study.

Table 4.3: Age of Respondents

Variable	Frequency	Percentage
20-39yrs	21	7.0
31-40yrs	130	43.0
41-50yrs	101	33.4
51-60yrs	50	16.6
Total	**302**	**100**

Table 4.3 indicated that, 21 (7.0%) of the respondents are between 20-39 years of age, while 130 (43.0%) are between 31-40 years. Likewise, 101 (33.4%) are between 41-50 years of age, while 50 (16.6%) are of 51-60 years of age. This indicated that the respondents who are of 31-40 years of age were more represented in the study.

Table 4.4: Educational Qualifications

Variable	Frequency	Percentage
Ph.D	38	12.6
Master Degree	171	56.6
B.A/B.Sc	12	4.0
B.ED	81	26.8
Total	**302**	**100**

Table 4.4 indicated that, 38 (12.6%) of the respondents are Ph.D holders, while 171 (56.6%) are Master's holder. Likewise, 12 (4.0%) holds B.A/B.Sc, while 81 (26.8%) are holders of B.ED. This result indicated that the respondents with qualification in master degree were more represented in the study.

Table 4.5: Category of Staff

Category	Frequency	Percentage
Management Staff	7	2.3
Academic Staff	295	97.7
Total	**302**	**100**

Table 4.5 showed that a total of 7 (2.3%) management staff was used in the study, while a total of 295 (97.7%) academic staff took part in the study. This result indicated that academic staff were more represented in the study.

Table 4.6: Present Official Position

Variable	Frequency	Percentage
N/R	38	12.6
Dean	21	7.0
HOD	9	3.0
Director	16	5.3
Coordinator	117	38.7
Others	101	33.4
Total	**302**	**100**

Table 4.6 showed that 38 (12.6%) of the respondents do not indicate their position, while 21 (7.0%) are dean, and 9 (3.0%) are HOD. Likewise, 16 (5.3%) are director, while 117 (38.7%) are coordinator and 101 (33.4%) belong to others. This result indicated that coordinators were more represented in the study.

Table 4.7: Present Rank of Staff

Variable	Frequency	Percentage
N/R	29	9.6
Chief Lecturer	27	8.9
Principal Lecturer	12	4.0
Senior Lecturer	26	8.6
Lecturer	37	12.3
Lecturer II	78	25.8
Assistant Lecturer	93	30.8
Total	**302**	**100**

Table 4.7 showed that 29 (9.6%) of the respondents do not indicate their rank, while 27 (8.9%) are chief lecturer, and 12 (4.0%) are principal lecturer. Likewise, 26 (8.6%) are senior lecturer, while 37 (12.3%) are lecturer. Also, 78 (25.8) are lecturer II and 93 (30.8%) assistant lecturer. This result indicated that assistant lecturers were more represented in the study.

Table 4.8: Years of Experience

Variable	Frequency	Percentage
0-5 years	111	36.8
6-10 years	108	35.8
11-15 years	37	12.3
16-20 years	17	5.6
Above 20 years	29	9.6
Total	**302**	**100**

Table 4.8 showed that a total of 111 (36.8%) of the respondents have between 0-5 years working experience, while 108 (35.8%) have experience of 6-10 years, and 37 (12.3%) have between 11-15 years of experience. Likewise, 17 (5.6%) have experience of 16-20

years, while 29 (9.6%) have experience of above 20 years. This result indicated that most respondents have between 0-5 years working experience.

4.3 Response to Research Questions

The descriptive statistics of mean and standard deviation was used to analyse the respondents' opinion which was meant to provide answer to the research questions raised in the study. The questions and the analysis are as follows:

Research Question One: What are the importance of acquisition of higher qualifications on the job performance of lecturers in colleges of education in Kaduna state?

Data collected from the management and academic staff through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 4.9:

Table 4.9: Acquisition of Higher Qualifications on the Job Performance of Lecturers in Colleges of Education in Kaduna State

SN	Statement	Respondents	SA	A	U	SD	D	Mean	SD
1.	Acquisition of higher qualifications equip lecturers to keep abreast with resent development in their area of specialization.	Acad. Staff	180	91	-	-	9	4.58	.040
		Mgt. Staff	11	11	-	-	-	4.50	.019
2.	Acquisition of higher qualification is not the only requirements for lecturers recognition and promotion.	Acad. Staff	75	140	7	35	35	3.70	.077
		Mgt. Staff	7	11	1	1	2	3.95	.232
3.	Acquisition of higher qualification prepare lecturers for greater responsibilities and motivates them to put more efforts on their job performance.	Acad. Staff	130	134	8	-	8	4.34	.050
		Mgt. Staff	9	13	-	-	-	4.41	.107
4.	Acquisition of higher qualifications alone does not enhance job security to lecturers.	Acad. Staff	43	160	20	19	38	3.34	.080
		Mgt. Staff	4	13	1	-	4	3.17	.207
5.	Acquisition of higher qualifications by lecturers in colleges of education in Kaduna state often used it as an opportunity for greener pasture.	Acad. Staff	45	155	52	4	24	3.67	.064
		Mgt. Staff	3	13	5	-	1	3.82	.156
6.	Acquisition of higher qualifications is not always tied to greater responsibilities for lecturers in colleges of education in Kaduna state.	Acad. Staff	34	145	24	4	73	3.73	.067
		Mgt. Staff	3	15	1	-	3	3.82	.182
7.	Study leave with pay should be a right and not a privilege to a confirmed member of academic staff to acquiring additional qualification for promotion.	Acad. Staff	116	99	16	5	44	3.99	.067
		Mgt. Staff	8	7	2	5	-	3.59	.333
8.	Acquisition of higher qualification should be highly rated and funded for lecturers educational advancement.	Acad. Staff	121	125	20	-	14	4.26	.048
		Mgt. Staff	8	7	7	-	-	4.05	.180
9.	Inability of lecturers acquiring higher qualifications at stipulated time of study affects their work performance.	Acad. Staff	74	131	38	4	33	3.85	.059
		Mgt. Staff	4	11	7	-	-	3.86	.151
10.	Acquisition of higher qualifications is an instrument of change for sustainable development on the performance of lecturers.	Acad. Staff	88	165	19	-	8	4.19	.041
		Mgt. Staff	5	9	7	-	1	3.82	.182
	Overall Mean							**3.95**	

