

**IMPROVING HUMAN RESOURCE MANAGEMENT OF COLLEGES OF EDUCATION
IN NIGERIA: A CASE STUDY OF COLLEGES OF EDUCATION IN THE NORTH
CENTRAL STATES**

BY

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ABSTRACT

This study investigated ways of Improving Human Resource Management of Colleges of Education in Nigeria. The term human resource management in this study is the effective use of the workers to accomplish the objectives of the colleges. A survey research design was adopted for the study. The population of the study consisted of nine state owned Colleges of Education in the North Central States, Nigeria. There was no sampling as the entire population was used for the survey. A 30-items questionnaire titled Improving Human Resource Management Questionnaire (IHRMQ) was the instrument for data collection. The mean and standard deviation were employed to analyze the research questions and the t - test was adopted to test the null hypotheses. The findings of the study revealed among others that only eligible candidates in terms of qualification, merit and experience should be employed. Management should organize staff training programmes, make funds available for educational research, and improve communication flow by promoting favourable climate for interaction, install information gadgets such as radio link. The results of the three null hypotheses indicating no significant difference was accepted.

KEY WORDS: Improving, Human resources, Human resource management, College, Education

INTRODUCTION

Education is an instrument par excellence and a powerful tool for development, enlightenment, and liberation. The linkage of education to the development of any society is a known fact; this is the reason the guiding principles of education in Nigeria are; equipping the citizens with knowledge, skills, attitudes and the values that will enable the society to derive maximum benefits from its membership (UNESCO, 2006). It was in a bid to have easy access, good, and quality education for all that the Colleges of Education were established. Colleges of Education are tertiary institutions established to produce effective, competent and dedicated teachers at both the primary and post primary levels. The aim was to train Nigeria Certificate in Education (N.C.E) teachers who will

uplift the quality of teacher education (Akpaku, 2003). The functions of the college as spelt out in the Decree (Act) that established it include: to provide full time course for teaching instruction and training in technical, vocational, science and arts, to conduct courses in education for qualified teachers, to provide teachers with intellectual and professional background adequate for their assignment, and to make them adaptable to any changing situation not only in the life of their country, but in the wider world. (The Federal Ministry of Education (2005) and (Ogbonnaya, 2004). Over the years the objectives for which these institutions were established were realized. Many professional teachers were trained, and their positive impacts were felt at both the primary and post primary levels. However for the past eleven years (2005-2016) the physical, social, and psychological system of these colleges; particularly state owned Colleges of Education started declining. According to Usman (2011), Yakubu and Momoh (2013), the decline may be due to improper management of the human resources in the institutions regarding recruitment, appointment, staff training, motivation, staff relations, staff communication and staff disciplinary practices. For the Colleges of Education to take their former pride of place as the home of “teacher trainer” once more there have to be improvement in the human resources.

Human resources as defined by Ankur (2009) are the total knowledge, skills, creative abilities, attitude and aptitudes of an organization’s employees, as well as their values. The human resources are the individual who make up the workforce of an organization. Other terms sometimes used to describe the human resources according to William (2013) include employees, manpower, people, staff, labour, and human capital. They are the intellectual resource pool of any organization. Oyebanji (2012) refers to the human resources as the building blocks and active agents of educational institution; on them rest the success or failure of an organization or institution. The human resources are essential elements in an organization particularly the educational sector. The term human resources in this study is the effective use of the workers to accomplish the objectives of the colleges, The place of human resources in a College of Education cannot be under emphasized; this is because they are the most essential resources and constitute the most crucial factor in the development of the institution. However, the human resources cannot function in isolation without the leading and control of the human resource managers.

Human resource management is the process of hiring, maintaining and developing the employees in order for them to bring out their best for the organization. Human resource management has been defined by Conat and Charan (2011) as the utilization of an organization’s workforce or human resources responsible for attracting, selecting training, assessing and rewarding employees, while also overseeing organizational leadership and culture, and ensuring compliance with employment and labour laws. The management of an organization has the power to cripple and destroy or to build and make it. This was the reason Onah (2008) opined that the success of any organization is not only determined by the human resources available, but how well they are managed and coordinated towards realizing the goals of an organization. The effective management of the human resources plays an important role in controlling, developing, and maintaining a solid educational organization, and also contributing to the existence of productivity of the organization. There are lapses crippling state-owned Colleges of Education in the North Central States, Nigeria namely: educational backwardness, mismanagement, conflict, low self esteem, and staff disciplinary practices which seem to indicate that all is not well. There is an urgent need therefore for the management team of the Colleges of Education to access their human resource management functions in the areas of staff recruitment, staff training, communication and staff disciplinary practices with a view to improving them as these anomalies have created gaps in some aspects of human resource management in the institutions. Therefore, the ability to identify and close these gaps will greatly improve the management of the human resources.

