



## MANAGING THE NIGERIAN TERTIARY EDUCATION FOR NATIONAL TRANSFORMATION THROUGH EFFECTIVE CONTINUOUS STAFF TRAINING AND DEVELOPMENT (CSTD)

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### ABSTRACT

The study assessed the possibility of managing the Nigerian Tertiary Education for National Transformation through Effective Continuous Staff Training and Development (CSTD) using Federal College of Education (Technical) as an example. The study determined the role played by continuous staff training and development “as a work of activity” in the overall effectiveness and profitability of the Nigerian tertiary education. The study adopted the descriptive survey research design. Three (3) research questions were raised for the study. A proportionate random sampling procedure was employed in selection of 50% out of 216 academic staff within the institution (FCE (T) Asaba). However, 108 academic staff from various department/schools within the institution was sampled. A 36-itemed questionnaire titled: *Effective Continuous Staff Training and Development for Managing the Nigerian Tertiary Education Questionnaire for Academic Staff (ECSTDMNTEQAS)*, developed by the researchers and designed on a modified Likert type 4 – point scale was used in the study. Reliability and validity of the research instrument was also determined. Data was analyzed using frequency mode, mean score ( $\bar{X}$ ) and grand mean. The findings revealed that CSTD was very useful in the management of tertiary education. It improved academic staff competence and proficiency which boosted their productivity and performance for quality and academic excellence in the school. CSTD played enormous role in the management of Nigerian tertiary education although there are challenges that hindered its effective utilization as revealed by the findings of the study. The study recommended the following: that adequate fund should be provided for effective utilization of CSTD and likewise for government to implement effective policies and education reforms that will encourage the use of CSTD in the Nigerian tertiary institutions.

**Keywords:** Managing the Nigerian tertiary education, National transformation and sustainable development, Human capacity building and manpower development, Economic growth and development, Organizational effectiveness and increased productivity, Production of effective teaching work force, Promoting teaching-learning, Effective continuous staff training and development (CSTD), Methods of continuous staff training and development (CSTD) and Challenges.

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## Contribution/ Originality

This study is one of very few studies which have investigated the importance of (CSTD) in tertiary institutions owing to the fact that this has been one of the challenges facing higher education. It is recommended that adequate attention be given to this course for teacher proficiency and sustainable national development.

## 1. INTRODUCTION

The Nigerian tertiary education is generally a section of the educational system that is responsible for training and producing the required manpower that is vital for National transformation and economic development. Being the frontier of education, it is considered as the main index of national development and transformation whereby all the skills, knowledge and information acquired through this means are now the vehicle for productivity, wealth creation, prosperity, good health and healthy living, competitiveness, communication expansion, scientific and technological advancements. According to [Ekundayo and Ajayi \(2009\)](#), higher education plays a crucial role in the supply of high level manpower for the socio-political and economic development of a nation. They educate future leaders and develop the high-level technical capacities that underpin economic growth and development. However, higher education is regarded as an instrument of social change and economic development whose main purpose and relevance is the provision of much needed manpower to accelerate the socio-economic development and transformation of the nation ([Ekundayo and Ajayi, 2009](#)).

According to the [Federal Government of Nigeria \(2004\)](#) as highlighted by [Ekundayo and Ajayi \(2009\)](#), Tertiary Education is expected to:

- Contribute to national development through high level relevant manpower training.
- Develop and inculcate proper values for the survival of the individual and society.
- Develop the intellectual capability of individuals to understand and appreciate their local and external environments.
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- Promote and encourage scholarship and community service.
- Forge and cement national unity.
- Promote national and international understanding and interaction.

It is a fact that tertiary education produces human resources, capacities and human capital that contributes towards national development. One important thing is to manage the Nigerian tertiary education for national transformation by improving such resource inputs like the academic staff (teachers) that assists in aiding and gearing these human capital or resources towards positioning them to perform their assigned mandates. When academic staff competences are improved through constant training and retraining programmes, then they will be able to provide solutions to educational challenges as they come across them in their everyday teaching, which has positive impact and significant effect on the overall effectiveness and profitability of the

Nigerian tertiary education. Based on this rationale, such has motivated this study. In line with the above, [Obielumani \(2009\)](#) highlighted that if a country is unable to develop the skill and knowledge of its people and utilise them effectively and efficiently in both the modern and national economy, then such nation is unable to develop anything else.

