THE ROLE OF FEDERAL COLLEGE OF EDUCATION, ZARIA IN EDUCATIONAL DEVELOPMENT IN NIGERIA: 1962-1998

BY

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CERTIFICATION

This thesis entitled "THE ROLE OF FEDERAL COLLEGE OF EDUCATION, ZARIA ON THE DEVELOPMENT OF EDUCATION IN NIGERIA" by DICKSON MARKUS DYAJI meets the regulations governing the award of the degree of Masters of Public Administration of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DECLARATION

I, Dickson Markus Dyaji hereby declare that this thesis was written by me and is free from all forms of plagiarism. Also, I declare that both published and unpublished articles, texts and correspondences used in the thesis were appropriately acknowledged.

D. M. Dyaji

DEDICATION

This work is fondly dedicated to my dutiful, caring, patient, kind and humble wife Rifkatu Dickson Dyaji, my parents and to God my creator.

ACKNOWLEDGEMENT

The writing of this thesis was inspired by two main factors: the unfavourable change in educational climate in Nigeria; and the desire to map out effective strategies for inducing National development through the use of education as a tool.

The opportunity for this study came with my admission for Master of Public Administration degree program.

First and foremost, I wish to sincerely thank my very able supervisor Dr. A.A. Anyebe who patiently and diligently guided me in this research work amidst tied schedules.

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Kindness, Happiness, Goodness and Thankfulness Dickson Dyaji for keeping me happy thereby giving me a sound frame of mind all the time to go about my affairs.

Above all, I thank Jehovah almighty for working out his purpose in my life.

ABSTRACT

This thesis "The Role of Federal College of Education, Zaria on the Educational Development of Nigeria'' researches into the relevance of the aims and objectives of the Federal College of Education, Zaria in bringing about educational development in Nigeria. The main variables in the study include: The developmentalobjectives of the college, funding and infrastructure and staffing. Null hypotheses were stated on the three variables.

The study was a survey of the theoretical views and statistical analysis of responses from FCE senior and junior staff. The statistical techniques employed for the analysis and testing of the hypotheses was the table of percentages and pooled variance T-Test. System analysis model was adopted as the theoretical framework for the research.

The major findings of the study show that the opinions of senior staff and junior staff significantly disagree on the contribution of Federal College of Education, Zaria to the educational development of Nigeria. It was also found out that the responses of the male staff and female staff both agree that funding and infrastructure of the college are not adequately done and thus create some obstacles on the efforts made by the staff to realize the noble objectives of the college. Furthermore, the study shows significant difference in the opinions of senior and junior staff that the staffing

situation in t he college now is adequate for performance that would produce the desired outcome.

Some recommendations were made to the government, college management, the staff and future researchers, which include a call on the government to renew its commitment in the funding of education In the country at large and the Federal College of Education, Zaria in particular.

The college management is called upon to gear her activities toward promoting the objectives of the college.

The staff of the college is enjoined to seek and utilize opportunities for further education, seminars, workshops and publication to improve and develop them so as to develop the nation through their participation in the teaching and learning activities of FCE, Zaria.

Future researchers have been called upon to carry out similar researches in other institutions of higher learning in Nigeria, with a view to affirming or disproving the present findings.

ABBREVIATIONS

FCE: Federal College of Education.

NCE: National Certificate in Education.

NCCE: National Commission for Colleges of Education.

COEASU: Colleges of Education Academic Staff Union.

FCEZ: Federal College of Education, Zaria.

AB: Academic Board.

CE: Chief Executive.

EUSS: Elongated University Salary Scale.

SS: Senior Staff.

JS: Junior Staff.

ABU: Ahmadu Bello University, Zaria.

NPE: National Policy on Education.

B.Ed: Bachelor of Education.

PADM: Public Administration.

LVT: Long Vacation Term.

FGN: Federal Government of Nigeria.

UNDP: United Nations Development Program.

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CHAPTER ONE

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Since independence (and even before then) the first ever formal expression of the aims and objectives of education for Nigerian can be found in the volume National Policy on Education (1977 and 1981 editions). Before this document, Nigerian educational aims existed in various government laws, constitutions, circular, etc. and much of it could be said to have been implied rather than stated. Indeed a major motivation for the 1996 national curriculum conference and the 1973 National seminar on National Policy on Education was to fashion a Nigerian made direction for public education at all levels and put it together in one volume or document, so to say.

This research work on the role of the Federal College of Education (FCE), Zaria to educational development in Nigerian will concern itself with only those aims and objectives that are featured in the National Policy on Education. In Nigeria, education has been saddled with the responsibility of inducing sustainable development in socio-cultural and politico-economic spheres. This statement is explicitly implied by the

document on National Policy on Education (1981:7) in the following words:

> "a National Policy on Education is government's way of achieving that part of its national objectives that can be achieved using education as a tool."

Since education has been adopted by the federal government of Nigeria as an instrument par-excellence for effecting national development, there is need for a competent and adequate manpower. Manpower is produced through training and development and no training or development can take place without the teacher.

The federal government of Nigeria realized the critical role of the teacher in the successful implementation of the education policy and consequently adopts that the training of teachers and provision of facilities for this training should be a government responsibility.

In section 9 (59:1) of the 1981 (revised) national policy on education it is abundantly clear that:

> all teachers in our educational institutions from pre-primary to university, will be professionally trained. Teacher education programs will be structured to equip teachers for the effective performance of their duties.

Towe (1987:94) rightly observed that the teaching staff is one of the key resources required to successfully execute any meaningful educational plan or the comprehensive curriculum which the National policy on education has prescribed for the education at all levels. Musaazi (1982:190) argues that education system at all levels depends very greatly on the teachers for the execution of its programs. This researcher agrees with the scholars quoted above and will like to assert that no nation can rise above the level of her teachers.

FCE Zaria is one of the earliest teachers' training institutions which were saddled with the responsibility of producing middle level manpower for the teaching profession, that is, the production of highly qualified but non-graduate teachers. (FCE Zaria now produces graduate teachers). At the time the college of education was established in 1st November 1962, it was called Advanced Teachers' College. However, over the years which spanned through three decades, the original A.T.C. Zaria have undergone tremendous metamorphosis in many ramifications. Transformations have taken place in nomenclature and identity: the name Federal College of Education has become entrenched. The FCE Zaria was established initially as field extensions of the Northern Nigerian Regional Ministry of Education and drew inspiration from UNESCO. The remote and immediate objective of establishing the college was to produce qualified teachers in

all fields of education who would teach in the increasing number of secondary schools in Northern Nigeria and the country at large (Ishaku 1997: 1).

This role of producing manpower at middle level for the teaching profession is expected to assist in achieving the developmental objectives of Nigerian education. For Nigeria, the national objectives clearly articulated in the second National Development plan provide the criteria against which any development efforts can be assessed and evaluated. These objectives are well-known in the education sector of the nation's life as follows:

1. a free and democratic society.
2. a just and egalitarian society.
3. a united, strong and self reliant nation.
4. a great and dynamic economy.
5. a land of bright and full opportunities for all citizen.

The National Policy on Education outlines the national educational aims and objectives which were developed from or are outcomes of the five national objectives as follows:

1. The inculcation of national consciousness and unity.

2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.
3. The training of the mind in the understanding of the world around.
4. The acquisition of appropriates skills, abilities and competencies both mental and physical and equipment for the individual to live in and contribute to the development of the his society.

Ike (1976:30) focusing on the role of education in national development states that:

> .....of all Africa's resources, her young people are the most valuable. Educators have a responsibility to consider what sort of human beings come out of the educational institution..... In the last resort, it is that which will determine the role Africa plays in the world. In our concept education should enhance human dignity and freedom. That fact affects the kind of educational system or institution that is advocated, what is taught and how it is taught.

The scholar's view expressed above agrees with some of the objectives of education presented above. Running through the four point objectives of education will clearly show that development of the individual is emphasized first, then the society. this is because the development of individual is the foremost goal of any education and indeed, the nerve control for attaining other major goals. Education is the channel through which social values and norms are moulded and

aspirations attained. Education thus holds the key to either making or marring a society.

Noting the importance of education to national development, NUC Report, 1963 (in Ike (Ibid) states that:

> .... the universities (and of course colleges of education) are among the most potent instruments by which our national aspirations can be fulfilled. We therefore hold that all governments of the federation have a special responsibility to concern themselves not only with providing the funds necessary to maintain the system, but with the positive task of planning and developing a national and coherent system of higher education to meet the needs and aspirations of the nation... that investment in education is more than a social over-head. It is the very bedrock upon which all economic, social and political development must rest.

The Federal College of Education, Zaria runs course combinations covering all field of human learning; Arts and social sciences, Pure sciences, languages and vocation/technical education. All these courses are aimed at promoting national development especially in the educational sector. The college runs the following course combinations for the award of National Certificate in Education (NCE).

School of Arts and Social Science:

CRS

IRS

Social Studies

Geography

School of Sciences

Mathematics

Chemistry

Physics

Biology

Integrated Science

School of Languages

English Language/Literature

Hausa Language

Igbo Language

Yoruba Language

Arabic Language

School of Vocational/Technical Education

Home Economics

Agricultural Science

Inspite of the noble objectives, long standing history, huge financial commitment by government, infrastructural improvement, increase in enrolment and size of the college, Zaria and Northern Nigeria entirely are still very backward in education. There has been apparent swelling in the number of educational institutions but not in the number of literate. Can it be established that the college has achieved its mandate in her role as the producer of middle level (and now

even senior level) manpower needed in the teaching or educational sector? Are we witnessing in our society the achievement of any of the National objectives listed above? Is Federal College of Education Zaria helping the nation in inculcating national consciousness and unity, inculcating right values and attitudes, training the mind in understanding the world around or acquisition of skills, abilities and competencies (physical and mental)? These and many other questions form the problem of this research.

1.2 THE OBJECTIVE OF THE STUDY

This research is undertaken because of the need to appraise the role of Federal College of Education Zaria in bringing about development in the educational sector of the Nigerian society.

Attempt is made to examine the relationship between the objectives of Federal College of Education, Zaria with those of the National Policy on Education and the national objectives at large.

Examined also is the level to which Federal College of Education, Zaria has helped in achieving the nation's developmental objectives and specifically educational objectives. If any achievement has been recorded, the factors

for such achievement were examined and if no achievement has been recorded so far then reasons for such failures were be exposed.

It is also aimed at examining the role of government in funding of the college and how this investment into the college has been responsible for achievement or lack of achievement of the objectives of the college.