STATEMENT OF THE PROBLEM

Over the years, the Colleges of Education were the bedrock of solid educational foundations. In recent years however, the standard of these institutions are on the decline due to poor management. This seems to have affected the quality of graduates from them (Usman, 2011) and (Yakubu and Momoh, 2011). The abysmal state of the educational standard of the state-owned Colleges of Education in the North Central States of Nigeria gives credence to wonder about the educational qualification of some of the staff recruited: if they were examined or interviewed before they were recruited. Also, it seems staff training has been relegated to the bottom of the priority lists of both the educational managers and the staff themselves. Empirical researches and personal observation in these colleges show that some staff members still hold tight to their entry qualifications without making attempt for further development. There is communication breakdown between management and staff resulting to conflict, distrust, tribal, religious and political factions which resulted to poor service delivery. Consequently, absenteeism, truancy, insubordination and gross misconduct seem to be the norm in these institutions. Therefore, this study sought to find out from respondents ways human resource management could be improved.

Three research questions and three null hypotheses guided the study.

RESEARCH QUESTIONS

1. What are the ways of improving staff recruitment in Colleges of Education in the North Central States, Nigeria?
2. What are the ways of improving staff training in Colleges of Education in the North Central States, Nigeria?
3. What are the ways of improving communication in Colleges of Education in the North Central States, Nigeria?

HYPOTHESES

- H₀₁: There is no significant difference between the mean ratings of the management staff and deans and heads of departments with regards to improving staff recruitment in Colleges of Education in the North Central States, Nigeria?
- H₀₂: There is no significant difference between the mean ratings of the management staff and deans and heads of departments with regards to staff training in the Colleges of Education in the North Central States, Nigeria?
- H₀₃: There is no significant difference between the mean ratings of the management staff and deans and heads of departments with regards to improving communication in the institutions in the North Central States, Nigeria?

RESEARCH METHOD

This study is a descriptive survey design concerned with describing events as they are without any manipulation of what is being observed. It seeks to find out 'what is' and describes it accordingly. This design is therefore considered appropriate for this study.

The study was conducted in nine states- owned Colleges of Education in the North Central States of Nigeria. The North Central is situated in the middle of Nigeria's geographical region popularly called the Middle belt bound by thirteen states on all sides. The states in this region are Kogi state, Kwara state, Benue state, Nasarawa state, Niger state, and Plateau state. These areas are classified as educationally disadvantaged zone because of the limited educational facilities, and also because of the poor performance recorded each year in external examinations from the region.

The respondents for the study consisted of 321 Principal Officers made up of 36 management staff, 63 deans and 222 heads of departments of state-owned Colleges of Education in the North Central States, Nigeria

Due to the manageable size of the population there was no sampling as the entire population was used for the study

The instrument for data collection was a 30- items questionnaire titled Improving Human Resource Management Questionnaire (IHRMQ). The questionnaire was structured on a four-point rating scale.

Data were analyzed using mean and standard deviation to answer the three research questions while the t-test was used to test the three null hypotheses at 0.05 level of significance. The cut-off point was 2.50

RESULTS

Research Question One: What are the ways of improving staff recruitment?

