



The In-service Education Needs of Administrators and the Human Resources Management (HRM) of Colleges of Education in Nigeria

Worlu I. Wali¹ and Nwachukwu Prince Ololube^{1*}

¹*Department of Educational Foundations and Management, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Nigeria.*

Authors' contributions

This work was carried out by the both authors. Author WIW designed the study and wrote the initial draft. Author NPO modified the structure and edited the article for coherence. Both authors read and approved the final manuscript.

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ABSTRACT

The study evaluated the in-service education needs of administrators in the human resources management (HRM) in Colleges of Education in the South-South geo-political zone of Nigeria. A lucid and relatively comprehensive literature review was carried out. The study adopted a descriptive survey design. The population of the study included all the 277 Colleges of Education administrators in the South-South region. The size included fifty six principal officers, sixty four Deans of Schools and one hundred and fifty seven Heads of Departments. Data for the study were collected through a validated questionnaire called CEAIENQ and data were measured using a four-point Likert-type scale. The internal reliability coefficients obtained for the three clustered are 0.84, 0.82, and 0.88, for clusters A, B, and C respectively. The data were analyzed using multiple statistical analysis: Mean, standard deviation, *t*-test, one way analysis of variance and Scheff's Post Hoc test. The study found that college administrator's need in-service education in HR planning,

*Corresponding author: E-mail: ololubeprince@yahoo.com;

recruitment, selection, training and development. The study has practical and theoretical implications for administrators of Colleges of Education, Governing Councils, staff and researchers.

Keywords: In-service; education needs; administrators; HRM; planning; recruitment and selection; training and development; colleges of education; South-South Nigeria.

1. INTRODUCTION

The success of any educational institution depends solely upon its management, which encompasses the organization and coordination of humans and materials within the institution in the most rational and efficient manner to achieve its desired goals. Management is the social interactional and economic process involving a sequence of coordinated events such as planning, organizing, and the control of available human and material resources to achieve desired outcomes. Management is considered effective if outlined objectives of an organization are to be accomplished and this can be done through careful and systematic arrangement and use of resources in a faster and efficient way.

Human resources as Ndiomu [1] explained, embrace the penitent and invisible things such as health, intelligence, sound memory, wisdom, knowledge, social harmony and power. Similarly, human labor, activities and skills which vary with time and location are resources. The explanation above indicates that resources could be material or human in nature. Material resource refers to any substance or physical property that helps to satisfy human needs.

Human resources (HR) on the other hand, could be seen with regards to knowledge, skills, creative abilities, talents and aptitudes of an organization's workforce as well as values and attitudes [2]. It includes the approaches, and beliefs of individuals involved in the affairs of an organization. HR are the sum total or aggregate of the intrinsic abilities, acquired knowledge and skills represented by the talents and aptitudes of employees in an organization. HR includes all the experiment skills, judgment, abilities, knowledge, contacts, risk-taking, wisdom of individuals and associates within an organization.

The HR is multidimensional in nature. From the national point of view, HR may be understood to mean the knowledge, skills, creative abilities, talents and aptitudes obtained in a population. On the viewpoint of the institutional enterprise, HR represents the totality of the inherent abilities, acquired knowledge and skills as exemplified in

the talents and aptitudes of employee [3]. In this study, human resource could be understood as the human population in an institution working towards achieving the goals of the institution. According to Federal Republic of Nigeria [4], the success of every education program is hinged on proper planning, efficient administration and adequate financing. To Towers [5], it means efficient administration, planning and financing are functions of human resources management (HRM).

HRM has in recent years been recognized as an inherent part of management, which is concerned with the workforce of an organization. Its objectives are the maintenance of better human relations in organization through the development, application and evaluation of policies, procedures and programs relating to HR to optimize their contribution towards the realization of organizational objectives. In other words, HRM is concerned with getting better results through the collaboration of employees. DeGraff [6] reported that HRM is concerned with people at work and their relationship within the enterprise. DeGraff further explained that HRM is the management of an organization's work force, or HR that is responsible for attraction, selection, training, assessment, and rewarding of employees.

HRM helps in attaining maximum individual development, desirable working relationship between employees and employers, employees and employees, and effective modeling of HR as contrasted with physical resources. HRM involves a series of activities in which the job, the individual and the organization interact as each develops and changes. The author opined that HRM is identified with the recruitment, selection, development, utilization, compensation and motivation of HR of an organization.

Similarly HRM is the function within an organization that focuses on recruitment, management, and provision of direction for the people who work in an organization. HRM is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organizational

development, safety, wellness, benefits, employee motivation, communication, administration and training. It is a strategic and comprehensive approach to managing people in the workplace and environment.

Effective HRM enables employees to contribute effectively and productively to the overall direction and accomplishment of an organization's goals and objectives. In relation to the above, HRM is the design of formal systems in an organization to ensure the effective and efficient use of human talent to accomplish organizational goals. HR is a strategic and coherent approach to the management of an organization most valued assets, the people working there who individually and collectively contribute to the achievement of its objectives.

In this study, HRM is explained as the set of organizational activities directed at effective and efficient use of human talent to accomplish institutional goals. In this context, organizational activities include human resource planning, recruitment, and selection, training and development, appraisal, compensation and motivation. When employees are trained and settle into their jobs, one of the administrator's next concerns is their performance appraisal. Performance appraisal is the on-going process of evaluating and managing both the behavior and outcome in the workforce. This involves setting work standards, assessing the employee standards and providing feedback to the employee with the aim of motivating the employee to eliminate performance deficiencies. Employee performance appraisal should be evaluated regularly for obvious reasons like validating selection devices or assessing the impact of training programs, to aid in making decisions about pay rise, promotion and training, to provide feedback to employees to help them improve their present performance and future careers.