Moreover, human resources constitute the ultimate basis of the wealth of nations; capital and natural resources are passive factors of production; human being are creative agents who accumulates, exploits natural resources, build social, economic framework for national development ([Obielumani, 2009](#)). Therefore, there is need for adequate attention to be paid on such agents like the teaching force that produces and trains such manpower and human resources that is needed internally and externally for exports and economic exploits. The question that arises here however is, what is the intellectual base and capacity of the teaching force in the tertiary institutions in carrying out their assigned functions? Has inadequate and lack of continuous staff training and development succeeded in rubbing the intellectual base and capacity? For instance, [Obielumani \(2009\)](#) pointed out that Nigeria's Human Development Report data for 2005 (HDI – Human Development Index ranking) was 158<sup>th</sup> from 151<sup>th</sup> in 2000 – it is obvious that some Nigerian tertiary institutions do not have the required number of human resources that can enhance quality education. The 1999 National Universities commission accreditation exercise indicated that many of the departments in Nigerian Universities – Science, language, Medicine, Agriculture, humanities, among others lacked qualified lecturers ([Obielumani, 2009](#)). Furthermore, comically painting this sad reality, ([Obielumani, 2009](#)) observed that the figures quoted in the 1990 Longe Commission report submitted to the Federal Government of Nigeria - FGN were higher than the “available manpower on ground” and many academic programmes are floated without equivalent number of professional academics to man them, thereby leading to the production of half – baked graduates ([Obielumani, 2009](#)). Against this back drop, the teaching force quality and competence becomes a necessity – Improving the academics in the Nigerian tertiary education through continuous professional/staff training and development programmes becomes a potent factor for managing the Nigerian tertiary education for sustainable national transformation and development. Through continuous staff training and development, teachers or academic staff will be prepared to always demonstrate and play their basic roles and functions towards delivering quality education through their exposition of good practices in the classroom.

According to [Olaniyan and Ojo \(2008\)](#), staff training and development is a vital tool for organizational effectiveness. This is based on the premise that staff skills need to be improved constantly for organizations to grow. Sequel to this, [Adeniyi \(1995\)](#) observed that staff training and development is a work of activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. The effectiveness and success of any organization, therefore, lies on the people who form and work within the organization, in which the school as a formal institution is not an exception ([Adeniyi, 1995](#)). It follows, therefore, that the employees in an organization to be able to perform their duties and make meaningful

contributions to the success of the organizational goals need to acquire relevant skills and knowledge. It follows that no organization becomes effective and efficient until the individuals have and apply the required skills and knowledge (Olaniyan and Ojo, 2008).

Staff training and development are required for staff in the tertiary education to enable them work towards taking the organization to its expected destination of producing vibrant human capital/resources that will boost national transformation in the society. Training and development therefore is a systematic development of the knowledge, skills and attitude required by employees to perform adequately on a given task or job (Olaniyan and Ojo, 2008). Training staff physically, socially, mentally and intellectually are very essential in facilitating not only the level of productivity but also development of personnel in any organization. The effectiveness and success of tertiary education (in producing vibrant manpower/human capital that will effect national transformation in the Nigerian society) therefore lies on the people (lecturers) who perform their teaching duties and functions within the institutions. However, the importance of continuous staff training and development (CSTD) cannot be over emphasized.

This is stated in the functions as identified by Olaniyan and Ojo (2008) and Omodia (2009) as follows:

- Increase productivity
- Improves the quality of work
- Improves skills, knowledge, Understanding and attitudes
- Enhances the use of tools and machine
- Reduces waster, accidents, turnover, lateness, absenteeism and other overhead cost
- Eliminates obsolesce in skills, technologies, methods, products, capital, management, etc.
- It brings incumbents to that level of performance which needs the performance for the job
- Prepares people for achievement
- Improves manpower development and ensures survival and growth of the enterprise.

