



STAFF DEVELOPMENT PROGRAMMES FOR FACULTY PERFORMANCE

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ABSTRACT

Staff development programmes as one of the strategies for enhanced operational efficiency is institutionalized for advancement of any organization that strives for mastery at the workplace for the actualization of set goals. It is believed that the performance of staff in any given organization is dependent on the level of training the staff is exposed to. Thus, this paper evaluated the types of staff development programmes available for faculty staff and the regularity of staff participation in development programmes. It also discusses the benefits of training and development that is; increased productivity, reduction of errors, less supervision, uncover staff potential, job satisfaction, increased consistency, Teach spirit, and optimum resource utilization. This had conclusion and recommended the training of faculty staff using university facilities during vacation, designing post graduate course to silt faculty as well as upgrading of staff salaries.

Keywords: Staff Development, Faculty Performance, Resource Utilization, Staff Participation.

Reference to this paper should be made as follows:

Mmom, C. P. C. (2022). Staff development programmes for faculty performance. *International Journal of Economics, Environmental Development and Society*, 3(3), 346-358.

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INTRODUCTION

Staff development programmes is a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. These activities are designed to improve the quality of faculty instruction and enable individual to grow professionally (Ololube, 2019).

The 21st century is characterized by seminars, conferences, long-essays and workshops specifically geared towards educating populace on issues bordering on education for all (McCarney, 2004). All the fore-going programmes brought about inexorable rise in staff enrollment which is needed in cushioning effect of not just certified staff, but staff whose skills,

attitudes and knowledge are continuously sharpened to increase productivity in a demanding system. Staff development programmes are established as the greatest asset in any faculty and has a competitive advantage which explains why some faculties do better than others in an institutions and universities. Without staff development programmes in a faculty of a university to acquire trending knowledge, some equipments, materials and infrastructure lie in waste as there will be inadequate human resource to keep such equipment functional. Similarly, the system may have well equipped Science and Art laboratories, well finished lecture hall, libraries and infrastructure for more activities, but may still record poor achievement in faculty because the quality of staff expected to operate and keep the system functional are not available.

In most cases, staff may be there in faculties, but their quality must have depreciated without dated pedagogy which ought to have been reviewed and refilled by staff development programmes and activities. It is assumed that development of human skills and knowledge enhances national development. Ejiogu (1990) in corroboration asserted that human resources form the critical basis for wealth of nations as well as typify the most essential variable in a country's development. It is also in consonance with the emphasis on teacher education by the FGN (2004) which stated that, since no education system may rise above shall continue to be given major emphasis in all educational planning and development. Thus, the major goals for staff development programmes for faculty performance include: Produce highly motivated, conscientious and efficient output for all levels of our educational system; Encourage further spirit of enquiry hand creativity in staff ; help staff to fit into life of the community and the society at large and enhance the commitment to national goals; provide staff with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations, and enhance staff commitment to faculty development.

It is recognized that the success of the University depends on all staff whatever their role having the relevant skills, knowledge and competencies. University recognizes that its staff are fundamental to its success. A strategic, professional approach to staff development helps the University to attract and retain high-calibre staff with the skills and competencies necessary to deliver its objectives. Staff development refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual and the University.

Universities are committed to providing staff with development opportunities to ensure the individuals and departments able to contribute fully to the achievement of department and University objectives in the context of the strategic plan. Human resources development according to Aghenta (1992) and Ololube (2019) is the framework for helping employees develop their personal and organization skills, knowledge and abilities. Human resource development encompasses employee training, employee career development, performance management arid development, coaching and mentoring, succession planning, key employee identification, tuition assistance and organization development. It will also be said that human resources development is intended for organizations that nurture the most efficient and effective workforce, all to ensure that the organization is the level of quality of their human resources. This is because the effective performance depends on the utility value of her human resources.

In this case, then the efficiency of the production process and other areas of management depend largely on the extent of human resource development of which the faculty is a vital organization and can only be dynamic and growth oriented only when her staff is developed. In such dynamism, values, believes and attitudes are continuously given the opportunity to become better through staff development programmes.