Table 1: Mean(X) and Standard Deviation (SD) on ways of improving staff recruitment in Colleges of Education in the North Central States, Nigeria

S/N	Item statement on staff recruitment	Mgmt staff N= 36			Deans and HODs/Units N=285			Total N = 321		
		X	SD	Dec	X	SD	Dec	X	SD	Dec
1	Advertise vacant positions in national dailies and the internet	3.42	.50	A	3.18	.38	A	3.20	.40	A
2	Shortlisting of all applicants for academic posts shall be done by the heads of department after due consultation with the deans of the schools.	3.61	.49	SA	3.73	.45	SA	3.71	.45	SA
3	Subject all shortlisted candidates to written/ oral examinations	3.50	.51	SA	3.34	.62	A	3.36	.61	A
4	Place disciplined Senior Staff as members of the recruitment and appointment committee	3.42	.65	A	3.48	.54	A	3.47	.55	A
5	All recruitment should be made by the recruitment and appointment committee.	3.61	.49	SA	3.50	.50	SA	3.51	.50	SA
6	Recruit only eligible candidates in terms of qualification, merit and experience	3.58	.50	SA	3.59	.49	SA	3.59	.49	SA
7	Recruit only candidates with good command of English Language to teach	3.53	.51	SA	3.47	.50	A	3.48	.50	A
8	Invite only shortlisted candidates for interview	3.19	.75	A	3.41	.65	A	3.39	.67	A
9	Discourage quota system and recruit only qualified candidates irrespective of geographical region	3.05	.86	A	3.20	.78	A	3.19	.78	A
10	Only candidates with the basic qualification as advertised in newspapers/internet shall be shortlisted	3.56	.65	SA	3.53	.54	SA	3.53	.55	SA
	Cluster mean	3.44	.23	A	3.44	.29	A	3.44	.28	A

Mgmt – Management staff, HODs = Heads of Departments, Dec = Decision, SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, N = Number

Data on Table 1 indicated the mean ratings of Management staff and Deans/Heads of departments on ways of improving staff recruitment in Colleges of Education in North Central. The data showed that the respondents strongly agreed on items 2, 5, 6 and 10. This is shown by the mean scores ranging from 3.50 - 3.72, SD .86 - .54. Data on Table 1 also showed that respondents also agreed on items

1,3,7,8, and 9. This is shown by mean scores ranging from 3.05 -3.48, and SD .86 - .54. The cluster mean of 3.44, SD .28 showed that the respondents are in agreement on ways of improving staff recruitment in Colleges of Education in Colleges of Education in the North Central States, Nigeria.

Hypothesis one: There is no significant difference between the mean ratings of Management staff and Deans/Heads of department with regards to the ways of improving staff recruitment in Colleges of Education.

Table 2: t –test analysis of the mean ratings of management staff and deans and heads of departments regarding ways of improving staff recruitment in Colleges of Education

S/N	Item statement on staff recruitment	Status	X	SD	t-cal	Df	Sig	Dec																																																																																																																				
1	Advertise vacant positions in national dailies and on the internet	Management	3.41	.50	3.45	319	.001	S																																																																																																																				
		Deans and HODs	3.17	.38					2	Short listing of all applicants for academic posts shall be done by the heads of department after due consultation with the deans of the schools	Management	3.61	.49	1.44	319	.151	NS	Deans and HODs	3.73	.45	3	Subject all shortlisted candidates to written/oral examinations	Management	3.50	.51	1.46	319	.146	NS	Deans and HODs	3.34	.62	4	Place disciplined senior staff as members of the recruitment and appointment committee	Management	3.42	.65	.62	319	.537	NS	Deans and HODs	3.48	.54	5	All recruitment should be made by the recruitment and appointment committee	Management	3.61	.49	1.32	319	.189	NS	Deans and HODs	3.49	.50	6	Recruit eligible candidates in terms of qualification, merit and experience	Management	3.58	.50	.61	319	.912	NS	Deans and HODs	3.59	.49	7	Recruit only candidates with good command of English language to teach	Management	3.53	.51	.61	319	.542	NS	Deans and HODs	3.14	.50	8	Invite only shortlisted candidates for interview	Management	3.19	.75	1.84	319	.067	NS	Deans and HODs	3.41	.65	9	Discourage quota system and recruit only qualified candidates irrespective of geographical region	Management	3.05	.86	1.06	319	.289	NS	Deans and HODs	3.20	.78	10	Only candidates with the basic qualification as advertised in newspaper /internet shall be shortlisted	Management	3.55	.65	.26	319	.79	NS	Deans and HODs	3.52	.54	Cluster mean		Management	3.45	.23	.09	319	.93
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X = Mean, SD = Standard Deviation, t-call = t-calculated, Df= Degree of freedom, Sig =level of significance, Dec = Decision, Management = Management staff, Deans/HODs= Deans of schools and Heads of departments/units.

