

MANAGING FUNCTIONAL TERTIARY EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT THROUGH CONTINUOUS STAFF PROFESSIONAL TRAINING AND DEVELOPMENT IN DELTA STATE

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ABSTRACT

This study investigated the importance of managing functional tertiary education for sustainable national development through continuous staff professional training and development (CSPTD) in Delta State, with focus on the Colleges of Education. Four research questions guided the study. The study adopted the descriptive survey research design. Population of the study consisted of 1,083 academic staff in the Colleges of Education in Delta State. The sample was 217 (20%) academic staff selected using the stratified random sampling technique. A 48-item researcher-structured questionnaire titled: “Managing Functional Tertiary Education Questionnaire (MFTEQ)” was the instrument for data collection. This instrument was validated by three experts from the Department of Educational Administration and Policy Studies, Faculty of Education, Delta State University, Abraka. Reliability of the instrument was determined through a pilot test sampling 10 academic staff from two Colleges of Education in Edo State. The scores obtained from the pilot testing were collated and measured using the Cronbach Alpha method which yielded an internal consistency reliability index of 0.70. Data collected were analysed using mean scores and standard deviation. Findings of the study revealed that: academic staff engage in various methods of CSPTD activities in their institutions through their engagement was restricted to certain areas which are the core of managing functional tertiary education for sustainable national development. Based on these findings, recommendations made include that Delta State government and the commissions mandated to manage tertiary institutions especially that of colleges of education should support academic staff active involvement in different aspects of CSPTD, through effective policy implementation and legislation, sufficient budgetary and financial support, including use of other incentives. Also, the management of various institutions should support academic staff frequent participation in these CSP training and development programmes.

Keywords: Functional tertiary education, sustainable national development, continuous staff professional training and development (CSPTD).

INTRODUCTION

Tertiary education is an indispensable tool for Nigeria’s sustainable socio-economic development. It is a powerful means for manpower training and development. An individual receives tertiary education immediately after senior secondary schooling in order to acquire specific skills and competences in specialized areas that will enable such individual participate actively in socio-economic activities of the society. According to the Federal Republic of Nigeria (FRN, 2013), tertiary education is given after post basic education in

institutions such as the universities, polytechnics, colleges of education, monotronics and other specialized institutions. The goals and objectives of tertiary education include contributing to national development through high level manpower training, providing accessible and affordable quality lifelong learning opportunities and career counseling in formal and informal education programmes, which inculcates into students the requisite skills for self-reliance in the world of work. Tertiary education therefore produces skilled manpower relevant to the needs of the labour market (FRN, 2013).

Achievement of the goals of tertiary education can only be realised if quality teaching and learning and functional education are highly projected in the institutions of higher learning by members of the academic staff who are one of the major stakeholders in the teaching and learning processes in tertiary education institutions. They implement the curriculum and education policies at the classroom level. They are further charged with the responsibility of generating and disseminating knowledge, skills and competencies that contribute towards sustainable development by enabling students to succeed in a knowledge-based economy (FRN, 2013). In this regard, the contributions of academic staff in various tertiary institutions towards sustainable national development cannot be overemphasized. This is so because academic staff, as professional teachers, train and produce the requisite skilled manpower for sustainable development in the different sectors of the economy. Nagoba and Mantri (2015) observed that the success of any education system in obtaining functionality depends on the quality of teachers, which, in turn, reflects on the effective teaching and learning process. Functionality of tertiary education in order to continually meet up with the demands of the present and future generations, requires that the teaching staff in the tertiary institutions must continually improve themselves in order to meet up present global expectations. This can be realised through effective management of continuous staff professional training and development (CSPTD). Continuous staff professional training and development as explained by Obisi (2001) is a process through which the skills, talents and knowledge of an employee is enhanced and increased. When such process or activity is constantly applied, it is therefore continuous. Halidu (2015) corroborated that staff training and development which needs to be a continuous process, is key to achieving organizational success and corporate development. It is defined as calculated efforts aimed at increasing employee skills for doing a particular job and developing employees knowledge for vocational purpose. Abdus (n.d.) opined that staff professional training and development refers to the process used to obtain or transfer knowledge, skills and abilities needed to carry out a specific activity or task. Its benefits as indicated by Abdus (n.d.), Halidu (2015), including Naris and Ukpere (2010 & 2012) are: increased productivity and quality of work, increased profits, reduced staff absenteeism, improved customer satisfaction, improved motivation and diversification of learning portfolio. Consequently, continuous staff professional training and development helps employees to improve their work performance for the ultimate realization of both organizational and employee predetermined objectives.