Pitfield (1982) highlighted that the objectives and functions of continuous staff training and development are to provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. CSTD aims at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth.

Staff Training and development can take various forms and methods. These forms or methods as indicated by Omodia (2009) include:

- (1) Orientation/Induction
- (2) On the Job method or formal which involves coaching, Job rotation, In-house training, in-service training.
- (3) Committee/Work Group method
- (4) Vestibule training method

(5) Apprenticeship methods.

When members of staff in the schools are constantly and continuously trained, their efficiency, competence, contributions and productivity will be boosted and geared towards achieving goals and objectives.

It is therefore incontrovertible that continuous staff/professional training and development is a critical factor for sustainable development in the Nigerian tertiary education system which is essential for continuum of human capital and intellectual development for national transformation.

However, there are challenges militating against effective utilization and application of continuous staff training and development in tertiary education. These ranges from such factors as: poor funding, poor/inadequate programme planning; poor political leadership as regards to giving priority to continuous staff training and development (CSTD) and poor database. According to [Omodia \(2009\)](#), poor planning and inadequate funding have been the major challenges of the Nigeria educational system which are products of government failure to provide sufficient budgetary allocations to education and other inadequacies. These have affected the management of primary, secondary and tertiary institutions in Nigeria.

Using continuous staff training and development (CSTD) in managing the Nigerian tertiary education for national transformation is an imminent need in Nigeria and for this reason, policy makers and all education stakeholders in Nigeria need to consider giving adequate attention to CSTD by embarking on advocacy projects and programmes that will boost CSTD in the tertiary institutions as an instrument/tool which serve as a preventive measure for curbing academic deficiencies, low quality, malfunction of the system, poor management, inefficiency, ineffectiveness, low performances of the teaching force, students and poor standards/instructional delivery in the Nigerian tertiary institutions. However, effective management and teaching/learning in the Nigerian tertiary education and schools depends on the quality, performances and productivity of staff in the institutions which are the keys to academic excellence, quality delivery and production of vibrant graduates for national transformation. Therefore, the interest of this study lies in investigating the management decline and moral flagging on the part of the government. According to [Egbo \(2011\)](#), majority blame the teachers for the woes in our schools. Many say they are not competent enough. The arguments in some quarters are that teachers have not been carrying out their primary mandates of teaching and promoting learning with quantifiable success. One question that should be asked is why are teachers in Nigeria underperforming?

[Leu and Price-Rom \(2006\)](#) however maintained that teacher training, education and development activities are cornerstones of all the project and their professional development can lead to improvement in educational quality. For instance, in-service training of teachers through workshops, coaching, professional study, etc. are aimed at improving teachers' instructional practices as highlighted by [Leu and Price-Rom \(2006\)](#).

Therefore, the need to draw attention to the utilization of effective continuous staff training and development (CSTD) programmes in managing the Nigerian tertiary education for national transformation is the problem of this study. The study however, seeks to address the issue by espousing the role and importance of effective CSTD in Nigerian tertiary institutions, using Federal College of Education (Technical) Asaba, Delta State, as an example and a place of study.

### 1.1. Purpose of the Study

The main purpose of the study was to examine the importance of managing the Nigerian tertiary education for national transformation through effective continuous staff training and development (CSTD). Other specific objectives of the research include:

- To ascertain the importance and role of effective continuous staff training and development in the management of Nigerian tertiary education for national transformation
- To unravel the factors militating effective utilization and application of continuous staff training and development for the management of the Nigerian tertiary education for national transformation.

### 1.2. Research Questions

The following research questions guided the study:

- (1) To what extent does effective continuous staff training and development (CSTD) play important roles in the management of Nigerian tertiary education?
- (2) What are the effective CSTD programmes/methods that can impart positively on the competence of the academic staff/teaching force or personnel for the management of tertiary education?
- (3) What are the factors militating against the effective utilisation and application of CSTD programmes for the management of Nigerian Tertiary education?

