

Impact of Human Resource Development Programmes on Employee Performance: A Study of Academic Staff in FCE Zaria, Nigeria.

¹Salihu Habiba

bibatti2002@yahoo.com / 08066065208

Department of Business Education, Federal College of Education (FCE), Zaria &

²Bilkisu Ovosi Mohammed

ovosibilqees@yahoo.com / 08035866452

Department of Business Education, Federal College of Education (FCE), Zaria

ABSTRACT

The study was carried out with two specific objectives which are to examine the impact of in- service and workshop training programmes on academic staff job performance in College of Education, Zaria, Nigeria. Two research questions were raised in line with the objectives and hypotheses. Descriptive survey design was adopted for investigations and collection of data. The total population of the study was 914 academic staff. Through stratified random sampling techniques, the total sample size for the study was drawn. This was made up of 120 Academic staff obtained as recommended by Research Advisor (2006). The instrument used for this research was structured questionnaire designed by the researchers. The instrument was validated by experts with the reliability coefficient of 0.72 realized. The research tool used was Chi-square (X^2) at 0.05 significant level. From the findings, it was established that Regular In- service training has positive impact on academic staff job performance which has helped them to learn how to plan lesson well, master their subjects, control their classes and evaluate lessons and this enhances their performances in the class. The study also found that, with regard to the impact of workshop on the academic staff job performance of College of Education, results showed that mentoring enhanced the job performance of academic staff. It was recommended therefore that management of the College of Education should create an enabling environment for academic staff to enjoy in-service and workshop training by supporting them financially and morally to aspire for further studies as these will improve their performance.

KEY WORDS: Human Resource, Development Programmes, Academic Staff, Performance

1. Introduction

Building a solid academic staff program influences the realization of the Colleges of Education mission statement. Employee development refers to the human resource programs designed to enhance the value of employee after they have joined the

organization. It includes employee training and orientation, which involves giving employee experience designed to foster learning geared towards proper preparation for job performance. The most important roles of the Colleges of Education system

in any society apart from teaching are development of new knowledge, research work and community services is for the overall upgrade of learners' skills, knowledge and technical process towards personal and nation's development. These cannot be achieved without proper planning of human resource development. New employees are often uncertain about their roles and responsibilities in organisations, hence, job demands and employee's capabilities must be balanced through human resource development (Riley & Baldrige, 2018).

Human resources include personnel from ministry of education, Board of Government, the teachers and students as well as other stakeholders in the society. Human resources in education are the students, teaching staff, non – teaching staff, bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gate-keepers, gardeners and cooks as well as educational planners and administrators. Human resources, according to Nwaogugbe, (2014) represented personnel department of an organisation. For secondary schools, it is the principals, teachers and non-teaching staff of the school. The human resources available in school both in quantity and quality, their management determine the quality of the products. The school human resource is the bridge between the various school resources like material, finance, time and curriculum. It ensures synergy among the resources in the school to determine the quality of goal attainment.

Staff development programmes provide opportunities for staff to increase their knowledge, skills, experiences and understanding thereby improving their job performances. Staff development is a process of enhancing the capacity of the teachers to be effective and efficient in their ability to accomplish the predetermined objectives of the school system. FGN (2008) stated the major functions of higher education to include the development of new knowledge through research, the training of very high level personnel through teaching and the provision of services to the society. This means that human service development may make the works or teaching functions of academics to remain sound or not. It is directed towards the improvement of teachers and the focus should be areas where skills are inadequate. It is also for the purpose of upgrading and bridging the gaps with much interest to provide the need for creativity and flexibility in academic activities. In other words, ability is stimulated thereby creating an environment in which it becomes easier to explore, becoming more proactive and commands changes in the organization.

Training is the organised way in which organizations provide development and enhanced quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization (Greicar, 2013). Thus, it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes.