However, Abdus (n.d.) noted that the reasons employees must focus on continual training and development are as a result of the rapid advances and changes in technology, need to develop core competencies in teaching methodologies, covering gaps in formal education, global competition as new business challenge, the aging workforce generating an imbalance and developing employees in adopting career paths. The Federal Republic of Nigeria (FRN 2013, p. 54) equally affirms the importance of CSPTD in her National Policy on Education by stating under article 83 that “all teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching.” It is important therefore that management of institutions identifies the areas of training needs for staff in order to achieve

the goals, objectives and attain the benefits of any training programmes in their institutions (Kum, Cowden & Karodia, 2014). Improving teacher quality through professionalizing the teaching profession and provision of in-service training opportunities for teachers is one way of achieving functional tertiary education and sustainable national development. In the views of Udoh and Akpan (2014), functional tertiary education should be capable of producing Nigerians who can manufacture raw materials, machines, and tools needed for local and international markets, invent new designs, discover drugs capable of curing diseases hitherto incurable and transform the nation from consumption to a manufacturing status. A functional tertiary education will therefore take cognizance of the needs of the individual and society, and should be able to meet the needs of all levels of development, which also makes it a necessity for sustainable national development (Edo, 2000).

Sustainable national development (SD), according to Brundtland cited in Waas, Hugé, Ceulemans, Lambrechts, Vandenabeele, Lozano and Wright (2012), is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. Education for sustainable national development aims at helping people to develop the attitudes, skills, perspectives and knowledge to make informed decisions in their socio-economic activities and act upon them for the benefit of themselves and others, now and in the future. It also helps the citizens of the world to learn their way to a more sustainable future. Nevertheless, Waas et al., (2012) further expressed that tertiary education is generally seen as a potential catalyst to work towards sustainable national development. The urgent societal need and broad call for SD allows tertiary education to assume a fundamental and moral responsibility in contributing to SD. Through their societal mandate of advancing knowledge, educating leaders, and furthering societal progress and engagement, institutions of tertiary education should be functional, moral visionaries and centres of sustainability, innovation and excellence. SD requires new alternative ways of learning and education (Waas et al., 2012).

Supporting the above statements, Edo (2000) opined that for education to be useful for proper manpower development for SD in the society, such education should be functional. It should be able to meet the needs of all levels of development. A highly skilled manpower calls for training at high levels, though high level manpower cannot work well without the low level manpower. Otherwise, the high level manpower will be forced to perform low-level manpower functions. If this happens, valuable human assets must have been wasted. A functional tertiary education should therefore strive to develop all appropriate levels of manpower that the country may need to function well. This then calls for proper teacher preparation established through CSPTD (Edo, 2000).

In order to strengthen academic staff efficiency and competency towards achieving functional education, several CSPTD can be applied. Abdus (n.d.), Aboh, Faga, Abubakar and Odu (2016), Edo (2000), Halidu (2015), Nagoba and Mantri (2015) indicated several methods or ways by which the academic staff could develop their capabilities and competences so as to fulfill their roles and duties in tertiary education. They include in-service training programmes like coaching, team teaching, classroom training, role playing, case study, simulation, workshop, conferences, seminars, e-learning, behavioural modelling, apprenticeship training, internships, distance learning and video-conferencing, computer-based training, job rotation, virtual reality, in-basket training, and so on. From the foregoing, academic staff play the crucial role in promoting functional tertiary education and sustainable development in the society as highlighted by Nagoba and Mantri (2015) in the following ways: through their dedication and commitments, students' motivation and skill development,

imparting value-based education, lateral thinking, use of researches, academic development, special attention to research and professional ethics. In essence, CSPTD should be culture fostered in tertiary education institutions in order to promote functional education for sustainable national development in Delta State.

The reality is that in most teacher education institutions, especially at the colleges of education in Delta State, most academic staff do not avail themselves the opportunity to reap the fruits of CSPTD. Some factors have been responsible for this current situation which has negative consequences in achieving functional education at the tertiary institutions. Kleiman (2003) and Kum, Cowden and Karodia (2014) in their separate studies reported some factors which affected staff participation in training programmes. Therefore, the present study tried to determine the importance of managing functional tertiary education for sustainable national development through continuous staff professional training and development (CSPTD) in Delta State, looking at such areas as academic staff engagement and participation in various activities of CSPTD, identifying the areas of CSPTD training needs for academic staff in Delta State and the challenges inhibiting academic staff participation in CSPTD programmes.