Staff productivity is demonstrating contributions to the growth of faculty. It is expected that universities be able to motivate and engage staff by acquiring new knowledge and skills to be productive a productive staff is likened to an effective staff whose skills improve the faculty. Professional development and staff education strengthen evaluations and career development (Bolge, 2000). This paper is therefore aims at reviewing the types of staff development programmes available for faculty staff and regularity of staff participation in development programmes.

CONCEPTUAL CLARIFICATION

Staff Development

Staff development refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual and the University. Staff development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. Staff development is also is a process that demonstrates the commonness of purpose of all staff and the crucial nature of individual knowledge and skills to perform assigned duties in relation to the achievement of these larger (Day, 1999).

A staff development plan is created by the management of an institution or organization working closely with the staff member to identify the necessary skills and resources to support the staff member's career goals and the institution or organization's business needs. Staff development begins when a new member joins the team (Leithwoo, 1992).

Programme Planning

Program planning is the process by which a program is conceived and brought to fruition. Program planning involves multiple steps including the identification of a problem, selection of desired outcomes, and assessment of available resources, implementation, and evaluation of the program (Fredricksson, 2004). Planning is a vital part of the programme and project management process and the route-map through the programme or project are form.

Programme planning is widely known as a veritable tool in the development of an organization. Therefore, staff development programme is institutionalized for the advancement of any organization that strives for masteries at the workplace for the actualization of set goals. Qualitative and effective Faculty performances solely depend on professionalized human resources. This is because professionalized human resource has imbued knowledge, skills, abilities, attitudes and aptitude which when brought to fore in the faculty, promotes creativity, excellence, transfer of knowledge and skills to the staff. This in essence brings to limelight why as an aspect of efficient personnel administration, staff development should be guarded jealously in any organization to ensure optimum performance and actualization of dreams of the organization.

Staff development programmes are educative progrmames aimed at providing opportunities for employees to acquire requisite skills, knowledge, abilities and aptitudes for higher responsibility and performance at the workplace. These programmes can differ from one organization to the other depending on the special nature of the organization. In the faculty, staff

development programmes which are peculiar to the university system include: in-service training, study leave, ICT training, workshops, seminars, independent study, professional journals, staff conferences etc. some of the development methods as identified by Kruse and Louis (1997) include: lectures, discussion group, case studies, job rotation, coaching and counseling, professional classes and technical associations. Leithwood (1992) opined that staff development programmes can be categorized under the following: reading publications, journals; conferencing and collaborating with other professionals; and researching specific trends and strategies in their areas of employment.

Fullan (2001) also set in forms of in-service education programmes:

- Workshops, usually a moderate sized group where each person has a problem to solve that is closely to his/her field;
- conferences (give participants an opportunity to question others and discuss ideas presented);
- institutes (A series of lectures designed to give as much information as possible in a short time of two or three days);
- staff meetings may perform a useful in-service function but generally used to acquaint staff with administrative procedures and policies;

Rogan and Grayson (2003) submitted that the methods of developing staff abilities can take place on the job, by which the job techniques were classified under: understudy assignments, committee assignment, coaching and job rotation.

Understudy Assignments

This is used for a replacement of a vacating staff. Understudy assignments implies potential managers being given an opportunity to relieve an experienced manager of his/her job and act as substitute during the period. A well trained staff, developed in esteemed performance can always service in this capacity at any office of the faculty.

Coaching

Coaching occurs when a manager takes an active role in guiding another manager to improve his performance. Coaches observe, analyze and attempt to improve the performance of their athletes, thus the successors in the faculty can do the same.

The effective coach gives guidance through direction, advice, criticism and suggestions in a faculty as well.

Job Rotation

Job rotation is an interesting mechanism for employees to work in different positions and jobs as possible. It includes design strategies, that is used to enhance staff motivation at work or repetitive tasks, as job rotation can be either horizontal or vertical (Obanya, 2009). Vertical rotation is for the promotion of a worker into a new position. Horizontal job transfer is another development program whereby the worker spends two or three months in an activity and is later

moved on. It also refers to movement of an individual to another activity when the first is no longer challenging to him/her.