In educational institutions such as universities and Colleges of Education, HR includes staff and students. These human population need to be efficiently and adequately managed so as to attain the set goals of the institution. HRM is an important aspect of the college management which is concerned with the process of planning, selecting, coordinating and utilizing the human workforce. It is concerned with the handling of formal systems for the management of staff within the institution until and after their retirement [7].

The management of Colleges of Education programs and staff (teaching and non-teaching) rests in the hands of the college administrators, classified as principal officers, Deans of schools/faculties and heads of academic and non-academic departments. Specifically, the principal officers is comprised of the Provost, Deputy Provost, Registrar, Bursar, Librarian, Directors of Units and Planning officer (National Commission for Colleges of Education, 2004). They direct and coordinate the human, materials and financial resources of the college towards meeting the college set objectives.

A critical examination of the scope of HRM of Colleges of Education show that the task of management is much and requires the application of current and contemporary administrative competencies for efficient use of the HR in the colleges. Okorie [8] reported that the management of higher institutions (including Colleges of Education) in Nigeria is characterized by obsolete traditional mode of personnel administration which are increasingly outsourced. The author stressed that if values are to be added to the strategic utilization of employees in higher institutions, there was the need to update the management competencies of the institutions' administrators through in-service education. Technological explosion in the present age demands that education administrators be properly equipped with knowledge of modern technologies to be able to face the challenges posed by it, through effective in-service training.

In educational institutions, in-service training has remained a mechanism through which administrators and other school personnel upgrade and update their knowledge and skills. In-service education is seen as the principal means by which the education services itself can be improved upon [9]. Some researchers [10] among others reported that in-service training of any kind is designed to expose administrators or institutions' personnel to current and contemporary approved techniques, knowledge and skills for the purpose of enhancing the efficiency, effectiveness, and improved performance of public officers. Specifically, in-service education affords administrators the opportunities to reflect on the appropriateness of their practices thereby increasing their perception of roles. In-service education, as used in this work connotes the continual education and training of administrators in Colleges of

Education while on the job for effective and efficient HRM of the colleges.

As reported by Johnson and Scholes [11], the explosion in staff strength in Colleges of Education as a result of introduction of newer programs, and the advent of information and communication technologies in all facets of human activities calls for a re-examination of the HRM competencies of the administrators in Colleges of Education in Nigeria. To do this, the HRM competencies possessed by the administrators need to be identified and compared with those required for efficient HRM in order to determine the gaps to be filled through in-service education. In this study, the gaps to be filled through in-service education constitute the in-service education needs of administrators in HRM in Colleges of Education.

On the basis of the objectives of ensuring effective utilization and maximum development of HR, there is the need to carry out a study on in-service education needs of administrators in HRM in Colleges of Education.

1.1 Statement of the Problem

In the South-South geo-political zone of Nigeria, the management of Colleges of Education are characterized by obsolete traditional personnel administration style. Some of the college administrators are non-professionals in educational administration or management and are usually appointed on the basis of number of years in service or political inclination. Similarly the continual, changes in educational policies coupled with technological innovations tend to render most of college administrators incompetent in respect to HRM.

If value is to be added to the strategic utilization of employees in educational institutions towards achieving the institutional goals, there is the need to update the HRM competencies of the administrators, possibly, through in-service education. The problem of the study therefore put in question form is: what are the in-service education needs of administrators in HRM for Colleges of Education improvement in the South-South geo-political zone of Nigeria?

1.2 Purpose of the Study

The purpose of the study is to investigate the in-service education needs of administrators in

HRM in Colleges of Education in the South-South geo-political zone of Nigeria. Specifically, the study intends to:

- Determine the in-service needs of administrators in Colleges of Education in human resource planning;
- Find out the in-service needs of administrators in Colleges of Education in human resource recruitment and selection;
- Ascertain the in-service needs of administrators in Colleges of Education in human resource training and development;

1.3 Research Questions

The study was guided by the following research questions.

- What are the in-service education needs of administrators of Colleges of Education for human resource planning in the South-South geo-political zone of Nigeria?
- What are the in-service education needs of administrators for human resource recruitment and selection in Colleges of Education in the South-South geo-political zone of Nigeria?
- What are the in-service education needs of administrators for human resource training and development in Colleges of Education in the South-South geo-political zone of Nigeria?

1.4 Hypotheses

The under listed null hypotheses were formulated to guide the study. They were tested at $p < 0.05$ level of significance:

- There is no significant difference between the mean ratings of administrators in Federal and State Colleges of Education on their in-service education needs for HRM.
- There is no significant difference between the mean ratings of male and female administrators on their in-service education needs for HRM.
- Administrator's years of management experience is not a significant factor in the mean ratings of administrators on in-service needs for HRM.

2. REVIEW OF RELATED LITERATURE

2.1 Concept, of In-service Education

Two schools of thought have examined the concept of in-service education. One of the groups sees in-service education as all the activities and courses serving personnel undergo while on the job. Boser and Daughetty [12] explained that in-service education is all activities engaged in by personnel during service which are designed to contribute to improvement of the job performances. On the other hand, the second school of thought defines the concept of in-service education in a narrower sense. According to Pasch and Enz [13], in-service education covers specific areas of training on the job and not all activities. The authors explained that in-service education involves specific training for the acquisition of needed skills towards higher productivity in an organization.

An examination of the definitions of in-service education by the two schools show that all agree that in-service education is the training for employees to help them develop their skills. Also, both schools agree that in-service education takes place after an individual begins work responsibilities and most typically, in-service education is conducted during a break in the individuals' work schedule [14]. For the purpose of the present study, in-service education shall connote the short course training of administrators in Colleges of Education while on the job to enhance the HRM competencies in the colleges.

