

**APPRAISAL OF STAFF DEVELOPMENT PROGRAMMES
FOR LECTURERS IN COLLEGES OF EDUCATION,
SOUTH-EAST OF NIGERIA**

BY

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**UNIVERSITY OF NIGERIA
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DEDICATION

This work is dedicated to my father in heaven the almighty God the giver of life, who preserved my life in his power and saw me through this work. To him be all the glory.

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ABSTRACT

The study appraised staff development programmes for lecturers in Colleges of Education, South East of Nigeria. The purpose of the study was to find out if the staff development programmes for lecturers in Colleges of Education, South East of Nigeria is in line with the National Commission for Colleges of Education (NCCE) Manual on Staff Development. The study adopted the descriptive survey research design. An intact population of 1329 lecturers (772 from federal and 557 from state colleges of education) were used, so there was no sampling as the number was small enough to be handled. A 32-item researcher designed questionnaire was used as the instrument for data collection. Data collected was analyzed using mean scores and standard deviation to answer the five research questions, while Z-test was employed to test the four null hypotheses formulated to guide the study, at 0.05 level of probability. It was found that to a great extent the colleges of education South East of Nigeria complied with the NCCE Staff Development Manual. The implication of this finding is that much is now expected from the lecturers that have been developed. This implies a glimpse of hope that the standard of education in colleges of education and consequently, primary school education, will soon improve. It was recommended among others that the NCCE should not bother to carry out any assessment of the implementation of the Staff Development Manual as this study has provided the necessary information. The resources budgeted for this should be channeled to others areas of need. Also colleges of education should not rest on their oars but ensure that from time to time the lecturers are further developed as education especially for teachers is a continuous process. The NCCE should endeavor to provide Manuals for basic activities in all their institutions for the purpose of guidance, uniformity and reference.

CHAPTER ONE

INTRODUCTION

Background of the Study

Staff development is becoming increasingly important as organizations attempt to come to terms with competitiveness and increased productivity, having recognized career management as a strategy in human capital formation in dynamic environment. Staff development, is a complex concept that defy a simple definition. It is generally accepted however, that staff development refers to the process whereby employees of an organization enhance their knowledge and skills in directions that are advantageous to their role in the organization. Definitions of staff development may be approached from the perspectives of the developer, the employer and the personnel being developed. According to White (2009), staff development makes room for the development of skills; it enhances productivity and quality of work and also builds workers' loyalty to the organization. King (2003) also affirms that it removes performance deficiencies, helps to retain would-be-displaced workers, ensures trained staff workplace security, develops management personnel, and creates career development.

There seems to be a general agreement that staff development engenders high productivity and ensures job security. Rorney (2008) argued that staff development activity has to be process orientated, while Denzo and Robbins (2008) suggested that a significant component of staff development is to facilitate change on a personal, professional and institutional level. Mills & Walter (2002) highlighted the need for human understanding and recognition that the feelings, emotions, humanity and being of the people involved, play an important part in staff development. This being of the people was reinforced by Psacharopoulos & Woodhall (2007) who viewed staff development as self development guided by critical questions and practiced within frameworks that can lead to meeting the

needs of all persons involved in the process. Marriss (2010) defined staff development as the process whereby employees of an organization enhance their knowledge and skills in directions that are advantageous to their role in the organization. This indicates that staff development is a continuous learning process starting from the employee's first year of employment and extending to retirement and increases staff knowledge and skills. In other words, staff development is essentially an on-going process of education, training, learning and support activities concerned with helping staff grow on the job in which they are employed. Many organizations have come to realize that staff development programmes are imperative as they help staff of the organization to be familiar with new trends of activities in their work places. Decenzo & Robbins (2008) agree that professionalized human resource has imbued knowledge, skills, abilities, attitudes, and aptitude which when brought to bear in a teaching-learning situation promotes creativity, excellence, transfer of knowledge, and skills to students.

This in essence brings to limelight why effective manpower development (staff development) should be guarded jealously in any organizations to ensure optimum productivity and actualization of the vision of organization. It is often assumed that development of human skills and knowledge enhances national development. Oketete (2002) asserted that human resources form the critical basis for wealth of nations as well as typify the most essential variables in a country's development. This also, is in consonance with the emphasis on teacher education by the Federal Republic of Nigeria (2004:39), who in her National Policy on Education (NPE), stated that "since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development." Ojerinde (2011) stressed that a major challenge facing teacher education in Nigeria is the production of quality teachers to take care of all the strata of the educational system, hence the need for effective staff development programmes for lecturers in colleges of education in Nigeria. According to

Ozochi in Junaid (2009), teachers are among the most prominent influence that affects not only the students' academic work, but also their social behaviour. This explains the importance of the teacher in the achievement of the nation's educational objectives. In his contribution, Okeke (2004) observed that the aspirations of education can only be achieved through the efforts of teachers. If that is true, then equipping the teachers' trainers by constantly exposing them to new knowledge becomes imperative in order to meet with the current trends in technological advancement in the training of future teachers. The world is full of technological advancement and each passing day is dotted with innovations on how to do things better. The education industry cannot be left out of this technological growth, as students have to be ushered into e-learning pedagogy with Information Communication Technology (ICT) at the fore front of current basic teaching methods. This is to say that lecturers need to embrace new technologies and innovations in teaching as didactic method of teaching is fast becoming obsolete in the 21st century. Staff development programmes offers the lecturers the opportunity to update themselves with these innovations.

In an educational institution, academic staff development aims at improving the teachers' capacities to play their roles and fit in properly in their work plan optimally for higher achievement resulting in quality service delivery. The staff development programme for lecturers may include classroom management, lesson organization, recording and reporting students' work achievement, based on assessable performances, teaching skill, teacher behaviour, teacher administration, material resource management, student management among others (Jamil, Atta, Ali, Balochi and Ayaz, 2011), which can be organized to improve their knowledge and skills for the benefit of the society. Peretormode (2001) sees the benefits of staff development in higher institutions as increased knowledge, skills and development of positive behaviour and attitude to work. When lecturers' knowledge and skills are continuously improved, they will be able to impart the desired

knowledge and skills to their students. This is why every institution that wants to progress invest more on human capital of which staff development is one of such.

Investment in human capital is the greatest asset of any organization as it leads to the required human resources needed for smooth and effective running of the organization. Also, investing in human capital has a competitive advantage as it leads to improved quality of product/services as well as increased volume of production/services, and this explains why some organizations perform better than others. Staff development is required for all staff of every organization/ establishment, whether private or government. Government institutions such as schools depend more on government allocation for their staff development. Every institution that wants to progress invests more in human capital and staff development is one of such investments. The cost of staff development is insignificant when compared to its benefit in the school system. This is probably why, licensing, certification, continuing education and training to retain and grow in skills in the United States, for instance are becoming increasingly important. Heathfield (2009) in estimating what the American society spends on staff development stated that the American Society for Training and Development (ASTD) estimate for U.S. organizations' expenditure on employee learning and development annually was \$109.25 billion with nearly three quarters (\$79.75 billion) spent on internal learning function, and the remainder (\$29.50 billion) spent on external services. The society has also traditionally recommended a minimum of 40 hours of training a year for every employee. This can be more if there is need for training in an entirely new area of knowledge or skill which could help the school system. For instance, the utilization of Information and Communication Technology (ICT), in colleges of education requires staff to be trained in the use of ICT in their teaching. Staff development programmes for lecturers in colleges of education deserves to be given a higher priority for it to achieve its goals. This explains the need to appraise the programme to find out if and how it is being carried out in the colleges of education under study.

The 21st century schools are in the technological age, and as a result tasked with the needs of information. To this end Sparks in Guskey (2000) accentuated the need for staff development and opined that if teachers are to successfully teach their students with higher standards, they must be learning all the time. Through continuous learning and improvement lecturers are better prepared to impart the desired knowledge and experience to the students. Staff development therefore cannot be avoided in school system if the quality learning is to be assured.

Staff development programme in this study is perceived as planned educative activities aimed at providing opportunities for lecturers to acquire requisite skills, knowledge, abilities and aptitudes and attitudes for higher responsibilities and performance at their workplaces. It includes activities designed to update the knowledge and skills of lecturers to expose them to the new methods and approaches in carrying out various activities involved in their teaching and administrative jobs in the colleges of education. Such programmes vary from one organization to the other, depending on the peculiar nature and vision of the organization and may include: On-the-job training: experiences acquired on the job, coaching, further studies, position rotating, specialized, projects; task forces, committee assignments and selective study; as well as off-the-job staff development which include: special, courses, role playing, sensitivity training, multiple management, structured insight and special meeting.

Following the promulgation of the Decree (now Act) No. 3 of 1939, the National Commission for Colleges of Education (NCCE) as a supervisory agency for sub-degree teacher education was established. The NCCE therefore completed the third leg of the tripod of excellence in tertiary education supervision in Nigeria with the other two legs being, the National Board for Technical Education (NBTE) and the Nigerian Universities Commission (NUC). With the Nigeria Certificate in Education (NCE) becoming the basic minimum qualification for entering into the teaching profession in Nigeria, the NCCE has

become more strategic given the fact that she has identified herself with staff development by establishing the Staff Development Manual for colleges of education in Nigeria.(NCCE, 2006) The Commission, which is saddled with the responsibility of advising government on matters affecting colleges of Education such as establishment of colleges of education, conditions of service of personnel; financial needs of the institutions as well as ensuring high standards of teacher education in the country, due to her interest on the growth of staff in the colleges of education, identified with the need for staff development in the colleges. Consequently, she published a manual titled Staff Development Manual for staff of colleges of Education.

According to the National Commission for Colleges of Education (NCCE) Manual (2002) consists of a series of standard practices for staff development in colleges of education in Nigeria, which formed the bases for this study and include, Benefits of staff development programmes; Planning and organization of staff development programmes; Criteria for sponsoring academic staff in staff development programmes; Availability and/or types of staff development programmes and Factors that influence the quantity and quality of staff development programmes.

In other words the study sought to find out if the colleges under study adhere to the laid down best practices by the NCCE in the course of developing their lecturers. The NCCE Minimum standards stipulate that none of the best practices should be reduced or removed but they can be increased or improved upon. This suggests that compliance to these practices imply full adherence to the guidelines.

On the benefits of lecturers' development programmes, NCCE believes that staff development programmes has utilitarian purposes with numerous benefits. The Manual indicates that staff development fosters the growth and development of lecturer, giving the beneficiary a sense of self direction, achievement and self actualization. Also, it supports, motivates and educates employees in that it serves as a source of information on recent

research and methodologies. Staff development programmes promotes cooperation between various lecturers in the same field as an avenue for exchange of ideas and solving each other's problems, thereby promoting cross fertilization of ideas. The Manual further indicates that staff development programmes play an instrument role in helping service providers keep abreast of changes in their respective fields, while increasing teacher's exposure to the best educational practices and learning strategies. It also provides an opportunity for networking with others so that the concerns about educational problems can be effectively handled. The study investigated if the benefit lecturers derived from the staff development programmes are in line with the above.

Staff development programmes like other administrative activities require adequate Planning and organization. The NCCE Manual indicates that the planning and organization of staff development programmes in colleges of education shall be the responsibility of the various departments and schools of each institution and that the concerned heads of departments and deans of schools shall convene meetings to plan for the programme. Senior and competent staffs are to be co-opted in the planning. The committee will consider the alternatives and make necessary choices based on availability of funds. The study sought to find out if the colleges comply with the NCCE Manual on planning and organizationos staff development.

On the criteria for sponsoring academic staff in staff development programmes the Manual indicates that staff to be sponsored for staff development must have served the institution for at least two years. In other words, years of experience are one of the criteria for sponsoring such staff. This implies that the staff must have been confirmed as a permanent staff before being qualified for sponsorship. At this level the provost shall approve the staff development programme on the basis of availability of funds, facilities and equipment which shall be on current and topical issues. The productivity level of staff is

also a criterion, which is provided by the deans of school and heads of departments. Another criterion is the academic needs of the college and job discipline of the lecturer.

The Manual stipulates the following as the available and/or types of staff development programmes approved for the colleges of Education in Nigeria; Academic conferences organized by the commission and departments of the institution; Part-time/Sandwich programmes in universities; Workshops and Seminars organized by departments, school and units; Coaching and Counseling by superiors; Postgraduate courses in universities; Management courses in colleges, professional institutes or universities. A close look at the types of staff development programme above suggests that most if not all the lecturers must have benefited from one staff development programme or the other. This explains the use of ex post facto design and intact population in this study that also tried to find out the available staff development programmes in the colleges.

The NCCE Manual also noted the following as factors that should influence the quantity and quality of staff development programmes; Government policies or new legislation; Degree of change in the external environment; The availability of suitable skills within the existing workforce; Availability of funds and equipment; The extent to which the institution supports the idea of internal Career development; The extent to which management sees training as a motivating factor in their work; and knowledge and skills of those responsible for carrying out training. This is because such programmes are normally designed to produce highly motivated and efficient lecturers that are enterprising so as to improve their work ethics as well as cultivate positive attitude to work. Staff development programmes help to produce lecturers that are effective theoretically and practically in pedagogy who can effectively teach the content of their subject with evidence of continuing pursuit of such knowledge and finally produce staff (beneficiaries) whose:

- Interactions with students consistently demonstrate a genuine caring/respect for individual students

- Lesson plans are exceptional in demonstrating components of a well prepared lesson geared towards students' success.
- Consistently submit accurate records/reports with all appropriate information in a timely manner.
- Consistently implement a classroom discipline plan
- Consistently encourage self-discipline of all students by involving them in establishing standards of behavior.
- Consistently maintain a controlled behavior even in the most difficult/stressful situations and
- Provide appropriate feedback on students' performance to students and the school authority according to the school academic achievement plan.(NCCE 2006)

Lecturers are teachers in colleges of education usually with a minimum qualification of a bachelor's degree in his or her specific field of study. They are engaged in teaching and research. The need for their development through any of the above mentioned means becomes imperative due to the current trends in the field of teaching and research, especially in teacher education. Essentially an effective staff development programme for lecturers provide a framework for developing their career aspirations through learning and projects that enable them have self determination to achieve their career goals. Lecturers mostly involved in teaching, supervision of teaching practice, supervision of students' projects and research. They also serve as mentors to students and carry out administrative duties such as classroom management and control, planning and supervision while the senior ones carry out the duties of heads of departments and deans of schools. Lecturers also constitute members of the academic board that make policies for effective and efficient academic activities in the colleges. It is therefore evident that staff development of lectures requires appraisal to determine if it is administered in the line with the stipulated rules of the

NCCE Manual for the colleges of education. In colleges of education, lecturers are expected to receive continuing staff development programmes to suit the changing work environment and keep abreast with the technological advancement of the 21st century so as to produce teachers that will be able to meet with the educational challenges of our time. One of such challenges is the use of Information and Communication Technology (ICT) in teaching and learning. Unfortunately, most lecturers in colleges of education find it difficult to utilize ICT facilities in their teachings. This has led to continuous use of white boards and a time, black board in teaching by the lecturers. This can be attributed to inadequate staff development programmes for lecturers to improve their skills and begin to use ICT facilities in their teachings. Colleges of education lecturers adopt different methods in teaching their students. Such teaching methods include lecture, seminars, tutorials, practical laboratory demonstrations, field work and e-learning, Multimedia technologies, among others. Lecturers also pursue their own research to contribute to the wider research activities of their department/institution. Many aim to have their research published, either in the form of a book or scholarly article, and this can help raise the profile of their employing institution.

Colleges of Education are tertiary institutions established to produce the Nigeria Certificate in Education (NCE) teachers that teach in primary and secondary schools. Colleges of education are geared towards educating/training of teachers because it is believed that teachers are the greatest resource in the preparation of young people for productive and healthy living in the society. Although the federal ministry of education has made it clear that teachers produced in the colleges of education are to teach in primary schools, in many cases, they teach in secondary schools. Colleges of education are teacher education institutions with the main objective of the production of highly motivated, conscientious, effective and efficient classroom teachers for the primary and post primary levels of the educational system (Federal Republic of Nigeria, 2004). Generally, the NCE programmes in colleges of education last for a minimum of three years, within which the

student is exposed to three inter related areas of emphasis, which includes: a broad liberal education; specialization in one or two teaching subject(s) or field(s) ; and education professional knowledge and skills. Each of these is indispensable in the training of the teachers (NPE, 2004). The NCE qualification not only enables the graduate to teach in primary or secondary schools but also serves as an admission requirement for direct entry into Nigerian universities for reading education courses. In other words colleges of education are feeders to universities in Nigeria. Some of them award bachelor of education degrees in affiliation to universities. Appraising the staff development programmes in colleges of education, is very essential so as to ascertain the suitability of the lecturers that produce teachers that form the foundation of education of this country, for if the foundation is weak the whole educational system stands a risk of collapsing.

Appraisal has been variously conceptualized but the frame work is similar. It implies making of value judgment about a phenomenon in relation to specific objectives. It is the pinnacle of all intellectual or thought process. Appraisal is an outcome of the achievement of particular objective. Business Dictionary Com (2015) describes it as an impartial analysis and evaluation conducted according to established criteria to determine the acceptability, merit, or worth of an item.

Michel Racy (2014), stressed that appraisals are a valuable performance management tool used to evaluate the performance and the value employees provide as well as set goals for the next review period. This study agrees with this concept in that it will provide information for judging and reviewing staff development programme for lecturers in colleges of education in South East Nigeria.

Appraisal is further perceived as the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. It can be seen as the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development.

(managementstudyguide.com/performance-appraisal.htm, 2015). Decenzo (2008) defined it as a quality control of system allowing for the determination at each step in education programme. It means determining the extent to which an administrator succeeds in achieving his objectives. Okpara (1994) pointed out that appraisal makes use of the proceeding cognitive levels. In other words, the proceeding levels of cognitive domain could be subsumed in the evaluation level. It involves making quantitative and qualitative judgment about the extent to which the learning experiences and techniques satisfy set criteria or standards. The process of ascertaining the functionality of educational programs and practices in a systematic manual is called educational evaluation. Appraisal is a process which systematically and objectively attempts to determine the relevance, efficiency, effectiveness and impact of project activities in the light of set objectives. Nworgu (2003) pointed out that appraisal is generally used in two senses. In the first sense, it is used to connote the process of making value judgments or decisions based on empirical data or information made available through measurement. It is also used in a broader and more encompassing sense as a process of seeking, obtaining and quantifying data with a view to making value judgment about objects, events or their characteristics. Grounlund (1976) defined appraisal from two standpoints namely: instructional stand point; as well as from a broader and general sense. From institutional stand point, appraisal may be defined as a systematic process of determining the extent to which instructional objectives are achieved by the learner.

In this study, appraisal is the process of collecting and using information to make decisions about the lecturers' development in colleges of education. The information may be collected using measurement or non-measurement techniques. It includes both quantitative and qualitative description of behaviours plus value judgment concerning the desirability of those behaviours. While definition of appraisal from institutional stand point is concerned with the product of the institution which is the learner, the definition from a

broader and general sense is concerned with assessing every aspect of the institution including human and material resources as well as the educational outcomes. Appraisal implies both the process of getting the information and making value judgments or decisions concerning the information obtained. Elgbaly (2010) defined appraisal as a process aimed at determining the performance of the worker. That is, how the worker should perform his or her work. Appraisal assesses the performance of not only the worker but the level and influence of his or her performance. Appraisal involves both the classroom assessment and the evaluation of school-wide curricular issues. It deals with learning outcomes that demonstrate the ability to judge the value of subject matter that is learned in relation to specific purpose. Nwaogu (1980) defined appraisal as information gathered by less objective methods such as rating scale, anecdotal records and interviews. These objective methods obviously do not lead themselves to measurement by precise, standard units but they are very valuable as a basis for making judgment about the quality of the learners' reactions, learners' methods of work, and other tangible educational outcomes.

Colleges of education in the South East like their counterparts are confronted with numerous roles in the face of various technological changes and advancements. Many of them wish to upgrade their institutions to degree awarding college. Hence the lecturer need to be developed but from the experience of the researcher, many chief executives or provosts take over the sole responsibility of the staff development programme and become partial and favourative in the sponsorship to the agitation of many lecturers, which has often led to conflicts and threats for strike action. Since the NCCE has developed a Manual with specific guidelines on staff development programmes in colleges of education it becomes necessary to appraise it to find out if the colleges adhere to the guidelines on staff development.

Statement of Problem

The overall aim of training and development is to see that the organization has staff with current knowledge needed to attain its goal for quality products. The education industry is not exempted from this goal; it can only be achieved if management of education industry is fully committed to staff development. Development of staff is important for updating them and making staff current in the trend of events in their work places. In colleges of education, lecturers need to be engaged in different staff development programmes so as to improve their knowledge and skills in order to be in line with global trends in technological advancement.

Staff development programmes for lecturers in colleges of education include in-service training, seminars, workshops, conferences, among others. Lecturers need to be involved in staff development programmes if they are to meet up with the innovations in their field of work. When the knowledge and skills possessed by the lecturers are updated through staff development programmes, it will help them in imparting the desired learning experiences which are in line with the current trend in technological advancement to the students. In realization of this the NCCE developed a Manual as a guide to the college administrators on the best practice standards to adopt in their staff development which is mandatory for them to follow. The various academic and administrative roles of lecturers in colleges of education in South East Nigeria, has made it expedient that lecturers should be developed. However, some executives seem to take absolute control of the administration of the staff development programme to the discontent of many lecturers. This has led to conflicts in some colleges in the South East and agitations for an appraisal of the programme. Again it is observed by the researcher that the NCCE Manual developed over five years ago is overdue for a review and appraisal to ascertain if the guidelines are being adhered to and if there is need for an amendment. In other words it is necessary to find out if the Manual is achieving its objective in the colleges and if the colleges are complying

with the guidelines as required. Hence the problem of the study put in a question form would be: To what extent do colleges of education in the South East of Nigeria adhere to the National Commission of Colleges of Education (NCCE) staff development manual for lecturers in colleges of education, South-East of Nigeria?

Purpose of the Study

The general purpose of this study is to appraise the staff development programmes for lecturers in colleges of education in both federal and state in the south East of Nigeria.

Specifically, the study sought to achieve the following objectives:

1. To determine the extent benefits derived from staff development programmes for lecturers in the colleges of education in the South East of Nigeria is in line with those of the NCCE staff development manual.
2. To determine the extent the planning and organization of staff development programmes for lecturers in the colleges of education in the South East of Nigeria are in line with the NCCE manual.
3. To ascertain the extent to which the criteria for sponsoring lecturers for staff development programmes in colleges of education in the South East of Nigeria is in line with the NCCE staff development manual.
4. To find out the extent of the available staff development programmes in colleges of education in the South East of Nigeria are in line with that of the NCCE staff development manual.
5. To find out the extent administrative factors that influence the quality of staff development programmes in colleges of education in the South East of Nigeria are in line with those in the NCCE staff development manual.

Significance of the Study

This research study has both theoretical and practical significance. Theoretically it is anchored on the Lazarus Appraisal Theory of Emotion. In his research, Lazarus specified

two major types of appraisal methods: primary appraisal, which seeks to establish the significance or meaning of an event, secondary appraisal, which assesses the ability of the individual to cope with the consequences of the event. Lazarus described primary appraisals as judgments about the degree of potential harm or threat to well-being that a particular event might introduce. The perception of a threat or the outcome of the event then triggers the secondary appraisal-judgment of the options available to cope with the situation as well as perceptions of how effective such options will be. This study helped to authenticate this theory in that both primary and secondary appraisals were adopted. Firstly the study established the ñhowö of the staff development programmes in colleges of education south east of Nigeria and then using the data collected the ñhowö was interpretation and judgment made on the colleges adherence to the NCCE Manual on staff development.