## 2. METHODOLOGY

The study employed the descriptive survey. This involved construction of a research instrument used for assessing opinions of the participants in order to determine the situation that existed in the tertiary institution based on the study. According to [Akilaiya \*et al.\* \(2002\)](#) the descriptive survey research design involves development of survey instrument which is widely used for assessing opinions or attitudes towards programmes, events, individuals or attitudes, etc., to describe a situation that exists at a particular period.

The study population consisted of all the academic staff of Federal College of Education (Technical) Asaba, Delta State, which constituted a total of 216 academic staff. A proportionate random sampling procedure was employed and 108 academic staff selected from the entire population of the institution. The sample represented 50% of the entire population of the study

and involved drawing samples within the various schools in the institution. This is represented below in Table 1:

Table-1. Sample Size Distributions

S/N	Various Schools In The Institution	Academic Staff Population	Sample Size of Academic Staff Selected from Entire Population of Percentage (50%)
1.	School of Science Education	62	31
2.	School of Vocation Education	35	17
3.	School of Education	56	28
4.	School of Technical Education	32	16
5.	School of Business Education	31	16
	TOTAL	216	108

(Source: Senior Establishment Office of the Registry Department FCE (T) Asaba (2013))

The Questionnaire was the instrument for data collection. This instrument was personally constructed and designed by the researchers and was also validated by two experts in Educational Management Department and Measurement and Evaluation Department of Anambra State University, Igbariam, Anambra State (ANSU). Each of the experts corrected the items in the questionnaire in line with the purpose of the study and research questions. The corrections and modifications done by these experts on some items in the instrument were effected and incorporated before administration and distribution of the research instrument. The Questionnaire was titled: Effective Continuous Staff Training and Development for Managing the Nigerian Tertiary Education Questionnaire for Academic Staff (ECSTDMNTEQAS) and contained 36 items. The items on the questionnaire were structured on a modified Likert type 4 – point Scale weighted as follows: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1.

To test the reliability of the research instrument in order to determine the consistency and dependability, the split – half method was adopted. However a pilot testing was conducted using 20 academic staff of the Anambra State University, Igbariamcampus, and spear man-Brown prophecy formula. The reliability coefficient of the instrument was  $r = .75$  showing that the instrument was significant and the internal consistency and dependability of the entire instrument highly guaranteed. The final copies of the instrument were distributed to the participants on a personal, face to face contact with the participants. The researchers waited for the participants to fill the questionnaire and retrieved them on the spot.

Data collected were analyzed using frequency distribution, mean score ( $\bar{X}$ ) and grand mean. This was used in answering the research questions. Only the mean score of 2.50 and above was accepted showing strong agreements with the statements while mean score below 2.50 showed disagreement with the statements.

### 3. RESULTS

#### 3.1. Research Question One

To what extent does effective continuous staff training and development (CSTD) play important roles in the management of Nigerian tertiary education?

**Table-2.** Mean ( $\bar{x}$ ) rating on participants responses on the extent to which effective continuous staff-training and development (CSTD) play important roles in the management of Nigerian tertiary education.

