# EVALUATION OF THE ADMINISTRATION OF COLLEGES OF EDUCATION IN NIGERIA (2003-2012)

**BY**


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## DECLARATION

I, Hamza Alhaji Sulaiman, do hereby declare that this dissertation is my hand work and which I solemnly undertook single handedly for the purpose of fulfilling the requirements for the award of Doctor of Philosophy (Ph.D) Educational Administration and Planning of Ahmadu Bello University, Zaria.

## CERTIFICATION

This dissertation entitled **Evaluation of the Administration of Colleges of Education in Nigeria (2003 – 2012)** by Hamza Alhaji Sulaiman meets the regulations governing the award of Doctor of Philosophy (Ph.D) Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation

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## DEDICATION

This Ph.D dissertation is hereby dedicated to my late noble father, Alhaji Sulaiman Isa, (OON) (1910 – 1984), Sarkin Kudun Gusau whose guidance lead to all achievements in my life.

_____ _____

Student's Signature Date

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## ABSTRACT

This study evaluated the administration of Colleges of Education in Nigeria from (2003 – 2012). Eleven aspects of the administration were investigated. They include staff strength, staff development, conduct of admission and examination, maintenance of discipline and plants, supervision and decision-making process, communication and staff and students' welfare provisions. Eleven objectives were outlined to guide the study, eleven research questions were raised and eleven null hypotheses were formulated. The survey method of research was employed. The population was made up of four groups, all the management staff 528, all the academic staff 3684, all the non-academic staff 9101 in the Colleges and all senior officials of the National Commission for Colleges of Education (NCCE) 86 totaling 13,399. Using both randomization and randoam stratified sampling techniques a rounded sample of 1000 respondents were selected and used. A structured questionnaire made up of 100 statements on five point Likert rating scale, validated by experts with a computed realiability-coefficient of 0.813 level was administered on the selected respondents. 810 copies of questionnaires were returned and used for the data analysis. The hypotheses test rejected ten hypotheses and only one hypothesis was accepted The statistical tools used include mean, standard deviation,One-Way Analysis of Variance (ANOVA) and post hoc Schaffer's test. Some of the major findings of this study are that staff strength of Colleges of Education was inadequate more especially in staff-student ratio of the Colleges. That there are provisions of various staff development programmes in Colleges of Education in Nigeria but staff have inadequate access to them. That the respondents support the opinion that improper admission exercises were conducted by the Colleges. Therefore, recommendations include the need to urgently raise the staff-student ratio of the colleges against the teeming population of the students. That the colleges should endeavor to provide more access to their staff for all programmes available, to enhance personnel capacity development. That the colleges should take more water-tight measures to curtail discrepancies in their admission exercises. It was also recommended that for further research work other aspects of the administration not covered by this study should be researched into.

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# CHAPTER ONE

# INTRODUCTION.

## 1.1 Background to the Study

The Colleges of Education are the main institutions purposely designed for teacher training in Nigerian educational system. In the National Policy on Education (2004) revised edition, these colleges are listed under Teacher Education as the first category of institutions charged with the responsibility of production of teachers for our primary, junior and senior secondary levels of education. Indeed, the objectives of establishing Colleges of Education stipulated in Decree No. 4 of 1986 are as follows:

a. To provide full-time courses in teaching instruction and training:

   i. In technology applied science, commerce, arts, social science, humanities and management.

   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 adoption of techniques;

b. conduct courses in education for qualified teachers;

c. arrange conferences, seminars, and workshops relative to the fields of learning specified in paragraph "a" above (Ajayi, 1995).

Colleges of Education are thus established by provisions of decrees or edicts/laws enacted by the founding authorities. These enabling regulations establish ownership and possession of the colleges for the authorities as well as give the institutions the required measure of autonomy to operate efficiently. Specifically, these edicts, laws or decrees provide for the following among others:

i. Establishment and objectives of the college.
ii. Principal Officers and their functions.
iii. Appointments and conditions of service.
iv. Governing council.
v. Division of colleges into schools.
vi. Congregation.
vii. Financial provision
viii. Students and their discipline.
ix. Miscellaneous provision such as statutory committees, Right of Appeal etc. (NCCE, 1992).

In 1999, Nigeria returned to civilian rule. The first tenure of political office holders of four years ended in 2003. This period witnessed significant development in the education sector and specifically in Nigerian Colleges of Education. More Colleges of Education were established across the country by both the federal and state governments. Private entrepreneurs and cooperative bodies also established more colleges within the period. The old Colleges of Education, especially the Federal Colleges, also witnessed significant expansion.

This brought about new administrative challenges in the administration of Colleges of Education. Certain important policies of control were formulated. Many colleges got functional governing councils that promoted the clamor for autonomy. There was the introduction of uniform admission through the JAMB. There was the enhancement of salary of staff that attracted many into the system. The democratic political dispensation also allowed the staff unions to agitate for better conditions of service. These and several other similar developments added to the administrative challenges of these colleges.

In the same vain concerned citizens continue to decry the lowering standard of the N. C. E. teachers produced by these colleges. Some commentators often go further to cast doubts on the credibility of both the admissions and the examinations conducted by the colleges. Yet some others critically speak of other administrative lapses in terms of the colleges' decision-making process, inefficient establishment of the medium of communication and irregular supervision of instructions. The dilapidation of inadequate staff and students' welfare facilities are easily observable in most of the campuses of these colleges.

It is against this background that the study is set out to evaluate the performance of the Administration of Colleges of Education in Nigeria in respect of staffing situation, staff development, students' admission, conduct of examination, maintenance of discipline and plants, decision-making process, communication, provision of staff and students' welfare etc.

## 1.2 Statement of the Problem.

The organizational structure of Colleges of Education in Nigeria could be described as a perfect structure set to achieve basic objectives of the colleges. With such structure put in place, it is assumed right people were appointed as management staff that could match challenges of the colleges, hence efficient administration.

However, incessant reports continue to be heard of administrative shortcomings, lapses, failures etc. There are yet lamentations of poor or low quality production of N.C.E teachers from different parts of the nation which is a pointer to poor administration. This poses a number of questions as to the performance of administrators of Colleges of Education in Nigeria. There are problems of inadequate or unqualified personnel, cloudy

admission exercise, examination malpractices, and manifestations of various types of indiscipline. There are also problems of poor maintenance of school plants and facilities, irregular or ineffective supervision in these colleges. The problems of over-stretched students' accommodation and inadequate provisions of both staff and students' welfare services in the Colleges have continued to be hard.

Therefore, the study is set to evaluate the administration of Colleges of Education in Nigeria in respe ct of staffing, staff development, admission, examinations, maintenance of plants and discipline, communication, decision-making process, supervision of instruction as well as staff and students' welfare provisions from 2003 - 2012.

### 1.3 Objectives of the Study.

The main objective of this study is to investigate and assess the overall administration of Colleges of Education in Nigeria. Specifically, the study is set to achieve the following objectives:

i. examine the staff strength in Colleges of Education in Nigeria;
ii. determine the state of Staff Development Program in Colleges of Education in Nigeria;
iii. find out how Admission process into Colleges of Education in Nigeria is conducted;
iv. investigate how Examinations are conducted in Colleges of Education in Nigeria;
v. determine the Maintenance of Discipline in Colleges of Education in Nigeria;
vi. ascertain the Maintenance of School Plant in Colleges of Education in Nigeria;
vii. determine the state of Supervision in Colleges of Education in Nigeria;
viii. find out how Decision-making process is made in Colleges of Education in Nigeria;

ix. investigate the state of Communication in Colleges of Education in Nigeria,

x. ascertain the state of Staff Welfare Provisions and management in Colleges of Education in Nigeria and

xi. ascertain the state of students' welfare provisions and management in Colleges of Education in Nigeria.

## 1.4 Research Questions

This study investigated the overall administration of Colleges of Education in Nigeria. It specifically sought and provided answers to the following pertinent questions on the administration of Colleges of Education in Nigeria.

i. What is the Staffing situation in Colleges of Education in Nigeria?

ii. What is the state of Staff Development in Colleges of Education in Nigeria?

iii. How are students admitted into Colleges of Education in Nigeria?

iv. How are Examinations conducted in Colleges of Education in Nigeria?

v. How is Discipline maintained in Colleges of Education in Nigeria?

vi. What is the state of School Plant Maintenance in Colleges of Education in Nigeria?

vii. How is Supervision conducted in Colleges of Education in Nigeria?

viii. How is Organizational Decision-making Process made in Colleges of Education in Nigeria?

ix. How is the medium of Communication established in Colleges of Education in Nigeria?

x. What is the state of Staff Welfare Provisions and management in Colleges of Education in Nigeria?

xi. What is the state of Students' Welfare provisions and management in Colleges of Education in Nigeria?

## 1.5 Hypotheses

The following null hypotheses were formulated for the study:

i. There is no significant difference in the opinions of stakeholders on staff strength in Colleges of Education in Nigeria.

ii. There is no significant difference in the opinions of stakeholders on the state of staff development provisions in Colleges of Education in Nigeria.

iii. There is no significant difference in the opinions of stakeholders on students' admission into Colleges of Education in Nigeria.

iv. There is no significant difference in the opinions of stakeholders on the conduct of examinations in Colleges of Education in Nigeria.

v. There is no significant difference in the opinions of stakeholders on the maintenance of discipline in Colleges of Education in Nigeria.

vi. There is no significant difference in the opinions of stakeholders on the maintenance of plants in the Colleges of Education in Nigeria.

vii. There is no significant difference in the opinions of stakeholders on supervision of instructions in Colleges of Education in Nigeria.

viii. There is no significant difference in the opinions of stakeholders on decision-making process in Colleges of Education in Nigeria.

ix. There is no significant difference in the opinions of stakeholders on the state of communication in Colleges of Education in Nigeria.

x. There is no significant difference in the opinions of stakeholders on the state of staff welfare provisions and management in Colleges of Education in Nigeria.

xi. There is no significant difference in the opinions of stakeholders on the state of students' welfare provisions and management in Colleges of Education in Nigeria.

## 1.6 Basic Assumptions

This study is based upon the following assumptions:

i. There is inadequate Staffing in Colleges of Education in Nigeria.

ii. There is no adequate Staff Development program in Colleges of Education in Nigeria.

iii. There is irregular Admission of students into Colleges of Education in Nigeria.

iv. There is poor conduct of Examinations in Colleges of Education in Nigeria.

v. There is poor Maintenance of Discipline in Colleges of Education in Nigeria.

vi. There is poor Maintenance of Plants in the administration of Colleges of Education in Nigeria.

vii. There is inadequate Supervision of instructions in the administration of Colleges of Education in Nigeria.

viii. There is no proper Decision- making process in the administration of Colleges of Education in Nigeria.

ix. There is inadequate establishment of Communication in the administration of Colleges of Education in Nigeria.

x. There are poor Staff Welfare Provisions in the Colleges of Education in Nigeria.

xi. There are poor Students' Welfare Provisions in Colleges of Education in Nigeria.

## 1.7 Significance of the Study

Teacher Education is of paramount importance in any educational system. The need for providing qualitative training, institutions cannot be over emphasized. The Colleges of Education are the main institutions for N.C.E teachers training. The strategic importance of the N.C.E Teacher Education is its direct bearing with the vital primary and secondary levels of the Educational system. That underscores the significance of this study.

The significance of this study is that it focuses on assessing the administration of these colleges in certain specific aspects of the administration, the success of which determines the overall success of administration of these important colleges in our Educational System. Thus the study could be especially significant in that its findings could draw the attention of the principal officers to their shortcomings, prospects and problems in administration of their colleges. The study is also significant in the sense that it would proffer solutions to problems which could be of benefit to teachers, provosts, principal officers, governing councils.

The teachers could use the findings of the research work in their literary works. The provosts could use the findings in putting-up projects proposals or other submissions to founding are authorities. The governing councils could as well use the revealations of this research work in their policy formulation and reviews of policies for the colleges.

Consequently such benefits would contribute in promoting the achievement of the objectives of Colleges of Education and the broad Nigerian National goals as outlined in the National Policy of Education. The findings of this study could also play a significant role in guiding not only our governments but also external donors to where their

intervention is needed most or where they could best help in supporting an important stakeholder in Teacher Education.

## 1.8 Scope of the Study

The study evaluated the administration of Colleges of Education. It specifically focused on the administrators' performances on eleven aspects of the overall administration of their colleges. These are staff strength, staff development, student's admission, examinations, maintenance of discipline and plants, supervision, decision-making process, communication and provision of welfare services.

The study used samples drawn from Colleges of Education from all parts of the country and the NCCE. They were drawn from the six (6) geo-political zones of Nigeria. The zones are South-South, South-East, South-West, North-Central, North-East and North West. Two states were chosen from each zone for the representative samples of the population to generalize findings. Although this study is specifically on Colleges of Education, some of the findings, may be applicable to other N.C.E awarding institutions with similar administrative structure.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter presents a review of related literature. Views and opinions of scholars and researchers are discussed on related concepts. Their relevance to educational administration in educational institutions, particularly Colleges of Education is also briefly explained. The following sub-headings are covered in the review:

i conceptual framework of the study;

ii staffing in Colleges of Education in Nigeria;

iii staff development in Colleges of Education in Nigeria;

iv students' admission into Colleges of Education in Nigeria;

v conduct of examinations in Colleges of Education in Nigeria;

vi maintenance of discipline in Colleges of Education in Nigeria;

vii maintenance of plants in Colleges of Education in Nigeria;

viii supervision in Colleges of Education in Nigeria;

ix decision-making process in Colleges of Education in Nigeria;

x communication in Colleges of Education in Nigeria; and

xi staff and students' welfare provisions in Colleges of Education in Nigeria;

## 2.2 Conceptual Framework of the Study

The conceptual framework of this study is based upon the concept of administration. The aspects of administration outlined for this study in relation to the concept are briefly discussed.

### 2.2.1 Concept of Administration and Educational Administration

Educational Management is very often referred to as Educational Administration. This is because the words Management and Administration are often used interchangeably. However, some scholars have defined them differently.

Management is simply defined as the process of planning, organizing influencing and controlling organizations. Educational management may be defined as the process of planning, organizing, influencing and controlling the efforts of the operators of the educational system to achieve the stated goals of education. Peretomode (1999) stated that Educational management is concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. Alternatively, educational management can be defined as the application of the processes of planning organizing, co-coordinating, controlling and evaluating human and material resources. Thus educational management is primarily concerned with the overall formulation of plans, programmes and policies of education.

According to Aderonmu and Ehametalor (1985) Educational Administration is essentially a service activity or tool, through which the fundamental objectives of the educational process may be fully and efficiently realized. Thus the definition has many aspects in common with that of Educational management earlier cited. Olagboye (2004) also defined Educational Administration as the process of skillfully arranging the human and material resources and programmes available for education and carefully and systematically using them for the achievement of educational objectives.

Put differently by Dare (2009) Educational Administration is described to involve prudent management of resources and higher degree of accountability on the part of the

educational administrator and other members of the organization. That is why some writers simply defined Educational Administration as systematic arrangement of design to foster or enhance teaching and learning. Therefore, it is argued that Educational Administration is an aspect of Educational Management chiefly concerned with the implementation of management plans, programmes and policies. Aghenta (1998) argued that the term Educational Administration may be applicable to primary and secondary schools but not to higher institutions which according to him now have common characteristics with complex organizations of industrial, commercial, financial sector.

It could be concluded from the above submissions that whether called Educational Management or Educational Administration refers to all the activities directed towards the attainment of the goals of Teaching and Learning. It is also implied that all in our Education sector and institutions would have to be carried along towards the accomplishment of our Educational Goals and Objectives.

## 2.3 Staffing in Colleges of Education in Nigeria.

The importance of quality staffing in the overall performance of an organization cannot be over-emphasized. Thus all organizations should have definite and established procedures and processes of staffing themselves. There has to be definite requirements for the different categories of staff needed in the organization. In educational institutions like Colleges of Education, the requirements are more pronounced for they are training grounds. The main categories of staff in Colleges of Education are the management, the academic and the non-academic staff.

Requirements for the head of the management, the provost, as given by NCCCE minimum standard (2002) are a Master degree plus teaching qualification and not less than

10 years of teaching and administrative experience. In respect of the Academic staff qualifications, the minimum standards stipulate as follows:

1. Every Academic staff should be a professionally qualified teacher (with a minimum of NCE or PGDE)
2. A good Bachelor's degree (not less than second class lower division in the relevant discipline as the minimum qualification for appointment as lecturer III or its equivalence.
3. Higher National Diploma (HND) holders with a minimum of merit are qualified to be appointed instructors, and
4. Higher degrees or additional professional qualifications in the relevant discipline as added advantages.

   The recommended staff/student ratio is 1:25 for Education in view of the fact that all students in the colleges offer the programme. For the non-academic staff, the minimum standard stipulates for every school the details what are required. For example, the (2009) edition states that:

   Department and units in the School of Education should be sufficiently staffed with suitable technologists/technicians, electrical and administrative personnel:

   For the Special Education unit support staff, it states as follows:

   a. Each department requires one typist, one messenger/cleaner and a departmental secretary;
   b. Brail lists: it is very important to have an adequate number of brail lists to give the necessary services; and

c. Sign language interpreters: These are also needed in adequate numbers to provide the required services depending on the population of hearing impaired students.

For the Primary Education Studies Department, non-academic staff required are as follows:

Resource Centre Attendant (1);

A computer Operator with graphics Experience;

A minimum of three Educational Technologists; and

A Secretary, a clerk and a messenger for the head of Department.

The monitoring and evaluation exercise carried out by the NCCE on Federal Colleges of Education in December 2008, considered the three categories of staff as indicators of performance of the colleges in staffing. The analyses of data collected indicate that all provosts in the Federal Colleges of Education were academically qualified, and that they:

1. Have taught for more than 10 years,
2. Have had administrative experience for more than 10 years,
3. Had been Heads of Department,
4. Have held the position of Deanship of a School in their colleges and
5. Had held the position of Deputy Provost before becoming Provosts.

The analysis also indicted that more than 75% of the Academic Staff in 18 Colleges have teaching qualifications while in two Colleges, less than 75% of the academic staff have teaching qualifications. The two Colleges were Federal College of Education (T) Gusau and Federal College of Education (T) Bichi. The analyses considered qualifications

of academic staff as good if more than 75% of the staff in the college have Master's degrees and above with a teaching qualification. On the issue of academic staff/student ratio as prescribed in the minimum standards, 17 or 85% of the 20 Colleges of Education visited claimed that staff/students ratio in the colleges are in conformity with the minimum standard guidelines. Only Federal College of Education Katsina, Alvan Ikoku College of Education, Owerri, and Federal College of Education (T) Asaba did not have staff-student ratio in accordance with the minimum standards prescriptions.

As for the non-academic staff, data from the exercise indicated that the Academic/non-academic ratios in 12 out of the 20 colleges covered were as prescribed in the minimum standard guidelines. While in eight or 40% of the colleges, it was found that academic/non-academic staff ratios in the various discipline in their colleges did not conform with the minimum standard guidelines.

Recruitment and conditions of service are another quality indicators that were considered with staffing in the exercise. The performance indicators examined include: advertisement of vacancies, evidence of properly constituted interview panels during recruitments, gender equity in recruitment and induction of new staff.

The exercise found evidence of advertisement of vacancies in all but Federal College of Education Yola. Results of the data analysis further indicate evidence of properly constituted interview panels during recruitment exercises, in 18 of the 20 colleges covered. On the issue of gender equity in recruitment, analyses showed that recruitment of staff cannot be said to be equitable in 5 out of the 20 colleges covered. These five colleges were: Federal C.O.E. Katsina, Federal C.O.E. Ola, Federal C.O.E. (Technical) Asaba, Federal C.O.E. (T) Umunze and Federal C.O.E. Eha-Amufu. Lastly, seven Federal

Colleges were also mentioned to have been found not in the habit of carrying out induction of new staff.

The same categories of staff were considered for the same type of exercise on State Colleges of Education in December, 2009. From the analyses of the data collected it became evident that:

1. All the Provosts of State Colleges of Education had taught for more than 15 years at the College of Education level;
2. All the Provosts have administrative experience of ten (10) years and above;
3. Only (1) lacked the minimum requisite qualification of Master's degree.
4. Seven (7) of the provosts had never been Dean of a school and they were those of Delta state C.O.E. Warri, Umar Sulaiman C.O.E. Gashua, Ebonyi S.C.O.E. Ikwo, Benue S.C.O.E. Katsina-Ala, Benue S.C.O.E Oju, Micheal Otedola College of Primary Education Epe and Osun S.C.O.E. Ila-orangun and;
5. Seventeen (17) of the 28 Provosts had never been deputy provost before their appointment.

On the issue of Academic staff minimum standard prescribed staff/student ratio, the analyses revealed that eleven (11) state Colleges of Education complied fully while 3 of the Colleges fairly complied. Only four (4) were listed who failed to comply with the minimum standard. These were: Umar Suleiman C.O.E. Gashua, Adamu Augie C.O.E. Argungu, Kaduna S.C.O.E. Gidan-Waya and Adamawa S.C.O.E Hong. But on the issue of Academic Staff academic qualification it was revealed that 22 state Colleges of Education fully complied with the preceding prescriptions, while six (6) of the colleges fairly complied and none failed to comply out rightly.

The exercise also looked into conformity with Academic/Non-academic Staff ratio in the State Colleges of Education. Findings indicate that 18 State Colleges of Education fully complied; seven partially complied, while two State Colleges of Education, Adamu, Augie College of Education Argungu and Rivers S.C.O.E Port-Harcourt hardly complied. Recruitment and conditions of service were also examined in the State Colleges of Education using the same indicators of performance as that of the Federal. The analyses revealed that evidence of advertisement of vacancies existed in 24 of the 28 colleges. The four where this was not in existence were:

1. Nasarawa S.C.O.E Akwanga;
2. Niger S.C.O.E. Minna;
3. Ekiti S.C.O.E. Ikere-Ekiti and
4. Sa'adatu Rimi C.O.E. Kumbotso.

In two (2) of the colleges, Benue S.C.O.E Katsina-Ala and Adamu Augie C.O.E Argungu no evidence of properly constituted interview panel existed. Evidence of gender equity in recruitment was strong in 11 colleges, fairly strong in nine (9) and was very weak in eight (8) colleges listed. On the requirement of induction of newly recruited staff, 19 of the colleges always inducted new staff, seven (7) colleges sometimes did so, but Taraba S.C.O.E. Jalingo and Benue S.C.O.E. Katsina-Ala never did.

## 2.4 Staff Development in Colleges of Education in Nigeria.

### 2.4.1 The Importance of Staff Development

Staff are the most valuable assets of an organization. Therefore, developing their potentials to assist in achieving the aims and objectives of the organization is of paramount importance. Thus training and development of staff should be major areas of activity for all

organizations. Staff development refers to the preparation and progressive training given to employees after recruitment until retirement. Staff development should be a continuous exercise to ensure that the goals and objectives of the organizations are achieved. Staff development and training process benefit the organization and the individual staff at all stages of their career. In the school, it ensures and maintains standards through improved and quality teaching. It builds the required competence and expertise of the staff involved and therefore, assures qualitative delivery and transmission of knowledge. Staff development up-dates the knowledge of staff and bring them face-to-face with recent developments in their fields of study.

### 2.4.2 Staff Development Programmes

Staff development programmes are categorized into three main areas. These are: (i) recruitment and induction stage, (ii) in-service training and (iii) career development.

i. **Recruitment and induction exercise:** After recruitment processes a new staff is acquainted with the organizational system and co-workers. Induction activities normally include a clarification of the purpose of organization and placement to ensure smooth and effective adjustment of the new staff.

ii. **In-service Training:** This is a tool designed for workers to improve their knowledge and skills. It is intended to support and assist the professional development that workers ought to experience throughout their working careers,(Ogunsajo, 2000). In-service training include short training courses, medium and long-term courses. Short training courses include workshops, seminars, training programmes which take place outside the participants' normal work context, or where the training does not involve the participants' primary work

group. The medium and long-term are full pledged academic and professional courses attended in tertiary institutions. It is necessary that opportunities should be made available to every worker to undergo in-service training.

iii. **Career Development Training:** This training involves staff attending specific in-house or external training courses, conferences or other activities. Such other activities include: institutional training or academic work group or study group. This group gathers together to discuss issues affecting their profession and deliberate on solutions for the purpose of improving their professional awareness. This type of academic work group is generally an effective setting for developing the complex knowledge, attitudes and skills involved in teaching. It involves establishing a culture of professional inquiry and discussion within a work group.

Similarly, career development training is done in certain institutions through a consultant, peer assessment and mentoring models. This involves assisting teachers to improve the quality of their teaching through obtaining feedback, advice and support for their teaching from a colleague or academic development consultant. It is a one-to-one targeted support for teachers to help them reflect on their current practice to consider alternative ideas and methods to try new ways of teaching and then review the results. The three broad types are:

i. The professional service model (a consultant provides organizational or technical expertise).
ii. The counseling model (a consultant assists teachers to articulate and find solutions to their own problems and challenges).
iii. The collegial model (guidance is provided by a peer).

In order to maximize benefit, academic staff development could employ all the three types above.

Other in-house activities considered are: Attending formal meetings on an occasional basis e.g. senior management meetings or Academic Board meeting.

Memberships of specific working groups.

Shadowing another member of staff (within or external to the organization. It means watching how other jobs are performed.

Visits to other similar organizations.

Rotate meeting tasks/roles e.g. chair a meeting/take formal minute.

Standing in for another member of staff.

Job enlargement: extra tasks at same level of responsibilities, increased variety.

Job enrichment: more responsibility and autonomy.

Job rotation: change tasks every six months, long enough to understand all processes.

Job exchanges: actually doing someone else work, longer than shadowing, not substantially different work from your own.

Job secondments: to project or specify job for a set period of time, need to fill seconded employees job during the period of secondment.

### 2.4.3. Staff Development Programmes in State Colleges of Education

The monitoring and evaluation exercise on State Colleges of Education undertaken by the NCCE in December 2009 considered as significant performance indicators for Staff development the following: availability of promotion criteria; regularity of promotion exercise; openness in assessment and scoring of APER form; provision for the right of appeal; sponsorship for higher degrees; sponsorship to attend workshops and conferences

(local and international) and financial support for publications. The result of the analysis carried out on these performance indicators revealed that in all the 28 State Colleges of Education, promotion criteria were not only available but promotion exercise was also regularly conducted and there was provision for the right of appeal in all the colleges. There was openness in the scoring of APER form in majority of the colleges (36). Only Kashim Ibrahim College of Education, Maiduguri and Adamu Augie College of Education Argungu were not open. Whereas a great majority of the colleges (27) made provision fairly adequate for sponsorship of staff to local workshops and conferences, only Taraba State College of Education, Jalingo was lacking in this respect. Relatively, few of the State Colleges of Education claimed to have fairly adequate provision for international workshops and conferences.

### 2.4.4 Staff Development Programmes in the Federal Government Colleges of Education

According to monitoring and evaluation exercise on Federal Government Colleges of Education report of December, 2008, the same performance indicators as above were considered. The performances of the colleges on the indicators show that criteria for promotion were available in the 20 colleges and promotion exercises were found to be regular in all the colleges except in Federal College of Education, Yola. All the 20 Colleges of Education had right of appeal. The result of the performance indicators dealing with staff development was further detailed as follows: sponsorship for higher degree was available in 15 colleges and not available in 5 colleges. The five (5) colleges where staff do not have opportunities to be sponsored for higher degrees were; Federal College of Education (Technical) Omoku, Alvan Ikoku College of Education, Owerri; Federal College of

Education (Technical) Umunze, Federal College of Education (Technical), Asaba, and Federal College of Education Eha-Amufu.

Sixteen Colleges of Education had programmes for sponsoring their staff to local workshops and conferences. The four colleges which were not sponsoring their staff to attend local workshops/conferences were: Federal College of Education (Technical), Omoku, Federal College of Education Pankshin, Federal College of Education (Technical) Asaba and Federal College of Education, Oyo.

Sponsorship to international workshops and conferences were available in 10 colleges and not available in 10. But majority of the staff who benefited from international workshops and conferences in the Federal Colleges of Education were mainly the staff at the management cadre like the provosts, registrars and Bursars.

Out of the 20 Colleges 13 were found to be giving financial support for publication for staff while the remaining (7) seven were not giving their staff financial support for publication. The colleges that did not give financial support for publications were: Federal College of Education, Katsina, Alvan Ikoku College of Education, Owerri, Federal College of Education, Yola, Federal College of Education, Pankshin , Federal College of Education (Technical), Asaba, Federal College of Education, Eha-Amufu and Federal College of Education (special), Oyo.

## 2.5 Students' Admission into Colleges of Education in Nigeria.

Students are admitted into Nigerian Colleges of Education mostly through the Joint Admission and Matriculation Board Examination process and through direct admission exercise by the Colleges. Admission into Federal Colleges of Education is mainly through the JAMB while many states and private colleges of Education admit students directly.

Through the JAMB, qualified student's purchase the forms fill it and write the JAMB examination to pass and secure a placement into the colleges. While the colleges that directly undertake the admission exercise usually advertise it, qualified students purchase, fill and return the forms after which they would still be called for screening test in the colleges before they secure admission.

Generally, the admission requirements are five Credits in West African Examination Council (WAEC) or National Examination Council of Nigeria (NECO) which should include the subjects of combination the students intend to study and they include English Language and Mathematics. However, a credit in Mathematics is required for all sciences as English is compulsory for all arts related subject combinations. Admission requirement for science related courses accepts just a pass in English language while for arts and social sciences it requires only a pass in mathematics. Admission requirement for Technical Colleges of Education include results from the National Board for Technical Education Examinations (NABTEB). Admission exercises through the JAMB are usually smooth and timely but admission exercise in states and private colleges of education are characterized with irregularities and in some cases run throughout the first semester in consideration of one special request or the other.

The admission policy in Nigerian Colleges of Education was found to be complied to in almost all the 27 colleges visited by the monitoring and evaluation exercise of December 2011 undertaking by the National commission for Colleges of Education.

## 2.6 The conduct of Examinations in Colleges of Education in Nigeria.

Examination can be considered as a process where students are given test or assignments to see how much they have understood what they have learnt Idris (2013).

Examinations as part of the general assessment in the N C E courses are conducted at the end of each of the two semesters in every session. The general assessment requires that students should do a continuous assessment (C A) before the end of semester examinations. The C A could be an assignment given to students in every course. The CA carries 40% of the total marks in each course and the examination has the 60% marks. A student cannot pass a course without C A marks, no matter his score in the examination.

For the examinations, lecturers are required to submit questions and a marking scheme of their courses to the various examination officers of their Departments or Schools which are forwarded to the Central Examination office. The Central Examination office types the questions and arranges the conduct of the examinations at the appointed date. It is the lecturers that serve as invigilators in the various examination halls with the seniors as supervisors that go round the halls during the examinations. The invigilators from every hall submit an attendance list of students who sat for the examinations and an equal number of answer scripts to the central examination office at the end of the examinations. Usually, some refreshments are made available for the invigilators and supervisors for each paper.

According to the Guidelines on Academic Programmes of the National Commission for Colleges of Education (2003), the conduct of examination is the responsibility of the College Examination Committee chaired by the Deputy Provost. Members include the Chief Examiner (Dean of School), Assistant Chief Examiner (HODs), Examiner (Course Lecturers), External Examiners or Moderators, Department and School Examination Officers. The document spelled out the functions or duties of each at different stages of the conduct of examination.

Furthermore, rules and regulations for the conduct of Examinations in Colleges of Education were outlined as follows:

i. all candidates shall register for college examinations by completing appropriate forms to be signed by course lecturers and HODs;
ii. to qualify for examination a candidate must have fulfilled all college, school and departmental requirements including 75% attendance at lectures in respect of the courses to be examined;
iii. knowledge of examination dates, time and places shall be the responsibilities of candidates;
iv. candidates shall arrive the Examination Hall and be seated at least 15 minutes before the advertised time on the time-table;
v. candidates shall not be allowed to leave the Examination Hall after 30 minutes of commencement of the examination without authentic reason;
vi. candidates shall not be allowed to leave the Examination Hall unaccompanied by the invigilator;
vii. candidates shall not be allowed to leave the Examination Hall in the last 15 minutes of the examination;
viii. it is compulsory for candidates to display their identity cards on the desks;
ix. candidates must ensure that they sign in and out of Examination Halls;
x. answer scripts must be handed over to the invigilator before signing out of the Examination Hall;
xi. candidates shall not give or receive any form of assistance from any source or anybody during the course of an examination;

xii. candidates shall call the attention of invigilator only by raise of hand;

xiii. the use of scrap is not permitted. All work must be done on the answer booklet provided by the invigilator. Such paper must be submitted to the invigilator after the Examination;

xiv. handbags, briefcase and unauthorized calculators are prohibited from the Examination Hall;

xv. any candidate who violates any of the regulations and those issues from time to time shall be deemed to have displayed indiscipline. Such a candidate shall be treated as appropriate; and

xvi. colleges are allowed to make additional rules and regulations that will enhance the smooth conduct of examinations.

**Invigilation of Examinations in the Colleges**

Invigilation is part of supervision process. Idris (2013) maintained that a good examination emanates from good invigilation and supervision. He furthermore explained that in this regard a month to the commencement of any examination, a draft time-table is prepared and distributed to all the departments for them to study it to ensure that all the courses they offer are provided for.

They are to report cases of clashes so that such clashes are resolved. When all corrections have been made, the final time-table for the examination is released. Invigilation roster is prepared to be used by all the departments and for the invigilation of general papers of education and general studies papers. The Deans, Directors and Heads of Departments are required to be going round when examination is in progress. They are to take note of the staff present and absent during the invigilation.

It is only the academic staff that should be the invigilators. Invigilation is a compulsory responsibility of all academic staff. They are expected to be both punctual and regular in the exercise and any absence or late coming could be sanctioned. The invigilators and supervisors have rules and regulations relating to their functions in examinations as follows:

i. be in possession of any other question paper after the commencement of the examination;
ii. read the content of any question paper or explain same to candidates during the course of the examination;
iii. bring into the examination hall/room any printed material or sheets of paper;
iv. read novels, newspapers, etc or engage in any other activity that distracts their attention during the period of invigilation;
v. answer any candidate's enquiries on the contents of the question paper;
vi. give any supplementary answer sheet to any candidate unless you are sure that the first answer booklet is thoroughly exhausted;
vii. engage in conversation with any person or persons within or outside the examination hall/room while the examination is going on ;
viii. screen and possibly identify the candidates before commencement of each paper;
ix. ensure adequate and orderly sitting arrangement before commencement of each paper;
x. ensure that the candidates are properly searched before entering the Examination Hall;
xi. always be punctual at any examination and be alive to his duties;

xii. see to it that all scripts and appropriate attendance sheets are collected and completed accordingly and also neatly parceled at the end of each paper; and

xiii. not allow any unauthorized person into the examination hall/room under any pretence (NCCE 2003).

The College Examination Disciplinary Committee consist of all Deans and Directors and the Deputy Provost Academic serves as the Chairman. All cases of examination malpractice that breach any of the rules are punished accordingly.

Course lecturers are required to collect answer scripts from the Central Examination office, mark and return them with the result sheets which contain names of students and their scores. The period for marking is peg differently considering the population of the students but it's usually not more than one or two months after the examinations. The returned scripts are kept in the Central Examination Office while the result sheets are copied to the Schools and Departmental Examination Officers who release them by copying and fixing them on the students' notice boards. Students with any complaints from such results should go through the course lecturer to the Departmental Examination Office and to the Central Examination Office for effective corrections.

The conduct of examinations in many Colleges of Education is characterized by many irregularities such as delay in submission of questions by lecturers, non inclusion of the marking schemes, absence of lecturers to invigilation, students' rampant indulgence in examination malpractice and cheating, loss of answer scripts and late submission of marked scripts and results by course lecturers. Indeed, the poor conditions under which examinations are conducted in certain colleges negate the credibility of such examinations.

## 2.7 Maintenance of Discipline in Colleges of Education in Nigeria.

### 2.7.1 Concept of Discipline and types of discipline.

The concept of discipline has been defined by many as a control of conduct either by an external force or by the individual himself. On the same note, school discipline has been described as the training of the mind and character to produce self-control and acceptable habits of obedience by the school, Landu (2006). Similarly, Olagboye (2004) reported that discipline in school may be defined as the readiness or ability of students and teachers to respect authority, observe and obey school rules and regulations, and to maintain a high standard of behavior necessary for the smooth running of the teaching learning process. Based on these definitions, Olagboye (2004) reported that there are two basic types of discipline, they are externally imposed discipline and self-discipline or self-imposed discipline.

The types of discipline are summarized by Olagboye (2004) as follows:

i. externally-imposed discipline is a response to external authority or laws, which has the potential of imposing punishment for disobedience. It develops in response to external threats of punishment and may consequently be temporary or lasting for as long as the threat persists. This military type of discipline can only temporarily create the conducive atmosphere for learning in school but may not inculcate discipline into the individual students.

ii. self-discipline/self-imposed discipline is internal to the individual and produces good behavior irrespective of the existence of external authority or laws to regulate behavior. This type of discipline is more permanent. It compels the individual to do what is right and good at all times because he knows and believes this to be the best

form of behavior for himself and the society. Thus schools should spear more time to encourage the development of self-discipline in students and less time on externally imposed discipline.

### 2.7.2 Meaning of indiscipline and types of indiscipline in schools

Indiscipline simply means display of improper behavior or misconduct. In the larger society or in organizations, individuals are labeled guilty of indiscipline when they commit acts which are contrary to the role expected of them, Landu (2000) cited Igwe in Ogidi (1991) who sees indiscipline as any behavior, action and conduct which deviates from the established and approved rules and regulation of a school, and the acceptable code of behavior, action, norms and the ethics of the society at large. Thus indiscipline is the absence of discipline or the opposite of being discipline in the conduct of individuals.

Furthermore, based on and in line with our earlier definition of discipline in schools, indiscipline in the school setting may be defined as the unwillingness or inability of students and/or teachers to respect authority, observe and obey school rules and regulations and to maintain a high standard of behavior conducive to the teaching-learning process and essential to the smooth running of the school (Olagboye, 2004). This means there are different types of indiscipline in a school, which can be exhibited in different forms. These forms of indiscipline can be classified into three groups according to Yahaya in Aderoumu and Ehiametolar (1985) as cited by Landu (2006). They are as follows:

i. anti-social Acts: This is a type of indiscipline associated with destruction of public property through rioting, hooliganism, stealing, bullying, drunkenness, and disrespect for others, etc;

ii. acts of defiance: A form of indiscipline directed against the established rules of the school like sneaking out of school without permission, wearing wrong uniform, drug taking, sexual immorality, and failure to serve punishment and carry out lawful duties as assigned; and

iii. acts of Negligence: These are many and include things like lateness to prep, classes and assemblies, careless handling of school and personal properties, etc.

Olagboye also elaborately reported that the National Conference on Discipline of 1977 and 1990 identified eight categories of root causes or sources of student indiscipline as follows:

i. home/parents and society;
ii. inadequate physical facilities;
iii. school administration;
iv. teaching staff;
v. non-teaching staff;
vi. prefects;
vii. students; and
viii. government and its agencies

The resultant consequence of indiscipline in schools does not affect the individual student alone or the school but it extends to the level of the nation and society in general.