Practically, the findings will benefit both federal and state ministries of education, National Commission for Colleges of Education (NCCE), researchers, lecturers and administrators of colleges of education. Appraising the staff programmes in colleges of education helped to determine whether the NCCE guidelines are being followed, that is, if the programme is administered in line with the NCCE best practice standard? This is the essence of this study. The NCCE guidelines are reviewed every five years. NCCE manual (2006) This appraisal provided useful information to NCCE for the review of the Manual

The findings on the benefits of staff development programmes will be of immense benefits to the researchers, lecturers, and administrators of colleges of education. It will enable them to know the numerous benefits of staff development. This will motivate lecturers to insist on attending various staff development programmes that will improve their knowledge and skills. The findings will equally help researchers to have a literature base for their studies on staff development. It will help administrators to understand that importance of developing their staff.

The findings on planning process of staff development will help administrators of colleges of education to have knowledge of the various stages and planning required for staff development. This will enable them to adopt such strategies in planning for development of their staff.

The findings on criteria for sponsoring lecturers participation in staff development will enable the lecturers to understand the various criteria which they have to meet up with in order to be eligible for participation in staff development programmes. This will enable them to be able to take advantage of staff development opportunities whenever they arise.

The findings on availability of staff development programmes will enable the lecturers in colleges of education to know the various staff development programmes available for them to benefit from as well as being able to take advantage of such programmes at the right time.

Also, the findings on the factors that influence the quality of staff development will be of benefits to the administrators, lecturers, federal and state ministries of education, and researchers. It will enable them to know that effective performance of an institution is dependent of the quality and strength of its staff members. This will enable the federal and state ministries of education to map out appropriate staff development programmes for lecturers in colleges of education. It will equally enable the lecturers to guard against any substandard staff development programme that is not capable of improving their knowledge and skills.

It will provide information to the National Commission for Colleges of Education (NCCE) on the extent staff development activities in the federal and state colleges of education in the South East of Nigeria.

The National University Commission and its curriculum planners will benefit from this study by using the information derived to structure and review staff development programmes in the universities.

The findings of the study will also be of benefit to students because when adequate staff development programmes are implemented for the lecturers, the lecturers will be able to impart their new knowledge and experiences to the students.

Scope of the Study

The study is delimited to federal and state colleges of education in the South East of Nigeria. Each state in South ñ Eastern Nigeria, has at least one or two colleges of education which are owned by state or federal government. It will focus on types of staff development programmes available for lecturers; the benefits derived from the staff development programmes by lecturers; planning and organization of staff development programmes; criteria for sponsoring academic staff; available staff development programmes; as well as factors that influence the quality of staff development programmes.

Research Questions

The following research questions were formulated to guide the study.

1. To what extent are the benefits derived by lecturers from the staff development programmes in colleges in the South East of Nigeria, in line with the NCCE Manual?
2. To what extent do the planning and organization of staff development programmes in colleges of education in the South East comply with the NCCE manual on staff development programmes.
3. To what extent do the criteria for sponsoring lecturers participation on staff development programmes in colleges of education South East of Nigeria comply with the NCCE staff development manual?
4. To what extent are the available staff development programmes in colleges of education South East of Nigeria, in line with the NCCE Manual?
5. To what extent are the administrative factors that influence the quality of staff development programmes in Colleges of Education, in line with the NCCE Manual?

Hypotheses

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance.

H₀₁: There is no significant difference between federal and state colleges of education with regards to the extent the benefits derived from staff development programmes are in line with the NCCE manual on staff development.

H₀₂: There is no significant difference between federal and state colleges of education with regards to the extent their planning and organization comply with the NCCE manual on staff development programmes.

H₀₃: There is no significant difference between the federal and state colleges of education with regards to the extent their criteria for sponsoring s participation in staff development programmes comply with the NCCE manual.

H₀₄: There is no significant difference between the federal and state colleges of education with regards to the extent available staff development programmes in colleges of education South East of Nigeria are inline with the NCCE Manual.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviewed related literatures under the following subheadings:

Conceptual Framework

- Concept of Appraisal
- Concept of staff/staffing
- Concept of Staff Development
- Concept of College of Education

Theoretical Framework

- Appraisal Theory of Emotion- Richard Lazarus (1991)
- CIPP Evaluation Model- Stufflebeam

Review of Empirical Studies

- Studies on Appraisal
- Studies on Colleges of Education
- Studies on Academic staff
- Studies on Staff Development

Summary of Literature Review

Conceptual Framework

Concept of Appraisal;

Appraisal is a continuous comprehensive process which utilizes a variety of procedures and which is inescapably related to the objective of the educational programme. It is the process of assessing an individual, institution, or a programme to determine the extent to which it is attaining the goals or which it is established in order to determine the areas of strength and weaknesses in order to make necessary amendments to get desired output. People performing a specific task have their individual difference which affects their performances. Because of differences in aptitude, not all attain mastery at the same time. Appraisal then becomes essential. In this context, appraisal is necessary to determine the extent to which colleges of

education adhere to the NCCE guideline on staff development programmes that are mapped out for them.

Appraisal has been variously conceptualized. Duranti (2007) described appraisal as the process of establishing the value of documents made or received in the course of the conduct of affairs, qualifying that value, and determining its duration. According to Flippo (2014), appraisal is a prominent personality in the field of human resource. It is the systematic, periodic and an impartial rating of an employee's excellence in the matters pertaining to his present job and his potential for a better job. Mehrens and Lehman (1991) pointed out that there can be no effective teaching without appraisal. They broadly categorized the purposes of appraisal to include; instructional purposes, administrative purposes, guidance purposes and research purposes.

Michel, (2014) stressed that performance appraisals are a valuable performance management tool to evaluate the performance and value employees provide as well as set goals for the next review period. it is also perceived as the systematic evaluation of the performance of employees to understand the abilities of a person for further growth and development. http://www.ehow.com/about_5070834_performance-appraisal.html. This study agrees with the above concept in that it evaluated the compliance of the colleges under study with the NCCE guideline on staff development

Duranti (2007) stated that appraisal is the process of establishing the value of documents made or received in the course of the conduct of affairs, qualifying that value, and determining its duration. According to Flippo (2014), appraisal is a prominent personality in the field of human resource appraisal is the systematic, periodic and an impartial rating of an employee's excellence in the matters pertaining

to his present job and his potential for a better job. Mehrens and Lehman (2007) pointed out that, there can be no effective teaching without appraisal. They broadly categorized the purposes of appraisal to include; instructional purposes, administrative purposes, guidance purposes and research purposes. Ravallion (2001) pointed out that the overall objective of appraisal is to assess programme effectiveness. This is done by relating programme performances to the stated objectives. In essence, the realized output, costs, services levels input delivery, coverage, participation levels and other performances parameters are compared with the envisaged level in the specific objectives. The extent to which objectives are attained becomes a measure of policy effectiveness. Policy effectiveness can be measured in terms of costs, strategy of delivery, timelessness, coverage, targeting efficiency, and other relevant performances related indicators. In essence, programme evaluators should be clear in their mind about what specific questions they are asking in the evaluation process.

Some authors like Aggarwal (2004), Echeruo, (2009) and Michel, (2014) believe that appraisal, evaluation and assessment are synonymous. To Aggarwal (2004), appraisal is an assessment that determines the extent to which an organization has effectively and efficiently achieved articulated goals and objectives. Echeruo, (2009) sees it as an action of evaluating, assessing and calculating the value of an event, activity or project, leading to a systematic value judgment about the entity being appraised while Michel, (2014) noted that although human resources purists point out the numerous distinctions between the two, in practice, performance appraisal and evaluation are used interchangeably. Both refer to a process by which your employer reviews how well you've done your job and possibly determines any increases in salary or benefits you'll receive as a result. In strict terms, however, an

evaluation generally precedes an appraisal. This study agrees with the above views but intends to refer to this assessment as appraisal.

Michel, (2014) observed that the following objectives apply in appraisals; maintenance of records; identification of the strengths and weaknesses of the entity being appraised; maintaining and assessing the potentials of the entity being appraised, for further growth and development; providing a feedback regarding the performance and related status of the entity being appraised; reviewing the entity being appraised. Michel, (2014) who saw appraisal as an investment for the organization, also listed its advantages as; Promotion, Compensation; Employees Development: Selection Validation and Communication. He stressed that appraisal tries to give worth to a performance, helps in chalking out compensation packages for employees also helps the supervisors to frame training policies and programmes. In addition, it helps to analyze strengths and weaknesses of employees so that new jobs can be designed for efficient employees and in framing their future development programmes

Other related to the ways in which appraisal helps the school administrators in taking decisions about activities that affect the entire schools according to Okoh (2000) include; Selection implies accepting or rejecting a particular candidate for a given opportunity. The need for selection may arise when there are limited opportunities in relation to the number of candidates and when a particular job or test requires candidates with special skills. In any of these cases, appraisal provides the only objective basis for selecting right candidate; Classification or deciding which programme a candidate is best suited for. Classification is involved when a form teacher or principal decides on who should enroll in commercial, technical or

grammar school and decisions such as these demand same data on the individual's ability, performance and interest. This can only be provided through appraisal.

Appraisal also helps to decide the appropriate level in a programme at which an individual should be placed. Examples of placement include asking a student to go back to lower class, remain in the same class or go over to a higher class. Through appraisal, data on curriculum planning can be obtained on the adequacy or otherwise of the curriculum. Such data helps in effective planning of the curriculum. They form the basis for necessary modifications and improvements of the curriculum. After completing a particular educational programme, there should be evidence of what each individual was able to acquire in terms of knowledge, attitude and skills from the programme. This is important particularly for employment purposes. Appraisal provides the evidence needed for certification at all levels.

In the view of Ali, (2006) appraisal as a data can be obtained for, proper academic development. Appraisal reveals individual's areas of strengths and weaknesses. Such diagnostic information serves as a basis for providing academic guidance for individual. For instance, the individual could be guided with regard to which subjects to offer or where to lay greater emphasis on; making proper vocational decisions- Students need to be properly guided in making vocational decisions. The necessary data for such guidance as vocational interest, academic ability, aptitude etc. are provided by appraisal. Students as well as other individuals need to be assisted to overcome their social-personal problems. To offer such assistance, counselors require a good deal of information about such individuals. This can only be provided through appraisal.

Appraisal plays important role in research. Research essentially deals with the collection, analysis and interpretation of data. All of these aspects of research involve

the use of appraisal techniques. The concepts and techniques required in research constitute the subject matter of appraisal. The appraisal of outcome of educational programmes is important aspects of instructional procedure because it includes the use of adequate evaluation techniques and procedure. This involves process and outcome appraisal, which helps to determine the effect of programme delivery. It is also necessary to remember that in appraising the context of the educational programme, it is important to give attention to both societal change and community demands as they impinge on the programme of the schools.

Education as a social service engulfs a huge amount of money in running its programmes. The providers of such funds need justification for such fund by the school administration on quality programme of instructions which staff development programmes for lecturers will be a catalyst to. The need for appraisal in this study is numerous which can be summarized as determining the extent to which the colleges of education, south east of Nigeria comply with the NCCE best practice standards on lecturers's staff development, this will provide necessary information that can reduce agitations and conflicts in the institutions

Concept of Academic staff

Academic staff are highly trained professionals in human resource whose services are mainly service delivery in higher institutions of learning. Hunter (2006) pointed out that human resources in any organization are the fulcrum upon which all other resources resolve. This supports Nadler's (2004) view that in the colleges of education, teachers are the most important elements because they are the implementers of the Nigeria Certificate in Education (NCE) curriculum. They constitute the active agents that harness and combine the other resources towards the accomplishment of organization's goals. They are very important for the realization of

the educational objectives in general and that of the NCE in particular. They manage classroom instructions for teaching and learning to take place. This is probably why they are seen as responsible for the success or otherwise of the educational system. Edem (2005) summed it up when he said that many employers lament the poor quality of graduates of Nigerian higher institutions which he blamed on the teachers. Supporting Edem's observation, Saraki (2007) added that the products of the Nigerian higher institutions are poorly trained and unproductive on the job and the shortcomings are severe in oral and written communication and applied technical skills

A lot of changes are taking place in every sphere of life- social, technological, economical, and educational and so on, and teachers need to keep abreast of these changes in order to perform well. To increase performance and improve efficiency of the workforce in the organization; it is indispensable to ensure the development of the workers who have requisite knowledge and skills. The purpose is to enable them to contribute their quota to the welfare, health and development of the organization. Onah (2003) was of the view that encouraging continuous staff training and development in organizations is very essential. Human resource development is one of the most important means of enhancing staff quality and skills, thereby making them competent towards the achievement of organizations' goals (Mustapha, 2005). Its purpose, according to Reid (2012) is to enhance learning, human potential and high performance in work-related systems and contribute to sustainable human development. To achieve this, strategies for development are usually put in place.

Academic staff in colleges of education teach students who are enrolled in teacher training programme in their college of education. Staff are responsible for providing students with the knowledge and skills that the students will need to

succeed in the course of study. These courses may be academic or they may be vocational. Either way, lecturers are the ones to provide the students with lectures, seminars, tutorials, and supervisions, and they may also help them conduct field research or practical experiments in a laboratory environment. Most academic conduct research in their own field of expertise when they are not teaching and also provide pastoral support for the students they are responsible for. Some of these students may be undergraduates and some will be postgraduates. Higher education lecturers therefore, interact with students of all ages on a daily basis. Erakwe (2003)

Academic staff perform the following tasks during a typical working day: preparing lectures, using a variety of new and more traditional techniques; delivering lectures to students in an engaging manner; leading seminars, tutorials, and supervisions; setting examinations; helping students to prepare for examinations; marking examinations; marking essays and coursework; providing constructive feedback to each student; helping students to carry out academic research; providing students with individually tailored reading lists; providing students with pastoral support and advice; answering queries from students via e-mail, telephone, and face-to-face contact; performing research; writing up research; organising the publication of research; presenting the findings of research to other academics; providing support for other academics involved in the same field of research; helping to further the reputation of the institution where they are employed; as well as performing administrative tasks.

Concept of Staff Development

Staff development ordinarily referred to as human resources development has been differently conceived by different authors. For instance, Ekpo (2009) described it as in-service development, training and re-training of staff; Okotoni and Erero

(2010) perceived it as manpower development; Richard, Smith and Pascal, (2009) termed it professional development; Ukeje, Akabogu & Ndu (2003) referred to it as staff development. According to Uwalaka (1998), staff development is the comprehensive process by the educational institutions which, through their faculties design both on and off campus variety programmes and activities to strengthen faculty members in their instructions. Okotoni and Erero (2010) defined it as the process of building the knowledge of the organizational members so that they will be prepared to take responsibilities and challenges. Abdulkareem (2000) asserted that the development of any society is hinged on the development of its staff. That is, the development of the workforce of that society. Okendu (2009) asserted that staff development in the educational system are planned activities concerned with increasing and enlarging the capabilities of teachers so that they can successfully improve instructions and enable them occupy higher positions in the hierarchy to handle current responsibilities. Okendu added that human resource development is geared towards improving teachers' performance with the ultimate aim of achieving set organizational goals. Knoke & Kalleberg, cited in Debra (2012) commented that for any institution of higher learning or business goals to survive and prosper in this present day diverse and regressed economy, they must invest in training and development of their staff to improve proficiencies in production as well as to acquire the greatest return in investment of human capital. Staff development in this study refers to additional training and retraining of lecturers after the initial pre service training to improve their performance on their jobs.

Staff development is the process of updating the knowledge and skills of staff to improve their job performance. Staff development comes in form of different programmes or activities. The knowledge and skills possessed by lecturers in colleges

of education need to be updated through staff development. Staff development programmes for lecturers in colleges of education include seminars, workshops, conferences, skill trainings, among others. It is important to improve the knowledge and skills possessed by lecturers in order to acquaint them with the current trends in industries/institutions where their students are expected to work. This will enable them to impart the desired learning experiences to the students so that they can fit into the world of work after graduation. Erakwe (2003)

An emphasis on lifelong learning, personal growth and fulfilment underlines the importance of sustained development. While the theme 'staff development' has been defined in a number of ways, the primary purpose of academic staff development is to expand the educators' awareness of the various tasks they must undertake to contribute to the effective education of their students and the accomplishment of the organisation's objectives. Broadly, these tasks will include those associated with teaching and learning, research and scholarship, professional updating, administration and management. For most educators, learning and teaching activities will be central, and staff development will include an in-depth consideration of learning and teaching situations so that educators are able to adjust and develop their teaching competencies and activities. Okeke (2004). Elmore (2002) defined staff development as a set of ongoing activities that increase the capacity or knowledge and skills of lecturers and administrators to improve their practices and performance. Staff development is both complex and simple. It is complex in the number of interpretations, perspectives and processes that can be entailed. It is simple in its focus on the development of individuals in ways that suit them and their organisations.

Effective staff development is characterised by two components: the individual's professional development and the organisational development process. The two combine in a partnership for staff development. An effective staff development process is supportive of the individual and beneficial for the organisation. The developer helps the individual identify learning needs, the individual advises on the input and goals that are required. The organisation invests in the individual and the developed individual benefits the organization. In an effective process the individual feels valued and develops confidence, and the organisation receives an enhanced input from the individual. Different visions will inform the process. Lecturers in Colleges of Education may see themselves as teachers, as researchers, as managers or primarily, as professionals. An effective developer provides a framework for educators and uses their expertise to help them to develop their career aspirations through learning projects that enable the educators to self determination to achieve their career goals.

It is truly the role of institutions to invest in the development of their staff. By so doing the success of the institution and the fulfilment of its staff are assured. Some development programmes identified by Mamoria & Gankar (2008) include: lectures, conferences, seminars or group discussions, case studies, films and slides, outside reading and private study panels, forums, role playing, workshop, understudy, job rotation, coaching and counseling, professional classes, membership in professional and technical associations, committee assignments, management course in colleges, professional institutes and universities, management, business and games. Brodhagen (2003), opined that staff development programmes for teachers can be categorized under the following: reading publications, and journals; conferencing and collaborating with other professionals; and researching specific trends and strategies

in their subject areas. These programmes do not interfere with the school regimental day's procedure. The National Commission on Teaching and America's Future, (NCTAF, 2003) outlined the following as forms of in-service education programmes: Institutes (a series of lectures designed to give as much information as possible in a short time of two or three days); Conferences (gives participants an opportunity to question others and discuss ideas presented); Workshops (usually a moderate sized group, where each person has a problem to solve that is closely related to his field; A skilled consultant works with each group); Staff meetings (may perform a useful in-service function but generally used to acquaint lecturers with administrative procedures and policies); Committee (five or seven members work on a problem that would be impossible for the whole staff to tackle); Professional reading (with the aid of professional library, study groups, book review and so on); Individual conferences (depending on feeling of mutual understanding and support existing between lecturers and heads of departments); as well as visit and demonstration (opportunity to observe actual teaching techniques).

The above types were grouped into two kinds of in-service programme namely: the short term and the long term programmes by Adams (1991). Lecturers are expected to attend both the short term and long term in-service programmes at the specified periods for them. The short term programme could be organized in such a way that a lecturer should attend at least one of such every year. Examples of short term programmes include: seminars, conferences, workshops, among others.

On the other hand, long term programmes are those in which the lecturer attends at least once every three years especially for those seeking for additional qualification. Such long term programmes include: part-time programmes in institutions of higher learning, sandwich programmes, regular programmes, among

others. Decenzo & Robbins (2008) posited that the methods of developing staff abilities can take place on the job. The on-the-job techniques were classified under: mentoring, understudy assignments, job rotation, and committee assignments. When a lecturer takes an active role in guiding another lecturer, we refer to this activity as mentoring. As track coaches observe, analyze, and attempt to improve the performance of their athletes, coaches on the job can do the same. The effective coach gives guidance through direction, advice, criticism and suggestions in an attempt to aid the growth of the employee.

Assignment to a committee can provide an opportunity for the employee to share in managerial decision making, to learn by watching others and to investigate specific or organizational problems. When committees are of an *ad hoc* or temporary nature, they often take on task force activities designed to delve into a particular problem, ascertain alternative solutions, and make a recommendation for implementing a solution. These temporary assignments can be both interesting and rewarding to the employee's growth. Appointment to permanent committees increases the employee's exposure to other members of the organization, broadens his or her understanding, and provides an opportunity to grow and make recommendations under the scrutiny of other committee members. Staff training, being a productive strategy in management should therefore not be ignored. It should be given the boost and the encouragement it deserves. It should be given a special allocation in the annual budget to retrain manpower which is necessary for national development.

A multitude of training and development programmes are available to all cadres of employee. Although other characteristics may be used, these programmes are most often distinguished by who participates (for example, managers or non-managers) where the programmes are conducted (on-the-job or off-the-job), and what

employee ability is being changed (technical skills and knowledge, interpersonal skills and attitudes or conceptual skills and knowledge). The abilities gained by the employee in any of these programmes can be used to reduce current or future performance deficiencies. Each individual possesses a unique blend skills, knowledge, abilities, personality, interest, and preferences. It is to an organization's advantages to maximize the utilization and development of its human resources, because employees are more likely to be satisfied and productive as a result. In other words, there are no other better way of achieving organizational goals and objectives than through the recruitment of adequate and competent workforce, and the development of the available human resources, establishing a directory of employee skills, knowledge and abilities, and personality, interest, and preferences for training opportunities to special assignment necessitating special skills, knowledge and abilities, and personality,, interest and preferences. Maintaining information not only heightens personnel's awareness of internal candidate for promotion, but also contributes to organizational efficiency, getting the most from its human resources.

There are various types of staff development such as consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Academic staff development opportunities can range from a single workshop through a semester long academic course, to services offered by a medley of different career development providers and varying widely with respect to the philosophy, content and format of the learning experience. Staff development has been characterized not only by the volume of programmes inaugurated but also by the wide variety of approaches and techniques used. In general, these methods can be classified as those undertaken while on the job and those which require the staff to

undergo training and education off-the-job. These are some of the description of the methods of the training programmes; conferences, seminars, workshops etc.

Several programmes can be conducted on the job. Sullivan (2007) stresses that on the job training is one of the best training methods because it is planned, organized and conducted at the employee's work place. On the-job techniques include orientations, job instruction training, apprenticeship, internships, assistantships, job rotation and coaching. Generally, organizational use of on-the-job training programmes provides hands-on learning experience that facilitates learning transfer and because they fit into the organization's flow of activities.

In-House Routine Orientation is a programme to encourage employees to acquire a good housekeeping concept in running the affairs of their particular assignment. What (1991) identifies orientation as an important part of the process for ensuring that a new employee will be as successful as possible in a new company. Adequate and periodic orientation is a potent in-house training mechanism/instrument for motivating workers.

Orientation is a form of training called "Initial Training" or "Induction". Moreover, orientation or induction or initial training is the guided adjustment of the employees to the organization and work environment. Dee in Ojo (2006) on his part defined orientation as the process by which new employees are introduced to their tasks, colleagues, work-groups, supervisors and the organization in general. In his own contribution, Ojo (2006) stated that, the goal of orientation is to facilitate the adjustment of new employees to the organization and environment because the initial impression and knowledge gathered on the first day by employees will surely influence their perception of the job and the organization. However, Meyer in Ojo (2006) stated that, an induction or orientation programme diminishes confusion and

fastens enthusiasm. He went further to outline some of the specific goals of orientation as:

- i. To reduce employee anxiety by instilling a feeling of belonging and acceptance,
- ii. To generate enthusiasm and high moral among new employees,
- iii. To create favourable attitude towards the organization, its policies and personnel,
- iv. To reduce employees' turnover and wastes, save costs and time because, the new employees have now been oriented and inducted to know what is expected of them.

The personnel department is responsible for coordinating orientation activities, and is usually done in cooperation with line managers or supervisors. orientation programmes may last for a few hours or several days and data may be given through meetings, handbooks, films, tours or other methods or a combination of all (Ojo, 2006). According to Dee (2006) topics that are usually covered during an orientation programme include:

Personalized training which involves computer education whereby the employees are given some form of fellowship to acquire new skills that would help them improve on their job performance probably in another institution where such courses are offered.