The data on Table 2 revealed that there was significant difference in the mean ratings of Management staff and Deans and Heads of departments on item statement 1 as indicated by the calculated t-value of 3.45 which is significant at .001 and also significant at 0.05 level of probability. However, data also showed that there are no significant differences on items 2 -10

regarding ways of improving staff recruitment. These are shown by the calculated t -values which ranged from .11 - 1.84 at 0.05 level of probability, at 319 degree of freedom. The cluster t -value at .09 is higher than the 0.05 significant level of probability, indicating that there was no significant difference in the mean ratings of the management staff and deans/heads of departments on ways of improving staff recruitment in Colleges of Education. Thus, the null hypothesis of no significant difference was not rejected.

Research Question two: What are the ways of improving staff training?

Table 3: Mean (X) and Standard Deviation (SD) on ways of improving staff training in Colleges of Education in the North Central States, Nigeria

S/N	Item statement on staff training	Mgmt staff N= 36			Deans and HODs/Units N=285			Total N = 321		
		X	SD	Dec	X	SD	Dec	X	SD	Dec
11	Grant study leave to members willing to go for training/development	3.50	.51	SA	3.42	.63	A	3.43	.62	A
12	Provide research allowances to encourage staff members to undertake research oriented activities	3.19	.92	A	3.32	.61	A	3.31	.65	A
13	Support staff members to carry out educational Research and publish the findings	3.33	.63	A	3.34	.53	A	3.37	.54	A
14	Attend refresher courses to enhance professional growth	3.19	.62	A	3.10	.48	A	3.12	.50	A
15	Base staff promotion on additional academic qualification only	2.33	.63	D	2.38	.68	D	2.38	.64	D
16	Sanction staff members who fail to develop Professionally/academically	3.47	.51	A	3.21	.79	A	3.21	.77	A
17	Re- assign staff to different job positions to improve professional growth and development	3.53	.51	SA	3.40	.49	A	3.41	.49	A
18	Arrange refresher courses for staff development	3.72	.45	SA	3.73	.45	SA	3.72	.45	SA
19	Promote an environment that is safe and conducive for studying and learning	3.52	.51	SA	3.48	.50	A	3.48	.50	A
20	Make funds available for educational projects	3.27	.81	A	3.51	.63	SA	3.45	.62	A
	Cluster mean	3.42	.31	A	3.38	.30	A	3.39	.30	A

Mgmt – Management staff, Deans = Deans of schools, HODs = Heads of Departments/unit, Dec = Decision, SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, N = Number

Data on Table 3 indicated the mean responses of Management staff and Deans/heads of department on ways of improving staff training in Colleges of Education in the North Central States, Nigeria. The data showed that both the Management and Deans and Heads of departments strongly agreed that refresher courses be organized for staff development. This is shown by mean scores of 3.72 and 3.73 respectively. Data also showed that the respondents agreed that; staff members carry out educational research and make publications, attend refresher courses to enhance professional growth, re-assign staff to different job positions to improve professional development, promote an environment that is safe and conducive for studying and learning, the availability of funds for educational projects. This is shown by mean scores which ranged from 3.10 -3.48, SD .48- .50. However, respondents disagreed that promotion be based on additional qualification only. This is

shown by mean scores of 2.33 and 2.38, SD .63 and .64 respectively. The cluster mean scores of 3.38- 3.42, SD .30 - .31 indicated that the respondents are in agreement on the item statements regarding ways of improving staff recruitment.

Hypothesis Two: There is no significant difference between the mean ratings of Management staff and Deans/Heads of department with regards to the ways of improving staff recruitment in Colleges of Education.