### 2.7.3 General Purpose of Discipline in Schools

The purpose of discipline in organization is to enable it achieves the goals for which it was established. Therefore, the general purpose of discipline in schools is to create and maintain a conducive environment for both teaching and learning to be undertaken. It is

also desired that the individual student gains right attitudes to life through respect to rules and regulations and respect for other's rights. In other words, the purpose is to inculcate self-discipline to the students which is the best form of discipline. It is the ultimate type that would enable them have self-control, self-confidence and rational behavior, which will enable them appreciate, participate and give support to their community.

The purpose of discipline in school has been discussed by Adesina (1980), Ogunsanya et al., (1992), Adepoju and Ajayi (1998) as outlined below by Olagboye (2004):

i. Facilitate and enhance the attainment of the goals of the school.
ii. Create a conducive environment for the teaching learning process.
iii. Produce a breed of civilized and well cultivated boys and girls who will develop respect for themselves and for their larger society.
iv. Produce upright, loyal and respectful citizens,
v. Help students to develop and have respect for constituted authority.
vi. Help individuals to do what is right and good at all times without any compulsion.
vii. Facilitate the creation of a society in which the people freely learn and apply the norms, principles and ways of that society.

To achieve all the above, schools should go beyond maintaining external discipline to encouraging the development of the power of self-discipline in their students.

### 2.7.4 Factors that Promote Discipline in Schools.

There are certain factors that influence creation and maintenance of discipline in schools. That is for the fact that discipline in schools is not about students alone but it is

also about teachers and school heads. Therefore, the promotion of discipline in schools concern and involve all in the school. The factors which could promote discipline in schools have been extensively discussed by different scholars under different titles. The factors were outlined by Olagboye (2004) and Landau (2000) summarized them as follows:

i. The role of the school head or his possession and application of basic management skills. It is his ability to adopt good method of administration that would make the learners and teachers see him as the final authority in discipline matters in the school.

ii. The role of class teacher or involvement of the dedicated teachers with appropriate technical skills: The teacher must live an exemplary life worthy of emulation. To command discipline, he should be dedicated to duty, close co-operation with school head and of good manners and proper conduct.

iii. The role of the school-prefects in school discipline: The prefects are part of the agents of discipline in the school. They must be right examples in observing school rules and regulations and be kept under the guidance of the school authority.

iv. Adequate attention to students' welfare can promote discipline in schools: By listening responsively to, and attending promptly to students' complaints and demands on their welfare, it enables the authority to forestall any indiscipline related to welfare of the students.

v. Presence of a functional Parents Teachers Association (PTA): Where it is well established and hold regular meetings, teachers and parents can reconcile their views on school discipline and seek solutions to existing disciplinary problem if any in schools.

vi. Effective Guidance and Counselling Service: The availability of an effective guidance and counseling service in the school will promote discipline by helping students, particularly the maladjusted students, in the area of emotional, personal and social adjustment.

vii. Teaching of moral and religious education: The teaching of religious and moral education promotes good character formation of students and discipline in the school. Therefore, the teaching of moral and religions is part and parcel of education for all.

Other possible factors which could promote discipline are impartial enforcement of school rules and regulations, adequate provision of school facilities, etc.

### 2.7.5 Performance Indicators considered under discipline in Colleges of Education

The performance indicators considered under discipline in the December 2008 monitoring evaluation exercise of 20 Federal Colleges of Education were: Availability of staff disciplinary committee, constitution of staff disciplinary committee, regulations governing conditions of service, regularity of meetings of staff disciplinary committee, availability of records of meeting and implementation of recommendations.

The monitoring and evaluation of Federal Colleges of Education of December, 2008 reported that only two colleges did not have disciplinary committee. These were Federal College of Education Katsina and Federal College of Education (Technical) Asaba. Out of the 17 Colleges that had disciplinary committees, Federal College of Education Yola and Federal College of Education (T) Umunze, these two colleges did not properly constitute disciplinary comittee. Regulations governing conditions of service were available in 18 Federal Colleges of Education. The two colleges without regulations

governing conditions of service were Federal College of Education Yola and Federal College of Education (Technical) Asaba. Meetings of disciplinary committee were found to be regular in the colleges where disciplinary committees were in existence and there were records of meetings as evidence. Records available show that implementation of committee recommendations were okay in 16 of the colleges with disciplinary committees in place.

In the monitoring and evaluation exercise of December 2009 on State Colleges of Education which covered 28 colleges, report indicates that staff disciplinary committee was available in each of the 28 state colleges. It further explained that they were well constituted in 27 of the colleges and fairly constituted in only (1), which is Adeniran Ogunsanya College of Education, Oto-Ijanikin. Regulations governing staff conditions of service were available in all the 28 colleges. Staff disciplinary committee meetings were found to be regular in 24 colleges fairly regular in three (3) and not regular in only one (1) of the colleges. Records of staff disciplinary committee meetings were available in all the 28 colleges. There were also strong evidences of implementation of the decisions of the committee in all the colleges.

## 2.8 Maintenance of Plants in Colleges of Education in Nigeria.

### 2.8.1 Maintenance and Types of Maintenance

Maintenance involved activities carried-out on items such as buildings, furniture and equipment to keep or restore them as far as possible, to their original condition and enhance their utility. The concept of maintenance of school facilities has been explained by many scholars. Olagboye (1998) opted that maintenance in the context of the school plant connotes any work (such as repairs, servicing, painting), carried out on any component of the plant with a view to keeping it in or restoring it to optimum working condition.

Adeboyeje (1999) had it that school physical facilities maintenance implies the process or any activity that involves repairs, servicing, painting, galvanizing, greasing etc. which is being carried out on any component of the physical facilities in an attempt to keep or restore it and more importantly, to ensure that physical facilities are in good shape. Oluchukwu (1998) simply put it that maintenance of school plant is concerned with keeping grounds, buildings and equipment in their original condition of completeness or efficiency

The above and similar other definitions indicate that maintenance is a regular activity which can be largely planned in advance for better result. In specific terms, the main objectives or purposes of maintenance were enumerated by Olagboye (1998) as follows:

i. conserve physical resources in a condition in which they will continue to render optimum services;
ii. preserve the value of the initial investment on physical facilities particularly buildings;
iii. retain and improve the reliability of physical resources such as equipment, vehicles and other machinery with moving parts; and
iv. prevent and/or avoid wastage.

Maintenance for all the above purposes needs adequate attention by officials of State and Federal Ministries of Education, institutional administrators, teachers, non-teaching staff and students are to be involved in school plant maintenance. Maintenance therefore, requires a full pledge planning to be successfully accomplished. Maintenance should be allocated realistic sum of money.

However, at the institutional level, administration has important tasks of efficient management and maintenance of the school physical facilities. It is therefore, necessary that administrators become conversant and understand the techniques and principles of operating and maintaining the school physical plants. In this context, a number of maintenance approaches/policies/forms/ types widely undertaken in industry which are easily applicable in the maintenance of the school plant by school administrators were summarized as follows by Olagboye (2004):

i. preventive and predictive maintenance: This form of maintenance focuses on preventing breakdown or situations which can put parts of the plant out of use. Such services include regular servicing of vehicles and other equipment and machineries with moving parts, periodic repainting of building. Preventive maintenance in the school setting is thus a form of running maintenance in the sense that services are carried on, say, the school generating set, school bus, etc. while lessons continue in the classrooms and the school itself continues to function;

ii. corrective maintenance: Corrective maintenance work is chiefly directed at repairing faults. Examples include the timely rectification of electrical faults to prevent fire outbreak, replacement of broken or leaking plumbing pipes and fittings, replacement or cleaning of spark plug is usually undertaken to rectify any breakdown that has occurred in any component of the school physical plant. This form of maintenance could also involve the preparation of contingency plans for the possible acquisition of spare parts. Breakdown maintenance is very often occasioned by ineffective or inefficient preventive maintenance services. Since preventive maintenance services normally cost far less than breakdown services,

school heads will do well to lay greater emphasis on the former in order to conserve scarce funds;

iii. shutdown Maintenance: Shutdown maintenance services are those that are carried on while operations of a component or components of the school physical plant are suspended or closed down. For example, if a classroom, laboratory building, assembly hall or any school building that is normally in constant use by students needs to be rehabilitated (i.e to effect major repairs such as re-roofing, and re-ceiling, re-flooring, or plastering), the students have to vacate such a building until work is completed on it. By the same token, the whole school could be shut down for a given period in the case of extensive windstorm damage in order to allow for rehabilitation or renovation;

iv. planned Maintenance: However, the best and most cost effective approach to the maintenance of school physical plant is to integrate the different approaches described above into a planned programme of maintenance. Planned maintenance connotes scheduling of routine servicing, repair and overhaul arrangements as well as the drawing up of contingency plans for unexpected breakdowns in advance. A good maintenance plan will also include a hazard insurance scheme to cover some of the components of the school.

Several scholars have reiterated the need to ensure that existing physical facilities in our institutions are properly maintained in order to continue to create effective-teaching learning conditions and bring about realization of the educational objectives. Some have also identified and proposed the planned maintenance practice as having the best chance to

create the needed maintenance culture in Nigeria that would continue to ensure proper maintenance of our school physical facilities.

Previous studies have confirmed positive results and prospects of adopting planned maintenance practice in schools. In fact, some early research findings have reported that even if the educational curriculum is sound and well operated while the school facilities are poor and badly managed the result of the teaching/learning activities will be negative (Weinstein 1977 and Zifferblatt, 1972 as in Durosaro 1998).

Adeboyeje in 1984 studied the management of school physical facilities in Ondo State, Nigeria and found that schools with well-conditioned plant planning and maintenance practice recorded better students' performance. This informs his assertion in Adeboyeje (1994) that effective management of school physical facilities brings about facilitation of the development of educational programmes, facilitation of educational process, boosting of the morale of teachers and pupils, usefulness in the determination of the worth of a school, influence on the relationship between the school and the community and usefulness of as cultural, civic, recreational and youth centre.

Another related study conducted by Durosaro (1986) focused on reducing educational cost through planned plant maintenance in Nigerian schools. The study found out, among other things, that the cost of planned plant maintenance has an inverse variation with unit cost of education in the schools sampled. Another researcher, Olaloko (1991) studied school plant maintenance practice in the University of Ilorin. He tried to relate the global utilization rate of school facilities to the rate of maintenance of plant and discovered that the plants that scored high on maintenance rate also scored higher on utilization.

### 2.8.2 Promoting School Plant Maintenance Culture

Very often, we hear others lamenting that we have poor maintenance culture in Nigeria. Our schools and institutions could help in ensuring the establishment of a good maintenance culture in Nigeria. A good maintenance culture in the school would promote discipline and achievement of the overall goals and objectives of education. According to Ojedele (1998) if pupils at the early stage of their life are exposed to good maintenance culture in the school, it will have a positive transfer effect on the society as a whole. Therefore, if we could inculcate it in our schools, successive generations of students will promote and establish it in the larger society.

In this connection, Olagboye (1998) charged all stakeholders in the educational enterprise to actively encourage the practice of planned maintenance in our schools. Furthermore, he identified and outlined their roles as summarized below:

i. **Government:** Government as the proprietors and custodians of public schools and institutions in Nigeria should introduce into their annual estimates/budgets a separate and distinct head or sub-head which will be devoted to cater exclusively for the planned maintenance of school plant. Funds from such a head/subhead will also provide for insurance coverage and the servicing of existing insurance schemes in school. Government inspectors of schools comply with any rule and regulations that government might prescribe for the expenditure under the head/subhead.

ii. **Private School Proprietors:** Private school proprietors are similarly advised to imbibe the culture of planned maintenance of their school plants. They should make it a point to allocate some funds in their annual budgets for maintenance work. They should, through regular supervision, ensure that every component of the school plant requiring

maintenance is promptly attended to. They should also make it a point to ensure hazard insurance cover for their buildings costly equipment, machines and vehicles.

iii. **School Heads:** School heads are the custodians of their school plants. It is, therefore, their responsibility to ensure that all components of the plant are in good condition; that they are well protected; and that they are used for the purpose(s) for which they were acquired. They must ensure, through close supervision of the relevant personnel, that all items/machines/equipment/vehicles to be serviced, repaired or overhauled are actually serviced.

A well-maintained school plant provides a more conducive atmosphere for teaching-learning process than an unkempt, dilapidated school plant. It is important therefore, that school heads and teachers should sensitize their students to this simple fact and to mobilize them on this premise, to be actively involved in the maintenance of the school plant. As future leaders, students need to be encouraged to imbibe and internalize the culture of maintenance so that they can transmit same to future generation. Students therefore, must behave responsibly to the authority by obeying and enforcing any rules made in this direction.

1. Parents

The home or the family, as the primary vehicle for the transmission of society's culture, has an important role to play in inculcating the maintenance habit in school pupils. This can begin with parents/guardians getting their children/wards to routinely keep in good condition their uniforms, books and other personal school items. Once this habit has become ingrained, there is the likelihood of transferring it to the school setting.

This will in turn make students more receptive and more involved in planned maintenance programme of their schools. Hopefully, the pupils will this way grow up into adults with a life-long commitment to a maintenance culture, both in their personal life and in their workplaces.

In a similar submission, Ojedele (1998) recommended that planned maintenance should be entrenched by the government in its policy and be adopted by institutional administrators to achieve and promote effectiveness and efficiency in learning.

### 2.8.3 Modern Strategies of School Plant Maintenance

A number of problems have been identified as militating against effective implementation of planned maintenance policy and programme in our institutions of learning. Some of the most serious of them are:

i. poor or under funding of education, resulting in sufficiency of funds to expand facilities adequately to the increasing enrolment and constant maintenance problem;
ii. the impact of current population explosion in our schools leading to over stretching of facilities;
iii. red-tape bureaucracy which emphasizes procedures, formalities, rules and regulations in carrying out maintenance work that course unnecessary delay;
iv. the principal's style of administration and staff-principal relationship could often constitute a serious constraint;
v. modernization and technocracy in educational practices which gave rise to new challenges in science, technical and computer areas.

Inspired by the analysis of the problems that encumber the educational system and the need to effectively prepare for the challenges of the new century in Nigeria, Fadipe

(1998) proposed a five point modern strategies of school plant maintenance. The strategies are meant to ensure that all the school plants are put in functional state throughout the year. The strategies identified are:

i. psychological buildup of the school members (staff and students);
ii. periodic inspection and classification of damaged infrastructure;
iii. committee system approach;
iv. community participation approach; and
v. financing maintenance cost internally;

i. **Psychological buildup of the school members**

This involves a conscious effort to inculcate in the staff and students in the school the spirit to use and handle with care the school infrastructural facilities. To create the desire to respect, handle the school facility with special care and keep the beauty of the school. As observed by Olutola (1989) that once respect for school property has been internalized, the major battle in plant maintenance procedure would have been won. However, the school authority is charged with the responsibility of providing basic materials that would support this strategy eg, providing trash trays for refuse collection.

ii. **Periodic Inspection and Classification of Damaged Infrastructure**

An important modern strategy of plant maintenance is the need for the school head to ensure that he consciously makes periodic inspections of the school's infrastructural facilities. Early detection of problems on the school site, the school furniture, the buildings including the classrooms, offices, laboratories and even the toilets will save a lot of problems. Prompt identification of needed repair could be

carried out by all staff and even the students for that it could assist them in caring for manual work.

In order not to leave any item out in the course of the periodic inspection, a checklist may be prepared where all items are listed and subjected to inspection. This is to ensure early detection of damages or problems so that they may be attended to as soon as possible to save cost.

An important aspect of this strategy is that school heads should classify damaged infrastructure in order of priority for emergency attention or otherwise. For instance, electrical and plumbing repairs because of their danger to lives and environment then facilities where academic activities take place such as laboratories, classrooms, and workshops.

iii. **Committee System Approach**

One of the important administrative tasks of the school head is the proper assignment of responsibilities to his subordinates. This could be done for this purpose through the committee system approach. The system is an important strategy which could involve the recognition of a number of committees set up for a specific purpose. As a strategy of school plant maintenance, the school head can constitute an enlarged works committee made up of some responsible teachers and students from which a number of sub-committees are constituted accordingly. The sub-committees may include electrical, plumbing, carpentry/building, site maintenance, physical assets, etc. All complaints on damages and need for repairs should be directed to the appropriate committee for action. Each committee is

expected to have a chairman and secretary while the school head is expected to be the chairman of the works committee from where sub-committees are constituted.

All repairs in the school plant should be supervised by the appropriate committee since the repair to be done is carried out by the committee and the laborers are paid off. This strategy reduces the cost of maintenance drastically. Each sub-committee must report its activities to the works committee.

In a situation whereby damages discovered are beyond what the school can do internally, especially through direct labor, the school head is to arrange for the evaluation and collation of the damages which should be sent to the appropriate authority for action. Alternatively, arrangements could be made with special maintenance workmen to facilitate when fund is available. The school head must, however, obtain necessary clearance before the repairs are affected.

iv. **Community Participation Approach**

The need to enlist the support of the school immediate community members in the repairs and maintenance of school plant cannot be and should not be overlooked. This need is borne out of the fact that in the initial plant planning for the school considered, especially in the perspectives of pupils' number, staff requirement and future growth.

Members of the community, especially those who are members of the Parent-Teachers Association or the (SBM.C) Committee of the school should be actively involved in the maintenance of school plant at minimum cost. The professionals among them such as the carpenters, bricklayers, plumbers, electricians, should be co-opted into the relevant committees earlier discussed for

professionals of the school head to educate them on the importance of school to them (as a social service) and for them to assist in keeping the facilities in good order.

v. **Financing Maintenance Cost Internally**

Money has been described as the greatest obstacle being faced by many school heads for maintenance purpose. It is also the greatest cause of distress in many educational institutions. That is why we need a modern strategy for plant maintenance to raise enough funds internally for maintenance purpose. School heads are expected to be resourceful in fund generation to be able to employ this strategy. Within the limits of government regulation of fund generation, heads should aggressively generate enough funds that will assist in the maintenance of school plant. For example, the following are some ways through which funds for maintenance could be internally generated:

i. appeal to philanthropists to donate substantially for repairs of school plant or to take up the maintenance of specific ones;
ii. appeal to the PTA for assistance;
iii. sales of the school Agricultural products – crops and animal products (poultry and piggery); and
iv. charges for the use of school facilities like halls, sports and field.

School heads could add to the ways above and make sure they entrust people of sound moral character and hardworking who can keep the trust.

### 2.8.4 Maintenance of Facilities in Colleges of Education

Maintenance of facilities of an institution is assessed through the functionality of the various equipment, Instruments, tools and utilities of the institution. A further investigation could reveal the type of maintenance policy adopted by the leadership of the institution.

According to the report of the monitoring and evaluation exercise December 2008 on Federal Colleges of Education there were works departments established in all the colleges responsible for the maintenance of all facilities. The works department performance in maintenance was only explained through the functionality of facilities and no details were given on their maintenance policy.

Equipment was assessed at three levels namely, their availability, functionality and adequacy as proscribed in the minimum standard. The equipment considered for the investigation were computers, photocopying machines, public address systems, projectors, tractors, poultry, fish ponds, animal farm, sports and recreation facilities and social cultural activities facilities. The exercise found that computers were available in all the colleges visited but they were not fully functional in Federal College of Education Kano only and not adequately functional in eight other colleges.

Photocopying machines were available in all the colleges but not all were functional in four colleges. Public address systems were found functional in all the 20 Federal Colleges of Education but were inadequate in seven of them, projectors were found to be available and functional in all the 20 Federal Colleges of Education but not adequate in seven of them. Tractors were found to be available in the colleges except three Federal Colleges of Education. Tractors were, however, not functional in 3 of the 17 colleges that

had tractors. Tractors were found to be adequate as prescribed in minimum standard in 12 of the 20 colleges covered by the investigation. Poultry was found to be available in all the colleges except Federal College of Education (T) Umunze. Poultry was both functional and adequate in fifteen colleges.

Fish ponds were found to be available in 16 colleges and not available in four. They were not functional in 6 out of the 16 that had it at the time of the exercise. They were also found to be adequate in 12 of the 16 colleges that had fish ponds. Animal farms were available in 19 of the 20 colleges covered by the exercise. The college without animal farm was Federal College of Education, Umunze. Animal farms were, however, not functional in 2 colleges and not adequate in one that was Federal College of Education (T), Akoka. Facilities for sports and recreation were found in all except 2 and not functional in other 2 colleges out of the 18 colleges that had them. Facilities for sports and recreation were found to be adequate in 7 of the 20 colleges. Lastly, facilities for socio-cultural and leisure activities were found to be available in 14 of the 20 colleges. Analysis of data also showed that they were functional in 13 colleges and adequate in 18 colleges.

The similar exercise on State Colleges of Education considered the same indicators of performance on equipment maintenance and assessed it on the same three levels of availability, functionality and adequacy. Computers were found to be available in all the 28 colleges, functional in 18 and fairly functional in 10. In terms of adequacy of the computers, 10 colleges were listed not to have adequate and eight 8 have fairly adequate computers. Photocopying machines were available in 27 of the State Colleges of Education and not in only Federal College of Education, Nsugbe. Two colleges had poorly functional photocopying machines against 25 functional. Eight of these colleges did not have adequate

photocopying machines. Public address systems were found in all the 28 State Colleges of Education visited. Out of these 28, they were fairly functional but not adequate in four colleges.

Projectors were found to be available in 24 colleges and absent in the remaining four. As for projectors in 22 colleges two were functional projectors while four were not. The projectors were not adequately provided in four state colleges. Tractors were found available in 24 of the 28 colleges. They were not adequate in eight colleges. Twenty two state colleges of education had poultry farm, while six had none. Eleven of the colleges had fairly functional poultry farms. Fish ponds were available in 15 colleges but absent in 13. These ponds were not functional in 6 colleges, fairly functional in one and fully functional in eight colleges. They were not adequate in five, fairly adequate in three and adequate in only seven of the 28 colleges. Similarly, animal farms were available in 24 colleges. They were functional in 12 and fairly functional in four colleges. They were also adequate in 14 and fairly adequate in 5. Sports and recreational facilities were available in all the 28 colleges but functional in 17, fairly functional in 10 and poorly functional only in Benue State College of Education, Oju. Four other colleges out of the 28 did not have adequate sports and recreational facilities. Lastly, facilities for socio-cultural and leisure activities were available in 25 colleges but not available in three colleges. These facilities were not functional in three colleges where they were available and not adequate in five out of the 25 colleges.

These results of the exercise referred to above give us a picture of maintenance of facilities, which is one of the variables this research work intends to investigate.

## 2.9 Supervision in Colleges of Education in Nigeria.

### 2.9.1. The Concept of School Supervision/Inspection

The term Supervision is said to have been derived from a Latin word "supervideo" meaning to oversee. It is this literal sense that was broadened to refer to all the interactions undertaken towards improvement of an activity, Tuoyo (2000) and Adepoju (1998). Supervision is therefore, not a single activity but a combination of various activities that are designed for ensuring that a group of workers or organizations do their work properly. Thus the process of overseeing the work of the school staff is known as school supervision. Tuoyo (2000) described School Supervision as essentially the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. That is to say school supervision involves an established relationship in which supervisors constantly and continuously guide and assist the teachers to meet the targets.

However, school supervision is sometimes called educational supervision as it involves instructional supervision as well as personnel supervision. According to a number of writers, such as Nwankwo et al (1981) as reported by Olagboye (2004), instructional supervision involves a set of activities which are carried on with the purpose of making the teaching-learning process better for the learner. While personnel supervision is also seen as the set of activities which are carried on by the supervisor with the chief aim of sensitizing, mobilizing and motivating school personnel toward performing their functions optimally with regard to the attainment of the stated aims and objectives of the educational enterprise.

Therefore, the focus of instructional supervision is mainly on the teachers in the classroom, to improve their instructional skills, competence and performance.

On the other hand, school inspection is described as an occasional or periodic exercise or visit to check a school to assess the problems in the total management of schools. That is school inspection focuses on administration, curriculum and instruction (contents, teachers and students), Physical facilities and the accounting system, with the ultimate aim of proffering solutions. Olagboye (2004) defined School Inspection as the process connoting all the activities through which officials from the inspectorate departments of the various ministries and their zonal/area offices ascertain, at first hand, that set educational standards are being maintained in schools and that guidance, assistance and advice are offered to school staff on how best to improve the quality of instruction. Inspection is thus an exercise externally carried out on the school by inspectors who visit the school for that purpose. The exercise could be carried out to give necessary and relevant advice and encouragement to teachers as well as internal supervisors in the school for the improvement of the teaching-learning environment of the school.

From the foregoing, it could be seen how closely related the two terms are. That is why most authors use them interchangeably. They are use one for the other or refer to both at the same time. It is in line with this that Momoh (2005) said the two terms are like the two sides of a coin, in this case the coin is education, and that both sides have different messages to convey. He also maintained that both supervision and inspection are nowadays subsumed under monitoring. In each case, it is clear that the twin concepts have the ultimate aim of quality control and evaluation in education.

### 2.9.2 The Purpose of School Supervision/Inspection

As mentioned above both inspection and supervision are directed towards quality control in Education. Their purpose is to ensure that minimum accepted standards are achieved so that set educational objectives at every level are realized. Putting it more vividly, Olagboye (2004) outlined eight purposes of school supervision which are summarized as follows:

i. improve the quality of teaching and learning for the benefit of both the learner and teacher;
ii. ensure that every teacher in the school is effectively performing the duties assigned to him;
iii. assist teachers in developing needed teaching competencies;
iv. assess teachers' effectiveness in classroom management;
v. help teachers' to solve the professional problems they may encounter in their work;
vi. help teachers in identifying their strengths and weakness with a view to providing relevant in-service training;
vii. help new teachers to have a clear understanding of the objective, role and relationship of their positions as well as the direction of their efforts in the school; and
viii. identify those teachers who should be promoted, retained, redeployed or disengaged.

Similarly, the purpose of school inspection stated in NPE (1998), section 10 (106) as goals of the inspectorate service are four as follows:

i. set, maintain and improve standards in all aspects of the school system;

ii. Ensure uniform standard and quality control of instructional activities in schools through regular inspection and continuous supervision;

iii. obtain information on problems and difficulties of teachers and institutions and offer practical solutions to them; and

iv. encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences etc.

Reading between the lines of these two submissions, it becomes clear that the purposes outlined are very closely related if not the same. In other words, the purposes of inspection and supervision overlap each other in practical terms.

From the purposes of inspection emanate the different types of school inspection. Olagboye (2004) cited Akpofure and Ndupu (1998) outline of the five main forms of school inspection as follows:

advisory visits or inspection;

full General inspections;

recognition inspection;

re-inspections; and

follow-up inspections.

Other types include routine visits, special visits, subject inspection etc.

The Nigerian Education Law also stated that schools must be inspected. Not only to justify the substantial amount of public fund put on education but also for the fact that it is through inspection that government policies and new developments in education are introduced, ensured or observed. The NPE (2004), Section12 (115) states that government

shall establish efficient inspectorate services at Federal, State and Local government levels for monitoring and maintaining minimum standards at all levels of education below tertiary level.

The Legal basis also established national authorities charged with the responsibilities of supervision and Inspection of the high educational institutions. That was the establishment of the National Commission for Colleges of Education, the National Board for Technical Education and National Universities Commission.

### 2.9.3 The Principles of School Supervision/Inspection

For supervision or inspection to be effective, there are certain basic rules or set of conditions which should guide the conduct of the activity. These principles benefit both the learners and teachers. Some of these principles are outlined by Tuoyo (2000) as follows:

i. healthy atmosphere;
ii. staff orientation;
iii. guidance and staff training;
iv. immediate recognition of good work;
v. constructive criticisms;
vi. opportunity for improvement; and
vii. motivation and encouragement

Olagboye (2004) also gave a list of ten principles of supervision, most of which were a repeat of the above except three which are stated as follows:

i. good supervision is flexible and adaptive without rigidly sticking to any one particular technique;

ii. good supervision is a collaborative effort between the supervisor and the supervised; and

iii. good supervision seeks to enhance teachers' job satisfaction and to boost their morale.

Modern methods of both supervision and inspection have developed different approaches that seek to take care of the above principles.

For example, Olagboye further gave what he called inspection modus operandi, which is a plan for a schedule visit in three phases:

i. pre-inspection activities;

ii. inspection process activities; and

iii. post-inspection activities.

Under each of the above phases activities to be undertaken are listed so that at the end effective inspection is achieved. Some of the activities would be done by the inspectors, school heads, teachers or collaborative.

### 2.9.4 Challenges of Supervision in Nigerian Educational System

The problems or challenges militating against successful inspection or effective supervision are many and diverse because they form part of the problems of the whole educational sector. Many authors have extensively discussed such challenges but Tuoyo (2000) has summarized them under three main categories as follows:

i. government;

ii. teachers; and

iii. community/ society

Under each category, a list is given under government more than a dozen were mentioned. The most glaring of them were poor remuneration of teachers' lack of material/resources, an evaluation system in-adequate training for teachers.

Under the category of teachers four were listed as follows:

i. poor attitudes to work;
ii. lack of interest;
iii. lack of basic knowledge or formal training; and
iv. numerous unqualified teachers

Under the category of Community/Society the following were listed:

i. poor perception of the general public on teaching as a profession;
ii. poor status given to teachers; and
iii. Lack of proper interest.

All the above challenges are straight forward and could be understood easily and directly correspond with what Olagboye (2004) cited from JCCE, (1988) Ogunsaju (1983), Aiyepeku (1987), Ndupu (1998) and Ogunnu, (2002). According to Olagboye (2004) the challenges are political instability and frequent policy changes such as frequent and inexplicable school calendar alterations which create confusion and hamper quality control.

Some of the outlined problems are peculiar to primary and secondary level supervisory authorities while some extend to tertiary authorities like the NCCE.

In his conclusion, Tuoyo (2000) proposed a number of possible solutions to the outlined problems. The recommendations were directed to all the three categories mentioned earlier. They include:

i. stimulation of sense of competition among schools through introduction of an annual special prize for the best of the year;

ii. orientation course for inspectors;

iii. effective monitoring of inspectors;

iv. restructuring of inspectorate division;

v. inspection guidelines;

vi. teachers have to be well remunerated and motivated;

vii. principals should be serous in internal supervision; and

viii. government should take very keen interest in inspection, supervision and general needs and problems of teachers and students.

Effective and efficient supervision and inspection are good machineries that could truly enhance the administration of Nigerian schools and achievement of the educational goals of the country.

**2.9.5 Supervision in the Administration of Nigerian Colleges of Education.**

Supervision of Nigerian Colleges of Education is the mandate of the National Commission for Colleges of Education (NCCE). The Act No.3 of 1989 and the Amended Act No. 12 of 1993 establishing the commission as a supervisory agency outlined nine functions. The functions that relate to the study are:

i. Harmonize entry requirements and duration of courses in the Colleges of Education, lay down minimum standards for all programmes of teacher education and accredit certificates and other academic awards after obtaining thereof approval of the Minister of Education and

ii. Undertake periodic review of terms and conditions of service of personnel in the Colleges of Education and make recommendations thereof to the government. It is the above and others that empowered the NCCE to carry out all external supervisory functions and all inspection there required by the colleges. In other words, it is the NCCE that arranges and conducts all types of inspection in the colleges.

However, the internal supervisory functions are the duties of each College Management team headed by the Provost. Such functions include instructional supervision, curriculum issues, issues of control and establishment of functional Boards system. The management conducts all in-house supervisory duties in running the colleges.

It was in recognition of the above that the monitoring and evaluation exercise conducted on Federal Colleges of Education in December, 2008 considered some of these duties as performance indicators of colleges' management. The exercise investigated the establishment of Governing Councils, Academic Boards and School Boards as well as their functionality. All the colleges were found to have Governing Councils before they were dissolved in 2006. The councils were properly constituted. The governing in each of the colleges had Council committees. Records of Council meetings were generally available and there was evidence to support poor implementation of Councils' decisions in all colleges.

On the issue of Academic Board, all the colleges covered had Academic Boards in place. There were Board committees in 19 of the 20 colleges. The only Federal College of Education whose Academic Board had no committee was the Federal College of Education, Gombe.

Results of the analysis of data collected further showed that Academic Board meetings were regular in all the colleges except in F.C.E. Yola, F.C.E. Gombe and F.C.E. Pankshin. The implementation of Academic Boards' decisions were found to be Okay in 18 which is (90%) of the colleges. The only two colleges found to be poor were F.C.E Yola and F.C.E. (T) Umunze. Records of Academic Board meetings were available in all the colleges except F.C.E Umunze.

Schools' Board of Studies was found to be available in all the Federal Colleges of Education. School committees were, however, available in 19 which is (95%) of the colleges. The college where school committee was not available was F.C.E Yola. School committee meetings were found to be regular in the 18 colleges that had school committee. The implementations of school Board of Studies' decision were found to be good in 17 of the 18 colleges that had school committees. The college with poor implementation of school committee decision was F.C.E. Eha-Amufu but records of school boards' meetings were found in all the Federal Colleges of Education.

The monitoring and evaluation exercise in States Colleges of Education in December, 2009 also considered the same performance indicators for the supervisory duty.

There were Governing Councils in 22 of the 28 State Colleges covered and all the Governing Councils were properly constituted. Each of the College had Council Committees. Records also showed that Council meetings were regular and there was evidence to support good implementation of Council decisions in the colleges. Twenty (20) of the Colleges' Councils had good representation but S.C.O.E., Minna had fair representation, while Benue S.C.O.E., Katsina-Ala had poor representation in their constitution.

With regard to the issue of Academic Board, all colleges visited had Academic Boards in place. There was Board committee in 27 of the colleges with the exception of only Umar Sulaiman C.O.E, Gashua. Results further showed that Academic Board meetings were regular in 25 colleges, fairly regular in two and not regular in only Umar Sulaiman C.O.E, Gashua. The implementation of Academic Board's decisions was found to be Okay in all the colleges.

School Board of Studies was found to be available in all the colleges with the exception of Umar Sulaiman C.O.E. Gashua. School Board of Studies committees were available in all the 27 colleges visited which had School Board of Studies. School committee meetings were found regular in 23 out of 27 colleges. The implementations of Schools' Board of Studies decision were found to be good in 25 of the 27 colleges. The colleges with fair implementation of School Board of Studies decision were Adamu Augie C.O.E., Argungu and Isah kaita C.O.E, Dutsun-ma. Records of school board meeting were found in all the 27 colleges.

Results of the monitoring and evaluation of 2009 in State Colleges of Education investigation showed that all the colleges visited with the exception of Adamawa S.C.O.E, Hong had functional organogram. Patterns of communication between Administrative and Academic staff and between senior Administrative staff and Non-Academic staff were found to be satisfactory in 25 of the 28 colleges covered and fairly satisfactory in the remaining three colleges namely:

i. Isa Kaita C.O.E, Dutsin-ma;
ii. Adamu Augie C.O.E, Argungu; and
iii. Shehu Shagari C.O.E, Sokoto

For the State Colleges of Education, the administrative set up was also investigated through three performance indicators, which were committee systems at college level committee system at school level and committee system at departmental level. Results of the analyses emanating from these three showed that all the State Colleges of Education except Umar Sulaiman C.O.E, Gashua operated committee system. Committee meetings were regular in 23 colleges and fairly regular in 4 namely Sa'adatu Rimi C.O.E, Kumbotso, Eboni S.C.O.E, Ikwo, Nasarawa S.C.O.E, Akwanga and Adamu Augie C.O.E, Argungu. Records of committee meetings were generally available in the 27 colleges that have committee systems.

Analyses also showed that School committees were available in 27 colleges that had college committees. Out of the 27 colleges meetings were fairly regular except in Adamu Augie C.O.E, Argungu. Records of school committee meetings were available and implementation of decisions was found to be good in all. Analyses also showed that departmental committee system were available in 27 of the 28 colleges visited and not available in Umar Sulaiman C.O.E, Gashua. Departmental committee meetings were not regular in Jigawa C.O.C.E, Gumel and implementation of committee decisions were found to be good in 26 colleges and fair in Adamu Augie C.O.E,. Angungu

## 2.10 Decision making process in Nigerian Colleges of Education.

Decision simply means taking a stand in a given situation. Making a decision could be seen as mental processes that analyze a situation to make a choice or a stand. At individual or organizational level, making a decision takes a set of steps referred to as process. At any level, taking a decision is done under three possible conditions of uncertainty risk or certainty as per the issues involved.

In organizational setting like the college of educations decision making process takes stages and has some basic elements to make it effective. The identified elements are:

i. the formulation of goal or goals;
ii. mental process to acquire knowledge on the situation;
iii. analysis to determine alternative course of action;
iv. choice procedure; and
v. implementation. (NCCE 2011)

These five elements are briefly explained below:

i. Formulation of goals is identifying a problem to be solved and the resolve to solve it;
ii. Acquire knowledge about the problem through various means available, to seek both positive and negative ideas about the problem at stake;
iii. Analysis to determine course of action is to search for the number of alternative ways of solving the problem and looking for the best out of all;
iv. Choice procedure is making the selection of the best possible alternative which should be the most intelligent decision under the circumstances; and
v. Implementation is the actualization of the decision for which effective communication, cooperation and motivation of all involved need to be secured.

Decision making is, therefore, highly influenced by many factors and particularly way of thinking. This helps to classify different decision making styles. Robtains and de Cenzo (1998) stated four decision making styles of managers.

i. **Directive style:-** People who use the directive style have high efficiency in making decision and want to consider few alternatives in their decision making. They focus

more on the short-run than in the long-run. Basically, the directive style is characterized by low tolerance for ambiguity and a rational way of thinking.

ii. **Analytical style:-** This is a decision making style characterized by a high tolerance for ambiguity and a rational way of thinking. People using this style need more information to make a decision and consider more alternatives than the directive.

iii. **Conceptual style:-** Is a decision making characterized by high tolerance for ambiguity and intuitive way of reasoning. They generally have many alternatives before they make decisions and are very creative.

iv. **Behavioural style:-** Is a decision making style characterized by low tolerance for ambiguity and an intuitive way of reasoning. They relate well with subordinates and are interested in employee participation in decision making. They have to carry people along and avoid conflict.

The understanding of all the styles is useful to administrators as they have moderate influence on one another. They need to appreciate the different styles that do not make them less effective.

In modern organization, committees are increasingly being used as effective administrative tool. The committees are group of employees or officers assigned to take decisions on certain administrative task. There are generally permanent committees and ad-hoc committees, which cease to exist as soon as their functions are completed. In any case, the use of committees is the solution to organizational problems where the right people are selected to serve in them.

Nigerian Colleges of Education have adopted the committee system in their administration. Therefore, there are various committees under the governing councils,

under the colleges management and in schools and or departments. These committees hold meetings to deliberate and take decisions on their assignment and implement them accordingly on behalf of their respective organs of administration.

It was in recognition of this that the monitoring and evaluation exercise conducted by the National Commission for Colleges of Education Abuja in December, 2011 considered availability of council committees as a performance indicator of the governing councils. The exercise reported that council committees were available and functional in the 21 colleges that had councils. There are Academic Board Committees in 25 colleges. There are also School Boards of Studies Committees in 22 colleges of education. Committee minutes of meeting were found to be available in all the colleges that had committee system in place and committee decisions were implemented to a large extent.