Sandwich Programmes which William & Loader (2003), recommend involve regular training and development for employees so as to acquaint them with new knowledge and improve on their weaknesses. Sandwich programme is a type of continuing education which consists of those learning opportunities utilized by individuals in fulfilling their needs to learn and grow following their preparatory

education and work experiences. It intends to deepen understanding or building skills of the individual learner. Off-the-job training is a useful development tool, in an off-the-job training, trainees are separated from their job environment and their attention are focused upon their learning materials related to their future job performance. Since the trainee is not distracted by his job requirements, he can concentrate on his training and learning the job rather than spending his time performing it. Honey (2001) stated that off-the-job learning experiences, such as workshops, conferences and seminars, obviously have an important contribution to make development meaningful. Honey points out that if designed properly they provide a focus, and safe environment free from distractions where learning is an undisputed purpose. Over the years leave of absence and sabbatical leave have been popular in the academic world, where professors and lecturers take a leave of absence to shapen their skills and advance their education and research which is a part of off-the-job training. Off-the-job training involves employees taking development courses away from their place of work. This is often also referred to as 'formal training'. It has the advantage of allowing people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas.

Staff developmental programmes include: seminars and workshops, lectures, conferences and higher education attainments, sabbaticals, case studies, apprenticeship programmes, assisting and deputing position ('assistant-to' position) etc., which are directed to the maintenance, updating and enhancement of professional competence.

Mgbekem (2004) discussed staff development education programmes under two categories as follows:

- a) Long duration staff development education programme
- b) Short duration staff development education programmes

Long duration staff development education program is the type of staff training that lasts for a duration of between one, to four years, based on the specific programme involved. During this period the affected lecturers will undergo all the rigor of lectures, research activities and practicals. These academic activities prepare lecturers towards their examination for the award of Masters or Doctorate Degree and enhance promotion of lecturers in the system. Short duration staff development education programme include weekend courses, workshops, seminars, conferences, departmental interaction and,; exchange of views on crucial educational issues, committees findings etc. These short duration courses improve lecturers's skills, update their knowledge, competence and performance. They help lecturers to obtain certificates of attendance which are sometimes useful for promotion. Finally, on-the-job training/development takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a reputation as most effective for vocational work.

Ogundele (2001) stated that numerous programmes have emerged over the years in response to the demand for staff improvement, in the management of educational process. These include conferences, seminars, consultant services, correspondent courses, demonstration, teaching, outreach programmes, experimentation, inter-visitation, workshops, teacher oriented programmes, radio or television programmes, among others. All these could be grouped as follows:

- Programmes that aim at correcting certain deficiencies which were known at the time of appointment

- Programmes which enable the staff to face the challenges resulting from innovation in the school curriculum e.g. introduction of new courses.
- Programmes which enable staff to acquire higher qualifications for greater responsibilities and status within the school system.
- Programmes that make non-professional teachers professional teachers.

Nadler (2009) stated that an academic conference is for researchers to present and discuss their work. Along with academic or scientific journals, conferences provide an important channel for the exchange of information among experts. Presentations are generally followed by discussion, in which participants exchange reactions and criticisms. This exchange of ideas distinguishes academic conference from other non-interactive forms of scholarly communication. Academic conferences are also places where scholars and professionals develop professional relationships. Generally, in a conference, a work is presented in the concise form lasting about ten to fifteen minutes, which is usually followed by a discussion. The papers are collected, edited and published as the conference proceedings. Often conferences feature one or more keynote speakers (usually scholars of some standing), whose presentations can last from fifteen minutes to an hour. Panel discussions, round table discussions on various issues, or workshops may be part of an academic conference. In particular, conferences related to the performing arts feature workshops. Prospective presenters are usually asked to submit an abstract, which will be reviewed before the presentation is accepted for the conference. Some disciplines require presenters to submit a paper of about twelve to fifteen pages, which is peer reviewed by members of the programme committee or referees chosen by them. In some disciplines, such as English and other languages, it is common for presenters to read from a prepared text. In other disciplines such as the sciences, presenters may use

visual presentations to display figures and diagrams. A large meeting will usually be tagged conference, while a smaller meeting is termed a workshop. They might be single-track or multiple-track. Whereas the former has only one session at a time, a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time. Depending on the theme of the conference, social or entertainment activities may also be offered. Conference is a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda). Stack Exchange (2014) referred to a conference as being usually large, possibly taking up many rooms in a hotel or a convention center. It usually takes up several days. It can also describe a single, small meeting. In a larger enough conference, academic publishing houses may set up displays offering books at a discount. At larger conferences, business meetings for learning societies or interest groups might also take place.

Academic conferences fall into three categories namely: theme-based conferences organized around a particular topic; general conference that feature sessions on a wide variety of topic; as well as professional conferences or conferences not limited to academic, but with academically-related issues. General conferences are often organized by regional, national, or international societies, and are held on a regular basis. Conferences are usually organized either by an academic society or by a group of researchers with a common interest. Other meetings may be handled on behalf of the academic society by a Professional Conference Organizers (PCO). An academic conference can also be termed a convention or congress. The conference can be an effective training device for persons in the position of both conference member and conference leaders. As a conference member, a man can learn from others by comparing his opinions with theirs. He is taught to respect the viewpoint of

others and to realize that there is more than one workable approach to a problem. He often develops an analytical frame of mind and a questioning attitude. His opinions are subject to interrogation by others, and he, in turn, questions theirs. This interchange results in reducing the number of snap decisions he may make on the job when he has sufficient time to consider other alternatives. As a conference leader, a man can develop many skills. In the first place, he must be thoroughly prepared on the subject for discussion. In addition, he is given practice in motivating people through his direction of discussion. He learns the effects of closely controlling and dominating the discussion as compared to adopting a more permissive type of direction. In summary, he learns much about the behaviour of people, particularly when he or she is the conference leader or superior to the conferees in the hierarchy of the organization Nwachukwu (2007)

Generally, seminar is a form of academic instruction, either at a higher education level or offered by a commercial or professional organization. Merriam-Webster (2014) defined seminar as a meeting for giving and discussing information. Hamby (2014) defined seminar as educational events that feature one or more subject matter experts delivering information primarily via lecture and discussion. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor or through a more formal presentation of research findings. Normally, participants must not be beginners in the field under discussion. The idea behind the seminar system is to familiarize students more extensively with the methodology of their chosen subject and also allow them to interact with examples of the practical problems that always crop up during research work. It is

essentially a place where assigned readings are discussed, questions can be raised and debates conducted. It is relatively informal, at least compared to the lecture system of academic instruction. In some European universities, a seminar may be a large lecture course, especially when conducted by a renowned thinker (regardless of the size of the audience or the scope of student participation in discussion). Increasingly, the term "Seminar" is used to describe a commercial event where delegates are given information and instruction in a subject such as property investment, other types of investment, internet marketing, self improvement or a wide-range of topics by experts in that field. Seminar is also a small group of advanced students in a college or graduate school engaged in original research or intensive study under the guidance of a professor who meets regularly with them to discuss their reports and findings, in a course of study. It is a meeting for an exchange of ideas just like a conference.

Specifically, study skills, present varied approaches to reading and demonstrate ways to develop vocabulary. They also outline strategies for improving comprehension, practice higher order thinking skills and demonstrate ways to integrate reading and writing into a range of subjects. Workshops are planned with activities which apply to different areas of the stated curriculum, Language arts, Social studies, Mathematics, Science, Health, etc. Hamby (2014) stated that workshops tend to be smaller and more intense than seminars. It often involves students practicing their new skills during the event under the watchful eye of the instructor. Workshop is also an occasion when a group of people meet to learn about a particular subject, especially by taking part in discussions or activities. Workshops at schools often act as in service training. Consultants are known for their practical hands-on-sessions, which emphasize creating a learning environment that considers, and involves the whole person. Ejiogu (2001) and Okorie (2003) opined that staff

development and in-service education are basically the same but for semantic variation. They identified the terms with enhancing teacher effectiveness and efficiency in the teaching and learning process. They also explained that if people working in a particular profession are given in-service training, they attend special courses to improve their skills or to learn about new developments in their field. Staff development may come in the form of study leave or in-service training. Study leave and in-service training are interrelated but with a narrow difference. The two programmes entail academic pursuit of employees in educational institutions in order to obtain higher degrees. Study leave could be granted with or without pay. When study leave is with pay, it is synonymous to in-service training whereby the organization of an employee is obliged to the payment of the employee's academic bills. This is hinged on the fact that in-service training is a staff development programme which broadens the knowledge, skills, and attitudes of an organization's employee. The organization pays the salary of the employee and bears the financial cost of his/her education. Study leave with pay involves the beneficiary taking his basic salary while in school, but is denied other entitlements. On the contrary, study leave without pay involves the employee neither entitled to any salary nor supportive allowance. He/she bears the full responsibilities and risks involved during the training programme.

Colin (1986), in support of in-service training, opined that education service needs up- to- date, and trained teachers who will be contributing to effective curriculum change, and that teachers need training for their personal and professional growth. Colin further stressed that education services have been operating in a climate of rapid change which seems likely to continue for the foreseeable future and so requires a continual process of adjustment on the part of those who are involved. In-

service training is aimed at correcting the deficiencies in staff and also to encourage professional growth. Lassa (2005), in his contribution, remarked that in-service education encourages professional growth which helps to reduce some existing deficiencies in ideas, skills and methods. Ukeje (2000) also added that a comprehensive development goes beyond keeping teachers up to standard through in-service education, rather opportunities should be created for teachers to update in quality by helping them see themselves, the school, the curriculum, and the student in the light of new knowledge and new skills that come into the society and consequently new societal demands and expectations on the institution.

Workshops, conferences and seminars are well established staff development programmes. They entail presentation of quality papers by experts on general and topical educational issues, with a view to proffering solutions to ameliorate such issues and bring about uniformity and stability in the education industry. A conference is a formal meeting, conducted in accordance with an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees (Mamoria and Gankar, 2008). In conferences emphasis is laid on small group discussions, on organized subject matter and the active participation of conferees, whose major contributions add to knowledge. In workshops, experts who are vast in the subject matter lecture the workshop attendees, with little or no contribution to knowledge by the attendees. Seminars on the other hand are based on paper presentations by one to several persons on a subject selected and approved in consultation with the person/persons in charge of the seminar. The presenters read their papers, which is closely followed by a critical discussion session which involves all participants. Some useful contributions are taken note of by the attendees who later own the presented papers. The chairman

of an organized seminar summarizes the contents of the papers and the discussions which follow their lecture.

Ademalekun (2011) observed seminars and workshops as exercises of short duration for more experienced staff, during which discussions are focused on particular problems or topical issues. The value is that the officer has opportunity of hearing others consider views on matters within his experience which he had established a contrary opinion. It therefore broadens the horizon of participants on several issues discussed; causing them to have better experience and knowledge on such subject matters. Mali (1975) added that workshops organized outside the residential location of participants give opportunities to participants to get away from their immediate job to see things from a distance with others who are doing the same thing and it helps them to clarify the problems facing them. Workshop attendees also benefit immensely from the contribution of others in the group.

Staff development programmes are earmarked to aid participants to carry out their present jobs more effectively. They are known for providing employees with growth opportunities and experiences which cannot be found at the workplace. Orji (1992) observed that most organizations send their employees who have acquired level of skills for seminars, conference, and workshops in order to update their knowledge and acquaint them with new trends in technology considering the fast changing and dynamic environment. Nadler (2004) argued that the interaction of individuals from other organizations during conferences, workshops and seminars can be stimulating and have a great impact in exposing the staff to new ideas, concept and experiences. The American Society for Training and Development (1980) emphasized the need for staff development through workshops, conferences and seminars. It observed that for professional self development, organizations should provide

opportunities for seminars/conferences and keep abreast of training and development concepts, theories, and techniques and also keep abreast with activities in other organizations. In agreement with the above view, Adesina and Ogunsaju (1984) admitted that workshop/conferences/seminars be organized for administrative heads in order to keep abreast with modern development not only in subject areas but also in management techniques.

Development of teachers/lecturers should be considered a must endeavour by administrators, and government because of the hiring, recruitment, and selection processes that did not consider professionalism, competence in instructional delivery, communication and inter-personal relations. To this end Adeboyeje (1992) enumerated some purposes of staff development as follows:

- a) The shortage of teachers in certain disciplines call for the employment of untrained or inadequately trained teachers, the development approaches will ameliorate the deficiencies.
- b) In the world today, there is knowledge explosion. There is the constant need for programme revisions in education and teachers should be part and parcel of the revision and growth. The training of teachers is done by different educational institutions. This gives room for inequalities in background training. It is the development programme in terms of in service training on the job that can compensate for the inequalities created by background training.
- c) Members of the instructional staff are kept abreast of time in knowledge information and ideas.
- d) It improves the competency of members of staff.
- e) The achievement of the learners is maximized and their overall growth is enhanced.

- f) It gives room for the overall growth and modernization of the educational programme.

In the same vein, Deut and New Field (1975) posited that, all organizations need to cope with technological change to survive in the dynamic business environment in which they operate, and to achieve this objective, organizations must develop the skills of managers, supervisors and operatives. Staff development programmes are programmes worth providing for teachers in order that they become effective and efficient in performing their job. These programmes do not only enhance the intellectual capital development of the teacher, but tend to improve students' performance in schools which is an investment for a virile and egalitarian society. In the school system, teachers are the most valuable asset. The availability of well designed school plant and a teeming student population does not promote teaching and learning process in schools, except there are competent teachers. How regularly teachers attend staff development programmes is very important in order to enable them keep abreast with modern technologies and educational innovations.

In this regard, the Federal Republic of Nigeria (2004) in her national policy on education stressed that in-service training shall be developed as an integral part of the continuing teacher education and shall also take care of all inadequacies. Kozol (1974:2) asserted that, 'in-service training has been relegated to a sometime held event'. The author explained that it consisted of infrequently conducted sessions, crowded with too many different items to be learned, little or no follow-up and a non-existent relationship between one session and the next. The series of training events, appear on the surface and are costly endeavors which many organizations are reluctant to begin. He further observed that that educational institutions owe teachers improved opportunities to enhance their professional development, so as to serve as a

vigorous up-to-date working force that possess personal and professional commitment. Fasae (2006) with a contrary view, stressed that, in-service training abounds in organization where staff make their selection. He further explained that in the past, in-service training was taken in preparation for promotion to a new post. While it may be appropriate at certain times to focus on this aspect of career development, it is immensely stimulating and rewarding to work on the continuing enhancement of skills needed in the current job. Tyneski (1993) asserted that some participation in in-service education in the United States is mandatory and scheduled during teachers' regular work days, though the participation rate varies from state to state. It was noted that Kentucky teachers have high participation in district and school sponsored in-service programmes, which is consistent with the strong emphasis on teacher professional development associated with the implementation of the Kentucky Education Reform Act of 1990. Fuhrman (1994) opined that for standards-based reforms to be successful in advancing student achievement, educators would require many and varied professional development opportunities. The United States lay much emphasis on licensing, certification, continuing education and training to retain and grow skills of her teachers. Heathfield (2009) estimated what the American Society for Training and Development (ASTD) earmarked for U.S. organizations employee learning and development annually as \$109.25 billion, and a minimum of 40 hours of training a year for every employee. This development is contrary to what is observed in so many states in Nigeria. The Ashby Report of 1960 as reported in Okeke (2004) emphasized teacher development. The recommendations included training of primary school teachers using university facilities during vacations, the creation of teacher-guidance service, two-months vacation courses to be arranged annually for secondary school and higher school

teachers; in-service training courses through short courses or evening classes to be intensified; university degree courses to be designed specifically for intending teachers; upgrading of Grade 1 teachers' salary to overlap with those of graduates; and founding of advanced teachers colleges.

This infers that since independence, there were plans for teachers to regularly attend staff development programmes, but the problem has been that of implementation and continuity. Achor (2002) in a study titled the factors influencing in-service education programmes of secondary school principals in Lagos metropolis, found that principals participate regularly in in-service education at a pace of once a year. In a similar study Erakwe (2003) found that teachers do not participate regularly in in-service education programmes, as a high rate of teachers attend in-service education programmes once in every five (5) years. The studies showed that there were significant differences in attendance to in-service education programmes among teachers with regards to experience, school location and qualification. Principals seem to be privileged in regular attendance to staff development programmes as to have better managerial skills as administrators of schools. This was confirmed by the findings of Uzorka (2005). He found out that principals participated regularly in in-service education programmes.

Hoy and Miskel (2008) opined that teachers and administrators would have to gain understanding of the accountability requirements, deepen their content of pedagogical knowledge, and learn how to use new teaching practices. They further observed that to accomplish these goals, the standard one short in-service workshops delivering pre-packaged information simply are not adequate. This also affirms the study of Ojike (2006) on staff development programmes and teacher performance in secondary schools in Abia State. Ojike found that teachers in secondary schools in

Abia State did not attend staff development programmes regularly. The study further revealed that a third of the teachers attended 2 to 3 times while just a few attended about 4 times in 5 years. Ofiaja (2006) in a study on teachers' in-service training and UBE implementation in Rivers State discovered that in-service training was not regular, therefore could be regarded as ineffective. Ofiaja also found that only teachers whose appointments were confirmed and pensionable were privileged to attend in-service trainings. Okotete (2001) found that head teachers and principals in Imo State participated regularly in in-service education, while subject teachers scarcely take part in in-service education, except in strong competitive situation and to upgrade their qualification.

Teachers as nation builders are faced with the herculean task of imparting skills and knowledge to students. The satisfactory accomplishment of this task can only be guaranteed through continuous learning. Sparks in Guskey (2000) opined that if teachers are to successfully teach all students in higher standards, virtually everyone who affects students and learning must be learning virtually all the time. In other words, life-long learning could be an option for teachers' improvement in their job performance. However, many policy makers view professional development as an expensive fringe benefit for teachers and administrators rather than a powerful way of improving schools.

Concept of College of Education

Colleges of education are Nigerian Certificate in Education (NCE) awarding institutions. They aim at training teachers for the teaching in primary schools which is the foundational level of the educational system. They award the Nigerian Certificate in Education (NCE) which is considered as the basic certificate required for one to

teach in the primary and the junior secondary schools in Nigeria just as the Federal Republic of Nigeria (2004:39) stated that the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). The extent to which lecturers in colleges of education are prepared in Nigeria is very important for the production of quality teachers. Since no educational system rises above the quality of its teachers, the study will appraise the existing staff development programmes for lecturers in federal and state colleges of education in the south-east of Nigeria, to find out if they serve the purpose for which they are meant to serve.

Colleges of education are social organizations characterised by input process and output indicators. The quality of the output depends on the activities at the input and process level, and the engineer who determines the output to a large extent is the lecturer. Since no education system may rise above the quality of its teachers NPE(2004) it becomes critical to continuously update the knowledge and skills of lecturers in these institutions in order to attain maximum performance in our schools. Colleges of Education are therefore, tertiary institutions established to produce NCE teachers. Their objectives include the production of highly motivated, concenceious, effective and efficient classroom teachers for the primary and junior secondary levels of the educational system NPE (2004).

Generally, the education of teachers in colleges of education consists of three inter related emphasis a broad liberal education, specialization in the subject or field to be taught and the professional knowledge and skills. Each of them is indispensable in the training of the teachers. The students of colleges of education specialize in their subjects areas and they all do practical teaching as a professional course, to improve their teaching skills. Ndu (2000) defined a teacher as a person who has undergone a professional training in a teacher college or a faculty of education in a university and

must have been certified. Colleges of education, according to Enueme (2006) have the following goals:

- To produce teachers who are highly motivated, consenscious, efficient and effective to work in levels of the Nigerian educational systems.
- To produce teachers with the intellectual and professional background adequate for their assignment and make them to be able to adapt to changing situations in the society and the world at large.
- To help teachers fit into the social life of their various communities and to encourage their commitment to national goals.
- To encourage the teachers to have maximum commitment to teaching profession. NPE (2004).

The National Commission for Colleges of Education (NCCE) in recognition of the need for the training and retraining of lecturers in colleges of education to make them adaptable to the changing situations in the field of knowledge and in response to global demands with knowledge explosion introduced the 'Colleges of Education Staff Development Manual'.

The role of colleges of education in academic staff development cannot be over emphasized. According to Ogundele (2001) the role is not limited primarily in providing formal NCE courses but also include a range of activities that provides variety of non-awarding certificate staff training educational programmes, (Honey, 2001). These will include staff training programmes like short courses and consultancies in which short courses could be organized by education departments for one day or several weeks which will include helping the colleges to organize school-based curriculum development training in supervision for teachers, courses in curriculum studies in special areas.

The role of academic staff of colleges of education in implementing cultural change in teaching and learning with new technologies is well recognized. This makes their development and motivation very important. Nwachukwu (2007) contended that to retain personnel on their jobs, they need to be motivated. This is so because lack of motivation in one's profession, especially in teaching, leads to low productivity and brain drain. This implies that colleges of education lectures can be retained through staff development.

The objectives of higher education including colleges of education as enshrined in the National Policy on Education, (FRN, 2004: 36) are:

- (i) The acquisition, development and inculcation of the proper value-orientation for the survival of the individual and the society.
- (ii) The development of intellectual capacities of the individuals to understand and appreciate their environments.
- (iii) The acquisition of both physical and intellectual skills which will enable the individuals to develop, into useful members of the community.
- (iv) The acquisition of an objective view of the local and external environment.

The National Policy on Education (FRN, 2004) has thus given an added impetus to the role expectations of the colleges. These are specified as, training, motivation and productivity. Training refers to the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt (Olu, 2008). They are learning activities designed to improve current job performances (Ogbonna, 2010). Mcferland in Ojo,(2006) stated that training is the term used in describing the process via which organizations build the skills and abilities of non-managerial employees. Training is an attitudinal change occurring as a result of learning and experiences. Training has to be job-relevant (Obi, 2005:11). Nonetheless, for the

purpose of this study, training will be seen as the development of individual skills for ultimate success.

Another role expectations is motivation. According to Ejiogu (2001), motivation is the act of stimulating an organism to take a desired course of action. Motivation is seen as a behaviour instigated by needs and directed towards the goals that satisfy these needs, However, for operational purposes in this study, motivation will be seen as the act of stimulating an organism to take a desired course of action.

Productivity is the capacity or a situation where an individual or organization produces maximum results with available human, financial and material resources to achieve set organizational goals (Ogunna, 1999). For operational purposes, in this study, productivity will be seen as the capacity or situation where an individual or organization produces maximum results with available human, financial and material resources to achieve set organizational goals. There are two major kinds of training, namely: formal and informal training. The formal type of training is one in which the worker is sometimes taken outside the organization to somewhere else for training in a formal way. Thus, pre-entry training, orientation training, in-service training and post-entry training are the various forms of formal training (Nwizu, 2002) available in colleges of education. Informal training is the type of training that has no recognized and pre-determined procedure for imparting it to employees. Informal training is the training received within the work environment. The informal training occurs in the day to-day interactions of the employees and their superiors during conferences and staff meetings. According to Nwizu (2002), simulation techniques, training by superiors, training by experienced workmen, demonstration, apprenticeship, job-rotation and circular methods, delegation of responsibilities and membership of committees and boards, among others, are all different ways and methods by which

informal training are acquired. This study is only interested in informal training in as far as it is part of staff development for lecturers and therefore will be appraised.

For Nwachukwu (2007), training of all kinds are receiving increasing attention in administration today. This is so because, it has become an accepted fact that, a fast moving and fast changing society exhibits a high need for, and must place increasing emphasis on wide-ranging and high level skills. According to Nwachukwu, the fastest growing areas of attention in recent years is what is called in-service training. The upsurge of interests in the in-service method arose from the growing realization that, in a modern society, scarcely any one is ever fully trained for the rest of his/her career. Not only must skills be continuously upgraded, new skills must frequently be acquired if the employees and the organization are to meet the shifting demands and the changing work patterns that characterize the present time and human desires. Moreover, administrators now accept the notion that, education is a life long process, and that the organization they manage must plan to provide training on a nearly non-stop basis throughout an employee's career.