Faculty Performance

Faculty performance is most often expressed in terms of teaching, research and original creative work, and service. Faculty staff work varies considerably, reflecting the different fields represented in a large doctoral research university. Differences also exist in the percentage of time faculty staff allocates to teaching, research and original creative work, and service. Faculty members can be appointed in tenured, tenure-earning, or non-tenure earning positions.

The Staff Development Program (SDP) supports employee development by providing partial or full reimbursement of the cost of courses, seminars and workshops that enable employees to improve performance in current jobs, prepare for career development, or meet requirements of degree programs related to current performance.

Staff Development Programs

The school as a social organization is characterized by input, process and output indicators. The quality of the output depends on the activities at the input and process levels, and the engineer who determines the output to a large extent is the staff. Since no education system may rise above the quality of its employees it is critical to continuously update the knowledge and skills of staff in order to attain maximum performance in our university faculty. Leithwood (1992) defined professional development as a set of ongoing activities that increases the capacity or knowledge and skills of staff and administrators to improve their practices and performance. It is for this reason that the unqualified staff should not have a space in the teaching profession because if he/she does/ it would amount to poor performance in the faculty. In this regard, Quinn and Restine (1996) warned that, unqualified staff could at best be warming the office and keeping the place busy doing nothing. It was also stressed that without a well trained and educated staff, costly equipment, innovations in curriculum and the like will fail to achieve.

In a study conducted by Ejieh (2003) on Effectiveness of Management Development Programmes, in selected firms in Port Harcourt found that, most organizations send their employees who have acquired certain level of skills for seminars, conferences, and workshops in order to update their knowledge and acquaint them with new trends in technology considering the fast changing and dynamic environment. From findings Ejieh (2003) was of the opinion that well trained employee required no supervision because improvement in his skill and professional experience obviously increase his liking for his job and feeling of satisfaction because he can do his job successfully and satisfactorily. Ejiogu (1990) acknowledging the need for staff development programmes in the school system observed that yesterday's good staff is not automatically today's good staff due to technological changes and innovations. Ejiogu (1990) reiterated that need to be exposed to modern ideas and discoveries in order to ensure that obsolete ideas are not transferred to students.

The Staff Development Program (SDP) supports employee development by providing partial or full reimbursement of the cost of courses, seminars and workshops that enable employees to improve performance in current jobs, prepare for career development, or meet requirements of degree programs related to current performance or planned career development. The SDP consists of two parts: Staff Training Assistance Program (STAP) for

job related or career enhancing courses and seminars and Staff Tuition Reimbursement Program (STRP) providing partial to full tuition payment for individuals enrolled in a degree program. See Educational Assistance Programs for additional information.

Eligibility

To be eligible for the Staff Development Program, an employee must meet all the following criteria:

- Be a continuing regular or fixed-term staff employee (including a bargaining unit employee).
- Receive no financial assistance from other sources that would duplicate SDP assistance (scholarships, grants, and departmental funds may augment but not duplicate SDP assistance).

Staff Training Assistance Program (STAP)

- STAP assistance funds are available to each eligible staff member on the first date of employment.
- Academic Staff-Teaching: senior lecturers, lecturers, artists-in-residence who work at least 50% time are also eligible for the Staff Training Assistance Program.
- Faculty, students, temporary employees, retirees, and other non-staff University affiliates are not eligible for STAP assistance.

Staff Tuition Reimbursement Program (STRP)

- Available after an eligible employee has completed one year in a continuing benefits-eligible position at 50% Full Time Equivalent (FTE) or greater.
- The amount provided is pro-rated if eligible staff works less than full-time, but at least 50% part-time.
- Faculty, students, and other temporary workers are not eligible for STRP assistance.

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Staff Training Assistance Program (STAP)

STAP assistance may be requested for job-related training, career development, STAP approved health improvement courses through the Stanford Health Improvement Program (HIP), and academic pursuit through the Stanford Continuing Studies Program.