Colleges of Education in Nigeria are the train – the-

trainers' college as they are responsible for the production of teachers at the primary and secondary school levels. The colleges as stated in the Colleges of Education Act (Decree of 1986) are to perform the following: provide full time courses in the teaching, instruction and training in (i) technology, applied science, humanities and management. (ii) Such other fields of applied learning relevant to the development of Nigeria, conduct courses in education for qualified teachers, arrange conferences, seminars and workshop relative to the field of learning specified in paragraph 'a' of this section; and its performance function as in the opinion of the council may sense to promote the objectives of the college (FGN, 1986).

The Nigeria Certificate in Education is the basic qualification for teaching in Nigeria; it is a sub-degree (certificate course) and a professional teacher diploma which is obtained after three years full-time at the College of Education. Muktar (2015) observed that there has been greater awareness that teachers who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training

The need for lecturers in Colleges of Education to improve their knowledge, skills, attitude and behaviours while on the job is more critical now in the developing nation like Nigeria than ever before for a number of reasons. For example, academic programmes in our colleges rarely adequately prepared students as finished products for their future position as teachers and their accompanying responsibilities (Pretomode, 2001), Peretomode and

Chukwuma (2014) moreover said the issue of quality assurance to ensure credibility of certification is essential in teacher production.

The human resources are human skills, abilities and knowledge of the persons who are the members of the systems while the material resources are referred to as the raw materials that will be used to produce other goods and services, that are for consumption, saving and investment which represent potential claims on goods and service. It is with this background that this study was carried out on the Impact of Human Resource Development on Academic Staff Job Performance in Federal College of Education (FCE), Zaria.

In the time past, in spite of management intervention in Federal College of Education (FCE), Zaria, the institution's staff performance score-card largely remained poor and inefficient (Muktar, 2015). The intention of any organization is to operate efficiently to achieve its stated objectives. This can only be achieved through effective and efficient utilization of both human and material resources. Colleges of Education have the objective of training students to acquire National Certificate of Education (NCE) and Bachelor of Education (B.Ed) Certificates in their various field of specialization, achieving this laudable objective depends largely on the quality of their staff which constitutes both academic and non-academic of the institutions. Some years back the College of Education, Zaria, witnessed low quality in the performance of its staff.

On the part of the academic staff, there is poor research knowledge, inexperience in setting examination questions, marking and grading of students and poor inter personal relationship with the students and co-staff. For the non-academic staff, their non-performance and low service delivery is evident from poor knowledge of keeping records and filling system, poor minutes writing, delay in work, and inability to cope with the new technology such as the use of computers and other office equipment. The Management of the college realizing these problems constituted a committee on Staff Orientation and Development Committees (SODC) to address the identified problems. To fill this yearning gap, the researchers were motivated to investigate the Impact of Human Resource Development Programmes on Academic Staff Job Performance in Federal College of Education (FCE), Zaria. Hence, the main objective of this study is to examine the impact of human capital development on the job performance of academic staff of the College of Education, Zaria, Kaduna State, Nigeria.

1.1 Research Questions

This study therefore, sought to answer the following research questions;

1.1.1 What is the impact of in-service training programmes on academic staff job performance in Federal College of Education, Zaria?

1.1.2 What is the impact of workshop improve the academic staff job performance in Federal College of Education, Zaria?

1.2 Hypotheses

The following hypotheses have been postulated to guide the study

H0₁: There is no significant difference in the opinions of academic staff on the impact of in- service training programmes on academic staff job performance in Federal College of Education, Zaria; and

H0₂: There is no significant difference in the opinions of respondents on the impact of workshop on academic staff job performance in Federal College of Education, Zaria.

2.0 Review of Related Literature

In this section related and relevant literature to the research are critically reviewed.