Table 4.9 presented the analysis of data collected from the management and academic staff through the use of questionnaire on the acquisition of higher qualifications on the job performance of lecturers in colleges of education in Kaduna state. The table revealed that the respondents strongly agreed with the items on the table as the overall mean of 3.95 was greater than the decision mean of 3.5. Also, all the responses mean in

respect of the items on the table was greater than the decision mean except for item number 4. Hence, this result clearly showed that although acquisition of higher qualifications alone does not enhance job security to lecturers, but acquisition of higher qualifications have effect on the job performance of lecturers in colleges of education in Kaduna state as the overall response mean was greater than the decision mean.

Research Question Two: What are the benefits of fund allocation to colleges of education on lecturers' sponsorship on staff development programmes in Kaduna state?

Data collected from the management and academic staff through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 4.10:

Table 4.10: Fund Allocation to Colleges of Education on Lecturers' Sponsorship on Staff Development Programmes in Kaduna State

SN	Statement	Respondents	SA	A	U	SD	D	Mean	SD
1.	Fund allocation to colleges of education for lecturers sponsorship in Kaduna state is imperative when it comes to staff training and development.	Acad. Staff	67	164	15	4	30	3.93	.055
		Mgt. Staff	6	9	7	-	-	3.95	.167
2.	There are inadequate fund allocation to colleges of education in Kaduna state for staff development programmes.	Acad. Staff	79	140	27	4	26	3.96	.057
		Mgt. Staff	3	14	5	-	-	3.91	.130
3.	Adequate fund allocation to colleges of education in Kaduna state are viable conditions that facilitates change in the institution.	Acad. Staff	71	185	7	4	13	4.14	.041
		Mgt. Staff	4	12	1	-	5	3.68	.222
4.	Lack of adequate fund for lecturers to attend conferences, workshops and seminars affect lecturers' job performance.	Acad. Staff	80	150	18	4	28	4.02	.053
		Mgt. Staff	7	10	5	-	-	4.09	.160
5.	The educational and infrastructural facilities provided by TETFUND are inadequate.	Acad. Staff	57	151	17	4	51	3.78	.059
		Mgt. Staff	1	11	5	-	5	3.36	.192
6.	The increase in enrolment of students demand corresponds funding and sponsorship of academic staff to enhance teaching and learning process.	Acad. Staff	68	145	21	8	38	3.84	.063
		Mgt. Staff	5	7	3	-	7	3.75	.252
7.	Inadequate fund allocation to colleges of education affects conducive teaching and learning environment.	Acad. Staff	93	168	7	4	8	4.25	.039
		Mgt. Staff	2	19	1	-	-	4.05	.080
8.	Inadequate fund allocation to colleges of education affects high brain drain and incessant strikes action of academic staff.	Acad. Staff	53	169	18	8	28	3.81	.062
		Mgt. Staff	2	12	8	-	-	3.73	.135
9.	Sponsorship of colleges of education lecturers for staff development programmes motivate them to improve in their intellectual and professional development.	Acad. Staff	117	139	8	4	12	4.31	.044
		Mgt. Staff	9	6	6	-	1	4.05	.203
10.	The government through TETFUND should provide full sponsorship of lecturers attending conferences, workshops, seminars to contribute more effectively to the success of colleges of education in Nigerian.	Acad. Staff	147	116	10	3	4	4.46	.041
		Mgt. Staff	6	13	2	1	-	4.05	.192
	Overall Mean							**3.94**	

Table 4.10 presented the analysis of data collected from management and academic staff through the use of questionnaire on the impact of fund allocation to colleges of education on lecturers' sponsorship on staff development programmes in Kaduna state. The table revealed that the respondents strongly agreed with the items on the table,

because the overall mean of 3.94 was greater than the decision mean of 3.5. Also, all the responses mean in respect of the items on the table was greater than the decision mean with the exception of item number 5 where the response mean of management staff was less than the decision mean. Hence, this result inferred that fund given to the colleges of education have impact on lecturers' sponsorship on staff development programmes in Kaduna state as the overall response mean was greater than the decision mean.