Statement of the Problem

Managing functional education at the tertiary education level through CSPTD seems to be one of the major challenges facing the Nigerian education system as a whole. The purpose of continuous staff professional training and development programmes is to improve employees' capabilities in organisations, tertiary education institutions inclusive. When the tertiary education institutions invest in improving the knowledge and skills of its academic staff, the result is evident in the form of more committed, productive and effective employees who will actively contribute towards sustainable national development. In reality, generally speaking this seems not realisable because many academic staff members are yet to fully get actively involved and participate in CSPTD programmes as a result of some challenges. This situation which is also found in Delta State calls for redress because of the negative consequence(s) the problem might have in propagating functional and qualitative education at the tertiary level in the state. This problem which seems to be one of the management problems affecting functional tertiary education in Delta State creates a gap which this study intends to cover.

Purpose of the Study

The purpose of this study was to investigate the importance of managing functional tertiary education for sustainable national development through continuous staff professional training and development (CSPTD) in Delta State, with focus on colleges of education. Specifically, the study aimed at:

1. Evaluating academic staff engagements in various methods of continuous staff professional training and development (CSPTD) activities in colleges of education for managing functional tertiary education for sustainable national development in Delta State.
2. Ascertaining the frequencies of academic staff participation (attendance) in continuous staff professional training and development (CSPTD) programmes in colleges of education for managing functional tertiary education for sustainable national development in Delta State.
3. Identifying the areas of academic staff continuous staff professional (CSP) training and development needs in colleges of education for managing functional tertiary education for sustainable national development in Delta State.

4. Determining the challenges inhibiting academic staff participation in continuous staff professional training and development (CSPTD) in the colleges of education for managing functional tertiary education for sustainable national development in Delta State.

Research Questions

The following research questions were raised to guide the study:

1. What are the various methods of continuous staff professional training and development (CSPTD) activities engaged by academic staff in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?
2. What are academic staff frequencies in participation (attending) continuous staff professional training and development (CSPTD) programmes in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?
3. What are the areas of academic staff CSPTD needs in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?
4. What are the challenges inhibiting academic staff participation in continuous staff professional training and development (CSPTD) in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?

Method

The study adopted the descriptive survey research design. This design enabled the researcher to gather information as they existed in the various tertiary institutions concerning the study without manipulation. The study population consisted of 1,083 academic staff lecturing within four colleges of education in Delta State. The sample was 217 (20%) academic staff selected using the stratified random sampling technique. To do this selection, academic staff from the various colleges of education were placed according to their locations and thereafter selections were made by drawing 20% of the entire academic staff from the different institutions sampled in the study.

A 48-item questionnaire titled: “Managing Functional Tertiary Education Questionnaire (MFTEQ)” was the main instrument for data collection. Items on the instrument were arranged into four clusters and measured on a four point modified Likert scale of Strongly Agree – (SA) 4 points, Agree – (A) 3 points, Disagree – (D) 2 points and Strongly Disagree - (SD) 1 point, in order to answer research questions 1, 3 and 4. While the response items for answering research question 2 was measured on a two point scale of ‘Agree or Disagree’. The research instrument was validated by three experts from the Department of Educational Administration and Policy Studies, Faculty of Education, Delta State University, Abraka, in order to determine the content and face validity of the instrument. Three copies of questionnaire were presented to these three research experts who scrutinized the instruments and made significant corrections in most of the items in terms of the appropriateness of language, adequacy of questions in relation to the purpose of the study and research questions. The experts reviewed and affirmed the content validation and some items were removed and new ones added based on the comments of the experts. All corrections were effected before the final administration of copies of the questionnaire was made to the respondents.

Reliability of the instrument was determined through a pilot test, by sampling 10 academic staff from two Colleges of Education in Edo State. Although, Edo State shares common

boundary with Delta State, the academic staff selected for the pilot test were not from the area of study. The scores obtained from the pilot testing were collated and measured using the Cronbach Alpha method and thereafter an internal consistency reliability index of 0.70 was obtained which indicated that the instrument was dependable and fit to collect the necessary data for the study.