Attempt is made toward investigating the relevance of availability of infrastructure, staffing and other learning facilities to the attainment of the aims and objectives of F.C.E., Zaria.

It is intended to find out whether leadership style of the college determines the level of which the college can contribute to national educational development.

1.3 SIGNIFICANCE OF THE STUDY

Federal College of Education, Zaria is relatively a very old institution compared to the life span of the independent Nigeria, Established in 1962 yet surprisingly has no literature written on it, either in the area of its historical development, manpower or in the area of the present study.

What exists in literature about the college are mainly documentary reports emphasizing mainly the history of the

college. Such documentaries exist only on handouts of addresses made during matriculations. Example of this is "a brief history of the college (FCE Zaria)" written by Mr. Richard R. Ishaku, being a paper presented at the 1996/97 orientation program for NCE I and B.Ed/B.Sc. (ed) fresh students on 13th May, 1997. The paper was mainly documentary in which he used mainly pieces of information that were found available on the history of the college. Other documentary information that exists on FCE Zaria is a chapter in a book "Nigeria: Colleges of Education at a Glance" written by the National Commission for Colleges of Education. The material in the book chapter was written by the college from the scanty information available in the college and reveals that; the total figure of NCE graduates out put from 1962 to 1998 stands at 8,535 students. The number of students graduants for B.Ed stands at 2,125 students.

Current staff strength as at 1993 stood at 545 staff. The scanty information contained in the documentaries cited above points to the fact that FCE Zaria has suffered apparent neglect by past writers. it is hoped therefore that this research would serve as a spring board from which future research and write ups could be based.

This work is also to be regarded as the researcher's modest contribution to existing scholarly literature on the

area of education and national development; not only the contribution of this college but similar institutions nation wide.

It is obvious therefore, that, the research is aimed at generating knowledge by threading on new fields.

It also attempts to lay a solid foundation of scholarly work which future one could be built on.

1.4 HYPOTHESES

The research employs the following hypotheses as a guide to address the problems identified:

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1. The objectives of FCE Zaria are relevant in inducing educational development.

2. Funding and infrastructural inadequacies affects the college's role in educational development.

3. Inadequate staffing impedes the realization of the educational objectives of the college.

1.5 SCOPE AND DELIMITATION

The scope of this research is the Federal College of Education, Zaria. It covers the period of 1962 - 1998. FCE Zaria is chosen for this research because it is one of the three pioneering colleges of education in Nigeria and has been instrumental in the founding of most colleges of education in the North.

The delimitation is a very important but sensitive area; the role of the college to educational development in Nigeria. A great deal of material/data are in custody of the management. Some materials/data were reluctantly released and used for the study, but those tagged secret were inaccessible as releasing them would amount to "disclosure of officials documents."

Some difficulties that were faced include: lack of access to very vital and related information or document which have been tagged "confidential" or "secret". Some respondents were unwilling to make frank and objective comments or responses due to fear of reprisal from the authority. However, this was minised by assuring anonymity of the respondents.

Time, logistics problems and finance definitely failed the researcher in attempting to conduct a comparative study of other colleges to allow for national coverage and give the work a national outlook.

Inspite of these shortcomings a lot of relevant data and document were used to compliment interview and questionnaire, so that the outcome of the research could stand the test of time.

1.6 RESEARCH METHODOLOGY

The research was based on a variety of methods of data collection and analysis.

The main research instrument was the questionnaire. There was one set of questionnaire for two categories of staff in the college; the senior and junior staff. The researcher personally administered the questionnaire and collection was done on the spot. The entire population of 211 senior staff and 330 junior staff was covered. This means that 545 questionnaire was distributed altogether.

No sampling technique was used because the research population was small. Also the nature of statistical tool used favoured the use of the entire population of 545 respondents.

The questionnaire comprises five parts. Section "A" which asked for demographic information. Section "B" focuses on seeking the responses of the respondents on how they feel

problem, purpose of the study; hypotheses, significance of the study, scope and delimitation, definition of relevant concepts, research methodology and plan of the thesis.

Chapter two contains the review of literature and theoretical framework which serve as the foundation on which the whole research rests.

In chapter three attention was on the historical background of FCE Zaria. The functions and organization of the college was explicitly treated.

The fourth chapter contains the presentation and analysis of data. The areas concerned include; objectives of the college, the achievement of the college as an inducer of educational development, the style of leadership and educational level of staff and their effects on the college's output.

Finally, chapter five contains the summary and suggestions for improvement. It is hope that through the suggestion made, the college and other similar colleges would derive inspiration for striving harder to realized their noble objectives as the inducer of educational development in Nigeria.

FOOTNOTES

1. Decree No. 3 of April 1993 establishing colleges of education.

2. Address by the former Provost Mr. I.R. Ishaku (1997) at the 1996/97 orientation program for NCE 1 and B.Ed/B.S (Ed) fresh students on 13th May, 1997.

3. A documentary titled (1996) "Nigeria: Colleges of Education at a Glance" by NICE 1996.

4. An address by Prof. O. C. Nwana in a conference organized by the NICE on 22nd to 24th July 1996.

5. D.M. Dyaji et al, (1997) An analysis of the national policy on education. A paper presented in the course PADM 605 public policy analysis.

6. V.C. Ike, (1976) University Development in Africa: The Nigerian experience Ibadan Oxford University Press.

7. J.C.S. Musaazi: (1982) The theory and practice of educational Administration: Studies in Nigerian educational series, Hong Kong, Macmillan Publisher.

CHAPTER TWO

2.0 THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1.0 Theoretical Framework:

Scholars in the fields of education, economics, business and public administration have been pre-occupied with the task of undertaking research to bring to light, the roles and contributions of the various sectors of the national economy to the development of nations. In the contemporary world, the task of researchers on the growth and development of nations become enormous because on every continent, men are caught up with unprecedented rates of change in their domestic lives. Researchers equally get puzzled over what makes nations grow or develop.

The theme for this study is focusing on the role of education to the development of Nigeria as a nation, using the Federal College of Education (FCE), Zaria as a case study. In this chapter, the researcher reviewed materials relevant to the subject and theories that also have bearing on the topic. The questions scholars have asked over the years about the usefulness of education as a tool for nation building include: what are the objectives of education? are the objectives relevant in bringing about development in the nation's areas

of need? what role does administrative style in education contributes to the development of the nation?

2.1.1 Classical Analysis Model:

Classical economists approach the study of development with a bold and expansive outlook. They wish primarily to discover the causes of long-run growth in national income and the process by which this growth occurs. The classical analysis of development may be best understood by studying the thought of Adam Smith and David Ricardo.

2.1.2 Adam Smith's Classical Analysis Model:

"Smith's book an inquiry into the nature and causes of the wealth of nations" (196:76) ranks as one of the best-known books on economics. In popular discussion he is identified with the policy of "laissez-faire". Moreover, his influence in economic theory is tremendous. Smith is placed on theorists who present well-defined theories of development.

Meir (1962) observes that:

> Although Smith's formal analysis is confusing and rambling, a strong and recurring policy theme runs throughout the work, namely: a condemnation of governmental or private actions tending to hinder free, atomistic competition within the economy.[1]

In this view, Smith is influenced by the widely held, eighteen-Century doctrine of natural law. In brief, this doctrine asserts that:

> There is a set of rules of right or justice, and perhaps even of morality in general, which are, or may be, known by all men by the help either of reason or of moral sense, and which posses an authority superior to that of commands of human sovereigns, and such customary legal and moral regulations, as may contravene them.[2]

Smith extends this concept to economics. In effect he argues that "nature arranges matters so that the just legal system which she prescribed is also the best means of promoting development."[3] For Smith, the just legal system, which nature prescribes, involves in essence the protection of every man's right to pursue his own interest free from oppression by other members, yet within the limits imposed by the necessity of giving similar protection to every other member of the society. Adam Smith continued to contend that "conflict with this system of natural liberty tend to retard national growth. Instead, if each member of society is free to pursue his self-interest (subject to control of natural legal system) a harmonious, beneficial economic order will result."[4] Smith's famous "invisible hand" - the operation of a perfectly competitive market structure ensures this goal.

But how exactly does economic progress take place in this world of enlightened self-interest? Smith gives credit to the principle of division of labour for increases in the

productive powers of labour. Special division of labour and specialization lead to three things:

i. An increase in dexterity among workers.
ii. A reduction in the time necessary to produce commodities.
iii. The invention of better machines and equipment.

The last source of greater efficiency stems both from those working directly with existing equipment and from those devoting their efforts to more abstract research - an occupation that itself is the result of previous divisions of labour. The principle that first occasioned the divisions of labour is a natural propensity among men to truck barter, and exchange one thing for another. This is Smith's rather awkward way of asserting that it is self interest that leads to exchange and thus to the division of labour. Before however, division of labour can take place capital accumulation is necessary. Consequently, Smith strongly emphasize that saving is a necessary condition for economic development. Smith further asserted that every increase or elimination of capital, therefore, naturally tends to increase on diminish the real quality of industry, the number of productive hands, and consequently the exchangeable value of the annual produce of the land and labour of the country, the real wealth and revenue of all its inhabitants. Smith

stresses another limitation to the division of labour, namely; the extent of the market. He puts it this way:

> when the market is very small, no person can have any encouragement to dedicate himself entirely to one employment for want of the power to exchange all that surplus part of the produce of his own labour, which is over and above his own consumption, for such parts of the produce of other men's labour as he has occasion for.[5]

He is making the obvious but important point that, although the division of labour can increase labour's productivity in a physical sense, this division may not be profitable unless market demand is sufficiently large. The expansion of international trade is especially beneficial in this respect.

According to Meir (1962) Smith believes that once development starts it tends to become cumulative. First given adequate market possibilities and the basis for capital accumulation, division of labour takes place and raises the level of productivity. The resultant increase in national income and the probable growth of population associated with rise in income not only increase the extend of the market but permit a large saving out of the increase income stream.

Smith's classical theory can be summarise as follows: He places emphasis on the importance of capital accumulation in the development process. Also, he outlined stationary state

in which the rate of profit is low, in which wages per worker are nearer the subsistence level and in which rents are high. Furthermore, he asserted that real prices of manufactured commodities tend to fall and the real prices of some types of agricultural products tent to rise during the process of development. Smith condemned governmental interference in the development process and finally, he conceptualized economic development as a gradual, self-perpetuating process. His model is adopted by most classical and Neo-classical economists. However, this study does not intend to adopt this theory as a framework for the research.