Research Question Three: To what extend do induction training programmes influence job performance of lecturers in colleges of education in Kaduna state?

Data collected from the management and academic staff through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 4.11:

Table 4.11: Induction Training Programmes on the Job Performance of Lecturers in Colleges of Education in Kaduna State

SN	Statement	Respondents	SA	A	U	SD	D	Mean	SD
1.	Departmental induction training assists new lecturers to adapt smoothly to their primary assignment.	Acad. Staff	158	111	3	-	4	4.53	.036
		Mgt. Staff	11	10	1	-	-	4.45	.127
2.	Departmental induction training assists new lecturers to be familiar with their colleagues in the department.	Acad. Staff	118	149	4	-	5	4.36	.037
		Mgt. Staff	9	8	5	-	-	3.95	.250
3.	Departmental induction may be inadequate for newly employed academic staff to understand the conditions governing their jobs to enhance performance.	Acad. Staff	40	143	27	-	66	3.57	.061
		Mgt. Staff	3	7	2	-	10	3.14	.249
4.	Induction training programmes assists newly employed lecturers to get acclimatized to their college environment.	Acad. Staff	85	166	13	5	7	4.16	.047
		Mgt. Staff	3	10	3	5	1	3.23	.301
5.	Inadequately planned induction training programmes compounds the problems of newly employed lecturers.	Acad. Staff	53	148	16	16	43	3.65	.068
		Mgt. Staff	2	9	4	6	1	3.00	.302
6.	Staff induction training programme is not adequately planned in colleges of education in Kaduna state.	Acad. Staff	55	152	15	10	48	3.72	.064
		Mgt. Staff	-	13	1	-	7	3.36	.214
7.	Induction training programme of newly employed lecturer is very effective in colleges of education in Kaduna state.	Acad. Staff	49	117	34	27	49	3.39	.077
		Mgt. Staff	3	7	3	5	4	2.95	.305
8.	An ineffective induction programme could result to newly employed lecturers taking too long to reach to their full effectiveness and making more mistakes in their work.	Acad. Staff	58	143	34	-	41	3.79	.057
		Mgt. Staff	4	10	-	-	8	3.45	.252
9.	The type of induction programmes conducted in colleges of education in Kaduna state are too theoretical.	Acad. Staff	57	116	42	-	62	3.61	.063
		Mgt. Staff	1	11	2	-	8	3.23	.218
10.	Induction training programmes in colleges of education in Kaduna state are not effectively planned and organized.	Acad. Staff	60	122	27	24	43	3.55	.074
		Mgt. Staff	2	12	5	-	3	3.59	.182
	Overall Mean							**3.63**	

Table 4.11 presented the analysis of data collected from the management and academic staff through the use of questionnaire on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state. The table revealed that the respondents strongly agreed with the items on the table, because the overall mean of 3.63 was greater than the decision mean of 3.5. Also all the responses mean in respect of the table was greater than the decision mean except for item number 3, 4, 5,

6, 7, 8 and 9 on the management staff is less than the decision mean of 3.5 Hence, this result implied that although induction training programmes alone do not have impact on the job performance of lecturers in colleges of education in Kaduna state as the overall response mean was greater than the decision mean.

Research Question Four: What are the benefits of conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state?

Data collected from the management and academic staff through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 4.12:

Table 4.12: Conferences, Workshops and Seminars on the job Performance of Lecturers in Colleges of Education in Kaduna State

SN	Statement	Respondents	SA	A	U	SD	D	Mean	SD
1.	Participation in workshops assists lecturers to discuss new trends in educational development and this improves their knowledge and job performance.	Acad. Staff	151	111	10	-	8	4.47	.684
		Mgt. Staff	7	13	2	-	-	4.23	.612
2.	Participation in annual conference enables lecturers to master the techniques of writing and presenting scholarly papers and articles in educational journals.	Acad. Staff	139	133	8	-	-	4.49	.529
		Mgt. Staff	9	13	-	-	-	4.41	.503
3.	Participation in seminar presentations assists lecturers to discuss their experiences with other colleagues and thus improve their knowledge and job performance.	Acad. Staff	151	121	4	-	4	4.53	.528
		Mgt. Staff	16	6	-	-	-	4.73	.456
4.	Participation in seminar presentations assist lecturers to improve their communication skills and this ultimately improves their job performances.	Acad. Staff	106	154	4	7	9	4.26	.798
		Mgt. Staff	11	10	1	-	-	4.32	1.086
5.	Lecturers who fail to participate in conferences and workshops are often less productive which affects their performance.	Acad. Staff	57	156	33	7	27	3.85	.933
		Mgt. Staff	8	12	1	1	-	4.14	1.082
6.	Lecturers in colleges of education in Kaduna state attend conferences only when they are due for promotion.	Acad. Staff	45	99	41	17	78	3.31	1.180
		Mgt. Staff	7	5	4	1	5	3.35	1.299
7.	Certificates awarded at conferences and workshops are used mainly as requirements for staff promotion.	Acad. Staff	73	102	29	9	67	3.62	1.168
		Mgt. Staff	5	6	1	5	5	3.55	1.558
8.	The theme chosen for conference must be relevant only to the organisational objectives.	Acad. Staff	33	167	36	-	44	3.70	.861
		Mgt. Staff	13	8	-	1		3.55	.596
9.	Every lecturer of colleges of education should be assisted monetarily in attending any annual conferences, workshops or seminars within or outside the country.	Acad. Staff	126	112	13	5	24	4.21	.957
		Mgt. Staff	6	10	1	-	5	3.50	1.535
10.	Any lecturer that is only attending a conference, workshops or seminar without presenting a paper should be assisted in some ways.	Acad. Staff	64	147	37	29	3	3.88	.903
		Mgt. Staff	3	13	2	1	3	3.64	1.049
	Overall Mean							**3.98**	