Copies of the questionnaire were administered through a direct contact and hand delivery process with the respondents. The researcher also sought the assistance of three trained research assistants who were also academic staff from the tertiary institutions sampled for the study. The research assistants collected the copies of the filled questionnaire from the respondents. Administration and collection of copies of the questionnaire took a period of one week after which the data were analysed. A total of 217 printed copies of the questionnaire were distributed to the respondents at their various institutions and all copies were retrieved. Data collected were analyzed using mean scores and standard deviation. The mean value for the instrument was computed based on the four (4) point rating scales with a criterion mean of 2.50. The decision rule for the statements on each research questions was that any statement with a mean score of 2.50 and above was accepted, while any one below 2.50 was not accepted.

Results

Research Question 1: What are the various methods of continuous staff professional training and development (CSPTD) activities engaged by academic staff in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?

Table 1: Mean scores and standard deviations of opinions of academic staff on the various CSPTD activities in colleges of education for managing functional tertiary education for sustainable development in Delta State

N=217

S/N	CSPTD programmes which academic staff engage in	SA	A	D	SD	\bar{x}	ST D	Decision
1	Coaching and mentoring	71	88	28	30	2.92	1.00	Agree
2	University education/study leave	90	68	27	32	3.00	1.06	Agree
3	Role playing	27	49	76	65	2.18	1.00	Disagree
4	Vestibule training	32	56	71	58	2.29	1.02	Disagree
5	Case study	45	40	67	65	2.30	1.11	Disagree
6	Simulation and games	38	57	58	64	2.32	1.08	Disagree
7	Conferences	70	68	39	40	2.77	1.09	Agree
8	Seminars	81	83	28	25	3.01	0.98	Agree
9	Workshops	66	84	29	38	2.82	1.05	Agree
10	Distance learning and video conferencing	20	13	107	77	1.89	0.88	Disagree
11	e-learning -based training	16	21	100	80	2.31	1.02	Disagree
12	Job rotation	21	29	88	79	1.96	0.94	Disagree
13	Public guest lectures	74	80	45	18	2.97	0.94	Agree
14	Internships training	28	32	74	83	2.02	1.02	Disagree
15	Team teaching	84	57	37	39	2.86	1.12	Agree
16	Behavioural modeling	34	47	76	60	2.25	1.03	Disagree
17	Committee Assignment	65	75	38	39	2.76	1.07	Agree

18	Correspondence courses	14	22	100	81	1.86	0.84	Disagree	
19	Observation visit to other institutions	66	56	50	45	2.66	1.12	Agree	
20	Participation in a network of academic staff and group forum	30	36	80	71	2.12	1.02	Disagree	
Overall Mean Score and Standard Deviation							2.44	1.09	Disagree

Table 1 shows that items 1, 2, 7, 8, 9, 13, 15, 17 and 19 rated above the acceptable mean score of 2.50, showing academic staff agreement with these statements. By this analysis, academic staff of different colleges of education sampled unanimously indicate their engagement in various methods of CSPTD activities such as: coaching and mentoring, university education study leave, conferences, seminars, workshops, public guest lectures, team teaching, committee assignment and observation visit to other institutions. All other items 3, 4, 5, 6, 10, 11, 12, 14, 16, 18 and 20 rated below the acceptable mean score of 2.50, showing disagreements to the statements. By this analysis, academic staff of different colleges of education sampled indicated that they did not participate in such CSPTD programmes like role playing, vestibule training, case study, simulation and games, distance learning and video conferencing, e-learning/computer-based training, job rotation, apprenticeship and internships training, behavioural modeling, correspondence courses and participation in a network of academic staff and group forum. The overall section mean of 2.44 showed academic staff negative reactions to majority of the statements indicating that their engagement in these CSPTD activities was restricted to certain areas and aspects of the CSPTD programmes.

Research Question 2: What are academic staff frequencies in participation (attending) continuous staff professional training and development (CSPTD) programmes in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?