Table 4: t-test analysis of the mean ratings of Management staff and Deans and Heads of departments regarding ways of improving staff training in Colleges of Education

S/N	Item statement on staff training	Status	X	SD	t –cal	Df	Sig	Dec																																																																																																																				
11	Grant study leave to members willing to go for training/development	Management	3.50	.51	.69	319	.49	NS																																																																																																																				
		Deans &HODs	3.42	.63					12	Provide research allowances to encourage staff members to undertake research oriented activities	Management	3.19	.92	1.14	319	.26	NS	Deans &HODs	3.32	.61	13	Support staff members to carry out educational research and publish the findings	Management	3.33	.63	.48	319	.63	NS	Deans &HODs	3.38	.53	14	Attend refresher courses to enhance professional growth	Management	3.19	.63	1.10	319	.32	NS	Deans &HODs	3.10	.49	15	Base staff promotion on additional academic qualification only	Management	3.33	.63	.52	319	.61	NS	Deans &HODs	3.38	.53	16	Sanction staff members who fail to develop professionally/academically	Management	3.47	.51	1.93	319	.06	NS	Deans &HODs	3.21	.79	17	Re- assign staff to different job positions to improve professional growth and development	Management	3.53	.51	0.52	319	.14	NS	Deans &HODs	3.40	.49	18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S	Deans &HODs	3.73	.44	19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44
12	Provide research allowances to encourage staff members to undertake research oriented activities	Management	3.19	.92	1.14	319	.26	NS																																																																																																																				
		Deans &HODs	3.32	.61					13	Support staff members to carry out educational research and publish the findings	Management	3.33	.63	.48	319	.63	NS	Deans &HODs	3.38	.53	14	Attend refresher courses to enhance professional growth	Management	3.19	.63	1.10	319	.32	NS	Deans &HODs	3.10	.49	15	Base staff promotion on additional academic qualification only	Management	3.33	.63	.52	319	.61	NS	Deans &HODs	3.38	.53	16	Sanction staff members who fail to develop professionally/academically	Management	3.47	.51	1.93	319	.06	NS	Deans &HODs	3.21	.79	17	Re- assign staff to different job positions to improve professional growth and development	Management	3.53	.51	0.52	319	.14	NS	Deans &HODs	3.40	.49	18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S	Deans &HODs	3.73	.44	19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30						
13	Support staff members to carry out educational research and publish the findings	Management	3.33	.63	.48	319	.63	NS																																																																																																																				
		Deans &HODs	3.38	.53					14	Attend refresher courses to enhance professional growth	Management	3.19	.63	1.10	319	.32	NS	Deans &HODs	3.10	.49	15	Base staff promotion on additional academic qualification only	Management	3.33	.63	.52	319	.61	NS	Deans &HODs	3.38	.53	16	Sanction staff members who fail to develop professionally/academically	Management	3.47	.51	1.93	319	.06	NS	Deans &HODs	3.21	.79	17	Re- assign staff to different job positions to improve professional growth and development	Management	3.53	.51	0.52	319	.14	NS	Deans &HODs	3.40	.49	18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S	Deans &HODs	3.73	.44	19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																		
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		Deans &HODs	3.10	.49					15	Base staff promotion on additional academic qualification only	Management	3.33	.63	.52	319	.61	NS	Deans &HODs	3.38	.53	16	Sanction staff members who fail to develop professionally/academically	Management	3.47	.51	1.93	319	.06	NS	Deans &HODs	3.21	.79	17	Re- assign staff to different job positions to improve professional growth and development	Management	3.53	.51	0.52	319	.14	NS	Deans &HODs	3.40	.49	18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S	Deans &HODs	3.73	.44	19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																														
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		Deans &HODs	3.38	.53					16	Sanction staff members who fail to develop professionally/academically	Management	3.47	.51	1.93	319	.06	NS	Deans &HODs	3.21	.79	17	Re- assign staff to different job positions to improve professional growth and development	Management	3.53	.51	0.52	319	.14	NS	Deans &HODs	3.40	.49	18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S	Deans &HODs	3.73	.44	19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																																										
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		Deans &HODs	3.21	.79					17	Re- assign staff to different job positions to improve professional growth and development	Management	3.53	.51	0.52	319	.14	NS	Deans &HODs	3.40	.49	18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S	Deans &HODs	3.73	.44	19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																																																						
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		Deans &HODs	3.40	.49					18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S	Deans &HODs	3.73	.44	19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																																																																		
18	Arrange refresher courses for staff development	Management	3.72	.45	.05	319	.96	S																																																																																																																				
		Deans &HODs	3.73	.44					19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS	Deans &HODs	3.53	.50	20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																																																																														
19	Promote an environment that is safe and conducive for studying and learning	Management	3.53	.51	2.01	319	.59	NS																																																																																																																				
		Deans &HODs	3.53	.50					20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS	Deans &HODs	3.51	.30	Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																																																																																										
20	Make funds available for educational projects	Management	3.28	.31	.77	319	.05	NS																																																																																																																				
		Deans &HODs	3.51	.30					Cluster mean		Management	3.42	.31	.77	319	.44	NS			Deans &HODs	3.38	.30																																																																																																						
Cluster mean		Management	3.42	.31	.77	319	.44	NS																																																																																																																				
		Deans &HODs	3.38	.30																																																																																																																								