Alozie [15] explains that in-service education could be formal or informal. Formal in-service education, according to Alozie is a type of in-service education obtained through attendance to institutions of higher learning where knowledge is acquired from formal teaching for the award of certificates such as diplomas and degrees. The activities of formal in-service education include consultation services, correspondence courses, and holiday studies among others. Alozie [15] further described informal in-service education as one where certificates are not awarded and that activities of informal in-service education include faculty meetings, staff orientations program, participation in professional associations, independent study, workshops, seminars, conferences among others. The duration for in-service education varies from over a few hours, days, weeks, months and years, but depends on

the type of in-service education. In this study, the informal in-service education is examined since the college administrators have already acquired the formal education and only needed education that would enhance their job performances in the area of HRM.

Access to appropriate and timely in-service education activities towards HRM in Colleges of Education is critical to the success, effectiveness, continued development, and retention of the college administrators. According to Darling-Hammond [16], the primary reason for providing in-service education is to improve the overall effectiveness and efficiency of the administrators in various aspects of college management including the HRM. The author further posited that in-service education helps to ensure elevated levels of personal satisfaction, better HRM, and enhance institutional goals achievement.

The in-service education needs of Colleges of Education administrators may vary according to their level of experiences [12]. Also, differences in their background; pre-service preparation and experiences; changing technical knowledge, changing attitudes about human resource relations and changing technologies among others may demand for in-service education of the administrators [17]. These changes require continual assessment of the human resource in-service needs of the college administrators to enable them cope with the changing and challenging situations in HRM of the various colleges.

Literature has revealed that challenges faced by college administrators can be positively addressed through in-service education. For instance, Garton and Chung [17] are of the view that difficulty in understanding complex college management systems and policies; difficulty in dealing/resolving some aspects of human resource issues; difficulty in programs design, planning and evaluation could be identified and properly managed through in-service education of the administrators. Steffy, Wolff, Pasch and Enz, [18] explained that difficulties experienced by less experienced administrative personnel as well as poor attitudes of administrators towards innovation in technologies can be resolved through in-service education for administrators.

Nwideedu [19] highlighted that in-service education focuses on keeping up with the latest global innovations in HRM. In-service education is to keep employees abreast with the latest

development in their fields to enable them keep up with the needed skills. In-service education therefore affords administrators the opportunities to reflect on the appropriateness of their practices for enhanced perception of their roles as college administrators in relation to HRM as in-service brings more knowledge and subsequent skills for enhanced HRM.

Given the findings and recommendations of earlier studies, the present study is conducted to determine the HRM in-service education needs of administrators in Colleges of Education in the South-South geo-political zone of Nigeria.

2.2 Concept of Administration and Management

The purpose of this section is to highlight the concepts of administration and management as they affect the Colleges of Education. The rationale is predicated upon the fact that administration is vital for the achievement of the objectives of any educational institution, hence administrators have a lot of role to play towards proper management of the HR.

Administration and management have in most cases been used interchangeably as will be done in the study. Peretomode and Peretomode [20] defined administration as the capacity to coordinate many and often conflicting social energies in a single organization so that they shall operate as a unit. Olorube [21,22] explained that administration in general is concerned with building individuals into organizations and managing and directing those individuals. Breach [23] considers administration as that part of management which is concerned with installation and carrying out of the procedures by which programs, plans and targets are laid down and communicated and the progress of activities regulated and checked against them. In this study the concept of administration refers to the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and controlling of the day-to-day activities of an organization such as Colleges of Education.

Management is the process undertaken by one or more individuals to coordinate the activities of others in order to achieve results that are not achievable by one individual acting alone. Also, Breach [23] defined management as a social process that entails the responsibility for the effective and economic planning and regulation of the operations of an enterprise in fulfillment of

a given purpose or task. Such tasks or responsibilities may include judgment and decision in determining plans, and the development of data and procedures to assist the control of performance and progress of plans, as well as the guidance, integration, motivation and supervision of the personnel constituting the organization.

Succeeding the debates on the concept of administration and management, we would hold that it is safe to regard administration and management as one and the same concepts. Even though some authors have attempted to inject artificial division between the two concepts, we maintain that since the process of administration and management are juicily and identically defined by their functional features, any attempt to distinguish between these concepts may possibly lead to terminological fancies if not academic senselessness [24]. In this study, administration and management shall be used interchangeably to describe the processes of coordinating the HR in Colleges of Education.

In Colleges of Education, the functions of the management include planning, organizing, coordinating, controlling and evaluating the activities of the HR in the college. In carrying these functions, Peretomode [25] and Peretomode and Peretomode [20] opine that the following principles of management are usually observed vis-à-vis division of work/labor, parity of authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interests to the common goals, remuneration, centralization, equity, and stability of personnel, initiative and esprit de corp. Therefore, if these principles are practiced by college administrators, they will get the best out of their subordinates. To effectively apply these principles too, the administrators should be competent in HRM, hence the need for this study.

2.3 Concept of HR

In literature various meanings of resources exist. Resource could mean things upon which one can rely on for aid and support or means to attain given ends, capacity to take advantage of opportunities or means of extricating oneself from difficulties [26]. Man is included as part of resources in some of these statements, therefore resources should not be seen as physical or tangible things alone, but as off-shoots of human

aspiration, memory, talent and labor applied to relatively physical entity [27].

Human beings are resources as such and therefore constitute the ultimate base for the wealth and dignity of nations. The human population constitutes the HR and hence the resources base of a place, or institution [28]. According to Bloisi, the accumulation of capital, social, economic, scientific, technological and political setups and the advancement of national development are clearly human's exploits. Such exploits are determined by the level of human resource base.

Whenever there is scarce financial and social capital, low level resource base is observed but drastic improvements occur when ideas and technicians inform of human resource are introduced into the setup or institution [1]. An adequate resource base is marked by high levels of socio-economic and cultural attitudes and the exploitation potentials of the people. Ndiomu [1] further posits that a country that is unable to develop her peoples' skills and knowledge and effectively utilize them in her national economy will hardly develop anything else, indicating that man is the bases for resource development. HR embraces human labor force, activities and skills which vary with time and location.