Table 2: Percentage scores and frequencies of academic staff participation (attendance) in continuous staff professional training and development (CSPTD) programmes in the colleges of education in Delta State

N=217

S/N	Number of yearly participation (attendance) to CSPTD programmes	Number (Frequency)	Percentages (%)
21	More Often (Regularly, 6 times or more yearly)	44	20
22	Often - (between 3 -5 times yearly)	76	35
23	Sometimes - (seldom, twice and below yearly)	84	39
24	Never attended – 0	13	6
Total		217	100%

Table 2 shows the responses of academic staff concerning how frequently they participate and attend CSPTD programmes in their colleges. Analysis of the result shows that 20% of the academic staff sampled participated (attended) more often, on a regular basis in CSPTD programmes in their colleges. Thirty-five percent (35%) of the academic staff sampled just often attended CSPTD programmes and 39% of them sometimes (seldom) participated in CSPTD programmes in their colleges. While 6% of the academic staff never attended CSPTD programmes in their colleges.

Research Question 3: What are the areas of academic staff CSPTD needs in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?

Table 3: Mean scores and standard deviations of academic staff opinions concerning their areas of CSPTD needs in the colleges of education in Delta State

N=217

S/N	Academic staff areas of CSPTD training needs needed in the institution	SA	A	D	SD	\bar{x}	SD	Decision
25	ICT operations and applications skills	99	88	14	16	3.24	0.87	Agree
26	Application of various classroom teaching methodologies	94	83	27	13	3.19	0.87	Agree
27	Improve on administrative experiences	104	87	16	10	3.31	0.80	Agree
28	Classroom management practices	89	102	17	9	3.25	0.77	Agree
29	Use of various communication skills to improve lecturer-students relationships	93	75	29	20	3.11	0.96	Agree
30	Stress management skills	101	77	21	18	3.20	0.92	Agree
31	Research training skills	101	70	30	16	3.18	0.93	Agree
32	Public and interpersonal relations	84	87	24	22	3.07	0.95	Agree
33	Modern audio-visual skills	97	85	20	15	3.22	0.88	Agree
Overall Mean Score and Standard Deviation						3.20	0.89	Agree

Analysis of the result in Table 3 shows that items 25, 26, 27, 28, 29, 30, 31, 32 and 33 rated above the acceptable mean score of 2.50, showing academic staff agreement with these statements. By this analysis, academic staff of different colleges of education sampled have indicated their areas of continuous staff professional training and development needs as: ICT operations and application skills, application of various classroom teaching methodologies, improvement on administrative experiences, classroom management practices, use of various communication skills to improve lecturer-student relationships, stress management skills, research training skills, public and interpersonal relations, and modern audio-visual skills. None of the items rated below the acceptable mean score of 2.50, showing agreements to the statements. The overall section mean of 3.20 shows academic staff positive reactions to all the statements indicating their areas of CSP training and development needs.

Research Question 4: What are the challenges inhibiting academic staff participation in continuous staff professional training and development (CSPTD) in the colleges of education for managing functional tertiary education for sustainable national development in Delta State?

Table 4: Mean Scores and standard deviations of academic staff opinions on challenges inhibiting their participation in continuous staff professional training and development (CSPTD) in the colleges of education in Delta State

N=217

S/N	Challenges inhibiting academic staff participation in CSPTD programmes in the institution	SA	A	D	SD	\bar{x}	SD	Decision
34	Inadequate finance for self-sponsorship	101	66	23	27	3.11	1.03	Agree
35	Old staff are usually considered more than the newly employed staff during selection to attend CSPTD	89	103	15	10	3.25	0.78	Agree

	programmes							
36	Staff training and development is not needed for promotion	31	27	87	72	2.08	1.01	Disagree
37	Inadequate preparation and commitment to training programmes	88	101	11	17	3.20	0.85	Agree
38	Poor incentives for academic staff to support their training	75	96	28	18	3.05	0.90	Agree
39	Expensive nature of most training programmes	101	94	9	13	3.30	0.81	Agree
40	Inadequate time to engage into training activities due to heavy tasks assigned to academic staff in the institution	96	82	24	15	3.19	0.89	Agree
41	Attendance is only based on sentiments whereby academic staff attendance to CSPTD programmes is only to fill the basic requirements of institutions appraisal form for promotion	93	89	23	12	3.21	0.84	Agree
42	Tight working schedules caused by too many workload	77	112	18	10	3.18	0.77	Agree
43	Institutions high demands participation in most training exercises	22	35	77	83	1.98	0.97	Disagree
44	Inadequate government financial support for CSPTD programmes	79	103	21	14	3.14	0.84	Agree
45	Many of the staff do not see training as important means of improvement so they develop negative attitude towards it	34	25	88	70	2.11	1.03	Disagree
46	Most trainings are not properly linked to strategic goals of the institutions	100	102	10	5	3.37	0.68	Agree
47	Less job security in the institution	29	32	72	84	2.03	1.03	Disagree
48	Lack of identification of staff training needs	69	84	37	27	2.90	0.99	Agree
Overall Mean Score and Standard Deviation						2.87	1.03	Agree