2.1 Human Resource Development

Before discussing human resource development there is the need to explain the word “human resource”. Human resource may refer to latent force which is inherent in a person (Muktar, 2015). When such resource or inherent power is developed through education, training and health, the individual would be in a better position to make contribution to the group and or the society he or she belongs. Furthermore, “human resource” means the power of human physical strength. Also, it refers to power in terms of the workers available to a particular group or required for a particular task in any organization, be it educational, service or industrial organization. In economic terms, it means the labour force in a nation, including both men and women. If there are more

people than available jobs, it is called human resource surplus: if available people are fewer than jobs, it becomes human resource deficit.

Development of human resource is undertaken through formal and non-formal education in order to make workers useful to themselves and the group they are working for (Okotoni & Erero, 2015). The emerging challenge of developing organizational cultures not only support the acquisition, sharing and management of the knowledge that currently resides in individuals in an organization, but also the creation and application of the knowledge for improving business practices and processes (John, 2018).

Meanwhile, human resources development refers to the improvement in knowledge, skill, attitude and endowment of labour force so as to bring about sustained economic growth. In the past, much emphasis was laid on capital and material resources development.

However, it has now been recognized that access to capital and material resources can only be achieved if human resource is adequately developed. Besides, it has also been realized that human beings are the active agents used in accumulating capital, tapping natural resources, building social, economic and political organization, and for national development (Okotoni & Erero, 2015).

In view of the recent trend in information and communication technology and free market economy,

the nature of manpower development programme being provided has also changed. For instance, the (World Bank, 2003) advocates knowledge-based economy which relies primarily on the use of ideas and application of technology.

Thus, preparing workers to compete in a knowledge economy requires a new mode of education and training, a mode of life-long learning that encompasses learning throughout the life cycle of an individual. It includes formal, non-formal and informal education and training. According to the (World Bank, 2003), a knowledge economy rests on four pillars:

- i. A supportive economic and institutional regime which can provide incentives for the efficient use of existing and new knowledge.
- ii. Educated and skilled population who can create, share and use knowledge.
- iii. A dynamic information infrastructure which can facilitate the effective communication dissemination and processing of information.
- iv. An efficient innovation system of firms, research centres, universities, consultants and other organizations that can tap the growing stock of global knowledge, assimilate and adapt it to local needs, and create new technology.

3. Methodology

The research design adopted for this study was survey design. The total population of the study was 914 academic staff. Through stratified random sampling techniques, the total sample size for the study was drawn. This was made up of 120 Academic staff obtained as recommended by Research Advisor (2006). Chi-square at 0.05 confidence level was used. The instrument for data collection was a questionnaire titled: Impact of Human Resource Development Programmes on Academic Staff Job Performance in Federal College of Education Questionnaire (IHRDPASJPFCOEQ) for academic Staff. The instrument was validated by experts. Pilot test was carried out in two Colleges of Education in the zone.

4. Presentation of Results and Discussion

To answer these research questions, opinions of all respondents related to item 1-20 in the questionnaire related to the questions were collected, analyzed and discussed using frequency counts, percentages, mean and standard deviation.

The reliability of the instrument was tested using split half method according to Akuezilo and Agu (2004).

The reliability coefficient of the questionnaire was based on the requirements internal consistency that the average was pretty high around for internal consistency that the average was pretty high around 0.72. The reliability coefficient of the questionnaire was based on the requirements for internal consistency that the average was pretty high around 0.72. This was high enough for the instrument to be considered reliable. The inferential statistics adopted was Chi-square (χ^2) to test the differences and bring out the causes of such differences to further check the significant differences with the degree of freedom at 0.05 level of significance.