Interestingly, the HR of any institution can be developed by formal or informal education. In this study HR refers to the human population that work in various capacities as staff of Colleges of Education, including teaching and non-teaching staff. Also, the present study sought to determine the in-service education needs of the administrators for the management of the HR in colleges.

2.4 Concept of HRM

HRM is an important aspect of college administration. In literature, many researchers have given various definitions of the concept of HRM. For instance, Onah [29] explained that HRM is the design of formal systems in an organization to ensure effective and efficient use of human talent to accomplish organizational goals. For Griffin in Onah [29], HRM is a set of organizational activities directed at attracting, developing and maintaining an effective workforce. Armstrong [30] holds that HRM is strategic and coherent approaches to the management of an organization's most valued assets, the people working there who individually and collectively contribute to the achievement of

institutional objectives. In a broader sense, Ololube [22] and Adiele [31] explained that HRM is the art of planning, staffing, leading and controlling the human elements in an organization aimed towards the achievement of defined organizational objectives.

From the above characterizations of HRM, it could be adduced that HRM involves decision making or policy formulation on the recruitment, training or development, remuneration or compensation for the achievement of institutional objectives. It connotes the way people are employed and developed in order to improve institutional effectiveness. In other words the overall purpose of HRM is to ensure that the organization/institution is able to achieve success through human population [22]. HRM system can be a source of organizational capabilities that allow it to learn and capitalize on new opportunities. Specifically, Armstrong [30] remarked that HRM is concerned with achieving objectives in the areas of resourcing and development, valuing employees and creating positive relationships.

2.5 Concept of Human Resource Recruitment

In the context of this study, recruitment means the process of acquiring applicants who are qualified to fill positions in the college. Recruitment as observed by Ololube [22], is searching for and obtaining potential job candidates in sufficient numbers and quality so that the organisation can select the most appropriate people to fill its job needs. To Hellriegel, Jackson and Slocum [10], recruitment is the process of searching both inside and outside the organisation for people to fill vacant positions. Fatiregun [32] avers that recruitment is the process to fill vacant positions" Fatiregun further observed that it is that process of assessing a job, announcing the vacancy, arousing interest and stimulating people to apply in his submission. This implies that the principal purpose of recruitment is to attract sufficient and suitable potential employees to apply for vacancies in the organisation.

To achieve the above purpose, one have to define what kind of employee is required by describing and analysing the job and drawing up a job description and personnel specification. According to Institute of Personnel Management [33] all recruitment must begin with a job specification and/or personnel specification. A job specification sets out the basic details of the job,

defining reporting relationships, the overall objective of the job, the main activities or tasks carried out and any other special requirements or features. Armstrong [30] stressed that for recruitment purposes, information may be provided on the arrangements for training and development and career opportunities. The terms and conditions for the job-pay benefits etc. will also be included, as well as special requirements such as mobility, travelling or unsocial hours. Personnel specification according to Onah [29] and Armstrong [30] includes the education, training, qualifications, experience and competences required of the successful candidate in order to be able to carry out job to an acceptable standard of performance.

3. METHODS

3.1 Design of the Study

The design of the study was a descriptive survey study. A descriptive survey study describes what exists or the present status of what is being investigated in its natural settings and no manipulation of any variable. The design is appropriate for the study because it involved collection of data from administrators in Colleges of Education in order to determine their in-service education needs for the management of HR of the colleges.

3.2 Area of the Study

The study was conducted in the South-South geo-political zone of Nigeria. The South-South geo-political region is one of the six geo-political regions of the Federal Republic of Nigeria. The South-South is comprised of six states, namely: Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. In the South-South region, there are three Federal Colleges of Education and four (4) State Colleges of Education. The Federal Colleges of Education (FCE) include: Federal College of Education Obudu, in Cross River State; Federal College of Education (T), Asaba in Delta State and Federal College of Education (T) Omoku, in Rivers State. The State Colleges of Education in South-South region include: College of Education, Agbor; Akwa Ibom State College of Education, Afaha-Nsit; College of Education Ekiadolo, Edo State; College of Education, Warri, Delta State; and Jasper Adaka Boro College of Education, Sagbama, Bayelsa State. In all, there are seven (8) Colleges of Education in the area of study.

The South-South geo-political zone has a unique feature of housing many oil companies, Federal and State Colleges of Education. Also, observation shows that the zone is noted for constant conflicts and crises in the colleges. These attributes were considered as good justification for choosing the area of study.

3.3 Population of the Study

The population of the study included all the 277 Colleges of Education Administrators in the South-South region (Personnel Department of Colleges of Education in South-South). The administrators in Colleges of Education are made up of college Principal officers (Provost/Deputy Provost; Registrars, Bursars, Chief Librarians, Directors of Works, Directors of Health Services and Directors of Planning); The Deans of Schools and the Heads of departments. In the South-South geo-political zone Colleges of Education, the population size included Principal officers (56); Deans of schools (64) and Heads of departments (157). The population was considered appropriate for the study because they were the most likely group to provide the required information needed for the study as college administrators.

3.4 Sample and Sampling Technique

Due to the small size of the population of the administrators in Colleges of Education in the South-South geo-political zone (N=277), there was no sampling. Instead, the entire population was studied as it was manageable.

3.5 Instrument for data Collection

The instrument used for data collection was a questionnaire developed by the researchers called College of Education Administrators In-Service Education Needs Questionnaire (CEAIENQ). The instrument consisted of two parts, A and B. Part A of the instrument sought information on the demographic data of the respondents such as: Ownership status of college (Federal and State Colleges); officers' position (Principal officer/Dean/Head of department) years of Administrative experience (more experience/less experience); gender (male/female) and educational qualification.

The part B of the instrument sought information on in-service education needs of the administrators of Colleges of Education on areas

such as human resource planning management, recruitment and selection of staff and training and development of staff. These were presented in three clusters and the response options were measured on a four-point Likert-type scale of highly required (HR), moderately required (MR), slightly required (SR) and not required (NR).