N = 108

S/n	Items	SA	A	D	SD	Mean ( $\bar{x}$ )	Decision	
Effective Continuous Staff-training and development (CSTD) plays the following roles in the management of Nigerian tertiary education:								
1.	CSTD improves the quality of instructional delivery that will enhance positive outcomes	(95) 3.52	(10) 0.28	(3) 0.06	(0) 0	3.86 3.86	Agree Agree	
2.	CSTD inculcates in academic staff the right competence and skills that will lead to their efficiency and effectiveness in the institution.	(85) 3.15	(23) 0.64	(0) 0	(0) 0	3.79	Agree	
3.	It prepares and equips teachers with the creativity, vision and proficiency to improve the teaching/learning experiences and in the classroom.	(86) 3.19	(22) 0.61	(0) 0	(0) 0	3.80	Agree	
4.	It improves the critical thinking skills of teachers that will aid productivity and performances in the classroom.	(60) 2.22	(46) 1.28	(2) 0.04	(0) 0	3.54	Agree	
5.	Inculcates in teachers sufficient knowledge of the subject matter to teach.	(77) 2.58	(30) 0.83	(1) 0.01	(0) 0	3.42	Agree	
6.	Increases teachers fluency in the language of instruction	(38) 1.41	(64) 1.78	(4) 0.07	(2) 0.02	3.28	Agree	
7.	It inculcates in the teacher the ability to create and sustain effective learning environment.	(88) 3.26	(19) 0.53	(1) 0.01	(0) 0	3.80	Agree	
8.	Exposes teachers to varying teaching methodologies, styles and techniques that will aid effective teaching and learning.	(94) 3.48	(11) 0.31	(3) 0.06	(0) 0	3.85	Agree	
9.	It aids teachers professionalism	(22) 0.81	(80) 2.22	(2) 0.04	(4) 0.04	3.11	Agree	
10.	Builds the capacity of teachers which enhance the continuity of the school organization.	(40) 1.48	(60) 1.67	(6) 0.11	(2) 0.02	3.28	Agree	
11.	Ensure the survival and growth of the organization by producing vibrant and quality teachers in the system	(45) 1.67	(59) 1.64	(2) 0.04	(2) 0.02	3.37	Agree	
12.	It equips teachers with the competence and skills to adapt and implement new or changed policies or regulations in the school.	(42) 1.56	(48) 1.33	(10) 0.19	(8) 0.08	3.16	Agree	
13.	Enables teachers to use correctly the new tools, processes, methods or modifications in the system.	(30) 1.11	(73) 2.03	(2) 0.04	(3) 0.03	3.21	Agree	
14.	Prepares workers for achievements, advancement and self-actualization that will lead to dedication and organizational commitment.	(98) 3.63	(10) 0.28	(0) 0	(0) 0	3.91	Agree	
15.	Improves teachers' quality of work and raise Morales that will consequently boost high standards in education.	(101) 3.74	(7) 0.19	(0) 0	(0) 0	3.93	Agree	
	Grand Mean	3.55						

The results from table 2 revealed that all the items in the table from 1 to 15 scored above 2.50 indicating a strong agreement with the statements by the participants. The grand mean of 3.55 shows that the responses were strongly acceptable indicating the extent to which effective continuous staff-training and development (CSTD) played important roles in the management of Nigerian tertiary education for national transformation. This can be utilized effectively for the management of Nigerian tertiary education.



### 3.2. Research Question Two

What are the effective CSTD programmes/methods that can impart positively on the competence of academic teaching staff or personnel for the management of tertiary education for national transformation?

**Table-3.** Mean ( $\bar{X}$ ) rating on participants responses on the effective CSTD programmes/methods that can impart positively on the competence of academic teaching staff or personnel for the management of tertiary education for national transformation.

N = 108

S/n	ITEMS	SA	A	D	SD	Mean ( $\bar{X}$ )	Decision
Staff competence and skills can be developed through the following programmes or methods:							
16.	Through formal training within or outside the school	(92) 3.41	(16) 0.44	(0) 0	(0) 0	3.85	Agree
17.	Conferences	(62) 2.30	(44) 1.22	(2) 0.04	(0) 0	3.56	Agree
18.	Seminars/presentations	(88) 3.26	(17) 0.47	(3) 0.06	(0) 0	3.79	Agree
19.	Workshops	(79) 2.93	(20) 0.56	(9) 0.17	(0) 0	3.66	Agree
20.	Demonstrations	(40) 1.48	(58) 1.61	(10) 0.19	(0) 0	3.28	Agree
21	Induction and orientation	(20) 0.74	(86) 2.39	(2) 0.04	(0) 0	3.17	Agree
22.	On the Job training by a superior head	(55) 2.04	(50) 1.39	(3) 0.06	(0) 0	3.49	Agree
23.	Job rotation	(30) 1.11	(73) 2.03	(3) 0.06	(2) 0.02	3.22	Agree
24.	Committee/work group	(22) 0.81	(52) 1.44	(20) 0.37	(14) 0.13	2.75	Agree
25.	Vestibule training method	(19) 0.71	(68) 1.89	(12) 0.22	(9) 0.08	2.90	Agree
26.	Apprenticeship	(10) 0.37	(25) 0.69	(43) 0.80	(30) 0.28	2.14	Disagree
27.	Coaching	(42) 1.56	(51) 1.42	(10) 0.19	(5) 0.05	3.22	Agree
28.	In-service training by Professionals	(40) 1.48	(64) 1.76	(3) 0.06	(1) 0.01	3.31	Agree
29.	Short-term training courses (one-three months)	(86) 3.19	(22) 0.61	(0) 0	(0) 0	3.80	Agree
30.	Long-term training courses or long studies at the universities.	(95) 3.52	(13) 0.36	(0) 0	(0) 0	3.88	Agree
	Grand mean	3.33					