X = mean, SD = Standard Deviation, t-call = t-calculated, Df= Degree of freedom, Sig =level of significance, Dec = Decision, Management = Management staff, Deans & HODs= Deans of schools and Heads of departments/units.

The data on table 4 revealed that there was significant different in the mean scores of Management staff and Deans and Heads of departments for item 18 as indicated by the calculated t-value of .05 which is significant at 0.05 level of probability. However, data also revealed that there were no significant differences in the mean scores of Management staff and Deans and Heads of departments for items 11-17, 19 -20 on ways of improving staff training. These are shown by the calculated t-values which ranged from .48 - 1.93 at 0.05 level of probability. The cluster t-value at .77 is higher than the 0.05 significant level of probability, indicating that there was no significant difference in the mean ratings of the Management staff and Deans and Heads of departments on

way of improving staff training in Colleges of Education. Thus, the null hypothesis of no significant difference was not rejected.

Research Question Three: What are the ways of improving communication in Colleges of Education?

Table 5: Means X and Standard Deviation (SD) on ways of improving communication in Colleges of Education

S/N	Item statement on communication	Mgmt staff N=36			Deans and HODs N=285			Total N=321		
		X	SD	Dec	X	SD	Dec	X	SD	Dec
21	Organize regular staff meetings to encourage active communication flow between management and staff	3.50	.51	SA	3.56	.49	SA	3.56	.49	SA
22	Encourage staff members to express their opinions during staff meetings	3.47	.51	A	3.37	.48	A	3.38	.49	A
23	Keep the staff aware of all information that may be of official interest to them	3.69	.48	SA	3.60	.49	SA	3.61	.49	SA
24	Install information gadgets such as internet mass, fax, intercom, email, for easy access to necessary information	3.28	.95	A	3.19	.56	A	3.20	.55	A
25	Discourage staff members from participating in decisions that affect them	1.75	.81	D	1.39	.62	D	1.43	.65	D
26	Promote clear communication flow among staff members to enhance institutions' growth	3.47	.89	A	3.20	.54	A	3.23	.59	A
27	Delegate deans, heads of departments/units to provide adequate supervision to staff members	3.41	.69	A	3.24	.81	A	3.26	.79	A
28	Withhold demoralising/despondent information from staff members	3.20	.47	A	3.32	.87	A	2.32	.47	A
29	Encourage easy communication flow between management and staff.	3.52	.51	SA	3.56	.50	SA	3.55	.51	SA
30	Adopt appropriate channel of communication in reaching out to the entire school community	3.50	.51	SA	3.50	.50	SA	3.50	.50	SA
	Cluster mean	3.24	.27	A	3.16	.27	A	3.17	.27	A

Mgmt= Management staff, Deans and HODs = Deans of schools and Heads of Departments/Units, Dec= Decision, SA=Strongly Agree, A=Disagree, SD =Strong Disagree, N= Number.

Data in table 5 indicated the mean responses of the respondents on ways of improving communication in Colleges of Education. The data showed that respondents strongly agreed to the item statements on items 21, 23, 29 and 30. This is shown by mean scores ranging from 3.50- 3.69, SD .51-.48. Respondents also agreed on items 22, 24, 26, 27 and 28. This is shown by scores ranging from 3.19 – 3.47, SD .56-.51. However, respondents disagreed that staff members be discouraged from participating in decisions that affect them. This has mean scores of 1.39 and 1.75, SD .81 and .62. The cluster mean score of 3.17 indicated agreement to the item statements on ways of improving communication in Colleges of Education.

Hypothesis three: there is no significant difference between the mean ratings of management staff and deans and heads of departments with regards to the ways of improving communication in the institutions.