Job-Related Training

Training must be directly related to performance requirements of the employee's current assignment, and either maintain or improve job skills; be required by law; or respond to organizational or operational need as defined by employee's supervisor including training required to respond to organizational or operational need as defined by the employee's

supervisor or the university. STAP does not cover training to meet minimum educational requirements of the current job, or qualify the employee for a new trade or business.

Training may be a formal course given for academic credit or certificate of completion by an accredited college, university, technical/vocational school or institute, special skills school, or adult education school; a seminar, workshop or special emphasis short-duration program presented by an approved provider; or training obtained at a conference or professional organization. Online training may be allowable if it meets the requirements outlined in Section 2.a. The employee's supervisor must approve the training in advance. Questions about whether the training or the provider is eligible for STAP should be directed to the Stanford STAP administrator prior to the start of the training course or activity.

Release Time/Time Off with Pay for Required Training

An eligible staff employee's supervisor must approve in advance the course as job-related training and approve the release time, if any, to attend the training. Such time off must be compatible with the work schedule of the department and consistent with requirements of contracts and grants regarding time worked. The department funds time off with pay for training.

Reimbursement

Requests for reimbursement of allowable expenses through STAP must be made within 20 days of satisfactory completion of the training, with the supervisor's approval. Submitted requests will be charged against the STAP funds based on the class start date. When employees are reimbursed in advance of course completion, the employee must provide evidence of satisfactory completion to the supervisor.

Career Development Training

Training must be related to an identified and planned training objective for career development. Such training may be a formal course given for academic credit or certificate of completion by an accredited college, university, technical/vocational school or institute, special skills school, or adult education school; or be a seminar, workshop or special emphasis short-duration program presented by an approved provider. Career development must only be for training activity that will assist the employee in qualifying for a new position or advancement within his or her current trade or business at Stanford. The employee's supervisor must approve in advance this training and any release time needed to attend.

Release Time/Time Off Without Pay

An eligible staff employee may be granted a maximum of 24 hours per month of release time without pay for approved training for career development purposes if no comparable course is offered during non-work hours. Time off for eligible part-time staff should be pro-rated based on the percent time worked. Approval of time off is at the department's discretion and must be compatible with the work schedule of the department and consistent with requirements of contracts and grants regarding time worked.

Reimbursement

Requests for reimbursement of allowable expenses through STAP must be made within 20 days of the satisfactory completion of the training with the supervisor's approval. Submitted requests will be charged against the STAP funds based on the class start date. When employees are reimbursed in advance of course completion, the employee must provide evidence of satisfactory completion to the supervisor (see Section 5 for procedure). For IT Services, HIP and Continuing Studies courses, the STAP allowance will be deducted from the fee when employees register for classes.

Staff Tuition Reimbursement Program (STRP)

Eligible employees may request STRP support for courses that fulfill undergraduate or graduate degree requirements at a fully accredited college, university, technical/vocational school or institute, special skills school, or adult education school when the employee is admitted to the degree program (certificate programs excluded). Courses must be taken at, or online through, a regionally-accredited institution recognized by the U.S. Department of Education in order to be eligible for reimbursement. The employee's supervisor must approve the request if release time/time off (with or without pay) is requested.

Regularity of Staff Participation in Development Programmes

In the university system, staff is the most assets. The availability of well-designed programmes in teaching and non-teaching staff population does promote teaching and other office process in each of its faculty, except there are not competent staffs of its kind. How regularly staff attend development programme is very important in order to keep abreast with modern technologies and educational innovations in support of this, the FRN (2004:40) stressed that, "in-service training should be developed as an integral part of the continuing teacher education and should also take care of all inadequacies".

Obanya (2009), in his view stated that, in-service training abounds in organization where staff makes their selection. He went further explaining that in the past, in-service training was taken in preparation for promotion to a new post, while it may be appropriate at certain times to focus on this aspect of career development; it is immensely stimulating and rewarding to work on the continuing enhancement of skills needed in the current job. Pounder (1999) also opined that for standards based reforms to be successful in advancing faculty achievement and development; staff would be regular in many and varied professional developing opportunities. The United States lays so much emphasis on licensing, certification, continuing education and training to retain and grow skills of her staff.