Similarly, the exercise found that Department committees were available in 20 colleges and most of them hold regular meeting and that their decisions were implemented in all the colleges with departmental committees except the Osun State college of Education, Ilesa.

## 2.11 Communication in the Colleges of Education in Nigeria.

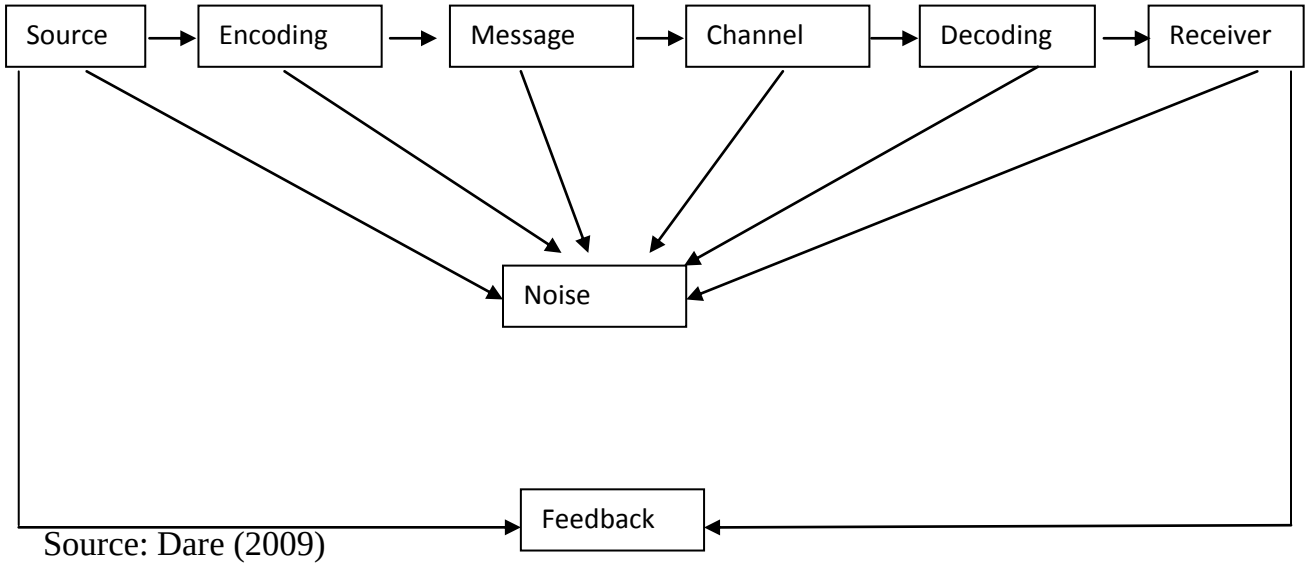
### 2.11.1 Concept of Communication

Communication as a concept could be seen as the means of interaction among the personnel in any organization. Ovwigho (2004) defined communication as the transfer of information and understanding from one person or group to another. This emphasizes both the transfer and understanding of information in communication. It also indicates that there is a source or sender and a receiver of the information.

Similarly, Peretomode (1999) and Dare (2009) posited that communication involves the transmission of information, directions, ideas, feelings, attitudes and understandings. Thus communication does not take place until there is a successful transfer of the information, meaning and understanding from the sender to the receiver. That is effective communication promotes morale, loyalty, cooperation between personnel and among the various departments of an organization or institution. Thus school administrators must ensure they communicate effectively to be able to solve problems and accomplish educational goals.

### 2.11.2 Process and Direction of Communication.

The process of communication is a two-way traffic from the source or sender to the message sent and the sender received the feedback. Dare (2009) cited Gray (1989) who believed that communication process should be in the pattern shown below:




Source: Dare (2009)

The first element of the process is the source or sender who initiates an idea or thought and intents to be communicated to the receiver. He then encodes it. Encoding involves translating the sender intent or ideas into a systematic set of symbols or gestures

or language so that the receiver can understand what is being communicated. The third element is the channel or medium through which the message is carried. This could be either face to-face, through telephone, meeting, written letters, memos, and reports etc. as situation warrants. The fourth element of decoding is the processes of the receiver in translating and interpreting what is heard or sensed. The fifth element of the process is the receiver who is the recipient of the transmitted message which could be one or group of persons. The next element is the noise which refers to anything that disrupts or distorts or interferes with the intended message at any stage of the process. The last element is the feedback which is when the sender in turn receives a message about the impact of the original message.

It is stated in Peretomode (`1999) that three types of feedback are usually found in organizations, namely information, corrective and reinforcing feedbacks. Each as the name suggests is a positive acknowledgement by the receiver.

The flow of communication takes different directions within an organization. There are five possible directions as follows, upwards, Downwards, Horizontal, outwards and inwards directions. Each serves a distinct purpose as the name suggests. The Downward communication occurs from superior to subordinate and is usually to direct, command or instruct. It may either be written or verbal. The upwards communication direction is from subordinates to superior officers. It could be written or oral reports, replies, suggestions or requests. The horizontal communication direction is the transmission of information between departments or people of the same grades. It essentially facilitates organizational coordination and reduces communication inaccuracy in institutions. The next is outwards communication which refers to what goes out from the organization or institution to outside

in form of advertisements, press release, appointment or admission letters etc. The last is inwards communication direction which refers to what comes from outside into the organization or institution in form of letters, comments, criticisms or applications etc.

### 2.11.3 Types of Communication

There are basically four types of communication in use. These are:

a. Oral communication.

b. Written communication.

c. The use of symbols, and

d. The use of electronic devices.

i. Oral Communication is the use of spoken words of language directly or through telephone calls. It is the most common and most often used. It is speedy but susceptible to distortion and denial, which in the opinion of many makes it undependable and unreliable in organizational operations.

ii. Written Communication. Writing is putting one's thought on paper as messages for others. In this type, words are carefully chosen and readers are more likely to understand the message sent. In schools, it can be letters, memos, circulars, notices, journals etc. The effectiveness of written communication is the extent to which the receiver understands the message. Written communication is more reliable than oral. They are used for the execution of transactions in organizations. It can be retained as legal records and has minimal chance of distortion or denial.

iii. The use of Symbols: The use of symbols, signs and action is also another type of communication. These include charts, cartoons, moving films, posters, cards, hand,

head or eye signals, which are all nonverbal communication it also includes the sign language of the deaf and dumb now widely used.

In organizations and institutions, communication between superiors and subordinates are often affected by signals and facial expressions or actions. It could be either positive or negative effect on the part of one or the other. Thus administrators are advised to watch their actions and expressions when dealing with members of staff.

i. The use of Electronic Devices: Technology enables people to communicate by sending messages through the electronic devices. This includes the use of telephone, radio, television, intranet and internet. Through this means messages are sent and responses can be received immediately regardless of distance between the source and the recipient. It could also be sent to as many people as possible without distortion.

**2.11.4 Principles of Communication.**

The importance of effective communication cannot be over emphasized. However, communication cannot be successful without adherence to certain principles. The most important principles are principles of clarity and attention.

The principle of clarity refers to the need for the speaker or sender to use simple language that is understandable to the listener being communicated for. The listener's language mastery must be assured on the part of the communication to avoid likely barriers that can prevent effective communication. Such barriers could be inaudibility by the sender with the result that the receiver gets blurred expressions. Thus the clarity of both language and voice as in verbal communication must be ensured to obtain effective communication.

The principle of attention stresses the need for both the receiver and the sender to listen attentively to what the message is all about.

Other requirements for effective communication include providing for a feedback through questions or discussions or signals or clues to determine whether the message was understood and desired actions taken. Follow-up could also be made to check the results of communication. Ovwigho (2004) outlined other things to be done to achieve a more effective communication.

i. be convinced that the message being passed across is important;
ii. information given out should be within your limit of authority;
iii. be confident in what you say or do and establish good relationship with others. Carefully appraise yourself and make deliberate efforts to improve your communication skills through various means available; and
iv. carefully plan your communication through asking and answering yourself relevant questions before hand;

### 2.11.5 Strategies for Effective Communication

The importance of good communication in the organization or institution has been established by many writers. Some have outlined what can be done in the school system and public enterprises to establish and maintain a sound system of communication. This according to Ogunsaju (1989) as in Dare (2004) can be found in answers to four simple questions as follows:

i. Who ought to know what?
ii. How do they know?
iii. How do you know they know?
iv. What can I personally do to help my teachers to become better communicators?

Ovwigho (2004) also proposed similar seven questions adding three to the above as follows:

i. Why should it be communicated?

ii. When is the best time for this to be done?

iii. Make proper use of telephone and diaries.

The prepositions above suggest that administrators need to take strategies for effective communication and constantly seek to improve their ability to communicate effectively.

The fact that human beings are very complex animals and very unpredictable necessitate that their confidential matters be handled with care otherwise their reaction could be very disappointing. Administrators should be watchful of reactions or responses before taking decision and develop a permissive atmosphere that would encourage members of staff to freely express their feelings without reservations. The use of multiple channels of communication that will work most effectively and use of repetition if the message is complicated are also identified as strategies for effective communication.

### 2.11.6 Information and Communication Technology Services in Nigerian Colleges of Education

According to the NCCE monitoring and Evaluation report on State Colleges of Education as at December 2009 there are three main indicators of information and communication technology services recommended. These are the availability of management information system (MIS) postal services and internet connectivity. The report indicates that out of the 38 colleges visited only 9 colleges had management information system unit; 5 colleges in the Northern part, 3 in the Southwest and only 1 in the South-south.

Similarly, postal services and internet connectivity were not available in many of the colleges visited. Postal services were available in 15 colleges; 4 were in the South-south, 7 in the North and 5 in the South-west of the nation. The colleges with internet connectivity were 12 only; 2 were in the south-south, 8 were in the North and 2 were in the South-west. Most of the Colleges, except Osun State College of Education had one or two of the required information communication Technology (ICT) services required.

Out of the 20 Federal Colleges of Education covered by a similar exercise, Federal College of Education, Katsina, Federal College of Education, Kontagora, Federal College of Education, Pankshin, Federal College of Education (Technoical), Bichi and Federal College of Education (Technical), Asaba were found not having management information system unit at the time of exercise. It was also found that postal services were not available in Federal College of Education, Kano, Federal College of Education (Technical), Asaba, Federal College of Education, Eha-Amufu and Federal College of Education (special), Oyo. All the others have functional postal services at varying degrees of efficiency. But internet connectivity (LAN) was found available in all the 20 Colleges of Education.

## 2.12 Staff and Students' Welfare provisions in Colleges of Education in Nigeria

Staff Welfare in Colleges of Education refers to among other issues such as regularity of payment of salaries and emoluments and conditions of service. It also includes provision of residential accommodation. Provisions for car loan and staff development programmes are part of staff welfare.

In the report of the Monitoring and Evaluation exercise of December, 2011 by the National Commission for Colleges of Education, it was reported that payment of salaries

was not regular in only 3 out of the 27 colleges visited and only 5 colleges had adequate residential accommodation for staff.

Office accommodation for Academic Staff is an important infrastructure and a welfare provision. Accordingly, the monitoring and Evaluation exercise found that 15 colleges of education had adequate academic staff offices as contained in the NCCE Minimum standards, while 12 did not have. The same commentary went for the non-academic staff office accommodation for individual staff while 13 did not have.

Students' welfare provision includes among other things hostel accommodation, favorable progression policy, probation policy, graduation policy, expulsion policy, withdrawal policy, unionism, clubs societies, sports and recreation equipment and facilities members of the college community. Similarly, socio-cultural and leisure activities and facilities are also necessary welfare provisions for students in the colleges.

## 2.13 Empirical Studies.

One of the recent relevant research works was that of Fabiyi (1999) titled "Lecturers, Job Satisfaction and Performance in Nigerian Colleges of Education". The study investigated the relationship between Lecturers' job conditions and their performance in six NCE awarding institutions in the South-Western part of Nigeria. It aimed specifically at determining the level at which lecturers in institutions offering NCE programmes are satisfied or dissatisfied with their job conditions. It also sought to determine whether or not those job conditions as teachers' salaries, promotion prospects, recognition respect for teaching welfare package, staff development scheme and office accommodation are significantly related to teaching effectiveness.

The study used fifty eight as sample of the population and used questionnaire to gather data. The Pearson correlation reliability statistics was used and the reliability coefficient 0.83 was observed. The study found a strong indication that lecturers are very dissatisfying with their job conditions. Salaries and their welfare benefits are the basis of this dissatisfaction and of all the conditions of service salary is the best predictor of teacher productivity. It concluded that other conditions of service are only meaningful if the basic remuneration package is perceived as adequate and equitable by the lecturers.

Another study was conducted by Udensi (2000) titled "Impact of welfare services on productivity of Academic Staff in Colleges of Education" The study was designed to establish the impact of staff welfare services on productivity in two colleges of education. One hypothesis was formulated to guide the study. The Federal College of Education Okene and Nwafor Orizu College of Education Nzugbewere were used in the study. A sample of 375 academic staff from the two colleges was used. The tested hypothesis revealed that there was no significant difference between the opinions of the staff in both institutions with regard to the impact of staff welfare service on the academic staff productivity in the two institutions.

The availability of library in institutions can enrich the teaching-learning processes. It can improve both the teacher and learner education and can help both to develop reading skills and culture. From the study of Bola (2003) titled " Functions of Libraries in Educational Improvement of Users in Tertiary Institutions in Kwara State". The study investigated the roles of Library in the improvement of education of the users. Three research questions were administered, analyzed and discussed. The survey research method was employed because it gives room for researchers to deal with many respondents. The

target population was the three colleges of education in Kwara State. Random and stratified sampling was used in administering the instrument for the study.

The findings revealed low utilization of the libraries and charged the librarians to organize users' education and enlightenment as the best way of utilizing the Library resources. Four recommendations were forwarded for the authority to expand and maintain better utilization of the Libraries.

The study carried out by Rafiu (2003) titled. "The status of reference services at the Kwara state college education Library in Ilorin", examined the impact of reference service of the library. It sought to analyze the role the reference unit played in the effective and efficient functioning of Library services. The purposes were outlined for the study as assessing the strength and weakness of reference services, frequency of use by both the teachers and students and the various purposes of utilization by the students.

The survey method of design was used, forty students from each of the five schools of the college were randomly sampled. The instrument used was a structured questionnaire and simple percentage frequency was used. With that instrument, the study found unsatisfactory user reference service in the college. The reference unit was also found to lack enough resources in it. The study recommended proper funding for the Library for efficient and effective reference service of teachers and learners in the college. It also recommended better attention and cordial relationship between the Librarian and students.

Lastly, Olanike, Kehinde and Debo (2010) studied the effect of job satisfaction on job performance of teaching staff in tertiary institutions. The problem of the study was to determine the relationship between job satisfaction and job performance in higher institutions of learning. It employed the survey method, use structured questionnaire with

Likert scale having seven options. The target population was 414 staff of two colleges in Covenant University, Ota. Stratified random sampling was used to select two hundred and twenty respondents.

Two hypotheses were formulated on the effect of job satisfaction and job performance in the university. The study used remuneration and communication variables to measure job satisfaction while teaching effectiveness was used to measure performance. It also reveals that there is a significant effect of communication on job satisfaction. The study recommended staff training and retraining among others to maintain teachers' efficiency.

## 2.14 Summary

In this chapter a review of related literature was done. It started with a discussion of the two main concepts on which the study is based viz: concept of administration and job performance. The concept of educational management as it relates to educational administration was also discussed. That was followed by discussion on the ten aspects of administration under study with reference to Nigerian Colleges of Education.

Staffing as an important requirement of any educational institution and staff requirement in Nigerian colleges of education were discussed in details. This is followed by discussion on staff development. The importance of staff development and various types of staff development programmes were discussed. The state of staff development in both federal and state colleges of education in Nigeria as at 2009 were discussed. Discussion on students' admission and the conduct of examinations in Nigerian colleges of education were also made.

The concept and types of discipline and indiscipline in schools were discussed. The general purpose and factors that promote discipline in schools were also discussed. Types of Maintenance approach to school plants as well as modern school plants maintenance strategies were discussed at length. That was followed by a detailed explanation of state of maintenance of facilities in Nigerian colleges of education. Supervision of instruction was explained and the difference between supervision and inspection was expatiated followed by discussion on the purpose, principles and challenges of supervision and inspection in schools. A detailed explanation of supervision in Nigerian colleges of Education was given.

A brief explanation of decision making process and its application in Nigerian colleges of education was made and this is followed by definition of the concept of communication, Process and direction of communication. Types of communication, principles and strategies for effective communication were also discussed as they relate to colleges of education in Nigeria. That was followed by a brief explanation on staff and students' welfare provisions available in Nigerian Colleges of Education. Lastly, ten empirical studies were reviewed.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1. Introduction

This chapter presents the research design, methods and procedures for the study. It includes among others the target population, sampling techniques, instrumentation, validation and reliability of the instrument, administration of the instrument and methods of data collection and analysis.

This research work investigated the performances of the Administration of Colleges of Education in Nigeria. It examined their performances in the various aspects of administration they partake in the task of administration of the colleges. The opinions of all the four groups of identified stakeholders were sought. The opinions of the management staff and the two other categories of staff inside the colleges, the academic and the non-academic were sought to get an internal view point and the opinions of the NCCE officials to get an external view point.

## 3.2 Research Design

The descriptive survey method was used for the study. The descriptive nature of this study requires a survey approach to data describing the existing condition. According to Abdussalami (2008) 'Survey research is defined as a systematic collection of data from population or samples of population through interviews or questionnaire techniques. The results of the samples studied are then inferred on the whole population of the study.' Thus the survey approach enables the researcher to interpret the condition or relationship that prevails in a situation.

In the context of this research work the existing conditions are the colleges of Education which are established on their definite administrative structure, schedules and duty the performance of which could be described and interpreted. The description or interpretation could best be done by those that are directly or indirectly involved in the administration and those who are by law charged with the responsibility of supervision of the Colleges, in other wards the stakeholders. The identified stakeholders in this case are the Management Staff, the Academic Staff, the Senior Non-Academic Staff of the Colleges and senior officials of the National Commission for Colleges of Education. It is the total of these four groups that form the population of the study from which a required sample participated and upon which generalizations were made. The generalizations are the interpreted prevailing condition of the Colleges.

### 3.3 Population

The population of this study is made up of all Management staff, Academic and Non-academic staff in the Colleges of Education in Nigeria including senior staff in the National Commission for Colleges of Education Abuja. The identified respondents therefore, include all Management staff in each college namely the Provost, Deputy Provost, Registrar, Burser, Liberian, and Director of works department. The study also consisted of all Academic and Non-academic staff of Colleges of Education and senior staff of concerned departments of the NCCE. Thus the study has four different identified population groups that were used to source information.

According to NCCE (2011), there are 97 accredited N C E awarding institutions in Nigeria out of which 88 are Colleges of Education. Out of that number, 21 are Federal Colleges of Education, 43 are State Colleges of Education and 24 are private. There are 528

management staff in Nigerian Colleges of Education. There are 3684 Academic Staff and 9101 Senior Non Academic Staff in Nigerian Colleges of Education.

Out of the 6 departments of National Commission for Colleges of Education, four are considered relevant to this study because of their outlined functions in the structure of the commission. The departments are: Department of Academic Programmes, Department of Personnel Management, Department of Physical Planning and Development and Department of Planning, Research and Statistics.

From the NCCE Annual Report (2010), there are 86 senior staff in the four departments mentioned above.

Therefore, the total population of the study stands at 13,399, which are presented in table 3.1.

**Table 3.1 Population of the study**

| **Population of the study** | **Population** |
|---|---|
| Management Staff in Nigerian colleges of Education | 528 |
| Senior Academic Staff of Nigerian Colleges of Education | 3684 |
| Non Academic Staff of Nigerian Colleges. of Education. | 9101 |
| Senior Staff of Concerned Departments of the NCCE. | 86 |
| **TOTAL** | **13,399** |

## 3.4 Sample and Sampling Procedure

This research work seeks to evaluate the administration of Nigerian Colleges of Education. To get a representative sample of the targeted population, both cluster and randomization procedures were adopted for the selection of samples.

Using the cluster sampling technique, two states from each of the six states in the six geo-political zones were sampled for the study. The six geo-political zones are North-West, North Central, North-East, South-West, South-East, and South-South. The states under North-West are Sokoto, Kebbi, Zamfara, Katsina, Kano, Kaduna and Jigawa States. The North-Central includes Niger, Benue, Plateau, Kogi, Nasarawa and Kwara States. The North-East includes Borno, Yobe, Gombe, Bauchi, Adamawa and Taraba States. The south-west zone comprises Lagos Oyo, Ekiti, Ogun, Osun, and Ondo States. The South East comprises Enugu, Imo, Anambra, Ebonyi and Abia States, the South-South zone is made up of River, Cross-Rivers, Akwa-Ibom, Delta, Edo and Bayelsa States.

From the six Clusters, two states were selected to represent each zone. The states are Rivers and Delta from South-South, Enugu and Anambra from South-East, Oyo and Lagos from South-West and Benue and Niger from North central, Yobe and Borno from North-East and Zamfara and Kano from North-West. The above distribution is represented below in table 3.2 showing geo-political zones, states under them and the sampled states.

**Table 3.2 Geo-political Zones, States and Sampled States**

| Geo-political zones | States of the zones | Sampled states |
|---|---|---|
| North-West | Katsina, kaduna Kano, Sokoto Kebbi Zamfara and Jigawa | Kano and Zamfara |
| North-Central | Niger, Kogi Benue Plateu, Nasarawa and Kwara | Niger and Benue |
| North-East | Borno, Yobe, Gombe Bauch, Adamawa and Taraba | Borno and Yobe |
| South-West | Lagos, Ondo, Oyo, Ogun, Osun and Ekiti | Lagos and Oyo |
| South-East | Imo, Anambra, Abia Enugu and Ebonyi | Anambra and Enugu |
| South-South | Rivers, Cross River, Akwa-Ibom, Delta, Edo and Bayelsa States. | Rivers and Delta. |

For sampling, a sample of 30% of the population was used for the study as recommended by Aderounmu (1985).

Therefore, from the total population of 88 Colleges of Education, 26 were sampled. Seven were from Federal Colleges 13 from State Colleges and 6 from private Colleges, giving the required 30%. The number of Management Staff is 156. The number was randomly distributed to the six geo-political zones, 4 from each zone and 2 from each of the selected states.

Thus table 3.3 gives the sampled States and Colleges of Education

**Table 3.3 Sampled States and Colleges of Education.**

| States Sampled | Sampled Colleges of Education |
|---|---|
| Kano State | F.C.E Kano and Saadatu Rimi C.O.E. Kumbotso |
| Zamfara State | F.C.E Gusau and C.O.E Maru |
| Niger State | F.C.E. Kontagora and C.O.E. Minna |
| Benue State | C.O.E. Katsina- Ala<br>C.O.E. Oju |
| Borno State | Umar Ibrahim El-Kanem College and Mo Golis Maiduguri. |
| Yobe State | C.O.E. Gashua and<br>F.C.O.E. Potiskum |
| Lagos State | St Agustine COE Akoka and Ansar-deen C.O.E. Oshodi Adeniran COE Lagos |
| Oyo State | F.C.O.E Oyo. and Delar C.O.E. Ibadan. Muftau Olanihun COE Ibadan |
| Anambra State | F.C.E (T) Umuaze and C.O.E. Nsugbe. |
| Enugu State | National C.O.E. Nsukka and Osisa Tech COE Enugu. |
| Rivers State | F.C.E. (T) Omoki and C.O.E. sita Portharcourt. |
| Delta State | D.S. College of P.E. Sapele.and C.O.E. Warri |

From the population of NCCE Officials 86, 30% was sampled which is 25 officials. For the population of the academic staff and non-academic staff, the researcher used Aderemo (1989) where he mentioned that for any population over of 2000, a sample of 300 is suitable. Therefore, from the academic staff, 410 were sampled and from the non-academic, 409 were sampled to add to the number of management staff and the NCCE officials and make it a round figure of 1000 samples for the study. The sampled number was evenly distributed to the selected Colleges of Education nationwide.

In all, the selected sample total distribution is represented in table 3.4

**Table 3.4 Population and sample size.**

| **Respondent Groups** | **population** | **Sample** |
|---|---|---|
| The Management Staff | 528 | 156 |
| Academic Staff | 3684 | 410 |
| Non- academic Staff | 9101 | 409 |
| NCCE Officials | 86 | 25 |
| **TOTAL** | **13399** | **1000** |

## 3.5 Instrumentation

The main instrument for this research work was the structured questionnaire. Questionnaire is considered by many scholars as the most suitable for survey research. It is also preferred where sample size is large and because it provides different options on the issues at stake.

The questionnaire for this research work was designed based on the issues raised in the research objectives and research questions. It was specifically developed by the researcher for this study. It is therefore, a designed instrument to solicit the opinions of the respondents on various aspects of administration of the Colleges of Education.

The questionnaire was made up of closed structured questions where the respondents were asked to indicate the extent to which they agree or disagree with a given statement on the issues of the research work. Questions were asked only In the areas covered by the research scope which are the eleven aspects of the administration of the colleges. They are staff strength, staff development, conduct of admission and examination, maintenance of discipline and plants, supervision, decision-making process, communication and welfare services, provisions for both staff and students.

As for the grading of responses, of the respondents, the Likert rating scale was adopted as recommended by Abdussalam (2008) who pointed out that Likert scales seek to know the degree of agreement or disagreement of the respondents in each of the statement the scale is weighted thus.

| | |
|---|---|
| Strongly Agree that is | SA= 5 Points |
| Agree | A = 4 points |
| Undecided | U = 3 points |

Disagree D = 2 points

Strongly Disagree SD = 1 point.

### 3.5.1 Validity of the Instrument

To ascertain the content validity of the questionnaire, some experts were consulted to look into it and make necessary corrections and or amendments. The experts were scholars of educational administration and statistics. The statisticians were required to critically examine the statistical implications of issues in the questionnaire. This method of confirming the validity of an instrument by experts before embarking on a field work in research is supported by Kerlinger (1973) and Gray (1976) and is reported by Abdulssalam (2008) as an important and acceptable technique.

### 3.5.2 Pilot Study

A pilot study was undertaken to ascertain the reliability of the instrument. One hundred copies of the questionnaire were distributed to separate groups of similar status as samples in similar tertiary institutions in Sokoto, and kebbi states and officials of the states ministries of education.

2 Provosts of Shehu Shagari College of Education Sokoto and Adamu Augie College of Education Argungu. 4. Deputy provosts, 2 in Shehu Shagari College of Education and 2 in Adamu Augie College of Education Argungu. 2 Bursars of Shehu Shagari College of Education Sokoto and Adamu Augie College of Education Argungu. 2 Registrars of Shehu Shagari College of Education Sokoto and Adamu Augie College of Education Argungu. 2 Librarians of Shehu Shagari College of Education and Adamu Augie College of Education Argungu. 2 Directors of Works from Shehu Shagari College of Education and Adamu Augie COE Argungu. 6 Officials from Sokoto state Ministry of

Education. 50 Academic staffs, 25 from Shehu Shagari College of Education Sokoto and 25 from Adamu Augie College of Education Argungu. 30 Non-academic staff, 15 from Shehu Shagari College of Education Sokoto and 15 from Adamu Augie College of Education Argungu. 100 copies of the questionnaire were used for the pilot study.

From the one hundred copies of the questionnaire distributed, eighty-six copies were duly completed and returned, while fourteen were either returned uncompleted or lost. In the returned copies of the questionnaire all questions were answered by respondents and this indicated that the issues were found to be relevant and unambiguous. The returned copies of questionnaire were subjected to reliability tests using the (SPSS version 20.0) computer analysis. The level of the instruments' reliability co-efficiant was determined at 0.813.

### 3.5.3 Reliability of the Instrument.

The level of the reliability of the instrument was determined, using the item analysis method as recommended by Abdussalam (2008). The result of reliability coefficient of 0.813 was reliable. Thus it could be approximated to 1, it was concluded that the instrument is suitable for the intended study.

## 3.6 Administration of Instrument

The approved questionnaire was distributed to the identified Colleges of Education personally and by proxy. An ample time of one week within which to complete the questionnaire was given to respondents. After that the researcher went round and collected the completed copies of questionnaire. However, not all copies were collected bak. For instance, the researcher could not get back 74 copies of questionnaires sent to Borno State.

### 3.7 Methods of Data Analysis.

The retrieved copies of questionnaire were scored, tabulated and analyzed for meaningful empirical interpretations. To determine the level and source of difference in the opinions of the respondents, mean score and standard deviation were employed. The eleven hypotheses of the research work were statistically tested. The One-way Analysis of Variance (ANOVA) was used. This is in line with Abdulsalam (2008) who maintained that the purpose of the analysis of variance is to test a null hypothesis of variance involving more than two means.

The researcher employed the 0.05 level of significance as recommended in educational research work by Best (1981), Nworgu (2006) among others.

# CHAPTER FOUR

# PRESENTATION, ANALYSES AND DISCUSSION OF DATA

## 4.1 Introduction.

This chapter presents results, analysis and discussion of data. The data are based on issues raised in the study. Eleven hypotheses were formulated and tested using ANOVA at 0.05 level of significance. Thus the issues relate to staff strength, staff development program, students' admission, conduct of examination, maintenance of discipline and plants, supervision, decision making process, communication and staff and students' welfare provisions. The data are presented in figures, tables and percentages to give survey description. Therefore, opinions of respondents are presented in line with issues raised in the study.

The presentation of data on research questions is based on the aspects of administration under the study. The responses of respondents on staff strength of Colleges of Education are from items 1 – 10. Items 11 – 20 address the provisions of Staff Development in the colleges. Items 21 – 30 cover the conduct of Admission Exercise in Colleges of Education in Nigeria. Items 31 – 40 investigated the conduct of Examination in the Colleges while items 41 – 50 are on Maintenance of Discipline in Colleges of Education in Nigeria.

Items 51 – 60 were on the Maintenance of College Plants and items 61 – 70 addressed Supervision in Colleges of Education in Nigeria. Items 71 – 80 are on Decision-making Process in the administration of the Colleges of Education. Items 81 – 90 addressed Communication in the Colleges while items 91 – 100 are on Staff Welfare Provisions in Colleges of Education in Nigeria and lastly items 101-110 are on Students' Welfare

Provisions in Colleges of Education in Nigeria. However, the score of the five point Likert scale would be collapsed to three points of Agree, Undecided and Disagree in which the scores of columns of Strongly Agree and Agree would be added to form Agree and the columns of Strongly Disagree and Disagree would be added to form Disagree while the column of Undecided stands on its own. Therefore, the tables for discussion would be in three columns as follows: Agree, Undecided and Disagree.

## 4.2 Opinions of Respondents on Staff Strength in Colleges of Education in Nigeria.

This section presents opinions of respondents on the staff strength in the Colleges of Education. This section relates to items 1-10 in the questionnaire.

Item 1 was an attempt to find out from the respondents, the laid down requirements of staff in each department.

Items 2 and 3 solicited the opinions of respondents on whether there are laid down procedures for recruitment of new staff and whether recruitment of staff is based on merit.

While item 4 attempted to find out if academic staff in the college have the minimum required qualification for lecturing of second class lower division in their first degree. Item 5 tried to find out if all academic staff have the required educational qualifications. Items 6, 7 and 8 were attempts to find out if departments in the colleges maintain the staff students' ratio of 1:25, maintains the required number of academic and non-academic staff ratio, adhere to their laid down procedures for recruitment of staff.

Items 9 and 10 were attempts to find out whether the non academic staff are properly placed in their departments and if there is no role conflict in discharge of their duties.

Responses of respondents were collected analyzed and presented in a table. Thus table 4.1 gives the details.

**Table 4.1: Opinions of Respondents on Staff Strength in Nigerian Colleges of Education**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 1<br>There are laid down requirement of staff both Academic and Non-academic for each department | Management staff | 117 (86:7) | 12 (8.9) | 6 (4.4) |
| | Academic Staff | 309 (91.2) | 23 (6.7) | 7 (2.1) |
| | Non-academic staff | 299 (94.7) | 13 (4.1) | 4 (1.3) |
| | NCCE officials | 20 (100.00) | 00 (0.0) | 0 (0.0) |
| Item 2<br>There are laid down procedure for recruitment of new staff | Management staff | 105 (77.8) | 14 (10.4) | 16 (11.9) |
| | Academic Staff | 288 (84.9) | 21 (6.2) | 30 (8.8) |
| | Non-academic staff | 276 (87.4) | 20 (6.3) | 20 (6.3) |
| | NCCE officials | 16 (80.0) | 2 (10.0) | 2 (10.0) |
| Item 3<br>The staff are recruited based on merit | Management staff | 75 (55.5) | 30 (22.2) | 30 (22.2) |
| | Academic Staff | 204 (60.2) | 66 (19.5) | 69 (20.4) |
| | Non-academic staff | 196 (62.0) | 56 (17.7) | 64 (20.3) |
| | NCCE officials | 14 (70.0) | 00 (0.0) | 6 (30.0) |
| Item 4<br>Academic staff have minimum of second class lower division in their first degree | Management staff | 1009 (80.8) | 20 (14.8) | 6 (4.4) |
| | Academic Staff | 255 (75.2) | 51 (15.0) | 33 (9.7) |
| | Non-academic staff | 240 (75.9) | 43 (13.6) | 33 (10.4) |
| | NCCE officials | 18 (90.0) | 00 (00.0) | 2 (10.0) |
| Item 5<br>All academic staff have educational qualification. | Management staff | 108 (80.0) | 17 (12.6) | 10 (7.4) |
| | Academic Staff | 244 (72.0) | 60 (17.7) | 35 (10.3) |
| | Non-academic staff | 224 (70.9) | 54 (17.1) | 38 (12.0) |
| | NCCE officials | 18 (90.0) | 00 (0.0) | 2 (10.0) |

| | | | | |
|---|---|---|---|---|
| Item 6<br>The Departments<br>Maintains the<br>recommended staff<br>student ratio of 1:25 | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 89 (67.9)<br>155 (45.8)<br>132 (41.7)<br>2 (10.0) | 19 (14.0)<br>68 (20.0)<br>77 (24.4)<br>11 (55.0) | 27 (20.0)<br>116 (34.2)<br>107 (33.9)<br>7 (35.0) |
| Item 7<br>The departments<br>maintain the required<br>number of academic and<br>non-academic staff. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 70 (51.7)<br>170 (50.1)<br>151 (47.8)<br>7 (35.0) | 18 (13.3)<br>48 (14.1)<br>16 (20.9)<br>11 (55.0) | 47 (34.8)<br>121 (35.7)<br>99 (31.3)<br>2 (10.0) |
| Item 8<br>Adhere to the laid down<br>procedures and processes<br>for recruitment exercise. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 80 (59.2)<br>198 (58.5)<br>175 (55.4)<br>11 (55.0) | 17 (12.6)<br>76 (22.4)<br>84 (26.6)<br>6 (30.0) | 38 (28.1)<br>65 (19.2)<br>57 (18.0)<br>3 (15.0) |
| Item 9<br>Non academic staff are<br>properly placed in their<br>departments. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 77 (57.0)<br>208 (61.3)<br>186 (58.9)<br>12 (60.0) | 12 (8.9)<br>39 (11.5)<br>48 (15.2)<br>4 (20.0) | 46 (34.1)<br>92 (27.1)<br>82 (25.9)<br>4 (20.0) |
| Item 10<br>There is no role conflict<br>in the performance of<br>staff in discharge of their<br>duties. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 110 (81.5)<br>295 (87.0)<br>271 (85.7)<br>15 (75.0) | 12 (8.1)<br>24 (7.1)<br>27 (8.5)<br>3 (15.0) | 14 (10.4)<br>20 (5.9)<br>18 (5.7)<br>2 (10.0) |

From Table 4.1, a total of 117 management staff representing 86.6% agreed to item 1, while 12 representing 8.9% disagreed, but 6 representing 4.4% were undecided, 309 academic staff agreed representing 94.7% while 13 representing 6.7% disagreed with the item, but 7 representing 2.1% were undecided. 299 Non – academic staff agreed representing 94.7% while 13 representing 4.1% disagreed but 4 representing 1.3% were undecided. 20 of the NCCE officials representing 100% agreed with the item. In all 745 respondent representing 91.9% agreed to the item therefore it is concluded that there are laid down requirements of both academic and non-academic staff for each department in Nigerian colleges of education.

In the table 4.1 response of respondents on item 2. 105 management staff, representing 77. 8% agreed to the statement of the item. While 14 representing 10.4% disagreed to the statement but 16 representing 11.9% were undecided. 288 Academic stuff representing 84.9% agreed to the item, while 21 representing 6.2% disagreed with the item but 30 representing 8.8% were undecided about it. A total of 276 non-academic staff representing 87.4% agreed to the item. 20 representing 6.3% disagreed while 20 representing 6.3% were undecided. 16 NCCE officials representing 80% agree while 2 representing 10 % disagree and 2 representing 10% were undecided. In all 685 staff representing 84.5% agreed with the item statement that there are laid down procedure for recruitment of new staff in Nigerian colleges of education. Therefore is could be concluded that there are laid down procedure for recruitment of new staff in the Colleges of Education.

Table 4.1 data no responses of respondents on item 3. A total of 75 management staff representing 55.5% agreed to the statement of the item a total of 30 of them

representing 23.2% disagreed while 30 of them representing 22.2% were undecided. A total of 204 academic staff representing 60.2% agreed to the statement of the item. A total of 66 of them representing 19.5% agreed to the item while 69 of them representing 20.4% were undecided. A total of 196 non-academic staff representing 62.0% agreed to the statement of the item. A total of 56 of them representing 17.7% disagreed while 64 representing 20.3% were undecided. A total of 14 NCCE officials representing 70% agreed and 6 representing 30% were undecided. In all 485 representing 59.8% of the respondents agree to the statement that the staff in colleges of education in Nigeria are recruited based on merit. However there is a significant number and percentage of those who disagreed of 152 which is 18.7% and a significant number and percentage of 169 which is 20.8% that were undecided. Therefore in view of the above analysis it is not conclusive that staffs are recruited on merit in the Nigerian Colleges of Education.

Table 4.1 data on responses of respondents on item 4. A total of 109 management staff representing 80.8% of them agreed to the statement while 20 representing 75.8% disagreed and 6 representing 4.4% were undecided. A total of 255 academic staff representing 75.2% of them agreed while 51 representing 15.0% disagreed and 33 representing 9.7% were undecided. A total of 240 non-academic staff representing 75.9% of them agreed to statement while 45 representing 13.6 disagreed and 33 representing 10.4% were undecided. 18 NCCE of officials representing 90% of them agreed and only 2 representing 10% were undecided. In all 622 respondent representing 76.7% agreed that academic staff in concluded that academic staff in Nigerian colleges of education have minimum of second class lower division in their first degree.