Table 3 presents participants responses on the effective continuous staff-training and development (CSTD) programmes that can impart positively on the competence of academic teaching staff or personnel which consequently will aid effective management of tertiary education for national transformation in Nigeria.

The results show that all the items in the above table scored above 2.50 indicating strong agreement with the statements by the participants. Only item 26 in the table scored below the acceptable mean score (2.50) indicating disagreement with the statement. However, the grand mean of 3.33 shows that the responses were strongly acceptable which indicated various programmes and methods which academic teaching staff competence could be trained and developed.

### 3.3. Research Question Three

What are the factors militating against the effective utilization and application of CSTD for the management of Nigerian tertiary education for national transformation?

**Table-4.** Mean ( $\bar{X}$ ) rating on participants responses on the factors militating against the effective utilisation and application of CSTD programmes for the management of Nigerian Tertiary education.

N = 108

S/n	ITEMS	SA	A	D	SD	Mean ( $\bar{X}$ )	Decision
The major challenges and constraints to effective utilization of CSTD in the institution include:							
31.	Poor/inadequate funding	(86) 3.19	(20) 0.56	(2) 0.04	(0) 0	3.79	Agree
32.	Ineffective/poor government policies on CSTD	(74) 2.74	(21) 0.58	(10) 0.19	(3) 0.03	3.54	Agree
33.	Poor planning of CSTD programmes	(75) 2.78	(23) 0.64	(6) 0.11	(4) 0.04	3.57	Agree
34.	Bad school leadership in giving priority to CSTD	(19) 0.70	(23) 0.64	(36) 0.67	(30) 0.28	2.29	Disagree
35.	Poor data base of teaching staff in school	(23) 0.85	(20) 0.56	(50) 0.93	(15) 0.14	2.48	Disagree
36.	Misplaced priority concerning CSTD by education stakeholders	(68) 2.52	(37) 1.03	(2) 0.04	(1) 0.01	3.60	Agree
	Grand mean	3.21					

Results for table 4 indicates that all items from 31 except (items 34 and 35) to 36 scored above 2.50 showing a strong agreement with the statements while items 34 and 35 scored below the acceptable mean score of 2.50 indicating disagreement with these statements. The grand mean of 3.21, therefore, shows that the responses were strongly acceptable revealing the factors or challenges that militated against the effective utilization and application of CSTD programmes for the management of Nigerian tertiary education for national transformation.

## 4. DISCUSSION

Generally, the results of the study revealed that effective continuous staff-training and development can impart positively on the management of Nigerian tertiary education for national transformation. When properly utilized effectively in the Nigerian tertiary education, it will not only boost the teaching staff productivity, performance and competence but also enhance quality

education which will consequently lead to positive outcomes in the system. The standards and quality of education will be raised and geared towards excellence. CSTD played significant roles in promoting the teaching/learning experiences in the school, although there are factors militating effective utilization and application of CSTD in the Nigerian tertiary education as highlighted in table 4. The findings of the study from table 2 revealed that CSTD can play important roles in the management of Nigerian tertiary education for national transformation. Such roles highlighted by the findings of the study include that CSTD improved quality of instructional delivery that will enhance positive outcome. It inculcated in the academic staff the right competence, skills and intellectual capabilities that will lead to their efficiency, effectiveness, productivity, creativity use of critical thinking skills and proficiency in the classroom and school. It equips academics with sufficient knowledge and fluency in the language of instruction in order to improve the teaching/learning experiences. It also exposed them to varying teaching methods, styles and techniques that will aid effective teaching and learning in the institution.