Research Question One: What is the impact of in-service training programmes on academic staff job performance in Federal College of Education, Zaria

Table 1: Opinions of Respondents on the Impact of In-service Training Programmes on Academic Staff Job Performance in Federal College of Education Zaria

S/N	Item Statements	A (%)	U (%)	D (%)	N	Mean	St.Dv	Decision
1	Through in-service training, academic staff learn how to plan lesson well and this enables them to perform better in the class.	108 90.0%	3 2.5%	9 7.5%	120	3.94	1.660	Accepted
2	Through in-service training, academic staff learn how to plan lesson well and this enables them to perform	110 91.7%	2 1.7%	8 6.7%	120	3.57	1.821	Accepted

3	Through In-service training, academic staff learn how to control their classes and this enhances their performances in the class.	111 92.5%	4 3.3%	5 4.2%	120	3.89	1.674	Accepted
4	Through In-service training, academic staff learn how to evaluate lessons, hence improve their performance	118 98.3%	0 0.0%	2 1.7%	120	3.41	1.781	Accepted
5	Through In-service training, academic staff learn questioning techniques, which helps to improve their performances in the class.	80 66.7%	15 12.5%	25 20.8%	120	3.59	1.846	Accepted
6	Through In-service training, academic staff learn how to carry out formative evaluation of students.	109 90.8%	4 3.3%	7 5.8%	120	3.01	1.905	Accepted
7	Through In-service training, academic staff knowledge increases and this helps to enhance their performances in the class.	105 87.5%	5 4.2%	10 8.3%	120	3.51	1.786	Accepted
8	Through In-service training academic staff learn how to effectively communicate and this enhances their performances in and outside class.	117 97.5%	1 0.8%	2 1.7%	120	3.13	1.816	Accepted
9	Through In-service training, academic staff learn how to carry out summative evaluation of students.	101 84.2%	3 2.5%	6 5.0%	120	3.19	1.868	Accepted
10	Through In-service training, academic staff learn how to introduce and present lesson, which helps in improving their <u>performance in the class.</u>	106 88.3%	2 1.7%	12 10.0%	120	2.76	1.905	Accepted

In response to items 1 to 10 in table 1 which sought the opinions of the respondents on the impact of in-service training programmes on academic staff job performance in Federal College of Education, Zaria responses of all respondents were collected, analysed and discussed. Item 1 shows whether through in-service training, academic staff learn how to plan lesson well and this enables them to perform better in the class, this could be seen from the responses of the respondents where the mean of score is 3.94 which shows acceptability. In item 2, the responses of the respondents are largely agreed that through in-service training, academic staff learn how to plan lesson well and this enables them to perform better in the class with the mean score of 3.57.

Item 3, shows that the respondents all agreed with the mean scores above 3.89 that through In- service training, academic staff learn how to control their classes and this enhances their performances in the class. In Items 4 and 5, the respondents all agreed that through In-service training, academic staff learn how

to evaluate lessons, hence this improves their performance and academic staff learn questioning techniques, which helps to improve their performances in the class with the mean score of 3.41 and 3.59 respectively. Going by items 6, 7, 8 and 9, respondents largely agreed that through In-service training, academic staff learn how to carry out formative evaluation of students, academic staff knowledge increases and this helps to enhance their performances in the class and academic staff learn how to carry out summative evaluation of students with their mean scores of 3.01, 3.51, 3.13 and 3.19 respectively. Item 10 shows that through In-service training, academic staff learn how to introduce and present lesson, which helps in improving their performance in the class with the mean score of 2.76. Generally, the results show the responses as affirmative.

Research Question Two: In what ways does workshop improve the academic staff job performance in Federal College of Education, Zaria?

Table 2: Opinions of Respondents on the Impact of Workshop Participations of Academic Staff Job Performance in Federal College of Education, Zaria

S/N	Item Statements	A (%)	U (%)	D (%)	N	Mean	St.Dv	Decision
11	Through workshops, academic staff Learn how to plan lesson well and this enables them to perform better in the class.	107 89.2%	2 1.7%	11 0.9%	120	3.74	1.748	Accepted
12	Through workshops, academic staff master their subjects and this improves their performances in the class.	90 75.0%	10 8.3%	20 16.7%	120	3.76	1.734	Accepted