Ojo (2006) outlined the major types of training in respect to teacher education as on- the- job training, classroom and vestibule training. With respect to on-the-job training, employees are placed under the guidance of experienced workers, and it is usually seen as apprenticeship and internship programs. On the other hand, the classroom training is commonly used when concepts, theories, attitudes and problem-solving abilities/techniques needed to be learnt, are being exercised. According to Ojo lecturing is a formal organized teaching by lecturers to students or trainees in Colleges, who usually take notes for subsequent reviews and for the purpose of retention.

From the above analysis of types and techniques of training, it could be seen that when they are effectively and efficiently applied to employees, they are capable of enhancing both workers' motivation and productivity.

Concept of National Commission for Colleges of Education (NCCE)

The NCCE was established by decree (now Act) No. 3 of 17th January 1989, as a completion of tripod of excellence in the supervision of higher education in the country. The establishment of the commission was a resultant effect of the utmost importance accorded to quality teacher education by the federal government. Since its inception, the commission has continuously pursued goals of quality assurance in teacher education. The pride of the commission is based on the seminal philosophy in the National Policy on Education, FRN (2004), which states that 'no education can rise above the quality of its teachers'. NPE (2004) For over one and half decades of its existence, the commission has ensured that teacher education contributed immeasurably into national development. In pursuit of its objectives, the commission has standardized and continuously reviewed the curriculum of colleges of education. Through constant review of the minimum requirements for the colleges of education, the Commission has accredited their courses. The accreditation of courses is carried out once in five years NCCE (2004).

Since the establishment of the Commission, there has been phenomenal increase in the number of colleges of education in Nigeria. Currently there are 68 colleges of Education owned by the federal, and state governments, and private organizations. Available current statistics indicate that all the colleges combined have a student population of 197,000 in the regular NCE courses by 2013.

According to the NCCE manual (2003), the statutory functions of the NCCE include: to expand facilities for training technical and business education teachers and

ensure that these teachers are exposed, both during and after training, to practical experiences; and to undertake periodic reviews of terms, conditions. These reviews include reviewing staff development programmes for lecturers to determine how they are achieving their goals.

The main functions of the National Commission for Colleges of Education are to advise government on matters affecting colleges of education and in all aspects of teacher education. NCCE (2006) The commission studies the situation of the various colleges of education and advises the government on how to handle them in addition to other functions that they perform (Ogbonnaya, 2009).

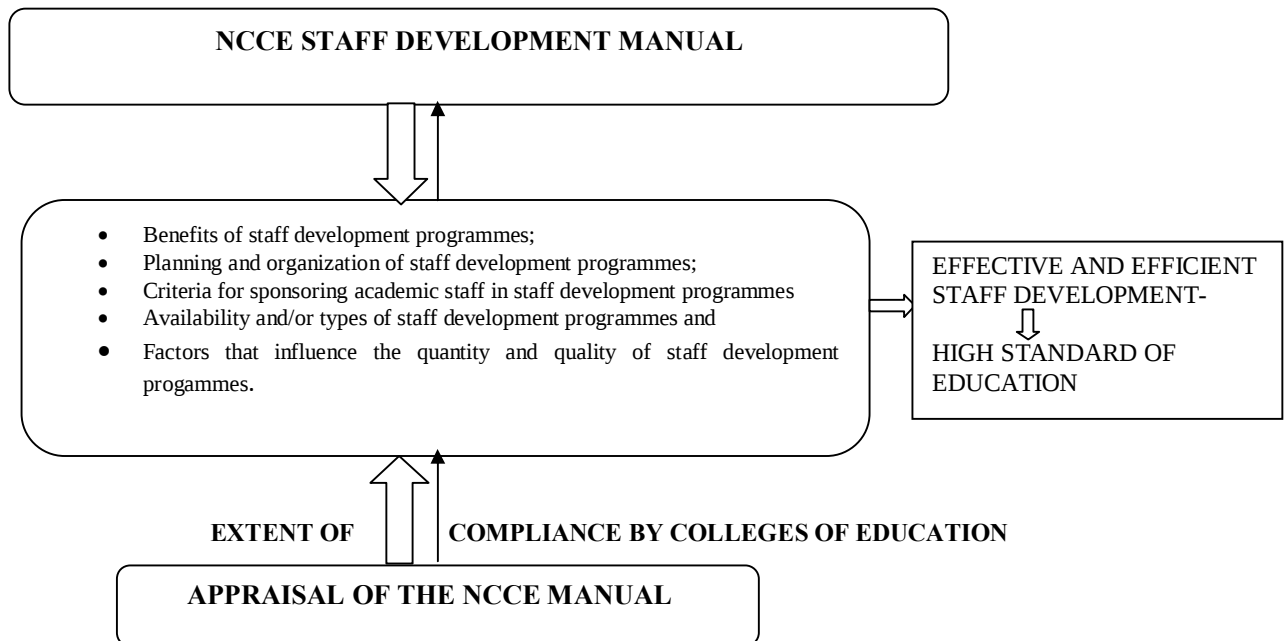


Fig. 1: Conceptual Schemata representing the for the study

Source: Researcher (2015)

The above schema indicates that the NCCE guideline provides

- Benefits of staff development programmes;
- Planning and organization of staff development programmes;
- Criteria for sponsoring academic staff in staff development programmes
- Availability and/or types of staff development programmes and

- Factors that influence the quantity and quality of staff development programmes for the purpose effective and efficient staff development.

Consequently the colleges and the entire system will experience high standard of education. The main area of focus of this study was to appraise/ find out the extent of adherence to the NCCE Manual by the colleges of education under study with reference to lecturers.

Theoretical Framework

Appraisal Theory of Emotion by Richard Lazarus (1991)

Richard Lazarus a psychologist, asserts that emotions are determined by appraisals of the stimuli. Appraisal mediates between the stimulus and the emotional response, and it is immediate and often unconscious. Lazarus argued that appraisal proceeds cognitive labeling, simultaneously, stimulating both the physiological arousal and the emotional experience itself. He pointed out that the cognitive activity involved in interpreting emotional context could be conscious or unconscious and may or may not take the form of conceptual processing. He stressed that the quality and intensity of emotions are controlled through cognitive processes, which mediate the relationship between the person and the environment through coping strategies, which in turn are the basis of the emotional reaction. In his research, Lazarus specified two major types of appraisal methods: primary appraisal, which seeks to establish the significance or meaning of an event, and secondary appraisal, which assesses the ability of the individual to cope with the consequences of the event. In the specific context of emotions. Lazarus described primary appraisals as judgments about the degree of potential harm or threat to well-being that event might introduce. The perception of a threat then triggers the secondary appraisal judgment of the options available to cope with the event as well as perceptions of how effective such

options will be. The study is framed to this theory in that judgment about the compliance of the colleges to the NCCE staff development Manual was made to determine extent of compliance.

It has been frequently used as a basic guide in appraisal of specific programmes. CIPP

CIPP Evaluation Model of Evaluation

The CIPP evaluation model was developed by Stufflebeam implies the context, input, process and product aspects of the entity being appraisal. Four types of decisions were identified - planning decisions, structuring decision, implementing decisions and recycling decision. Planning decision determines goals and objectives to be achieved by the program. Structuring decision determines the procedure or means with which the desired objectives can be attained. Implementing decisions deals with utilization and implementation of procedures; and Recycling decisions review achievements and make decisions on modifying, terminating or continuing the programme. These four types of decisions were regrouped into two for the purpose this study as follows.

1. The decisions that deal with the end and means of planning and structuring decisions and
2. The decision that deals with actual means and ends of implementing decisions and recycling decisions.

The CIPP appraisal model identified four types of evaluations which agree with the decision types as context evaluation (planning decision); input evaluation (restructuring decision); process evaluation (implementing decision) and product evaluation (recycling decisions). Context evaluation is the planning stage that determines goals and objectives of a programme; input evaluation about both human and material resources available. Process evaluation gives feedback information and

determines if there are defects in the implementation process. Product evaluation determines effectiveness of a programme in achieving the set objective and goal of a programme. This method even though complex is considered suitable for the present study as it evaluates the extent to which purpose of the programme is being achieved.

Appraisal of staff development is a process that involves evaluation of different aspects of staff development starting from planning for different staff development programmes which falls into context evaluation; evaluation of different staff development programmes mapped out for lecturers in colleges of education to determine how far they are meeting their purposes, which falls into input evaluation; evaluation of who benefits from the staff development programmes for lecturers in colleges of education, how and when they benefit, which falls into process evaluation; as well as evaluation of individual lecturers to determine how the staff development programmes have influenced their teachings, which falls within product evaluation. Therefore, the CIPP model is best suited for appraisal of staff development of lecturers in colleges of education.

Review of Empirical Studies

- Studies in Appraisal
- Studies in Colleges of Education/tertiary institutions
- Studies in Staff Development

Ozochi (2013) did a study on Colleges of Education in the South East Nigeria: teacher productivity; implications for global competitive needs. The main purpose of the study was to find out the implications for global competitive needs of

teacher productivity. Three research questions and one null hypothesis were formulated to guide the study. Descriptive survey was adopted for the study. Questionnaire was the main instrument of the study and was developed and administered on 170 academic staff selected from a population of 1685 members of staff of three federal and four state Colleges of Education in the South East of Nigeria. The t-test statistics was used for testing the hypothesis while mean scores and standard deviation were used in answering the research questions. From the result of the study it was discovered that participative and collaborative researches were not being sufficiently encouraged in these Colleges of Education and this affected their capability to engage in global knowledge production. The study is related to the present study in terms of instrument for data collection, design of the study and method of data analysis. Also, while the study focused on teacher productivity; implications for global competitive needs, the present study focuses on appraisal of staff development.

Eneasator (1993) did a study on academic staff job satisfaction and organizational climate of colleges of Education in Nigeria. The study was aimed at identifying the satisfaction levels associated with various job variables and the between academic staff job satisfaction and the college organizational climate. The study was guided by six research questions and six null hypotheses tested at 0.05 level of significant. The descriptive survey research design, involving 116 items questionnaire with reliability co-efficient of 0.72 was used to collect data on academic staff job satisfaction, leadership styles of provost and the organizational climate of the college, while the correlations survey design was used to establish the patterns of the relationship between job satisfaction and organizational climate. Data analysis was achieved through the use of mean scores, percentage distribution t-test of significance; multiple analysis of variance (ANOVA) and the Pearson product movement

correlation co-efficient. The following results were obtained: (1) While academic staff members felt moderately satisfied with interpersonal relations and relationship with subordinate, they reported high dissatisfaction with working conditions, promotions, salary academic growth, recognition of College of policy administration and career achievement. The study is related to the present study in terms of instrument for data collection and design of the study. The study investigated university students' perspective on effective and ineffective lecturers. A qualitative survey design was used. A letter questionnaire was used to collect the data. Seventy- seven students participated in the study. Content analysis was used in analyzing the data. The study revealed that effective lecturers were well organized, competent, always involved students, friendly and readily available. The study found that effective lecturers were regarded as fair in their marking. The study also found that ineffective lecturers did not plan for their lectures, came late for lectures, were not knowledgeable, were not contributing to students' seminar presentations, were intimidating students, were not involving students, were boasting about their qualifications and family and were biased in their marking. It emerged that ineffective lecturers' marking did not highlight strengths and weaknesses of students. Recommendations were made to improve on the effectiveness of university lecturers.

Udensi (2000) did a study on the "Impact of welfare services on productivity of academic staff in College of Education". Two research questions and two null hypotheses were formulated to guide the study. The design of the study is descriptive research design. A questionnaire was the main instrument for the study and was developed and administered to 375 academic staff of various ranks i.e. (Assistant lecturers to Chief lecturers) of two Colleges of Education, one in Anambra State and one in Kogi State. Mean score was used for the data analysis. The result of the study showed that the academic staff at the two Colleges of Education that practice teaching

and examination allowances and those for conferences and workshops is adequately provided for. In addition, academic staff at Federal College of Education, Okene agreed that they received adequate housing allowances while those at Nwafor Orizu College of Education Nsugbe received adequate academic allowance for publications and researches. In other words, these allowances are sufficient to take care of some of their academic needs. The study is related to the present study in terms of instrument for data collection, design of the study and method of data analysis. However, the present study differs in terms of the area studied which appraisal of staff development.

Fabiyi (2000) did a study on "lecturers' job satisfaction and performance in Nigeria Colleges of Education". Two research questions and two null hypotheses were formulated to guide the study. Questionnaire was the main instrument for data collection and was administered to academic staff randomly selected from state and federal Colleges of Education. The result of the study showed, among others, that under payment is one of the biggest problems confronting the educational sector when compared with the private sector or even other public sector organizations. It was also found that teachers generally are neither recognized nor respected in the society. In the study lecturers were found to be dissatisfied with all facets of their job particularly with their pay, central administrative policies, recognition and status. The study is related to the present study in terms of instrument for data collection and method of data analysis.

Studies in Staff Development

Another study related to the current one was on manpower development. Akpodono (2011) did a study on Analysis of manpower Development in tertiary institutions. Five research questions and five hypotheses were formulated to guide the study. The design was descriptive survey. Questionnaire and personal interview were used for data collection. The population of the study was 6680 while the sample

size was 377. The data generated from the field were analysed using Person Product Moment Correlation statistical techniques. The result of the study showed that manpower training and development improves effectiveness and performance of the staff of tertiary institutions in Delta State. The study is related to the present study in terms of instrument for data collection, design of the study and method of data analysis.

Ofiaja (2006) studied teachers' in-service training and effective implementation of the UBE programme in Rivers State. The study was guided by five (5) research questions. No hypothesis was posed. The researcher employed the descriptive and inferential survey research designs. A sample size of 1,458 was drawn from a population of 2304 using the simple random sampling technique. Questionnaire was the major instrument while means and standard deviation were used in answering the research questions. Findings of the research study showed that in-service training programme of teachers in Rivers State is irregular, therefore could be considered ineffective. The study is related to the present study in terms of instrument for data collection and design of the study.

Ogbonna (2010) conducted a study on staff development programmes and teachers' performance in secondary schools in Abia State. Four (4) research questions and four (4) hypotheses guided the study. The research design was descriptive survey design and the population was 3,053 teachers. A sample size of 360, was drawn from the population using the stratified random sampling technique. Findings of the study showed that values derived from staff development programmes include enhanced teaching capabilities, good leadership skills, effective teaching techniques and improved classroom management. The study is related to the present study in terms of instrument for data collection and design of the study.

Abokwara (2010) studied in-service education and teaching personnel performance in secondary schools in Delta State. The study was guided by four (4) research questions and four (4) hypotheses. The theoretical framework was hinged on McClelland's Need Achievement theory. The researcher employed descriptive and co- relational research designs. The population of the study was 11,356 public secondary school teachers, 749 schools in 25 Local Government Areas in Delta State. A sample size of 513 teachers in 142 public secondary schools from 14 local government areas were drawn from the population using stratified random sampling technique. Findings of the research study showed that teachers moderately participated in in-service education programmes such as seminars, workshops, symposia, conferences, team-teaching, sandwich programmes and inter-school visitation, but the most available in-service programme for teachers was seminar. The study also revealed that NCE, B.Ed and B.Sc teachers attended in-service education programmes more than teachers with other qualifications. It was also discovered that regularity of participation in in-service education programme is positively and highly related to teacher performance. The study is related to the present study in terms of instrument for data collection and design of the study.

Umoh (2011), investigated staff development programmes of public secondary school teachers job performance in Rivers State. The study was guided by 4 research questions and four hypotheses. The researcher employed the descriptive survey research design. The population of the study was 3,117 teachers, 245 principals and 245 public secondary schools. A sample size of 1000 teachers 104 principals and 104 public secondary schools were selected through simple random sampling techniques. Findings of the research study showed that teachers barely participated in staff development programmes and the success of an education system depends on

sustained staff development programmes for all the teachers. The study is related to the present study in terms of instrument for data collection and design of the study.

Nakpodia, (2010) carried out a study to determine the capacity- building needs of the principals in human resource management in secondary schools in Bornu state, Nigeria. Seven research questions and six hypotheses guided the study among which are; the human resource management responsibilities required by the principal, such as staff appraisal methods, staff development programmes, forestalling discipline in schools; the capacity needs of the principals in the schools to carry out the responsibilities. Descriptive survey design was used for the study. The population for the study is 389, consisting of 91 principals, 273 teaching staff and 25 officials of the Post Primary School Management Board (PPSMB). The sample for the study was 198, made up of 91 principals of public schools in the state, 82 teaching staff and 25 officials of PPSMB. Proportionate stratified random sampling technique was adopted to select 30% of the population. A 74 item structured questionnaire was used for data collection. The data collected was analysed using mean, standard deviation and Improvement Need Index (INI) to answer the research questions, while analysis of variance (ANOVA) was used to test the hypothesis. The findings revealed that the principals required all the 74 human resources management skills for effective management of secondary schools, while they needed improvement in 70 out of 74. Based on the findings it was recommended that the government should organize capacity- building intervention programme for the principals.

The relationship between this study and the current one is that the study discussed management functions of the principals. In this study, management functions of the provosts of colleges of education, in terms of lecturersö staff

development was determined. The two studies differ in scope, purpose, study area and method of analyzing the data.

Akiseinde cited in Nakpodia, (2010) also carried out a study on professional in-service needs of technical teachers at the secondary school level in Delta and Edo state. Four research questions and six hypotheses were formulated to guide the study. The design of the study was an ex-post facto survey with a sample of 283 technical teachers from government technical colleges and secondary schools in Delta and Edo states. Mean score, t-test, analysis of variance (ANOVA) and Scheffe test were used for the data analysis. The findings from the study indicated that 35 professional competences were perceived as being important for successful teaching by technical teachers in delta and Edo states. Also a number of in-service and professional improvement needs were identified, for example in programme planning, development and evaluation, instructional execution, instructional management and others.

This research work has some relationship with the study because it reviewed technical teachers training needs, which is very vital in staff development of lecturers. The two studies differ in scope, research design.

Aneke (2012) carried out a study on in-serve training needs of teachers for the achievement of UBE Goals in Awgu education zone of Enugu state'. The purpose of the study was to investigate the in-service training needs of teachers for the achievement of the UBE goals. Descriptive survey design was used for the study, four research questions and two hypotheses were used to guide the study. A sample of 270 respondents in 30 secondary schools was selected from the population of 675 teachers in 52 secondary schools in the zone. The data for the study was collected using questionnaire which was administered to the teachers and was analysed using simple

mean and standard deviation statistics. The finding revealed that the teachers to a great extent need in-serve training and strategic improvement in their teaching.

The study is related to the present study because they both reviewed the extent of staff training. The two studies sought information on the achievement of the programmes set standards. It is different from the present study in scope and study area.

Onimisi (2006) investigated the impact of teacher training program e.g. Nigeria integrated science teacher education project (NISTEP) on students achievement in and attitude towards integrated science (now known as basic science). The classroom interaction profile of the NISTEP and Non-NISTEP teachers were observed and compared. The study adopted the causal-comparative (ex-post facto) research design. The sample population for the study was 24 teachers (12 NISTEP and 12 Non-NISTEP trained teachers) in integrated science and all the 1254 JSS 3 students taught by these teachers. It was carried out in 24 secondary schools in Kogi state. Eight research questions were formulated; among the research questions raised was; to what extent does the type of teacher training received by the integrated science teacher determine students achievement in integrated science. Seven hypotheses were tested at 0.05 in this study using the Flanders interaction analysis categories system (FIACS). An integrated science achievement test (ISAT) of 66 questions was used to obtain data on students' achievement in integrated science as taught by the types of teachers. The data was analysed using mean, standard deviation, t-test and analysis of variance (ANOVA). From the findings the most prevalent classroom event in the integrated science lesson observed was talking by the two groups of teachers. There was however a significant difference between the mean achievement and attitude score of the students taught by these groups of teachers. The

result revealed that the instruction by the NISTEP trained teachers significantly enhanced students' achievement in and towards integrated science.

This study has relationship with this study because it investigated impact of teacher training program received by the teachers on students' achievement and interest in science subjects. Onimisi's study did not discuss technical subjects and the study was on basic secondary school science. The finding of this present study is based on college of education lecturers training needs. The two studies differ in scope, purpose and area of study.

Studies on Appraisal

Agangan (2014) carried out a study on the appraisal of the management of junior secondary school certificate examination in Delta state. Seven research questions and seven null hypotheses were formulated to guide the study. Descriptive survey design was used for the study. A forty-five item questionnaire was developed using rules and regulation guiding the conduct of external and internal examination in Delta state and integrity manual for examiners and supervisors. The total population of the study is 6098, comprising all the 5629 teachers, 381 principals and 88 Ministry of Education (MOE) officials in the 25 local government areas of the state, from which a total of 1,608 was sampled for the study. The data collected was analysed using mean scores and standard deviation to answer the research questions and t-test analysis was used to test the hypotheses. The findings revealed that there was no significant difference between the perception of secondary school teachers and the MOE officials with regards to the extent ministry of education officials in charge of examinations in Delta state adhere to the guidelines/ manual on funding, institutional arrangement, security arrangement, accommodation facilities for examiners, criteria for appointment of supervisors and information to staff and students.

Although the study by Agangan appraised the management of junior secondary school certificate examination, it is related to the present study from the perspective that the two discussed management and investigated the extent of compliance to set guidelines by the managers. Agangan's study used questionnaire to collect data, mean scores and standard deviation to answer the research questions and t-test for the hypothesis just like the present one.

Ezeuchu (2006) carried out a study on 'Appraising the effectiveness of implementation strategies of administrative functions of post primary schools management board in south eastern Nigeria'. The purpose of the study was to identify the extent of effectiveness in the area of in-service training of staff, in the management of physical facilities and equipment, and to find out the extent of supervision and motivation of staff. Descriptive survey design was used for the study. Six research questions and six hypotheses guided the study. The instrument used for data collection was a 39-item structured questionnaire which was administered using direct delivery technique. The population was made of 1740 administrative staff of Post Primary Schools and 1092 principals. The researcher used proportionate stratified random sampling technique to select 40% of each stratum. Mean scores and standard deviation was used in answering the research questions while t-test statistical analysis was used to test the six null hypotheses at 0.05 level of significance. The result of the study revealed that the Post Primary Schools Management Boards (PPSMB) were effective in organizing regular and annual audit of the school account, monitoring and distribution of office stationeries and equipment. PPSMB was also effective in organizing in-service training such as seminars, workshops, and conferences for supervisors to improve on their knowledge and skills. The study revealed the administrative problems in the management and control of Post Primary

Schools in various states of Nigeria, which ranged from poor recruitment of qualified, dedicated and committed staff, to posting, transfer of teachers, poor development of staff, lack of funds, equity in the distribution and management of physical facilities and equipment to lack of thorough supervision.

The study is related to the present study on the area that the two studies appraised the adherence to set government guidelines. This study used mean scores and standard deviation in answering the research questions just like the current study. The two studies also differ in purpose, scope but similar in study area.

Ugwu 2010, did a study on appraisal of management practices of national examinations council in Nigeria. Five research questions and five null hypotheses were formulated to guide the study. The population was 154 NECO senior administrative staff and 44 head of departments making a total of 198 respondents all from 36 states of NECO offices in Nigeria. The design study was descriptive survey. The findings showed that NECO management adhered to the regulations ie (manual in the personnel, examination, infrastructure, financial and supervisory management of the council. The study is related to the present study in terms of instrument for data collection and design of the study. They are also related in that both are based on appraisal. However, the present appraised staff development of lecturers while this appraised management practices of national examinations council in Nigeria..