2.1.3 Ricardo's Classical Framework:

Ricardo was a one-time stock broker, a gentleman farmer, and a member of parliament. He was also, the first economists to weave classical doctrine into a consistent body of economic analysis. Sraffa (1951) observes that drawing heavily on Adam Smith's famous work, Ricardo refines and extends the classical theory of development.

Ricardo considers agriculture to be the most important sector of the economy. The difficulty of providing food for an expanding population serves as the focal point for his entire analysis.

In Ricardo's vision of economic society, there are three major groups of actors on the economic scene: Capitalist, labourers, and landlords.

The capitalists are those who direct the production of goods and services, they play the key role in economy. The Landlords are those who rent land to the capitalist to undertake production.

The labourers are those who provide the labour through using the tools and other implements of production supplied by the capitalists. Food, clothing and other commodities consumed by the workers during the production period are advanced as wages.

2.1.4 Marxist Model:

Marxist diagnosis as growth culminating in social explosion. According to Schiave-Campo and Singer (1970) among the several features of Marxist model, the following are crucial: Technical progress which is part and parcel of the model. In turn, investment is made to depend on the profit rate, and the profit rate depends both on total "surplus value" (profits) and on factor proportions, the later being determined by the direction of technical change.

The profit rate is defined as the ratio of "surplus value", (the value created by labour but not received by the worker) to the sum of wage bill and depreciation of the capital stock (that is, the value capital services used up in current production). In symbols:

$$r = \frac{S}{W+K}$$

Where r = profit rate

s = the surplus value

w = the wage bill

k = capital and inventories used up for production.

Source: Schiave - Campo and Singer (1970) P. 37.

Technical change is thought to proceed in the direction of raising the capital labour ratio. The Marxist assumption is twofold: First, cost savings can be achieved only through the introduction of new techniques with greater capital requirements per unit of labour. Second, the ratio S/W (the rate of exploitation) remains constant. These assumptions were consistent with the historical experience up to Marx's time, and not inconsistent with technological developments since then. The operation of the forces of capitalist competition ensure that each capitalist will strive to adopt the most efficient technique. Introduction of new techniques

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requires an increase in the capital labour ratio. Increase in unemployment causes purchasing power to fall further and further behind production. This widening gap between aggregate demand and aggregate supply is at the source of economic fluctuations. The process of capitalist growth will end by the occurrence of a depression so deep that the social structure will not stand the strain.

The operation of Marxist model is subject to many fundamental weaknesses: the principal one stems from the labour theory of value underlying the model: labour is not the only source of value, but only one component of total cost. profit maximization of the difference between total revenue and total cost; and productivity advances may very well allow for both an increase in wages and an increase in absolute and relative profit.

Strong trade-unions may exercise a powerful influence in preventing an increase in the rate of exploitation and certainly in ruling out a decrease in absolute wages. Governments may intervene energetically to compensate, through fiscal and monetary policy, for any discrepancy between equilibrium and full-employment output. These and others are strong objectives to the Marxist model and effectively limits its direct relevance to either developed or developing

countries of today. This model is not therefore suitable for adoption as the framework of this research work.

2.1.5 W.W. Rostow's Stages of Economic Growth:

Rostow's work has stimulated so much attention (particularly in the early 1960s) that it is worth looking at the essential lines of reasoning. Rostow (1962) said:

> an economy's growth possibilities are generally summarized in six propensities, which the society's response to the challenge of the economic environment.
>
> i. propensity to develop fundamental science,
>
> ii. propensity to apply science to economic ends,
>
> iii. propensity to accept innovations,
>
> iv. the propensity to seek material advance,
>
> v the propensity to consume, and
>
> vi. the propensity to have children.[6]

Directly and indirectly, these six propensities determine the rate of growth of the quality and quantity of the labour force and the capital stock.

2.1.6 Balanced And unbalanced Growth Model:

The balance and unbalanced theories of growth lie on the presupposition that economic development means growth plus change. According to Schiave-Campo:

> The magnitude of the task to be carried out as well as the complexity and inertia of existing social and economic structures are such that graudality is not a realistic perspective. Nature may not proceed by jumps, but economic development certainly must do. The balanced growth views discontinuities in the process of development as dictating a need for a balanced and large scare effort to get economy moving. The imbalanced growth, draws from the recognition of the same discontinuities and inter-relations, the conclusion that development is fostered by an optimally imbalanced sequence of sectorial investments.[1]

The principal exponents of balanced growth are Lewis, Nurkse, Rosentein-Rodan and Scitovsky. Balanced growth thinking has stress either the need for avoiding imbalances in supply or the need for ensuring diversified demand. Sustained development is thought to call for balanced growth of depending on the characteristics of the production function, if steel output is to rice, some "balanced" increase in iron ore availability, coal, steel workers and so forth is necessary. Clearly "ex-post" everything is balanced: if steel output has increased, the necessary inputs must have been available somewhere. In a broader sense, this version of balanced growth stresses not only the need for parallel expansion of direct inputs and outputs, but also, the supposed need of avoiding broad structural imbalances, such as

concentrating attention on agricultural productivity while neglecting industrial or infrastructural problems or building all kinds of dams, railroads, hospitals and harbours while neglecting industrial or infrastructural problems or building all kinds of dams, railroads, hospitals and harbours while neglecting investment in "directly productive" activities, or any such approach granting exclusive attention to one major sector of the economy. A large-scale, simultaneous investment effort of the kind implied by balanced growths-doctrine obviously cannot take place without the ability to invest. But the ability to invest depends on the size of the domestic market. Thus, a balanced growth strategy would require particular large amounts of just that 'resources' the ability to invest, while is the scarcest supply in a developing country like Nigeria. The correct approach would instead be that which economizes on ability to invest, by maximizing induced investment decisions and limiting autonomous investment decisions to those strategic sectors where they are most necessary to initiate a process of growth.

The imbalanced growth theory according to Haggins, B (1968) rest on the recognition of the importance of the size of the market and of structural independence (in both demand and supply) between various sectors of an economy, on the nation of ability to invest as the operations constraint, and

on the identification of strategically correct sequences that maximize induced investment.

The general principle is to initiate a development sequence by investing on those projects which have the greatest total linkages, backward as well as forward (as measured by input-output coefficients).

The two theories are not mutually exclusive as some erroneously believe. As Haggins (1968) puts it,

> I would indeed be as silly to spread all resources around an economy as a matter of systematic policy as it would be to concentrate everything, also, as a matter of principle, on one specific sector. balanced and unbalanced theories are both correct, in so far as they stress the same relevant variable in the process of development.

The relevance of the balanced-unbalanced growth models is evidence in the fact that this choice is infact being exercised in different ways by countries at similar levels of development.

2.1.7 The System Theory:

The general system theory vies organization as a system with an interrelated set of activities for conversion of inputs into outputs.

> Put simply, a system is a combination of parts which constitute a complex entity. Usually, and significantly, apart from being constituents or parts, system are characteristically composed of a hierarchy of sub-systems. In other words, the parts which form the major systems may themselves be systems and their parts may be sub-systems.[9]

Furthermore, the system theory sees organization as an open system that has three major characteristics: they receive input or energy from their environment; they convert these input into outputs, and they discharge their outputs into their environment.

A basic model of an open system can be show diagrammatically as follows:

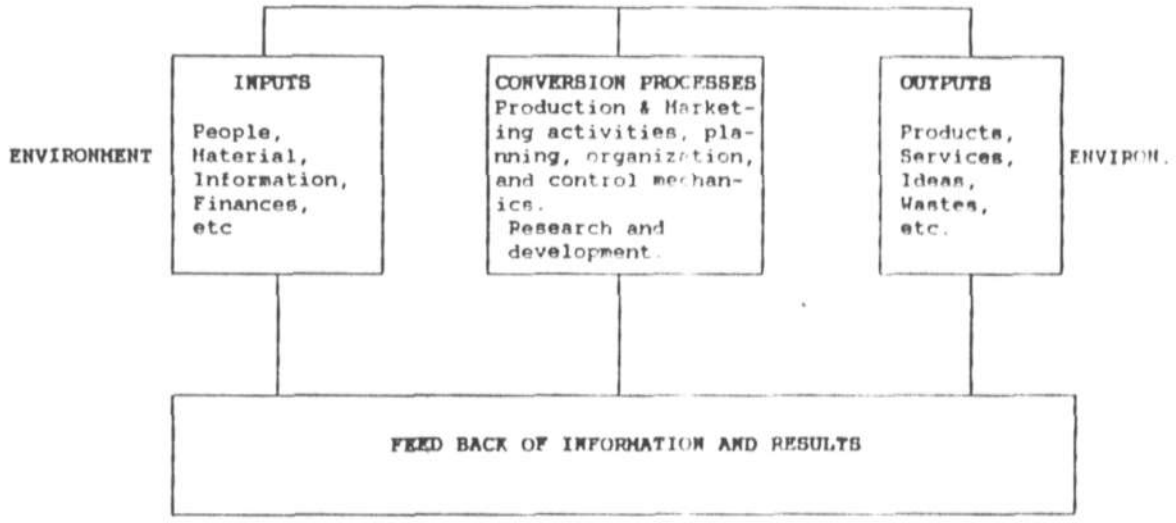


Source: Cole 1991:69.

As featured in the model above, the inputs include people, materials, information and finance. The conversion process is said to take the form of production, marketing activities, planning, organizing, control mechanism, research and development and many others. And the outputs include products, services, ideas, waste and many other.

The system theory has a circle of activities in form of subsystems which operate under the broad categories mentioned in the model above, namely: inputs, conversion and outputs.

The basic circle of the organizational system is as shown below:



Source: Cole 1991:73.

Katz and Kalu identify five sub-systems at work in organizations which are as follows:

1. Production or technical sub-system which are concerned with the accomplishment of the basic tasks of the organization (production of goods, provision of services, etc.)

2. Supportive subsystems which are said to be the systems that procure inputs and dispose of the outputs. They also maintain the relationship between the organization as a whole and the external environment.

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3. Maintenance sub-system, concerned with the relative stability or predictability of the organisations. They provide from the roles, the rules and the rewards applicable to those who work in the organization.

4. Adaptive sub-systems which are concerned with what the organization might become. They deal with issues of change in the environment such as research, development, product and language planning.

5. Management sub-systems which comprises the control and coordination activities of the total sub-system. They deal with the coordination of the sub-structures, the resolution of conflict and the coordination of external requirements with the organizations resources.