13	Through workshops, academic staff learn how to control their classes and this enhances their performances in the class.	109	7	4	120	3.24	1.796	Accepted
		90.8%	5.8%	3.3%				
14	Through workshops, academic staff learn how to introduce and present lesson, which helps in improving their performance in the class.	101	6	13	120	3.40	1.805	Accepted
		84.2%	5.0%	10.8%				
15	Through workshops, academic staff learn how to evaluate lessons, hence improve their performances.	102	4	12	120	3.34	1.856	Accepted
		85.0%	3.3%	10.0%				
16	Through workshops, academic staff learn how to effectively communicate and this enhances their performances in and outside class.	110	2	8	120	3.49	1.758	Accepted
		91.7%	1.7%	6.7%				
17	Workshops are organized for academic staff to enhance their teaching methods in the school.	111	4	5	120	3.49	1.815	Accepted
		92.5%	3.3%	4.2%				
18	workshops are organized for academic staff to enhance their technical skills.	118	0	2	120	3.45	1.756	Accepted
		98.3%	0.0%	1.7%				
19	Academic staff are allowed to go for workshops training.	80	15	25	120	3.47	1.799	Accepted
		66.7%	12.5%	20.8%				
20	Academic staff are encouraged to attend workshops.	109	5	6	120	3.95	1.94	Accepted
		90.8%	4.2%	5.0%				

In response to items 11 to 20 in table 2, which sought the opinions of the respondents on the impact of workshop on academic staff job performance in Federal College of Education, Zaria, responses of all respondents were collected, analysed and discussed.

Item 11 shows whether through workshops, academic staff Learn how to plan lesson well and this enables them to perform better in the class. This could be seen from the responses of the respondents where the mean of score is 3.74. The respondents expressed an agreement towards the statement.

From item 12, the responses of the respondents all agreed that through workshops, academic staff master their subjects and this improves their performances in the class with the mean score of 3.76.

Item 13, shows that the respondents all agreed with the mean score of 3.24 that through workshops, academic staff learn how to control their classes and this enhances their performances in the class.

In Items 14 and 15 the study revealed that through workshops, academic staff learn how to introduce and present lesson, which helps in improving their performance in the class and academic staff learn how to evaluate lessons, hence improve their performances with the mean score of 3.40 and 3.34 respectively.

Going by items 16, 17, 18 and 19 respondents all agreed that through workshops, academic staff learn

how to effectively communicate and this enhances their performances in and outside class, Workshops are organized for academic staff to enhance their teaching methods in the school, workshops are organized for academic staff to enhance their technical skills and academic staff are allowed to go for workshops training. These have mean scores of 3.49, 3.45, 3.47 and 3.95 respectively.

Item 20, shows that overall, academic staff are encouraged to attend workshops with the mean score of 3.35. Generally, the results expressed the responses as affirmative.

4.1 Testing of the Hypotheses

The hypotheses tested have results that are related to the variables in the research objectives which expressed opinions of the respondents of whether in-service training programme and workshop improve the academic staff job performance in Federal College of Education, Zaria.

Hypothesis 1: There is no significant difference in the opinions of academic staff on the impact of in-service training programmes on academic staff job performance in Federal College of Education, Zaria.

The test instrument administered on academic staff is used to obtain data for the study while Chi-square (χ^2) is used in testing the hypothesis. The Summary of data collected and analyzed in respect to hypothesis one is presented in Table 3 below.

Table 3: Summary of Chi-Square (X^2) on the Impact of In-Service Training Programmes on Academic Staff Job Performance in Federal College of Education, Zaria.

N	X^2_{cal}	Df	α	p-value	Decision
120	096.1654	119	0.05	0.701	Retained

As seen in table 3, it is evident that, p-value $0.701 > \alpha = 0.05$ level of significance. This means the p-value calculated at 0.701 is greater than $\alpha = 0.05$. The null-hypothesis (H_{01}) is thus, retained or accepted.