Nwankwor, 2011 in his study, "Approval of management of internally generated revenue in federal universities, south eastern zone of Nigeria. The study was guided by 6 research questions and 6 null hypotheses. The descriptive survey research design was employed. A 43 item questionnaire was developed and administered to 62 heads of unite and 122 finance officers of the federal universities under study. Findings of the study include that the planning for internally generated

revenue was completed before the commencement of every academic year. The study is related to the present study in terms of instrument for data collection and design of the study. However, the present study differs in terms of level of tertiary education studied which is college of education lecturers. Also, while the studied focused on internally generated revenue, the present study focuses on appraisal of staff development.

Damar (2003) carried out a research work on evaluation of the implementation of the National Mass Literacy Campaign (NMLC) programme in Nasarawa, Plateau and Bauchi states. The purpose of the study was to determine the quality of NMLC in terms of the qualification of the instructors, methods of teaching used, instructional materials, infrastructural facilities and the impact of NMLC in the graduands on the attainment of the campaign objectives. The researcher collected quantitative data from 282 literacy instructors teaching literacy classes, 84 graduands of literacy classes' between 1990 and 2000, and an observation of 48 literacy centres in Nasarawa, Plateau and Bauchi states. The instruments for data collection were 35-item question for instructors, 7-item questionnaire for graduands and 14-item checklist for observation of instructional and infrastructural facilities at the literacy centre in the three states. Data collected were analysed with percentage, mean and analysis of variance (ANOVA) statistics. The findings revealed that the 3 states used the same teaching methods, instructional material, infrastructural facilities, and course contents, in their mass literacy classes as evidenced by the responses and the presence of graduands in the workforce of the LGAs. Majority of the inspectors hold educational qualifications that are above first leaving certificate, which is good. The study further revealed that the National Mass Literacy Campaign has had an impact on the graduands of mass literacy classes. The extent of implementation in terms of what

graduands of mass literacy have achieved as a result of attending mass literacy classes was determined.

The study is related to the present study because both of them focused on evaluation/ appraisal, this study investigated the extent available instructional facilities are being used in the states and the achievement of the participants. Damar used percentage and mean scores to answer the research questions, and analysis of variance to test the hypotheses. The two studies differ in purpose, scope and study area.

Umoh (2000) carried out a study on evaluation of the implementation of students industrial work experience scheme (SIWES) in agriculture in colleges of education, in the nine states of eastern Nigeria. The purpose of the study was to identify the weaknesses or strengths in the scheme, and proffer realistic guidelines for improving the implementation of the programme. Descriptive survey design was used for the study. Seven research questions and four hypotheses guided the study. Simple random sampling technique was used to select 300 NCE III agricultural education students, 40 SIWES administrators and 61 college based supervisors. The instrument used for data collection was structured questionnaire which was administered using direct delivery technique. Percentage, mean scores and t-test statistical analysis were used to analyse the data. The principal findings of the study revealed that the SIWES administrators did not use all the specifications in the ITF guidelines; the SIWES coordinators were not academically and professionally qualified for the job, while the college based supervisors were qualified. As many as 14 factors constituted major hindrances in the implementation of SIWES programme. Some of them are: lack of proper monitoring and the appointment of unqualified coordinators. Some guidelines for improvement were proffered by the respondents.

The study is relevant to the present study because they both appraised/evaluation government programmes. The two studies used mean and percentage to analyse the data, although they are not of the same purpose and study area.

Summary of Literature Review

The literatures reviewed were presented under the following four broad headings namely: The conceptual framework, theoretical framework, empirical studies and summary of the review of the related literature. Under conceptual framework the following were discussed: concept of staff development programme, appraisal and purpose of appraisal, Lecturers and their responsibilities and college of education. In addition, the operational definitions were presented in line with the concepts. The schematic representation explained the relationships between the major variables; staff development programmes, the NCCE Manual guidelines to be adhered to by the administrators and the outcome of effective and efficient staff development.

Under the theoretical framework, Appraisal Theory of Emotion and the Context, Input, Process and Product (CIPP) model were used in anchoring the study.

These staff development programmes include conferences, workshops, staff meetings, visits and demonstration, on the job programmes, in-service training programmes, seminars, job routine orientation, in-service orientation and continuing education. The review indicated the role of colleges of education on academic staff development. This role includes a range of activities that will make provisions for a variety of non award staff training education programmes.

Nine empirical studies reviewed were in staff development and staff performances, four studies in colleges of education and six in appraisal. Among all the related literature reviewed, to the knowledge of the researcher there was no study

on appraisal of staff development programmes in colleges of education, south east of Nigeria. It is this yawning gap that the researcher filled.

CHAPTER THREE

RESEARCH METHODS

This chapter presents the procedure that was adopted in carrying out the study as follows; Design of the study, Area of study, Population of the study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Design of the Study

The study is an appraisal; hence the descriptive survey design was adopted. Descriptive survey design, according to Nworgu (2001), describes the opinion of a cross section of people on an issue of interest. Ali (2006) perceived descriptive design as being mainly concerned with describing events as they are without any manipulation of the entity being observed. This study adopted the descriptive design because it elicited information from lecturers concerning staff development of lecturers in colleges of education in Nigeria without manipulating any variable.

Area of the Study

The area of study is the South Eastern states of Nigeria, made up Abia, Anambra, Enugu, Ebonyi and Imo states. These states were formerly called East Central State with Enugu as the capital. Although they were politically separated, they have common cultural and geographical backgrounds. South East Nigeria was chosen for the study because the region has many federal and state colleges of education with at least one federal or state college of education. The colleges of education are concerned with training of teachers primary and secondary schools. The state colleges of education were established by various state governments while the federal colleges of education were owned by the federal government.

Population of the Study

The population of the study comprised all the six colleges of education, South East of Nigeria. One thousand three hundred and twenty-nine (1329) lecturers in the colleges of education, South East of Nigeria. Based on the 2011/2012 school year, there were 772 lecturers in the federal colleges of education and 557 in state. (Source: National Commission for Colleges of Education Abuja; Digest of Education and other NCE awarding institute in Nigeria 2011/2012) see Appendix C.

Sample and Sampling Techniques

There was no sampling as all the lecturers in the colleges of education were used as sample size because the population was small.

Instrument for Data Collection

Two instruments used for data collection were a questionnaire titled 'Lecturers Development Appraisal Questionnaire' (LDAQ) and Interview. The questionnaire is developed by the researcher. The 32-item questionnaire has three sections (A, B and C). Section A contained a letter of introduction to the respondents, section B dealt with the demographic information of the respondents while section C had items based on the research questions posed for the study. The questionnaire has four response options of: Very Great Extent, Great Extent, Little Extent, Very Little Extent and weighted 4, 3, 2 points and 1 point respectively (See Appendix 1).

Validation of the Instrument

To ascertain the face validity of the instrument, the questionnaire was given to two experts in educational administration and planning, as well as one expert in measurement and evaluation. These experts were requested to examine the instrument with regard to the suitability of the language and the adequacy of the items. The experts restructured seven items and removed two completely. Their inputs and corrections were noted and affected immediately in the final draft of the instrument.

They also recommended the adoption of the modified two-point rating scale of 'Yes' and 'No' to a four-point scale. They also suggested an Interview Schedule as an additional instrument.

Reliability of the Instrument

In establishing the reliability of the instrument it was trial tested on 20 lecturers, 10 each from Federal College of Education (technical) Asaba, Delta and Adeniyi Ogunsanya College of Education, Otto/Ijaniki, Lagos. The scores from the 20 respondents were used to test the internal consistency of the instrument, using the Cronbach Alpha method. The scores were 0.83, 0.65, 0.91, 0.96 and 0.79 for clusters A,B,C,D, and E respectively. The overall reliability estimate was 0.90

Method of Data Collection

The researcher employed the direct delivery technique with the help of seven well instructed research assistant on the procedures for the administration of instruments. The researcher personally interviewed the Deputy Registrars in charge of establishment/ personnel. The data collection lasted for two weeks.

Method of Data Analysis

The data collected were analyzed using descriptive and inferential statistics. Mean scores and Standard Deviation was used in answering the research questions while the interview was analyzed quantitatively to buttress the result from the questionnaire. The response to the items was interpreted using real limits of numbers as follows:

Decision	Mean Range
Very Great Extent (VGE) =	3.50 ñ 4.00
Great Extent (GE) =	2.50 ñ 3.49
Little Extent (LE) =	1.50 ñ 2.49
Very Little Extent (VLE) =	0.50 ñ 1.49

The Z-test was used in testing the null- hypotheses at 0.05 level of significance.

CHAPTER FOUR

RESULTS

In this chapter, the result of the data analysis was based on the five research questions and four null hypotheses. The results are presented in the order of the five research questions and four null hypotheses used for the study. The major findings of the study are also presented in this chapter.

Research Question One

To what extent are the benefits derived by lecturers from the staff development programmes in colleges of education, south east of Nigeria, in line with the NCCE Manual?

Table 1: Mean Ratings and standard Deviation of lecturers on the extent benefits they derive from the staff development programmes, are in line with the NCCE Manual

S/N	Item Description/ Extent the following benefits derived from staff development programmes, are in line with the NCCE Manual.	FEDERAL $\bar{X}$	SD	DEC	$\bar{X}$	SD	STATE DEC
1	Fostering growth and development of employees	3.64	0.61	VGE	3.64	0.59	VGE
2	Giving individual a sense of self direction achievement and self-actualization	3.52	0.65	VGE	3.56	0.65	VGE
3	Source of information on recent researches and methodology.	3.43	0.82	GE	3.53	0.72	VGE
4	Promoting cross fertilization of ideas.	3.38	0.95	GE	3.35	1.00	GE
5	Promoting cooperation between various people in the same field	3.51	0.77	VGE	3.55	0.70	VGE
6	Helping employees keep abreast of changes in respective fields	3.50	0.78	VGE	3.54	0.69	VGE
7	Providing opportunity to network with others so that the concerns about educational problems can be effectively handled.	3.8	0.78	GE	3.50	0.74	VGE
	Grand mean	3.49	0.76	GE	3.52	0.72	VGE
COMBINED GRAND MEAN					3.51	VGE	

Key: $\bar{X}$ = Mean Score
 SD = Standard Deviation
 DEC = Decision
 VGE = Very Great Extent
 GE = Great Extent

Data in Table 1 show that all the items are highly rated by both categories of respondents (academic staff of Federal and State Colleges of Education). The mean ratings of items in Table 1 by the academic staff of Federal Colleges of Education range from 3.38 to 3.64. Items 1, 2, 3, 4, 5, 6 and 7 are rated 3.64, 3.52, 3.43, 3.38, 3.51, 3.50 and 3.48, real limits of numbers with Standard Deviation (SD) of 0.61, 0.65, 0.82, 0.95, 0.77, 0.78 and 0.78 respectively. Academic staff of state colleges of Education on the other hand, rated these items 1, 2, 3, 4, 5, 6 and 7; 3.64, 3.56, 3.53, 3.35, 3.55, 3.54 and 3.50 with Standard Deviation (SD) of 0.59, 0.65, 0.72, 1.00, 0.70, 0.69 and 0.74 respectively. The grand mean scores of both responds which is 3.49 and 3.52 with (SD) of 0.76 and 0.72 are also above 2.50 real limits of numbers, with a decision level of "a very great extent" and "a great extent" for the federal and state respectively which shows Very Great Extent for the entire Colleges of Education. This result indicates that all the categories of respondents (academic staff of Federal and state colleges of education) accepted that the benefits derived from staff development programmes "to a very great extent" and "a great extent" respectively, in line with the NCCE Manual. The combined Grand Mean score is 3.51 with a corresponding **Decision Level of Very Great Extent**

Hypothesis One

There is no significant difference between the federal and state colleges of education with regards to extent the benefits derived from the staff development programmes, are in line with the NCCE Manual.

Table 2: Z – test analysis of mean scores of lecturers on the significance difference federal and state colleges of education with regards to the extent benefits lecturers derive from staff development programmes are in line with the NCCE Manual

Variables	N	X	SD	Df	Level of Significance	Z-cal	z-tab	Dec
Extent benefits derived are in line with NCCE manual								
Academic staff of Federal College of Education lecturers	772	3.49	0.76	1327	0.05			
Academic staff of state colleges of education lecturers	5.57	3.52	0.72			6.58	1.96	NS Accept

Key:

N	=	Number of respondents	Df	=	Degree of Freedom
$\bar{X}$	=	Mean Score	Z-cal	=	Z calculated
SD	=	Standard Deviation	Z-tab	=	z table
NS	=	Not Significant			

The calculated Z-value at 1327 degree and 0.05 level of significance is -6.58

which is less than the critical table value of 1.96, the null hypothesis is not rejected

This is to say that there was no significant difference between the opinions of federal colleges of education lecturers (FCEL) and State Colleges of Education Lecturers (SCEL) with regards to the extent the benefits derived from staff development programmes by lecturers from Federal and State Colleges of Education in the South-East Nigeria are in line with the NCCE Manual.

In other words, the benefit derived from staff development programmes by lecturers from Colleges of Education; South-East Nigeria is in line with the NCCE Manual. Interview conducted revealed that colleges of education are aware of the existence of staff development programmes; the benefits derived are in line with the NCCE Manual. They benefited from Tertiary Education Trust (TET) fund as each of the training they underwent helped to improve their teaching and learning skills in their areas of specialization. Also that the knowledge has impacted on the college and students positively in the areas of capacity building, exposure to internet and global events, research and new methods of teaching and learning. However, they were in unison in appealing to the college authorities to always consider their new skills

acquired while making appointment and promotion as a way of motivating them to do more. The data collected from interview is also in line with that of the questionnaire and supports that; the benefit derived from staff development programmes by lecturers from Colleges of Education; South-East Nigeria is in line with the NCCE Manual.

Research Question 2

To what extent do the planning and organization in colleges of education South East comply with the NCCE Manual on staff development programmes for lecturers in colleges of education South East of Nigeria?

Table 3: Mean ratings and standard deviation of respondents on the extent the planning and organization comply with the NCCE Manual on staff development programmes for lecturers in colleges of education, south east of Nigeria

S/N	Item Description	Academic Staff of Federal Colleges of Education			Academic Staff of State Colleges of Education		
		$\bar{X}$	SD	DEC	$\bar{X}$	SD	DEC
8	The planning of staff development programmes is the responsibility of various department and schools of each institutions.	3.41	0.79	GE	3.36	0.80	GE
9	Institutions as a whole plan own staff development programme	3.23	0.70	GE	3.29	0.80	GE
10	Heads of Departments and Dens of school convene meetings to plan for staff development programme.	3.27	0.84	GE	3.26	0.88	GE
11	Senior and competent staffs are co-opted in the planning of staff development programmes.	3.22	0.79	GE	3.16	0.87	GE
12	Committees are usually appointed to select topics for conferences, seminars and workshops.	3.24	0.80	GE	3.19	0.89	GE
13	Non-academic staff do organize staff development programmes according to the needs of their development and units	3.13	0.84	GE	3.26	0.89	GE
14	Availability of funds facilities and equipment are considered in the planning of staff development programmes.	3.38	1.20	GE	3.86	1.00	VGE
	Grand mean	3.27	0.86	GE	3.34	.074	GE
COMBINED GRAND MEAN					3.30	GE	

Key: GE = Great Extent Strongly Agree $\bar{X}$ = Mean Score
SD = Standard Deviation DEC = Decision

Data in Table 3 show that all the items are highly rated by both categories of respondents (Academic staff of Federal and State Colleges of Education). The mean

ratings of all the items in table 3 by the academic staff of federal colleges of Education range from 3.13 to 3.41. Items 8, 9, 10, 11, 12, 13 and are rated 3.41, 3.23, 3.27, 3.22, 3.24, 3.13 and 3.38 with (SD) of 0.79, 0.70, 0.84, 0.79, 0.80, 0.84 and 1.20 respectively. Academic staff of state colleges of education on the other hand, rated the same items 8, 9, 10, 11, 12, 13 and 14 3.36, 3.29, 3.26, 3.16, 3.19, 3.26 and 3.86 with (SD scores of 0.80, 0.80, 0.88, 0.87, 0.89, 0.89 and 1.00., with respective grand mean scores is 3.27 and 3.34 and SD of 0.86 and 0.74. The combined Grand Mean score is 3.30 with a corresponding Decision level of Great Extent.

This is an indication that both categories of respondents (federal and state colleges of Education) agreed that the planning and organization of the staff development programme in colleges of education are in line with the NCCE Manual. It was found that; it is the responsibility of various department and schools of each institution to plan for staff development and that funds, facilities and equipment are considered when such staff development plan is put in place; the institutions appoint competent staff in committees to select topics for conferences, seminars and workshops while convening meetings to plan for staff development programmes in their institutions. The Interview data confirmed this, as the respondents expressed that they go strictly by the NCCE Manual which not only provides a guide but also makes it possible to avoid favoritisms and consequent associated conflicts and misunderstandings.

Hypothesis Two

There is no significant difference between Federal and State Colleges of Education with regards to the extent the planning and organization comply with the NCCE Manual on staff development programmes.

Table 4: z-test analysis of the difference between the mean responses of federal and state colleges of education lecturers on the extent the planning and organization comply with the NCCE Manual

Variables	N	X	SD	DF	Level of Significance	Z-cal	z-tab	Dec
Planning process for lecturers								NS
Federal College of Education	772	3.27	0.86	1327	0.05	-6.58	1.96	Accept
state colleges of education	5.57	3.34	0.74					

Key: N = Number of respondents Df = Degree of Freedom
 $\bar{X}$ = Mean Score Z-cal = Z -calculated
SD = Standard Deviation Z-tab = Z- table
NS = Not Significant Dec. = Decision

The calculated Z-value at 1327 degree and 0.05 level of significance is -0.069. Since the calculated value of -0.069 is less than the critical table value of 1.96, the null hypothesis is not rejected. This is to say that, there was no significant difference between the opinion of academic staff of Federal and State Colleges of Education lecturers with regards to the extent the planning and organization comply with the NCCE Manual on staff development programmes for lecturers in colleges of education south east of Nigeria.

Interview conducted revealed that the Colleges of Education have panels that sit and plan for staff development programmes. The Committees advise their staff to look out for available conferences on internet and apply for scholarships and go for staff training programmes as many times as the fund can afford or as many papers as staff attend conferences, seminars and workshops.

Research Question 3

To what extent do the criteria for sponsoring lecturers' participation in staff development programmes in colleges of education South East of Nigeria comply with the NCCE Manual?

Table 5: Mean Ratings and standard deviation of the respondents on the extent the criteria for sponsoring lecturers' participation in staff development programmes in colleges of education South East of Nigeria comply with the NCCE Manual

	Academic Staff of Federal Colleges of	Academic Staff of State Colleges of
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S/N	Item Description	Education			Education		
		$\bar{X}$	SD	DEC	$\bar{X}$	SD	DEC
15	All staff who have served a minimum of two years are sponsored for staff development.	2.73	0.99	GE	2.89	1.00	GE
16	Provost approves staff development programmes on the basis of availability of funds and equipment.	3.12	0.76	GE	3.12	0.83	GE
17	Staff development programmes are on current and topical issues.	3.05	0.78	GE	3.04	0.80	GE
18	Productivity level of staff is a criterion for sponsorship in staff development programme.	3.04	0.97	GE	3.02	0.97	GE
19	Deans of schools and Heads of department, guide the provost in determining the productivity level of staff for sponsorship in staff development programmes.	3.00	0.94	GE	2.90	1.04	GE
20	Academic needs of the colleges and job discipline is a criterion for sponsorship in staff development programme.	3.02	0.88	GE	3.08	0.98	GE
	Grand Mean	3.00	0.88	GE	3.01	0.91	GE
COMBINED GRAND MEAN				3.30	GE		

Key: $\bar{X}$ = Mean Score
SD = Standard Deviation
DEC = Decision

Data in Table 5 show that all the items are to a Great Extent the criteria for sponsoring lecturers' participation in staff development programmes in colleges of education South East of Nigeria comply with the NCCE Manual. The mean ratings on all the items by the academic staff of Federal Colleges of Education range from 2.73 to 3.12. Items 15, 16, 17, 18, 19 and 20 are rated 2.73, 3.12, 3.05, 3.04, 3.00 and 3.02 with standard deviation of 0.99, 0.76, 0.78, 0.97, 0.94 and 0.88 respectively. Academic staff of state colleges of education on the other hand, rated the same items; (15, 16, 17, 18, 19 and 20) high. The range is 2.89 to 3.12, rated 2.89, 3.12, 3.04, 3.02, 2.90 and 3.08 respectively, with SD score of 1.00, 0.83, 0.80, 0.97, 1.04 and 0.98. The grand mean scores of academic staff of Federal and State colleges of Education is 3.00 and 3.01 with SD of 0.88 and 0.91 respectively and the decision level indicate that in both Federal and State Colleges of Education, the criteria for sponsoring lecturers' participation in staff development programmes in colleges of education South East of Nigeria are in line with the NCCE Manual. The combined grand mean of 3.30 shows a decision level of **Great Extent**. The data from the interview also supports this finding.

Hypothesis Three

There is no significant difference between of Federal and State Collages of Education with regards to the extent the criteria for sponsoring lecturersö participation in staff development programmes in colleges of education South East of Nigeria comply with the NCCE Manual.

Table 6: Z-test Analysis on the significant difference between the opinions of Federal and State Collage of Education lecturers with regards to the extent the criteria for sponsoring lecturers' participation in staff development programmes in colleges of education South East of Nigeria comply with the NCCE Manual

Variables	N	$\bar{X}$	SD	Df	Level of significance	Z-cal	z-tab	Dec
Criteria for sponsoring staff for staff development								NS
Federal Colleges of Education	772	3.00	0.88	1327	0.05	-2.03	1.96	Accept
State College of Education	557	3.01	0.91					

Key: N = Number of respondents df = Degree of Freedom Dec = Decision SD =Standard Deviation

X = Mean score

Z-cal = Z calculation

Z- tab= Z table

The calculated Z-value at 1327 degree and 0.05 level of significance is ñ 2.03, which is less than the critical table value of 1.96 the null hypothesis is accepted. The decision indicates that, there was no significant difference between the opinions of academic staff of Federal and State Colleges of Education lecturers on the extent the criteria for sponsoring staff participation in staff development programme are in line with the NCCE Manual. The null hypothesis was not rejected.

Interview conducted show that all the Colleges of Education under study have different criteria for selection of staff for training and that only staff that meets the college stated criteria are selected for training. In other words, each college has its own unique criteria for selection. However they are all in line with the NCCE Manual. For instance, in all the colleges, any staff that still undergoing courses in Ph.D or Masterö Degree was not allowed to attend or apply for such scholarships until he finishes. This was to allow others a chance to participate.

Research Question Four

To what extent are the available staff development programmes in Colleges of Education South-East of Nigeria, in line with the NCCE staff development manual?

Table 7: Mean Ratings and Standard Deviation of the respondents on the extent available staff development programmes in Colleges of Education, South-East of Nigeria are in line with the NCCE staff development manual.