The scores for positive item statement are HR (4 points), MR (3 points), SR (2 points) and NR (1 point). Similarly, the options and corresponding scale for level of competences possessed include highly possessed (4points), moderately possessed (3points), slightly possessed (2points) and not possessed (1point). Therefore, Competency Need = Competency Required minus Competency Possessed, i.e. R-P = Need.

The competency required are those HRM competences, which college administrators ought to have for efficient and effective HRM of the college. The competences possessed are those HRM competences which college administrators have.

In answering the research questions, the mean score of each item and cluster mean were compared with the real limit of numbers. The real limit for competences required in the study were 3.50-4.00 (Highly Required), 2.50-3.49 (Moderately Required), 1.50-2.49 (Slightly Required), and 0-1.49 (Not Required). Similarly, the real limits for competences possessed were 3.50-4.00 (Highly Possessed), 2.50-3.49 (Moderately Possessed), 1.50-2.49 (Slightly Possessed), 0-1.49 (Not Possessed).

3.6 Validation of the Instrument

The instrument (questionnaire) was face-validated by three experts; in education administration and planning and two in measurement and evaluation experts. These experts were given initial drafts of the instrument including the purpose of study, research questions and hypotheses for which they can use to benchmark the instrument. The experts were requested to scrutinize the items of the instrument in terms of relevance and appropriateness for the collection of data to address the research questions and hypotheses formulated for the study. The experts also scrutinized the instrument in terms of ambiguity, language structure, and the suitability of rating scale. The comments of the experts were used in modifying the instrument for final data collection.

3.7 Reliability of the Instrument

The reliability of the instrument was established for the different clusters of the instrument as well as the entire instrument. To determine the reliability, copies of the instrument was administered to thirty randomly sampled Colleges of Education Administrators from two Colleges of Education in the South-South geopolitical zone of Nigeria. The colleges in the South-East region were chosen for reliability testing since the study was not carried out in the region. The data collected from the trial testing was tested for reliability using Cronbach Alpha. The internal reliability coefficients obtained for the three clusters are 0.84, 0.82, and 0.88, for clusters A, B, and C respectively.

3.8 Method of Data Collection

Six research assistants, one from each state were employed by the researchers for the purpose of administration and distribution of the questionnaire to the respondents. The research assistants were instructed on how to administer the questionnaire if question arises. The research assistants distributed the copies of questionnaire to administrators (Principal Officers, Deans and Heads of Departments of the Colleges of Education in the South-South zone. The research assistants also waited and collected the copies of the questionnaire when they had been dully filled by the administrators.

3.9 Method of Data Analysis

The data collected from the respondents were analyzed using mean (\bar{x}), standard deviation (SD), *t*-test, one way analysis of variance (ANOVA), and Scheff's Post Hoc test. Mean and standard deviation were used to answer the research questions, while *t*-test, ANOVA and Post-Hoc test were used to test the null hypotheses at $p < .05$ level of significance.

In answering the research questions, the mean score of each item and cluster mean were compared with the real limit of numbers. The real limit for competences required in the study were 3.50-4.00 (Highly Required), 2.50-3.49 (Moderately Required), 1.50-2.49 (Slightly Required), and 0-1.49 (Not Required). Similarly, the real limits for competences possessed were 3.50-4.00 (Highly Possessed), 2.50-3.49 (Moderately Possessed), 1.50-2.49 (Slightly Possessed), 0-1.49 (Not Possessed).

4. RESULTS

4.1 Research Question 1 (HR Planning)

Items 1-8 provided answer to research question 1, which state that “what are the in-service education needs of administrators of Colleges of Education for human resource planning in the South-South geo-political zone of Nigeria?” Table 1 shows the mean and standard deviation of the responses of the administrators to the in-service education required and possessed for HR planning. The result revealed that the administrators agreed that all the items are required for HR planning; this is because each of them has a mean greater than 2.5. So, they needed in-service training in all items, except in item 3, (assignment of duties to staff). From the result, the difference between the required and possessed is positive for all items except item 3, which is negative (-0.01).

4.2 Research Question 2 (HR Recruitment and Selection)

Items 9-16 provided answer to research question 2, which state that “what are the in-service education needs of administrators for human resource recruitment and selection in Colleges of Education in the South-South geo-political zone of Nigeria?” Table 2 displays the mean and the standard deviation of the responses of the administrators to the in-service education required and possessed for HR recruitment

and selection. The result revealed that the administrators agreed that all the items are required for human resource recruitment and selection. This is because each of them has a mean greater than 2.5. However, they needed in-service training in all items for recruitment and selection. From the result, the difference between the required and possessed is positive for all items, which revealed that administrators needed in-service training for HRM in recruitment and selection.

4.3 Research Question 3 (HR Training and Development)

Items 17-24 provided answer to research question 2, which state that “What are the in-service education needs of administrators for human resource training and development in Colleges of Education in the South-South geo-political zone of Nigeria?” Table 3 shows mean and standard deviation of the responses of the administrators to the in-service education required and possessed for HR training and development. The result revealed that the administrators agreed that all the items are required for HR training and development. This is because each of them has a mean greater than 2.5. However, they needed in-service training in all items for HR training and development. From the result, the difference between the required and possessed is positive for all items, which shows that administrators needed in-service training for HRM in training and development.