Table 4.1 displays data on item 5 of the questionnaire. A total of 108 management staff representing 80.0% of them agreed with the statement while 17 representing 12.6% disagreed and 10 representing 7.4% were undecided. A total of 244 academic staff representing 73.0% agreed while 60 representing 17.7% disagreed and 35 representing 10.3% were undecided. A total of 244 non-academic staff representing 70.9% agreed while 54 representing 17.1% disagreed and 38 representing 12.0% were undecided. 18 NCCE officials representing 90% agreed and only 2 representing 10.0% were undecided. In all a total of 594 respondents representing 73.2% agreed that academic staff have educational qualification. Thus it is concluded that academic staff in Nigerian colleges of education have abstained the required education qualification.

In Table 4.1 data of respondents' responses on item 6 of the questionnaire indicated a total of 89 management staff representing 65.9% agreed to the item statement while 19 representing 14.0% disagreed and 27 representing 20. 0% were undecided. A total of 155 academic staff representing agreed while 86 representing 20.0% disagreed and 116 were undecided. A total of 132 non-academic staff representing 41.7% agreed with the statement while 77 representing 24.4% disagreed and 107 were undecided. 2 NCCE official representing 10.0% agreed while 11 representing 55.0% disagreed and 7 representing 35.0% undecided. In all 378 respondents representing 46.7% agreed that departments or colleges maintain the recommended staff-students ratio. This however, is a weak majority view which we may not use to generalize but accept as the popular view point.

Table 4.1 data on responses to item 7 of the questionnaire a total of 70 management staff representing 51.8% agreed with the item statement while 18 representing 13.3% disagreed and 47 representing 34.8% were undecided. 170 academic staff representing

50.1% agreed while 40 representing 14.1% disagreed while 66 representing 20.9% disagreed. 7 NCCE officials representing 35.0% agreed while 11 representing 55% disagreed and 2 representing and 2 representing 10% were undecided. In all 398 respondent representing 49.1% agreed to the statement that Nigerian colleges of education maintain the required number of academic and non-academic staff. However the percentage is low therefore is a strong view point that colleges of education do not maintain the required number of academic and non-academic staff.

Table 4.1 data on responses to item 8 in the questionnaire a total of 80 management staff 59.2% agreed while 17 representing 12.6% disagreed but 38 representing 28.1% were undecided. 198 academic staff representing 58.5% agreed while 76 representing 22.4% disagreed but 65 representing 19.2% were undecided. 175 Non-academic staff representing 55.4% agreed while 84 representing 26.6% disagreed but 57 representing 18.0% were undecided. 11 NCCE officials representing 55% agreed while 6 representing 30% disagreed but 3 representing 15.0% were undecided. In all 464 representing 57.2% agreed to the statement that colleges adhere to laid down procedures and processes for recruitment exercise. In view of the higher percentage it could be concluded that Nigerian Colleges of Education adheres to the laid down procedures and processes in their recruitment exercises.

Table 4.1 the data on item 9 a total of 77 management staff representing 57.0% agreed with the item statement while 12 representing 8.9% disagreed and 46 representing 34.1% were undecided. A total of 208 academic staff representing 61.3% agreed while 39 representing 12.5% disagreed and 92 representing 27.1% were undecided. A total of 186 non-academic staff representing 58.9% agreed while 48 representing 15.2% disagreed and 82 representing 25.9% were undecided. 12 NCCE officials representing 60% agreed while

4 representing 20% disagreed and 4 also representing 20% were undecided. In all 483 respondents representing 59% agreed to the statement that non-academic staffs are properly placed in their colleges. Based on this higher percentage and lower percentage of 12.7% of those who disagreed, it is concluded that non-academic staffs are properly placed in Nigerian Colleges of Education.

Table 4.1 shows data on item 10. A total of 110 management staff representing 81.5% agreed with item statement while 11 presenting 8.1% disagreed and 14 representing 10.4% were undecided. 295 academic staff representing 87.0% agreed while 24 representing 7.1% disagreed and 20 representing 5.9% were undecided. 271 non-academic staff representing 85.7% agreed while 27 representing 6.5% disagreed and 18 representing 5.7% were undecided. 2 NCCE officials representing 10.0% agreed while 3 representing 15% disagreed and 2 representing 10% were undecided. In all 691 respondents representing 85% of the total agreed that there is no role conflict in the performance of staff in the discharge of their duties. Thus it is concluded that there is no role conflict in the performance of staff in the discharge of their duties in Nigerian Colleges of Education.

Eviden though there is a high percentages of responses that agreed in all most all the ten items under this section the staff strength in Nigerian Colleges of Education is in adequate more especially in the area of staff-student ratio. The ten items addressed the first research objective and the first research question that seeks to know the staff strength in Nigerian Colleges of Education.

## 4.3 Opinions of Respondents On State Of Staff Development Programmes In Colleges of Education in Nigeria

This section focuses on staff development programmes provisions in Nigerian Colleges of Education. This section addressed issues on staff development programmes provisions.

Item 11 attempted to find out in the opinions of the respondents if the administrations of the colleges have laid down criteria for promotion in their colleges.

Item 12 tries to enquire the opinions of the respondents whether regular promotion exercises were conducted by the colleges.

Item 13 seeked to find out the opinions of the respondents if dissatisfied staff have the right of appeal after such promotion exercise.

Item 14 attempted to findout from the respondents if there is provision of sponsorship for higher degrees for academic staff in the colleges.

Items 15 and 16 solicited the opinions of the respondents on whether there is the provision of sponsorship to local and international workshops and conferences for academic and or non-Academic staffs.

While items 17 and 18 investigated from the opinions of the respondents if there is provision of financial support for publication to academic staff and if there is provision of financial support for organizing seminars and conferences in the colleges.

Items 19 and 20 were attempts to find out from the opinions of the respondents if there are disciplinary actions taken against academic staff that fails to acquire Master degrees in the colleges and if staffs on training enjoy any other incentives.

Responses of all respondents were collected, analyzed and presented a table. Thus table 4.2 give the details.

**Table 4.2 Opinions Of Respondents On State Of Staff Development Programmes In Colleges Of Education in Nigeria**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 11<br>There is laid down<br>criteria for promotion<br>in the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 118 (77.4)<br>303 (89.3)<br>295 (93.4)<br>18 (90.0) | 9 (6.7)<br>19 (5.6)<br>6 (1.8)<br>00 (00.0) | 8 (5.9)<br>17 (5.0)<br>15 (4.7)<br>2 (10.0) |
| Item 12<br>There are regular<br>promotion exercise<br>conduct by the<br>colleges | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 92 (68.1)<br>203 (59.8)<br>191 (59.0)<br>18 (90.0) | 14 (11.3)<br>31 (9.2)<br>28 (8.9)<br>00 (00.0) | 29 (21.5)<br>105 (31.0)<br>97 (30.7)<br>2 (10.0) |
| Item 13<br>There is provision for right of appeal to staff in the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 120 (88.8)<br>305 (90.0)<br>273 (86.4)<br>11 (55.0) | 6 (5.5)<br>13 (3.9)<br>14 (4.4)<br>3 (15.0) | 9 (6.7)<br>21 (6.2)<br>29 (9.2)<br>6 (30.0) |
| Item 14<br>There is provision of sponsorship for higher degrees for academic staff in the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 116 (85.9)<br>313 (92.3)<br>286 (85.6)<br>20 (100) | 8 (6.0)<br>10 (3.0)<br>13 (4.1)<br>00 (00.0) | 11 (8.1)<br>16 (4.7)<br>17 (5.4)<br>00 (00.0) |
| Item 15<br>There is provision for staff sponsorship to local workshops and conferences in the | Management staff<br>Academic Staff<br>Non-academic staff | 108 (80.0)<br>287 (84.7)<br>265 (83.9) | 11 (8.1)<br>27 (8.0)<br>26 (8.2) | 16 (11.9)<br>25 (7.4)<br>25 (7.9) |

| | | | | |
|---|---|---|---|---|
| college | NCCE officials | 2 (10.0) | 18 (80.0) | 00 (00.0) |
| Item 16<br>There is provision of sponsorship for senior staff to international workshops and conferences in the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 14 (104)<br>34 (10.0)<br>30 (9.5)<br>2 (10.0) | 103 (76.3)<br>224 (66.0)<br>200 (66.6)<br>13 (65.0) | 18 (13.3)<br>81 (23.9)<br>96 (24.1)<br>5 (25.0) |
| Item 17<br>The college provides financial support for publication to academic staff. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 94 (69.7)<br>217 (64.0)<br>186 (58.9)<br>11 (55.0) | 17 (12.6)<br>44 (13.0)<br>49 (15.5)<br>7 (35.0) | 24 (17.8)<br>78 (23.0)<br>81 (25.6)<br>2 (10.0) |
| Item 18<br>There is provision of financial support for organizing seminars and conferences in the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 105 (77.8)<br>265 (78.2)<br>247 (78.1)<br>15 (75.0) | 10 (7.4)<br>19 (5.6)<br>20 (6.3)<br>3 (15.0) | 20 (14.8)<br>55 (16.2)<br>49 (15.5)<br>2 (10.0) |
| Item 19<br>There are disciplinary measures taken against academic staff that failed to acquire Master Degree in the College. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 112 (82.0)<br>228 (66.8)<br>221 (66.8)<br>9 (45.0) | 15 (11.1)<br>44 (12.9)<br>44 (13.9)<br>6 (30.0) | 8 (5.9)<br>67 (19.3)<br>61 (19.3)<br>6 (30.0) |
| Item 20<br>There are other incentives given to staff on study leave by the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 95 (45.0)<br>203 (59.8)<br>183 (57.9)<br>11 (55.0) | 22 (16.3)<br>86 (25.3)<br>79 (25.0)<br>7 (35.0) | 18 (13.3)<br>50 (14.7)<br>54 (17.1)<br>2 (10.0) |

Table 4.2 presented data on item 11 of the questionnaire. A total of 118 management staff representing 87.4% agreed with the item statement while 9 representing 6.7% disagreed and 8 representing 5.9% were undecided. 303 academic staff representing 89.3% agreed while 19 representing 5.6% disagreed and 17 representing 50% were undecided. 295 Non-Academic staff representing 93.4% agreed while 6 representing 1.8% disagreed and 15 representing 4.7% were undecided. 18 NCCE officials representing 90.0% agreed and 2 representing 10.0% were undecided. In all 734 respondents representing 90.6% agreed that there are laid down criteria for promotion in their colleges. Thus it is concluded that there are laid down criteria for promotion in the Colleges of Education.

In Table 4.2 data on item 12 presented a total of 92 management staff representing 68.1% agreed with item statement while 14 representing 10.3% disagreed and 29 representing 21.5% were undecided. 203 academic staff representing 59.8% agreed while 31 representing 9.2% disagreed and 105 were undecided. 191 non-academic staff representing 59% agreed while 28 representing 8.9% disagreed and 97 representing 30.7% were undecided. 18 NCCE officials representing 90% agreed and 2 representing 10% were undecided. In all 504 respondents representing 62.2% agreed that there is regular promotion exercise conducted in their colleges. Thus it is concluded that regular promotion examinations are conducted in Colleges of Education in Nigeria.

In table 4.2 data on item 13 shows that 126 management staff representing 88.8% agreed with the item statement while 6 representing 4.5% disagreed and 9 representing 6.7% were undecided. A total of 305 academic staff representing 90% also agreed while 13 representing 3.9% disagreed and 21 representing 6.2% were undecided. A total of 275 non-

academic staff representing 86.4% agreed while 14 representing 4.4% disagreed and 29 representing 9.2% were undecided and 11 NCCE officials representing 55% agreed, 3 representing 15% disagreed while 6 representing 30.0% were undecided. This in all 709 respondents representing 87.4% agreed that there is provision for right of appeal to staff in their colleges. Based on the higher percentage it could be concluded that there is right of appeal for staff in matters of promotion in Nigerian Colleges of Education.

In table 4.2 data on item 14 shows that 116 management staff representing 85.9% agreed with the item while 8 representing 6% disagreed with it and 11 representing 8.1% were undecided. A total of 313 academic staff representing 92% agreed while 10 representing 3% disagreed and 16 representing 4.7% were undecided. A total of 286 non-academic staff representing 84.6% agreed while 13 representing 4.1% disagreed and 17 representing 5.7% were undecided. All 20 NCCE officials representing 100% agreed to the item. In all 735 respondents representing 90.7% gave their consent that there is provision for sponsorship for higher degrees for academic staff in their colleges. Thus it is concluded that administration of Nigerian Colleges of Education provide sponsorship to academic staff to higher degree.

Item 15 in the table sought the opinion of respondents on provision for staff sponsorship to local workshops and conferences. A total of 108 management staff representing 80% agreed while 11 representing 7.1% disagreed and 16 representing 11.9% were undecided. A total of 287 academic staff representing 84.7% agreed with the item while 27 representing 8.0% disagreed and 25 representing 7.4% were undecided. 52 non-academic staff agreed strongly while 213 of them agree representing 16.5% and 67.4% respectively. 20 representing 6.3% and 6 representing 1.9% disagree and strongly disagree

to the statement while 25 representing 7.9 were undecided. However 2 NCCE officials representing 10.0% strongly agree while 18 strongly disagree with it. Therefore a total of 562 respondents representing 81.6% consented the statement indicating that the administrations of colleges of education do provide funds for running workshops, seminar and conferences.

Item 16 in the table results shows that 14 management staff representing 10.4% agreed while 103 representing 76.3% disagreed and 18 representing 13.3% were undecided. 34 academic staff representing 10% agreed while 224 representing 66% disagreed and 81 representing 23.9% undecided. 30 non academic staff representing 9.5%agreed while 210 representing 66.6% disagreed and 76 representing 24.1% were undecided. 2 NCCE officials representing 10% agreed while 13 representing 65% disagreed and 5 representing 25% were undecided. In all 80 respondents representing 9.8% agreed to the statement that there is sponsorship for senior staff to international workshops and conferences while 550 respondents representing 67.8% disagreed. Thus based on the higher percentage of disagreed it is concluded that there is no provision of sponsorship for senior staff to international workshops and conferences in Nigerian Colleges of Education.

Item 17 in the questionnaire elicited opinions of the respondents on provision of financial support for publication to academic staff and the result revealed that a total of 94 management staff representing 69.7% agreed while 17 representing 12.6% disagreed and 24 representing 17.8% were undecided. 217 academic staff representing 64% agreed while 44 representing 13% disagreed and 78 representing 23% were undecided. 186 non academic staff representing 58.9% agreed while 49 representing 15.5% disagreed and 81 representing 25.6% were undecided. 11 NCCE officials representing 55% agreed while 7

representing 35% disagreed and 9 representing 45% were undecided. In all 508 respondents representing 62.6% agreed. Therefore, based on the higher percentage of agreed it is confirmed that there is provision for financial support for publication to academic staff in Nigerian Colleges of Education.

Item 18 results in the table 4.3.2 shows that 105 management staff representing 77.8% agreed while 10 representing 7.4% disagreed and 20 representing 14.8% were undecided. 265 academic staff representing 78.2% agreed while 19 representing 5.6% disagreed and 55 representing 16.2% were undecided. 247 non academic staff representing 78.1% agreed while 20 representing 6.3% disagreed and 49 representing 15.5% were undecided. 15 NCCE officials representing 75% agreed while 3 representing 30% disagreed and 2 representing 10% were undecided. In all 632 respondents representing 77.9% agreed. The higher percentage of respondents that agreed indicates that there is provision of financial support for organizing seminars and conferences in Nigerian Colleges of Education.

In the table the results of item 19 shows that a total of 112 management staff representing 83%% agreed while 15 representing 11.1% disagreed and 8 representing 5.9% were undecided. 228 academic staff representing 67% agreed while 44 representing 12.9% disagreed and 67 representing 19.8% were undecided. 211 non academic staff representing 66.8% agreed while 44 representing 13.9% disagreed and 61 representing 19.3% were undecided. 8 NCCE officials representing 40% agreed while 6 representing 30% disagreed and 6 representing 30% were undecided. Thus in all there are 559 respondents representing 68.9% agreed to item statement. Therefore considering the high percentage of respondents who agreed it could be concluded that there are disciplinary measures taken against

academic staff that fails to obtain Master Degree within the stipulated time in Nigerian Colleges of Education.

In the Table 4.2 results of item 20 shows that a total of 95 management staff representing 70.4% of them agreed with the item statement while 22 representing 16.3% disagreed and 18 representing 13.3% were undecided. A total of 203 Academic staff representing 59.8% agreed while 86 representing 25.3% disagreed and 50 representing 14.7% were undecided. A total of 183 Non-academic staff representing 57.9% agreed while 79 representing 25% disagreed and 54 representing 17.1% were undecided. 11 NCCE officials representing 55% agreed while 7 representing 35% disagreed and 2 representing 10% were undecided. Thus a total of 429 respondents representing 60.6% agreed that there are other incentives given to staff on study leave in their colleges. Therefore based on this high percentage, it is concluded that there are other incentives given to staff on study leave in Nigerian Colleges of Education.

The above results of items 11-20 on the state of staff development programmes and provisions in Nigerian Colleges of Education revealed that there are certain staff development programmes in the Colleges. There are also strong indications that staff do not have access to them. The ten items addressed the second objective of the study and the second research question which seeks to find out the state of staff development programmes provisions in Nigerian Colleges of Education.

## 4.4 Opinions of Respondents on the Conduct of Admission of Students into Colleges of Education in Nigeria

In this section of the questionnaire are items on the conduct of Admission Exercise into Colleges of Education in Nigeria.

Item 29 seeks to know from the opinions of the respondents if regular admission exercises are actually carried out by the colleges.

Item 30 was an attempt to find out if the admission exercises are widely advertised through the media.

Items 31 and 32 try to find out from the opinions of the respondents if screening test is given to candidates before they are admitted and if adequate application forms are sold annually.

Items 33, 34 and 35 solicited the opinions of respondents on whether the colleges admit only candidates with minimum requirements, if candidates without minimum requirement are admitted into only Arts and Social sciences Courses and if candidates without minimum requirements are also admitted into science and technical related courses as well.

While items 36 and 37 were attempts to investigate if released admissions are advertised to the notice of all applicants. Item and if admission exercise is conducted within specified period only.

Item 38 attempts to enquire whether regular orientation programmes are conducted for fresh students by the colleges.

Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.5.1 gives details.

**Table 4.3 Opinions of Respondents on the Conduct of Admission of Students into Colleges of Education in Nigeria**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 21<br>Regular conduct of admission exercise by the colleges | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 120 (88.9)<br>212 (92.1)<br>290 (91.7)<br>20 (100.0) | 12 (8.9)<br>16 (4.1)<br>11 (3.4)<br>00 (00) | 3 (2.2)<br>11 (3.2)<br>15 (4.7)<br>00 (00.0) |
| Item 22<br>Wide advert of the admission exercise through all media outputs. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 113 (85.2)<br>304 (89.7)<br>285 (90.2)<br>7 (35.0) | 18 (13.3)<br>29 (8.5)<br>20 (6.3)<br>6 (30.0) | 2 (1.5)<br>6 (1.8)<br>11 (3.5)<br>7 (35.0) |
| Item 23<br>Screening tests are given to students before offering them admission by college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 121 (88.7)<br>308 (90.9)<br>281 (88.9)<br>9 (45.0) | 13 (9.6)<br>28 (8.2)<br>29 (9.1)<br>9 (45.0) | 1 (7)<br>3 (0.9)<br>6 (1.9)<br>2 (10.0) |
| Item 24<br>The college annually sell adequate application forms for admission. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 102 (75.5)<br>308 (90.8)<br>286 (90.8)<br>20 (100.0) | 27 (20.0)<br>24 (7.0)<br>18 (5.7)<br>00 (00.0) | 6 (4.4)<br>7 (2.1)<br>12 (3.8)<br>00 (00.0) |
| Item 25<br>The college strictly admit only candidates with minimum requirements. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 81 (59.0)<br>263 (77.6)<br>244 (77.2)<br>10 (50.0) | 48 (35.3)<br>57 (16.8)<br>47 (14.8)<br>6 (30.0) | 6 (4.4)<br>19 (5.6)<br>25 (7.9)<br>4 (20.0) |
| Item 26<br>The college admit | Management staff<br>Academic Staff | 45 (33.3)<br>123 (36.2) | 80 (59.2)<br>163 (48.1) | 10 (7.4)<br>53 (15.0) |

| | | | | |
|---|---|---|---|---|
| candidates without minimum requirements only into Arts and Social Sciences related courses and not into science related courses | Non-academic staff<br>NCCE officials | 123 (38.6)<br>4 (20.0) | 135 (42.7)<br>15 (75.0) | 56 (17.0)<br>1 (5.0) |
| Item 27<br>The college admit some candidates within minimum required into science and technical related courses as it does for arts and social science related courses. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 57 (41.2)<br>80 (29.5)<br>91 (28.8)<br>14 (70.0) | 64 (55.4)<br>141 (41.6)<br>131 (41.5)<br>6 (30.0) | 14 (10.4)<br>98 (28.9)<br>94 (29.7)<br>00 (00.0) |
| Item 28<br>The college widely advertise released admission to the notice of all applicants. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 109 (80.8)<br>283 (83.5)<br>258 (81.7)<br>14 (70.0) | 19 (14.1)<br>35 (10.3)<br>36 (11.4)<br>6 (30.0) | 7 (5.2)<br>21 (6.2)<br>22 (7.0)<br>00 (00.0) |
| Item 29<br>The college conduct admission exercise within the specified period | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 117 (86.7)<br>314 (92.7)<br>293 (92.7)<br>16 (80.0) | 13 (9.7)<br>18 (5.3)<br>16 (5.0)<br>4 (20.0) | 5 (3.7)<br>7 (2.1)<br>7 (2.2)<br>00 (00.0) |
| Item 30<br>Orientation programmes for fresh students are regularly conducted by the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 165 (85.2)<br>279 (82.3)<br>253 (81.0)<br>14 (70.0) | 16 (11.8)<br>33 (9.7)<br>28 (8.8)<br>4 (20.0) | 4 (3.0)<br>27 (8.0)<br>32 (10.1)<br>2 (10.0) |

In the Table 4.3 the result of item 21 shows that a total of 120 management staff representing 48.9% of them agreed while 12 representing 8.9% disagreed and only 3 representing 2.2% were undecided. A total of 312 academic staff representing 92.1% of them agreed while 16 representing 4.7% disagreed and 11 representing 3.2 were undecided. A total of 290 non academic staff representing 91.7% of them agreed while 11 representing 3.4% disagreed and 15 representing 4.7% were undecided.

All the 20 NCCE officials representing 100% agreed. Thus a grand total of 664 respondents representing 91.9% agreed that their colleges conduct regular admission exercise as required. Therefore, its' concluded that Nigerian Colleges of education conduct proper and regular admission exercises.

The results of item 22 in the table shows that a total of 115 management staff representing 85% of them agreed while 18 representing 13.3% disagreed and 2 representing 1.5% were undecided. A total of 304 Academic staff representing 89.6% of them agreed while 29 representing 8.5% disagreed and 6 representing 1.8% were undecided. A total of 285 non-academic staff representing 90.1% of them agreed while 20 representing 6.3% disagreed and 11 representing 3.5% were undecided. 7 NCCE officials representing 35% of them agreed while 6 representing 30% disagreed and 7 representing 35% were undecided. Thus a grand total of 711 respondents agreed to the statement that their colleges widely advertise the admission advertises the admission exercise through all media outputs.

Therefore it is concluded that Colleges of Education widely advertise their Admission Exercises through all media output.

In the Table item 23 results shows that a total of 121 management staff representing 89.7% of them agreed while 13 representing 9.6% of them disagreed and only 1 representing 7% was undecided. A total of 308 academic staff representing 90.9% agreed while 28 representing 8.2% disagreed and 3 representing .9% were undecided. A total of 288 non academic staff representing 88.9% of them agreed while 29 representing 9.1% disagreed and 6 representing 1.9% were undecided. 9 NCCE officials representing 45% agreed while 9 representing 45% disagreed and 4 representing 20% were undecided. Thus a total of 719 respondents representing 88.7% agreed with the statement. Therefore based on the higher percentage it could be concluded that Nigerian colleges of education do give screening tests to students before offering them admissions.

Item 24 results shows that a total of 102 management staff representing 75.5% of them agreed while 27 representing 20% disagreed and 6 representing 4.4% were undecided. A total of 308 academic staff representing 90.8% of them agreed while 24 representing 7.0% disagreed and 7 representing 2.1% were undecided. A total of 286 non-academic staff representing 90.5% of them agreed while 18 academic staff representing 90.5% of them agreed while 18 representing 5.7% disagreed and 12 representing 3.8% were undecided. All the 20 NCCE officials representing 100.0% of them agreed. Thus a total of 716 respondents representing 88.3% agreed that their colleges annually sell adequate application forms for admission. Therefore, base on the higher percentage it could be concluded that Nigerian Colleges of Education annually sell adequate application forms for admission.

Results of item 25 in the table shows that a total of 81 management staff representing 60.0% of them agreed while 48 representing 35.0% disagreed and 6 representing 4.4% were undecided. A total of 263 academic staff representing 77.6% of the agreed while 57 representing 16.8% disagreed and 19 representing 5.6% were undecided. A total of 244 non academic staff representing 77.2% agreed while 47 representing 14.8% disagreed and 25 representing 7.9% were undecided. 10 NCCE officials representing 50% agree while 6 representing 30% disagreed and 4 representing 20% were undecided. Thus a total of 598 respondents representing 73.8% agreed that their colleges strictly admit only candidates with minimum requirements. Therefore based on the higher percentage it could be concluded that Nigerian Colleges of Education strictly only admits students with minimum requirements.

Item 26 results in the table 4.5.1 shows that 45 management staff representing 33.3% agreed while 80 representing 59.2% disagreed and 10 representing 7.4% were undecided. A total of 123 academic staff representing 56.2% agreed while 163 representing 48.1% disagreed and 53 representing 15.6% were undecided. A total of 125 non-academic staff representing 39.6% agreed while 135 representing 42.7% disagreed and 56 representing 17.7% were undecided. Only 4 NCCE officials representing 20% agreed while 15 representing 75% disagreed and only 1 representing 5% was undecided. On the whole 287 respondents representing 36.6% agreed and on the contrary 393 respondents representing 48.5% disagreed. Therefore with this distribution of higher percentage it cannot be concluded that the colleges admits candidates without minimum requirements into arts or social science related course and not into science related courses.

Item 27 results in the table shows that 37 management staff representing 42.2% of them agreed while 64 representing 47% disagreed and 14 representing 10.4% were undecided. 90 academic staff representing 29.5% of them agreed while 141 representing 41.6% disagreed and 98 representing 28.9% were undecided. 91 non-academic staff representing 28.8% agreed while 131 representing 45% disagreed and 94 representing 29.7% were undecided. 4 NCCE officials representing 20% agreed, while 11 representing 55% disagreed and 5 representing 25% were undecided. In all 252 respondents representing 31% agreed against 347 respondents that disagreed with the statement. Therefore based on the above it could neither be concluded nor rejected that the colleges of education admits some students without minimum requirements into science and technical courses as it does for arts and social science related courses.

In the table item 28 results presented shows that 109 management staff representing 80.8% agreed while 19 representing 14.1% disagreed and 7 representing 5.2% were undecided. 283 academic staff representing 83.5% agreed while 35 representing 10.3% disagreed and 21 representing 6.2% were undecided. 258 representing 81.7% agree while 36 representing 11.4% disagreed and 22 representing 7.0% were undecided. 14 NCCE officials representing 70% agreed while 6 representing 30% disagreed. In all a total of 664 respondents representing 81.9% agreed that their colleges widely advertise released admission to the notice of all applicants. Therefore it could be concluded that Nigerian Colleges of Education widely advertise their admissions to the notice of all applicants.

Item 29 results in the table shows that 114 management staff representing 86.7% agreed while 13 representing 9.7% disagreed and 5 representing 3.7% were undecided. A total of 314 academic staff representing 92.7% agreed while 18 representing 5.3%

disagreed and 7 representing 2.1% were undecided. A total of 293 non-academic staff representing 92.7% agreed while 16 representing 5.0% disagreed and 7 representing 2.2 were undecided. 16 NCCE officials representing 80% agreed while 4 representing 20% disagreed. Thus in all 740 respondents representing 91% agreed that their colleges conducts admission exercise within the specified period. Therefore, based on the above higher percentage of acceptance it is concluded that Colleges of Education do conduct their Admission Exercise within the stipulated period.

Item 30 results in the table revealed that 115 management staff representing 85.2 agreed while 16 representing 11.8% disagreed and 4 representing 3.0% were undecided. 279 academic staff representing 82.3% agreed while 33 representing 9.7% disagreed and 27 representing 8.0% were undecided. 256 non-academic staff representing 81.0% agreed while 28 representing 8.8% disagreed and 32 representing 10.1% were undecided. 14 NCCE officials representing 70% agreed while 4 representing 20% disagreed and 2 representing 10% were undecided. Thus in all 664 respondents representing 81.9% agreed that there is orientation programmes for fresh students regularly conducted by their colleges. Therefore considering the higher percentage of agreed it could be concluded that Nigerian Colleges of Education regularly conduct orientation programmes for their fresh students.

Although, it is evident from the higher percentage of scores of 8 out of 10 items in this section the opinions of respondents suggested in proper conduct of admission into Nigerian Colleges of Education. That answers the third objective and research question of this study which seeks to find out how students are admitted into Nigerian Colleges of Education.

## 4.4 Opinions of Respondents on the Conduct of Examination in Colleges of Education in Nigeria.

In this section are items that addressed the conduct of examinations in Colleges of Education.

Item 31 was an attempt to find out from the opinions of the respondents on whether regular examinations at the end of each semester of the session are conducted.

Item 32 try to find out from the respondents if lecturers are required to submit both questions and marking schemes before the examinations.

Item 33 enquires to know from the opinions the respondents if it is only the lecturers that are entrusted with the invigilation of examinations as stipulated.

While items 34 and 35 attempted to find out if course lecturers are given specified period within which to mark and return examination scripts and if those that failed to meet the deadline of marking given are sanctioned.

Items 36 and 37 were attempts to find out from the opinions of the respondents if students results are released as at when due and if students with genuine complains on examination are given opportunity to present their case to authority.

Item 38 try to enquire the opinions of the respondents on whether the colleges maintain the guidelines of 60% examination and 40% continuous assessment in their courses of study.

Items 39 and 40 solicited the opinions of the respondents to find out if there are established functional examination disciplinary committee in the colleges and if colleges keep and maintain proper examination records of their students.

Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.4 gives the details:

**Table 4.4 Opinions of Respondents on the Conduct of Examination in Colleges of Education in Nigeria.**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 31<br>Required examination at the end of each of the two semester in every session are conducted by the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 118 (87.4)<br>305 (92.9)<br>291 (95.2)<br>19 (95.0) | 12 (9.6)<br>22 (6.5)<br>12 (3.8)<br>1 (5.0) | 4 (3.0)<br>2 (0.6)<br>3 (0.9)<br>00 (00.0) |
| Item 32<br>The college courses lecturers submit both question and marking schemes beforehand. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 112 (82.0)<br>303 (89.4)<br>286 (90.5)<br>19 (95.0) | 16 (11.9)<br>33 (9.8)<br>20 (6.3)<br>1 (5.0) | 7 (5.2)<br>3 (0.9)<br>10 (3.2)<br>00 (00.0) |
| Item 33<br>In the college only the lecturers are entrusted with invigilation of examinations. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 96 (71.1)<br>95 (28.0)<br>163 (51.5)<br>12 (00.) | 28 (23.8)<br>228 (67.3)<br>122 (38.9)<br>4 (20.0) | 11 (8.1)<br>16 (4.7)<br>31 (9.8)<br>2 (10.0) |
| Item 34<br>In the college course lecturers are given specified period within which to mark and return their script. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 107 (79.3)<br>291 (85.8)<br>270 (85.3)<br>15 (75.0) | 18 (13.3)<br>4 (1.2)<br>23 (7.3)<br>1 (5.0) | 10 (7.4)<br>44 (13.0)<br>23 (7.3)<br>4 (20.0) |
| Item 35<br>The college sanctions course lecturers that failed to meet deadline of marking examination scripts. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 120 (88.8)<br>183 (54.0)<br>228 (72.1)<br>10 (50.0) | 11 (8.2)<br>123 (36.3)<br>66 (20.9)<br>9 (45.0) | 4 (3.0)<br>33 (9.7)<br>22 (7.0)<br>1 (5.0) |

| | | | | |
|---|---|---|---|---|
| Item 36<br>The college releases and give students results as at when due. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 89 (65.9)<br>147 (43.3)<br>233 (73.7)<br>13 (65.0) | 44 (32.6)<br>110 (32.4)<br>49 (15.5)<br>5 (25.0) | 2 (1.5)<br>82 (24.2)<br>34 (10.8)<br>2 (10.0) |
| Item 37<br>Students with genuine complains on examination are given opportunity to present their case in the college. . | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 118 (87.4)<br>194 (57.3)<br>252 (79.7)<br>15 (75.0) | 7 (5.2)<br>33 (9.7)<br>19 (6.0)<br>3 (15.0) | 10 (7.4)<br>112 (33.0)<br>45 (14.2)<br>2 (10.0) |
| Item 38 The college maintain the guideline of 60% examination and 40% C.A in all courses of study | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 125 (92.6)<br>297 (86.6)<br>287 (90.8)<br>19 (95.0) | 4 (3.0)<br>15 (44.4)<br>7 (2.2)<br>1 (5.0) | 6 (4.4)<br>27 (8.0)<br>22 (7.0)<br>00 (00.0) |
| Item 39<br>The college has functional examination disciplinary committee. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 129 (95.6)<br>323 (95.2)<br>198 (94.4)<br>19 (95.5) | 4 (3.0)<br>16 (4.7)<br>7 (2.2)<br>1 (5.0) | 2 (1.5)<br>00 (00.0)<br>11 (3.5)<br>00 (00.0) |
| Item 40<br>The college keep and maintain proper examination records of their students. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 128 (94.1)<br>315 (92.9)<br>302 (92.4)<br>19 (95.0) | 5 (3.7)<br>20 (5.9)<br>15 (4.7)<br>1 (5.0) | 2 (1.5)<br>4 (1.2)<br>9 (2.8)<br>00 (00.0) |

In table 4.4 the results of item 31 shows that 118 management staff representing 87.4% of them agreed while 13 representing 9.6% disagreed and 4 representing 3% were undecided. A total of 315 academic staff representing 92.9% agreed while 26 representing 6.5% disagreed and 2 representing .6% were undecided. A total of 301 representing 95.2% agreed while 12 representing 3.8% disagreed and 3 representing .9% were undecided. 19 NCCE officials representing 95% agreed while 1 representing 5% disagreed. Thus a total of 753 respondents representing 92.9% of the respondents agreed with the opinion that requires examinations at the end of each of the two semesters in every session are conducted by the colleges.

In the table item 32 results indicates that 112 management staff representing 82.9% agreed while 16 representing disagreed and 7 representing 5.2% were undecided. A total of 303 representing 89.3% agreed while 33 representing 9.8% disagreed and 3 representing .9% were undecided. 286 non-academic staff representing 84.3% agreed while 20 representing 6.3% disagreed and 10 representing 3.2% were undecided. 19 NCCE officials representing 95% agreed while 1 representing 5% disagreed. Thus a total of 720 respondents representing 88.8% out of the 810 agreed. Therefore based on this higher percentage it could be concluded that in the opinions of the respondents that lecturers are made to submit both questions and marking schemes before examinations in Colleges of Education.

Item 33 results in the table shows that 96 management staff representing 71.1% agreed while 28 representing 20.8% disagreed and 11 representing 8.1% were undecided. 95 academic staff representing 28% agreed while 228 representing 67.3% disagreed and 16 representing 4.7% were undecided. 163 non-academic staff representing 51.5% agreed

while 122 representing 38.6% disagreed and 31 representing 9.8% were undecided. 12 NCCE officials representing 60% agreed while 6 representing 30% disagreed and 2 representing 10% were undecided. Thus a total of 366 respondents representing 45.1% agreed and 334 representing 47.3% disagreed. With this distribution of close percentages it can neither be concluded nor rejected that only lecturers are entrusted with invigilation of examinations in the colleges.

Item 34 results in the table indicates that 107 management staff representing 79.3% agreed while 18 representing 13.3% disagreed and 10 representing 7.4% were undecided 291 academic staff representing 85.8% agreed while 4 representing 1.2% disagreed and 44 representing 13% were undecided. 270 non-academic staff representing 85.5% agreed while 23 representing 7.3% disagreed and 23 representing 7.3% were undecided. 15 NCCE officials representing 85% agreed while 1 representing 5% disagreed and 4 representing 20% were undecided. Thus a total of 683 respondents representing 84.3% agreed that lecturers are given specified period within which they should mark and return their examination scripts. Therefore, based on the higher percentage of those who agree in all the categories of respondents it is concluded that lecturers are given specified period within which to mark and return examination scripts in Colleges of Education.

Item 35 results shows that a total of 120 management staff representing 88.8% agreed while 11 representing 8.2% disagreed and 4 representing 3% were undecided. A total of 183 academic staff representing 54% agreed while 123 representing 36.3% disagreed and 33 representing 9.7% were undecided. A total of 228 non-academic staff representing 72.1% agreed while 66 representing 20.9% disagreed. 10 NCCE officials representing 50% agreed while 8 representing 40% disagreed and 2 representing 10.0%

were undecided. Thus a total of 541 respondents representing 66.7% agreed that lecturers are sanctioned for failure to meet marking deadline in their colleges. This higher percentage indicates that in most colleges of education the lecturers are sanctioned for their failures to meet marking deadline, with the exception of a small percentage.

The results of item 36 in the table shows that 89 management staff representing 65.9% agreed while 44 representing 27.6% disagreed and 2 representing 1.5% were undecided. A total of 147 academic staff representing 43.3% agreed while 110 representing 32.4% disagreed and 82 representing 24.2% were undecided. A total of 233 non-academic staff representing 73.7% agreed while 49 representing 15.5% disagreed and 34 representing 10.8% were undecided. 13 NCCE officials representing 65% agreed while 5 representing 25% disagreed and 2 representing 10.0% were undecided. Thus a total of 482 respondents representing 59.5% agreed against 208 representing 25.6% disagreed. This higher percentage of agreed indicates that most colleges release students results as at when due but it is not the case in many others.

In the table results of item 37 shows that 118 management staff representing 87.2% agree while 7 representing 5.2% disagree and 10 representing 7.4% were undecided. 194 academic staff representing 57.3% agree while 33 representing 9.7% disagree and 112 representing 33.0% were undecided. 256 non-academic staff representing 79.7% agree while 19 representing 6.0% disagree and 45 representing 14.2% were undecided. 15 NCCE officials representing 75% agree while 3 representing 15% disagree and 2 representing 10% were undecided. Thus a total of 579 respondents representing 71.4% agree with the opinion that students with genuine complains on examinations are given opportunity to present their case in their colleges. Therefore, based on the higher percentage of agree

response it could be concluded that students with genuine complains are given opportunity to present their cases in Colleges of Education except in few cases.