Analysis of the result in Table 4 shows that items 34, 35, 37, 38, 39, 40, 41, 42, 44, 46 and 48 rated above the acceptable mean score of 2.50, showing academic staff agreement with these statements. By this analysis, academic staff of different colleges of education sampled unanimously indicated the challenges inhibiting their participation in Continuous Staff Professional Training and Development (CSPTD) in the colleges as: inadequate finance for self-sponsorship, preference given to old staff more than the newly employed staff during selection to attend CSPTD programmes, inadequate preparation and commitment to training programmes, poor incentives for academic staff to support their training, expensive nature of most training programmes, inadequate time to engage in training activities due to heavy tasks assigned to academic staff in the institutions, inadequate government financial support and policy for CSPTD programmes. All other items 36, 43, 45 and 47 rated below the acceptable mean score of 2.50, showing disagreements to the statements. By this analysis, academic staff of different colleges of education sampled unanimously expressed discontentment concerning such challenges which inhibited their participation in CSPTD programmes as: staff training and development is not needed for promotion, institutions high demands and restrictions

towards participation in most training exercises, many of the staff do not see training as important means of improvement so they develop negative attitude towards it. The overall section mean of 2.87 shows academic staff's reactions to majority of the statements indicating the challenges inhibiting their participation in CSPTD programmes.

DISCUSSIONS OF FINDINGS

In response to research question one, findings in Table 1 revealed methods of CSPTD activities academic staff are engaged in to include: coaching and mentoring, university education study leave, conferences, seminars, workshops, public guest lectures, team teaching, committee assignment and observation visit to other institutions. This finding is in agreement with the studies of Aboh, Faga, Abubakar and Odu (2016), Edo (2000), Halidu (2015), Nagoba and Mantri (2015) whose findings revealed that, lecture method, job rotation, coaching method, mentorship, among others were accepted as methods used for staff development. If the academic staff engage and participate in many of these training programmes, it will improve their competences a lot and make them contribute towards promoting functional education system at their institutions for sustainable development.

The findings from research question two in Table 2 indicated the frequency of academic staff yearly participation and attendance to CSPTD programmes. The result revealed that 20% of the academic staff attended more often, on a regular basis, CSPTD programmes in their colleges. Thirty-five percent (35%) of the academic staff attended CSPTD programmes just often and 39% of them sometimes (seldom) participated in CSPTD programmes in their colleges. However, 6% of the academic staff never attended any CSPTD programmes in their colleges. Generally, this result showed that the frequency at which academic staff participated in CSPTD programmes was low; in agreement with the findings of Naris and Ukpere (2012) study which examined the frequency at which staff attended training programmes and indicated that out of 130 respondents 33 (25%) of the respondents had never been sent on training and development programmes, while 78 (60%) of the respondents were sometimes sent and 6 (5%) were often sent on training and development programmes. This showed that the frequency at which staff attended training programmes was low even from their own study. Asante and Alemna (2015) in a study concluded that increased frequency of organizing training and development is crucial in the development of any academic institutions throughout the world. Staff should equally be encouraged and sponsored to participate in continuing education programmes, conferences, seminars and workshops; contrary to which might have negative consequences in managing functional tertiary education for sustainable development at the colleges of education in Delta State.

The findings from research question three in Table 3 revealed academic staff areas of continuous staff professional training and development needs to include: ICT operations and application skills, application of various classroom teaching methodologies, improvement on administrative experiences, classroom management practices, use of various communication skills to improve lecturer-student relationships, stress management skills, research training skills, public and interpersonal relations, and modern audio-visual skills. Nairis and Ukpere (2010) asserted that signing of training and development agreement is indispensable because it will motivate the staff to stay on in most institutions. More recently Abba and Dawha, cited in Asante and Alemna (2015), in their studies on assessment of personnel training needs in the Ibrahim Babangida library, concluded that there was a greater need for on-the-job training and informal training than for formal education. Also the findings of Kum, Cowden and Karodia (2014) study confirmed that for successful training in any institution the training

needs of staff must be highly considered; this corroborated with the findings of this study. Karthick and Kulkarni cited in Halidu (2015) affirmed that training needs and objectives expose the expectations of the trainee at the end of the programme; adding that the training needs and objectives are of great significance from the perspectives of the trainer, trainee, designer and evaluator. Abdus (n.d.) confirmed that employees must focus on continual training and development to meet up with the rapid advances and changes in technology, need to develop core competencies in teaching methodologies, covering gaps in formal education, global competition as new business challenge, and developing employees in adopting career paths. However, giving considerations to academic staff training and development needs prior to any staff training is one way towards managing functional tertiary education for sustainable development in Delta State.