2.1.8 Model of Analysis:

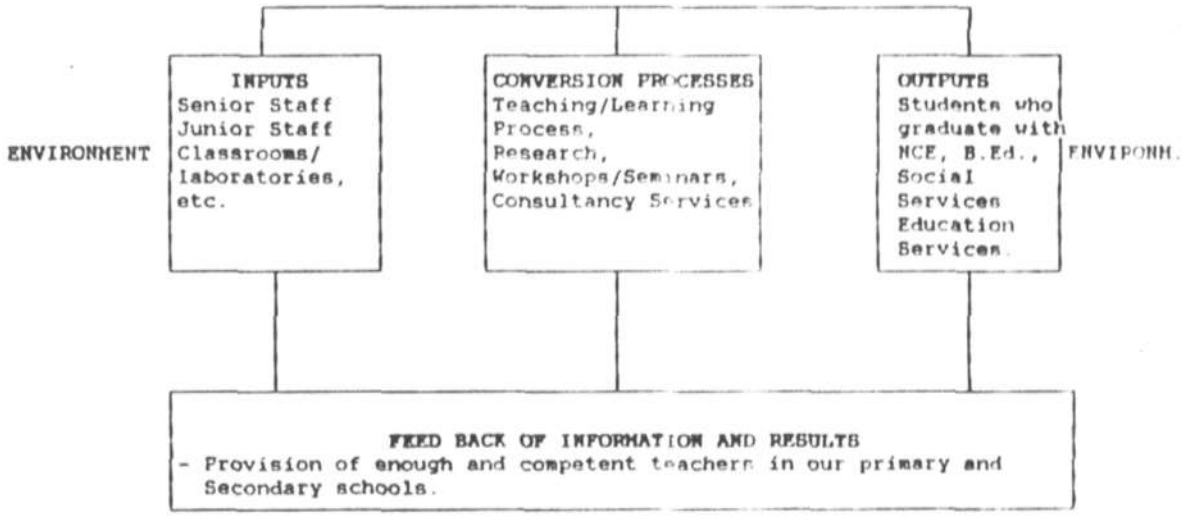
Many theories were discussed, however, only the system theory is used for analysing this research work because of its apparent relevance to the Nigerian growth process and especially as it relates to investment in educational sector of our national economy.

The relevance of the general system theory to this study especially lies on its holistic view of organizations and the

interrelation of the various sub-systems that make up the corporate whole. The Federal College of Education, Zaria is a system which operate through sub-systems. The college receives inputs like manpower, finances from the government through the National Commission for College of education, information and other relevant materials. These inputs are converted through the teaching and learning process, researches and consultancy services into outputs. The outputs are inform of the students the college has graduated over the years, the physical infrastructure, social services, educational and other services that the general public enjoys from the college.

The basic cycle of the general system theory as it applies to FCE Zaria can be diagrammatized below:

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Source: Researcher Survey 1998.

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From the foregone it can be implied that the organization, structure and operations of the Federal College of Education, Zaria is fashioned in line with the system theory. Thus, the researcher considers the adoption of this theory as the model of analysis as worth while.

2.2 LITERATURE REVIEW

Numerous writers have written on the concept of Educational development. These works were based on the roles of institutions, organization and individuals in bringing educational development in Nigeria. This aspect of the research work is intended to review some of the relevant works of scholars on the present subject matter.

What is Development?

The term `development' means different things to different people. Some people take it to mean change, while others see it as advancement, improvement and progress. In its ethnocentric sense, some scholars regard it as modernization or westernization. Many scholars have argued that for the concept to be properly understood, it must be pinned down to specific sphere of life. Thus, we should talk

of things like economic, social, political and educational development, just to mentioned a few. Advanced learner's Dictionary defines development as "new stage or event.... new product or invention... piece of land with new buildings on it."[10] This definition is too broad and vague. Oni (1987) defines development as "a continuous process of positive change in the quality and span of life of a person or group of person.[11] This definition is relevant to the subject matter of the present research.

According to Abdulsalam (199") UNDP report defines development as a concept which implies change, the process of economic, political and socio-cultural transformation within countries. He continues to say: this UNDP report comprises three components of development which include: life sustenance, self esteem and freedom. Life sustenance is concerned with the provision of basic needs such as food, clothing, housing and minimum education/health. Self-esteem is concerned with the feeling of independence and self respect. No country can be said to be fully developed if it is exploited by others and does not have the power and influence to conduct relationships on equal terms. Freedom means freedom from the three evils of want, ignorance and poverty, so that people are more able to determine their own destiny. No man is free with no education and no skills.

Abdulsalam (1997) in a discussion on development says: Walter Rodney in his book "How Europe underdeveloped Africa" sees development in human society as a multi sidal phenomenon or process. At the level of the individual, it implies increase scale and capacity, greater freedom, creativity, self discipline, responsibility and material welbeing. At the level of the social groups, development implies an increasing capacity to regulate both internal and external relationships. It is increase command over nature. For the purpose of this research Oni's definition and that of UNDP report as presented by Abdulsalam were adopted for use.

2.2.1 Relevance of Educational Objectives to National Development:

Since independence and perhaps even before then, the first ever formal expression of the aims and objectives of education for Nigeria can be found in the National Policy on Education (1977 and 1987 editions). Before this document, Nigerian educational aims and objectives existed in bits and pieces in various government laws, constitutions, circular to mention a few, and much of it could be said to have been implied rather than stated. The task of relating educational aims and objectives to national development has been made simpler when the National Policy on Education (NPE) (1981) states as follows:

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"a national policy on education is government's way of achieving that part of its national objectives that can be achieved using education as a tool"[12]

National Educational Objectives:

NPE (1981) outlines the national educational aims and objectives as follows:

1. The inculcation of national consciousness and unity.

2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.

3. The training of the mind in the understanding of the world around.

4. The acquisition of appropriates skills, abilities and competence is both mental and physical as equipment for the individual to live in and contribute to the development of his society.[13]

National Development:

According to Nwana (1997) "development is the harnessing of available resources by a people for the realization of

their major objectives, solving their major articulated problem without deliberately creating new problem situations."[14] For Nigeria, the national objectives clearly articulated in the second national development plan provide the criteria against which any development efforts can be assessed and evaluated. The National policy on education document gives the national objectives as follows:

1. a free and democratic society.
2. a just and egalitarian society.
3. a united, strong and self reliant nation.
4. a great and dynamic economy.
5. a land full of bright and full opportunity for all citizens.

Nwana (1997) presented simplistic rather than technical definitions of these objectives as follows:

a) A Free Society: is one in which individuals can associate with whoever they like unhampered by others, and in which the country does not operate under authority of another country or persons outside its geographic and administrative boundaries.

b) A democratic Society: is one in which governance is provided by the people for their own benefit and on their

own terms. Consultation, consensus, and participation are, among others, the essentials of democratic living.

c) A Just Society; is one in which the rule of law operates and in which laws are freely made by the people for their own well-being.

d) An Egalitarian Society: is one in which all person are regarded as equal and treated as such irrespective of their origin, gender, religion, tribe, language, to mention a few.

e) A United Nation: is one in which all sections and components part identify with same goals and see themselves as one, caring for each others and living together.

f) A Strong Nation: is one that can physically and effectively defend its borders, citizens and interest against internal and external aggression wherever they may be.

g) A Self Reliant Nation: is one which solves its development problems using human and material resources predominantly sourced from within its borders.

h) A Great and Dynamic Economy: is one which is production oriented and which freely exchanges its products and services with the outside world with a reasonable margin of profit or trade balance.

i) A Land of Bright and Full Opportunities: is one in which the individuals (especially the young ones) and groups are allowed to pursue their legitimate productive goals and encouraged to do so without hindrance by the organs of state.[15]

The objectives of education as provided in the national policy on education are relevant in inducing national development because they relate very closely to the national developmental objectives. The document on national policy on education itself attests to this relationship in a statement which says:

> "the federal government of Nigeria has adopted education as an instrument par excellence for effecting national development, thus, the formulation of a policy that seeks to clarify the philosophy and objectives that underlie its current massive investment in education, and spell out in clear unequivocal terms the terms that guide government's effort became an imperative."[16]

The objectives of FCE, Zaria, harmonize the realization of the national objectives and the philosophy of Nigerian education through activities and attitudes that will ensure self realization, better human relationship, individual and

national consciousness (patriotism) national unity, as well as social, cultural, economic, political, scientific and technological progress, put succinctly, the objectives of teachers education in Nigeria is the type that will produce, adequate numbers and quality the teachers whose service will:

i. Produce a highly motivated, respected and rated, professionalize teaching service to be admired the world over.

ii. Meet the manpower need of the nation.

iii. Transform Nigeria from a consumer nation to a producer or an industrial nation.

iv. Enthrone order in the morally depraved and socially violent society we now have through logical presentation of population and environmental education.

v. Help raise the standard of living of all Nigerians through new orientation about productivity and reward.

vi. Help to accelerate the process of wiping out ignorance and illiteracy in our society.

vii. Help to reduce crimes to the bearest minimum through moral and civic education.

viii Facilitate and sustain the unity, development and wealth of the nation.[17]

2.2.2 National Investment In Education:

The question of education and national development is not new. Scholars over the years have attempted to identify the role of education in socio-economic and overall national development and the justification of government investment into the educational sector. Scholars like Uche (1981) claim that in modern economy, people must acquire necessary skills through education. He continues to say

> education is now universally recognized as a form of investment in human beings, which yields economic benefits and contribute to a country's future wealth by increasing the productive capacity of its people.[18]

Investment in education therefore, implies that there is a return to society analogous to that of physical investment. It also means that education has as one of its main tasks the creation and maintenance of an efficient working force.

Nigeria has made tremendous investments in its education or human resources since independence in 1960. "In terms of development, from 1962 to 1968 the federal government was

responsible for education at the then federal capital territory of Lagos as well as for certain higher educational institutions. The regional governments were responsible for education at all levels in their region.[13] (Uche P. 18)

According to Callaway and Musone (1967) the spending on education was emphasized to the extend that between 1962 and 1968, the federal government has spent Ninety-one point three zero million Naira (₦91.30) million on both federal and regional programmes in education. This expenditure represented 65.2 percent of the national planned estimate of ₦139.256 (#69.763) million for the same period.