The results of item 38 shows that a total of 125 management staff representing 92.6% agreed while 4 representing 3% disagreed and 6 representing 4.4% were undecided. A total of 297 academic staff representing 87.6% agreed while 15 representing 4.4% disagreed and 27 representing 8.0% were undecided. 287 non-academic staff representing 90% agreed while 7 representing 2.2% disagreed and 22 representing 7.0% were undecided. 19 NCCE officials representing 95% agreed while only 1 representing 5.0% disagreed. Thus on the whole, 728 respondents representing 89.8% agreed on the opinion that the colleges maintain the guideline of 60% examination and 40% C.A in all courses of studies. Therefore, based on the higher percentage of agreed it is concluded that Colleges of Education maintain and operate the NCCE recommendation of 60% examination and 40% C.A. in all courses of study.

The results of item 39 in the table indicate that 129 management staff representing 95.6% agreed while 4 representing 3% disagreed and 2 representing 1.5% were undecided. A total of 323 academic staff representing 95.2% agreed while 16 representing 16.7% disagreed. 298 non-academic staff representing 94.4% agreed while 7 representing 2.2% disagreed and 11 representing 3.5% were undecided. 19 NCCE officials representing 95.0% agreed and only 1 representing 5.0% disagreed. Thus a total of 769 respondents representing 94.9% agreed with the item statement that their colleges have functional examination disciplinary committee. Therefore based on the above very higher percentage it is reliably concluded that Colleges of Education have and operate functional examination disciplinary committees.

In the table item 40 results shows that a total of 128 management staff representing 94.8% agreed while 5 representing 3.7% disagreed and 2 representing 1.5% were undecided. A total of 315 academic staff representing 92.9% agreed while 20 representing 5.9% disagreed and 4 representing 1.2% were undecided. 292 non-academic staff representing 92.4% agreed while 15 representing 4.7% disagreed and 9 representing 2.8% were undecided. 19 NCCE officials representing 95% agreed while 1 representing 5.0% disagreed. Thus a total of 754 respondents representing 93% of our 810 respondents agreed that the colleges keep and maintain proper examination records of heir students. Therefore, base on this very higher percentage it is concluded that Nigerian colleges of education keep and maintain proper examination records of their students.

Items 31 – 40 addressed the fourth objective and research question of the study. The results of the items under this section revealed that 8 items had higher percentages of agreed and only in item 41 the percentage of agreed and disagreed were distributed closely. Therefore that answers the research question of how are examination conducted in Nigerian College of Education. The opinions of the stakeholders support that Nigerian Colleges of Education poorly conduct examinations in their colleges which could be observed by anybody around during the examinations in any of heir campuses nationwide.

## 4.6 Opinions of Respondents on Maintenance of Discipline in Colleges of Education in Nigeria

This section presents opinions of respondents on maintenance of discipline in Nigerian Colleges of Education. This section relates to items 41-50 in the questionnaire.

Item 41 enquires if the Colleges recognized the education law that provides legal bases for discipline. Item 42 was an attempt to find out from the respondents if the

curriculum of colleges of education provides for both the inculcation of discipline and the development of self discipline by the students.

Items 43 and 44 seek to know if the colleges have functional students' disciplinary committee and if disciplinary action is taken against erring students in the colleges.

Items 45 and 46 also seek to know if there is functional staff disciplinary committee in the colleges and if the decisions of the staff disciplinary committee are also satisfactory implemented. Item 47 attempted to find out if the colleges have rules and regulations meant to curb indiscipline conduct in their premises. Item 48 try to find out if all the stakeholders in the promotion of discipline in the colleges are committed and dutiful.

While item 49 enquires if there is adequate provision or establishment of all other factors that promote discipline in the colleges. Item 50 seek to know if there are effective Guidance and Counseling unit in the colleges.

Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.5 gives the details.

**Table 4.5 Opinions of Respondents on Maintenance of Discipline in Colleges of Education in Nigeria**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 41<br>Recognition of Education law that provides legal bases for discipline. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 128 (94.9)<br>318 (93.8)<br>288 (91.2)<br>19 (95.0) | 2 (1.5)<br>14 (4.8)<br>14 (4.4)<br>1 (5.0) | 5 (3.7)<br>7 (2.1)<br>14 (4.4)<br>00 (00) |
| Item 42<br>The curriculum of the colleges provide for the inculcation of discipline and development of self discipline by students | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 131 (97.0)<br>320 (94.4)<br>293 (82.7)<br>15 (75.0) | 2 (1.4)<br>18 (5.3)<br>13 (4.1)<br>1 (5.0) | 2 (1.5)<br>1 (0.3)<br>10 (3.2)<br>4 (20.0) |
| Item 43<br>Functional students disciplinary committee. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 132 (97.8)<br>199 (58.7)<br>292 (95.4)<br>17 (85.0) | 1 (0.7)<br>5. (1.5)<br>9 (2.8)<br>1 (5.0) | 2 (1.5)<br>6 (1.8)<br>15 (4.7)<br>2 (10.0) |
| Item 44<br>Disciplinary actions are taken against erring students. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 130 (96.3<br>332 (98.0<br>295 (93.3)<br>17 (85.0) | 2 (1.4)<br>7 (2.1)<br>12 (3.7)<br>3 (15.0) | 3 (2.2)<br>00 (00.0)<br>9 (.8)<br>00 (00.0) |
| Item 45<br>Functional staff disciplinary committee in the colleges. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 124 (91.9)<br>288 (85.0)<br>287 (90.8)<br>17 (85.0) | 5 (3.7)<br>7 (2.1)<br>11 (3.5)<br>1 (5.0) | 6 (4.4)<br>9 (2.7)<br>18 (5.7)<br>2 (10.0) |

| | | | | |
|---|---|---|---|---|
| Item 46<br>There are satisfactory implementations of staff disciplinary committees decisions by colleges. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 121 (89.7)<br>325 (95.9)<br>287 (70.8)<br>13 (65.0) | 10 (7.4)<br>8 (2.4)<br>10 (3.2)<br>1 (5.0) | 4 (3.0)<br>6 (1.8)<br>19 (6.0)<br>6 (30.0) |
| Item 47<br>There are laid down rules and regulations to curb indiscipline in the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 118 (87.4)<br>334 (98.5)<br>292 (92.4)<br>19 (95.0) | 8 (5.9)<br>5 (1.5)<br>17 (5.4)<br>1 (5.0) | 9 (6.7)<br>00 (00.0)<br>7 (2.2)<br>00 (00.0) |
| Item 48<br>All stakeholders in the promotion of discipline in the college are dutiful. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 121 (82.2)<br>330 (97.3)<br>281 (89.0)<br>15 (75.0) | 14 (10.4)<br>5 (1.5)<br>17 (5.4)<br>1 (5.0) | 10 (7.4)<br>4 (1.2)<br>18 (5.7)<br>4 (20.0) |
| Item 49<br>There are adequate provision or establishment of all factors that promote discipline in the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 103 (76.3)<br>306 (90.2)<br>272 (86.1)<br>17 (85.0) | 20 (14.8)<br>6 (1.8)<br>21 (6.6)<br>1 (5.0) | 12 (8.9)<br>27 (8.0)<br>23 (7.3)<br>2 (10.0) |
| Item 50<br>There is effective Guidance and Counselling services in colleges that promote discipline | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 99 (73.3)<br>323 (95.3)<br>270 (85.4)<br>17 (85.0) | 23 (17.0)<br>9 (2.7)<br>28 (8.9)<br>1 (5.0) | 13 (9.6)<br>7 (2.1)<br>18 (5.7)<br>2 (10.0) |

In table 4.5 results of item 41 shows that a total of 128 management staff representing 94.9% agreed, while only 2 representing 1.5% disagreed and 5 representing 3.7% were undecided. A total of 318 academic staff representing 93.8% agreed while 12 representing 4.8% disagreed and 7 representing 2.1% were undecided. A total of 288 non-academic staff representing 91.2% agreed while 14 representing 4.4% disagreed and 14 representing 4.4% were undecided. 19 NCCE officials representing 95.0% agreed while only 1 representing 5.0% disagreed. Thus a total of 753 respondents representing 92.9% of the 810 respondents agreed to the item statement that colleges of education recognized the education law that provided the legal bases for discipline. Therefore, based on the higher percentage of agreed it is concluded that Nigerian Colleges of Education recognized the education law that provided bases for discipline in their colleges.

In the table results of item 42 shows that a total of 131 management staff representing 97.0% agreed while 2 representing 1.4% disagreed and 2 representing 1.4% were undecided. A total of 320 academic staff representing 94.3% agreed while 18 representing 5.3% disagreed and only 1 representing .3% was undecided. A total of 293 non-academic staff representing 92.7% agreed while 13 representing 4.1 disagreed and 10 representing 3.2% were undecided. 15 NCCE officials representing 75.0% agreed while 1 representing 5.0% disagreed and 4 representing 20.0% were undecided. Thus a total of 759 respondents representing 93.7% agreed that the curriculum of their colleges provide for the inculcation of discipline and student development of self discipline. Therefore, based on this higher percentage of agreed opinion of stakeholders it could be concluded that the curriculum of Nigerian Colleges of Education provides for inculcation of discipline and the development of self discipline by the students.

Results of item 43 in the table indicate that 132 management staff representing 97.8% of the agreed while only 1 representing .7% disagreed and 2 representing 1.5% were undecided. 328 academic staff representing 96.8% agreed while 5 representing 1.5% disagreed and 6 representing 1.8% were undecided. 292 non-academic staff representing 92.4% agreed while 9 representing 2.8% disagreed and 15 representing 4.7% were undecided. 17 NCCE officials representing 85% agreed while only 1 representing 5.0% disagreed and 2 representing 10.0% were undecided. Thus a total of 789 respondents representing 94.9% agreed that the colleges have functional students' disciplinary committee. Therefore considering the higher percentage of agreed it is concluded that Nigerian Colleges of Education have and operate functional students' disciplinary committee that deal with disciplinary cases.

Results of item 44 in the table above indicates that 130 management staff representing 96.3% of them agreed while only 2 representing 1.4% disagreed and 3 representing 2.2% were undecided. 332 academic staff representing 98% agreed while 7 representing 2.1% disagreed. 295 non-academic staff representing 93.3% agreed while 12 representing 3.7% disagreed and 9 representing 2.8% were undecided. 17 NCCE officials representing 85% agreed while 3 representing 15.0% disagreed. Thus a total of 744 respondents representing 95% agreed with the statement that disciplinary actions are taken against erring students in the colleges. Therefore, considering the higher percentage of the respondents agreeing with the statement it is concluded that there are disciplinary actions taken against erring students in Nigerian Colleges of Education.

In the Table the results of item 45 indicates that 124 management staff representing 91.9% agreed while 5 representing 3.7% disagreed and 6 representing 4.4 were undecided.

323 academic staff representing 95.3% agreed while 7 representing 2.1% disagreed and 9 representing 2.7% were undecided. 287 non-academic staff representing 90.8% agreed while 11 representing 3.5% disagreed and 18 representing 5.7% were undecided. 17 NCCE officials representing 85.0% agreed while 1 representing 5.0% disagreed and 2 representing 10.0% were undecided. Thus a total of 751 respondents representing 92.7% of the respondents agreed that there is also functional staff disciplinary committee in their colleges. Therefore, based on the higher percentage of agreed it is concluded that there are functional staff disciplinary committees in Nigerian Colleges of Education.

The results of item 46 shows that a total of 121 management staff representing 89.7% agreed while 10 representing 7.4% disagreed and 4 representing 3.0% were undecided. A total of 325 academic staff representing 95.9% agreed while 8 representing 2.4% disagreed and 6 representing 1.8% were undecided. A total of 287 non-academic staff representing 90.8% agreed while 10 representing 3.2% disagreed and 19 representing 6.0% were undecided. A total of 13 NCCE officials representing 65.0% agreed while 1 representing 5.0% disagreed and 6 representing 30.0% were undecided. Thus a total of 746 respondents representing 92.0% of the 810 respondents of the study agreed that there are satisfactory implementations of staff disciplinary committee's decisions by their colleges. Therefore, it could be generalized that there are satisfactory implementations of staff disciplinary decisions in the Nigerian Colleges of Education.

The results of item 47 indicate that 118 management staff representing 87.4% agreed while 8 representing 5.9% disagreed and 9 representing 6.7% were undecided. 334 academic staff representing 87.4% agreed while only 5 representing 1.5% disagreed and there were no undecided. 292 non-academic staff representing 92.4% agreed while 17

representing 5.4% disagreed and 7 representing 2.2% were undecided. 19 NCCE officials representing 95.0% agreed while only 1 representing 5.0% disagreed. Thus a total of 763 respondents representing 94.1% agreed that there are laid down rules and regulations to curb indiscipline in their colleges. Therefore, considering the higher percentage of those agreeing we can conclude that there are ample rules and regulations to curb indiscipline in Nigerian College of Education.

The results of item 48 in the table shows that a total of 111 management staff representing 82.2% agreed while 14 representing 10.4% disagreed and 10 representing 7.4% were undecided. 330 academic staff representing 97.3% agreed while 5 representing 1.5% disagreed and 4 representing 1.2% were undecided. 281 non-academic staff representing 89% agreed while 17 representing 5./4% disagreed and 18 representing 5.7% were undecided. 15 NCCE officials representing 75% agreed while only 1 representing 5.0% disagreed and 4 representing 20.0% were undecided. Thus a total of 737 respondents representing 90.9% agreed to the statement that all stakeholders in the promotion of discipline in their colleges are dutiful. Therefore based on the higher percentage of those who agreed we can generalize if that all stakeholders in the promotion of discipline in Nigerian Colleges of Education are dutiful towards the inculcation and maintenance of discipline.

Results of items 49 in the table indicate that a total of 103 management staff representing 76.3% agreed while 20 representing 14.8% disagreed and 12 representing 8.9% were undecided. 306 academic staff representing 90.2% agreed while 6 representing 1.8% disagreed and 27 representing 8.0% were undecided. 272 non-academic staff representing 86.1% agreed while 21 representing 6.6% disagreed and 23 representing 7.3%

were undecided. 17 NCCE officials representing 85% agreed while only 1 representing 5.0% disagreed and 2 representing 10.0% were undecided. Thus a total of 698 respondents representing 86.1% agreed that there are adequate provision and establishment of all factors that promotes discipline in their colleges. Therefore, considering the higher percentage of those agreeing with this accession we can generalize it that there are adequate provision and establishment of all factors that promote discipline in Nigerian Colleges of Education.

Results of the last item in this section no 50 shows that a total of 99 management staff representing 73% agreed while 23 representing 17.0% disagreed and 13 representing 9.6% were undecided. 323 academic staff representing 95.3% agreed while 9 representing 2.7% disagreed and 7 representing 2.1% were undecided. 270 non academic staff representing 85.4% agreed while 28 representing 8.9% disagreed and 18 representing 5.7% were undecided. 17 NCCE officials representing 85% agreed while only 1 representing 5.0% disagreed and 2 representing 10.0% were undecided. Thus a total of 709 respondents representing 87.5% agreed that there are effective guidance and counseling services that promote discipline in their colleges. Therefore, considering the higher percentage of agreed it is concluded that there are effective Guidance and Counseling services in Nigerian Colleges of Education.

It is evident from the above analyzed result of items 41 – 50 the opinion of the respondents on maintenance of discipline in Nigerian College of Education. The higher percentage on all the ten items indicates a strong support and agreement that discipline is maintained and promoted in Nigerian Colleges of Education. That addressed and answered the fifth objectives and research question which seek to determine and find out how discipline is maintained in Nigerian College of Education.

## 4.7 Opinions of Respondents on Maintenance of Plants in Nigerian Colleges of Education

This section presents opinions of respondents on the maintenance of plants in the Nigerian colleges of Education. The section relates to items 51 to 60.

Item 51 was an attempt to find out if the colleges recognized the need to plan their maintenance. Items 52 and 53 enquires if the colleges acknowledged the fact of undertaking maintenance for all purposes and if the colleges also recognized the need to adopt planned preventive maintenance approach.

Item 54 tried to know if all stakeholders in the maintenance are aware of their roles in the maintenance of facilities in the colleges.

Items 55-56 solicited the opinions of the respondents on whether the colleges have adopted modern strategies of school plant maintenance and if the colleges ensure effective planned maintenance by tackling common problems that militate against it.

While item 57 attempted to find out if the colleges periodically assessed the stakeholders in the maintenance of the plant. Item 58 enquires if the works department in the colleges do perform their schedule of duties.

Items 59 and 60 seek an assessment of the performance of the colleges in the maintenance culture of various equipment and instruments and an assessment of the performance of the colleges on other support services and facilities maintenances. Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.6 gives the details.

**Table 4.6 Opinions of Respondents on Maintenance of Plants in Colleges of Education in Nigeria**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 51<br>The college recognizes planning in maintenance of college plant | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 75 (54.7)<br>220 (64.9)<br>195 (61.7)<br>10 (50.0) | 54 (40.0)<br>95 (28.0)<br>112 (32.3)<br>4 (20.0) | 6 (4.4)<br>24 (7.1)<br>19 (6.0)<br>6 (30.0) |
| Item 52<br>The college acknowledges the fact of undertaking maintenance for all purposes | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 71 (52.6)<br>302 (89.1)<br>228 (72.1)<br>14 (70.0) | 52 (38.5)<br>27 (8.0)<br>65 (20.5)<br>4 (20.0) | 12 (8.9)<br>10 (2.9)<br>23 (7.3)<br>2 (10.0) |
| Item 53<br>The college recognized the need to adopt planned preventive maintenance approach | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 96 (71.1)<br>323 (95.3)<br>270 n(85.4)<br>11 (55.0) | 25 (18.5)<br>9 (2.6)<br>20 (6.3)<br>1 (5.0) | 14 (10.4)<br>8 (2.4)<br>26 (8.2)<br>8 (40.0) |
| Item 54<br>All stakeholders are aware of their roles in the maintenance of facilities in the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 103 (75.3)<br>314 (92.7)<br>264 (83.6)<br>13 (65.0) | 26 (29.3)<br>10 (2.9)<br>20 (6.3)<br>1 (5.0) | 6 (4.4)<br>15 (4.4)<br>32 (10.1)<br>6 (30) |
| Item 55<br>Item 63 The college adopts modern strategies of school | Management staff<br>Academic Staff | 75 (55.5)<br>247 (69.9) | 44 (32.6)<br>45 (13.2) | 16 (11.9)<br>57 (16.8) |

| | | | | |
|---|---|---|---|---|
| plant maintenance | Non-academic staff | 198 (62.7) | 61 (19.3) | 57 (18.0) |
| | NCCE officials | 9 (45.0) | 3 (15.0) | 8 (40.0) |
| Item 56<br>The college works against the common problems that militate against effective planned maintenance | Management staff | 112 (82.8) | 14 (10.3) | 9 (6.7) |
| | Academic Staff | 306 (93.2) | 13 (3.9) | 10 (2.9) |
| | Non-academic staff | 262 (82.9) | 27 (8.5) | 27 (8.5) |
| | NCCE officials | 13 (65.0) | 3 (15.0) | 4 (20.0) |
| Item 57<br>The college periodically assesses the stakeholders in maintenance of the plant | Management staff | 75 (55.6) | 51 (37.7) | 9 (6.7) |
| | Academic Staff | 261 (77.0) | 70 (20.6) | 00 (00.0) |
| | Non-academic staff | 224 (70.9) | 65 (20.6) | 27 (8.5) |
| | NCCE officials | 11 (55.0) | 1 (5.0) | 8 (40.0) |
| Item 58<br>The works department in my college performs its schedule of duties | Management staff | 102 (75.6) | 21 (15.6) | 12 (8.9) |
| | Academic Staff | 326 (96.2) | 10 (30.0) | 3 (0.9) |
| | Non-academic staff | 268 (84.8) | 30 (9.5) | 18 (5.7) |
| | NCCE officials | 13 (65.0) | 3 (15.0) | 4 (20.0) |
| Item 59<br>There is good maintenance culture of various equipments and instruments in the college | Management staff | 60 (44.4) | 54 (40.0) | 21 (15.6) |
| | Academic Staff | 271 (80.0) | 45 (13.3) | 23 (6.8) |
| | Non-academic staff | 225 (71.2) | 69 (21.9) | 22 (7.0) |
| | NCCE officials | 12 (60.0) | 4 (20.0) | 4 (20.0) |
| Item 50<br>Other support services facilities are well maintained in the college | Management staff | 53 (39.2) | 63 (48.1) | 17 (12.6) |
| | Academic Staff | 293 (86.5) | 41 (12.1) | 5 (1.5) |
| | Non-academic staff | 220 (69.6) | 79 (25.0) | 17 (5.4) |
| | NCCE officials | 12 (60.0) | 4 (20.0) | 4 (20.0) |

In the Table 4.6 results of item 51 indicate that 74 management staff representing 55.4% agreed with item statement while 54 representing 40.0% disagreed and 6 representing 4.4% were undecided. 220 academic staff representing 64.9% agreed while 95 representing 28.0% disagreed and 24 representing 7.1% were undecided. 195 non academic staff representing 61.7% agreed while 102 representing 32.3% disagreed and 19 representing 6.0% were undecided. 10 NCCE officials representing 50.0% agreed while 4 representing 20.0% disagreed and 6 representing 30% were undecided. Thus a total of 500 respondents representing 61.7% agreed that their colleges recognize planning in the maintenance of college plant. Although the percentage is high but it is not high enough to generalize. Therefore it is concluded that a large majority of Nigerian Colleges of Education recognizes planning in the maintenance of their plants while significant minority do not.

In the table results of item 52 revealed that 71 management staff representing 42.6% agreed while 62 representing 38.5% disagreed and 12 representing 8.9% were undecided. 302 academic staff representing 89.1% agreed while 27 representing 8.0% disagreed and 10 representing 2.9 were undecided. 228 non academic staff representing 72.1% agreed while 65 representing 20.5% disagreed and 23 representing 7.3% were undecided. 14 NCCE officials representing 70% agreed while 4 representing 20% disagreed and 2 representing 10% were undecided. Thus a total of 615 respondents representing 75.9% agreed that their colleges acknowledge the fact of undertaking maintenance for all purposes. Therefore, with this high percentage it is concluded that Nigerian colleges of Education acknowledge the fact of undertaking maintenance for all purposes.

Results of item 53 in the table indicate that a total of 96 management staff representing 71.1% agreed while 25 representing 18.5% disagreed and 14 representing 10.4% were undecided. 323 academic staff representing 95.3% agree while 9 representing 2.6% disagreed and 8 representing 2.4% were undecided. A total of 270 non academic staff representing 85.4% agreed while 20 representing 6.3% disagreed and 26 representing 8.2% were undecided. 11 NCCE officials representing 55% agreed while only 1 representing 5% disagreed and 8 representing 40.0% were undecided. Thus a total of 700 respondents representing 86.4% agreed that their colleges recognized the need to adopt planned preventive maintenance approach. Therefore, based on the higher percentage of the agreed opinion to is generalized that Nigerian Colleges of Education recognized the need to adopt planned preventive maintenance approach to maintenance of their colleges.

The results of item 54 in the table shows that 103 management staff representing 76.3% agreed while 26 representing 19.3% disagreed and .6 representing 4.4% were undecided. 314 academic staff representing 92.7% agreed while 10 representing 2.9% disagreed and 15 representing 4.4% were undecided. 264 non academic staff representing 83.6% agreed while 20 representing 6.3% disagreed and 32 representing 10.1% were undecided. 13 NCCE officials representing 65.0% agreed while only 1 representing 5.0% disagreed and 6 representing 30.0% were undecided. Thus a total of 694 respondents representing 85.6% of the 810 respondents of the study agreed to opinion statement that all stakeholders in the maintenance of facilities of their colleges are aware of their roles. Therefore, considering the higher percentage of those accepting the statement it could be generalized that all stakeholders in the maintenance of facilities of Nigerian Colleges of Education are aware of their roles.

Results of item 55 in the table indicate that 75 management staff representing 55.5% agreed while 44 representing 32.6% disagreed and 16 representing 11.9% were undecided. 237 academic staff representing 69.9% agreed while 45 representing 13.2% disagreed and 57 representing 16.8 were undecided. 198 non-academic staff representing 62.7% agreed while 61 representing 19.3% disagreed and 57 representing 18.0% were undecided. 9 NCCE officials representing 45.0% agreed while 3 representing 15.0% disagreed and 8 representing 40.0% were undecided. Thus a total of 519 respondents representing 64.0% agreed with the statement that their colleges adopt modern strategies of school plant maintenance. Although the percentage is not high enough to generalize we can conclude that a large majority of Nigerian Colleges of Education adopts modern strategies of school plant maintenance.

Item 56 in the table revealed that a total of 112 management staff representing 83% agreed while 14 representing 10.3% disagreed and 9 representing 6.7% were undecided. 316 academic staff representing 93.2% agreed while 13 representing 3.9% disagreed and 10 representing 2.9% were undecided. 262 non academic staff representing 82.9% agreed while 27 representing 8.5% disagreed and 27 representing 8.5% were undecided. 13 NCCE officials representing 65.0% agreed while 3 representing 15.0% disagreed and 4 representing 20.0% were undecided. Thus 703 respondents representing 86.7% agreed that their colleges work against the common problems that militate against effective planned maintenance. Therefore, based on the higher percentage of those who agreed to the statement it is concluded that administrations of Nigerian Colleges of Education work against the common problems that militate against effective planned maintenance.

In the table results of item 57 indicate that 75 management staff representing 55.5% agreed while 51 representing 37.7% disagreed and 9 representing 6.7% were undecided. A total of 269 academic staff representing 79.4% agreed while 70 representing 20.5% disagreed and no undecided. A total of 224 non-academic staff representing 70.9% agreed while 65 representing 20.6% disagreed and 27 representing 8.5% were undecided. 11 NCCE officials representing 55% agreed while only 1 representing 5% disagree and 8 representing 40% were undecided. Thus a total of 579 respondents representing 71.4% agreed that their college administration periodically assess the stakeholders in the maintenance of the college plant. Although the percentage is high enough for generalization it also indicates a significant number that disagree meaning that in their own case the stakeholders are not periodically assessed as required by their college administration.

Results of item 58 in the table shows that 102 management staff representing 75.5% agreed while 21 representing 15.6% disagreed and 12 representing 8.9% were undecided. 326 academic staff representing 96.2% agreed while 10 representing 3% disagreed and 3 representing .9% were undecided. 268 non-academic staff representing 84.8% agreed while 30 representing 9.5% disagreed and 18 representing 5.7% were undecided. 13 NCCE officials representing 65% agreed while 3 representing 15% disagreed and 4 representing 20% were undecided. Thus a total of 709 respondents representing 87.5% of the total respondents of 810 for the study agreed that their college works department performs its schedules of duties. Therefore considering the higher percentage of those who accept the statement, it could be generalize that departments of works in Colleges of Education perform their schedule of duties.

The results of item 59 indicate that 60 management staff representing 44.4% agreed while 54 representing 40% disagreed and 21 representing 15.6% were undecided. 271 academic staff representing 80% agreed while 45 representing 13.3% disagreed and 23 representing 6.8% were undecided. 225 non-academic staff representing 71.2% agreed while 69 representing 21.9% disagreed and 22 representing 7% were undecided. 123 NCCE officials representing 60% agreed while 4 representing 20% disagreed and 4 representing 20% were undecided. Thus a total of 568 respondents representing 70.1% agreed that there is good maintenance culture of various equipment and instruments in their colleges. Therefore, although the percentage of agreed is high enough but it indicate there is a significant number that disagreed so we could conclude that in most of Nigerian Colleges of Education there is good maintenance culture of various equipment and instruments.

Results of the last item 60 in this section showed that 53 management staff representing 38.2% agreed while 65 representing 48.1% disagreed and 17 representing 12.6% were undecided. 295 academic staff representing 86.5% agreed while 41 representing 12.1% disagreed and 5 representing 1.5% were undecided. 220 non-academic staff representing 69.6% agreed while 79 representing 25% disagreed and 17 representing 5.4% were undecided. 12 NCCE officials representing 60% agreed while 4 representing 20% disagreed and 4 representing 20% were undecided. Thus total of 578 respondents representing 71.2% agreed that other support services facilities are well maintained in their colleges. Therefore, although the percentage of agreed is higher enough it is recognized that there is a significant number that disagreed so it is concluded that other support services facilities are well maintained in most of Colleges of Education.

It is evident from the opinions of the respondents on the 10 items under this section that the majority support that there is proper and good maintenance of plants and significant minority disagree. These results addressed and answered the sixth objective and research question that seek to ascertain the state of maintenance of the plants in Nigerian Colleges of Education.

## 4.8 Opinions of Respondents on the State of Supervision in Colleges of Education in Nigeria

This section presents opinions of respondents on the state of supervision in the Colleges of Education in Nigeria. The section relates to items 61 to 70 in the questionnaire.

Item 61 was an attempt to find out from the respondents whether the colleges recognized the legal bases for supervision in the Colleges.

Items 62 and 63 solicited the opinions of respondents whether the National Commission for colleges of Education provides adequate external supervision for colleges and if the colleges have established stipulated internal lines of supervision in he colleges.

While item 64 attempted to find out if the management teams perform their supervisory duty.

Items 65 and 66 were attempts to find out in the opinions of the respondents the adequacy of the academic board in academic supervision of the colleges and if the HODs delegate senior staffs in instructional supervision.

Item 67 seeks to know the opinions of the respondents on the cooperation of the colleges with the NCCE in conducting its supervisory duties on them.

Items 68 and 69 were attempts to find out if the colleges observe the principles of supervision in their supervision and if modern methods of supervision are employed in instructional supervision by the colleges.

Item 70 tried to find out the respondents opinions on the expected benefits of instructional supervision to both staff and students. Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.7 give the details.

**Table 4.7 Opinions of Respondents on the State of Supervision in Colleges of Education in Nigeria**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 61<br>The college recognized the education law that established legal basis for supervision in the Colleges of Education. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 110 (81.4)<br>325 (95.9)<br>250 (79.1)<br>17 (85.0) | 15 (11.1)<br>10 (3.0)<br>43 (13.6)<br>1 (5.0) | 10 (7.4)<br>4 (1.2)<br>23 (7.3)<br>2 (10.0) |
| Item 62<br>The national commission for colleges of education provides adequate external supervision for the colleges. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 128 (94.8)<br>236 (69.6)<br>204 (66.6)<br>13 (65.0) | 3 (2.2)<br>13 (3.9)<br>67 (21.2)<br>5 (25.0) | 4 (3.0)<br>90 (26.5)<br>45 (14.2)<br>2 (10.0) |
| Item 63<br>The college has established lines for internal supervision of instructions | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 128 (94.8)<br>301 (88.8)<br>265 (83.9)<br>17 (85.0) | 3 (2.2)<br>10 (2.9)<br>26 (8.2)<br>3 (15.0) | 4 (3.0)<br>28 (8.3)<br>25 (7.9)<br>00 (00.0) |
| Item 64<br>The management team in the college performs their supervisory duties | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 126 (93.3)<br>323 (95.3)<br>287 (90.8)<br>15 (85.0) | 2 (1.5)<br>14 (4.1)<br>22 (7.0)<br>1 (5.0) | 7 (5.2)<br>2 (0.6)<br>7 (2.2)<br>4 (20.0) |
| Item 65<br>The academic board In the college provides adequate academic supervision | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 128 (94.8)<br>319 (94.1)<br>266 (84.2)<br>15 (75.0) | 1 (0.7)<br>13 (3.8)<br>35 (11.1)<br>1 (5.0) | 6 (4.4)<br>7 (2.1)<br>15 (4.7)<br>4 (20.9) |

| | | | | |
|---|---|---|---|---|
| Item 66<br>In the colleges deans and HOD5delegate senior staff in instructional supervision. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 127 (94.1)<br>317 (93.5)<br>256 (81.0)<br>12 (60.0) | 3 (2.2)<br>20 (5.9)<br>43 (13.6)<br>3 (15.0) | 5 (3.7)<br>2 (0.6)<br>17 (5.4)<br>2 (10.0) |
| Item 67<br>The college supports and cooperates with the NCCE in conducting its statutory supervisory inspections of the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 125 (92.6)<br>299 (88.2)<br>243 (76.9)<br>15 (75.0) | 5 (3.7)<br>10 (2.9)<br>46 (14.5)<br>1 (5.0) | 5 (3.7)<br>30 (8.8)<br>27 (8.5)<br>4 (20.0) |
| Item 68<br>In the college the principles of supervision are observed in the conduct of instructional supervision | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 127 (94.1)<br>205 (60.5)<br>218 (79.0)<br>11 (55.0) | 4 (3.0)<br>10 (3.0)<br>41 (13.0)<br>1 (5.0) | 4 (3.0)<br>124 (36.6)<br>57 (18.0)<br>8 (40.0) |
| Item 69<br>Modern methods of supervision are employed in instructional supervision in the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 116<br>(86.0)<br>264 (77.9)<br>233 (73.8)<br>13 (65.0) | 11 (8.1)<br>17 (5.1)<br>33 (10.4)<br>5 (25.0) | 8 (5.9)<br>58 (17.1)<br>50 (15.8)<br>2 (10.0) |
| Item 70<br>The conduct of instructional supervision in the college promotes both lecturers efficiency and students learning | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 111 (82.3)<br>261 (77.0)<br>259 (82.0)<br>17 (85.0) | 12 (8.9)<br>66 (19.4)<br>39 (12.3)<br>1 (5.0) | 12 (8.8)<br>12 (3.5)<br>18 (5.7)<br>2 (10.0) |

In the table 4.7 results of item 61 show that 110 management staff representing 81.4% agreed while 15 representing 11.1% disagreed and 10 representing 7.4% were undecided. 325 academic staff representing 95.8% agreed while 10 representing 3% disagreed and 4 representing 1.2% were undecided. 250 non-academic staff representing 79.1% agreed while 43 representing 13.6% disagreed and 23 representing 7.3% were undecided. 17 NCCE officials 85% agreed while only 1 representing 5% disagreed and 2 representing 10% were undecided. Thus a total of 702 respondents representing 89.6% agreed that the colleges recognized the education law that established legal bases for supervision. Therefore, based on this very high percentage of agreed it is concluded that Nigerian Colleges of Education recognized the education law that established the legal bases for supervision of the colleges.

Results of item 62 in the table revealed that 128 management staff representing 94.8% agreed while 3 representing 2.2% were undecided. 236 academic staff representing 69.6% agreed while 13 representing 3.9% disagreed and 90 representing 26.5% were undecided. 204 non-academic staff representing 64.6% agreed while 67 representing 21.2% disagreed and 45 representing 14.2% were undecided. 13 NCCE officials representing 65% agreed while 5 representing 25% disagreed and 2 representing 10% were undecided. Thus a total of 581 respondents representing 71.6% of the 810 respondents of the study agreed that the National Commission for Colleges of Education provides adequate external supervision of the colleges. The above percentage is higher enough for generalization considering that even the undecided percentage is higher than the disagreed percentage. Therefore it could be concluded that the National Commission for Colleges of Education provides adequate external supervision for the Colleges of Education.

In the table 4.7 results of item 63 indicate that total of 128 management staff representing 94.8% agreed while only 3 representing 2.2% disagreed and 4 representing 3% were undecided. 301 academic staff representing 88.8% agreed while 10 representing 2.9% disagreed and 28 representing 8.3% were undecided. 265 Non-academic staff representing 83.9% agreed while 26 representing 8.2% disagreed and 25 representing 7.9% were undecided. 17 NCCE officials representing 85% agreed while 3 representing 15% disagreed. Thus a total of 711 respondents representing 87.7% of the total respondents of the study agreed that their colleges have established lines for internal supervision of instructions. Therefore, based on the higher percentage of agreement it is generalized that the Colleges of Education have established lines for internal; supervision of instructions.

Results of item 64 showed that 126 management staff representing 93.3% agreed while only 2 representing 1.5% disagreed and 7 representing 5.2% were undecided. 323 Academic staff representing 95.3% agreed while 14 representing 4.1% disagreed and 2 representing .6% were decided. 287 Non-academic staff representing 90.6% agreed while 22 representing 7% disagreed and 7 representing 2.2% were undecided. 15 NCCE officials representing 75% agreed while only 1 representing 5% disagreed and 4 representing 20.0% were undecided. Thus a total of 751 respondents representing 92.7% of the total respondents of the study agreed that the management teams of their colleges perform their supervisory duties. Therefore, with this very high percentage, it is concluded that the management teams of Nigerian Colleges of Education perform their supervisory duties.

The results of items 65 in the table indicate that 128 management staff representing 94.8% agreed while only 1 representing .7% disagreed and 6 representing 4.4% were undecided. 319 Academic staff representing 94.1% agreed while 13 representing 3.8%

disagreed and 7 representing 2.1% were undecided. 266 Non-academic and staff representing 84.2% agreed while 35 representing 11.1% disagreed and 15 representing 4.7% were undecided. 15 NCCE officials representing 75% agreed while only 1 representing 5% disagreed and 4 representing 20% were undecided. Thus a total of 728 respondents representing 89.8% agreed to the statement that the academic boards in their colleges provide adequate academic supervision. Therefore, considering the higher percentage of agreed we conclude that the Academic Boards of Colleges of Education provide adequate academic supervision of the colleges.

Results of item 66 in the table 4.9.1 indicate that 1237 management staff representing 94.1% agreed while 3 representing 2.2% disagreed and 5 representing 3.7% were undecided. 317 academic staff representing 93.5% agreed while 20 representing 5.9% disagreed and 2 representing .6% were undecided. 256 Non-academic staff representing 81% agreed while 43 representing 13.6% disagreed and 17 representing 5.4% were undecided. 12 NCCE officials representing 60% agreed while 3 representing 15% disagreed and 2 representing 10% were undecided. A total of 712 respondents representing 87.8% agreed that Deans and HODs delegate senor staff in instructional supervision in their colleges. Therefore, based on the higher percentage of agreement with the statement it is concluded that in the Nigerian Colleges of Education Deans and HODs delegate senior staff in instructional supervision.

Item 67 results in the table revealed that a total of 125 management staff representing 92.6% agreed while 5 representing 3.7% disagreed and 5 representing 3.7% were undecided. 299 Academic staff representing 88.2% agreed while 10 representing 2.9% disagreed and 30 representing 8.8% were undecided. 243 Non-academic staff

representing 66.8% agreed while 46 representing 14.5% disagreed and 27 representing 8.5% were undecided. 15 NCCE officials representing 75% agreed while only 1 representing 5% disagreed and 4 representing 20% were undecided. Thus a total of 682 respondents representing 84.1% agreed that their colleges supports and cooperates with the NCCE in conducting its statutory supervisory inspections of the colleges. Therefore, based on the higher percentage of those agreeing with the item we can conclude that the administrations of Nigerian College of Education supports and cooperates with the NCCE in conducting its statutory supervisory inspections of the colleges.

Item 68 results in the table is presented as thus: 127 management staff representing 94.1% agreed while 4 representing 3% disagreed and 4 representing 3% were undecided. 205 Academic staff representing 60.5% agreed while 10 representing 3% disagreed and 124 representing 36.6% were undecided. 218 Non-academic staff representing 65% agreed while 41 representing 13% disagreed and 57 representing 18% were undecided. 11 NCCE officials 55% agreed while only 1 representing 5% disagreed and 8 representing 40% were undecided. Thus a total of 561 respondents representing 69.1% agreed that in their colleges the principles of supervision are observed in the conduct of instructional supervision., therefore, based on the percentage, although not very high but with very low disagreed and high undecided we could conclude that in most of the Nigerian College of Education the principles of supervision are observed in the conduct of instructional supervision.