Table 6: t-test analysis of the means ratings of management staff and deans and heads of departments regarding ways of improving communication in Colleges of Education

S/N	Item statement on communication	Status	X	SD	t-cal	Df	Sig	Dec																																																																																																																				
21	Organize regular staff meetings to encourage active communication flow between management and staff	Management	3.50	.51	.86	319	.39	NS																																																																																																																				
		Deans /HODs	3.58	.49					22	Encourage staff members to express their opinions during staff meetings	Management	3.47	.51	1.17	319	.25	NS	Deans/HODs	3.37	.48	23	Keep the staff aware of all information that may be of official interest to them	Management	3.69	.47	1.09	319	.28	NS	Deans/HODs	3.60	.49	24	Install information gadgets such as internet mass, fax, intercom, email, for easy access to necessary information	Management	3.28	.45	.92	319	.36	NS	Deans/HODs	3.19	.56	25	Discourage staff members from participating in decisions that affect them	Management	1.75	.81	3.15	319	.002	NS	Deans/HODs	1.39	.62	26	Promote clear communication flow among staff members to enhance institutions' growth	Management	3.47	.88	2.64	319	.009	NS	Deans/HODs	3.20	.54	27	Delegate deans, heads of departments/units to provide adequate supervision to staff members	Management	3.42	.69	1.22	319	.23	NS	Deans/HODs	3.25	.81	28	Withhold demoralising/despondent information from staff members	Management	3.31	.46	.29	319	.77	NS	Deans/HODs	3.33	.47	29	Encourage easy communication flow between management and staff.	Management	3.53	.51	.38	319	.70	NS	Deans/HODs	3.56	.49	30	Adopt appropriate channel of communication in reaching out to the entire school community	Management	3.50	.51	.06	319	.95	NS	Deans/HODs	3.51	.50	Cluster mean		Management	3.24	.28	1.73	319	.09
22	Encourage staff members to express their opinions during staff meetings	Management	3.47	.51	1.17	319	.25	NS																																																																																																																				
		Deans/HODs	3.37	.48					23	Keep the staff aware of all information that may be of official interest to them	Management	3.69	.47	1.09	319	.28	NS	Deans/HODs	3.60	.49	24	Install information gadgets such as internet mass, fax, intercom, email, for easy access to necessary information	Management	3.28	.45	.92	319	.36	NS	Deans/HODs	3.19	.56	25	Discourage staff members from participating in decisions that affect them	Management	1.75	.81	3.15	319	.002	NS	Deans/HODs	1.39	.62	26	Promote clear communication flow among staff members to enhance institutions' growth	Management	3.47	.88	2.64	319	.009	NS	Deans/HODs	3.20	.54	27	Delegate deans, heads of departments/units to provide adequate supervision to staff members	Management	3.42	.69	1.22	319	.23	NS	Deans/HODs	3.25	.81	28	Withhold demoralising/despondent information from staff members	Management	3.31	.46	.29	319	.77	NS	Deans/HODs	3.33	.47	29	Encourage easy communication flow between management and staff.	Management	3.53	.51	.38	319	.70	NS	Deans/HODs	3.56	.49	30	Adopt appropriate channel of communication in reaching out to the entire school community	Management	3.50	.51	.06	319	.95	NS	Deans/HODs	3.51	.50	Cluster mean		Management	3.24	.28	1.73	319	.09	NS			Deans/HODs	3.15	.27						
23	Keep the staff aware of all information that may be of official interest to them	Management	3.69	.47	1.09	319	.28	NS																																																																																																																				
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25	Discourage staff members from participating in decisions that affect them	Management	1.75	.81	3.15	319	.002	NS																																																																																																																				
		Deans/HODs	1.39	.62					26	Promote clear communication flow among staff members to enhance institutions' growth	Management	3.47	.88	2.64	319	.009	NS	Deans/HODs	3.20	.54	27	Delegate deans, heads of departments/units to provide adequate supervision to staff members	Management	3.42	.69	1.22	319	.23	NS	Deans/HODs	3.25	.81	28	Withhold demoralising/despondent information from staff members	Management	3.31	.46	.29	319	.77	NS	Deans/HODs	3.33	.47	29	Encourage easy communication flow between management and staff.	Management	3.53	.51	.38	319	.70	NS	Deans/HODs	3.56	.49	30	Adopt appropriate channel of communication in reaching out to the entire school community	Management	3.50	.51	.06	319	.95	NS	Deans/HODs	3.51	.50	Cluster mean		Management	3.24	.28	1.73	319	.09	NS			Deans/HODs	3.15	.27																																										
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		Deans/HODs	3.33	.47					29	Encourage easy communication flow between management and staff.	Management	3.53	.51	.38	319	.70	NS	Deans/HODs	3.56	.49	30	Adopt appropriate channel of communication in reaching out to the entire school community	Management	3.50	.51	.06	319	.95	NS	Deans/HODs	3.51	.50	Cluster mean		Management	3.24	.28	1.73	319	.09	NS			Deans/HODs	3.15	.27																																																																														
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		Deans/HODs	3.51	.50					Cluster mean		Management	3.24	.28	1.73	319	.09	NS			Deans/HODs	3.15	.27																																																																																																						
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X = mean, SD = Standard Deviation, t-call = t-calculated, Df= Degree of freedom, Sig =level of significance, Dec = Decision, Management = Management staff, Deans &HODs= Deans of schools and Heads of departments/units.