Finally, the findings from research question four in Table 4 revealed the challenges inhibiting academic staff participation in CSPTD programmes in the colleges to include inadequate finance for self-sponsorship, preference for old staff than the newly employed staff during selection to attend CSPTD programmes, inadequate preparation and commitment to training programmes, poor incentives for academic staff to support their training, expensive nature and cost of most training programmes, inadequate time to engage in training activities due to heavy tasks assigned to academic staff in the institutions, tight working schedules caused by too many workload, inadequate government financial support and policy for CSPTD programmes, most trainings not being properly linked to strategic goals and objectives of the institutions, and lack of identification of staff training needs. These findings are in agreement with Kum, Cowden and Karodia (2014) study which indicated some factors which affected staff participation in training programmes as: high cost of training programmes in which most of them are capital intensive, inadequate funding, lack of training resources and less job security. Perry cited in Kum, Cowden and Karodia (2014) asserted that in a situation where the training objectives are not being aligned with the business and employee needs, such training is bound to fail. If the root of the problem of poor performance, for instance, is related to factors such as reward systems, job design and motivation, which are not related to training, then training will be pointless. Researchers like Kleiman (2003) also held that when training is too expensive compared to its short-term return on investment, then companies may consider it a failure and, therefore, unacceptable. However, the long-term pay-off may be rewarding. Training will be worthless if the participants regard the training programme as a mere event without any change to their behaviour. Whenever training is considered as a single event, the chances of behaviour change are slim. Training is also likely to fail if participants are not held accountable for the results. Generally, employees are not held accountable for the use of the contents of their course in the workplace; except they are held accountable, there will be no change in their behaviour (Kleiman, 2003).

Lastly, training and development will be unsuccessful if there is a failure to provide feedback. If the company fails to evaluate training by providing feedback, employees will not be able to know about their progress, neither facilitators will understand the success of their programmes (Kleiman, 2003; Kum, Cowden & Karodia, 2014). Kulkarni cited in Halidu (2015) corroborated that the key determinants of overall satisfaction with training are perceived training efficiency and usefulness of training. When these challenges are not controlled or eradicated, this might be harmful and achieving functional tertiary education for sustainable national development becomes a mirage. However, the findings of this study present the need for tertiary education stakeholders to show priority attention towards fighting the course of attaining functional education in all tertiary education institutions in Delta State.

CONCLUSION

Continuous staff professional training and development (CSPTD) programmes are indispensable for managing functional tertiary education for sustainable national development in Delta State. They enhance academic staff performance and potentials that will in turn enhance organisational effectiveness. This is so because teachers who train the workforce that contribute towards the developments in the different economies in the society and failure to constantly update and improve their knowledge, skills and competences reflect on the learners whom they interact with at the classroom level. The present study however submits that CSPTD be highly propagated in the tertiary institutions as a way of managing functional education at the higher level.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations have been proffered:

1. Delta State government and the educational commissions in charge of managing tertiary institutions, especially colleges of education should support academic staff active involvement in different methods of CSPTD. This support could be done through effective policy implementation and legislation, sufficient budgetary and financial support, scholarships and use of incentives. Also, other training methods could be explored in the management of tertiary institutions in order to build academic staff competences in their various fields.
2. The management of various institutions should also encourage and support academic staff frequent participation and attendance to various CSP training and development programmes. It is also high time academic staff changed their attitudes towards pursuing career advancement, and participated frequently in CSPTD programmes in the quest to develop themselves.
3. The training needs of academic staff and the objectives of CSPTD programmes should be made clear by authorities and staff before embarking on any academic training and development programmes.
4. Government, educational commissions, including other local and international organizations should adopt strategies to eradicate the challenges inhibiting academic staff participation in CSPTD programmes; which will hold great nexus towards managing functional tertiary education for sustainable development in Nigeria.

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