Table 1. Mean and standard deviation of responses of the administrators to the in-service education needs required and possessed for HR planning (N=277)

s/n	Items	Required		Possessed		Needed (R – P)	Remarks
		Mean	SD	Mean	SD		
1	Collating of staff profile to determine staff strength for effective decision making	2.78	1.05	2.53	1.04	0.25	Needed
2	Determine HR needs of the college	2.69	1.03	2.57	0.96	0.12	Needed
3	Assignment of duties to staff	2.41	1.05	2.48	1.00	-0.01	Not needed
4	Forecast of vacancies due to retirement	2.62	0.95	2.59	0.91	0.03	Needed
5	Regulate budgetary skills for planning	2.78	0.97	2.57	0.91	0.31	Needed
6	Forecasting (Estimating, future man power needs of the college)	2.73	0.93	2.55	0.95	0.27	Needed
7	Knowledge/skills for advertising existing vacancies	2.69	1.02	2.52	1.00	0.27	Needed
8	Managing of staff performance records	2.62	1.03	2.60	1.03	0.02	Needed
	Overall	2.66	0.70	2.55	0.64	0.16	Needed

Table 2. Mean and standard deviation of the responses of administrators to the in-service education required and possessed for recruitment and selection (N=277)

s/n	Items	Required		Possessed		Needed (R – P)	Remarks
		Mean	SD	Mean	SD		
9	Locating candidates for employment through internal sourcing	2.59	0.99	2.51	0.98	0.08	Needed
10	Advertising various positions for employment in the institution.	2.57	0.97	2.51	0.98	0.06	Needed
11	Calling for interview before recruitment of needed staff.	2.57	1.01	2.55	0.98	0.03	Needed
12	Determining appropriate qualification for employees	2.61	0.91	2.53	0.89	0.08	Needed
13	Preparation of selection test and interview to guide for interviews.	2.70	0.93	2.54	0.91	0.15	Needed
14	Establishing procedure for short listing of candidates for interview and employment	2.61	0.96	2.58	0.90	0.03	Needed
15	Establishing positions and vacancies that exist in the college	2.66	0.94	2.57	0.98	0.19	Needed
16	Adoption of appropriate technology in recruitment process	2.79	1.03	2.55	1.06	0.34	Needed
	Overall	2.64	0.60	2.54	0.56	0.12	Needed

Table 3. Mean and standard deviation of the responses of the administrators to the in-service education required and possessed for human resource training and development (N=277)

s/n	Items	Required		Possessed		Needed (R – P)	Remarks
		Mean	SD	Mean	SD		
17	Budgeting for cost of staff training and development	2.89	1.03	2.51	0.99	0.48	Needed
18	Making appropriate scheduling for staff training	2.69	0.97	2.48	0.96	0.21	Needed
19	Preparing guideline for sponsoring of staff to conferences/workshops and seminars outside the institution.	2.72	0.99	2.88	0.98	0.24	Needed
20	Organizations of conferences/workshops and seminars in various disciplines	2.65	0.97	2.57	0.94	0.08	Needed
21	Scheduling of staff in-service courses in areas of specialization.	2.71	0.93	2.52	0.92	0.19	Needed
22	Processing of application for staff training and development	2.73	0.98	2.51	0.92	0.22	Needed
23	Determination of criteria for selection of staff for training.	2.74	0.97	2.57	0.96	0.27	Needed
24	Adoption of appropriate technology for tracking staff that need training.	2.76	1.06	2.53	1.04	0.33	Needed
	Overall	2.74	0.65	2.57	0.59	0.25	Needed

4.4 Hypothesis 1 (In-service Education Needs for HRM)

Hypothesis 1 states that “there is no significant difference between the mean ratings of administrators in Federal and State Colleges of Education on their in-service education needs for HRM”. Table 4 shows *t*-test analysis of the difference between the mean ratings of administrators in Federal and State Colleges of Education on their in-service education needs for

HRM planning. Using the overall result from the table, the calculated overall *t*-value is .931; the value of *t* is significant at .353, but not significant at .05. This is because, .05 is less than .353, that is ($p = .353, p > .05$). Therefore, the hypothesis is accepted; hence, there is no significant difference between the mean ratings of administrators in Federal and State Colleges of Education on their in-service education needs for HRM.

4.5 Hypothesis 2 (Male and Female Administrators Rating)

Hypothesis 2 states that “there is no significant difference between the mean ratings of male and female administrators on their in-service education needs for HRM.” Table 5 shows *t*-test for significant difference between the mean ratings of male and female administrators on

their in-service education needs for HRM. Using the overall result from the table, the calculated overall *t*-value is .352; the value of *t* is significant at .721, but not significant at .05. This is because, .05 is less than .721. Therefore, the hypothesis is accepted; hence, there is no significant difference between the mean ratings of male and female administrators on their in-service education needs for HRM.

Table 4. *t*-test for significant difference between the mean ratings of administrators in Federal and State Colleges of Education on their in-service education needs for HRM

	College	N	Mean	SD	t	df	Sig. (2- tailed)	Remarks
An1	Federal	117	2.7265	1.05556	-.772	275	.441	NS
	State	160	2.8250	1.04340				
An2	Federal	117	2.6667	1.00000	-.266	275	.790	NS
	State	160	2.7000	1.05091				
An3	Federal	117	2.7350	1.02884	1.744	275	.082	NS
	State	160	2.5125	1.06392				
An4	Federal	117	2.6752	.95438	.870	275	.385	NS
	State	160	2.5750	.94203				
An5	Federal	117	2.8632	.99052	1.174	275	.241	NS
	State	160	2.7250	.95133				
An6	Federal	117	2.8718	.95175	2.206	275	.028	S
	State	160	2.6250	.89548				
An7	Federal	117	2.7692	1.06175	1.108	275	.269	NS
	State	160	2.6312	.99446				
An8	Federal	117	2.5812	1.10046	-.600	275	.549	NS
	State	160	2.6562	.97159				
Overall	Federal	117	2.7361	.75068	.931	275	.353	NS
	State	160	2.6562	.67000				

Table 5. *t*-test for significant difference between the mean ratings of male and female administrators on their in-service education needs for HRM