TOTAL FEDERAL AND REGIONAL EDUCATION EXPENDITURE BY PERCENT DURING THE 1960 - 1966/67

REGION	1960	1961	1962	1963	1964	1965	1966/67
NORTH	23.0	22.4	23.3	23.9	21.7	22.7	26.1
EAST	44.9	41.5	38.2	34.8	39.3	37.0	40.1
MIDWEST	-	-	-	35.1	34.6	39.1	36.9
FEDERAL GOVERNMENT	22.6	21.3	-	13.2	20.2	20.3	21.6

Source: A Callaway and A Musone: Table 2, P. 24 (1960) Percentage Figure.

Since independence the Nigerian government has been spending substantially on education and the amount increases almost on yearly basis. The Federal College of Education, Zaria receives here funding from the federal government through the NCCE on quarterly basis. For investing in the Federal College of Education, Zaria since 1962, the government has not wasted

her money, seeing the apparent contributions that the college has made in educational development of the Northern Nigeria in particular.

2.2.3 Staffing:

Section 9 (59:1) of the 1981 (revised) National Policy on Education states that:

> All `manpower' in our educational institutions from pre-primary to university, will be professionally trained. Teacher education programmes will be structured to equip teachers for effective performance of their duties.[20]

Towe in Kwasau (1987) rightly observed that manpower is one of the key resources required to successfully execute any meaningful educational plan. Musaazi (1982:190) argues that educational system at all levels depends very greatly on the adequate staffing for the execution of its programmes.

The staffing of our educational system however has not been quite adequate. The existing staff are poorly remunerated that their morale for dedication to duty is killed. The staff strength of FCE Zaria as at 1996 as supplied by the establishment office was as follows;

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Senior Non-Teaching staff	=	69
Senior Academic Staff	=	146
Junior Staff (supporting)	=	330
TOTAL	=	540

Source: NCCE, Kaduna, P.17.

This staff strength is grossly inadequate to cope with the increased number of students on enrollment in FCE Zaria. it is quite strenuous for only 146 lectures to cope with the task of educating over (5,000) five thousand students on enrollment in the college.

2.2.4 Funding and Infrastructures:

The document on the National Policy on Education (1981) states it clearly that:

> education is an expensive social service and requires adequate financial service from all the tiers of government for a successful implementation of the educational programmes. Government ultimate objective is to make education free at all levels. The financing of education shall be a joint responsibility of the federal, state and local government."

According to Kwasau (1987) no organization can survive or carry out its functions effectively without adequate financial resources at its disposal. Money is highly needed to pay

staff, maintain the plant, and keep services going. In a school situation, this is especially free, and in Nigeria particularly, education is very expensive business. Government is investing into education, for instance, currently, there are over 16 million children in primary schools, and government grants and annual per capita expenditure of 86 million Naira (Kwasau 1987). The impact of government's expenditure is yet to be felt in the generality of our schools or educational programme. . Some of the funds are being misappropriated by some chief executives. Kwasau puts the point this way:

> sometimes some government officials release the education fund through their right hands and collect back through the left. This is why much of the money meant for educational programme implementation do not actually get to arrive at their destinations. Thus our educational system appears to be poorly funded.[22]

Because of financial inadequacy, infrastructure and other facilities that are needed for smooth educational activities are in short supply. Bozimo in Kwasau (1987) observes as follows:

> All infrastructure and teaching/learning facilities are in short supply. Equipment for the teaching of introductory technology and science are not available in most state and federal government schools. Some schools lack the workshops and laboratories while some have empty workshops and laboratories.[23]

Thus financial and the consequent infrasturctural inadequacy is apparently one of the major problems of FCE, Zaria. Lecture Halls and theatres are inadequate. The library is not properly stocked with up to date and relevant books. This situation consciously or unconsciously produces some negative effect which impedes the college from achieving her educational objectives in total.

2.2.5 Leadership Style and Workers' Efforts Towards Achieving The Objectives of the College:

According to Elliston (1989:2):

> Leadership is a dynamic process over an extended period of time in various situations in which a leader utilizing leadership resources, and by specific leadership behaviours, influences the thoughts and activities of followers, toward leaders, followers, and the macro context of which they are part.[24]

Leader all over the world behave differently to subordinates or followers even in same situations. Researches have shown that leadership style of the leader affects the performance of the followership either negatively or positively. According to Ndan (1961:39):

> Likert embarked on a study to find out the relationship of styles of a leader to that of performance. In his popular lippitt and white study, hobby clubs were formed for boys of ten years of age and each club was subjected to three different leadership styles viz-a-viz authoritarian, democratic and laissez faire styles.[25]

Ndan continues to say that the democratic leader encourages group discussions, delegates responsibility, encourages freedom of informal groups, accepts constructive criticisms, to mention a few. The input of the subordinates is regarded in decision making. The Laissez faire style allows a great deal of freedom granted to followers to the extent of abdication by the leaders. The authoritarian leader on the other hand demonstrated a great deal of abdication by the leaders. The authoritarian leader on the other hand demonstrates a great deal of force, direction and control with little or no participation of the led.

The study was to find out the level of frustration, aggression and satisfaction. The outcome of the study was that 19 out of 20 boys revealed that they prefer democratic leader since he does he does not seem to be the boss. Seven (7) out of ten (10) preferred the laissez fair leader over the authoritarian one.

The study is relevant in the contribution of knowledge in leadership style and its relationship to performance that brings about achievement of organizational objectives. Even though the sample unit is susceptible to doubt since they were dealing with immature minds (boys of ten years old) which cannot be a good representation of the kind of behaviour workers in FCE, Zaria would likely manifest in responding to the leadership styles.

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CHAPTER THREE

3.0 HISTORICAL BACKGROUND, OBJECTIVES, STRUCTURE, FUNCTIONS AND POWERS OF FEDERAL COLLEGE OF EDUCATION, ZARIA.

3.1 HISTORICAL BACKGROUND

The Federal College of Education formerly known as the Advanced Teachers' College is located in Zaria which is one of the major towns in Kaduna state. The town lies between latitude 11.07 and 12 degrees North and longitude 07.44 and 8 degrees East. Located at a distance of about 962km from the atlantic ocean. It is about 90 kilometers North of Kaduna, the capital of Kaduna state.

In April, 1959, the Federal Ministry of Education realizing the cardinal importance of educational development to this nation as it was newly attaining political independence, appointed a commission under the Chairmanship of Sir Eric Ashby, Mastar of Clare College Cambridge, to investigate the needs of Nigerian post-school certificate and higher education. On the basis of the report of this commission, which was significantly entitled "investment in education", the government of Nigeria in 1961 presented to the Parliament a white paper on education development up to 1970. The white paper foresaw the enlargement of existing secondary schools and the building of 600 new ones, with an annual intake of pupils rising from 12,000 to 45,000. In order to

meet this rapid expansion, four new advanced teachers training colleges were planned, one in then Federal Capital, Lagos, and one in each of the three regions. Zaria was chosen in the North, Owerri in the East and Ondo in the West. For this development, four separate requests for assistance were made to the then United Nations Special Fund, later to become the United Nations Development Programme, special fund component. Therefore, acting on the recommendation of the Ashby commission, the government of the then Northern region with the capital based in Kaduna, proposed to established an Advanced Teachers' Training College then known as `Northern Secondary Teachers' College' in Zaria. The Federal government consequently requested the United Nations Special Fund for assistance. The request was granted and a plan of operation was drawn up, which was formally signed by the Federal government of Nigeria in March 1963. The document was also signed by the United Nations Special Fund and UNESCO. According to NNCE report (1996), the authority to start operations was given in May 1963, though the college actually started in 1962, with an intake of 1,550 students. The project was originally for five years, subsequently revision of the original plan of operation extended it to August 1968 and later to August 1970. The college later changed its name to Zaria Teachers' College, then Advanced Teachers' College and finally College of Education as it is now called.[1]

The college prior to 1992 was affiliated to Ahmadu Bello University, Zaria, but with the establishment of the National Commission for Colleges of education (NCCE) was established by Decree No. 3 of April 1989 (as amended by Decree No. 12 of 1993). The NCCE has as its primary constituency the supervision of NCE programmes awarded by the college of educations. The Federal College of Education, Zaria has since been affiliate to NCCE for the award of National Certificate in Education (NCE). The college has five schools, namely: school of education, to which all students belong, school of Arts and social sciences, school of sciences, school of languages and school of vocational education, with about eighteen (18) departments. There are other servicing departments like Pre-NCE department, General educational courses department and center for educational technology.

In terms of accommodation, the college has four blocks of female students hostel and two blocks of male students hostel, these blocks of hostel are however grossly in adequate.

Members of staff who are lucky have houses in the nine (9) Bungalows and the block of flats generally known as the white house. This provision is also grossly inadequate for staff accommodation. Majority of the staff of the college make arrangement for houses outside to accommodate themselves.

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Federal College of Education was established with the following aims and objectives:

- To provide professional qualified non-graduate teachers of Northern region origin to mann the secondary and teacher training colleges in the region.

- To provide professionally qualified assistant inspectors for primary schools.

- Through the products of the college, to be able to gradually Northernise the entire staff of all the secondary schools and teacher training colleges in the region.

- To provide highly qualified staff for the very ATC Zaria through a parallel staff aimed at upgrading the qualifications of non-graduate Nigerian staff of the college.[1]

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With the change of government from civil to Military rule in 1960 and the resultant creation of states in the country, the former Northern region ceased to exists for six states were

carved out of it. The objectives were retained in principles but slightly changes in practice.

With the disarticulation in 1992 from the institute of education by Degree No. 12, and the Federal Colleges of education amendment Decree 1991, the aims were broadened as follows:

- To meet the manpower need of the nation.

- To produce a highly motivated, respected and rate professionalize teachers for the Nation's primary and secondary schools.

- To facilitate and sustain the unity, development and wealth of the nation.

- To help accelerate the process of wiping out ignorance and illiteracy in our society.[3] (Lassa P. 7)

In order to carry out these objectives, the college has a carefully selected staff both lecturers and non academic. Also courses of instruction both on full time and sand witch otherwise known as Long Vacation Term (LVT) programmes are conducted in Arts and social science, pure sciences, vocational education, languages and education leading to the

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award of Nigerian certificate of education. Special training courses not necessarily leading to certification are given to help the immediate community get literate. Conferences, seminars and workshops are organise by the college with a view of promoting the objectives of the college.