Aghenta (1992) estimated what the American Society for Training and Development (ASTD) earmarked for US organizations employee learning and development annually as \$109.25 billion and a minimum of 40 hours of training a year for every employee. This statement of development is quite opposite in many states in Nigeria. Since independence, there were plans for staff to regularly attend staff development programmes but, the problem has been that of implementation and continuity (Adeyemi, 2009).

In a similar study, Edem (1982) had earlier found that staff do not participate regularly in in-service education programmes, as a high rate of staff attend in-service education programmes once in every five (5) years. The studies showed that there were significant difference in

attendance to in-service education programmes among staff with regards to experience and qualification. Head of faculty seem to be privileged, in regular attendance to staff development programmes as to have better managerial skills as administrator of the faculty. This was confirmed by the findings of Ejiogu (1990). He found out that faculty heads participated regularly in in-service education programmes. Fadipe and Ojedele (1999) also opined that staff and administrators would have gain understanding of the accountability requirements, deepen their content and pedagogical knowledge and learn how to use new administrative practices. They further buttressed that to accomplish these goals; the standard one-shot in-service workshops delivering pre-packaged information simply are not adequate.

Staff as the bedrock of faculty is faced with the herculean task of imparting skills and knowledge to students of the faculty. The satisfactory accomplishment of this task can only be guaranteed through continuous and regular participation of development programmes, if staff are to successfully teacher all students in higher standards, virtually everyone who affects students and learning must be learning virtually all the time. In other words, life -long learning could be an option for staff to remain in quality and improve their job performance.

Regular participation of staff development programmes has much credibility on both the staff and the faculty, such as in the area of increased productivity. Development and training directly improves efficiency and productivity of employees. The employees remain up to date with new technology and thus use existing ones in a better way. Well trained employee shows both quantity and quality performance, there is usually less wastage of time, money and resources.

Also, majority of the errors occur because of many staff lack the desired knowledge and precise skills required for doing a particular job continuous development programmes ensures that staff get the right skills at the right time. The more trained an employee is, the less chances of committing errors in the job. It also ensures less supervision. When staff are regular participants of any staff development programmes they improve the necessary skill set in the job and empowers them to address tasks independently and effectively. In other words a well trained employee will be well acquainted with the job and hence they need less of supervision.

Most of organizations overlook the hidden talent of their employees; regular participation of development programs provides a catalytic platform for employees to share their ideas with management. It has been proved that some employees might be yearning for a leadership role without the business, but because there is no leadership development program in place, these individuals don't the chance to prove their ability to these hidden skills. Giving a chance for staff to attend these programs helps to spot the leaders of tomorrow within current work force.

Staff development and training makes the staff feels more satisfied with the role they play in the faculty. This is driven by the great ability they gain to execute their duties. They feel that they belong to an organization that they work for and the only way to reward it, is giving the best service they can. An opportunity for staff development program gives the employees constant knowledge and experience. Access to regular training ensures that all employees have a consistent experience and consistent knowledge of tasks and procedures, something which is particularly important when it comes to basis faculty policies and procedures.

Development of team spirit in the faculty is enhanced through staff development. Training and development helps in instilling the sense of teamwork, team spirit and inter-term collaborations. It helps in inculcating the zeal to learn within and among the staff. Also, there is optimum resource utilization regular as participation in staff development programmes significantly helps to provide an opportunity and broad structure for development of human

resources, technical and behavioural skill in the faculty which ultimately results in optimum resource utilization. Furthermore, it helps the staff in attaining personal growth.

Category of Teachers that often Participate in Staff Development Programmes

Trend analysis of the educational development in Nigeria, of which Rivers State is not an exception, depicts dearth of staff with requisite specialized skills, knowledge and abilities for effective faculty job. This emanated from poor criteria for selection and appointment of staff which was not based on professional qualification and competence but rather on academic certification and "God-fatherism". This reason necessitates a timely intervention of staff development programmes for all categories of staff so as to bring about quality in the educational system. The importance of in-service training has been recognized by several governments across the globe. Aghenta (1992) in his report of the Advisory Committee on the Supply and Education (ACSET) in London contended that "in-service training has an important part to play in the career development of faculty staff and government sees the need for all faculty staff to avail themselves of in-service training".