Table 4.12 presented the analysis of data collected from the management and academic staff through the use of questionnaire on the conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state. The table revealed that the respondents strongly agreed with the items on the table, because the

overall mean of 3.98 was greater than the decision mean of 3.5. Also, all the items on the table was higher than the decision mean with the exception of item number 6 which states that lecturers in colleges of education in Kaduna state attend conferences only when they are due for promotion. Hence, this result inferred that conferences, workshops and seminars have impact on the job performance of lecturers in colleges of education in Kaduna state as the overall response mean was greater than the decision mean.

Research Question Five: What are the benefits of mentoring on the job performance of lecturers in colleges of education in Kaduna state?

Data collected from the management and academic staff through the use of questionnaire was analysed and used to answer this research question. The analysis carried out in respect of this research question is presented in Table 4.13:

Table 4.13: Mentoring on the Job Performance of Lecturers in Colleges of Education in Kaduna State

SN	Statement	Respondents	SA	A	U	SD	D	Mean	SD
1.	Mentoring encourages a less experienced lecturer to observe various aspects of teaching and learning processes from the experienced lecturer.	Acad. Staff	95	178	-	-	3	4.32	.534
		Mgt. Staff	4	17	-	-	1	4.09	.610
2.	Mentors actually help new lecturers learn and understand teaching practices as well as gives them self assurance of teaching competences.	Acad. Staff	76	178	8	-	14	4.14	.699
		Mgt. Staff	6	16	-	-		4.27	.456
3.	Mentoring is consistent with good teaching and is beneficial to students learning.	Acad. Staff	63	180	14	-	19	4.04	.745
		Mgt. Staff	4	13	-	5	-	3.73	1.032
4.	Mentors transmit knowledge and general understanding of the teaching profession to the mentees.	Acad. Staff	84	173	12	4	3	4.20	.697
		Mgt. Staff	4	17	-	1	-	4.09	.610
5.	Mentorship provides guidance pertaining to career development and provides psychological support to the mentee.	Acad. Staff	67	188	12	4	5	4.12	.690
		Mgt. Staff	1	16	-	5	-	3.59	.908
6.	The mentee is a good listener who does not feel inferior by having to listen to the mentor who leads him/her to success and for greater knowledge.	Acad. Staff	64	191	12	4	5	4.11	.684
		Mgt. Staff	3	14	-	-	-	3.68	.995
7.	Mentorship brings ultimate trust in the relationship between the mentor and mentee.	Acad. Staff	71	162	28	-	15	4.05	.759
		Mgt. Staff	4	13	-	-	5	3.73	1.032
8.	The mentor-mentee relationship has great impact on the institution activities of college of education in Kaduna state.	Acad. Staff	95	150	-	5	26	4.10	.936
		Mgt. Staff	3	14	-	5	-	3.45	1.405
9.	Mentoring is very effective in the colleges of education in Kaduna state.	Acad. Staff	55	130	33	9	49	3.63	1.090
		Mgt. Staff	3	11	1	5	2	3.23	1.445
10.	Every newly employed lecturer must engage in a mentor-mentee relationship with an experienced lecturer to enhance teaching and learning processes in the colleges of education in Kaduna state.	Acad. Staff	76	161	20	4	15	4.05	.834
		Mgt. Staff	6	14	1	-	1	4.14	.710
	Overall Mean							**3.93**	

Table 4.13 presented the analysis of data collected from the management and academic staff through the use of questionnaire on mentoring on the job performance of lecturers in colleges of education in Kaduna state. The table revealed that the respondents strongly agreed with the items on the table, this was due to the fact that the overall mean of 3.93 was greater than the decision mean of 3.5. Therefore, this result inferred that

mentoring have benefits on the job performance of lecturers in colleges of education in Kaduna state as the overall response mean was greater than the decision mean.

4.4 Testing of Hypotheses

The five research hypotheses formulated for this study were analysed using Chi-square. The summary and interpretation of the analysis are presented in the following order.

Hypothesis One: There is no significant difference in the response of management staff and academic staff on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state.

Chi-square (X^2) statistics was used to analyse the responses obtained from respondents on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state. Table 4.14 presented the summary of the chi-square analysis.