	Gender	N	Mean	SD	t	Df	Sig (2-tailed)	Remarks
An1	Male	159	2.8553	.99261	1.329	275	.185	NS
	Female	118	2.6864	1.11477				
An2	Male	159	2.7862	.98318	1.893	275	.059	NS
	Female	118	2.5508	1.07495				
An3	Male	159	2.6289	1.04672	.411	275	.681	NS
	Female	118	2.5763	1.06544				
An4	Male	159	2.6478	.93550	.621	275	.535	NS
	Female	118	2.5763	.96438				
An5	Male	159	2.8176	.96032	.682	275	.496	NS
	Female	118	2.7373	.98213				
An6	Male	159	2.6792	.92313	-1.043	275	.298	NS
	Female	118	2.7966	.92966				
An7	Male	159	2.6164	.99237	-1.383	275	.168	NS
	Female	118	2.7881	1.06098				
An8	Male	159	2.5912	.98863	-.627	275	.531	NS
	Female	118	2.6695	1.07858				
Overall	Male	159	2.7028	.67632	.352	275	.721	NS
	Female	118	2.6727	.74445				

4.6 Hypothesis 3: (Administrator’s Years of Experience and In-service Needs for HRM)

Respondents’ evaluated administrator’s years of experience and their in-service needs for HRM, the hypothesis to test the variables states that “administrator’s years of management experience will not be significant factor in the mean rating of administrators on in-service education needs for HRM”. Table 6 depicts ANOVA table for significant difference in the rating of administrators on in-service needs for HRM with respect to their years of experience. Using the overall indices, the calculated F ratio is 4.559; this value is significant at .011, and also

significant at .05. That is .011 is less than 0.05 (p = .011; p < .05). Therefore the hypothesis is rejected; hence administrators’ years of management experience is a significant factor in the mean ratings of administrators on in-service needs for HRM. Therefore, because F is significant, a Post-Hoc test is conducted to determine where the significant lies.

Table 7 shows Post Hoc for significant difference in the rating of administrators on in-service needs for HRM with respect to their years of experience. The result revealed that the significant difference is between below one year and above five years.

Table 6. ANOVA for significant difference in the rating of administrators on in-service needs for HRM with respect to their years of experience

		Sum of squares	Df.	Mean square	F	Sig.
An1	Between groups	13.432	2	6.716	6.355	.002
	Within groups	289.572	274	1.057		
	Total	303.004	276			
An2	Between groups	5.318	2	2.659	2.544	.080
	Within groups	286.357	276	1.045		
	Total	291.675	276			
An3	Between groups	2.184	2	1.092	.985	.375
	Within groups	303.924	274	1.109		
	Total	306.108	276			
An4	Between groups	1.297	2	.648	.722	.487
	Within groups	246.140	274	.898		
	Total	247.437	276			
An5	Between groups	6.939	2	3.470	3.772	.024
	Within groups	252.064	274	.920		
	Total	259.004	276			
An6	Between groups	1.454	2	.727	.847	.430
	Within groups	235.239	274	.859		
	Total	236.693	276			
An7	Between groups	3.035	2	1.518	1.453	.236
	Within groups	286.264	274	1.045		
	Total	289.300	276			
An8	Between groups	9.815	2	4.908	4.783	.009
	Within groups	281.138	274	1.026		
	Total	290.953	276			
Overall	Between groups	4.417	2	2.209	4.559	.011
	Within groups	132.757	274	.485		
	Total	137.174	276			

Table 7. Post hoc for significant difference in the rating of administrators on in-service needs for HRM with respect to their years of experience

Experience	(J) experience	Mean difference (I-J)	Std. error	Sig.	Remarks
Below 1 year	1-5 years	.21826	.12540	.222	NS
	Above 5 years	.37429*	.12706	.014	S
1-5 years	Below 1 year	-.21826	.12540	.222	NS
	Above 5 years	.15603	.09074	.230	NS
Above 5 years	Below 1 year	-.37429*	.12706	.014	S
	1-5 years	-.15603	.09074	.230	NS

5. DISCUSSION

5.1 In-service Needs of Administrators of Colleges of Education for HR Planning

The results of the first research question that sought the in-service education needs of administrators for human resource planning in Colleges of Education in south-south of Nigeria showed that all the items have the mean greater than 2.50. This shows that all the administrators agreed that the following competences were needed by administrators for HR planning—competency collating of staff profile to determine staff strength for effective decision making, determination of manpower needs; assignment of duties to staff; forecasting of vacancies due to retirement/death; regulating budgetary skills for planning; knowledge and skills for advertising vacancies and management of staff performance records.

This finding is in agreement with Nwachukwu [34], who asserted that administrators needed competencies for determining staff strengths, forecasting of vacancies resulting from retirements and for regulating budgetary activities of the institution. According to Nwachukwu, these competencies help to reduce costs by eliminating much hiring of staff and undue layoffs in the institutions. Nwankwo [35] found that human resource planning involve competencies for assessment of current and future staff strength, forecasting of future needs and designing of programs to recruit and develop personnel-working capacities. It is possible that most of the respondents may not have adequately received training on human resource planning. They therefore should need special competencies for human resource planning to effectively carry out their duties.

5.2 In-service Needs of Administrators of Colleges of Education in HR Recruitment and Selection

The results of research question two, which investigated the in-service education needs of administrators in human resource recruitment and selection in Colleges of Education in south – south of Nigeria showed that all the items for the study had a mean greater than 2.5. In other words, the results of the study indicated that administrators agreed that they required competences for: locating candidates for employment through internal sourcing;

advertising various positions for employment; calling for interview before recruitment of needed staff and determination of appropriate qualification for employees. they also agreed that competencies are required for preparation of selection test and interview guides; establishing procedure for short listing of candidates for interview; establishment of positions and vacancies that exist and adoption of appropriate technology in recruitment process.

These findings are in line with Ezeani [36], Grobber, Warrich, Carrel, Elbert and Hatifield [37], and Armstrong [30] who observed that administrators required special training in order to effectively carryout the job of recruitment and selection in organizations. As shown by this study, the administrators in Colleges of Education required the recruitment and selection competencies. They do not adequately possess such competencies and thus needed to acquire the competencies through in-service education. Similarly, Onah [29] reported that recruitment and selection exercise demand competences on the part of the administrators to ensure that the exercise (recruitment and selection) is reliable, effective and economical.