In agreement Ejie (2003) presenting a report of the conference on Teacher Centre in Oxford opined that, if universities are to be saved, they will be saved first and foremost by the quality of educated personnel who must lead the educational process. Unless we are prepared to invest in the professional training of the staff the university reform will continue to be a mirage. Kajubi (1992) reported that no matter the efficiency of the pre-service training we give to staff there will necessarily be areas of inadequacies. In-service education of staff will continue to fill these gaps for instance for literary service education, evaluation techniques, guidance and counseling etc and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and or count towards future advancement. This verifies the importance of all-encompassing staff development programmes for all category of faculty employee.

Studies showed that staff with higher degrees were preferred in the attendance of staff development programme. In the view of Pounder (1999) faculty head in the university participate in in-service education programmes regularly as against subject faculty staff who scarcely partake in in-service except when it has to do with strong competitive situations and to upgrade their qualifications. The study also revealed a significant difference between experienced and less experienced employees on the category of staff that attend in-service education.

Similarly, studies carried out by Morgatrod and Morgan (2004) revealed that qualified staff with higher degrees attends in-service education programmes more than Bachelors and Nigeria Certificate in Education (NCE.) holders. They noted that Bachelors and N.C.E. holders attend in-service education programmes once in 5 years. Carls in Kyeyune (2008) found that teachers with bachelor's degree or less were likely to participate in in-service education than those with advanced degrees. He further buttressed their in-service education content to include: classroom management and discipline techniques; coping with parental influence and how students learn specific subject matter; while teachers with advanced degrees tend to affiliate with teacher professional associations such as African Federation of Teachers (AFT), the National Education Association (NEA) and other organizations that provide faculty professional development programmes. It is therefore expedient that all categories of staff be trained and retrained because of the dynamic nature of knowledge.

STAFF PERFORMANCE MEASUREMENT

Staff performance can also be measured based on staff knowledge and skill to supplement value added analysis of students' outcome. Measuring staff knowledge and skill is also a means of improving current staff practice. Some sets of knowledge and skill which have brought about staff effectiveness include:

- Effective high school teachers knowing both their subject and methods for teaching that subject, particularly for Math and Science (Pounder 1999, Nsubuga, 2003; & Mccarney 2004). Quantitative research is mixed on the impact of content Course knowledge and pedagogy for course other than Math, but all university course are complex enough that a solid grasp of content and teaching methods is required for effective in all courses (Day, 1999).
- Student engagement is the key to learning and part of good pedagogy in upper grades, more so than in earlier grades (National Research Council, 2004). The ability to motivate students is a baseline skill that effective high university lecturer needs to deliver content and to prepare students for examination and it can be measured in-ways that inform instruction.

Ololube (2017) opined that staff who try to foster active involvement, participation, and the interaction of students in the faculty and who communicate the openness to and respect for alternative and challenging point of views are effective staff and practice effective performance.

CONCLUSION

In conclusion, education institutions owe faculty staff improved opportunities to enhance their professional development, so as to serve as a vigorous up-to-date working force that possess personal and professional commitment. In-service training abounds in organization where staff makes their selection. Staff development programme in the faculty should not be taken only in preparation for promotion to a new post, rather be appropriate at all times to focus on this aspect of career development, it is immensely stimulating and rewarding to work on the continuing enhancement of skills needed in die current job.

Some of the participation in in-service education is mandatory and scheduled during teachers' regular work days, though the participation rate varies from state to state. It was noted that teachers have high participation in district and school sponsored in-service programmes, which is consistent with the strong emphasis on teacher professional development associated with the implementation. Standards based reforms to be successful in advancing faculty achievement and development; staff would be regular in many and varied professional developing opportunities.

Recommendations

The recommendations included training of faculty staff using university facilities during vacations/ the creation of staff-guidance service, two-month vacation courses to be arranged annually for academic and non-academic staff; in-service training courses through short courses

to be intensified; post-graduate courses to be designed specifically for intending faculty; upgrading of salary to overlap with those of the administrators.

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