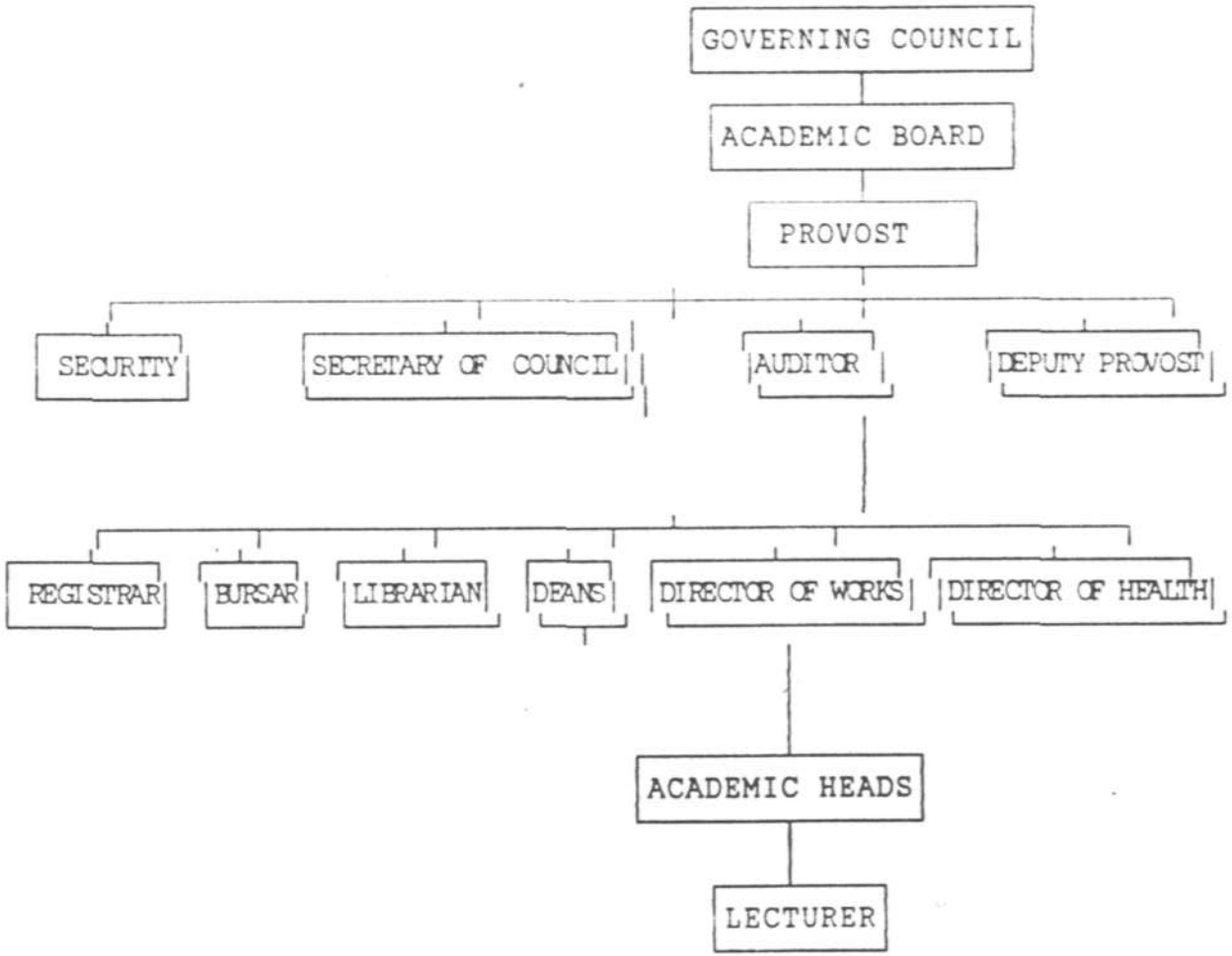
3.3 THE ORGANIZATION STRUCTURE OF FEDERAL COLLEGE OF EDUCATION, ZARIA.

The Federal College of Education, Zaria like other institutions of higher learning is mainly academic in nature but has administrative staff supporting it. Being one of the premier colleges of education in Nigeria and indeed the first in the North, other colleges of education in the North look up to it for model of operation and leadership. The college has fulfilled all the requirements for accreditation and has been accredited by the NCCE for the award of NCE in all departments.

Essentially, the document establishing the college that is Decree No. 12 as amended in 1991 has the Governing council as the supreme body for decision making and other major policies of the institution. Presently, no such council exists, the reason for this is only known to the Federal government who has the responsibility of appointing such a council. The lack of governing council has hindered many

meaningful ventures meant to promote the aims and objectives of the college from succeeding because of the bureaucratic bottlenecks in the Federal Ministry of Education, who now serves as the council. The college now only looks like a glorified secondary school because of lack of governing council. Following the governing council is the Provost, Deputy Provost, Security Officer, Secretary to the council and Auditor, then, Registrar, Bursar, Librarian, Director of Works, Director of Health and the Deans of Various schools, down to the Head of departments, and finally lecturers.

STRUCTURAL ORGANIZATION OF FEDERAL COLLEGE OF EDUCATION ZARIA



Source: Compiled, FCEZ Organizational Structure.

As presented in the chart above, at the highest echelon of the college organizational structure is the governing council. The membership of the council shall consist of two members each appointed by the federal government from Federal Ministry of Education, representative of Ahmadu Bello University, Ministry of Justice. Others include Secretary to be provided by the college and a representative of the academic staff. The council is headed by a Chairman and is responsible for the general management of the affairs of the college and in particular the control of property and the finances of the college and shall have power to do anything which in its opinion, is calculated to facilitate the carrying out of the purposes of the college and promote its best interest. The Chairman of this council shall be appointed head of state or president as the case may be.

The academic Board is lower in status than the governing council. It is meant to have control of the academic work of the college. The board shall consists of the following members:

a) The Provost of the college shall be the Chairman.
b) The Academic Secretary serves as Minutes Secretary (Registrar is the administrative secretary).
c) Heads of departments.
d) Chief Lecturers.

e) Representative of academic staff to be elected by the academic staff union.

The next in the ladder of structural organization in the college is the Provost. He is appointed by the president or head of state and regarded as the chief Academic and executive head of the college. He exercise general authority over the staff of the college and shall be responsible for the discipline of the college. The Deputy Provost assists the Provost supervises academic activities. The also acts for the Provost whenever the Provost is out of the college.

The Chief internal Auditor is responsible to ensuring that all financial transactions are carried out as the Budget stipulates. he is to ensure that all records of financial transactions are straight and according to plan.

The Registrar is appointed by the council and he is responsible to the Provost for the administration of the affairs of the college. The Registrar shall by virtue of that office be secretary of the Academic Board.

The Bursar is appointed by the Governing council and shall be responsible to the Provost for the financial administration of the college.

The Librarian is appointed by the governing council and he is to provide effective library services to all users. He is responsible to the Provost.

The Director of Works is appointed by the governing council and is responsible to the Provost for the maintenance of the college buildings, minor works, transport and supervision of projects.

The Medical Director is also appointed by the council. He is to ensure that medical services are rendered to the college community in effective and efficient manner.

The Academic Secretary is also appointed by the council and is the custodian of all academic documents.

The Deans are elected by their various schools. They are five in number and provide academic leadership for their various schools.

The Head of Departments are directly responsible to their Deans. They run the affairs of their departments by directly controlling and directing the academic lecturer as well as the auxiliary staff in their departments. They also carry out limited administrative functions. They represent their departments in the Academic Board.

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Finally, the lectures are in-charge of delivering the subject matter or course contents to the students in their various fields. They administer tests, examination and compute results.

3.4 FUNCTIONS AND POWERS OF FEDERAL COLLEGE OF EDUCATION ZARIA

The college was established in 1962 and vested with power and responsibility of discharging its activities. The power vested on it are several. The powers vested on the college include the following: Instituting, posts and offices tenable at the college and to make appointments thereto. Instituting and awarding scholarship exhibitions, bursaries, medals, prizes and other titles, distinction awards and any other assistance. It shall provide for the residence, discipline and welfare of members of staff and the students of the college. It can hold examination and award National Certificate of Education (NCE) and other distinctions to persons who have pursued a course of study approved by the National Commission of College of Education and have satisfied such requirement as the college may law down.

The college can demand and receive from any student or any other person attending the college for the purpose of instruction, such fees as the college may from time to time determines. If may accept gifts, legacies and donations

without obligation to accept the same for a particular purposes unless it approved the terms and conditions attaching thereto. The Decree No. 12 establishing the colleges of education also vested on the college powers such as:

> It can enter into contracts, established trusts not as trustees, solely or jointly with any other persons and employ and act through agents. The college can if it so desires can extract, provide, equip and maintain libraries, laboratories, lecture halls, halls or residence, refectories, sport ground, playing fields and other buildings or things necessary or suitable to or convenient for any of its objectives. The college is entitled to hold public lectures and undertakes the publishing and selling of books, subject to the limitations or conditions that may be imposed by the government to invest any money apportioning to the college by way of endowment, whether for general or special purposes and such other money as may not immediately be required for current expenditure in any investment of securities as the purchases or improvement of land with power from time to time to vary such instrument and to deposit on current account.[3]

Furthermore, the document establishing the college states that it has power "to borrow, whether at interest or not and if need be upon the security of any of the property movable of the college, such money as the council may from time to time find it necessary or expedient to borrow subject to the condition that the total of any such borrowing shall not exceed five percent of the current approved annual expenditure.[4]

Finally the college is empowered to do anything that are incidental to the foregoing powers as may advance the objectives of the college, and as may be required by the decree establishing the college

FOOTNOTES

1. NCCE (1996.19): Nigeria Colleges of Education at a Glance; NCCE (Kaduna), P. 15.

2. Ibid; p. 16.

3. Federal Government of Nigeria, Gazette No. 16, 14th May 1991, Vol. 78 Decree No. 12, Federal Colleges of Education Amendment Decree 1991, P. 103.

4. Lassa. P. N.(1996): Mission and Mission of Teacher Education in Nigeria, Being a paper Presented at the National Conference on Vision and Mission of Education in Nigeria, Organised by NCCE at NTI Conference Centre, Kaduna on 21st - 25th July, P. 7.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

The procedure and instrument that were used have been discussed in chapter 1.7. In this chapter, the analysis and the interpretation of the results of the questionnaire administered were presented. The analysis of the data focuses mainly on respondents' views on the role of Federal College of Education Zaria in Educational development in Nigeria. Objective of the college, funding and infrastructure, and staffing of the college. These are synthesized into a discussion of the researchers' findings. The chapter ends with a summary.