Data on table 6 showed that there was no significant difference in the mean ratings of management staff and deans and heads of departments on ways of improving communication in Colleges of Education. The calculated t-values for items 21; 22, 23, 24, 26, 27, 28, 29, and 30 which ranged

from .06 – 2.64 are not significant at 0.05 level of probability. The cluster t-value of 0.05 levels of probability also indicated that there was no significant difference between the mean ratings of management staff and deans and heads of departments on ways of improving communication. Thus, the null hypothesis of no significant difference was not rejected.

DISCUSSION OF FINDINGS

Way of Improving Staff Recruitment

The results obtained from the findings on research question one indicated that the ways of improving staff recruitment include: advertising vacant positions in the print and electronic media such as radio, and the internet, select only eligible candidates in terms of merit, skill, and experience with good command of the English Language. The mean ratings of the items (Table 1) indicate that management staff, and deans and heads of departments were in agreement regarding ways of improving staff recruitment. The finding is in agreement with the views of Weihrich and Koonz (2003) and Onah (2008) on the quality of personnel hired determining the most important factors on the continuous success of any organization.

Ways of Improving Staff Training

The result obtained from the findings on research question two revealed that the ways of improving staff training are: attend refresher courses to enhance professional growth, encourage staff members to carry out educational research and publications, promote safe and conducive environment, for research, make funds available for staff development. The mean ratings on the items (see Table 3) confirmed that management, deans and heads of departments were in agreement regarding ways of improving staff training. The finding is in consonance with those of Adam (2011), Robert, Gary and Roberts (2011), who are of the opinions that seminars, conferences, work refresher courses, and job rotation, will improve and equip workers.

Ways of Improving Communication

The result obtained from research question three showed that the respondents agreed regarding ways of improving communication flow between management and staff. They are: organize regular staff meetings, keep the staff aware of all information that is of official interest to them, management is to install information gadgets such as internet facilities and radio link, heads of departments/units to provide adequate supervision to staff members. The mean ratings of the items (see Table 5) indicate that both the management and deans and heads of departments are in agreement regarding ways of improving communication flow between management and staff. The finding is also in consonance with those of Nunes (2011) who described communication as the “blood” that brings life to an organization, and Bernard (2003) who noted that communication is the means by which people are linked together in an organization to achieve a common purpose. All key functions of management namely: directing, controlling, leading, motivating and decision making depend on communication.

The results of the three null hypotheses showed that there were no significant differences in the mean ratings of the respondents thus, the null hypotheses of no significant differences was accepted.

RECOMMENDATION

Based on the findings of this study, it was therefore recommended among others, that:

1. Management should determine staff recruitment on the basis of academic qualification, merit, skills and relative abilities only.
2. Management should encourage staff training and development, sponsor members to workshop, conferences, and seminars within and outside the country, provide safe and conducive environment for research and publication.
3. The managerial team should improve communication flow by promoting favourable climate for interaction, organize regular staff meetings, install information gadget such as internet mast and radio link in the institutions.

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