The results of item 69 in the table is presented as thus: 166 management staff representing 98% agreed while 11 representing 8.1% disagreed and 8 representing 5.9% were undecided. 264 academic staff representing 77.9% agreed while 17 representing 5.1% disagreed and 58 representing 17.1% were undecided. 233 Non-academic staff representing

73.8% agreed while 33 representing 10.4% disagreed and 50 representing 15.8% were undecided. 13 NCCE officials representing 65% agreed while 5 representing 25% disagreed and 2 representing 10.0% were undecided. Thus a total of 626 respondents representing 77.2% agreed that modern methods of supervision are employed in instructional; supervision in their colleges. Therefore, considering the higher percentage of agreement it is generalized that modern methods of supervision are employed in the Nigerian Colleges of Education.

Results of item 70 in the table showed that 111 management staff representing 82.3% agreed while 11 representing 8.1% disagreed and 12 representing 8.8% were undecided. 261 Academic staff representing 77% agreed while 66 representing 19.4% disagreed and 12 representing 3.5% were undecided. 259 Non-academic staff representing 82% agreed while 39 representing 12.3% disagreed and 18 representing 5.7 were undecided. 17 NCCE officials representing 85% agreed while only 1 representing 5% disagreed and 2 representing 10% were undecided. Thus a total of 648 respondents representing 79.9% of the total respondents of 819 agreed that the conduct of instructional supervision promotes both lecturers efficiency and students learning. Therefore, based on the higher percentage of agreement with the statement it is concluded that the conduct of instructional supervision in Nigerian Colleges of Education promotes both lecturers efficiency and students learning.

It is evident from the results of items 61 – 70 in which the percentage of agreed in eight of them is above 70% that the respondents support the fact that there is supervision in the colleges. These items addressed the seventh objective of the study and the seventh research question. The objective is to determine the state of supervision of instructions in

the colleges and the question asked is how supervision is conducted in the colleges. The results have confirmed that the various aspects of supervision addressed by the 10 items are available and therefore answered the seventh research question.

## 4.9 Opinions of Respondents on the State of Organizational Decision-making Process in Colleges of Education in Nigeria

This section presents opinions of respondents on the state of organizational decision-making process in the administration of the Colleges of Education. The section relates to items 71 to 80 in the questionnaire.

Item 71 seek to know in the opinions of the respondents on whether the colleges recognize and employ organizational decision-making process in their decisions.

Items 72 and 73 solicited the opinions of the respondents on whether the colleges acknowledge and observe the basic elements in decision-making process and if the colleges acknowledge and observe the different decision-making styles of managers in the administration of the colleges.

While items 74, 75 and 76 were attempts to find out if the colleges efficiently adopts the committee system for decision making at the management level, at their schools levels and at their departmental levels.

Items 77 and 78 try to find out if the colleges established committees hold regular meetings and if the established committees keep up to date records of their meetings.

Items 79 and 80 were attempts to find out if the colleges occasionally employ the use of ad hoc committees in their administration and the extent of implementation of the decisions of the committees by the administration of the colleges. Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.8 gives details.

**Table 4.8 Opinions of Respondents on Decision-making process in Colleges of Education in Nigeria.**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 71<br>The college recognizes and employs organizational decision making process in the administration of the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 115 (85.2)<br>292 (86.1)<br>258 (81.6)<br>15 (75.0) | 10 (7.4)<br>9 (2.7)<br>25 (7.9)<br>3 (15.0) | 10 (7.4)<br>38 (11.2)<br>33 (10.4)<br>2 (10.0) |
| Item 72<br>The college administration acknowledges and observes the basic elements indecision making in their administration | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 102 (75.5)<br>258 (81.6)<br>241 (76.3)<br>18 (90.0) | 24 (17.8)<br>25 (7.9)<br>19 (6.0)<br>00 (00.0) | 9 (6.7)<br>33 (10.4)<br>56 (17.7)<br>2 (10.0) |
| Item 73<br>The college acknowledges and observes the different decision making styles of managers in the administration of the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 107 (79.2)<br>182 (53.7)<br>223 (70.6)<br>18 (90.0) | 16 (11.9)<br>49 (14.4)<br>30 (9.5)<br>00 (00.0) | 12 (8.9)<br>108 (31.9)<br>63 (91.9)<br>2 (10.0) |
| Item 74<br>The college efficiently adopts the committee system for decision making at their management level | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 100 (74.1)<br>194 (57.2)<br>234 (73.0)<br>18 (90.0) | 28 (20.8)<br>91 (29.8)<br>63 (19.9)<br>00 (00.0) | 7 (5.2)<br>44 (13.0)<br>19 (6.0)<br>2 (10.0) |
| Item 75<br>The college efficiently adopts the committee system for | Management staff<br>Academic Staff | 105 (77.8)<br>301 (88.8) | 22 (16.3)<br>23 (6.8) | 8 (5.9)<br>15 (4.4) |

| | | | | |
|---|---|---|---|---|
| decision making at their school level | Non-academic staff | 278 (88.0) | 27 (8.6) | 11 (3.5) |
| | NCCE officials | 18 (90.0) | 00 (00.0) | 2 (10.0) |
| Item 76<br>The college efficiently adopts the committee system of decision making at their departmental level | Management staff | 111 (81.2) | 13 (9.6) | 11 (8.1) |
| | Academic Staff | 316 (93.2) | 14 (4.1) | 9 (2.7) |
| | Non-academic staff | 282 (89.2) | 21 (6.6) | 13 (4.1) |
| | NCCE officials | 18 (90.0) | 00 (00.0) | 2 (10.0) |
| Item 77<br>In the college all established committees hold regular meetings | Management staff | 107 n(79.3) | 19 (14.0) | 9 (6.7) |
| | Academic Staff | 315 (92.9) | 20 (5.9) | 4 (1.2) |
| | Non-academic staff | 280 (88.6) | 27 (8.6) | 9 (2.8) |
| | NCCE officials | 18 (90.0) | 00 (00.0) | 2 (10.0) |
| Item 78<br>In the college all established committees keep up to data records of their meeting proceedings | Management staff | 105 (77.7) | 16 (11.8) | 14 (10.4) |
| | Academic Staff | 234 (69.0) | 10 (2.9) | 95 (28.0) |
| | Non-academic staff | 237 (65.0) | 22 (6.9) | 57 (18.0) |
| | NCCE officials | 16 (80.0) | 00 (00.0) | 4 (20.0) |
| Item 79<br>The college occasionally employs the use of ad hoc committees to decide and carry out certain administrative duties | Management staff | 98 (72.6) | 33 (24.5) | 4 (3.0) |
| | Academic Staff | 313 (92.4) | 11 (3.2) | 15 (4.4) |
| | Non-academic staff | 270 (75.4) | 23 (7.2) | 23 (7.3) |
| | NCCE officials | 20 (100.0) | 00 (00.0) | 00 (0.0) |
| Item 80<br>Submitted decisions of various committees are to a large extent implemented in my college | Management staff | 107 n(78.7) | 16 (11.8) | 12 (8.9) |
| | Academic Staff | 277 (81.7) | 10 (2.9) | 52 (15.3) |
| | Non-academic staff | 254 (80.4) | 22 (6.9) | 40 (12.7) |
| | NCCE officials | 18 (90.0) | 00 (00.0) | 2 (20.0) |

In table 4.8 results of item 71 revealed that 115 management staff representing 85.2% agreed while 10 representing 7.4% disagreed and 10 representing 7.4% were undecided. 292 Academic staff representing 86.1% agreed while 9 representing 2.7% disagreed and 38 representing 11.2% were undecided. 258 Non-academic staff agreed while 25 representing 7.9% disagreed and 33 representing 10.4% were undecided. 15 NCCE officials representing 75% agreed while 3 representing 15% disagreed and 2 representing 10% were undecided. Thus 680 respondents representing 83.8% of the 810 respondents of the study agreed to the item statement that their colleges recognizes and employ organizational decision making process in the administration of the colleges. Therefore based on the higher percentage of agreed we can conclude by generalizing that Nigerian Colleges of Education recognize and employ organizational decision making process in the administration of the colleges.

Results of item 72 in the table are presented as thus: 102 management staff representing 75.5% agreed while 24 representing 17.8% disagreed and 9 representing 6.7% were undecided. 198 Academic staff representing 58.4% agreed while 61 representing 15% disagreed and 90 representing 26.5% were undecided. 241 Non-academic staff representing 76.3% agreed while 19 representing 6% disagreed and 56 representing 17.7% were undecided. 18 NCCE officials representing 90% agreed while only 2 representing 10% were undecided and none disagreed. Thus a total; of 559 respondents representing 69% of the total respondents agreed that their colleges administration acknowledge and observe the basic elements in decision making in their administration. Therefore, the percentage of agreed is high there is a significant number of undecided it is concluded that most of

Nigerian colleges of education administrations acknowledge and observe the basic elements in decision making in their administration.

The results of item 73 in the table indicate that 107 management staff representing 79.2% agreed while 16 representing 11.9% disagreed and 12 representing 8.9% were undecided. 182 Academic staff rep[resenting 53.7% agreed while 49 representing 14.4% disagreed and 108 representing 31.9% were undecided. 223 Non-academic staff representing 70.6% agreed while 30 representing 9.5% disagreed and 63 representing 19.9% were undecided. 18 NCCE officials representing 80% agreed while only 2 representing 10.0% were undecided and non disagreed. Thus a total 530 respondents representing 65.4% of the total respondents of the study agreed that their colleges acknowledge and observe the different decision making styles of managers in the administration of the colleges. Therefore, the percentage is high, though there is significant percentage of undecided that we can only conclude that most Nigerian Colleges of Education acknowledge and observe decision making styles of managers in the administration of the colleges.

In the table results of item 74 revealed that 100 management staff representing 74.1% agreed while 28 representing 20.8% disagreed and 7 representing 5.2% were undecided. 194 Academic staff representing 57.2% agreed while 101 Non-academic staff representing 29.8% disagreed and 44 representing 13.0% were undecided. 234 Non-academic staff representing 74% agreed while 63 representing 19.9% disagreed and 19 representing 6% were undecided. 18 NCCE officials representing 80% agreed while only 2 representing 10.0% were undecided and non-disagreed. Thus a total of 546 respondents representing 67.4% agree that their colleges efficiently adopts the committee system for

decision making at the management level. Although the above percentage of agreed is high there is a significant percent of disagreed, therefore we can conclude that most of Colleges of Education efficiently adopts the committee system for decision making at the management level.

In the table results of item 75 revealed that 105 management staff representing 77.8% agreed while 22 representing 16.3% disagreed and 8 representing 5.9% were undecided. 301 Academic staff representing 88.8% agreed while 23 representing 6.8% disagreed and 15 representing 4.4% were undecided. 277 Non-academic staff representing 88% agreed while 27 representing 8.6% disagreed and 11 representing 3.5% were undecided. 18 NCCE officials representing 90% agreed while 2 representing 10% were undecided and none disagreed. Thus a total of 702 respondents representing 86.6% agreed with the statement that their colleges efficiently adopt the committee system for decision making at their school level. Therefore, based on the higher percentage of agreed it could be generalized that Colleges of Education efficiently adopt the committee system for decision making at their school levels.

The results of item 76 in the table indicate that 111 management staff representing 82.2% agreed while 13 representing 9.6% disagreed and 11 representing 8.1% were undecided. 316 Academic staff representing 93.2% agreed while 14 representing 4.1% disagreed and 9 representing 89.2% agreed while 21 representing 6.6% disagreed and 13 representing 4.1% were undecided. 18 NCCE officials representing 90% agreed while only 2 representing 10.0% were undecided and there was none that disagreed. Thus a total of 727 respondents representing 89.7% agreed that there colleges efficiently adopt the committee system of decision making at their departmental level. Therefore, considering

the high percentage of agreement it could be use to generalize that Nigerian Colleges of Education efficiently adopt the committee system of decision making at their department level.

Item 77 results are presented thus: a total of 107 management staff representing 79.3% agreed while 19 representing 14% disagreed and 9 representing 6.7% were undecided. 315 Academic staff representing 92.9% agreed while 20 representing 5.9% disagreed and 4 representing 1.2% were undecided. 280 Non-academic staff representing 88.6% agreed while 27 representing 8.6% disagreed and 9 representing 2.8% were undecided. 18 NCCE officials representing 90% agreed while 2 representing 10.0% were undecided and none disagreed. Thus 720 respondents representing 88.8% agreed that all established committees hold regular meetings. Therefore considering the higher percentage of agreed responses we could generalize that in Colleges of Education all established committees hold regular meetings.

Results of item 78 in the table indicated that 105 management staff representing 77.7% agreed while 16 respondents representing 11.8% disagreed and 14 representing 10.4% were undecided. 234 Academic staff representing 69% agreed while 10 representing 2.9% disagreed and 95 representing 28% were undecided. 277 Non-academic staff representing 75% agreed while 22 representing 6.9% disagreed and 57 representing 18% were undecided. 16 NCCE officials representing 80% agreed while 4 representing 20% were undecided and there was none that disagreed. Thus a total of 592 respondents representing 73% agreed that all established committees in their colleges keep up to date records of their meeting proceedings. Therefore, although the percentage of agreed is higher enough to generalize, there is also a significant percentage of 20.9% that were

undecided. It is concluded that in most of Nigerian Colleges of Education all established committees keep up to date records of heir meeting proceedings.

Results of item 79 in the table indicate that 98 management staff representing 72.6% agreed while 33 representing 24.5% disagreed and 4 representing 3.0% were undecided. 313 Academic staff representing 92.4% agreed while 11 representing 3.2% disagreed and 15 representing 4.4% were undecided. 270 Non-academic staff representing 85.0% agreed while 23 representing 7.2% disagreed and 23 representing 7.2% were undecided. All the 20 NCCE officials representing 100% agreed there was neither disagreeing nor undecided. Thus 701 respondents representing 86.5% agreed that their colleges occasionally employ the use of ad hoc committees to decide and carry out certain administrative duties. Therefore, based on the higher percentage it is concluded that Nigerian Colleges of Education occasionally employs the use of ad hoc committees to decide and carry out certain administrative duties.

Results of item 80 in the table indicate that 107 management staff representing 79.2% agreed while 16 representing 11.8% disagreed and 12 representing 8.9% were undecided. 277 Academic staff representing 81.7% agreed while 10 representing 2.9% disagreed and 52 representing 15.3% were undecided. 254 Non-academic staff representing 80.4% agreed while 22 representing 6.9% disagreed and 40 representing 12.7% were undecided. 18 NCCE officials representing 90% agreed while 2 representing 10% were undecided and there was no disagreed. Thus 656 respondents representing 80.9% agreed that submitted decisions of various committees are to large extent implemented in their colleges. Therefore, based on the higher percentage t could be generalized that in Nigerian

Colleges of Education submitted decisions of various committees are to a large extent implemented.

It is evident from the analyzed results of the 10 items from 71 – 80 above that the higher percentage of agreed in all the items in support the adoption of organizational decision making process in Nigerian Colleges of Education. It addressed the eight objectives that seek to find out the state of decision making process in the colleges. It also answered the eight research question which asked how decision making process is adopted or established in Nigerian Colleges of Education. The result showed that the opinion of the respondents is obvious in support of the adoption and implementation of organizational decision making process in the administration of the colleges.

## 4.10 Opinions of Respondents on Communication in Colleges of Education in Nigeria.

This section presents opinions of respondents on the establishment of the medium of communication in the administration of Colleges of Education in Nigeria. This section relates to items 81 to 90 in the questionnaire.

Item 81 was an attempt to find out from the opinions of the respondents if the colleges have established the stipulated lines of communication in the administrative structure of Colleges of Education.

Items 82 and 83were attempts to find out from the opinions of the respondents if the colleges maintained the flow of communication to all directions in the colleges and if the colleges employ all types of communication in their administration.

Items 84, 85 and 86 solicited the opinions of the respondents on whether the Colleges have established the Management Information System (MIS) units, the postal service and provided the Internet Connectivity in the colleges.

Item 87 tries to find out if the colleges have established feedback system in the administration of the colleges.

Items 88 and 89 were attempts to find out if the colleges have established lines of communication with staff and lines of communication with students.

Item 80 attempted to find out if the colleges have a policy in communication with public and others. Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.9 gives details.

**Table 4.9 Opinions of Respondents on Communication in Colleges of Education in Nigeria**.

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 81<br>The college has established the stipulated lines of communication as in the administrative structure | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 84 (62.2)<br>320 (94.4)<br>281 (88.9)<br>18 (90.0) | 35 (27.4)<br>15 (4.4)<br>25 (7.9)<br>00 (00.0) | 14 (10.4)<br>4 (1.2)<br>10 (3.2)<br>2 (10.0) |
| Item 82<br>In the college the flow of communication to all directions is maintained | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 72 (53.3)<br>320 (85.2)<br>270 (85.5)<br>18 (90.0) | 45 (33.3)<br>16 (4.7)<br>29 (9.2)<br>2 (10.0) | 18 (13.3)<br>00 (00.0)<br>17 (5.4)<br>00 (00.0) |
| Item 83<br>The college employs all types of communication in the task of administration. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 97 (71.8)<br>307 (90.6)<br>259 (72.0)<br>14 (70.0) | 24 (17.8)<br>32 (9.4)<br>39 (12.3)<br>4 (20.0) | • (10.4)<br>00 (00.0)<br>18 (5.7)<br>2 (10.0) |
| Item 84<br>Management information system (MIS)unit is adequately established in my college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 96 (71.2)<br>325 (66.4)<br>202 (63.9)<br>14 (70.0) | 25 (18.5)<br>92 (27.1)<br>80 (25.3)<br>2 (10.0) | 14 (10.4)<br>22 (6.5)<br>34 (10.8)<br>4 (20.0) |
| Item 85<br>The college has established a functional postal service | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 109 (80.7)<br>301 (88.8)<br>217 (68.7)<br>12 (60.0) | 11 (8.2)<br>34 (10.0)<br>50 (15.8)<br>4 (20.0) | 15 (11.1)<br>4 (1.2)<br>49 (15.5)<br>4 (20.0) |

| | | | | |
|---|---|---|---|---|
| Item 86<br>The college has provided a functional internet connectivity | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 107 (79.3)<br>258 (76.1)<br>203 (64.2)<br>16 (80.0) | 16 (11.9)<br>12 (3.6)<br>42 (13.3)<br>2 (10.0) | 12 (8.9)<br>69 (20.4)<br>71 (22.5)<br>2 (10.0) |
| Item 87<br>The college has established feedback system in the administration of the college | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 121 (89.6)<br>256 (72.6)<br>202 (63.9)<br>18 (90.0) | 7 (5.2)<br>29 (8.5)<br>40 (12.7)<br>00 (00.0) | 7 (5.2)<br>64(18.9)<br>74 (23.4)<br>2 (10.0) |
| Item 88<br>In the college there are effective lines of communication with both academic and non academic staff | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 121 (89.6)<br>299 (88.2)<br>248 (78.5)<br>18 (90.0) | 7 (5.2)<br>13 (3.8)<br>40 (12.7)<br>00 (00.0) | 7 (5.2)<br>27 (8.0)<br>28 (8.9)<br>2 (10.0) |
| Item 89<br>In the college there are effective lines of communication with the students | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 121 (89.6)<br>313 (92.4)<br>274 (86.7)<br>18 (90.0) | 8 (5.9)<br>22 (6.5)<br>29 (9.2)<br>00 (00.) | 6 (4.4)<br>4 (1.2)<br>13 (4.1)<br>2 (10.0) |
| Item 90<br>The college operates a defined policy in their communication with the public and the immediate communities | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 118 (87.4)<br>314 (92.6)<br>250 (79.2)<br>18 (90.0) | 13 (9.6)<br>23 (6.8)<br>47 (14.8)<br>2 (10.0) | 4 (3.0)<br>2 (0.6)<br>19 (6.0)<br>00 (00.0) |

In the table 4.9 the results of item 81 showed that 84 management staff representing 62.2% agreed while 35 representing 27.4% disagreed and 14 representing 10.4% were undecided. 320 Academic staff representing 94.4% agreed while 15 representing 4.4% disagreed and 4 representing 1.2% were undecided. 281 Non-academic staff representing 88.9% agreed while 25 representing 7.9% disagreed and 10 representing 3.2% were undecided. 18 NCCE officials representing 90% agreed while only 2 representing 10.0% were undecided and none disagreed. Thus 703 respondents representing 86.7% agreed that their colleges have established the stipulated lines of communication as in the administrative structure. Therefore, based on the higher percentage of agreed it is concluded that Nigerian Colleges of Education have established the stipulated lines of communication as contained in their administrative structure of colleges of Education.

Results of item 82 in the table indicate that 72 management staff representing 53.3% agreed while 45 representing 33.3% disagreed and 18 representing 13.3% were undecided. 320 Academic staff representing 85.2% agreed while 16 representing 4.7% disagreed and non were undecided. 270 non academic staff representing 85.5% agreed while 29 representing 9.2% disagreed and 17 representing 5.4% were undecided. 18 NCCE officials representing 90% agreed while 2 representing 10% disagreed and none were undecided. Thus a total of 683 respondents representing 84.3% agreed that the flow of communication to all directions is maintained in the administration of their colleges. Therefore based on the higher percentage of those who agreed with opinion it could be generalized that the administration of the Nigerian Colleges of Education the flow of communication to all directions is maintained.

Results of item 82 in the table indicate that 97 management staff representing 71.8% agreed while 24 representing 17.8% disagreed and 14 representing 10.4% were undecided. 307 Academic staff representing 90.6% agreed while 32 representing 9.4% disagreed and none were undecided. 259 Non-academic staff representing 72% agreed while 39 representing 12.3% disagreed and 18 representing 5.7% were undecided. 14 NCCE official representing 70% agreed while 4 representing 20% disagreed and 2 representing 10% were undecided. Thus a total of 677 respondents representing 83.5% agreed with the opinion that their colleges administration employs all types of communication in the task of administration of the colleges. Therefore, based on the higher percentage of those agreeing with the opinion it could be generalized that the administrations of the Nigerian Colleges of Education employs all types of communication in the task of administration.

The results of items 84 in the table showed that 96% management staff representing 71.2% agreed while 25 representing 18.5 disagreed and 14 representing 10.4% were undecided. 325 Academic staff representing 66.4% agreed while 92 representing 27.1% disagreed and 22 representing 6.5% were undecided. 202 Non-academic staff representing 63.9% agreed while 80 representing 25.3% disagreed and 34 representing 10.8% were undecided. 14 NCCE officials representing 70% agreed while 2 representing 10% disagreed and 4 representing 20% were undecided. Thus a total of 537 respondents representing 66.2% agreed with the opinion that the Management Information System (MIS) units are adequately established in their colleges. Therefore, although the percentage of agreed is high there is a significant percentage of disagreed. Therefore we can conclude

that there is an adequately established Management Information System (MIS) unit in most of the Colleges of Education.

Item 85 results in the table indicate that 109 management staff representing 80.7% agreed while 11 representing 8.2% disagreed and 15 representing 11.1% were undecided. 301 Academic staff representing 88.8% agreed while 34 representing 10% disagreed and 4 representing 1.2% were undecided. 217 Non academic staff representing 68.7% agreed while 50 representing 15.8% disagreed and 49 representing 15.5% were undecided. 12 NCCE officials representing 60% agreed while 4 representing 20% disagreed and 4 representing 20% were undecided. Thus a total of 639 respondents representing 78.8% agreed with the opinion that their colleges have established postal service. Therefore considering the high percentage of agreed it could be generalized that there are established and functional postal service in all Nigerian Colleges of Education.

In the table 4.9 results of item 86 showed that 107 management staff representing 79.3% agreed while 16 representing 11.9% disagreed and 12 representing 8.9% were undecided. 258 Academic staff representing 76.1% agreed while 12 representing 3.6% disagreed and 69 representing 20.4% were undecided. 203 Non-academic staff representing 64.2% agreed while 42 representing 13.3% disagreed and 71 representing 22.5% were undecided. 16 NCCE officials representing 80% agreed while 2 representing 10% disagreed and 2 representing 10% were undecided. Thus a total of 584 respondents representing 72.0% agreed that their colleges have provided functional internet connectivity. Therefore, based on the higher percentage of agreed it is generalized that the administration of Colleges of Education in Nigeria have provided functional internet connectivity in all their colleges.

The results of item 87 in the table revealed that 121 management staff representing 89.6% agreed while 7 representing 5.2% disagreed and 7 representing 5.2% were undecided. 256 Academic staff representing 72.6% agreed while 29 representing 8.5% disagreed and 64 representing 18.9% were undecided. 202 Non-academic staff representing 63.9% agreed while 40 representing 12.7% disagreed and 74 representing 23.4% were undecided.18 NCCE officials representing 90% agreed while only 2 representing 10% were undecided and non disagreed. Thus a total of 587 respondents representing 72.4% agreed that their colleges' administration has established the required feedback system in the administration of the college. Therefore, based on the higher percentage of those who agree with the opinion it is generalized that Nigerian Colleges of Education have established feedback system in the administration of the colleges.

Results of item 88 in the table indicate that 121 management staff representing 89.6% agreed while 7 representing 5.2% disagreed and 7 representing 5.2% were undecided. 299 Academic staff representing 88.2% agreed while 13 representing 3.8% disagreed and 27 representing 8.0% were undecided. 248 Non-academic staff representing 78.5% agreed while 40 representing 12.7% disagreed and 28 representing 8.9% were undecided. 18 NCCE officials representing 90% agreed while only 2 representing 10% were undecided and none disagreed. Thus a total of 686 respondents representing 84.6% agreed with the opinion that there are effective lines of communication with both academic and non-academic staff in their colleges. Therefore based on the higher percentage of agreed it is concluded that the administration of Nigerian Colleges of Education have established effective lines of communication with both academic and non-academic staff in their colleges.

Item 89 results in the table showed that 121 management staff representing 89.6% agreed while 8 representing 5.9% agreed and 6 representing 4.4% were undecided. 313 Academic staff representing 92.4% agreed while 22 representing 6.5% disagreed and 4 representing 1.2% were undecided. 274 Non-academic staff representing 86.7% agreed while 29 representing 9.2% disagreed and 13 representing 4.1% were undecided. 18 NCCE officials representing 90% agreed while only 2 representing 10% were undecided and none disagreed. Thus a total of 726 respondents representing 89.6% agreed that there are effective lines of communication with the students. Therefore considering the higher percentage of agreement among the respondents it is generalized that there are established and effective lines of communication with students in all Colleges of Education in Nigeria by their administrations.

Item 90 results in the table showed that 118 management staff representing 87.4% agreed while 13 representing 9.6% disagreed and 4 representing 3.0% were undecided. 314 Academic staff representing 92.6% agreed while 23 representing 6.8% disagreed and 2 representing .6% were undecided. 250 Non-academic staff representing 79.2% agreed while 47 representing 14.8% disagreed and 19 representing 6.0% were undecided. 18 NCCE officials representing 90% agreed while 2 representing 10% disagree and non was undecided. Thus a total of 700 respondents representing 86.4% agreed with the opinion that their colleges operate defined policy in their communication with the public and the immediate communities. Therefore, based on the higher percentage of agreed it could be generalized that Nigerian Colleges of Education operate a defined policy in their communication with the public and the immediate communities.

It is evident that the higher percentage of agreed in nine of the ten items under this section that the opinion support the establishment of proper communication in the colleges. The ten items addressed the ninth objective of the research which seeks to investigate the state of communication and the ninth research question which asked how is communication established in the colleges.

## 4.11 Opinions of Respondents on State of Welfare Provisions for Staff in Colleges of Education in Nigeria

This section presents opinions respondents on the state of welfare provisions of staff in Colleges of Education. This section relates to items 91 to 100 of the questionnaire. Item 91, 92 and 93 were attempts to find out from the opinions of the respondents if staff salaries are paid regularly, if other staff emoluments are also paid and if there is provision for staff to secure various types of loans in the colleges.

Items 94, 95 and 96 solicited the opinions of respondents on whether the colleges provide residential accommodation in the campuses, if there are health's care facilities and if there are adequate halls, classrooms and offices in the colleges.

While Items 97 and 98 attempted to find out in the opinions of the respondents if the College's policies favour staff in appointment, progression and promotion as well as in resignation and retirement.

Items 99 and 100 were attempts to find out whether the colleges promote staff associations and if they provide other welfare services and facilities for staff. Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.10 gives details.

**Table 4.10 Opinions of Respondents on Staff Welfare Provisions in Colleges of Education in Nigeria**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 91<br>The colleges pay staff salaries regularly in time | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 63 (46.6)<br>190 (56.0)<br>194 (61.3)<br>14 (70.0) | 52 (38.5)<br>121 (35.6)<br>95 (30.0)<br>4 (20.0) | 20 (14.9)<br>28 (8.3)<br>27 (8.5)<br>2 (10.0) |
| Item 92<br>The colleges pays other staff emoluments as at when due | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 78 (57.7)<br>211(62.2)<br>193(61.0)<br>15 (85.0) | 37 (27.4)<br>46 (13.6)<br>58 (18.4)<br>5 (25.0) | 20 (14.8)<br>82 (24.2)<br>56 920.6)<br>00 (00.0) |
| Item 93<br>The colleges provide facility for staff to secure various types of loans | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 72 (53.4)<br>195 (27.5)<br>228 (72.1)<br>13 (65.0) | 46 (34.1)<br>22 (6.5)<br>24 (7.6)<br>3 (15.0) | 17 (12.6)<br>122(36.0)<br>64 (20.3)<br>4 (20.0) |
| Item 94 .<br>The colleges provide ample staff residential accommodation in the campus | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 89 (65.9)<br>288 (84.9)<br>242 (76.6)<br>7 (35.00) | 30 (22.2)<br>42 (12.4)<br>61 (19.3)<br>11 (55.0) | 10 (11.9)<br>9 (2.7)<br>13 (4.1)<br>2 (10.0) |
| Item 95<br>There are adequate health care facilities in colleges. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 94 (69.7)<br>249 (73.6)<br>234 (74.0)<br>13 (65.0) | 27 (69.7)<br>81 (23.9)<br>66 (20.9)<br>3 (15.0) | 14 (10.4)<br>9 (2.7)<br>16 (5.1)<br>4 (20.0) |
| Item 96<br>There is adequate availability of lecture halls, class rooms and | Management staff<br>Academic Staff | 77 (54.0)<br>255 (75.2) | 49 (36.3)<br>81 (23.9) | 9 (6.7)<br>3 (9.0) |

| | | | | |
|---|---|---|---|---|
| offices in the college | Non-academic staff<br><br>NCCE officials | 219 (69.3)<br><br>8 (40.0) | 82 (25.9)<br><br>12 (60.0) | 8 (4.7)<br><br>00 (00.0) |
| Item 97<br>The colleges operates staff favourable appointment, ,progression and promotion policies | Management staff<br><br>Academic Staff<br><br>Non-academic staff<br><br>NCCE officials | 113 (83.7)<br><br>318 (92.8)<br><br>261 (82.6)<br><br>13 (65.0) | 12 (8.9)<br><br>15 (4.9)<br><br>34 (10.8)<br><br>5 (25.0) | 10 (7.4)<br><br>6 (1.8)<br><br>21 (6.6)<br><br>2 (10.0) |
| Item 98<br>The colleges operates staff favourable resignation and retirement policies | Management staff<br><br>Academic Staff<br><br>Non-academic staff<br><br>NCCE officials | 124 (91.9)<br><br>276 (81.4)<br><br>255 (80.7)<br><br>13 (65.0) | 6 (4.4)<br><br>27 (7.9)<br><br>36 (11.4)<br><br>5 (25.0) | 5 (3.7)<br><br>36 (10.6)<br><br>25 (7.9)<br><br>2 (10.0) |
| Item 99<br>The colleges promote staff unionism, club and societies as part of students welfare | Management staff<br><br>Academic Staff<br><br>Non-academic staff<br><br>NCCE officials | 121 (89.7)<br><br>318 (93.8)<br><br>275 (87.0)<br><br>17 (85.0) | 8 (5.9)<br><br>18 (5.3)<br><br>31 (9.8)<br><br>1 (5.0) | 6 (4.4)<br><br>3 (0.9)<br><br>10 (3.2)<br><br>2 (10.0) |
| Item 100<br>The colleges provide ample library services, sports recreational and leisure equipment and facilities for staff welfare | Management staff<br><br>Academic Staff<br><br>Non-academic staff<br><br>NCCE officials | 82 (60.7)<br><br>283 (83.5)<br><br>225 (71.2)<br><br>15 (75.0) | 46 (34.4)<br><br>54 (15.9)<br><br>74 (23.4)<br><br>3 (15.0) | 7 (5.2)<br><br>2 (0.6)<br><br>17 (5.4)<br><br>2 (10.0) |

In the table 4.10 results of item 91 indicate that 63 management staff representing 466% agreed while 52 representing 38.5% disagreed and 20 representing 14. 8% were undecided. 190 academic staff representing 56.0% agreed while 121 representing 35.6% disagreed and 28 representing 8.3% were undecided 194 non-academic staff representing 61.3% agreed while 95 representing 30% disagreed and 27 representing 8.5% were undecided 14 NCCE officials representing 70% agreed while 4 representing 20% disagreed and 2 representing 10% were undecided. Thus a total of 461 respondents representing 56.9% agreed that their colleges regularly pay staff salaries in time. This percentage of agreed is not high enough for generalization although it is significant and indicate the majority of the respondents therefore it is concluded that most of Nigerian colleges of education regularly pay staff salaries in time.

The results of item 92 in the table showed that 78 management staff representing 57.7%agreed while 37 representing 27.4% disagreed and 20 representing 14.8% were undecided. 211 Academic staff representing 62.2% agreed while 46 representing 13.6% disagreed and 82 representing 24.2% were undecided. 193 non-academic staff representing 61. 0% agreed while 58 representing 18.4% disagreed and 56 representing 20.6% were undecided 15 NCCE officials representing 85% agreed while 5 representing 25% disagreed and non were undecided. Thus 487 respondents representing 61.3% agreed that their colleges pay other staff emoluments as at when due. However the parentage is not high enough for generalization therefore we could conclude that most Nigerian colleges of education pay other staff emoluments as at when due.

Result of item 93 in the table are presented as thus: 72 management staff representing 53.4% agreed while 46 representing 34.1% disagreed and 17 representing

12.6% were undecided 195 Academic staff representing 27.5% agreed while 22 representing 6.5% disagreed and 122 representing 36% were undecided. 228 Non-academic staff representing72.1% agreed while 24 representing 7.6% disagreed and 64 representing 20.3% were undecided 13 NCCE officials representing 65% agreed while 3 representing 15% disagreed and 4 representing 20% were undecided. Thus a total of 608 respondents representing 75% agreed that in their colleges there is provision for staff to secure various types of loans. Therefore based on the higher percentage it is generalized that in Nigerian colleges of education there is provision for staff to secure various types of loans.

Results of item 94 in the table are presented as thus: 89 management staff representing 65.9% agreed while 30 representing 22.2%disagreed and representing 16 representing 11.9% were undecided, 288 Academic staff representing 84.9% agreed while 42 representing 12.4% disagreed and 9 representing 2.7% were undecided 242 Non-academic staff representing 76.6% agreed while 61 representing 19.3% disagreed and 13 representing 4.1% were undecided. 7 NCCE officials representing 35% agreed while 11 representing 55% disagreed and 2 representing 10% were undecided. Thus a total of representing 77.2% agreed their colleges have provided ample staff representing accommodation in the campus therefore, based on the higher percentage of respondents who agreed we could generalize it that Nigerian colleges of education have provided ample staff residential accommodation in the campuses.

Item 95 results in the table are as follows: 94 management staff representing 69.7% agreed while 27 representing 69.7% agreed while 27 representing 20% disagreed and 14 representing 10.4% were undecided. 249 Academic staff representing 73.6% agrees while 81 representing 23.9%disagreed and 9 representing 2.7% were undecided 234 Non-

academic staff representing 74% agreed while 66 representing 20.9% disagreed and 16 representing 5.1% were undecided 13 NCCE officials 65% agreed while 3 representing 15% disagreed and 4 representing 20% were undecided. Thus a total of 590 respondents representing 72.8% agreed that there are adequate healthcare facilities in their colleges. Therefore considering the higher percentage we could generalize it that the Nigerian colleges of education have provided adequate healthcare facilities in their campuses.

Item 96 results are presented in the table as follows 77 management staff representing 54% agreed while 49 representing 36.3% disagreed and 9 representing 6.7% were undecided 255 Academic staff representing 75.2% agreed while 81 representing 23.9% disagreed and only 3 representing 9% were undecided 219 Non-academic staff representing 69.3% agreed while 82 representing 25.9% disagreed and 8 representing 4.7% were undecided 8 NCCE officials representing 40% agree while 12 representing 60% disagreed and there was non undecided. Thus a total of 559 respondents representing 68.9% agreed that there is adequate availability of lecture halls, classrooms and offices in their colleges. Although the percentage is high it has fallen short to be use for generalization. Therefore it could be concluded in most Nigerian Colleges of Education there is adequate availability of lecture halls, classroom, and offices.

The results of item 97 in the table are presented as follows: 113 management staff representing 83.7% agreed while 12 representing 8.9% disagreed and 10 representing 7.4% were undecided. 318 Academic staff representing 93.8% agreed while 15 representing 4.9% and 6 representing 1.8% were undecided 261 non-academic staff representing 82.6% agreed while 34 representing 10.8% disagreed and 21 representing 6.6% were undecided. 13 NCCE officials representing 65% agreed while 5 representing 25% disagreed and 2

representing 10% were undecided. Thus a total of 705 respondents representing 87% agreed that the college operate students' favorable admission, progression and graduation policies. Therefore, based on the his her percentage of respondent who agreed to the opinion it is concluded that Nigerian Colleges of Education operate students favorable admission progression and graduation policies

The results of item 98 in the table indicate that 124 management staff representing 91.9% agreed while 6 representing 4.4% disagreed and 5 representing 3.7% were undecided. 276 Academic staff representing 81.4% agreed while 27 representing 7.9% disagreed and 36 representing 10.6% were undecided. 255 Non-academic staff representing 80.7% agreed while 36 representing 11.4 disagreed and 25 representing 7.9% were undecided. 13 NCCE officials representing 65% agreed while 5 representing 25% disagreed and 2 representing 10% were undecided. Thus a total of 668 respondents representing 82.4% agreed that colleges operate students' favorable expulsion and withdrawal policies. Therefore, based on the higher percentage of agreed the opinion is generalized that Nigerian Colleges of Education operate students favorable expulsions and withdrawal polices.

Item 99 results in the table are presented as follows 121 management staff representing 89.7% agreed while 8 representing 5.9% disagreed and 6 representing 4.4% were undecided. 318 Academic staff representing 93.8% agreed while 18 representing 5.3% disagreed and 3 representing .9% were undecided. 275 Non academic staff representing 87% agreed while 31 representing 9.8% disagreed and 10 representing 3.2% were undecided. 17 NCCE officials representing 85% agreed while only 1 representing 5% disagreed and 2 representing 10% were undecided. Thus a total of 731 respondents

representing 90.2% agreed that as a part of students' welfare the colleges promote students unionism, club and societies. Therefore considering the very higher percentage of agreed with the opinion it is concluded that Nigerian Colleges of Education promote students unionism, club and societies as part of students' welfare.