4.1 QUESTIONNAIRE USED FOR ANALYSIS

In the course of this research work, a set of questionnaire was designed for both senior and junior staff of the college. The senior staff are academic and non-academic staff from EUSS 7 and above. The junior staff are those non-academic staff from level EUSS 6 and below. The intermediate staff were put together in this study for the purpose of having just two categories - senior and junior staff which

would rightly fit into the T-Test statistical tool adopted for testing the research hypotheses.

In research works like this, supply of information by respondents is usually done with suspicion due to fear of being harassed or hurting the feeling of people. The fears and borne out of the desire to avoid being regarded as saboteurs and thereby be victimized.

To forestall such reservation and fear, the research questionnaire was designed in a way that anonymity was characterized to provide for confidentiality of all information received.

A total number of 545 questionnaires were administered. Out of the three hundred and thirty (330) copies of the questionnaires that were served to the junior staff only three hundred (300) were returned. Seventy-one (71) copies of the questionnaire were declared unusable through poor completion. They could not therefore be used for this analysis. The number declared usable is two hundred and twenty-nine (229). Similarly, out of the two hundred and eleven (211) copies of the questionnaire for the senior staff that were distributed only one hundred and twenty copies were returned. Fifty three (53) out of the 120 returned were found to be unusable through non-completion. The number declared usable from that category

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is sixty-seven (67). The reason for such poor return and non-completion of the questionnaire quite connected to the little administrative problem in the college that resulted to the constitution of a probe-panel against the Chief-Executive of the College. Realizing that no better response can be fetched than this present result, the researcher decided to use the present responses collected for analysis. Two hundred and ninety-six (296) usable responses out of five hundred and forty-five (545) is considered to be good enough for generalization to cover the entire population. This number of 296 is by far more than half of the entire population of the staff of the college, thus, it is considered valid and adequate for generalization to cover the entire college.

4.2 BACKGROUND INFORMATION

The background information of the respondents are hereby presented. This includes gender, and status of the respondents.

TABLE 4.1: GENDER OF RESPONDENTS

S/NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1.	Male	162	54.73
2.	Female	134	45.27
	TOTAL	296	100

Source: Researcher Survey 1998.

From table 4.1 above it is revealed that a total number of 296 respondents were used for the analysis. 162 (57.75%) of both senior and junior staff who responded to the questionnaire administered were male, while 134 (45.27%) were female. this was not intentional. Since the researcher did not stratify his population along gender line, then it is possible for his research population to be lopsided as regards gender. or it is possible that more male than female returned their completed questionnaire. Also, it might be that there are more male than female on staff in the college.

TABLE 4.2: STATUS OF RESPONDENT

S/NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1.	Senior Staff	67	22.60
2.	Junior Staff	227	77.40
	TOTAL	296	100

Source: Researcher Survey 1998.

In table 4.2 above it is shown that 77.36 percent of the respondents were junior staff while 22.60 percent were senior staff. This implies that there are many junior than senior staff in Federal College of Education, Zaria. Also, more junior staff returned their filled questionnaire than the senior staff who are the main target of suspicion concerning the probe-panel issue mentioned above.

4.3 TESTING OF HYPOTHESIS

The three hypotheses stated in section 1.4 are tested here by using results from the 296 returned usable questionnaire. The pooled variance T-Test model is used to test the null hypotheses, for checking significant differences, if any between the responses of male and female respondents on one hand and between senior and junior staff on the other.

HYPOTHESIS 1:

The objectives of FCE Zaria are relevant in inducing educational development.

Discussion on objectives of the Federal College of Education Zaria and the National Educational objectives have been done extensively on section 2.2.1 above.

To test the hypothesis on the relevance of the objectives of FCE Zaria to bring about Educational development, five questions were provided in the questionnaire (See Appendix I).

The T-Test procedure was adopted for testing this hypothesis. The table below shows the computed result.

TABLE 4.3: TEST OF RELEVANCE OF FCE OBJECTIVES TO INDUCE EDUCATIONAL DEVELOPMENT

VARIABLE	$\bar{X}$	SD	$S\bar{E}X$	T	DF	P
Senior Staff	18.836	1.473	0.180	9.43	294	0.00
Junior Staff	16.310	2.040	0.135			

Source: Researcher Survey 1998.

Where?

$\bar{X}$ = Mean
SD = Standard Deviation
SE = Standard Error
T = Calculated T. Value
DF = Degree of Freedom
P = Probability

From table 4.3 above, computed T. Value is 9.43 at 294 degree of freedom. The observed probability is 0.00 ($P<0.05$). This implies that there is significant difference between the two groups on their opinion on the relevance of the objectives of FCE, Zaria to induce educational development. The table value or critical value at infirmity is at 1.96. Since the observed T-value is higher than the value table. The null hypothesis is therefore rejected.

A close observation of the mean scores of the groups will reveal that the senior staff score higher than the junior staff in their opinion on the relevance of the objectives of FCE Zaria in inducing educational development. This shows a significant difference in the perception of the senior and junior staff of the college about the educational role of the college.

The senior staff believe that the objectives of the college is relevant in bringing about educational development in Nigeria.

HYPOTHESIS 2:

Funding and infrastructural inadequacies affect the college's role in educational development.

Realizing the importance of funding and infrastructure in any organization, the researcher provided five questions in the questionnaire to test this hypothesis.

The opinions of the male and female respondents were used for testing the hypothesis and the T-Test procedure was also adopted as statistical tool for testing the hypothesis. The table below shows computed results.

TABLE 4.4: FUNDING AND INFRASTRUCTURAL INADEQUACIES

VARIABLE	$\bar{X}$	SD	SE$\bar{X}$	T	DF	P
Male Female	16.4691 16.6418	3.579 4.117	281 356	.39	294	700

Source: Researcher Survey 1998.

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Where?

$\bar{X}$	=	Mean
SD	=	Standard Deviation
SE	=	Standard Error
T	=	Calculated T. Value
DF	=	Degree of Freedom
P	=	Probability

The table 4.4 above shows the computed T. Value as -.39 at 294 degree of freedom. The observed probability is shown as .700 (P>0.05). The observed probability is comparatively higher than the T. Calculated at 0.05 level of significance. The conclusion from this is that the null hypothesis as stated in hypothesis 2 above is retained. That is both the male and female staff of Federal College of Education Zaria share common views that funding and infrastructural facilities in the college are inadequate.

HYPOTHESIS 3:

Inadequate staffing impedes the realization of the educational objectives of the college.

Five questions were also provided in the questionnaire to test this hypothesis. The T-Test procedure is adopted here for testing the hypothesis.

TABLE 4.5: STAFFING IN FCE ZARIA

VARIABLE	$\bar{X}$	$SD\bar{X}$	SE	T	DF	P
Senior Staff	17.1358	1.967	.155	2.20	294	0.028
Junior Staff	16,5746	2.417	.209			

Source: Researcher Survey 1998.

Where?

$\bar{X}$ = Mean
SD = Standard Deviation
SE = Standard Error
T = Calculated T. Value
DF = Degree of Freedom
P = Probability

The table 4.5 above shows a T.Value of 2.20 at 294 degree of freedom. The observed probability level of significance is 0.028 ($P<0.5$). This implies that there is significant difference between the two groups of respondents in their opinions about inadequacy in staffing of the college. The hypothesis is thus rejected. The mean ($\bar{X}$) of senior staff as shown on the table is higher than that of the junior staff. This shows that the senior staff believe that the quantity and quality of staff in FCE Zaria is somewhat inadequate to handle the challenge of bringing about educational development in Nigeria. This implies that the senior staff still believe that they need improvement and development through training. Thus the college authority should encourage the senior staff to go for further training with full sponsorship. The junior staff in their responses show that the staffing is adequate to promote the objectives of the college.

4.4 TESTING OF HYPOTHESIS

In this chapter efforts were made to present, analyse and interpret the data gathered from the questionnaire as returned by the senior and junior staff of the college under study. On the basis of the data presented, analysed and interpreted two of the three hypothesis were rejected under T-Test and one was retained under the same T-Test. The major findings of the study will be discussed in the next chapter.

FOOTNOTES

1. J.C.S. Musaazi (1982): The Theory and Practice of Educational Administration: Studies in Nigeria Educational Series, Hong Kong Macmillan Publishers.

2. A Documentary Titled (1987): "Nigeria: College of Education at a Glance by NCCE.

3. S.M. Ngu (1988): Motivation Theory and Workers Compensation in Nigeria. July, Pp. 67.

4. Federal College of Education, Zaria (1991) Scheme of Service, April.

5. A.K. Abeku: Personnel Management in Nigeria. P. 30.

CHAPTER FIVE

5.0 SUMMARY, FINDINGS AND RECOMMENDATIONS

This chapter gives a general summary, reports major findings of this research, and makes recommendations based on the findings to the government, college authority and staff of Federal College of Education, Zaria.

5.1 SUMMARY

The study began with a description of the problem. The problem was viewed against its historical setting. The purpose, objectives and hypotheses for the study were then set forth to provide a framework within which the investigation was carried out.

A review of related literatures were done, centered on topics which were; the relevance of Nigerian educational objectives to National development. Funding of education, staffing of FCE Zaria and leadership style as they affect performance of workers in FCE Zaria. These reviews were intended to provide theoretical basis for collecting statistical data. Some theories like classical analysis model, Marxist's model, W.W. Rostow's stages of economic growth, balanced and imbalanced growth models and system

analysis approach were discussed under theoretical framework. The system analysis approach was adopted as the model for analyzing the data collected for this research.

By means of twenty (20) test items instrument, the researcher collected the views of 296 senior and junior staff of the college of education, Zaria. The collected responses were statistically analysed through the use of T-Test of independence samples. Four hypothesis were tested. hypotheses 1 and 3 were rejected while hypotheses 2 and 4 were retained.

5.2 FINDINGS

The following were the major findings of the study:

1. More senior staff than junior staff believe that Federal College of Education, Zaria has contributed to the educational development of Nigeria through pursuance of her sound objectives which are relevance in inducing educational development.

2. Both male and female staff of the college were of the opinion that funding and infrastructure of FCE Zaria are not adequate and thus these set some obstacles on the

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effort made by the staff of the college to realise the noble objectives of the college.

3. More senior staff believe that the staffing situation in the college is for now adequate for performance that will produced the desired out come. What need to be done now seems to be that the staff need encouragement to conduct researches and further their education to improve the quality of their performance and hence students' performance.

5.3 RECOMMENDATIONS

In view of the findings and conclusion in this study the following recommendations are proposed. It is hoped that the recommendations will provide assistance to the government, college management and staff of Federal College of Education, Zaria.