These roles agree with the statements of [Olaniyan and Ojo \(2008\)](#) who use the various roles and functions of CSTD to highlight that staff-training and development that are very essential in facilitating not only the level of productivity but also development of personnel in any organization which will lead to the sustenance and excellence of any organization. CSTD assisted to eliminate obsolescence in skills, technologies, methods, products and capital management.

It improved manpower development that ensures survival and growth of any enterprise ([Olaniyan and Ojo, 2008](#); [Omodia, 2009](#)). The findings of table 3 also revealed participants' responses on effective CSTD programmes/methods that imparted positively in the academic teaching staff competence. Such programmes included: formal training within and outside the school; Conference, Seminars, Workshops, Demonstrations, Induction training and Orientation, on-the Job training by a superior head, Job rotation, committee/work group, vestibule training method, coaching, in-service training by professionals and short and long-term courses or programmes. All these aided the competence of teachers/academic staff, making it possible for quality to be achieved and academic excellence maintained in the school. [Omodia \(2009\)](#) likewise maintained and emphasized that these CSTD programmes helped in developing competencies for furtherance of individual and organizational growth. They all geared staff towards achieving goals and objectives of the school. Therefore, constant and continuous staff training and development imparted positively in the management of Nigerian tertiary institutions which is a necessity for national transformation and socio-economic development in the Nigerian Society – CSTD should be utilized and applied effectively in the tertiary institutions in order to boost excellence in the system.

Furthermore, there are challenges, as indicated in table 4 that militate against effective utilization and application of CSTD programmes in the Nigerian tertiary education. Such major challenges or factors included: problem of poor funding, ineffective/poor government policies on CSTD, poor planning and misplaced priority concerning CSTD by education stakeholders. [Omodia \(2009\)](#) also identified these factors as constraints on effective utilization of CSTD

programmes in Nigerian tertiary education. Therefore, given the above challenges, it is noted that CSTD aids teachers/academic staff with the right skills and competence to function and operate effectively in the school and this has great implications for educational administrators and managers. Leadership in various tertiary education institutions must adopt this method as a useful instrument for the management of school which will improve standards and excellence in schools. Therefore, effective utilization of the CSTD should be incorporated and enhanced in the Nigerian tertiary education for national transformation and development.

## 5. CONCLUSION AND RECOMMENDATIONS

Managing the Nigerian tertiary education for national transformation through effective Continuous Staff-Training and Development (CSTD) was the main thrust of this study. The study also highlighted the important role(s) played by CSTD in inculcating/equipping the academic staff with adequate skills, knowledge and competence that will enable them improve their performances, productivity and work commitment in the school. Indications from the background and findings of the study showed that CTSD can be effectively utilized for the management of tertiary education for national transformation in Nigeria owing to the fact that Nigeria tertiary education through these tertiary institutions has the mandate of producing the required manpower needed for socio-economic, political, cultural and technological development in the country. Special preference need to be accorded to the members of academic staff that are at the centre of affairs to see to academic excellence of students. Their continuous training and development counts a lot when it comes to providing the much needed services in the education system that will lead to sustainable national development and transformation. Based on all these benchmarks, the following recommendations have been offered:

- Government should implement effective policies and educational reforms that will enhance, support and encourage CSTD in the Nigerian tertiary institutions.
- Government, including all stakeholders in Nigerian education, should likewise provide adequate funds that will enhance CSTD in the Nigerian tertiary institutions. However, the time has come for government to handle CSTD as a separate entity by providing separate budgetary allocation for this course. Sufficient funds must be provided to support CSTD from Federal, State and local government.
- Adequate physical facilities, laboratories halls and equipment should be provided for staff training in the institutions.
- CSTD could also be encouraged through scholarships; therefore, all private and public institutions should emulate the TETFUND (Tertiary Education Trust Fund) to aid effective utilization of CST in the Nigerian tertiary institution.
- However, leadership in the Nigerian tertiary institutions must make CSTD a priority for effective management in the school.

- Adequate planning of CSTD in schools should be enhanced. Therefore, the cost implications and data-base of staff should be incorporated during planning of CSTD programmes for long-term sustenance of the programmes.

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