S/N	Item Description /To what extent are the following staff devt prog available in your college	Academic Staff Federal Colleges of Education			Academic Staff of State Colleges of Education		
		$\bar{X}$	SD	DEC	$\bar{X}$	SD	DEC
21	Academic conferences organized by department and school of the institution.	2.73	0.77	VGE	2.54	0.70	GE
22	Part-time/sandwich programmes in universities for further studies.	3.49	0.77	GE	3.53	0.69	VGE
23	Workshops organized by departments and schools.	3.47	0.77	GE	3.49	0.74	GE
24	Coaching and counseling by supervisors	3.04	0.77	GE	3.03	0.80	GE
25	Postgraduates courses in Universities	3.03	0.96	GE	3.01	0.96	GE
26	Seminars organized by department and schools.	3.90	0.93	VGE	3.82	1.03	VGE
27	Management courses in professional institutes, colleges and universities	3.03	0.87	GE	3.07	0.97	GE
	Grand mean	3.20	0.83	GE	3.22	0.84	GE
COMBINED MEAN SCORE					3.23	GE	

Key: $\bar{X}$ = Mean Score
SD = Standard Deviation
DEC = Decision

Data in Table 7 show that all the items are rated high by both categories of respondents (academic staff of Federal and State Colleges of Education). The mean ratings of items in table 7 by the academic staff of Federal Colleges of Education range from 3.51 to 2.90. Items 21, 22, 23, 24, 25, 26 and 27 are rated 3.51, 3.47, 3.04, 3.03, 2.90 and 3.01 with Standard Deviation (SD) of 0.77, 0.77, 0.77, 0.77, 0.96, 0.93 and 0.87 respectively. Academic staff of state colleges of Education on the other hand, rated of State Colleges of Education on the other hand, rated items; 21, 22, 23, 24, 25, 26 and 27) as 3.54, 3.53, 3.49, 3.03, 2.01, 2.82 and 3.07 respectively with the standard Deviation scores of 0.70, 0.69, 0.74, 0.80, 0.96, 1.03, and 0.97. The grand mean scores of both categories of respondents are 3.20 and 3.22 with SD of 0.83 and

0.84. The combined mean score was 3.23 with a corresponding decision level of **Great Extent**.

Hypothesis Four

There is no significant difference between the Federal and state Colleges of Education with regards to the extent available staff development programmes in Colleges of Education, are in line with the NCCE Manual

Table 8: Z-test Analysis of the difference between the mean responses of Federal and State Colleges of Education lecturers with regards to the extent available staff development programmes Colleges of Education in the South-East of Nigeria, are in line with the NCCE Manual

	N	$\bar{X}$	SD	Df	Level of significance	Z-cal	Z-tab	Dec
Academic Staff of Federal Colleges of Education	772	3.20	0.83	1327				NS
Academic Staff of State Colleges of Education	557	3.22	0.84		0.05	-3.87	1.96	Accept

Key: N = Number of Respondents, df = Degree of Freedom
X = Mean score , Z-cal = 2 calculated
SD = Standard Deviation , Z-tab = Z table
Dec = Decision

The calculated Z ñ value, at 1327 degree and 0.05 level of significance is ñ 3.87, which is less than the critical table value of 1.96. The decision level shows that the null hypothesis is **accepted**, as there was **no significant** difference between the opinions of Federal and State Colleges of Education lecturers with regards to the factors that influence staff development programmes in the South-East Nigeria.

Interview conducted and the researcher's personal observation during the visit to these colleges of education in the south-east of Nigeria shows/revealed that managerial and skill training for administrative and academic staff are available to them in the ICT. Others are sandwich programmes, seminars, conferences, in-house training, Ph.D, Masters, academic scholarships, workshops, professional courses, postgraduate studies, thematic research programmes, book/journal publications and

other sponsorship. All the courses they noted are under TET fund sponsorship programme.

Research Question Five

To what extent are the administrative factors that influence the quality of staff development programmes in the Colleges of Education in line with the NCCE Manual?

Table 9: Mean and standard deviation analysis on the extent administrative factors that influence the quality of staff development programmes in Colleges of Education are in line with the NCCE Manual?

S/No	Item description	Academic Staff of Federal Colleges of Education			Academic Staff of State Colleges of Education		
		$\bar{X}$	SD	Dec	$\bar{X}$	SD	Dec
28	Government policies or legislature	3.40	0.99	GE	3.4	0.97	GE
29	The availability of funds and suitable skills within the existing workforce	3.25	0.94	GE	3.28	0.86	GE
30	The extent to which the institution supports the ideas of internal career development	3.05	0.99	GE	3.14	0.92	GE
31	The extent to which management sees training as a motivating factor in their work	3.30	0.92	GE	3.30	0.90	GE
32	The knowledge and skills of those responsible for carrying out training	3.31	0.91	GE	3.29	0.95	GE
Grand Mean		3.26	0.95	GE	3.28	0.92	GE
COMBINED GRAND MEAN SCORE				3.27 GE			

Key: $\bar{X}$ = Mean score GE = Great Extent, SD = Standard Deviation; DEC = Decision

Table 9 above shows that the two categories of respondents rated all the items to a great extent; ranging from 3.05 to 3.40 for items 28, 29, 30, 31 and 32, with the means of 3.40, 3.25, 3.05, 3.30, and 3.31 and SD of 0.99, 0.99, 0.92 and 0.91 from the federal staff. State Colleges of Education lecturers on the other hand, rates were from 3.34 to 3.14 for items 28, 29, 30, 31 and 32, with mean scores of 3.34, 3.28, 3.14, 3.30 and 3.29 and SD of 0.97, 0.86, 0.92, 0.90 and 0.95. The grand mean scores for Federal and state Colleges of Education lecturers are 2.66 and 3.27 respectively with SD of 0.95 and 0.92 respectively. The Combined Mean score of 3.01 and decision level of great extent shows the factors that influence the quality of staff development programme to a great extent.

In other words, the two categories of respondents; lecturers of Federal and State Colleges of Education, agreed that to a great extent that government policies or legislation on the availability of suitable skills within the existing workforce; the institution supports the ideas of internal career development; management; sees training as a motivating factor in the work and the knowledge and skills of those responsible for carrying out such training programmes are factors that influence; the quality of staff development programmes, in federal and state colleges of education in the South-East of Nigeria.

The interview conducted by the researcher shows that Colleges of education authorities in the South-east revealed that administrative factors such as funds, government legislature, policies, existing skills within the workforce, support from the institution (colleges of education) ideas of internal career development, how the management sees staff training programme as a motivating factor of work behavior and the competence and unbiased attitude of those handling or responsible for carrying out the training programme on behalf of management affects the quality of staff development programmes. In other words the finding supports the above finding that administrative factors that influence the quality of staff development programmes in Colleges of Education are in line with the NCCE Manual.

Summary of Findings

The study found that:

To a Very Great Extent, benefits derived by lecturers from staff development programmes in colleges of education, south east of Nigeria are in line with the NCCE Manual and there is no significant difference between the opinions of federal and state colleges of education lecturers with regards to the extent benefits they derive from the staff development programmes, are in line with the NCCE Manual.

To a Great Extent, the planning and organization of staff development programmes for lecturers in colleges of education south east of Nigeria, are in compliance with the NCCE Manual and there is no significant difference between the opinions of federal and state colleges of education lecturers with regards to the extent the planning and organization of the staff development programmes for lecturers in colleges of education south east of Nigeria comply with the NCCE Manual.

To a Great Extent, the criteria for sponsoring lecturers' participation in staff development programmes in colleges of education South East of Nigeria are in compliance with the NCCE Manual and there is **no significant** difference between the opinions of federal and state colleges of education lecturers with regards to the extent the criteria for sponsorship for the staff development programmes in colleges of education south east of Nigeria comply with the NCCE Manual.

To a Great Extent, available staff development programmes in Colleges of Education South-East of Nigeria are in line with the NCCE staff development manual and there is no significant difference between the opinions of federal and state colleges of education lecturers with regards to the extent to which available staff development programmes for lecturers in the colleges of education, south east of Nigeria, are in line with the NCCE Manual

To a Great Extent, administrative factors that influence the quality of staff development programmes in Federal and State Colleges of Education are in line with the NCCE Manual.

CHAPTER FIVE

DISCUSSIONS OF RESULTS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY

This chapter is presented under the following sub headings; Discussions of Results; Conclusions; Implications of the study; Recommendations and Summary of the study.

Discussions of Results.

Benefits of the staff development programmes to lecturers in colleges of Education south east of Nigeria and compliance with the National Commission for Colleges of Education (NCCE) Manual.

The result indicated that both categories of respondents (Federal and state colleges of education lecturers) accepted that staff development programmes in their respective institutions were beneficial to them to "a very great extent". In other words, they agreed that the staff development programmes put forward by the college authorities help to foster their growth and development; gives the individual staff a sense self direction and self actualization. This is because the programmes promote cross fertilization of ideas, offer information on recent researches and methodology and engender cooperation between various people in the same field as well as help employees keep abreast of changes in respective fields. Also, it was discovered that it provides opportunity to staff of federal and state colleges of education to network with others so that the concerns about educational problems can be effectively handled.

These findings are commendable since the purpose of staff development for lecturers in colleges of education as Sullivan (2007) noted, is to improve their knowledge and skills in order to acquaint them with the current trends in industries/institutions where their students on graduation are expected to work. These

skills are acquired through regular seminars, refresher courses, in-house training, conferences, workshop and skill trainings hence the need for them to regularly update their knowledge through staff development. This is why Brodhagen (2003) opined that staff development programmes for teachers or lecturers should be those that benefit them in journal publications; collaborating with other professionals and researching for specific trends and strategies in their subject areas. Decenzo and Robbins (2008) posited that the methods of developing staff programme can only take place on on-the- job training through monitoring, university assignments, job rotation and committee assignments. From the above, it is not surprising that the benefits accruing to the lecturers in the colleges are in compliance with the NCCE Manual. This is because the finding is consistent with the work of Ogbonna (2010) and Akpodono (2011) who share the same opinion that manpower training and development improve effectiveness and performance of the staff of tertiary institutions in terms of teaching capabilities, good leadership skills, effective teaching techniques and improved classroom management. In a similar vein it is in conformity with Abokwara (2010) found that teachers' moderate participation in in-service programmes such as seminars, workshops, symposia, conferences, visitation is positively and highly related to teachers' performance because it benefited them in terms of skill acquisition and knowledge improvement.

The result of the null hypothesis testing indicates that there is no significant difference between the opinions of federal colleges of education lecturers (SCEL) and state colleges of education lecturers (SCEL) with regards to benefits derived from staff development programmes. This finding is not surprising as both institutions are owned by government and under the same supervisory body, NCCE. The finding suggests that the institutions do comply with the NCCE rules and

regulation in their stipulated Minimum Standard which requires the colleges not to remove but can add to the stated minimum standards. This compliance brings harmony, uniformity and effective governance of the institutions.

Planning and organization of staff development programmes in colleges of education south east of Nigeria and compliance with the National Commission for Colleges of Education (NCCE) Manual

The study found that, to a great extent, planning and organization of staff development programmes in colleges of education south east of Nigeria comply with the National Commission for Colleges of Education (NCCE) Manual. In the colleges of education, planning and development of staff programmes in their respective institutions is the responsibilities of the various departmental heads, deans of schools, senior staff, competent staff both in academic and non academics with good track records and National Commission for Colleges of Education (NCCE). This is done through various committees selected or appointed or better still nominated to plan, organize, design, and convene meetings that will usher in seminars, workshops, symposium and conferences for overall development of the school, the academic staff and non-academic staff of the college.

This findings is in consonance with the view of Adesina and Ogunsaju (1984) that workshops/conferences and seminars being organized (planned) for administrative Heads is to keep them abreast i.e. their staff with modern development not only in subject areas but also in management techniques. This is to help in the development of teachers/lecturers whose recruitment and selection did not consider professionalism and competence in their recruitment exercise. The finding also supports the American Society for Training and Development (1980) and (2008) that emphasized the need for staff development through workshops conferences, and seminars and went further to observed that for professional self development of staff,

(lecturers and non-academic staff), organizations such as schools, should provide opportunities for staff to attend seminars/conferences and keep abreast of training and development concepts, theories and techniques and also keep abreast with activities in other organizations or institutions. This view shows that effective staff development programmes are programmes worth providing for teachers/lecturers in order that they become effective and efficient in performing their jobs should be appropriately planned for. This is in consonant with Kozol (1974:2) and Fasae (2006) that opined that staff development programmes do not only enhance the intellectual capital development of the teacher (lecturers) but also tend to improve students/teachers/lectures performance in schools which is an investment for a virile and egalitarian society, if well planned and articulated.

This findings have if well planned and organized. This is probably why the NCCE (2006) indicated that enhancing effective and efficient staff development plans, must take cognizance of the need of the institutions, the competence of these selected or appointed to fashion out the plan on how to use the funds, facilities and equipment available to enhance staff development. The result of the analytical finding accepting the null hypothesis that there is no significant difference between the opinions of federal and state colleges of education lecturers with regards to the extent planning and organization of staff development programmes for lecturers in federal and state colleges of education show that both institutions comply to the NCCE guidelines on this issue. The finding indicates that the management of these institutions practice participative administration where by the other staff, Deans of Schools, Heads of Departments, Senior administrative staff, other than the Principal officers- the Provosts, Registrars, Bursars and Librarians are left to manage the colleges alone. This in no way reduced the authority of management but gave staff a

feeling of participation. Placing the responsibility of planning and organization on the Deans and Departments appears to have yielded good result as they will be able to do better assessment of the lecturers than the management staff. However the final approval for the programme and release of fund rests with the management.

Criteria for sponsoring academic staff, for staff development programmes, in colleges of Education south east of Nigeria and compliance with the National Commission for Colleges of Education (NCCE) Manual

It was found by this study that, to a great extent the criteria for sponsoring academic staff for staff development programmes in colleges of Education south east of Nigeria was in compliance with the National Commission for Colleges of Education (NCCE) Manual. In other words, all staffs who had served a minimum of two years were eligible to be sponsored for staff development programmes after approval by the provost based on availability of funds and equipment, provided the programme was of topical issues that were current and geared towards enhancing the productivity level of the lecturers. This finding is not surprising, because these institutions use the criteria to improve academic discipline, productivity level of academic and non-academic staff as well as those of students body who are the output in this regards. The finding seem to be contrary to Ogbonna, (2010) that that noted variations from institution to institution based on criteria set up by the supervising bodies like the National Commission for Colleges of Education (NCCE) manual/guidelines, since the hypothesis tested indicated that there was no significant difference between the federal and state colleges of education with respect to the extent the criteria for sponsoring academic staff for staff development programmes in colleges of Education south east of Nigeria comply with the National Commission for Colleges of Education (NCCE) Manual.

The finding was in agreement with Ogundele (2001) and Honey (2001) that

indicated in their separate studies, that one of the major aims of staff development is to assist faculties to integrate appropriate mechanism on the job conducted just in-time, in their work places. The idea according to them was to enable cross faculty and cross disciplinary professional development collaboration and sharing of ideas and experiences that will help to enhance productivity level of teachers/lecturers. The finding also supports Nwachukwu (2007) who indicated that the achievement of staff development goals is in line with contention that management should put in place certain activities designed to promote the professional development of its academic and non-academic staff such as orientation and international conferences, workshops and meetings, sabbaticals and study leave when people are motivated in their field or profession, their interests are sustained and are attracted to continue in that profession (Olu, 2008). This was probably why Ojo (2006), Ogbonna (2010) and Obi (2005:11) were of the view that staff development criteria for sponsorship are ways of developing staff specific knowledge and skills, improve their current job performances, build organization skills and abilities of non-managerial employees and enhance staff skills for ultimate success or motivation.

This implies that the criteria adopted for sponsoring academic staff development in Federal and state colleges of education has much influence on lecturers performance and career development in schools/classrooms because his ability to perform well above his optimal level could be traceable to the training he receive why on course. The finding of the hypothesis that there is no significant difference between the mean ratings of federal and state colleges of education lecturers with regards to the extent the criteria for the sponsorship of academic and non- academic staff in colleges of education, comply with the NCCE Manual suggests

that both the state and federal institutions are effectively controlled by their Supervisory body ñNCCE.

Availability of staff development programmes in colleges of education and compliance with the National Commission for Colleges of Education (NCCE) Manual

The result of the study indicated that the available staff development programmes in colleges of education South-East of Nigeria, were to a great extent in line with the NCCE Manual. Such available staff development programmes include; conferences, part-time courses, seminars, coaching courses and counseling services organized by departments, school, colleges of education and universities are available and accessible at their respective institutions based on were based on the 1989 NCCE ACT.

The finding is in line with Mamoria and Gankar (2008) who opined that study leave/in-service training, workshops seminars, conferences, sandwich programmes, independent study inter school visitation, staff conferences, among others are available and accessible in schools for lecturers and administrators. The findings shows that lecturers in the state and federal colleges of education who engage in teaching and research do so in order to develop themselves through the above mentioned means to be up to date with the current trend in the field of teaching and research. This is because staff development for lecturers should be one that help them to develop their career aspirations through projects that enable them gave self-determination to achieve their career goals. This is also in line with Decenzo and Robbins (2008) who agreed that professionalized human resources has imbued knowledge, skills ability, attitudes and aptitude which when brought to bear in a teaching - learning situation promotes creativity, excellence, transfer of knowledge, and skills to student and teachers/lecturers. This in essence brings to limelight why

efficient personnel administration (staff development) should be guarded jealously in any organization to ensure optimum productivity and actualization of the goals of organization.

This finding also conform with earlier work of Abokwara (2010) on in-service education and teaching performance in secondary schools which shows that teachers moderately participated in in-service education programmes that is available and accessible to them such as seminars, workshops, symposia, conferences, team-teaching sandwich programmes and inter-school visitation but the most available in-service performance for teachers/lecturers were sandwich programmes and seminars. He therefore concluded that, availability and regularity of participation in-service education programmes for teachers is positively and highly related to teacher performance in classroom. Similarly, it agrees with the work on the "impact of welfare service on productivity of academic staff in college of education by Udensi (2000), who discovered that provision of welfare services such as conference and workshops allowances, sponsoring lecturers to academic studies (post graduate courses in education of sandwich programmes) payment for publications and researches allowances, impact positively on lecturers performances in classrooms organization and management. Lecturers in colleges of education therefore, need to receive continuing staff development programmes to suit the changing work environment- so as to keep them abreast with the technological advancement of the 21st century so as to produce teachers that will be able to meet with the educational challenges of our time especially in the use of information and communication technology (ICT) (Apkodono: 2011).

This view is in line with National commission for colleges of Education (NCCE) *ACT* No 3 of 17th January 1989 and NCCE manual (2003) which stipulated

among others that there is need to expand facilities for training technical and business education teachers and ensure that these teachers are exposed, both during and after training to practical experiences, and to undertake periodic *reviews* of terms and conditions for staff development programmes for lecturers to determine how they are achieving their goals. This shows that what is being done is in line with NCCE ACT 1989 on Staff development programme based on available courses that are accessible to lecturers hence the findings are accepted.

Administrative factors that influence the quality of staff development programmes in Federal and State Colleges of Education and compliance with the NCCE Manual.

The finding that to a great extent, administrative factors that influence the quality of staff development programmes in Federal and State Colleges of Education and comply with the NCCE Manual, shows that government policies/ legislation are available for suitable skill acquisition within the existing work force in the colleges; the extent to which management sees training as a motivating factor in their work and the knowledge and skills of those responsible for carrying out such training influence the quality of staff development.

The findings are commendable since the purpose of staff development is to update the knowledge and skills of staff to improve their job performance. This will enable lecturers to impact the desired learning experiences to the students so that they can fit into the world of work after graduating. The finding is also in consonance with Emore 2002, on the increase in capacity building, knowledge and skill development of lecturers and administrators for improved academic and administrative practices and performances. These findings are also consistent and is in line with Whawo (1991) Mgbekem (2004), NCCE ACT (1989), National Policy on Education (FRN, 2004:36) and Nwachukwu (2007) that contended differently, that to retain personnel

in a school system for continuity, they need to be motivated through constant training, supports from government and the institution involved.

In a similar view Obi (2005:11) and Mcferland in Ojo (2006) opined that the availability of suitable skills needed and the knowledge and skills of those responsible for carrying out their training will serve as purveyors of knowledge for the production of relevant manpower for continued growth and development of the nation; and to lead in advancing the frontiers of knowledge through teaching and research for purposes of exchanging all development of the institutions.

This view was further supported by the research work of Udensi (2000) who discovered that prompt payment of allowances such as housing, publications, teaching practice allowance and research work, shows the extent to which the institution support can improve lecturers internal career development. This is why Honey (2001) stated the need for tertiary education management to put in place certain activities designed to promote the professional development of its academic staff such as orientation session for the new staff, full sponsoring to national and international conferences, workshops and meetings, sabbaticals and study leave. This is because when people are motivated through training, suitable skills and good legislation their fields of profession their interest are suitable skills and good legislation in their fields of profession their interest are sustained and are attracted to continue that profession he concluded. The result from the respondents (Lecturer of Federal and State Colleges of Education) agreed with the hypothesis made that there is no significant difference between the opinion of óFederal and State Colleges of Education lecturers with regards to their opinion on the extent with regards to their opinion on the extent these factors influence staff development programmes in the South-East of Nigeria.

This view was further supported by interview schedule and personal

observation of the researcher in which the respondents agreed that factors such as government policies legislation funds motivation competence of staff within the institution, management ideas on training and availability of suitable skills are the factors that influence quality of staff development in their respective institutions. However they were in unison in appealing to the management of their respective institutions to make more money available for staff development programmes.

Conclusions

The Study concludes that the colleges of education in south-east Nigeria, to a great extent, comply with the NCCE Manual in the management of their academic staff development programmes. Nevertheless there is room for improvement as there were some lapses that made the respondents not to rate the compliance to a very great extent. The institution of the TET-Fund had a great impact on this compliance as it was found from the interview responses that prior to TET-Fund, staff development programme was a mirage in the colleges, claimed one of the respondents. The availability of the TET-Fund seem to have improved the otherwise situation as many respondents interviewed expressed that situation changed drastically due to the opportunity made available by TET-Fund. Many lecturers have benefited from the fund to develop themselves.

Implications

The finding has the following implications;

The study showed in the first instance that the colleges of education adhered to the NCCE staff development manual for colleges of education to a great extent because of the introduction of TET-Fund. Its implication therefore is that public organization can perform well if resources needed are made available for effective and efficient

performance. In other words TET- Fund contributed contributed to the high level of adherence by these colleges of education.

The colleges in the South East can now have a sense of belonging as the lecturers are now benefiting like their other colleagues in other parts of to the country.

There is every hope that the lecturers will bring to bear the benefits of the staff development programme there by improving the standard of education in the colleges.

The findings also imply that the colleges are administratively competent as they are complying with the NCCE guidelines.

Also it is expected that peace and high performance will be the order of the day in the colleges as the lecturers are expected to be happy and well developed for the tasks ahead. No wonder there has been relative peace in the colleges under study.

Recommendations

It is recommended that;

The NCCE should not bother with further appraisal or assessment of the compliance to the NCCE Manual on Staff Development in these Colleges as the data provided here can answer all the questions on the compliance on the staff development Manual. The fund that should have been expended on such project should be channeled to other areas.

Colleges of education should not rest on their oars but ensure that from time to time the lecturers are further developed as education especially for teachers is a continuous process.

The NCCE should endeavor to provide Manuals for all basic activities in all the Colleges of Education in the country for the purpose of guidance, uniformity, reference and consequent effective and efficient management of the institutions.

Since the state colleges are not covered and since they are still under the supervision of NCCE, an appraisal of the situation in these colleges should be obtained.

In the same vein, an appraisal of staff development programmes for lecturers in other parts of the country should be done to actually find out if the same condition applies. Furthermore studies of this nature should be carried out to appraise administrative or non-academic staff development as their own development is equally important in effective management of the colleges of education in Nigeria.

Limitations of the Study

There are certain factors that inhibit the generalization of this work; These are:

1. The study covered only federal and state colleges of education in the south east of Nigeria. The generalization can not be extended to private colleges of education.
2. This study was limited to only the NCCE manual for staff development. Other conditions such as the Federal staff condition of service, different councils policy, State condition of service where not included.
3. It was only the academic staff opinion only. Opinion of the administrative staff, Supervisory bodies, councils and management staff were not included. Despite these limitations, the study was able to establish adherence to National Commission of Colleges of Education (NCCE.) Staff development manual by colleges of education in the South East of Nigeria.

Suggestions for Further Studies

- Studies should be carried out to appraise the staff development programme and the extent of compliance to the NCCE Manual in the Private colleges of education.
- In the same vein, an appraisal of staff development programmes for lecturers in other parts of the country should be carried out to find out the extent of compliance to the NCCE Manual on staff development.