Table 4.14: Summary of Chi-square on Higher Qualifications on the Job Performance of Lecturers in Colleges of Education in Kaduna State

Number	X^2 cal	X^2 crit	α	Df	P-value	Decision
302	339.200	55.78	0.05	36	0.000	Rejected

Table 4.14 showed that there is significant difference in the response of management staff and academic staff on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state. The result showed a calculated value (X^2cal) 339.200 against a critical value (X^2crit) 55.78 at P-value of 0.000 < α of 0.05. Therefore, the hypothesis which states that there is no significant difference in the response of management staff and academic staff on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state is rejected in favour of the alternate hypothesis.

Hypothesis Two: There is no significant difference on fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state.

Chi-square (X^2) statistics was used to analyse the responses obtained from respondents on the impact of fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state. Table 4.15 presented the summary of the chi-square analysis.

Table 4.15: Summary of Chi-square on Fund Allocation to the Colleges of Education on Lecturers Sponsorship for Staff Development Programmes in Kaduna State

Number	X^2cal	X^2crit	α	Df	P-value	Decision
302	337.705	79.08	0.05	45	0.000	Rejected

Table 4.15 showed that there is significant difference on fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state. The result showed a calculated value of 337.705 against a critical value of 79.08 at P-value of 0.000 < α of 0.05. Therefore, the hypothesis which states that there is no significant difference on fund allocation to the colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state is rejected in favour of the alternate hypothesis.

Hypothesis Three: There is no significant difference on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state.

Chi-square (X^2) statistics was used to analyse the responses obtained from respondents on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state. Table 4.16 presented the summary of the chi-square analysis.

Table 4.16: Summary of Chi-square on Induction Training Programmes on the Job Performance of Lecturers in Colleges of Education in Kaduna State

Number	X^2cal	X^2crit	α	Df	P-value	Decision
302	578.066	79.08	0.05	45	0.000	Rejected

Table 4.16 showed that there is significant difference on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state. The result showed a calculated value of 578.066 against a critical value of 79.08 at P-value of 0.000 < α of 0.05. Therefore, the hypothesis which states that there is no significant difference in the opinions of respondents on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state is rejected in favour of the alternate hypothesis.

Hypothesis Four: There is no significant difference on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state.

Chi-square (X^2) statistics was used to analyse the responses obtained from respondents on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state. Table 4.17 presented the summary of the chi-square analysis.

Table 4.17: Summary of Chi-square on Conferences, Workshops and Seminars on the Job Performance of Lecturers in Colleges of Education in Kaduna State

Number	X^2cal	X^2crit	A	Df	P-value	Decision
302	742.369	79.08	0.05	45	0.002	Rejected

Table 4.17 showed that there is significant difference on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state. The result showed a calculated value of 742.369 against a critical value of 79.08 at P-

value of 0.002 < α of 0.05. Therefore, the hypothesis which states that there is no significant difference in the opinions of respondents on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state is rejected in favour of the alternate hypothesis.

Hypothesis Five: There is no significant difference on mentoring on the job performance of lecturers in colleges of education in Kaduna state.

Chi-square (X^2) statistics was used to analyse the responses obtained from respondents on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state. Table 22 presented the summary of the chi-square analysis.

Table 4.18: Summary of Chi-square on Mentoring on the Job Performance of Lecturers in Colleges of Education in Kaduna State

Number	X^2cal	X^2crit	α	Df	P-value	Decision
302	765.209	79.08	0.05	45	0.003	Rejected

Table 4.18 showed that there is significant difference on mentoring on the job performance of lecturers in colleges of education in Kaduna state. The result showed a calculated value of 765.209 against a critical value of 79.08 at P-value of 0.003 < α of 0.05. Therefore, the hypothesis which states that there on mentoring on the job performance of lecturers in colleges of education in Kaduna state is rejected in favour of the alternate hypothesis.

4.5 Summary of Hypotheses Testing

This section presents the summary of the null hypotheses tested in the course of the study.

Table 4.19: Summary of Hypotheses Tested for the Study

N/S	H_0 Statement	Statistical Tool Used	Result	Level of Sig.	Decision
1.	There is no significant difference of management and academic staff on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state.	Chi-square ($\chi 2$)	P 0.000 is less than 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
2.	There is no significant difference on fund allocation to the colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state.	Chi-square ($\chi 2$)	P 0.000 is less than 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
3.	There is no significant difference on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state.	Chi-square ($\chi 2$)	P 0.000 is less than 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
4.	There is no significant difference on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state.	Chi-square ($\chi 2$)	P 0.002 is less than 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.
5.	There is no significant difference on mentoring programme on the job performance of lecturers in colleges of education in Kaduna state.	Chi-square ($\chi 2$)	P 0.003 is less than 0.05 level of significance.	0.05	**Ho** was rejected. This means that significant difference existed in the opinions of respondents.

4.6 Summary of Major Findings

In view of the hypotheses tested in this study, the following findings were arrived at:

1. There is significant difference on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state.
2. There is significant difference on fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state.
3. There is significant difference on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state.
4. There is significant difference on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state.
5. There is significant difference on mentoring on the job performance of lecturers in colleges of education in Kaduna state.