Results of the last item number 100 in the table are as follows: 82 management staff representing 60.7% agreed while 46 representing 34.4% disagreed and 7 representing 5.2% were undecided. 283 Academic staff representing 83.5% agreed while 54 representing 15.9% disagreed and 2 representing .6% were undecided. 225 Non-academic staff representing 71.2% agreed while 74 representing 23.4% disagreed and 17 representing 5.4% were undecided. 15 NCCE officials representing 75% agreed while 3 representing 15% disagreed and 2 representing 10% were undecided. Thus a total of 605 respondents representing 74.6% agreed that the colleges provide ample library services, sports, recreational and leisure equipment and facilities for both staff and students welfare. Therefore based on the high percentage of agreed it could be concluded that Nigerian Colleges of Education provide ample library services sports, recreational and leisure equipment and facilities for staff welfare.

It is evident from the analyzed results of the items under this section numbers 91, 92, 93, 94, 95, 96, 97, 98, 99 and100 in which respondents expressed very higher agreement with eight items that suggest the administrations of Nigerian Colleges of Education have amply provided staff welfare. That addressed and answered the tenth objective and research question which seek to find out the state of welfare provisions for staff in Colleges of Education in Nigeria. Therefore, the objective is achieved and the question is answered by the result.

## 4.12 Opinions of Respondents on State of Welfare Provisions of Students in Colleges of Education in Nigeria

This section presents opinions respondents on the state of welfare provisions of students' in Colleges of Education. This section relates to items 101 to 110 of the questionnaire.

Items 101, 102 and 103 were attempts to find out from the opinions of the respondents if students registration fees are realistically fixed paid, if students also pay any other fee to the Colleges and if they also pay various types of departmental fees in the colleges.

Items 104, 105 and 106 solicited the opinions of respondents on whether the colleges provide students hostel accommodation in the campuses, if there are health's care facilities and if there are adequate halls and classrooms in the colleges.

While Items 107 and 108 attempted to find out in the opinions of the respondents if the college's policies favour students in admission, progression and graduation as well as in expulsion and withdrawal.

Items 109 and 110 were attempts to find out whether the colleges promote students associations and if they provide other welfare services and facilities for students. Responses of all respondents were collected, analyzed and presented in a table. Thus table 4.11 gives details.

**Table 4.11 Opinions of Respondents on Students Welfare Provisions in Colleges of Education in Nigeria.**

| Items | Category of respondents | Reponses | | |
|---|---|---|---|---|
| | | **Agree** | **Disagree** | **Undecided** |
| Item 101<br>The colleges realistically fix student registration fees. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 63 (46.6)<br>190 (56.0)<br>194 (61.3)<br>14 (70.0) | 52 (38.5)<br>121 (35.6)<br>95 (30.0)<br>4 (20.0) | 20 (14.9)<br>28 (8.3)<br>27 (8.5)<br>2 (10.0) |
| Item 102<br>The colleges make student any other fee apart from the registration. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 78 (57.7)<br>211(62.2)<br>193(61.0)<br>15 (85.0) | 37 (27.4)<br>46 (13.6)<br>58 (18.4)<br>5 (25.0) | 20 (14.8)<br>82 (24.2)<br>56 920.6)<br>00 (00.0) |
| Item 103<br>The colleges make students pay departmental fees in registration | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 72 (53.4)<br>195 (27.5)<br>228 (72.1)<br>13 (65.0) | 46 (34.1)<br>22 (6.5)<br>24 (7.6)<br>3 (15.0) | 17 (12.6)<br>122(36.0)<br>64 (20.3)<br>4 (20.0) |
| Item 104 .<br>The colleges provide ample students hostel accommodation in the campus | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 89 (65.9)<br>288 (84.9)<br>242 (76.6)<br>7 (35.00) | 30 (22.2)<br>42 (12.4)<br>61 (19.3)<br>11 (55.0) | 10 (11.9)<br>9 (2.7)<br>13 (4.1)<br>2 (10.0) |
| Item 105<br>There are adequate health care facilities in colleges. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 94 (69.7)<br>249 (73.6)<br>234 (74.0)<br>13 (65.0) | 27 (69.7)<br>81 (23.9)<br>66 (20.9)<br>3 (15.0) | 14 (10.4)<br>9 (2.7)<br>16 (5.1)<br>4 (20.0) |

| | | | | |
|---|---|---|---|---|
| Item 106<br>There is adequate availability of lecture halls and classrooms in the college. | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 77 (54.0)<br>255 (75.2)<br>219 (69.3)<br>8 (40.0) | 49 (36.3)<br>81 (23.9)<br>82 (25.9)<br>12 (60.0) | 9 (6.7)<br>3 (9.0)<br>8 (4.7)<br>00 (00.0) |
| Item 107<br>The colleges operates students favourable admission ,progression and graduation policies | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 113 (83.7)<br>318 (92.8)<br>261 (82.6)<br>13 (65.0) | 12 (8.9)<br>15 (4.9)<br>34 (10.8)<br>5 (25.0) | 10 (7.4)<br>6 (1.8)<br>21 (6.6)<br>2 (10.0) |
| Item 108<br>The colleges operates students favourable expulsion and withdrawal policies | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 124 (91.9)<br>276 (81.4)<br>255 (80.7)<br>13 (65.0) | 6 (4.4)<br>27 (7.9)<br>36 (11.4)<br>5 (25.0) | 5 (3.7)<br>36 (10.6)<br>25 (7.9)<br>2 (10.0) |
| Item 109<br>The colleges promote students unionism, club and societies as part of students welfare | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 121 (89.7)<br>318 (93.8)<br>275 (87.0)<br>17 (85.0) | 8 (5.9)<br>18 (5.3)<br>31 (9.8)<br>1 (5.0) | 6 (4.4)<br>3 (0.9)<br>10 (3.2)<br>2 (10.0) |
| Item 110<br>The colleges provide ample library services, sports recreational and leisure equipment and facilities for students welfare | Management staff<br>Academic Staff<br>Non-academic staff<br>NCCE officials | 82 (60.7)<br>283 (83.5)<br>225 (71.2)<br>15 (75.0) | 46 (34.4)<br>54 (15.9)<br>74 (23.4)<br>3 (15.0) | 7 (5.2)<br>2 (0.6)<br>17 (5.4)<br>2 (10.0) |

In the table 4.11 results of item 101 indicate that 63 management staff representing 466% agreed while 52 representing 38.5% disagreed and 20 representing 14. 8% were undecided. 190 academic staff representing 56.0% agreed while 121 representing 35.6% disagreed and 28 representing 8.3% were undecided 194 non-academic staff representing 61.3% agreed while 95 representing 30% disagreed and 27 representing 8.5% were undecided 14 NCCE officials representing 70% agreed while 4 representing 20% disagreed and 2 representing 10% were undecided. Thus a total of 461 respondents representing 56.9% agreed that their colleges fix realistically fix students registration. This percentage of agreed is not high enough for generalization although it is significant and indicate the majority of the respondents therefore it is concluded that most of Nigerian Colleges of Education fix realistic registration fees.

The results of item 102 in the table showed that 78 management staff representing 57.7%agreed while 37 representing 27.4% disagreed and 20 representing 14.8% were undecided. 211 Academic staff representing 62.2% agreed while 46 representing 13.6% disagreed and 82 representing 24.2% were undecided. 193 non-academic staff representing 61. 0% agreed while 58 representing 18.4% disagreed and 56 representing 20.6% were undecided 15 NCCE officials representing 85% agreed while 5 representing 25% disagreed and non were undecided. Thus 487 respondents representing 61.3% agreed that their colleges pay other staff emoluments as at when due. However the parentage is not high enough for generalization therefore we could conclude that most Nigerian Colleges of Education do not charge any other fee apart from the registration fees.

Result of item 103 in the table are presented as thus: 72 management staff representing 53.4% agreed while 46 representing 34.1% disagreed and 17 representing

12.6% were undecided 195 Academic staff representing 27.5% agreed while 22 representing 6.5% disagreed and 122 representing 36% were undecided. 228 Non-academic staff representing72.1% agreed while 24 representing 7.6% disagreed and 64 representing 20.3% were undecided 13 NCCE officials representing 65% agreed while 3 representing 15% disagreed and 4 representing 20% were undecided. Thus a total of 608 respondents representing 75% agreed that in their colleges there are no departmental charges in registration. Therefore based on the higher percentage it is generalized that in Nigerian colleges of education there are no departmental charges in registration.

Results of item 104 in the table are presented as thus: 89 management staff representing 65.9% agreed while 30 representing 22.2%disagreed and representing 16 representing 11.9% were undecided, 288 Academic staff representing 84.9% agreed while 42 representing 12.4% disagreed and 9 representing 2.7% were undecided 242 Non-academic staff representing 76.6% agreed while 61 representing 19.3% disagreed and 13 representing 4.1% were undecided. 7 NCCE officials representing 35% agreed while 11 representing 55% disagreed and 2 representing 10% were undecided. Thus a total of representing 77.2% agreed their colleges have provided ample students hostel accommodation in the campus therefore, based on the higher percentage of respondents who agreed we could generalize it that Nigerian colleges of education have provided ample students hostel accommodation in the campuses.

Item 105 results in the table are as follows: 94 management staff representing 69.7% agreed while 27 representing 69.7% agreed while 27 representing 20% disagreed and 14 representing 10.4% were undecided. 249 Academic staff representing 73.6% agrees while 81 representing 23.9%disagreed and 9 representing 2.7% were undecided 234 Non-

academic staff representing 74% agreed while 66 representing 20.9% disagreed and 16 representing 5.1% were undecided 13 NCCE officials 65% agreed while 3 representing 15% disagreed and 4 representing 20% were undecided. Thus a total of 590 respondents representing 72.8% agreed that there are adequate healthcare facilities in their colleges. Therefore considering the higher percentage we could generalize it that the Nigerian Colleges of Education have provided adequate healthcare facilities in their campuses.

Item 106 results are presented in the table as follows 77 management staff representing 54% agreed while 49 representing 36.3% disagreed and 9 representing 6.7% were undecided 255 Academic staff representing 75.2% agreed while 81 representing 23.9% disagreed and only 3 representing 9% were undecided 219 Non-academic staff representing 69.3% agreed while 82 representing 25.9% disagreed and 8 representing 4.7% were undecided 8 NCCE officials representing 40% agree while 12 representing 60% disagreed and there was non undecided. Thus a total of 559 respondents representing 68.9% agreed that there is adequate availability of lecture halls, classrooms and offices in their colleges. Although the percentage is high it has fallen short to be use for generalization. Therefore it could be concluded in most Nigerian Colleges of Education there is adequate availability of lecture halls, classroom, and offices.

The results of item 107 in the table are presented as follows: 113 management staff representing 83.7% agreed while 12 representing 8.9% disagreed and 10 representing 7.4% were undecided. 318 Academic staff representing 93.8% agreed while 15 representing 4.9% and 6 representing 1.8% were undecided 261 non-academic staff representing 82.6% agreed while 34 representing 10.8% disagreed and 21 representing 6.6% were undecided. 13 NCCE officials representing 65% agreed while 5 representing 25% disagreed and 2

representing 10% were undecided. Thus a total of 705 respondents representing 87% agreed that the college operate students' favorable admission, progression and graduation policies. Therefore, based on this high percentage of respondents who agreed to the opinion it is concluded that Nigerian Colleges of Education operate students favorable admission, progression and graduation policies

The results of item 108 in the table indicate that 124 management staff representing 91.9% agreed while 6 representing 4.4% disagreed and 5 representing 3.7% were undecided. 276 Academic staff representing 81.4% agreed while 27 representing 7.9% disagreed and 36 representing 10.6% were undecided. 255 Non-academic staff representing 80.7% agreed while 36 representing 11.4 disagreed and 25 representing 7.9% were undecided. 13 NCCE officials representing 65% agreed while 5 representing 25% disagreed and 2 representing 10% were undecided. Thus a total of 668 respondents representing 82.4% agreed that colleges operate students' favorable expulsion and withdrawal policies. Therefore, based on the higher percentage of agreed the opinion is generalized that Nigerian Colleges of Education operate students favorable expulsions and withdrawal polices.

Item 109 results in the table are presented as follows 121 management staff representing 89.7% agreed while 8 representing 5.9% disagreed and 6 representing 4.4% were undecided. 318 Academic staff representing 93.8% agreed while 18 representing 5.3% disagreed and 3 representing .9% were undecided. 275 Non academic staff representing 87% agreed while 31 representing 9.8% disagreed and 10 representing 3.2% were undecided. 17 NCCE officials representing 85% agreed while only 1 representing 5% disagreed and 2 representing 10% were undecided. Thus a total of 731 respondents

representing 90.2% agreed that as a part of students' welfare the colleges promote students unionism, club and societies. Therefore considering the very higher percentage of agreed with the opinion it is concluded that Nigerian Colleges of Education promote students unionism, club and societies as part of students' welfare.

Results of the last item number 110 in the table are as follows: 82 management staff representing 60.7% agreed while 46 representing 34.4% disagreed and 7 representing 5.2% were undecided. 283 Academic staff representing 83.5% agreed while 54 representing 15.9% disagreed and 2 representing .6% were undecided. 225 Non-academic staff representing 71.2% agreed while 74 representing 23.4% disagreed and 17 representing 5.4% were undecided. 15 NCCE officials representing 75% agreed while 3 representing 15% disagreed and 2 representing 10% were undecided. Thus a total of 605 respondents representing 74.6% agreed that the colleges provide ample library services, sports, recreational and leisure equipment and facilities for students welfare. Therefore based on the high percentage of agreed it could be concluded that Nigerian Colleges of Education provide ample library services sports, recreational and leisure equipment and facilities for students welfare.

It is evident from the analyzed results of the items under this section numbers, 101, 102, 103, 104, 105, 106,107, 108, 109, 110 in which respondents expressed very higher agreement with eight items that suggest the administrations of Nigerian Colleges of Education have amply provided students' welfare. That addressed and answered the last and eleventh objective and research question which seek to find out the state of welfare provisions for students in Colleges of Education in Nigeria. Therefore, the objective is achieved and the question is answered by the result.

## 4.13 Hypotheses Testing

Ten Null hypotheses were formulated for this study based on the aspects of administration of the colleges under consideration. Thus the hypothesis testing covered the aspects of staffing situation of the colleges, the staff development programmes of the colleges, the conduct of admission exercise and examinations. Others include the maintenance of discipline and plant, the conduct of instructional supervision, communication, decision-making process and staff and students welfare provisions in the colleges.

Analysis of Variance (ANOVA) and Scheffe's tests were used in testing the hypotheses at 0.05 level of significance. Accordingly where the F-value is higher than the table value at 0.05 level of significance the hypothesis is rejected but where the probability value is lower than the level of significant difference post hoc test of Scheffe's procedure was conducted to determine how significantly different the groups were from each other in their opinions.

**Null Hypothesis 1**

There is no significant difference in the opinions of stakeholders on staff strength in Nigerian Colleges of Education.

To test this hypothesis, the scores of items 1 – 10 in the questionnaire were used to find out the difference in the opinions of stakeholders on staffing situation in Nigerian Colleges of Education. Analysis of variance (ANOVA) was used and the result is given in table 4.12:

**Table 4.12: Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on staff strength in Colleges of Education in Nigerian**

| Source of variance | | Sum of squares | Df. | Mean squares | F. | P. | F-critical |
|---|---|---|---|---|---|---|---|
| Between groups | | 347.086 | 3 | 115.695 | 3.400 | .017 | 4.07 |
| Within groups | | 274,22.817 | 806 | 34.023 | | | |
| TOTAL | | 27,769.902 | 809 | | | | |

Table 4.12 revealed that the calculated P. value is .017 which is lower than the 0.05 alpha level of significance. This means that, there is significant difference among the four groups of respondents. Therefore, the null hypothesis which states that there is no significant difference in the opinions of stakeholders on staff strength in Nigerian Colleges of Education is rejected. All the groups therefore have significant differences in their opinions on the state of staff strength in Nigerian Colleges of Education.

**Table 4.13: Result of Scheffe test on the Mean scores of the stakeholders on Hypothesis 1**

| (I) Status | (J) Status | Mean difference I – J | Standard error | Significance |
|---|---|---|---|---|
| Management staff | Non-Academic Staff | 1.67729 | .59974 | .051 |
| | Acadamic Staff | .52960 | .59362 | .850 |
| | NCCE officials | .77222 | 1.39757 | .959 |
| Non-Academic Staff | Management staff | -1.67729 | .59974 | .051 |
| | Acadamic Staff | -1.14769 | .45611 | .097 |
| | NCCE officials | -.90506 | 1.34493 | .929 |
| Academic staff | Management staff | -.52960 | .59362 | .850 |
| | Non-Academic staff | 1.14769 | .45611 | .097 |
| | NCCE officials | .24263 | 1.34221 | .998 |
| NCCE officials | Management staff | -.77222 | 1.39757 | .959 |
| | Nno-Academic staff | .90506 | 1.34493 | .929 |
| | Academic Staff | -.24263 | 1.34221 | .998 |

- The Mean difrence is significant at 0.05 level.

The above test result revealed no significant diference between the groups. All the groups are therefore of divergent positions in their opinions on the state of staff strength in Nigerian Colleges of Education.

**Null Hypothesis II**

There is no significant difference in the opinions of stakeholders on the state of Staff Development provisions in the Colleges of Education in Nigeria.

To test this hypothesis the scores of item 11 – 20 in the questionnaire were used to determine the opinions and the difference in the opinions of the stakeholders. The Analysis of Variance (ANOVA) was used and the result is in table 4.14 below.

**Table 4.14 Summary of One way Analysis of Variance (ANOVA) on the opinions of despondence on Staff development provisions in Colleges of Education in Nigerian**

| Source of Variable | Sum of squares | Df. | Mean squares | F. | P. | F-critical |
|---|---|---|---|---|---|---|
| Between groups | 327.642 | 3 | 109.214 | 3.709 | 0.11 | 4.07 |
| Within groups | 23733.001 | 806 | 29.445 | | | |
| TOTAL | 24,060.643 | 809 | | | | |

The table 4.14 revealed that the calculated P. value is 0.11 which is higher than the 0.05 alpha level of significance. This means that there is no significant difference among the four groups of respondents. Therefore, this means that there is no significant difference in the opinions of stakeholders on the state of staff development provisions in the in Colleges of Education in Nigeria. Therefore the null hypothesis is retained and accepted.

**Null Hypothesis III**

There is no significant difference in the opinions of stakeholders on students' admission into the Colleges of Education in Nigeria. To test the hypothesis scores of items 21 – 30 in the questionnaire were used to determine the difference in opinions of stakeholders. The result of the Analysis of Variance (ANOVA) is presented below in table 4.15.

**Table 4.15 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on Students admission into Colleges of Education in Nigerian**

| Source of variance | Sum of squares | Df. | Mean squares | F. | P. | F-critical |
|---|---|---|---|---|---|---|
| Between groups | 298.780 | 3 | 99.597 | 3.680 | .012 | 4.07 |
| Within groups | 21814.950 | 806 | 27.066 | | | |
| TOTAL | 22113.740 | 809 | | | | |

A look at the table 4.15 shows the calculated P. value of 0.012 which is lower than the 0.05 alpha level of significance which means that there is no significant difference between the four groups of respondents. Therefore, this means that there is no significant difference in the opinions of stakeholders on students' admission into Colleges of Education in Nigeria. Therefore, the null hypothesis is rejected.

**Table 4.16: Result of Scheffe test on the Mean scores of the stakeholders on null hypothesis 111.**

| (I) Status | (J) Status | Mean difference I – J | Standard error | Significance |
|---|---|---|---|---|
| Management staff | Non-Academic Staff | 1.62400* | .55794 | .038 |
| | Acadamic Staff | .50672 | .55794 | .839 |
| | NCCE officials | 1.10185 | 1.30015 | .869 |
| Non-Academic Staff | Management staff | -1.62400* | .55794 | .038 |
| | Acadamic Staff | -1.11728 | .42431 | .075 |
| | NCCE officials | -.52215 | 1.125118 | .982 |
| Academic staff | Management staff | -.50672 | .55224 | .839 |
| | Non-Academic staff | 1.11728 | .42431 | .075 |
| | NCCE officials | .59513 | 1.24865 | .973 |
| NCCE officials | Management staff | -1.10185 | 1.30015 | .869 |
| | Nno-Academic staff | .52215 | 1.25118 | .982 |
| | Academic Staff | -.59513 | 1.24865 | .973 |

- The Mean difrence is significant at 0.05 level.

The above result indicate that management staff were significantly different in their opinions from only the non-academic staff but were not from the academic staff and the NCCE officials. The academic staff were not significantly different from the NCCE officials and non-academic staff.

**Null Hypothesis IV**

There is no significant difference in the opinions of stakeholders on the conduct of examinations in Colleges of Education in Nigeria.

The above hypothesis was tested using scores on items 31 – 40 of the questionnaire. The Analysis of Variance (ANOVA) was used to determine the differences of opinions of the stakeholders on the conduct of examinations in Nigerian Colleges of Education. The summary of the result is presented below in table 4.17.

**Table 4.17: Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on Conduct of examination in Colleges of Education in Nigerian**

| Source of variance | Sum of squares | Df. | Mean squares | F. | P. | F-critical |
|---|---|---|---|---|---|---|
| Between groups | 722.708 | 3 | 240.903 | 7.321 | .00 | 4.07 |
| Within groups | 26521.658 | 806 | 32.905 | | | |
| TOTAL | 27244.365 | 809 | | | | |

Table 4.17 revealed that the calculated P. value is .00 which is lower than the 0.05 alpha level of significance which means there is a significant difference between the opinions of four groups of respondents. Therefore, the null hypothesis is rejected. That means there is a significant difference in the opinions of stakeholders on the conduct of examinations in Colleges of Education in Nigeria.

To determine how significantly different the groups of stakeholders are from each other the Scheffes' test procedure was performed. The result of the test is summarized in

**Table 4.18 Result of Scheffes' test on the mean scores of the stakeholders on null hypothesis IV**

| (I) Status | (J) status | Mean difference | Std Error | Sig. |
|---|---|---|---|---|
| Management staff | Non academic staff | 2.36606* | .58981 | .002 |
| | Academic staff | 2.64621* | .58379 | .000 |
| | Officials NCCE | 2.91111 | 1.37441 | .214 |
| Non-academic staff | Management staff | -2.30605* | .58981 | .002 |
| | Academic staff | .34017. | .44855 | .902 |
| | Officials NCCE | .06506. | 1.32265 | .976 |
| Academic staff | Management Staff | -2.64621* | .58379 | .000 |
| | Non Academic staff | -.34017 | .44855 | .902 |
| | Officials NCCE | .26490 | 1.31997 | .998 |
| NCCE officials | Management staff | -2.9111 | 1.37441 | .214 |
| | Non-Academic staff | -.60506 | 1.32265 | .976 |
| | Officials NCCE | -.26490 | 1,31997 | .998 |

*the mean difference is significant at the 0.05 level.

The above test revealed that the management staff were significantly different in their opinions from non academic and academic staff and not significantly different from the NCCE officials. The non academic staff were not significantly different from the academic staff and the NCCE officials. The NCCE officials were also not significantly different from the academic staff in their opinions on the conduct of examinations in Colleges of Education in Nigeria.

**Null Hypothesis V**

There is no significant difference in the opinions of stakeholders on the maintenance of discipline in Colleges of Education in Nigeria .

To test the above hypothesis the scores of item 41 – 50 of the questionnaires were used. Analysis of Variance (ANOVA) was used to determine the difference of opinions of the stakeholders on the maintenance of discipline in Nigerian Colleges of Education. The result is presented below in Table 4.19

**Table 4.19 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on Maintenance of discipline in Colleges of Education in Nigerian**

| Source of Variance | Sum of squares | Df. | Mean squares | F. | P. | F-critical |
|---|---|---|---|---|---|---|
| Between groups | 2018.741 | 3 | 672.914 | 18.61 | .000 | 4.07 |
| Within groups | 29169.881 | 806 | 36.154 | | | |
| TOTAL | 31158.622 | 809 | | | | |

The table 4.19 revealed that the calculated P. value is 0.000 which is lower than the 0.05 alpha level of significance and which means there is a significant difference between the opinions of the four groups of respondents. Therefore, the null hypothesis is hereby rejected. That means there is significant difference in the opinions of stakeholders on the maintenance of discipline in Colleges of Education.

Furthermore, to determine how significantly the group of stakeholders differ the Scheffes' test procedure was employed. The summary of the result is presented below in table 4.20.

**Table 4.20 Result of Scheffe test on the mean scores of the stakeholders on null hypothesis V**

| (I) Status | (J) status | Mean difference | Std Error | Sig. |
|---|---|---|---|---|
| Management staff | Non academic staff | 2.27799* | .61824 | .004 |
| | Academic staff | -.65113 | .61193 | .769 |
| | Officials NCCE | 5.94444* | 1.44066 | .001 |
| Non-academic staff | Management staff | -2.27799* | .61824 | .004 |
| | Academic staff | -2.92913* | .47017 | .000 |
| | Officials NCCE | 3.66646 | 1.38640 | .073 |
| Academic staff | Management Staff | .65113 | .61193 | .769 |
| | Non Academic staff | 2.92912* | .47017 | .000 |
| | Officials NCCE | 6.59558* | 1.38359 | .000 |
| NCCE officials | Management staff | -5.94444* | 1.44066 | .001 |
| | Non-Academic staff | -3.66646 | 1.38640 | .073 |
| | Officials NCCE | -6.59558* | 1.38359 | .000 |

*the mean difference is significant at the 0.05 level.

The above test revealed that the management staff differ significantly from the non-academic staff and the NCCE officials in their opinions on the maintenance of discipline in Colleges of Education in Nigeria. The Academic staff were significantly different from the non-academic staff and the NCCE officials but were not significantly different from the management staff. The non-academic staff were also not significantly different from the NCCE officials in their opinions on the maintenance of discipline in the Colleges.

**Null Hypothesis VI**

There is no significant difference in the opinions of stakeholders on the maintenance of plants in the Colleges of Education in Nigeria.

To test the above hypothesis the scores means of item 51 – 60 of the questionnaire were used. Analysis of Variance (ANOVA) was used to determine the differences of opinions of the stakeholders on the Maintenance of Plants in Colleges of Education in Nigeria. The result is presented below in Table 4.21

**Table 4.21 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on Maintenance of plants in Colleges of Education in Nigerian**

| Source of Variance | Sum of squares | Df. | Mean squares | F. | P. | F-critical |
|---|---|---|---|---|---|---|
| Between groups | 2730.461 | 3 | 910.154 | 22.579 | .000 | 4.07 |
| Within groups | 32489.120 | 806 | 40.309 | | | |
| TOTAL | 35219.580 | 809 | | | | |

From the table the calculated P. value is .000 which is lower than the 0.05 alpha level of significance which means there is significant difference between the opinions of the four groups of respondents. Therefore, the null hypothesis is hereby rejected. That means there is  significant difference in the opinions of stakeholders on the maintenance of plants in the Nigerian Colleges of Education.

Furthermore, to determine how significantly they differ the Scheffes' test procedure was employed. The summary of the result is presented below in Table 4.22

**Table 4.22 Results of Scheffes' test on the mean scores of the stakeholders on null hypothesis VI**

| (I) Status | (J) status | Mean difference | Std Error | Sig. |
|---|---|---|---|---|
| Management staff | Non academic staff | 1.71186 | .65280 | .077 |
| | Academic staff | -2.10200* | .64614 | .015 |
| | Officials NCCE | 3.98148 | 1.52120 | .078 |
| Non-academic staff | Management staff | -1.71186 | .65280 | .077 |
| | Academic staff | -3.81386* | .49645 | .000 |
| | Officials NCCE | 2.26962 | 1.46390 | .493 |
| Academic staff | Management Staff | 2.10200* | .64614 | .015 |
| | Non Academic staff | 3.81386* | .49645 | .000 |
| | Officials NCCE | 6.08348* | 1.46094 | .001 |
| NCCE officials | Management staff | -3.98148 | 1.52120 | .078 |
| | Non-Academic staff | -2.26962 | 1.46390 | .493 |
| | Officials NCCE | -6.08348 | 1.46094 | .001 |

*the mean difference is significant at the 0.05 level.

The above result of the test revealed that the academic staff were significantly different from other groups. The management staff were not significantly different from the non academic and NCCE officials while the non academic staff were also not significantly different from the NCCE officials in their opinions on the maintenance of plants in Nigerian Colleges of Education.

**Null Hypothesis VII**

There is no significant difference in the opinions of stakeholders on supervision of instructions in Nigerian Colleges of Education.

To test the above hypothesis scores on item 61 – 70 were used. Analysis of variance (ANOVA) was used to determine the differences of opinions of the stakeholders on supervision of instructions in the Colleges of Education. The result is presented below in table 4.23

**Table 4.23 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on State of supervision of instruction in Colleges of Education in Nigerian**

| Source of Variance | Sum of squares | Df. | Mean squares | F. | P. | F-critical |
|---|---|---|---|---|---|---|
| Between groups | 3269.593 | 3 | 1089.864 | 22.272 | .000 | 4.07 |
| Within groups | 30008.813 | 806 | 37.232 | | | |
| TOTAL | 33278.406 | 809 | | | | |

From Table 4.23 the calculated P. value is.000 which is lower than the 0.05 alpha level of significance which means there is significant difference between the opinions of the four groups of respondents. Therefore, the null hypothesis is hereby rejected. That means there is significant difference in the opinions of stakeholders on supervision in Nigerian Colleges of Education.

Furthermore, to determine how significantly the stakeholders differ in their opinions the Scheffes' test procedure was employed. The summary of the result is presented below in table 4.24.

**Table 4.24 Result of Scheffes' test on the mean scores of the stakeholders on null hypothesis VII**

| (I) Status | (J) status | Mean difference | Std Error | Sig. |
|---|---|---|---|---|
| Management staff | Non academic staff | 5.47396* | .62739 | .000 |
| | Academic staff | 2.36624* | .62098 | .002 |
| | Officials NCCE | 4.15370* | 1.46198 | .045 |
| Non-academic staff | Management staff | -5.47396* | .62739 | .000 |
| | Academic staff | -3.10772* | .47713 | .000 |
| | Officials NCCE | -1.32025 | 1.40692 | .830 |
| Academic staff | Management Staff | -2.36624* | .62098 | .002 |
| | Non Academic staff | 3.10772* | .47713 | .000 |
| | Officials NCCE | 1.78748 | 1.40407 | .655 |
| NCCE officials | Management staff | -4.15370* | 1.46198 | 0.45 |
| | Non-Academic staff | 1.32025 | 1.40692 | .830 |
| | Officials NCCE | -1.78746 | 1.40407 | .655 |

*the mean difference is significant at the 0.05 level.

The above result revealed that the management staff were significantly different from all other groups and the non academic staff were also significantly different from the academic staff. The NCCE officials did not differ significantly from the non academic staff and academic staff in their opinions on the state of supervision and supervision of instruction in Nigerian Colleges of Education.

**Null Hypothesis VIII**

There is no significant difference in the opinions of stakeholders on decision making process in Nigerian Colleges of Education.

To test the above hypothesis the scores on item 71 – 80 were used. Analysis of variance (ANOVA) was used to determine the difference of opinions of the stakeholders on decision-making process in Nigerian Colleges of Education. The result is presented below in Table 4.25.

**Table 4.25 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on State of decision making process in Colleges of Education in Nigerian**

| Source of Variance | **Sum of square** | **Df** | **Mean square** | **F** | **p.** | **F. critical** |
|---|---|---|---|---|---|---|
| Between groups | 635.669 | 3 | 211.890 | 4.602 | .003 | 4.07 |
| Within groups | 37112,431 | 806 | 46.045 | | | |
| Total | 37748.100 | 809 | | | | |

In the table the calculated P. value is 0.003 which lower than the 0.05 alpha level of significance, therefore the null hypothesis is hereby rejected. This means that there is significant difference in the opinions of the stakeholders on decision-making process in Nigerian Colleges of Education.

Furthermore, to determine how significantly the stakeholders differ in their opinions the Scheffes' test procedure was employed. The summary of the result is presented below in table 4.26

**Table 4.26 Result of Scheffes' test on the mean scores of the stakeholders on null hypothesis VIII**

| (i) Status | (j) Status | Mean Difference (i-j) | Std error | Sig. |
|---|---|---|---|---|
| Management staff | Non-academic staff | -52527 | .69770 | .904 |
| | Academic staff | -1.02368 | .69058. | .533 |
| | Officials of NCCE | -3.69815 | 1.62583 | .160 |
| Non-academic staff | Management staff | -52527 | .69770 | .904 |
| | Academic staff | -1.54893* | .53060 | .037 |
| | Officials of NCCE | -4.22342* | 1.56460 | .064 |
| Academic staff | Management staff | 1.02366 | .69058 | .533 |
| | Non-academic staff | 1.54893* | .53060 | .037 |
| | Officials of NCCE | -2.67448 | 1.56144 | .402 |
| Officials of NCCE | Management staff | 3.69815 | 1.62583 | .160 |
| | Non-academic staff | 4.22342 | 1.56460 | .064 |
| | Academic staff | 2.67448 | 1.56144 | .402 |

*****The mean difference is significant at the 0.05 level.

The result above indicate that the non academic staff differ significantly from the academic staff and that the management staff and the NCCE officials did not differ significantly with any other group in their opinions on the state of organizational decision making process in Nigerian Colleges of Education.

**Null Hypothesis IX**

There is no significant difference in the opinions of the stakeholders on the state of communication in Colleges of Education in Nigeria .

To test the above hypothesis the scores on item 81 – 90 were used. Analysis of variance (ANOVA) was employed to determine the difference of opinions of the stakeholders on the state of communication in the Colleges of Education. The result of analysis is given below in table 4.27

**Table 4.27 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on State of communication in Colleges of Education in Nigerian**

| Source of Variance | Sum of square | Df | Mean square | F | p. | F. critical |
|---|---|---|---|---|---|---|
| Between groups | 1455.181 | 3 | 485.060 | 12.248 | .000 | 4.07 |
| | | | 39.602 | | | |
| Within groups | 31919.151 | 806 | | | | |
| Total | 33374.332 | 809 | | | | |

In the table the calculated P. value is .000 which is lower than the 0.05 alpha level significance which means there is significant difference between the opinions of the four groups of respondents. Therefore, the null hypothesis is hereby rejected. This means that there is a significant difference in the opinions of stakeholder on the state of communication in the Colleges of Education.

Furthermore, to determine how significantly they differ the Scheffes' test procedure was use. The summary of the result is presented below in Table 4.28

**Table 4.28 Result of Scheffes' test on the mean scores of the stakeholders on null hypothesis IX**

| (i) Status | (j) Status | Mean Difference (i-j) | Std error | Sig. |
|---|---|---|---|---|
| Management staff | Non-academic staff | 2.43812* | .64705 | .003 |
| | Academic staff | -.34022 | .64044 | .963 |
| | Officials of NCCE | -1.20556 | 1.50779 | .887 |
| Non-academic staff | Management staff | -2.43812* | .64705 | .003 |
| | Academic staff | -2.77833* | .49208 | .000 |
| | Officials of NCCE | -3.64367 | 1.45101 | .099 |
| Academic staff | Management staff | .34022 | .64044 | .963 |
| | Non-academic staff | 2.77833* | .49208 | .000 |
| | Officials of NCCE | -.86534 | 1.44807 | .949 |
| Officials of NCCE | Management staff | 1.20556 | 1.50779 | .887 |
| | Non-academic staff | 3.64367 | 1.45101 | .099 |
| | Academic staff | .86534 | 1.44807 | .949 |

*the mean difference is significant at the 0.05 level.

The above test result revealed that the non academic staff differs significantly from the management staff and the academic staff. The NCCE officials were not significantly different in their opinions from any other group. The management staff were also not significantly different from academic staff in their opinions on the state of communication in Nigerian Colleges of Education.

**Null Hypothesis X**

There is no significant difference in the opinions of stakeholders on the state of staff welfare provisions in Nigerian Colleges of Education.

To test the above hypothesis scores on items 91 – 100 were used. Analysis of Variance (ANOVA) was used to determine the difference of opinions of the stakeholders on the state of Staff Welfare Provisions in the Colleges of Education. The results of the analysis are presented below in Table 4.29

**Table 4.29 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on State of staff welfare provisions in Colleges of Education in Nigerian**

| Source of Variance | Sum of square | Df | Mean square | F | p. | F. critical |
|---|---|---|---|---|---|---|
| Between groups | 954.062 | 3 | 318.021 | 8.013 | .000 | 4.07 |
| Within groups | 31987.474 | 806 | 39.687 | | | |
| Total | 32941.546 | 809 | | | | |

In the table the calculated P. value is .000 which is lower than the 0.05 alpha level of significance which means there is significant difference between the opinions of the four groups of respondents. Therefore, the null hypothesis which states that there is no significant difference in the opinions of stakeholders on the state of staff welfare provisions in Nigerian Colleges of Education is hereby rejected.

Furthermore, to determine how significant the stakeholders differ in their opinions the Scheffes' test procedure was employed. The summary of the result is presented below in Table 4.30

**Table 4.30 Results of Scheffes' test on the mean scores of stakeholders on null hypothesis X**

| (i) Status | (j) Status | Mean Difference (i-j) | Std error | Sig. |
|---|---|---|---|---|
| Management staff | Non-academic staff | 1.55234 | .62774 | .126 |
| | Academic staff | -.58315 | .64113 | .843 |
| | Officials of NCCE | 3.45741 | 1.50941 | .156 |
| Non-academic staff | Management staff | -1.55234 | .64774 | .126 |
| | Academic staff | -2.13550* | .49261 | .000 |
| | Officials of NCCE | 1.90506 | 1.45256 | .633 |
| Academic staff | Management staff | .58315 | .64113 | .843 |
| | Non-academic staff | 2.13550* | .49261 | .000 |
| | Officials of NCCE | 4.04056* | 1.44962 | .052 |
| Officials of NCCE | Management staff | -3.45741 | 1.50941 | .156 |
| | Non-academic staff | -1.90506 | 1.45256 | .633 |
| | Academic staff | -4.04056 | 1.44962 | .502 |

*the mean difference is significant at the 0.05 level.

The test result above revealed that the management staff and the NCCE officials were not significantly different from any of the other groups and between themselves. But the academic staff were significantly different from the non academic staff in their opinions on the state of

**Null Hypothesis X1**

There is no significant difference in the opinions of stakeholders on the state of students welfare provisions in Nigerian Colleges of Education.

To test the above hypothesis scores on items 101 – 110 were used. Analysis of Variance (ANOVA) was used to determine the difference of opinions of the stakeholders on the state of Students Welfare Provisions in the Colleges of Education. The results of the analysis are presented below in Table 4.31

**Table 4.31 Summary of One way Analysis of Variance (ANOVA) on the opinions of respondents on State of student welfare provisions in Colleges of Education in Nigerian**

| Source of Variance | Sum of square | Df | Mean square | F | p. | F. critical |
|---|---|---|---|---|---|---|
| Between groups | 954.062 | 3 | 318.021 | 8.013 | .000 | 4.07 |
| Within groups | 31987.474 | 806 | 39.687 | | | |
| Total | 32941.546 | 809 | | | | |

In the table the calculated P. value is .000 which is lower than the 0.05 alpha level of significance which means there is significant difference between the opinions of the four groups of respondents. Therefore, the null hypothesis which states that there is no significant difference in the opinions of stakeholders on the state of students welfare provisions in Nigerian Colleges of Education is hereby rejected.