- Studies should be carried out also to appraise staff development of administrative staff or non-academic staff development in colleges of education in Nigeria.

Summary

The purpose of this study was to appraise the staff development programmes for lecturers in the South-East of Nigeria. Specifically the study sought for the extent to which the colleges under study adhered to the NCCE staff development Manual. The need for improved standard of education in Nigeria, especially the primary education system that form the bedrock of education and the importance of staff development in this direction, for improved performance of staff especially lecturers, the NCCE developed the Staff Development Manual in 2002, to ensure effective and uniformity in staff development, in all Colleges of Education in the country. Despite this, some writers still expressed dissatisfaction in staff performance which apparently, they blamed on lack of further training for the lecturers in these colleges. Due to the above and the fact that, to the knowledge of the researcher, no appraisal of the NCCE Staff Development Manual has been done since 2002, to find out if the colleges adhere to the guideline therein of staff development, the researcher decided to carry out this study. A thirty two item questionnaire was developed and administered to all the lecturers in both federal and state colleges of education in the South East of Nigeria To guide the study, five research questions and four hypotheses were posed. Data collected was analysed using mean scores and standard deviation to answer the five research questions while Z test was employed to test the four null hypotheses formulated to guide the study at 0.05 level of probability.

Related literature were reviewed for this study. The conceptual framework involved concepts of the major variables of this study including; Concepts of

Appraisal; Staff Development; Lecturers; NCCE; NCCE Manual and Colleges of Education. The schematic representation indicated that the NCCE Manual stressed on the following guidelines for effective and efficient academic staff development; Benefits of staff development programmes; Planning and organization of staff development programmes; Criteria for sponsoring academic staff in staff development programmes; Availability and/or types of staff development programmes and Factors that influence the quantity and quality of staff development programmes. The above constitute the benchmark for this appraisal. The study was anchored on the Richard Lazarus appraisal theory of emotion and the CIPP evaluation model that constitute the theoretical framework. The empirical studies covered six studies on appraisal; four on Colleges of Education and nine on appraisal. In all there was no study, to the knowledge of the researcher found on the current title, thus creating a lacuna that was filled by the current study.

It was found that, to a very great extent, the benefits derived by lecturers from staff development programmes in colleges of education, south east of Nigeria are in line with the NCCE Manual and to a great extent, the planning and organization of staff development programmes; the criteria for sponsoring lecturers; available staff development programmes and the administrative factors that influence the quality of staff development programmes in Colleges of Education were all in line with the NCCE Manual. It was recommended among others, that the NCCE should not bother carrying any further assessment of the compliance to the Staff Development Manual in this area as the necessary information has been provided by this study.

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APPENDIX 1**SECTION A**

Department of Educational Foundations
University of Nigeria,
Nsukka.
2014

Dear Sir/Madam,

LECTURERS' DEVELOPMENT APPRAISAL QUESTIONNAIRE (LDAQ)

I am a doctoral student of the above department in the University of Nigeria Nsukka, currently carrying out a study n appraisal of lecturersö development in Colleges of Education IN South East Nigeria. I am soliciting your kind cooperation in order to make the study successful. You are therefore requested to complete the questionnaire by carefully and ticking (✓) the appropriate column provided against the items that best represents your opinion.

The items are arranged in clusters A - E and the questionnaire has response options. I wish to assure you that all the information provided by you will be used for the research purpose only. So your responses has no implications whatsoever except for the purpose of this research. Als absolute confidentiality is assured.

Thanks for your cooperation.

Yours faithfully,

Owo, Ngozi Josphine
(Student)

SECTION B

DEMOGRAPHIC DATA

Kindly supply the information required below

Name of Institution: _____ .

Type of Institution: Federal ☐ State ☐

SECTION C

Please tick [✓] one of the following option as you personally deem right.

The following serves as guide.

Key: **Very Great Extent (VGE)**

Great Extent (GE)

Little Extent (LE)

Very Little Extent (VLE)

CLUSTER A: Extent benefits derived by lecturers from staff development programmes are in line with the NCCE Manual.

S/No	To what extent are the following benefits derived by lecturers in your college from staff development programmes, in line with the NCCE Manual?	VGE	GE	LE	VLE
1	Fostering growth and development of employees				
2	Giving lecturers sense of self direction/ achievement/ self actualization.				
3	Source of information on recent researches				
4	Promoting cross fertilization of ideas				
5	Promoting cooperation between various people in the same field				
6	Helping lecturers keep abreast of changes in respective fields such as pedagogies				
7	Providing opportunity to network with others so that the concerns about educational problems can be effectively handled.				

CLUSTER B: Extent staff development programmes for lecturers are in line with NCCE Manual

S/No	To what extent do the following staff development programmes for lecturers in your college, comply with NCCE Manual?				
8	Conferences organized by departments and schools				
9	Part-time/sandwich programmes in universities for further studies				
10	Workshops organized by departments / schools.				
11	Coaching / counseling by supervisors				
12	Post graduate courses in universities				
13	Seminars organized by department / schools.				
14	Management courses in professional institutes, colleges / universities.				

CLUSTER C: Extent planning and organization of staff development programmes for lecturers comply with the NCCE Manual?

S/No	To what extent does in your college comply with the NCCE Manual in the following;	SA	A	D	SD
15	Giving various departments and schools the responsibility Planning and organization				
16	Planning her own staff development programmes for lecturers by your College				
17	Convening meetings to plan for staff development programmes by the Heads of departments / deans				
18	Co-opting senior and competent staff				
19	Appointing Committees to select topics for conferences, seminars/workshops				
20	Planning staff development programmes according to the needs of departments.				
21	Considering available funds, facilities and equipment when planning staff development programmes.				

CLUSTER D: Extent the criteria for sponsoring lecturers in staff development programmes comply with the NCCE Manual

S/No	To what extent do the following criteria for sponsoring lecturers in staff development programmes comply with the NCCE Manual in your college?	SA	A	D	SD
22	All staff who have served a minimum of two years are sponsored				
23	Provosts approve staff development programmes on the basis of availability of funds and equipment				
24	Staff development programmes are on current and topical issues.				
25	Productivity level of staff is a criterion for sponsorship				
26	Deans and heads of departments guide the provost in determining staff productivity before sponsorship.				
27	Academic needs of the college and job discipline are among the criteria employed in sponsorship lecturers				

CLUSTER E: Extent administrative factors that influence the quality of staff development programmes in Colleges of Education, comply with the NCCE Manual

S/No	To what extent do the following administrative factors that influence quality of staff development programmes in your college, comply with the NCCE Manual?	VG E	G E	LE	VLE
28	Government policies or legislation				
29	Availability of suitable skills within the existing work force				
30	Extent to which your college support the ideas of internal career development				
31					
32	Extent to which your college management sees training as a motivating factor in their work.				
33	Knowledge and skills of those responsible for the training/ staff development.				

APPENDIX 2
NUMBER ACADEMIC STAFF IN FEDERAL AND STATE COLLEGE OF
EDCUATION IN SOUTH EAST, NIGERIAACCORDING TO STATE

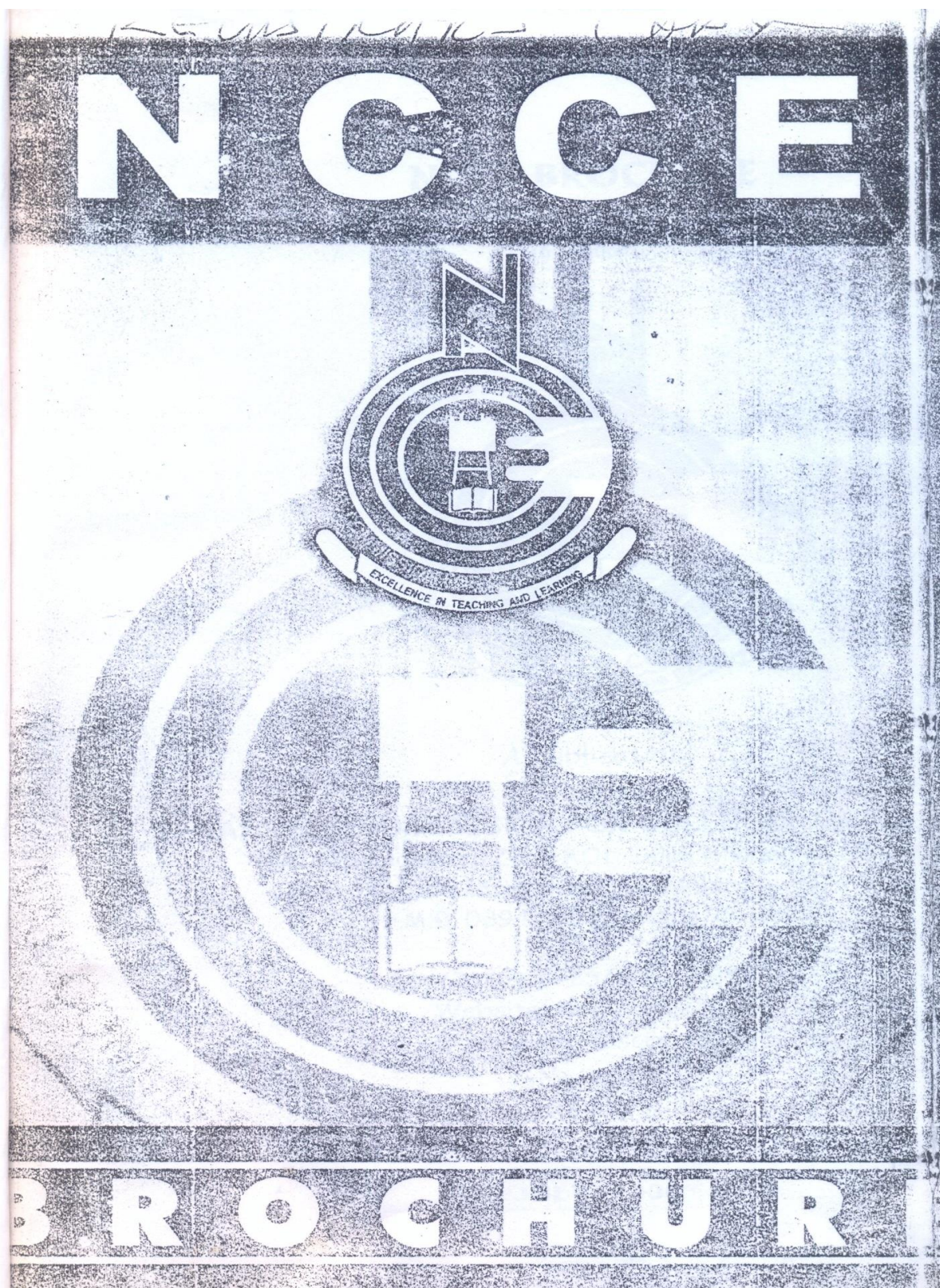
State	Federal	Male	Female	State	Male	Female
Abia	Nil	-	-	Arochukwu	44	32
Anambra	Umunze	155	72	Nsugbe	120	131
Ebonyi	Nil	-	-	Ikwo	132	23
Enugu	Ehamufu	120	60	Enugu	31	37
Imo	Alvan Ikoku	322	297	Nil	-	-

*Source: National Commission for colleges of Education Abuja. Digest of Education
and other NCE awarding Institute in Nigeria 2012/2013.*

**DISTRIBUTION OF ACADEMIC STAFF IN COLLEGES OF EDUCATION
IN SOUTH EAST, NIGERIA ACCORDING TO TYPE OF COLLEGE**

S/N	State	Academic Staff Federal College of Education	Academic Staff State College of Education		Total	
1	Abia	-	Arochukwu 106		106	
2	Anambra	Umunze (Technical) 209	Nsugbe		209	
3	Ebonyi	-	Ikwo 258		253	
4	Enugu	Eha-Amufu 180	-		180	
5	Enugu	-	Enugu (Technical) 144		144	
6	Imo	Alvan Ikoku 383	-		383	
	-	772	557		1329	
	Federal	772	State	557	Population	1379

Source: *National commission for Colleges of Education Abuja Digest of
Education and other NCE awarding institute in Nigeria 2012/2013*

APPENDIX 3**COLLEGES OF EDUCATION STAFF DEVELOPMENT MANUAL**

NCCE BROCHURE

(6th Edition)



A Publication
of
NATIONAL COMMISSION FOR COLLEGES OF EDUCATION

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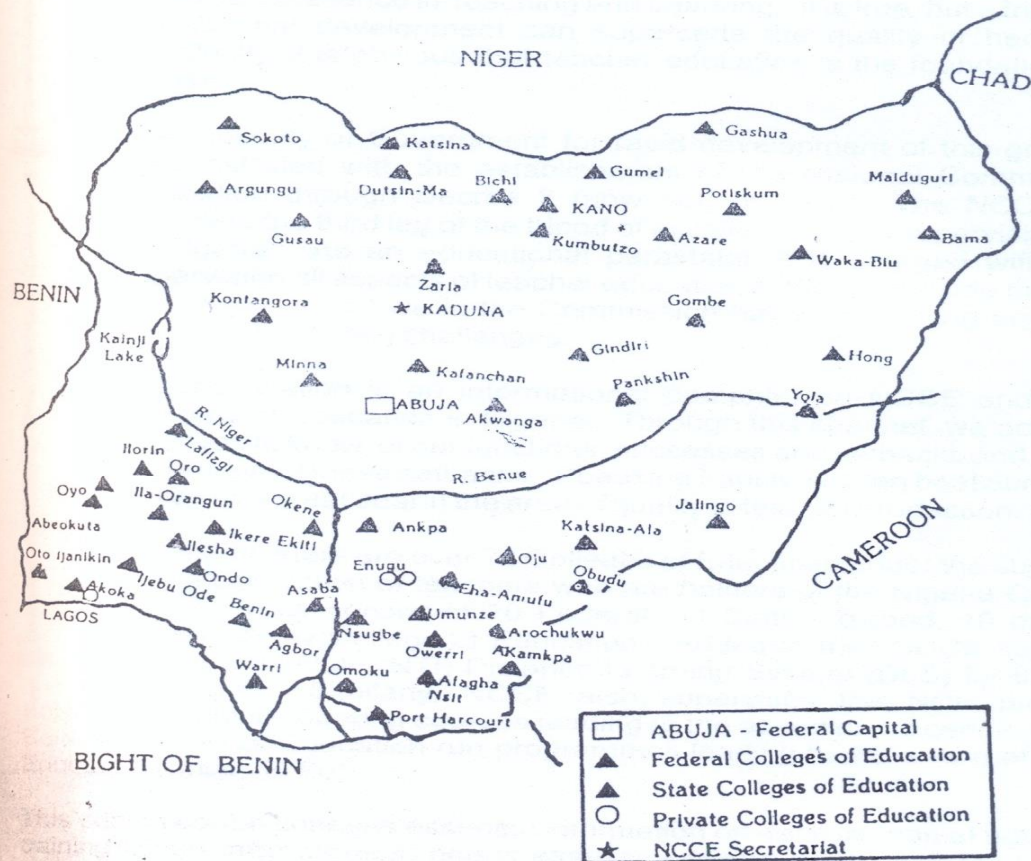
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JULY, 2006



NIGERIA, SHOWING COLLEGES OF EDUCATION



PREFACE

This Brochure is the sixth edition since National Commission for Colleges of Education (NCCE) came into being. The first edition had its debut in 1995. In the preface to the first edition, it was asserted that it is the teacher who holds the key that unlocks the door to modernization. I still hold tenaciously to that claim. The aphorism: no education system can rise above the quality of its teachers is an. Inspiration to the motto of NCCE which is Excellence in Teaching and Learning. It is true, but a frightening assertion, that no national development can supercede the quality of her teachers. Put more succinctly, it is obvious that teacher education is the foundation of quality education system.

The sincerity of Government for rapid development of this great country was finely demonstrated with the establishment of the National Commission for Colleges of Education through Decree 3 (now Act) of 1989. The NCCE was established to complete the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. As an educational parastatal, it is charged with the responsibility of supervising all aspects of teacher education in Nigeria outside the Universities. It is this responsibility that we in the Commission have been trying unyieldingly to cope with despite intimidating challenges.

This publication is an informational pamphlet on NCCE and its constituency- the Colleges of Education in Nigeria. Through this channel, we acquaint the public, who deserves to know, of our functions, successes and setbacks and the efforts being made to circumvent these setbacks. Speaking frankly, we can beat our chests to say we have achieved a great deal in the area of quality in teacher production.

At present, there are over 72 Colleges of Education under the supervision of the NCCE for the production of teachers who are holders of the Nigeria Certificate in Education (NCE). They consist of 20 Federal, 41 State - owned, 10 privately owned and 1 Nigerian Army College of Education. Added to this, NCCE supervises the National Teachers Institute (NTI) Distance Learning System (DLS) for the production of NCE graduates. Similarly, NCCE also supervises the NCE programme of the 10 Polytechnics offering courses leading to the award of the certificate. Not only that, five Colleges of Education run programmes leading to the award of Bachelors Degree in Education (B.Ed).

This edition contains essential information on each college of education including their training programmes, needs assessment and disposition for collaborative ventures with both national and international partners.

Alh. Shehu Galadima mni
Ag. Executive Secretary
NCCE

BACKGROUND INFORMATION

One of the recommendations of the Ashby Commission of 1962 was instrumental to the establishment of the Commission. The Ashby Commission, with foresight, sensed the indispensability of a solid structure or an agency that would attend to the peculiar needs of teacher education and teacher production in Nigeria. This recommendation ultimately crystallized into the promulgation of the enabling Decree (now Act) No. 3 of 1939. It was this Act that gave birth to the establishment of the National Commission for Colleges of Education (NCCE) as a supervisory agency for sub-degree teacher education.

The NCCE therefore completed the third leg of the tripod of excellence in tertiary education supervision in Nigeria. The other two legs of the tripod are the National Board for Technical Education (NBTE) and the Nigerian Universities Commission (UC). The establishment of the NCCE was predicated upon the importance the Government of Nigeria attaches to quality teacher education. Similarly, the establishment of NCCE explains the aphorism enshrined in our National Policy on Education that, no education system can rise above the quality of its teachers. The NCCE has become even more strategic given the fact that the Nigeria Certificate in Education (NCE) has become the basic minimum qualification for entering into the teaching profession in Nigeria. So far, the NCCE at 17 has justified its establishment.

SOME FUNCTIONAL MANDATES

The enabling Decree (now Act) mandates the Commission to, among other functions:

- a) advise the Federal Government, through the Honourable Minister of Education, and co-ordinate all aspects of non-degree teacher education in Nigeria;
- b) make recommendations on the National Policy necessary for full development of teacher education and the training of teachers;
- c) harmonize entry requirements and duration of courses in the Colleges of Education, lay down Minimum Standards for all programmes of teacher education and accredit their certificates and other academic awards after obtaining thereof approval of the Minister of Education;
- d) act as the agency for channelling all external aids to Colleges of Education in Nigeria;
- e) make recommendations on the development of pre-vocational, technical, agricultural, business and home economics education in all Our primary and secondary schools and to advise s to the necessary facilities for them, the course requirements, the relative contributions of government and industry and how to ensure that our women take full part in these;
- f) enquire into and advise the Federal Government on the of the Colleges and receive block grants from the Government and allocate to the Colleges based on approved formula;
- g) collate, analyse and publish information relating to teacher education in the country;
- h) undertake periodic review of terms and conditions of service of personnel in the Colleges of Education and make recommendations thereon to the Government.
- i) determine after consultations with relevant agencies, the qualified teacher needs of the nation.

THE MISSION OF TEACHER EDUCATION IN NIGERIA

The teacher is the king-pin of quality in education. Since education has been identified as instrument par excellence for national development in Nigeria, teacher education has to occupy a position of pre-eminence in the planning and organization of our modern society. This in turn demands that the Nigerian people and government make both teaching and teacher education a very attractive professional pursuit. Expectedly, the mission of teacher education in Nigeria should, among others, include:

- Production of well-motivated teachers with high personal and professional discipline, integrity and competence for all the levels of the education system.
- Preparation of teachers with appreciable, expertise in curriculum planning, development and delivery as well as competence in research, guidance and counselling.
- Production of professionals who can combine use of conventional teaching strategies and the worlds unfolding ICT in the generation and imparting of knowledge, attitudes and skills.
- Continuous preparation and upgrading of teachers who can stand out for their professional competence, sense of social responsibility and commitment, to function effectively as constructive socio-economic moral and spiritual change agents needed to promote goodwill, peace and progress not only in the country but also in the world

SOME FUNCTIONAL MANDATES

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- m) act as the agency for channelling all external aids to Colleges of Education in Nigeria;
- n) make recommendations on the development of pre-vocational, technical, agricultural, business and home economics education in all Our primary and secondary schools and to advise s to the necessary facilities for them, the course requirements, the relative contributions of government and industry and how to ensure that our women take full part in these;.

ACTIVITIES OF THE NCCE

Given the fact that one of the main reasons why the Commission was established is to ensure quality in teacher education, the Commission carries out the following activities:

Accreditation

On regular basis, the NCCE carries out accreditation of all the programmes run in our Colleges. After accreditation exercise, a programme could be given full accreditation, interim accreditation or denied accreditation. This exercise ensures that these Colleges meet up with the standards set by the Commission.

Researches

The Commission carries out researches on regular basis on the problems of Education in the country, focusing mainly on teacher education and related problems.

Publication

We also publish on regular basis, materials germane to teacher education, including a journal of teacher education and newsletter.

Workshops and Conferences

As part of its activities, the NCCE organizes on regular basis, workshops and conferences. These workshops and conferences are used as launching pad for delving into the problems of education in Nigeria. These workshops, seminars and conferences have helped the NCCE to crystallize and fashion out new philosophies for teacher education in Nigeria.

Computerization of Teacher Education Activities the NCCE is quite sensitive to the globalization of information networking. That is why the NCCE maintains a Computer Centre to computerize the activities of the Commissions Headquarters and the activities of the Colleges. All Federal Colleges of Education currently offer Computer Education and so do some State Colleges of Education. It is now compulsory for all NCE graduates to be computer literate and be able to teach computer studies at the primary and Junior Secondary levels. The NCCE and ten FCEs have been connected to the internet and can be accessed and as well access current information on teacher education from anywhere.

The internet connection for the NCCE and FCEs is through dial-up. The NCCE is looking forward to the installation of VSAT for internet connectivity for both NCCE and Colleges of Education in Nigeria.

The NCCE alone cannot finance the installation of VSAT earth stations in all Colleges of Education. Consequently, assistance from the international community, donor agencies and NGOs to carry out this project will be highly appreciated.

Minimum Standards Review

The Minimum Standards document incorporates the syllabi, staff/student ratio, credit hours demands, instructional equipment, evaluation methods, etc. required to produce an effective Nigeria Certificate in Education (NCE) teacher. The preparation of the Minimum Standards involves the stakeholders in this sector of tertiary education as well as experts serving as resource persons to ensure quality and standard in the final production of NCE teacher fitted to teach in the Primary and Junior Secondary Schools in Nigeria.

The Minimum Standards document is usually reviewed every five years. A third edition has just recently emerged.

Research into Gender Issues in Colleges of Education

Worried by gender disparity in enrolment in Colleges of Education, the NCCE Commissioned a research team on gender issues in Colleges of Education. The researchers were female lecturers from a few of our Colleges. The study revealed that the areas of female student concentration are the Arts, Education, Social Sciences and Vocational Education. The specific subject areas where they significantly outnumbered the males according to the results were Music, French, Nigerian Languages, Home Economics and Secretarial Studies. The areas where they are very scarce are the natural sciences and technical education subjects. We are making frantic efforts to correct these imbalances and international collaboration will be needed in this regard.