Government:

1. The government should renew their commitment in funding of education in the country at large and the Federal College of Education, Zaria in particular. Especially that the policy statement states that "the government has

adopted education as the instrument par excellence for inducing development in Nigeria."

2. The government should encourage the management of Federal College of Education, Zaria to provide full sponsor to staff who want to further their education to whatever level of learning. It is only when the staff are better equipped that they can move the college ahead toward achieving its objectives. The saying goes "water cannot rise above the level of the container." If the college want an enlarge level of development they should enlarge staff development.

3. The government should constitute governing councils for the colleges of education to help check the menace of emerging autocratic leaders who are likely to sacrifice standard on the alter of their self seeking interest.

<u>The College Management:</u>

1. The college management should gear her activities toward promoting the aims and objectives of the college.

2. The college should gear resources toward improving the welfare of staff, and provision of adequate infrastructural facilities. To provide for conducive teaching and learning activities.

3. The college should encourage staff to attend workshops, seminars and further their education with full sponsorship to improve the quality of their input.

4. The college should adopt an open door policy, and rational decision making principle which are characteristics of democracy. This will help the staff to have freedom to use their initiative and abilities to move the college forward toward achieving her objectives.

The Staff:

1. The staff of the college should gear all their activities toward achieving the goals of the college.

2. Staff should seek and utilize opportunities for further education, seminars, workshops and publication to improve and develop themselves so as to develop the nation through participating in the teaching and learning activities of FCE, Zaria.

Further Researchers:

The researcher recommends that further study similar to the present one be carried out in other colleges of education and institutions of higher learning in Nigeria.

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SECTION A

BIO-DATA

Please tick [√] the column that is appropriate to you.

1. Sex: Male [ ]

Female [ ]

2. Status: Senior Staff [ ]

Junior Staff [ ]

For section B - D tick the column that best explain your answer.

A - Stands for Agree

B - Stands for Disagree

N - Stands for Neutral

SECTION B

OBJECTIVES OF THE COLLEGE

S/No		A	D	N
1.	FCE Zaria has produced teachers for very many secondary schools in your state.			
2.	Products of FCE Zaria are well-equipped intellectually to handle their assignments in their places of work.			
3.	Students and staff of the college participate in community development activities.			
4.	There is no segregation of any sort in FCE Zaria.			
5.	Staff and students of FCE Zaria are law abiding.			
	FUNDING AND INFRASTRUCTURE			
6.	You receive some financial aid from the college when in difficulties.			
7.	The college has enough lecture halls and laboratories.			
8.	Stationary supply is adequate to your department.			
9.	You have enough tools to carry out your assignment in the college.			
10.	Your salary and other benefits are paid when and as due by the college.			

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Federal Republic of Nigeria
Official Gazette

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Government Notice No. 186

The following are published as Supplement to this *Gazette* :—

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Supplement to Official Gazette Extraordinary No. 16, Vol. 73, 21st March, 1986—Part A

FEDERAL COLLEGES OF EDUCATION DECREE 1986

ARRANGEMENT OF SECTIONS

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2. Governing Council of each College.
3. Membership of the Council of each College.
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9. The Provost of each College.
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18. Interpretation.
19. Citation.

SCHEDULES

SCHEDULE 1—List of Colleges of Education.
SCHEDULE 2—Supplementary Provisions Relating to the Council, etc.

Decree No. 4

[*14th March* 1986] Commencement.

THE FEDERAL MILITARY GOVERNMENT hereby decrees as follows :—

Part I—Establishment of Federal Colleges of Education

Establishment of Federal Colleges of Education.

1.—(1) There are hereby established the Federal Colleges of Education specified in Schedule 1 to this Decree (hereafter in this Decree collectively referred to as "College") which shall have such powers and exercise such functions as are conferred on them by this Decree.

(2) Each College shall be a body corporate with perpetual succession and a common seal and shall have power to acquire and dispose of interests in movable and immovable property and may sue and be sued in its corporate name.

Tenure of office of members of the Council.

4.—(1) A member of the Council (other than an *ex-officio* member) shall hold office for a term of three years and, subject to the provisions of subsection (2) of this section, shall be eligible for re-appointment for a further period of three years.

(2) The office of a member appointed under sections 3 (1) (*d*) and 3 (2) (*d*) of this Decree shall become vacant if—

(*a*) the member resigns his office by notice in writing under his hand, addressed to the Minister ; or

(*b*) the Minister is satisfied that it is not in the interest of the College for the person appointed to continue in office and notifies the member in writing to that effect.

Functions of each College.

5. The functions of each College shall be—

(*a*) to provide full-time courses in teaching, instruction and training—

(*i*) in technology, applied science, commerce, arts, social science, humanities and management, and

(*ii*) in such other fields of applied learning relevant to the needs of the development of Nigeria in the areas of industrial and agricultural production and distribution and for research in the development and adaptation of techniques as the Council may from time to time determine ;

(*b*) to conduct courses in education for qualified teachers ;

(*c*) to arrange conferences, seminars and workshops relative to the fields of learning specified in paragraph (*a*) of this section ; and

(*d*) to perform such other functions as in the opinion of the Council may serve to promote the objectives of the College.

Powers of the Council.

6.—(1) For the carrying out of the functions of each College, the Council shall have power to—

(*a*) hold examinations and grant diplomas, professional certificates and other distinctions of the University to which the College is affiliated for moderation to persons who have pursued a course of study approved by the Council and who have satisfied such other requirements as the Council may prescribe ;

(*b*) demand and receive from any student or any other person attending the College for the purpose of instruction such fees as the Council may, with the prior approval of the Minister, from time to time determine ;

(*c*) hold public lectures and undertake printing, publishing and bookselling ;

(*d*) make gifts for any charitable purpose ;

(*e*) hold examinations in education for qualified teachers ;

(*f*) provide amenities for and make such other provision for the welfare of the staff of the College ;

(*g*) invest the funds of the College in securities specified by law or in such other securities in Nigeria as may be approved by the Minister ;

(*h*) borrow money within Nigeria in such manner and upon such security as the Minister may from time to time authorise ;

(*i*) enter into such contracts as may be necessary or expedient for carrying into effect the objectives of the College ;

(*j*) recruit staff of the right calibre and determine the career structure of such staff ;

The Registrar and other staff of each College.

10.—(1) The Council of each College shall appoint a Registrar to such College (hereinafter referred to as "the Registrar") who shall keep the records and conduct the correspondence of the Council and shall perform such other duties as the Council and subject thereto as the Provost may from time to time direct.

(2) The Registrar shall, in addition to the other duties conferred on him by or under this Decree, be the secretary to the Council, the Academic Board and any committee of the Council and in his absence, the Council or any such committee may appoint some other person to act as secretary, and he shall not vote on any question before the Council or count towards a quorum.

(3) The Council may appoint such other persons to be employees of the College as the Council may determine to assist the Provost in the exercise of his functions under this Decree.

(4) The remuneration, tenure of office and conditions of service of the Provost and other employees of the Council shall be determined by the Council in consultation with the Head of the Civil Service of the Federation.

Pensions. 1979 No. 102.

11.—(1) It is hereby declared that service in each College shall be approved service for the purposes of the Pensions Act 1979 and accordingly, officers and other persons employed in each College shall in respect of their service in the College be entitled to pensions, gratuities and other retirement benefits as are prescribed thereunder, so however that nothing in this Decree shall prevent the appointment of a person to any office on terms which preclude the grant of a pension and gratuity in respect of that office.

(2) For the purposes of the application of the provisions of the Pensions Act 1979, any power exercisable thereunder by a Minister or other authority of the Government of the Federation (other than the power to make regulations under section 23 thereof) shall be exercisable by the College and not by any other person or authority.

Part II—Financial Provisions

Establishment of fund of each College.

12.—(1) The Council shall establish and maintain a fund which shall be applied towards the promotion of the objectives specified in this Decree.

(2) There shall be paid and credited to the fund established under subsection (1) of this section—

(*a*) such sums as may from time to time be granted to the Council by the Government of the Federation ;

(*b*) all moneys raised for the purposes of the Council by way of gifts, grants-in-aid or testamentary disposition ; and

(*c*) all subscriptions, fees and charges for services rendered by the Council and all other sums that may accrue to the Council from any source.

(3) The Council shall submit to the Minister not later than 3 months before the end of each financial year or at such other time as he may direct an estimate of its revenue and expenditure for the next succeeding financial year.

Power to accept gifts.

13.—(1) The Council may accept gifts of land, money or other property upon such terms and conditions, if any, as may be specified by the person making the gift.

date of the letter communicating the decision to him, appeal from the direction to the Council, and where such an appeal is brought, the Council shall, after causing such inquiry to be made in the matter as the Council considers just, either confirm or set aside the direction or modify it in such manner as the Council may think fit.

(6) The fact that an appeal from a direction is brought in pursuance of the last foregoing subsection shall not affect the operation of the direction while the appeal is pending.

(7) The Provost may delegate his powers under this section to a disciplinary committee consisting of such members of the College as he may nominate.

(8) Nothing in this section shall be construed as preventing the restriction or termination of a student's activities at the College otherwise than on the ground of misconduct.

(9) It is hereby declared that a direction under subsection (3) (*a*) of this section may be combined with a direction under subsection (3) (*b*) of this section.

(10) In all cases under this section, the decision of the Council shall be final unless reversed by the Minister on appeal by the student.

Interpretation.

18. In this Decree, unless the context otherwise requires—

"Chairman" means the Chairman of the Council ;

"College" means any of the Federal Colleges of Education specified in Schedule 1 to this Decree and "Colleges" shall be construed accordingly ;

"Council" means the Governing Council of any of the Colleges established by or pursuant to section 2 of this Decree ;

"Provost" means the Provost of a College appointed under section 9 of this Decree ;

"functions" includes powers and duties ;

"Minister" means the Minister charged with responsiblity for matters relating to education ;

"member" means a member of the Council including the Chairman.

Citation.

19. This Decree may be cited as the Federal Colleges of Education Decree 1986.

SCHEDULES

SCHEDULE 1

Section 1 (1)

LIST OF COLLEGES OF EDUCATION

(*a*) Federal College of Education (Technical) Gombe, Bauchi State ;
(*b*) Federal College of Education (Technical) Akoka, Yaba, Lagos ;
(*c*) Federal College of Education, Abeokuta, Ogun State ;
(*d*) Federal College of Education, Katsina, Kaduna State ;
(*e*) Federal College of Education, Kontagora, Niger State ;