4.7 Discussions of Findings

This research was conducted on Assessment of staff development programmes on the job performance of lecturers in colleges of education in Kaduna state, Nigeria. Chi-square statistics for the independent sample was used to test the five null hypotheses formulated for the study at 0.05 level of significance. Findings from hypothesis one showed that there is significant difference on the response of management and academic staff on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state. This finding contradicts the findings of Comma (2008), as it revealed that the training programmes received by staff did not address some peculiar training needs on the job. On the contrary, finding from the present study showed that higher qualifications have effect on the performance of

lecturers in colleges of education in Kaduna state. The result of the hypothesis tested showed a calculated value of 339.200 against a critical value of 55.78. Therefore, the hypothesis which states that there is no significant difference in the response of management and academic staff on higher qualifications on the job performance of lecturers in colleges of education in Kaduna state was rejected in favour of the alternate hypothesis.

Findings from hypothesis two revealed that there is significant difference in response on fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state. This result was in line with the findings of Gani (2013), that acquisition of higher qualifications have different levels of positive effect on job performance of the staff and that, funding plays vital role on staff development programmes in colleges of education in Nigeria. Finding from the present research showed that fund allocation to the colleges of education have positive effect on lecturers' sponsorship on staff development programmes in Kaduna state. The result of the hypothesis tested showed a calculated value of 337.705 against a critical value of 79.08. Therefore, the hypothesis which states that there is no significant difference on the impact of fund allocation to colleges of education on lecturers' sponsorship for staff development programmes in Kaduna state was rejected in favour of the alternate hypothesis.

Hypothesis three showed that there is significant difference on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state. This finding correlate the work of Gani (2013) which revealed that the types of development programmes provided have some positive effect on the job performance of staff. The result of the hypothesis tested showed a calculated value of 578.066 against a critical value of 79.08. Therefore, the hypothesis which states that there is no significant

difference on induction training programmes on the job performance of lecturers in colleges of education in Kaduna state was rejected in favour of the alternate hypothesis.

The finding from hypothesis four showed that there is significant on the conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state. This finding correlate the work of Gani (2013) which revealed that the types of development programmes provided have some positive effect on the job performance of staff. The result of the hypothesis tested showed a calculated value of 742.369 against a critical value of 79.08. Therefore, the hypothesis which states that there is no significant difference on conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state was rejected in favour of the alternate hypothesis.

The result of hypothesis five showed that there is significant on mentoring on the job performance of lecturers in colleges of education in Kaduna state. This result was in agreement with the assertion of Krishna (2013), that apart from just imparting training, the mentor transmits the knowledge and a general understanding of the profession to the mentee. Therefore, finding from this study showed that mentoring have positive effect on the job performance of lecturers in colleges of education in Kaduna state. The result hypothesis tested showed a calculated value of 765.209 against a critical value of 79.08. Therefore, the hypothesis which states that there is no significant difference on the impact of mentoring on the job performance of lecturers in colleges of education in Kaduna state was rejected in favour of the alternate hypothesis.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the entire work titled "Assessment of staff development programmes on the job performance of lecturers in colleges of education in Kaduna state, Nigeria". The chapter also, provided the summary of major findings, conclusion, recommendations and suggestions for further studies.

5.2 Summary

This study started with the general overview of the topic: Assessment of staff development programmes on the job performance of lecturers in colleges of education in Kaduna state, Nigeria. The study was conducted with five objectives which are to: determine acquisition of higher qualifications on the job performance of lecturers in colleges of education in Kaduna state; examine fund allocation to colleges of education on lecturers sponsorship for staff development programmes in Kaduna state; find out the relevance of induction training programmes on the job performance of lecturers in colleges of education in Kaduna state; ascertain the importance of conferences, workshops and seminars on the job performance of lecturers in colleges of education in Kaduna state; and find out the importance of mentoring on the job performance of lecturers in colleges of education in Kaduna state. In line with the stated objectives, five research questions were raised and five null hypotheses were formulated for the study.

Related literatures were reviewed on the key variables of the study. The study adopted the use of survey research design. The target population for this study is 22 management staff and 1,408 academic staff from which a sample size of 302 management and academic staff were sampled for the study using (Krejcie and Morgan

1970) which was instrumental through the use of proportional sampling technique. A total 22 copies of the questionnaire were administered to the Management Staff, while a total of 280 questionnaire was administered to the academic staff. The questionnaire was validated and pilot tested which revealed the reliability value of 0.74. Data gathered from the respondents were analysed using descriptive statistics of frequency counts and percentages to respond to research questions, while inferential statistics of non-parametric statistics of chi-square (two groups) was used to test the hypotheses formulated for the study. The level of significance (alpha) for testing the null hypotheses was set at 0.05 to justify the acceptance or rejection of the hypotheses. Findings from the study among others showed that the respondents agreed that higher qualifications importance on the job performance of lecturers in colleges of education in Kaduna state. Also, the respondents agreed that fund allocation to colleges of education have benefit on lecturers' sponsorship for staff development programmes in Kaduna state.