Hypothesis 2: There is no significant difference in the opinions of academic staff on the impact of mentoring on academic staff job performance in Federal College of Education, Zaria.

Therefore, there is no significant difference in the opinions of academic staff on the impact of in-service training programmes on academic staff job performance in Federal College of Education, Zaria.

The test instrument administered on academic staff is used to obtain data for the study while Chi-square (x^2) is used in testing the hypothesis. The Summary of data collected and analyzed in respect to hypothesis one is presented in Table 4.

Table 4: Summary of Chi-Square (X^2) on the Impact of Workshop on Academic Staff Job Performance in the Federal College of Education, Zaria.

N	X^2_{cal}	Df	α	p-value	Decision
640	53.739	639	0.05	0.092	Retained

As revealed in table 4, it is evident that, p-value $0.092 > \alpha = 0.05$ level of significance. This means the p-value calculated at 0.092 is greater than $\alpha = 0.05$. The null-hypothesis (H_{02}) is thus, retained or accepted. Therefore, there is no significant difference in the opinion of academic staff on the impact of workshop on academic staff job performance in Federal College of Education, Zaria.

4.2 Discussion of Findings

The study investigated the Impact of Human Resource Development Programmes on Academic

Staff Job Performance in Federal College of Education, Zaria. In response to items 1 to 10 in research question one which sought the opinions of academic staff on the impact of in-service training programmes on academic staff job performance in Federal College of Education, Zaria, responses of all respondents were collected, analysed and discussed. Going by the respondents' opinions on items 1, to 10 where no respondent had less than 55% in respect of agreement, it is evident that there was a positive perception from the respondents on the impact of in-service training programmes on academic staff job

performance in Federal College of Education, Zaria. It is believed that through In-service training academic staff learn how to effectively communicate and this enhances their performances in and outside class. In all, the respondents showed a higher perception of their response on the impact of in-service training programmes on academic staff job performance in Federal College of Education, Zaria. The hypothesis leading to this finding is retained or accepted because the p-value is 0.701 which is higher than 0.05 level of significant. This is in contrast to the study conducted by Uhuru (2013) titled "Impact of Employee In-service Development Programs on Organizational Commitment in Public Universities in Kenya. The findings of the study revealed that those employees' development and support influence performance in public universities to an extent with the p-value is 0.01 which is lower than 0.05 level of significance.

In summary, the hypothesis leading to this present research finding is retained or accepted of which the p-value is 0.701 which is higher than 0.05 level of significant while Uhuru study was rejected of which the p-value was 0.01 which is lower than that of 0.05 set for significant level. In response to research question two which sought the opinions of academic staff on the impact of workshop on academic staff job performance in Federal College of Education, Zaria, responses of all respondents were collected, analysed and discussed. Going by the respondents' opinions on items 1 to 10 where no respondent with less than 65%

in respect of agreement, it is evident that there was a positive perception from the respondents toward impact of workshop on academic staff job performance in Federal College of Education, Zaria. It is believed that through workshop, there is always room for Academic staff to develop themselves. In all, the respondents showed a higher perception of their response on the impact of workshop on academic staff job performance in Federal College of Education, Zaria. The hypothesis leading to this finding is retained of which the p-value is 0.092 which is higher than 0.05 level of significant. This is in line with the study conducted in Lagos by Yilfashewa (2012) carried out as a Doctorate thesis research titled "Staff Development as an Imperative Avenue in Ensuring Quality Workshop on the staff performance in the university. The findings of the study revealed that continuous professional development has been perceived as the useful avenue of teachers' continuous and life-long learning because the p-value is .034 which is lower than 0.05 level of significance. From the findings, the study revealed that regular in-service training has positive impact on academic staff job performance which has helped them to learn how to plan lesson well, master their subjects, control their classes and positive impact on academic staff job performance which has helped them to learn how to plan lesson well, master their subjects, control their classes and computed probability is 0.701 which is higher than the p-value of level of significance.