5.3 In-service Needs of Administrators of Colleges of Education in HR Training and Development

The result of research question three which investigated in-service education needs of administrators in human resource training and development in Colleges of Education in south-south of Nigeria had a mean greater than 2.50 for all the respondents, that is, administrators agreed that all the items are required for human resource training and development. The items included—budgeting for cost of staff training and development, making appropriate schedule for staff training, preparing guidelines for sponsoring of staff to conferences, workshops and seminars outside the institution, organization of conferences/workshops and seminars in various disciplines, scheduling of staff for in-service courses in areas of specialization, and processing of application for staff training and development. Others include determination of criteria for selection of staff for training and adoption of appropriate technology for tracking staff that need training.

The difference between the administrators' mean responses on the required and possessed competencies for all the items showed that

administrators needed in-service training for human resource training and development. These findings are in agreement with Ogedele [38] who stated that administrators needed exposure to in-service education to enhance high performance in HRM with respect to proper and relevant staff training and development. In particular, Ogedele stressed that administrators needed competencies in the use of modern technologies in implementation of staff training and development. According to Nwachukwu [34], any organization that does not emphasize staff training is encouraging obsolescence of employees. Thus to ensure improved work habit, staff should be constantly involved in training and this training and development can be enhanced if the administrators possess the adequate competencies required for involving staff on training and development [39]. Such required competencies can be got through in-service education of the administrators in the colleges.

5.4 Difference in Gender on the In-service Education Needs of Administrators on HRM

The analysis showed that there is little difference between the mean ratings of male and female college administrators on their in-service education needs for HRM. Further analysis using t-test statistic showed that at 0.05 level of significant, there is no significant difference between the mean ratings of male and female college administrators on their in-service education needs for HRM. However, the present findings supports Kowaski [40] who found that there was no significant difference between the in-service education needs of female and male college administrators. Yet, on the contrary, Joseph [41] revealed a significant gender difference in favor of males on the need for in-service education among tertiary institution administrators in Akwa-Ibom state.

5.5 Difference in Years of Administrative Experience on HRM In-service Education Needs of Administrators

The result of the study showed that administrators who have more years of administrative experience had lowest need for in-service education while administrators that have lower years of administrative experience have highest need for in-service education as indicated by their corresponding mean ratings on in-service education needs. The F-ratio

calculated further showed that administrator's years of experience has a significant influence on the mean ratings of the need for in-service education for HRM in Colleges of Education in the South-East geo-political zone of Nigeria. The finding agreed with Lawson [42] who found that there was significant correlation between years of administrative experience and in-service needs of the administrators in favor of the young serving administrators. The present finding is expected because as administrators carry out their functions, they tend to acquire more experience, even at the classroom level, teachers tend to gain teaching expertise as they stayed for years teaching a particular subject.

6. CONCLUSIONS

In this study the researchers brought to view the confliction issues of in-service education needs of Colleges of Education in Nigeria. A lucid and succinct literature review was carried to highlight the roles and the needed places of planning, recruitment and selection, and staff training and development. Amazing revelations were made. The bottom line is that college administrator's needs in-service education in their HR planning, recruitment and selection, and training and development. The findings of the study have practical and theoretical implications for administrators of Colleges of Education, their Governing Councils, staff and future researchers.

First, the study revealed that Colleges of Education administrators in the South-South region have the needs for in-service education for HR planning. These findings have implications for the stakeholders in Colleges of Education capacity building of staff members. It further implies that most administrators in Colleges of Education do not possess adequate competencies required for HRM in respect to HR planning.

Another finding of the study was that college administrators do not possess adequate competences needed for the HR recruitment and selection. This finding has implication on the method of vacant positions that are advertised, the method of sourcing for candidates, the caliber of personnel recruited, the spread of candidates invited for interview among other issues. When the administrators are not well informed on recruitment and selection procedures and techniques, there is bound to be unjustifiable selection process.

Also, the finding of the study showed that administrators of the colleges do not possess adequate competencies needed for HR training and development. This has implication on work output and quality of jobs done by the staff. If staff are not provided with adequate training due to the incompetence or lack of knowledge on the part of the administrators, then the job quality and efficiency will be affected negatively, because training helps to enhance the job performance of staff, particularly in educational institutions like Colleges of Education.

Another finding of the study was that there was a significant difference in the mean ratings of the administrators due to positions held. The implication of the finding is that the various administrators have different roles to play in attaining the goals of the institution. The roles played depend on the position of the administrator and hence determines the in-service education needs.

Another result of the study, which has interesting implication is that no significant difference was found between the mean ratings of male and female administrators on the in-service education needs. The implication is that both male and female require equal competences for administration of Colleges of Education. In other words, the in-service needs of administrators in Colleges of Education are not gender biased, as both gender equally need education.

Lastly, the finding showed that there is a significant difference of years of administrative experience on the in-service needs of college administrators. The implication of this finding is that colleges that have long serving administrators may experience better HRM than other colleges that do not have long serving administrators.

7. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made.

- The governing council of Colleges of Education should ensure compulsory in-service education for all categories of College of Education administrative staff. The in-service education could take the form of short-term courses, long break or holiday in-service education programs;

- Deans of various schools, Heads of Departments and Head of Units should regularly organize seminars/conferences/workshops for all categories of administrators in Colleges of Education with the aim of providing them with relevant training on HRM;
- Government and non-governmental agencies who are experts in HRM should provide for capacity building of administrative staff in Colleges of Education to enhance their productivity in HRM;
- Governing council of Colleges of Education should acquire and train administrators on the use of modern technologies that are applicable to HRM;
- The supervising agencies of Colleges of Education and the Ministry of Education should provide funds for training of college administrators on HRM; and
- The government through its agency should make policies that guide the administration of Colleges of Education with respect to the in-service education of the administrators.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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