5.3 Conclusion

The need for lecturers to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before. This study concluded that higher qualifications have positive effect on the job performance of lecturers in colleges of education in Kaduna state. This implies that lecturers need to keep abreast of the time and the trends of knowledge development in their discipline so as not to become obsolete and made redundant. Also, fund allocation to colleges of education was perceived to have effect on lecturers' sponsorship for staff development programmes in Kaduna state. Because the ultimate goal of self-development is the enhancement of individual's job satisfaction and the optimization of

skills, talent and task accomplishment. Likewise, induction training programmes have relevance on the job performance of lecturers in colleges of education in Kaduna state. It was ascertain that conferences, workshops and seminars have significant importance on the job performance of lecturers in colleges of education in Kaduna state. Also, the respondents agreed that mentoring have positive influence on the job performance of lecturers in colleges of education in Kaduna state.

5.4 Recommendations

Based on the findings from this study, it was recommended that:

a. Authority of the two colleges of education in Kaduna state should improve on the training and education of academic staff for higher qualifications which is an integral part of educational programme.
b. Adequate fund should be allocated to the colleges of education for prompt and effective sponsorship of lecturers for staff development programmes. Also, there should be contribution levy of 5% on each of the academic staff salary and 5% by the college management to support academic staff for staff development programmes to improve their job performance.
c. Adequate induction programmes should also be given to newly employed and promoted academic staff in order to boost their job performance in colleges of education in Kaduna state.
d. The staff in colleges of education in Kaduna state should be adequately sponsored on the appropriate conferences, workshops and seminars for better job performance and in order to be relevant in their discipline.
e. The aims and objectives of a mentoring should be clearly stated and agreed upon by the college authority before commencement.

5.5 Contributions to Knowledge

The contributions to Knowledge on the study Assessment on staff development programmes on the job performance of lecturers in colleges of education in Kaduna state, Nigeria are:

a. The researcher was able to confirm that staff development programmes enhance job performance of lecturers in colleges of education in Kaduna state.
b. The researcher's study agreed with that of Gani (2013), and is true that acquisition of higher qualifications enhances job performance of lecturers in colleges of education in Kaduna state.
c. The study was able to confirm that fund allocation to colleges of education on lecturers sponsorship on staff development programmes by the Tertiary Education Trust Fund will enhance job performance of lecturers and will increase the standard of education in these colleges of education in Kaduna state.

5.6 Suggestions for Further Studies

Further research can be conducted on the following topics:

a. Influence of performance appraisal on the job performance of university lecturers.
b. Assessment of the acquisition of professional skills on the effective teaching of the colleges of education lecturers.
c. The impact of human resource development on job performance of academic staff in Nigerian Universities.
d. Impact of principal's provision for professional growth and teachers' job effectiveness in secondary schools.

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APPENDIX I

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

Dear Respondent,

REQUEST LETTER

I, Achiyi Abutan Yakubu, with Registration Number P13EDFC8103 a Postgraduate student of the above mentioned department. I am administering questionnaire on a research topic **"Assessment of Staff Development Programmes on the Job Performance of Lecturers in Colleges of Education in Kaduna State, Nigeria".** You are to respond to the issues honestly please. All information provided by you will be treated confidentially and be used for the purpose of this research.

Thank you.

Yours sincerely,

Achiyi A. Yakubu

APPENDIX II

QUESTIONNAIRE FOR: Assessment of Staff Development Programmes on the Job Performance of Lecturers in Colleges of Education in Kaduna State, Nigeria.

Section A: Data of Respondent

1. College Status a. Federal [ ] b. State [ ]
2. Gender a. Male [ ] b. Female [ ]
3. Age of Respondent:
   a. 20 – 30 years [ ]
   b. 31 – 40 years [ ]
   c. 41 – 50 years [ ]
   d. 51 – 60 years [ ]
   e. 61 years and above [ ]
4. Highest Educational Qualification: a. Ph.D [ ] b. Masters Degree [ ] PGDE [ ] d. B.Ed [ ]
5. Category of Staff a. Management Staff [ ] b. Academic Staff [ ]
6. Present Official Position: Dean [ ] HOD [ ] Director [ ] Coordinator [ ] Others [ ]
7. Present Rank of Staff: Chief Lecturer [ ] Principal Lecturer [ ] Senior Lecturer [ ] Lecturer I [ ] Lecturer II [ ] Lecturer III [ ] Assistant Lecturer [ ]
8. Years of Working Experience:
   a. 0 – 5 years [ ]
   b. 6 – 10 years [ ]
   c. 11 – 15 years [ ]
   d. 16 – 20 years [ ]
   e. 20 years and above [ ]

Section B: Please, fill in the spaces or tick appropriately where options are provided in the table below thus: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); and Strongly Disagree (SD).

Acquisition of Higher Qualifications on the Job Performance of Lecturers

S/N	Statement	S A	A	U	D	S D
1	Acquisition of higher qualifications equip lecturers to keep abreast with recent development in their areas of specialisation.					
2	Acquisition of higher qualifications is not the only requirements for lecturers recognition and promotion.					
3	Acquisition of higher qualifications prepare lecturers for greater responsibilities and motivate them to put more efforts on their job performance.					
4	Acquisition of higher qualifications alone do not enhance job security to lecturers.					
5	Acquisition of higher qualifications by lecturers in colleges of education in Kaduna state often use it as an opportunity for greener pasture.					
6	Acquisition of higher qualifications is not always tied to greater responsibilities for lecturers in Kaduna state.					
7	Study leave with pay should be a right and not a privilege to a confirmed member of academic staff to acquiring additional qualification for promotion.					
8	Acquisition of higher qualifications should be highly rated and funded for lecturers educational advancement.					
9	Inability of lecturers acquiring higher qualifications at stipulated time of study affects their work performance					
10	Acquisition of higher qualifications is an instrument of change for sustainable development on the performance of lecturers.					