5. Conclusions

Based on the findings of the study, the following general conclusions are made:

In-service training programme had a positive impact on the academic staff job performance of Federal College of Education, Zaria, that through in-service training academic staff learn many teaching skills.

6. Recommendations

Based on the findings of the study, the following recommendations are hereby made: Management of the Federal College of Education, Zaria should create an enabling environment for academic staff to enjoy in-service training by supporting them financially and morally to aspire for further studies as this will

Moreover, participation in workshops had positive impact on the job performance of academic staff of Federal College of Education, Zaria, by enhancing the knowledge generally. It also helps academic staff learn how to carry out formative and summative evaluation, effectively communicate both in and out of the class

improve their performance; and workshops should also be organised by the Management of the Federal College of Education, Zaria related to the use of modern techniques of teaching regularly to improve academic staff skills in their assignments;

REFERENCES

- Akuezilo, J.O. & Agu, O. A. (2004). Democratic Schooling: Five Respective from Research in the United States. *International Journal of Political Education*, Vol 2(13), 26-38.
- Bukenya, R. (2009). Reforms and innovations for quality basic education in Nigeria: Implementation, Challenges and the Way Forward. *Journal of the Faculty of Educ, University of Nigeria*, 17th issue, 28.
- Federal Government of Nigeria (1986): National Policy on Education (1986) Four years Strategic Plan for the development of Education.
- Federal Government of Nigeria, FGN. (2008). *National Policy on Education*. Lagos NERDC press.
- Greicar, J. P. (2013). *Managerial behavior, nee performance effectiveness*. New York: McGraw - Hill.
- John, F. (2018). *Higher Education Staff Development: A continuing mission*. Paris: Common wealth. McCutchan Publishing Corporate.
- Mathis, R. L. & Jackson, J. H. (2016). *Human resource management* (11th ed.) USA:
- Muktar, M. (2015). Staff development programs and job performance lecturers in MOI University. Conference paper at the University of Nairobi. Retrieved on 06/09/ *African International Business and Management College of Humanities and Social Sciences*, 2015 from www.aibuma.org/.
- Nwaogwegbe, E.O. (2014). Improve the quality of Education in Nigeria through effective inspection of schools. *Academic Journal*, 129(4), 144-155.
- Okotoni, O & Erero, J. (2015), Manpower training and Development in the Nigerian public service, *AJPAM* vol.xvi no.1 January, (Online) available: <http://www.unpanl.un.org/intradoc/groups/public> (January 13, 2016).
- Peretomode, V. F., & Chukwuma, R. A. (2014). Manpower development and lecturer productivity in tertiary institutions in Nigeria. *European Scientific Journal*. 8(13), 16-28.
- Peretomode, V. F. (2001). Human resources management in education: Issue and challenges. *British Journal of Education*, 2(7); 26-31.
- Research Advisor (2006). *Determining Sample Size for Research Activities*, Copyright, All rights reserved.
- Riley, A. & Baldrige, A. E. (2018), Mentoring programmes for academic staff at the poly technic Namibia. *African journal of business management*. 4(3), 350-356. Retrieved from <http://www.academicjournals.org/AJBM>.
- Shamsudeen, S.A. (2012). *Teacher education in Nigeria: Current status, 21st century challenges and strategies for improvement*: A University of Lagos Press.
- Uhuru, A.S. (2013) *Impact of Employee In-service Development Programmes on Organizational Commitment in Public Universities in Kenya*.
- World Bank (2003). *Lifelong Learning in the Global Knowledge Economy Challenges for developing countries*, Washington, D.C: The international bank for reconstruction/ the World Bank.
- Yilfashewa, A.O. (2012). Comparative study of instructional supervisory roles of secondary school principals and inspectors of the Ministry of Education in Lagos State Nigeria. *European Scientific Journal*, 8(28), 37-45.