Furthermore, to determine how significant the stakeholders differ in their opinions the Scheffes' test procedure was employed. The summary of the result is presented below in Table 4.32

**Table 4.32 Results of Scheffes' test on the mean scores of stakeholders on null hypothesis X1**

| (i) Status | (j) Status | Mean Difference (i-j) | Std error | Sig. |
|---|---|---|---|---|
| Management staff | Non-academic staff | 1.55234 | .62774 | .126 |
| | Academic staff | -.58315 | .64113 | .843 |
| | Officials of NCCE | 3.45741 | 1.50941 | .156 |
| Non-academic staff | Management staff | -1.55234 | .64774 | .126 |
| | Academic staff | -2.13550* | .49261 | .000 |
| | Officials of NCCE | 1.90506 | 1.45256 | .633 |
| Academic staff | Management staff | .58315 | .64113 | .843 |
| | Non-academic staff | 2.13550* | .49261 | .000 |
| | Officials of NCCE | 4.04056* | 1.44962 | .052 |
| Officials of NCCE | Management staff | -3.45741 | 1.50941 | .156 |
| | Non-academic staff | -1.90506 | 1.45256 | .633 |
| | Academic staff | -4.04056 | 1.44962 | .502 |

*the mean difference is significant at the 0.05 level.

The test result above revealed that the management staff and the NCCE officials were not significantly different from any of the other groups and between themselves. But the academic staff were significantly different from the non academic staff in their opinions on the state of welfare provisions for students in Nigerian Colleges of Education.

## 4.14 Major findings of the Study.

The major findings of this study are as follows:

i. that staff strength of Colleges of Education was in adequate more especially on the area of staff-student ratio of the Colleges.

ii. that there were provisions of various staff development programmes in Colleges but staff have inadequate access to them.

iii. that the respondents support the opinion that in proper admission exercises were conducted by the Colleges.

iv. that there is poor conduct of examinations in Colleges of Education in Nigeria that does not meet the requirements and guidelines of the National Commission for Colleges of Education.

v. that there is a strong support and agreement that discipline is fairly maintained in the Colleges.

vi. that the majority support that there was proper and good maintenance of plants while a significant minority disagree.

vii. that there is adequate supervision and including instructional supervision in Colleges of Education in Nigeria.

viii. that the colleges of Education adopt and implement organizational decision making process in there adminsitraion.

ix. that the findings support the establishment of communication in the administration of Colleges of Education in Nigeria.

x. that there were fairly ample provisions for the staff welfare in the Colleges of Education in Nigeria..

xi. that there were fairly ample provisions for the students welfare in the Colleges of Education in Nigeria.

**4.15 Discussions of the Major Findings.**

This study evaluated the administration of Nigerian Colleges of Education from 2003 – 2013. Ten aspects of the administration were investigated and a hypothesis was formulated against each aspect and was tested statistically, the results are as follows:

The test of hypothesis I on the staffing situation in Nigerian Colleges of Education revealed no significant difference in opinions of the respondents group and the hypothesis was retained and accepted. This finding is in line with the NCCE monitoring and evaluation exercise reports of 2008 and 2009 which indicated the colleges in conformity with the minimum standard guidelines on staffing. From the data analysis it became evident that all agreed that inadequate staffing was observed during the period under review more especially in the management category of staff.

The findings are in conqurence with the findings of Salman (2010) and his recommendation that the staff-student ration of 1:45 in Colleges of Education should be judiciouslky adhered to in order to iprove NCE students training.

Hypothesis II, test revealed no significant difference in the opinions of respondents group on the state of staff development provision in Colleges of Education. From the analyses it is evident that there are provisions for staff development in the colleges. The

management staff were significantly different from the non-academic but the academic staff were not significantly different from any of the groups. This finding is in line with the NCCE monitoring and evaluation exercises reports of 2008 and 2009 where it revealed that most colleges have in place various staff development programmes but there was inadequate access to the staff.

In the test of hypothesis III revealed no significant difference in the opinions of the stakeholders on students' admission into the Nigerian Colleges of Education. This indicates all agreed there is inproper conduct of admission exercise in the colleges. It is observed that there is a significant difference in the opinions of the academic staff and NCCE officials only. The findings are inconsistent with the NCCE monitoring and evaluation 2011 exercise report which reported compliance to admission policy guidelines in all most all the Colleges of Education visited.

In the test of hypothesis IV significant difference was observed between groups of the stakeholders on the conduct of examination in Nigerian Colleges of Education. The observed difference is between the Academic staff and the NCCE officials and there was no significant difference between the non-academic staff and the management staff as well as between them the NCCE officials. The findings are in line with Iddris 2013 where he reported a divergent situation and the need for all stakeholders in the conduct of examinations in the colleges and call on all to cooperate and arrest the prevailing circumstances of malpractice in examinations.

In the test of hypothesis V, significant difference in the opinions of the respondents on the maintenance of discipline in Nigerian College of Education was tested. The result revealed that the groups differed significantly in their opinions. Therefore the null

hypothesis was rejected. The post hoc test revealed that the significant differences were between the management staff, non-academic staff and the NCCE officials, between non-academic staff and academic staff and the NCCE officials. The findings agree with what was reported by the NCCE monitoring and evaluation reports of 2009 on the state of maintenance of discipline in Nigerian College of Education.

In the test of hypothesis VI significant difference on the maintenance of plants in Nigerian College of Education was tested. The test revealed significance different between the groups in their opinions. The null hypothesis was thus rejected. The post hoc test on the observed significant difference revealed was between the academic staff and all the other groups and it was not significant between any of the other groups. These findings agree with NCCE monitoring and evaluation results of 2008 and 2009 which reported that there is good maintenance of plants in the colleges and there are challenges that require more.

Hypothesis VII on the state of supervision of instruction in Nigerian College of Education was tested. The test revealed significant difference in the opinions of the respondents group. The significant difference was however between the management staff and all the other groups. The null hypothesis was rejected. The other groups did not differ significantly from each other in the result of the post hoc test on the significant difference observed. The analysis is in concurrence with the state of supervision reported by the NCCE monitoring and evaluation of 2008 and 2009 on the colleges in which various internal supervisory indicators of performance were found to be established and functional.

In the test of hypotheses VIII significant difference was revealed between the respondents group on the state of decision-making process in the College of Education. The null hypothesis was thus rejected furthermore, the post hoc test revealed that the

significant difference observed was between the Non-academic staff and academic staff and that the management staff and NCCE officials were not significantly different in their opinions with any other group. The analysis indicates that stakeholders hold positive opinions on the state of decision-making process in the colleges. This is consistent with NCCE monitoring and evaluation of 2011 in which all performance indicators were found in place and decisions were found to be implemented to a large extent.

Hypothesis IX tested for significant difference on the state of communication in Nigerian College of Education. The test revealed significance in the opinions of the stakeholders and therefore the null hypothesis was rejected. The post hoc test revealed that the significant difference observed was between the management staff and the non-academic staff and the academic staff. The NCCE officials were not significantly different from any other group in their opinions.

Although the finding revealed that there was ample establishment of communication there is the need for improvement therefore administrators need to take strators need to take strategies for effective communication and constantly seek to improve their ability to communicate effectively.

In the hypothesis X test for significant difference in the opinions of stakeholders on the state of welfare provisions for staff the result revealed there is a significant difference. The null hypothesis was rejected. However, the test hoc test revealed that the observed difference was only significant between the academic staff and non-academic staff and the management staff and NCCE officials were not significantly different from any other group. The findings are in line with the NCCE monitoring and evaluation exercise of

December 2011 report in which a number of welfare provisions were found to have been provided for staff in most of colleges visited in the exercise.

In the hypothesis XI test for significant difference in the opinions of stakeholders on the state of welfare provisions for students the result revealed there is a significant difference. The null hypothesis was rejected. However, the test hoc test revealed that the observed difference was only significant between the academic staff and non-academic staff and the management staff and NCCE officials were not significantly different from any other group. The findings are in line with the NCCE monitoring and evaluation exercise of December 2011 report in which a number of welfare provisions were found to have been provided for students in most of colleges visited in the exercise.

## 4.16 SUMMARY

This chapter presents the summary of results, analysis and discussions of the data collected from the respondents of this study. The data was collected from eight hundred and ten sampled respondents from twenty six Colleges of Education in Nigeria and sampled officials of the National Commission for Colleges of Education. The number is made up of one hundred and thirty five management staff, three hundred and sixteen non-academic staff, three hundred and thirty nine academic staff and twenty National Commissions for Colleges of Education officials. The data was presented in tables of frequencies and percentage followed by detailed discuissions. It was followed by statstiucal analysis of the ten research questions results. Then the ten hypotheses were tested in whch three were retained and acceted and seven were rejected. A subsequent testing or post hoc Schaffer's test procedure was done on the seven that tested of significant difference. A

detailed discussion of findings of the study followed where the objective of the study were achieved.

**Table 4.33: Results of Hypotheses tests. (ANOVA)**

| Hypotheses | | Sum of squares | Df | Mean square | F | Sig |
|---|---|---|---|---|---|---|
| There is no significant difference in the opinions of stakeholders on staffing situation in Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 347.086<br>27422.817<br>27769.902 | 3<br>806<br>809 | 115.695<br>34.023 | 3.400 | .017 |
| There is no significant difference in the opinions of stakeholders on the state of staff development provisions in Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 327.642<br>23733.001<br>24060.643 | 3<br>806<br>809 | 109.214<br>29.445 | 3.709 | .011 |
| There is no significant difference in the opinions of stakeholders on students' admission into Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 298.790<br>21814.950<br>22113.740 | 3<br>806<br>809 | 99.597<br>27.066 | 3.680 | .012 |
| There is no significant difference in the opinions of stakeholders on the conduct of examinations in Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 722.708<br>26521.658<br>27244.365 | 3<br>806<br>809 | 240.903<br>32.905 | 7.321 | .000 |
| There is no significant difference in the opinions of stakeholders on the maintenance of discipline in Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 2018.741<br>29139.881<br>31158.622 | 3<br>806<br>809 | 672.914<br>36.154 | 18.613 | .000 |
| There is no significant difference in the opinions of stakeholders on the maintenance of plants in the Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 2730.461<br>32489.120<br>35219.580 | 3<br>806<br>809 | 910.154<br>40.309 | 22.579 | .000 |
| There is no significant difference in the opinions of | Between groups | 3269.593<br>30008.813 | 3<br>806 | 1089.864<br>37.232 | 29.272 | .000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| stakeholders on supervision of instruction in Colleges of Education in Nigeria. | Within groups<br>Total | 33278.406 | 809 | | | |
| There is no significant difference in the opinions of stakeholders on decision-making process in Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 635.669<br>37112.431<br>37748.100 | 3<br>806<br>809 | 211.890<br>46.045 | 4.602 | .003 |
| There is no significant difference in the opinions of stakeholders on the state of communication in Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 1455.181<br>31919.151<br>33374.332 | 3<br>806<br>809 | 485.060<br>39.602 | 12.248 | .000 |
| There is no significant difference in the opinions of stakeholders on the state of staff and students welfare provisions in Colleges of Education in Nigeria. | Between groups<br>Within groups<br>Total | 954.062<br>31987.474<br>32941.536 | 3<br>806<br>809 | 318.021<br>39.687 | 8.013 | .000 |

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter presents the summary of this research work Evaluation of the Administration of Colleges of Education in Nigeria (2003 – 2012)". It provides conclusions and recommendations.

To evaluate the administration of these colleges, ten aspects of the administration were investigated. They include staffing, staff development, conduct of student's admission and examinations of the colleges. The maintenance of discipline and plants of the colleges. The state of supervision of instructions and decision – making process in the colleges. The establishment of communication and provisions of staff and students welfare of the colleges. Ten objectives were outlined, ten research questions were raised and ten hypothesis were formulated. A questionnaire made up of a hundred items was developed and administrated to selected stakeholders. Responses of the stakeholders were collected, analyzed and interpreted. The summary of the work is provided below:

### 5.2 Summary of the Study

This research work investigated the administration of Colleges of Education in Nigeria from 2003 – 2012. The introductory chapter one traced the place of Colleges of Education in the educational system of Nigeria. The colleges were established to train teachers for our primary and secondary levels which they are seemingly fairly doing. Some of the problems lamented in the colleges performances were outlined as the problems of the study over which the objectives, research questions, hypotheses and basic assumptions of the study were formulated or outlined accordingly. The significance of the study underscored the importance attached to Teacher Education in our education system. The

scope of the study focuses the performance of the administrator's on the identified aspects of the overall administration of the colleges and had a nationwide coverage of the Colleges of Education in Nigeria.

The study reviewed related literature in which views of scholars and researchers were referred to in discussing the sub-headings which begins with conceptual framework of the study. The concept of administration was discussed. The eleven aspects of the administration were detailed in relation to the Colleges of Education. They include staff strength and staff development; student's admission and examination, maintenance of discipline and plants. Others include Supervision, decision making process, communication and lastly staff and students welfare provisions. Recent research reports of the NCCE were referred to in all cases in addition to submissions of some scholars. A summary of some recent empirical works concluded the chapter.

The methodology used for the research study was the descriptive survey method. The survey approach collect data on existing condition and interpret using sampling technique upon which generalization is made. The population of the study included all the management staff, all academic staff, all non-academic staff in Nigerian Colleges of Education including all senior staff of concerned Departments in the National Commission for Colleges of Education in Abuja which total to 13399 in all. The cluster, randomization and stratified random sampling techniques were employed. The six geopolitical zones were considered as clusters and two states were used from each cluster and taking 30% of each of the population groups a rounded sample size of 1000 was used.

The validity of the questionnaire instrument was confirmed by scholars. A pilot study was also carried out to confirm the reliability co-efficient at 0.813. the questioonaire

was based on 5 point Likert rating scale score. It was administered to all selected states and their Colleges of Education and only 74 copies of questionnaires sent to Borno state were not returned. 810 copies of the questionnaire were returned and used for analysis. One way analysis of variance was use at 0.05 level of significance.

The data collected was presented, analyze and discussed. The opinions of the respondents on the ten aspects of administration were presented in tables of frequencies and percentages. Detailed discussion of the results and their implications followed the tables.

The eleven hypothesis were tested and ten hypothesis were rejected while only one was accepted. A subsequent post hoc Schaffer's test procedure was done that showed the extent of difference on the 10 hypothesis.

A summary of the major findings of the study and there discussion conclude the chapter where the objectives of the study were achieved. They include that staff strength was in adequate and need improvement, that organizational decision making process was properly adopted or made on the Colleges and that there are fairly ample provisions of staff and students welfare in Colleges of Education in Nigeria.

## 5.3 Conclusions.

This research work evaluated the administration of Nigerian Colleges of Education. It investigated ten aspects of the administration to assess the overall performance of the administration. The aspects were the staff strength, staff development programmes, conduct of admission and examinations in the colleges. The maintenance of discipline and plants of the colleges. Others are the state of supervision, organizational decision-making process, communication and welfare provisions for staff and students in the colleges.

i. The analyses of data collected on staff strength concluded that it is inadequate in the colleges more especially there is need for improvement of the staff – student ratio in all most all the colleges. It also showed there are clearly outlined requirements, procedures for recruitments and placements of staffs adhered to by the administrations.

ii. There are satisfactory staff development programmes provisions in the colleges but staff do not have accesses to them.

iii. It was also concluded that the colleges conduct improper admission exercise on the discrepancies reported in some colleges may also be taking place hand-in-hand with either the knowledge or consent of the administration or without their knowledge and consent.

iv. Opinions of the respondents support that Nigerian Colleges of Education poorly conduct their examinations more especially it is not only the lecturers that are left to invigilate examinations as required by the guidelines.

v. A strong opinion of support and agreement that discipline is maintained faily in the administration of the colleges was observed from the data.

vi. It is also evidently concluded from the opinions of the respondents that there is good maintenance of plants of the colleges.

vii. The results also confirmed that the various aspects of supervision are in place and supervision of instructions is undertaken in the colleges accordingly.

viii. The analyzed data revealed an obvious support for the adoption and implementation of organizational decision-making process in the administration of the colleges.

ix. It is also concluded from the analyzed data that the medium of communication is satisfactorily established in the colleges.

x. The research findings conclude that there are fairly ample provisions for staff welfare necessities in most of the campuses of Colleges of Education in Nigeria.

xi. Lastly the research findings conclude that there are fairly ample provision for students' welfare services in the campuses of Colleges of Education in Nigeria.

The analyzed result expressed very high agreement that the administrations of colleges of education have performed inadequately on the face of the challenges in the administration of their colleges during the period under review. Their performances in other aspects of administration not addressed by this research work such as funding or financial management or compilation of examination results could all have multiple effect on other aspects of administration. Or it could be from items not covered by this research work but are under the aspects covered by this research work. On the other hand, if the respondents were not bias and just wanted to maintain the status-co the conclusions of this research work will be otherwise.

## 5.4 Recommendations.

This research work evaluated the administration of Nigerian Colleges of Education. Based on the findings and conclusions of the study the following recommendations are forwarded.

1. The staff strength was found to be inadequate and much is needed to meet the required staff – student's ratio which is reported inadequate. There should be perfectly adequate number of staff to handle the teeming population of students in these colleges for the fact that the shortfall would continue to have bad effects.

2. The findings of this research revealed that, various staff development programmes are available but staff do not have access to them. Therefore it is highly recommended that the colleges provide constant accesses to them for it will enhance personnel capacity development.
3. The investigation revealed that poor admission exercises were conducted by the colleges. Therefore it is recommended that the colleges take more water – tight measures to curtail discrepancies that are commonly happening in their campuses everywhere.
4. The research work also revealed that there is poor conduct of examinations by the colleges observed in the involvement of non-academic in invigilation of examination. Therefore, it is recommended that strictly the academic staff should conduct the invigilation of examinations in the colleges.
5. The findings of this research work indicate that discipline is fairly maintained in the colleges. Therefore there is the need to adequately inculcate discipline in these future teachers through adequate maintenance and promotion of discipline in the colleges. It is highly recommends that the colleges continue to adopt tough measures that would not only maintain and promote discipline but go further on to curtail all types of indiscipline in their campuses.
6. The findings of this research is that there is good maintenance of plants in the colleges. However, that is not to say all is near to an ideal situation. It is not all round adequate but good. Therefore there is the need to adopt modern strategies to achieve better maintenance. Consequently it is recommended that in order to build the much needed maintenance culture of all stakeholders in the maintenance the

colleges should continue to explore modern maintenance strategies, taking advantage of new technologies in maintenance of their infrastructures, equipments and facilities.

7. The research findings confirmed that there is supervision in the colleges. There is supervision of instructions in the colleges. Nonetheless there is need to improve and make it better and adequate. It is therefore recommended that in order to maintain the tempo, modern methods and techniques of supervision should be employed by the administrations of the colleges.
8. The findings of this research work revealed that organizational decision-making process was properly adopted in the administration of the colleges. Thus there is the need to maintain it, and in order to do that there is the need to constantly update the participants in the process through periodic seminars and workshops on the necessity and significance of participatory decision-making in organizations.
9. This research work findings revealed that communication is also established in the colleges. All stipulated lines and types of communication are available in almost all colleges. However, the internet connectivity seems to be inadequate in the colleges. Therefore, it is recommended that the internet connectivity in the colleges be made stronger of high speed to enhance both teaching and learning. This recommendation underscores the significance of internet connectivity in today's world of teaching, learning, business and communication.
10. This research work findings indicated that there is fairly ample provisions for staff welfare in the colleges. Therefore it is recommended that adequate welfare

provisions should be provided for staff such as more staff quarters, more and better modern facilities and services in the colleges.

11. Lastly, the findings indicated that there is fairly ample provisions for students welfare in the colleges. Therefore it is recommended that adequate welfare provisions for students should be provided such as more hostels, recreational and sports facilities and services.

## 5.5 Suggestions for Further Studies.

This research work evaluated the administration of the Colleges of Education in Nigeria (2003- 2012). It investigated eleven identified important aspects of the administration. On the basis of the findings and conclusions of this research, the following suggestions for further studies are hereby forwarded:

i. A research work on other aspects of the administration such as an evaluation on the impact of funding in the administration of the Colleges of Education.

ii. A research work of evaluation on other items of the aspects of the administration studied in this research work.

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# QUESTIONNAIRE ON EVALUATION OF THE ADMINISTRATION OF COLLEGES OF EDUCATION IN NIGERIA (2003-2012)

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

Dear Respondents,

This is a research questionnaire designed to solicit responses from you on Evaluation of the Administration of Colleges of Education in Nigeria . It is purely an academic exercise which is part of the requirements for the award of PhD Certificate in Educational Administration and Planning of the University.

Therefore, please feel free to respond honestly to the statements indicating your position on the issues raised by making a (√) where appropriate. Your responses would also be treated with high degree of confidentiality.

Yours sincerely,

**Hamza Alhaji Sulaiman.**

**Section A: Bio-data**

**Instructions**: Please (√) in the space provided for the option which best represents your position in this section.

1. Geo-political zones
   a. North-West [ ]
   b. North-Central [ ]
   c. North-East [ ]
   d. South-West [ ]
   e. South-South [ ]
   f. South-East [ ]

2. States

| | |
|---|---|
| Anambra | [ ] |
| Benue | [ ] |
| Borno | [ ] |
| Enugu | [ ] |
| Delta | [ ] |
| Kano | [ ] |
| Niger | [ ] |
| Lagos | [ ] |
| Rivers | [ ] |
| Yobe | [ ] |
| Zamfara | [ ] |
| Oyo | [ ] |

3. Respondent college _____

4. Type of college: State [ ] Fed [ ] private [ ]

5. Age:

| | |
|---|---|
| 23-27 years | [ ] |
| 28-32 years | [ ] |
| 33-37 years | [ ] |
| 38-42 years | [ ] |
| 43-47 years | [ ] |
| 48 years and above | [ ] |

6. Highest qualification

| | |
|---|---|
| Ph.D | [ ] |
| Master's Degree | [ ] |
| First Degree | [ ] |
| Diploma/NCE | [ ] |

7. Status:

| | |
|---|---|
| Management Staff | [ ] |
| Academic Staff | [ ] |

Non-Academic Staff [ ]

8. Years of experience

1-5 years [ ]

6-10 years [ ]

11-20 years [ ]

21-25 years [ ]

26 years and above [ ]

**Sections B to K**

**Instructions**: Please tick (√) to indicate your opinion in the column/row provided against each statement in this section. Please do not tick more than once for each statement. Your responses are graded as follows:

SA Strongly Agree = 5 Points
A Agree = 4 Points
UD Undecided = 3 Points
D Disagree = 2 Points
SD Strongly Disagree = 1 Point

**Section B: Staffing Situation in Colleges of Education in Nigeria**

| | | **SA** | **A** | **UD** | **D** | **SD** |
|---|---|---|---|---|---|---|
| 1 | There are laid down requirements of staff both Academic and non Academic in each department. | | | | | |
| 2 | There is laid down procedure for recruitment of new staff. | | | | | |
| 3 | The staff in my college are recruited based on merit. | | | | | |
| 4 | Academic staff in my department have minimum of second class lower division in their first degree. | | | | | |
| 5 | All academic staff in my department have educational qualification. | | | | | |
| 6 | My department maintains the recommended staff student ratio of 1:25. | | | | | |
| 7 | My department maintains the required number of academic and non-academic staff. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | The college adheres to the laid down procedures and processes for recruitment exercise. | | | | | |
| 9 | Non-academic staff in the college are properly placed. | | | | | |
| 10 | There is no role conflict in the performance of staff in the discharge of their duties. | | | | | |

**Section C: Staff Development in Colleges of Education in Nigeria**

| | | **SA** | **A** | **UD** | **D** | **SD** |
|---|---|---|---|---|---|---|
| 11 | There is laid down criteria for promotion in my college. | | | | | |
| 12 | There are regular promotion exercises conducted in my college. | | | | | |
| 13 | There is provision for right of appeal to staff in my college. | | | | | |
| 14 | There is provision of sponsorship for higher degrees for academic staff in my college. | | | | | |
| 15 | There is provision for staff sponsorship to local workshops and conferences in my college. | | | | | |
| 16 | There is provision of sponsorship for senior staff to international workshops and conferences in my college. | | | | | |
| 17 | My college provides financial support for publication to academic staff. | | | | | |
| 18 | There is provision of financial support for organizing seminars and conferences in my college. | | | | | |
| 19 | There are disciplinary measures taken against academic staff that failed to go for Master Degree in my college. | | | | | |
| 20 | There are other incentives given to staff on study leave in my college. | | | | | |

**Section D: Students' admission into Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 21 | My college regularly conducts admission exercise. | | | | | |
| 22 | My college widely advertises the admission exercise through all media outputs. | | | | | |
| 23 | Screening tests are given to students before offering admission by the college. | | | | | |
| 24 | My college annually sells adequate application forms for admission. | | | | | |
| 25 | My college strictly admits only candidates with minimum requirements. | | | | | |
| 26 | My college admits candidates without minimum requirements only into Arts and Social Science related courses and not into science related courses. | | | | | |
| 27 | My College admits some candidates without minimum requirements into science and technical related courses as it does for Arts and Social Science related courses. | | | | | |
| 28 | My college widely advertises released admission to the notice of all applicants. | | | | | |
| 29 | My college conducts admission exercise within the specified period. | | | | | |
| 30 | Orientation programmes for fresh students are regularly conducted in my college. | | | | | |

**Section E: Conduct of Examinations in Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 31 | Required examinations at the end of each of the two semesters in every session are conducted by my college. | | | | | |
| 32 | In my college course lecturers submit both questions and marking schemes before hand. | | | | | |
| 33 | In my college only the lecturers are entrusted with invigilation of examinations. | | | | | |
| 34 | In my department course lecturers are given specified period within which to mark and return their scripts. | | | | | |
| 35 | My college sanctions course lecturers that failed to meet deadline of marking examination scripts. | | | | | |
| 36 | My department and college release and give students results as at when due. | | | | | |
| 37 | Students with genuine complains on examinations are given opportunity to present their case in my college. | | | | | |
| 38 | My department and college maintain the guideline of 60% examination and 40% C.A. in all courses of study. | | | | | |
| 39 | My college has functional examination disciplinary committee. | | | | | |
| 40 | My department and college keep and maintain proper examination records of their students. | | | | | |

**Section F: Maintenance of Discipline in Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 41 | My college recognizes the education law that provided the legal bases for discipline. | | | | | |
| 42 | The curriculum of my college provides for the inculcation of discipline and for development of self-discipline by students. | | | | | |
| 43 | My college has functional students' disciplinary committee. | | | | | |
| 44 | In my college disciplinary actions are taken against erring students. | | | | | |
| 45 | There is also functional staff disciplinary committee in my college. | | | | | |
| 46 | There are satisfactory implementations of staff disciplinary committee's decisions by my college. | | | | | |
| 47 | There are laid down rules and regulations to curb indiscipline in my college. | | | | | |
| 48 | All stakeholders in the promotion of discipline in my college are dutiful. | | | | | |
| 49 | There are adequate provision or establishment of all factors that promote discipline in my college. | | | | | |
| 50 | There is effective guidance and counseling services in my college that promote discipline. | | | | | |

**Section G: Maintenance of Plants in Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 51 | My college recognizes planning in maintenance of college plant. | | | | | |
| 52 | My college acknowledges the fact of undertaking maintenance for all purposes. | | | | | |
| 53 | My college recognized the need to adopt planned preventive maintenance approach. | | | | | |
| 54 | All stakeholders are aware of their roles in the maintenance of facilities in my college. | | | | | |
| 55 | My college adopts modern strategies of school plant maintenance. | | | | | |
| 56 | My college works against the common problems that militate against effective planned maintenance. | | | | | |
| 57 | My college periodically assesses the stakeholders in maintenance of the plant. | | | | | |
| 58 | The works department in my college performs its schedule of duties. | | | | | |
| 59 | There is good maintenance culture of various equipments and instruments in my college. | | | | | |
| 60 | Other support services facilities are well maintained in my college. | | | | | |

**Section H: Supervision of Instruction in Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 61 | My college recognized the education law that established legal bases for supervision in C.O.E.s. | | | | | |
| 62 | The National Commission for Colleges of Education provides adequate external supervision on my college. | | | | | |
| 63 | My college has established lines for internal supervision of instructions. | | | | | |
| 64 | The management team in my college performs their supervisory duties. | | | | | |
| 65 | The Academic Board in my college provides adequate academic supervision. | | | | | |
| 66 | In my college Deans and HODs delegate senior staff in instructional supervision. | | | | | |
| 67 | My college supports and cooperates with the NCCE in conducting its statutory supervisory inspections of the college. | | | | | |
| 68 | In my college the principles of supervision are observed in the conduct of instructional supervision. | | | | | |
| 69 | Modern methods of supervision are employed in instructional supervision in my college. | | | | | |
| 70 | The conduct of instructional supervision in the college promotes both lecturers efficiency and students learning. | | | | | |

**Section I: Decision-Making Process in Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 71 | My college recognizes and employs organizational decision-making process in the administration of the college. | | | | | |
| 72 | My college administration acknowledges and observes the basic elements in decision-making in their administration. | | | | | |
| 73 | My college acknowledges and observes the different decision-making styles of managers in the administration of the college. | | | | | |
| 74 | My college efficiently adopts the committee system for decision making at the management level. | | | | | |
| 75 | My college efficiently adopts the committee system for decision making at their schools level. | | | | | |
| 76 | My college efficiently adopts the committee system of decision-making at their departmental level. | | | | | |
| 77 | In my college all established committees hold regular meetings. | | | | | |
| 78 | In my college all established committees keep up to date records of their meeting proceedings. | | | | | |
| 79 | My college occasionally employs the use of ad-hoc committees to decide and carry out certain administrative duties. | | | | | |
| 80 | Submitted decisions of various committees are to a large extent implemented in my college. | | | | | |

**Section J: Communication in Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 81 | My college has established the stipulated lines of communication as in the administrative structure. | | | | | |
| 82 | In my college the flow of communication to all directions is maintained. | | | | | |
| 83 | My college employs all types of communication in the task of administration. | | | | | |
| 84 | The Management Information System (MIS) unit is adequately established in my college. | | | | | |
| 85 | My college has established a functional postal service. | | | | | |
| 86 | My college has provided a functional internet connectivity. | | | | | |
| 87 | My college has established feed-back system in the administration of the college. | | | | | |
| 88 | In my college there are effective lines of communication with both Academic and non-academic staff. | | | | | |
| 89 | In my college there are effective lines of communication with the students. | | | | | |
| 90 | My college operates a defined policy in their communication with the public and the immediate communities. | | | | | |

**Section K: Staff and Students Welfare Provisions in Colleges of Education in Nigeria**

| | | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 91 | In my college staff salaries are paid regularly in time. | | | | | |
| 92 | My college pays other staff emoluments as at when due. | | | | | |
| 93 | In my college there is provision for staff to secure various types of loans. | | | | | |
| 94 | In my college ample staff residential accommodation has been provided in the campus. | | | | | |
| 95 | There are adequate health-care facilities in my college. | | | | | |
| 96 | There is adequate availability of lecture halls, classrooms and offices in my college. | | | | | |
| 97 | My college operates students' favourable admission, progression and graduation policies. | | | | | |
| 98 | My college operates students' favourable expulsion and withdrawal policies. | | | | | |
| 99 | My college promotes students' unionism, club and societies as part of students' welfare. | | | | | |
| 100 | My college provides ample library services, sports, recreational and leisure equipment and facilities for both staff and students welfare. | | | | | |

**Appendix II**

**Table 4.2.1 Rate of return of questionnaires from the sampled Colleges of Education.**

| S/N | Colleges | Distribution | Returned % | |
|---|---|---|---|---|
| 1. | Sir kashim Ibrahim C.O.E Maiduguri | 37 | 00.00% | |
| 2. | Umar Ibn Ibrahim El-kanem F.C.E Bama | 37 | 00.00% | |
| 3. | C.O.E Gashua | 37 | 35 | 94.5 |
| 4. | F.C.E Potiskum | 37 | 32 | 86.4 |
| 5. | F.C.E kano | 37 | 30 | 81.0 |
| 6. | Sa'adatu Rimi C.O.E Kumbotso Kano | 37 | 30 | 81.0 |
| 7. | F.C.E Gusau | 37 | 33 | 89.1 |
| 8. | C.O.E Maru | 37 | 34 | 91.8 |
| 9. | F.C.E (T) Omaki | 37 | 33 | 89.1 |
| 10. | C.O.E Sita Port Harcourt | 37 | 34 | 91.8 |
| 11. | D.S College of P.E Sapele | 37 | 30 | 81.0 |
| 12. | C.O.E Warri | 37 | 33 | 89.1 |
| 13. | F.C.E (T) Umunze | 37 | 34 | 91.8 |
| 14. | C.O.E Nsugbe | 37 | 33 | 89.1 |
| 15. | National F.C.E Nsukka Enugu | 37 | 30 | 81.0 |
| 16. | Osisa (Tech) C.O.E Enugu | 37 | 30 | 81.0 |
| 17. | C.O.E Minna | 37 | 34 | 91.8 |
| 18. | F.C.E Kontagora | 37 | 31 | 83.7 |
| 19. | C.O.E Katsina Ala | 37 | 35 | 94.5 |
| 20. | C.O.E Oju | 37 | 33 | 89.1 |
| 21 | St Agustine F.C.E Akoka lagos | 39 | 32 | 82.0 |
| 22. | Ansaruddeen C.O.E Oshodi Lagos | 39 | 35 | 89.7 |
| 23. | Adeniran C.O.E Lagos | 39 | 35 | 87.1 |
| 24. | F.C.E Oyo | 39 | 34 | 87.1 |
| 25. | Delar C.O.E Ibadan | 39 | 34 | 87.1 |
| 26. | Muftahu Olanihun C.O.E Ibadan | 40 | 36 | 90.0 |
| 27. | National Commission for C.O.E Abuja | 25 | 20 | 90.0 |
| | Total | 1000 | 810 | 81% |

## Appendix III

**Table 4.2.2: Rate of return of questionnaires according to the groups of respondents**

| S/N | Respondents | Questionnaires distributed | | Returned questionnaires | Percentages |
|---|---|---|---|---|---|
| 1. | Management staff | 156 | 15.6 | 135 | 86.5 |
| 2. | Academic staff | 410 | 41 | 339 | 82.6 |
| 3. | Non-Academic Staff | 409 | 40.9 | 316 | 77.2 |
| 4. | N.C.C.E Officials | 25 | 2.5 | 20 | 80 |
| | **Totals** | **1000** | | **810** | **81** |

## Appendix IV

**Table 4.2.3 Responses of Respondents on Geo-Political Zones**

| Geopolitical zone | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| No response | 8 | 1.0 | 1.0 | 1.0 |
| North west | 201 | 24.8 | 24.8 | 25.8 |
| North central | 102 | 12.6 | 12.6 | 38.4 |
| North east | 41 | 5.1 | 5.1 | 43.5 |
| South east | 162 | 20.0 | 20.0 | 63.5 |
| South west | 153 | 18.9 | 18.9 | 82.3 |
| South south | 143 | 17.7 | 17.7 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |

**Appendix V**

**Table 4.2.4 Responses of Respondents on State.**

| State | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| N/R | 12 | 1.5 | 1.5 | 1.5 |
| Anambra | 71 | 8.8 | 8.8 | 10.2 |
| Benue | 46 | 5.7 | 5.7 | 16.0 |
| Borno | 22 | 2.7 | 2.7 | 18.7 |
| Enugu | 71 | 8.8 | 8.8 | 27.5 |
| Delta | 52 | 6.4 | 6.4 | 33.9 |
| Kano | 138 | 17.0 | 17.0 | 50.9 |
| Niger | 63 | 7.8 | 7.8 | 58.7 |
| Lagos | 117 | 14.4 | 14.4 | 73.1 |
| Rivers | 73 | 9.0 | 9.0 | 82.1 |
| Yobe | 30 | 3.7 | 3.7 | 85.8 |
| Zamfara | 71 | 8.8 | 8.8 | 94.5 |
| Oyo | 44 | 5.4 | 5.4 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |

**Appendix VI**

**Table 4.2.5 Responses of Respondents on Type of College.**

| Type of college | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| N/R | 19 | 2.3 | 2.3 | 2.3 |
| State | 405 | 50.0 | 50.0 | 52.3 |
| Federal | 270 | 33.3 | 33.3 | 85.7 |
| Private | 116 | 14.3 | 14.3 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |

## Appendix VII

### Table 4.2.6 Responses of Respondents on Age

| Years | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| N R | 14 | 1.7 | 1.7 | 1.7 |
| 23-27 | 48 | 5.9 | 5.9 | 7.7 |
| 28-32 | 55 | 6.8 | 6.8 | 14.4 |
| 33-37 | 164 | 20.2 | 20.2 | 34.7 |
| 38-42 | 216 | 26.7 | 26.7 | 61.4 |
| 43-47 | 179 | 22.1 | 22.1 | 83.5 |
| 48 and above | 134 | 16.5 | 16.5 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |

## Appendix VIII

### Table 4.2.7 Responses of Respondents on Sex

| Sex | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| N/R | 18 | 2.2 | 2.2 | 2.2 |
| Male | 517 | 63.8 | 63.8 | 66.0 |
| Female | 275 | 34.0 | 34.0 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |

## Appendix IX

**Table 4.2.8 Responses of respondents on Highest Qualification**

| Highest Qualification | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| N/R | 11 | 1.4 | 1.4 | 1.4 |
| PHD | 108 | 13.3 | 13.3 | 14.7 |
| Master degree | 389 | 48.0 | 48.0 | 62.7 |
| First degree | 231 | 28.5 | 28.5 | 91.2 |
| Diploma/NCE | 71 | 8.8 | 8.8 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |

# Appendix X

**Table 4.2.9 Responses of Respondents on Status.**

| Status | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| Management staff | 135 | 16.7 | 16.7 | 16.7 |
| Non-academic staff | 316 | 39.0 | 39.0 | 55.7 |
| Academic staff | 339 | 41.9 | 41.9 | 97.5 |
| Official of National Commission | 20 | 2.5 | 2.5 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |

# Appendix XI

**Table 4.2.10 Responses of Respondents on Years of Experience**

| Years of experience | Frequency | Percentage | Valid percentage | Cumulative percentage |
|---|---|---|---|---|
| N/R | 1 | .1 | .1 | .1 |
| 1-5 | 80 | 9.9 | 9.9 | 10.0 |
| 6-10 | 139 | 17.2 | 17.2 | 27.2 |
| 11-20 | 190 | 23.5 | 23.5 | 50.6 |
| 21-25 | 266 | 32.8 | 32.8 | 83.5 |
| 26 and above | 134 | 16.5 | 16.5 | 100.0 |
| Total | 810 | 100.0 | 100.0 | |