Fund Allocation to Colleges of Education on Lecturers Sponsorship for Staff Development Programme

S/N	Statement	S A	A	U	D	S D
11	Funding of colleges of education for lectures sponsorship in Kaduna state is imperative when it comes to staff training and development.					
12	There is inadequate funding of colleges of education in Kaduna state for staff development programmes.					
13	Adequate funding of colleges of education in Kaduna state are viable conditions that facilitate change in the institutions.					
14	Lack of adequate funding for lecturers to attend conferences, workshops and seminars affect lecturers job performance.					
15	The provisions of educational and infrastructural facilities provided by TETFund are inadequate.					
16	The increases in enrolment of students demand corresponding funding and sponsorship of academic staff to enhance teaching and learning process.					
17	Inadequate funding of colleges of education affects conducive teaching and learning environment.					
18	Inadequate funding affects high brain drain and incessant strikes action of academic staff.					
19	Sponsorship of colleges of education lecturers for staff development programmes motivate them improve in their intellectual and professional development.					
20	The government through TETFund should provide full sponsorship of lectures attending conferences, workshops or seminars to contribute more effectively to the success of colleges of education in Nigeria.					

Induction Training Programmes on the Job Performance of Lecturers

S/N	Statement	S A	A	U	D	S D
21	Departmental induction training assists new lecturers to adapt smoothly to their primary assignment.					
22	Departmental induction training assists new lecturers to be familiar with their colleagues in the department.					
23	Departmental induction may be inadequate for newly employed academic staff to understand the conditions governing their jobs to enhance performance					
24	Induction training programme assists newly employed lecturers to get acclimatized to their college environment.					
25	Inadequately planned induction training programme compounds the problems of newly employed lecturers.					
26	Staff induction training programme is not adequately planned in colleges of education in Kaduna State.					
27	Induction training programme of newly employed lecturer is planned in colleges of education in Kaduna State.					
28	An ineffective induction programme could result to newly employed lecturers taking too long to reach their full effectiveness and making more mistakes in their work.					
29	The type of induction programmes conducted in colleges of education in Kaduna State are too theoretical.					
30	Induction training programmes in colleges of education in Kaduna State are not effectively planned and organized.					

Conferences, Workshops and Seminars on the Job Performance of Lecturers

S/N	Item Statement	S A	A	U	D	S D
31	Participation in workshops assist lecturers to discuss new trends in educational development and this improve their knowledge and job performance.					
32	Participation in annual conference enable lecturers to master the technique of writing and presenting scholarly papers and articles in educational journals					
33	Participation in seminar presentations assist lecturers to discuss their experiences with other colleagues and thus improve their knowledge and job performance.					
34	Participation in seminar presentations assist lecturers to improve their communication skills and this ultimately improve their job performance.					
35	Lecturers who fail to participate in conferences and workshops are often less productive which affect their job performance.					
36	Lecturers in colleges of education in Kaduna state attend conferences only when they are due for promotion.					
37	Certificates awarded at conferences and workshops are used mainly as requirements for staff promotion.					
38	The theme chosen for conferences must be relevant only to the organisational objectives.					
39	Every lecturer of colleges of education should be assisted monetarily in attending any annual conferences, workshops or seminars within or outside the country.					
40	Any lecturer that is only attending a conference, workshop or seminar without presenting a paper should be assisted in some ways.					

Mentoring on the Job Performance of Lecturers

S/N	Item Statement	S A	A	U	D	S D
41	Mentoring encourages a less experienced lecturer to observe various aspects of teaching and learning processes from the experienced lecturer.					
42	Mentors actually help new lecturers learn and understand teaching practices as well as give them self-assurance of teaching competencies.					
43	Mentoring is consistent with good teaching and is beneficial to students learning.					
44	Mentors transit knowledge and general understanding of the teaching profession to the mentors.					
45	Mentorship provides guidance pertaining to career development and provides psychological support to the mentee.					
46	The mentee is a good listener who does not feel inferior by having to listen to the mentor who leads him/her to success and for greater knowledge.					
47	Mentorship brings ultimate trust in the relationship between the mentor and mentee.					
48	The mentor-mentee relationship has great impact on the institution activities in colleges of education in Kaduna state.					
49	Mentoring is very effective in the colleges of education in Kaduna State.					
50	Every newly employed lecturer must engage in a mentor-mentee relationship with an experienced lecturer to enhance teaching and learning processes in the colleges of education in Kaduna state.					

APPENDIX III

Population of the Study

College	Management Staff	Academic Staff	Total
F.C.E. Zaria	7	841	848
C.O.E. Kafanchan	15	567	582
Total	**22**	**1408**	**1430**