Library Development

Library development in Colleges of Education is a priority for NCCE. Hitherto, the NCCE had links with Book Aid International, World Bank and the Netherlands Technical Centre for Agricultural and Rural Cooperation. Our links with these organizations helped tremendously to equip our library at the Headquarters and Collegesö Libraries. Since 1996, the links have been cut. The NCCE would be interested in reopening the door. We also wish to encourage other similar organizations to put us into consideration for book donations and equipment for the library.

Teacher Retention

One odd against teacher production is their retention. To remove this odd, the NCCE is in support of giving autonomy to some Colleges with facilities and staff to commence training of teachers to the degree level. This would give NCE products acceleration in their career attainment. This policy will also attract more students into the Colleges of Education.

BRIEF PROFILE ON COLLEGES OF EDUCATION

Colleges of Education in Nigeria have experienced various changes regarding ownership, control and general management. However, the philosophy for establishment, administrative structure and the minimum standards for operations have been harmonized. This is made possible through the establishment of the NCCE in 1989. Thus, in making brief remarks on the Colleges of Education in Nigeria, the issues of Philosophy and Administrative structure are the same and apply generally to all Colleges

ADMINISTRATIVE STRUCTURE OF COLLEGES OF EDUCATION

Since the inception of the NCCE, colleges of Education have undergone harmonious operations in that the structures and mode of operations which obtain in one Colleges are found in other Colleges. The administrative structure of each College of Education in Nigeria is patterned thus:

- a. The Governing Council
- b. The Provosts Office/management Committee
- c. The Registry Department
- d. The Bursary Department

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION STAFF DEVELOPMENT MANUAL

Introduction

The National Commission for Colleges of Education is a Parastatal of the Federal Ministry of Education. It advises government on matters affecting colleges of Education. It advises government on issues of establishing colleges of education, conditions of service of personnel and insures into the financial needs of both recurrent and capital expenditures of the institution.

The commission similarly has interest on the growth of Staff in Colleges of Education. As a result of this, it has published a manual titled Staff Development Manual for staff of colleges of Education. This manual comprises a service of standard practice instructions covering each of the following issues.

1. Benefits of staff development programmes
2. Planning and organization of staff development programmes
3. Criteria for sponsoring Academic and Non-Academic staff in staff Development programmes.
4. Availability and/or types of staff development programmes
5. Factors that influence the quantity and quality of staff development programmes

Benefits of In-Service Education

The commission believes that staff development programmes has utilitarian purposes. Therefore, it should be conducted in a rational and systematic way. The benefits of staff development programmes are immense.

First of all, it fosters the growth and development of employees and gives the individual a sense of self direction, achievement and self actualization.

Secondly, it supports, motivates and educates employees. To others it is a source of information on recent research and methodology.

Thirdly staff development programmes promotes cooperation between various people in the same field it is an avenue for the exchange of ideas and helps to solve each other's problems. It promotes cross fertilization of ideas

Staff development programmes plays an instrumental role in helping service providers keep abreast of changes in their respective fields it is meant to increase teacher's exposure to the best education and learning strategies

Finally staff development programmes provide an opportunity to network with others so that the concerns about education problems can be effectively handled.

Planning and Organization of Staff Development Programme

The planning and organization of staff development programmes shall be the responsibility of the various departments and schools of each institution. Such heads of Department and Dean's of schools shall convene meetings to plan for staff development programmes

Senior and competent staff may be co-opted in the planning of the programmes. The committee so appointed shall select a topic for conferences, work shops or seminars as the case may be.

Non academic staff can organize staff development programmes according to the needs of their departments or units.

Institutions as a whole can plan its own staff development programmes.

Availability of funds, facilities and equipment shall be considered in the planning process

Criteria for Sponsoring Academic and Non-Academic Staff in Staff Development Programmes

Staff to be sponsored for in service programmes must have served the institution for at least two years. In other words, years of experience are criteria for sponsoring such staff.

Provosts shall approve staff development programmes on the basis of availability of funds, facilities and equipment.

Staff development programmes shall be on current and topical issues.

Productivity level of staff shall also be a criterion, Deans of school and heads of Departments should guide the provost in determining the productivity level of staff.

Academic needs of the college and job discipline shall also be a criteria for sponsoring staff.

Available staff Development programmes in colleges of Education.

The following shall be the available staff development programmes in colleges of Education in Nigeria.

1. Academic conferences organized by the commission
2. Academic conferences organized by schools and departments of the institution.
3. Part-time/Sandwich programmes in Universities
4. Workshops organized by Departments and school
5. Seminars Organized by Departments and Units
6. Coaching and Counseling by Superiors
7. Post Graduate Courses in Universities
8. Management Courses in Colleges, Professional Institutes or Universities.

Factors that should influence the quality of staff development programmes

- i. Government policies or new legislation
- ii. Degree of Change in the external environment
- iii. The availability of suitable skills within the existing workforce
- iv. Availability of funds and equipment
- v. The extent to which the institution supports the idea of internal Career development.
- vi. The extent to which management sees training as a motivating factor in their work
- vii. The knowledge and skills of those responsible for Carrying out training.

1.0 STAFF DEVELOPMENT

1.1 INTRODUCTION

This staff development/training manual consists of a series of standard practice instructions for colleges of education in Nigeria.

It covers

- a) Pre-service training programmes
- b) Types of skill development programmes
- c) Regularity of staff development programmes
- d) Criteria for sponsorship of academic and non-academic staff in staff development programmes.
- e) The essence/importance of staff development programmes

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION MANUAL FOR TRAINING OF STAFF

Pre-service Training Programmes

All staff, particularly academic staff are supposed to have undergone pre-service training in universities and polytechnics before employment.

Such training should be the candidates area of specialization. Generally, staff should undergo pre-service training in Faculties or Institutes of Education of our Universities.

Apart from education or training in such areas as Agriculture, the Physical and Biological Sciences, Economics, Political Science, Fine Arts, Languages, Music, Social Studies, Religion and History, there is also need for training in Methodology.

In-service Training Programmes

Types of staff development programmes

The following staff development programmes are available in all colleges of education.

- i. Sandwich Programmes
- ii. Conferences
- iii. Seminars
- iv. Workshops
- v. Special training in the use of the computer

Staff usually undergoes sandwich programmes in university institutes and faculties of education to improve their knowledge skills and competencies. Such training usually take place during the long vacation, that is between July and September.

Conferences, Seminars and Workshops are regularly organized for staff to discuss issues of common interest.

As a result of innovations and developments in the use of computer, management of colleges of education usually approve in-service training for their staff in this important area.

Regularity of staff development programme

Apart from sandwich programmes in our university institutes and faculties of education, staff also do undergo training as new trends in their job or subject areas quarterly.

Management should encourage their staff to participate in conferences, seminars and workshops in their disciplines. These should be organized from time to time to enable staff be abreast with events in their subject areas. Staff should in fact participate in seminars weekly to discuss issues of common interest.

CRITERIA FOR SPONSORING ACADEMIC AND NON ACADEMIC STAFF IN STAFF DEVELOPMENT PROGRAMMES

Staff to be sponsored for in-service programmes must have served the institution for at least two years. In other words, years of experience is a criteria for sponsoring such staff.

Felt need of a department or school should also be a criteria for sponsorship. Apart from this, productivity of the staff is also a criteria. Deans of schools and heads of departments should guide the provost in determining the productivity level of staff who need to undergo training. Job discipline is also another important criteria.

Finally, the resource needs of the department should be considered in sponsoring staff for training.

Essence/Importance of Staff Development Programmes

Staff development or training programmes are designed to produce highly motivated and efficient lecturers. Such lecturers must be enterprising.

Training programmes should help staff improve their work ethics as well as cultivate attitude to work. It should help to produce lecturers theoretically and practically in pedagogy.

Staff development or training programmes should help produce staff who can effectively teach the content of their subject with evidence of continuing pursuit of such knowledge. It should in addition to all of the above produce staff (beneficiaries) whose:

- i) Interactions with students consistently demonstrate a genuine caring/respect for individual students

- ii) Lesson plans are exceptional in demonstrating components of a well prepared lesson geared towards students success.
- iii) Consistently submit accurate records/reports with all appropriate information in a timely manner.
- iv) Consistently implement a classroom discipline plan
- v) Consistently encourage self-discipline of all students by involving them in establishing standards of behavior.
- vi) Consistently maintain a controlled behavior even in the most difficult /stressful situations
- vii) Provide appropriate feedback on students performance to students and the school authority according to the school academic achievement plan.

APPENDIX 4

T-test Mean Analysis of Lecturers of Federal and State Colleges of Education Group Statistics

Item	Lecturers in Federal and State colleges of education	N	Mean	SD	SD Error Mean
1	Lecturer in Federal College of Education	772	3.6373	.61165	.02201
	Lecturer in State College of Education	557	3.6445	.58705	.02487
2	Lecturer in Federal College of Education	772	3.5168	.65500	.02357
	Lecturer in State College of Education	557	3.5601	.65596	.2779
3	Lecturer in Federal College of Education	772	3.4275	.81865	.02936
	Lecturer in State College of Education	557	3.5278	.72073	.03054
4	Lecturer in Federal College of Education	772	3.3744	.95340	.03431
	Lecturer in State College of Education	557	3.3501	1.00604	.04263
5	Lecturer in Federal College of Education	772	3.5130	.77147	.02777
	Lecturer in State College of Education	557	3.5494	.70697	.02996
6	Lecturer in Federal College of Education	772	3.4974	.77493	.02789
	Lecturer in State College of Education	557	3.5386	.69222	.02933
7	Lecturer in Federal College of Education	772	3.4780	.77629	.02794
	Lecturer in State College of Education	557	3.4991	.74095	.03140
8	Lecturer in Federal College of Education	772	3.4119	.78822	.02837
	Lecturer in State College of Education	557	3.3670	.80074	.03393
9	Lecturer in Federal College of Education	772	3.2383	.69288	.02494
	Lecturer in State College of Education	557	3.2977	.80846	.03426
10	Lecturer in Federal College of Education	772	3.2694	.84457	.03040
	Lecturer in State College of Education	557	3.2624	.87270	.03698
11	Lecturer in Federal College of Education	772	3.2163	.78810	.02836
	Lecturer in State College of Education	557	3.1603	.86388	.03660
12	Lecturer in Federal College of Education	772	3.2409	.80626	.02902
	Lecturer in State College of Education	557	3.1041	.88346	.3743
13	Lecturer in Federal College of Education	772	3.1308	.83673	.03011
	Lecturer in State College of Education	557	3.2636	.88553	.03752
14	Lecturer in Federal College of Education	772	3.3782	1.19421	.04298
	Lecturer in State College of Education	557	3.8637	1.00539	.04260
15	Lecturer in Federal College of Education	772	2.7293	.98656	.03551
	Lecturer in State College of Education	557	2.8528	1.00889	.04275
16	Lecturer in Federal College of Education	772	3.1166	.75673	.02724
	Lecturer in State College of Education	557	3.1113	.82355	.03429
17	Lecturer in Federal College of Education	772	3.0415	.77633	.02794
	Lecturer in State College of Education	557	3.0377	.80935	.03429
18	Lecturer in Federal College of Education	772	3.0400	.77244	.03251

	Lecturer in State College of Education	557	3.0210	.80921	.03112
19	Lecturer in Federal College of Education	772	3.0002	.94320	.03380
	Lecturer in State College of Education	557	2.9012	1.03950	.04405
20	Lecturer in Federal College of Education	772	3.0415	.88633	.02794
	Lecturer in State College of Education	557	3.0377	.88935	.03429
21	Lecturer in Federal College of Education	772	3.5189	.77154	.03461
	Lecturer in State College of Education	557	3.5497	.70595	.04093
22	Lecturer in Federal College of Education	772	3.49054	.77920	.03380
	Lecturer in State College of Education	557	3.5394	.68150	.04405
23	Lecturer in Federal College of Education	772	3.4781	.77807	.03153
	Lecturer in State College of Education	557	3.4972	.94420	.04128
24	Lecturer in Federal College of Education	772	3.0430	.77147	.02777
	Lecturer in State College of Education	557	3.0394	.80117	.02996
25	Lecturer in Federal College of Education	772	3.0374	.96493	.02789
	Lecturer in State College of Education	557	3.5386	.96222	.02933
26	Lecturer in Federal College of Education	772	2.9080	.93629	.02794
	Lecturer in State College of Education	557	2.8291	1.08095	.03140
27	Lecturer in Federal College of Education	772	3.0181	.87607	.03153
	Lecturer in State College of Education	557	3.0772	.97420	.04128
28	Lecturer in Federal College of Education	772	3.4090	.99227	.03571
	Lecturer in State College of Education	557	3.3411	.97743	.04142
29	Lecturer in Federal College of Education	772	3.2513	.94960	.03418
	Lecturer in State College of Education	557	3.2811	.86879	.03639
30	Lecturer in Federal College of Education	772	3.0570	.99642	.03586
	Lecturer in State College of Education	557	3.1454	.92451	.03917
31	Lecturer in Federal College of Education	772	3.3002	.92312	.03322
	Lecturer in State College of Education	557	3.3001	.90592	.03839
32	Lecturer in Federal College of Education	772	3.2759	.91652	.03479
	Lecturer in State College of Education	557	3.3357	.95960	.03719

**BENEFIT DERIVED BY FEDERAL AND STATE COLLEGE OF
EDUCATION**
T-test Cluster Grand Mean Scores of Each of the Items Analyzed i.e.
Independent Samples Test.

Cluster A

Item	Lecturers in Federal and State colleges of education	N	Mean	SD	SD Error Mean
1	Lecturer in Federal College of Education	772	3.64	.611	.022
	Lecturer in State College of Education	557	3.64	.597	.024
2	Lecturer in Federal College of Education	772	3.52	.655	.023
	Lecturer in State College of Education	557	3.56	.655	.027
3	Lecturer in Federal College of Education	772	3.43	.825	.029
	Lecturer in State College of Education	557	3.53	.720	.030
4	Lecturer in Federal College of Education	772	3.38	.953	.034
	Lecturer in State College of Education	557	3.35	1.00	.042
5	Lecturer in Federal College of Education	772	3.51	.771	.027
	Lecturer in State College of Education	557	3.55	.706	.029
6	Lecturer in Federal College of Education	772	3.50	.784	.027
	Lecturer in State College of Education	557	3.54	.692	.029
7	Lecturer in Federal College of Education	772	3.48	.786	.027
	Lecturer in State College of Education	557	3.50	.740	.031
	Grand Mean Score for Federal COE	772	3.49	0.76	Great Extent
	Grand Mean Score for State COE	557	3.52	.072	Very Great Extent

**BENEFIT DERIVED BY FEDERAL AND STATE COLLEGE OF
EDUCATION.**

**T-test Cluster Grand Mean Scores of Each of the Items Analyzed i.e.
Independent Samples Test.**

Cluster B

Item	Lecturers in Federal and State colleges of education	N	Mean	SD	SD Error Mean
8	Lecturer in Federal College of Education	772	3.41	.798	.028
	Lecturer in State College of Education	557	3.36	.800	.033
9	Lecturer in Federal College of Education	772	3.23	.700	.024
	Lecturer in State College of Education	557	3.29	.880	.034
10	Lecturer in Federal College of Education	772	3.27	.844	.030
	Lecturer in State College of Education	557	3.26	.882	.036
11	Lecturer in Federal College of Education	772	3.22	.798	.028
	Lecturer in State College of Education	557	3.16	.873	.036
12	Lecturer in Federal College of Education	772	3.24	.806	.029
	Lecturer in State College of Education	557	3.19	.893	.037
13	Lecturer in Federal College of Education	772	3.13	.846	.030
	Lecturer in State College of Education	557	3.26	.895	.037
14	Lecturer in Federal College of Education	772	3.38	1.20	.042
	Lecturer in State College of Education	557	3.86	.100	.042
	Grand Mean Score for Federal COE	772	3.27	0.86	Agreed
	Grand Mean Score for State COE	557	3.34	.074	Agreed

Criteria for sponsoring lecturers
T-test Cluster Grandmean Scores for Each of the Items Analyzed i.e.
Independent Samples Test.
Cluster C

Item	Variables	N	Mean	SD	SD Error Mean
15	Lecturer in Federal College of Education	772	2.73	.996	.035
	Lecturer in State College of Education	557	2.89	1.00	.042
16	Lecturer in Federal College of Education	772	3.12	.766	.027
	Lecturer in State College of Education	557	3.12	.833	.034
17	Lecturer in Federal College of Education	772	3.05	.786	.027
	Lecturer in State College of Education	557	3.04	.809	.034
18	Lecturer in Federal College of Education	772	3.04	.973	.034
	Lecturer in State College of Education	557	3.02	.974	.034
19	Lecturer in Federal College of Education	772	3.00	.943	.033
	Lecturer in State College of Education	557	2.90	1.04	.044
20	Lecturer in Federal College of Education	772	3.02	.886	.027
	Lecturer in State College of Education	557	3.08	.989	.034
	Grand Mean Score for Federal COE	772	3.00	0.88	Agreed
	Grand Mean Score for State COE	557	3.01	0.91	Agreed

**Available and accessible staff development programmes for Federal and State
Colleges of Education**

**T-test Cluster Grand Mean Scores for Each of the Items Analyzed i.e.
Independent Samples Test.
Cluster D**

Item	Variables	N	Mean	SD	SD Error Mean
21	Lecturer in Federal College of Education	772	3.51	.771	.034
	Lecturer in State College of Education	557	3.54	.705	.040
22	Lecturer in Federal College of Education	772	3.49	.779	.033
	Lecturer in State College of Education	557	3.53	.699	.044
23	Lecturer in Federal College of Education	772	3.47	.778	.031
	Lecturer in State College of Education	557	3.49	.744	.041
24	Lecturer in Federal College of Education	772	3.04	.771	.027
	Lecturer in State College of Education	557	3.03	.801	.029
25	Lecturer in Federal College of Education	772	3.03	.964	.027
	Lecturer in State College of Education	557	3.01	.962	.029
26	Lecturer in Federal College of Education	772	2.90	.93	.027
	Lecturer in State College of Education	557	2.82	1.03	.031
27	Lecturer in Federal College of Education	772	3.01	.876	.031
	Lecturer in State College of Education	557	3.07	.974	.041
	Grand Mean Score for Federal COE	772	3.20	0.83	Available
	Grand Mean Score for State COE	557	3.22	0.84	Accessible

**Factors that Influence the Quality of Staff Development Programmes for Federal
and State Colleges of Education**

**T-test Cluster Grand Mean Scores for Each of the Items Analyzed i.e.
Independent Samples Test.**

Cluster E

Item	Variables	N	Mean	SD	SD Error Mean
28	Lecturer in Federal College of Education	772	3.40	.992	.035
	Lecturer in State College of Education	557	3.34	.977	.041
29	Lecturer in Federal College of Education	772	3.25	.949	.034
	Lecturer in State College of Education	557	3.28	.868	.036
30	Lecturer in Federal College of Education	772	3.05	.996	.035
	Lecturer in State College of Education	557	3.14	.924	.039
31	Lecturer in Federal College of Education	772	3.30	.923	.033
	Lecturer in State College of Education	557	3.30	.905	.038
32	Lecturer in Federal College of Education	772	3.31	.916	.034
	Lecturer in State College of Education	557	3.29	.959	.037
	Grand Mean Score for Federal COE	772	2.66	0.95	Great Extent
	Grand Mean Score for State COE	557	3.27	0.92	Great Extent

APPENDIX 5

HYPOTHESIS I

**Research Question
1.**

$$\bar{X}_1 = 3.49$$

$$N_1 = 772$$

$$S_1 = 0.76$$

$$X_2 = 3.52$$

$$N_2 = 557$$

$$N_3 = 0.72$$

Computing

$$S_{\bar{X}_1} = S_1$$

$$\sqrt{\frac{S_1^2}{N_1 - 1}}$$

$$= 0.76$$

$$\sqrt{\frac{0.76^2}{771}}$$

$$0.0009857328$$

$$S_{\bar{X}_2} = S_2^1$$

$$\sqrt{\frac{S_2^2}{N_2 - 1}}$$

$$= \frac{0.72}{556}$$

$$= 0.00129496$$

$$2. \sqrt[2]{(0.0009857328)^2}$$

$$= 0.001294964$$

$$= 0.001971466$$

$$\begin{aligned}
 & +0.002589928 \\
 = & 0.004561394 \\
 t = & \frac{\overline{X}_1 - \overline{X}_2}{SD} \\
 & 0.004561394 \\
 = & 3.49 \approx 3.52 \\
 = & -0.03 \\
 = & 0.004561394 \\
 = & -6.5769368 \\
 = & -6.58
 \end{aligned}$$

Hypothesis Two

1

$$\overline{X}_1 = 3.27$$

$$N_1 = 772$$

$$S_1 = 0.86$$

$$\overline{X}_2 = 3.34$$

$$N_2 = 557$$

$$N_3 = 0.724$$

Computing

$$S_{\overline{X}_1} = S_1$$

$$\sqrt{\frac{S_1^2}{N_1 - 1}}$$

$$= 0.86$$

$$\sqrt{\frac{0.86^2}{771}}$$

$$0.00111543$$

$$\overline{S_{X_2}} = S_2^1$$

$$\sqrt{\frac{N_2 - 1}{N_2}}$$

$$= 0.74.$$

$$\sqrt{\frac{556}{556}}$$

$$= 0.00133094$$

$$2. \quad \sqrt[2]{(0.00111543)^2}$$

$$= 0.0023086$$

$$+ 0.00266188$$

$$= 0.00497048$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{SD}$$

$$= 3.27 - 3.34$$

$$= -.07$$

$$= -.07$$

$$= 0.0690$$

$$= -0.069$$

Hypothesis Three

1.

$$\overline{X_1} = 3.00$$

$$N_1 = 772$$

$$S_1 = 0.88$$

$$X_2 = 3.01$$

$$N_2 = 557$$

$$N_3 = 0.91$$

Computing

$$S_{\bar{X}_1} = S_1$$

$$\sqrt{\frac{S_1^2}{N_1 - 1}}$$

$$= 0.88$$

$$\sqrt{\frac{0.00114137}{771}}$$

$$0.00114137$$

$$S_{\bar{X}_2} = S_2^1$$

$$\sqrt{\frac{S_2^2}{N_2 - 1}}$$

$$= 0.91$$

$$\sqrt{\frac{0.00163669}{556}}$$

$$= 0.00163669$$

$$2. \sqrt{(0.00114137)^2 + (0.00163669)^2}$$

$$= 0.00228274$$

$$+ 0.00327338$$

$$= 0.00555612$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SD}$$

$$= 3.00$$

$$- 3.00$$

$$- 0.01$$

$$- 0.01$$

$$= 0.0555612$$

$$= -0.003$$

Hypothesis Four

$$\bar{X}_1 = 3.20$$

$$N_1 = 772$$

$$S_1 = 0.83$$

$$X_2 = 3.22$$

$$N_2 = 557$$

$$N_3 = 0.84$$

Computing

$$S_{\bar{X}_1} = S_1$$

$$\sqrt{\frac{S_1^2}{N_1 - 1}}$$

$$= 0.83$$

$$\sqrt{\frac{0.83^2}{771}}$$

$$0.0010765$$

$$S_{\bar{X}_2} = S_2^1$$

$$\sqrt{\frac{S_2^2}{N_2 - 1}}$$

$$= 0.84$$

$$\sqrt{\frac{0.84^2}{556}}$$

$$= 0.001510179$$

$$2. \sqrt{(0.0010765)^2 + (0.001510179)^2}$$

$$= 0.002153$$

$$\begin{aligned}
 & + 0.00302158 \\
 = & \frac{0.00517458}{} \\
 t & = \frac{\overline{X}_1 - \overline{X}_2}{SD} \\
 & = 3.83 \pm 0.84 \\
 & = -0.01 \\
 & \frac{-0.01}{0.00517458} \\
 & - 3.87
 \end{aligned}$$