

Management of the Nigerian Colleges of Education in Delta State for Sustainability Ofa Better Today and Tomorrow

***Ezugoh, Theodorah Chinelo, **Adesina Omolara Adeola and ***Yakubu, Sani**

**School of Education, Federal College of Education (Technical) Asaba,*

*P.M.B 1044, Asaba, Delta State **Department of Educational Management,*

Faculty of Education, Nasarawa State University, Keffi, Nigeria

****Department of Educational Management, Faculty of Education, Nasarawa State University, Keffi, Nigeria*

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Abstract

The Nigerian colleges of education (COEs) are teacher education institutions that train teachers for the Nigerian schools. They occupy the third cadre in the ladder of tertiary educational provisions in the country. As important citadel of academic learning, they play a pivotal role in producing highly qualitative, motivated, conscientious and efficient classroom teachers for the Nigerian educational system. It is therefore a matter of concern and distress when the (COEs) are no longer meeting up to expectations especially in delivering/rendering quality and efficient services that will lead to the achievement of educational goals. Today many COEs especially those of them in Delta State, are in deplorable state, facing so much difficulties and challenges, thereby affecting their management. This situation is against one of the goals of Nigerian COEs which states that all teachers shall be professional trained and equipped to become effective in performance of their duties.

Therefore, the present study sought to investigate the importance of management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow. Five research questions were raised to conduct the study. The descriptive survey research design was adopted in the study. Population for the study comprised 1,051 lecturers from four (4) colleges of education in Delta State. The simple random sampling technique was used to select a sample size of 526 lecturers from all the 4 COEs in Delta State. A questionnaire titled: "Management of Nigerian Colleges of Education for Sustainability Questionnaire (MNCOESQ)", which contained 37 items and designed on a 4 point scale was used to collect data for this study. The instrument was validated by three experts from the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the instrument was determined through a pilot-test conducted by the researcher on a single administration, selecting 20 lecturers from 2 COEs in Edo State, not part of the study. The result was found to have a reliability coefficient of 0.71 using the Cronbach alpha coefficient measurement which indicated that the instrument was trustworthy to collect the necessary data for the study. Data were equally analyzed using mean score at 2.50 rating. The findings of the study revealed among others that the extent to which educational resources are mobilized, teaching resources were maintained through the various strategies, funds were mobilized and academic staff career development boosted, were all to a low extent. Many of the COEs were devoid of the requisite educational resources for management of their sustainability of a better today and tomorrow. The study recommended among others that: Federal and State Governments should provide

adequate funds that will promote effective management of the COEs for sustainability of a better today and tomorrow in Delta State, Nigeria.

Introduction

The Nigerian colleges of education (COEs) are teacher education institutions that train teachers for the Nigerian schools. Colleges of education occupy the third cadre in the ladder of tertiary educational provisions in the country. As important citadel of academic learning, they play a pivotal role in producing highly qualitative, motivated, conscientious and efficient classroom teachers for the Nigerian educational system. The Nigerian COEs are one the higher degree awarding institutions of the Nigeria Certificate in Education (NCE) which offers technical, science and other conventional courses in special education, business, social sciences and humanities in order to meet the needs and interest of various individuals for sustainability in the society. According to the Federal Republic of Nigeria (FRN, 2013), the intent of establishing the COEs was to provide educational institutions where teachers shall be professionally trained, whose programmes shall be structured to equip teachers for effective performance of their duties (FRN, 2013: 43). In this regard, the goals of COEs as teacher education institutions are to produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system; further encourage the spirit of enquiry and creativity in teachers; help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and to make them adequate adaptable to changing situations; and enhance teachers' commitment to the teaching profession. Given the above goals, demands that COEs are meant to be functional and sustainable. Functionality and sustainability of the Nigerian COEs can only be made possible through effective management of these institutions. Management as described within the context of this present study can be viewed as appropriate coordination of activities or programmes of the COEs for achievement of goals. Akpakwu (2012) described management as guiding human and physical resources into dynamic organization units which

attain their objectives to the satisfaction of those who served and with a high degree of morale and sense of attainment on the part of those rendering services. Management as further described by Akpakwu is a social process designed to ensure the cooperation, participation, intervention of a given or predetermined goals or objectives. Management according to Onuka (2006) is the process of forecasting/prediction, planning, budgeting, organization, implementation, monitoring and evaluation, feedback and revision for improvement. The process involves a holistic approach to evolving sustainable programme improvement (Onuka, 2006). Management in education however is concerned with planning and formulation of educational policies and programmes. It involves planning, organizing, controlling, coordinating, leading and evaluating the human, material and time resources towards the achievement of the goals or objectives of educational institutions (Akpakwu, 2012).

The main task of management in education is to achieve organizational goals and objectives by setting and carrying out certain functions. Therefore, the functions of management in educational institutions includes the following but are not limited alone to leadership, provision and maintenance of personnel services in education (staffing), coordination of all activities, school plant management, communication, decision making, budgeting and recording (documentation), among others (Akpakwu, 2012). From all the above explanations of management, thus, management of Nigerian colleges of education (COEs) for sustainability of a better today and tomorrow will require effective planning, good governance, coordination of programmes, courses and activities through the effectiveness of teaching and learning, provision of quality and functional education, adaptability of the programme to the ever changing environment, use of effective quality control system, effective mobilization of both human and materials resources, institutional maintenance, continuous staff development through motivation and in-service training programmes, conducting quality research, provision and utilization of a well-designed curricular, thorough and continuous supervision through equitable and constant accreditations, among others. Supporting the above statements, Onuka (2017) opined that transformation of any higher education (HE) system and the COEs inclusive, also manifests in a sustainably added value, and also in the use of new technologies and methods to do the business of higher education

provision. A holistic transformation of HE system for sustainability for a better today and tomorrow must begin with adequate and effective management. Hence, issues in connection with admission planning and processing, teaching and learning process, evaluation (assessment) process, discipline process, policy formulation process, recruitment process, capacity building process, communication process, etc. must be transformatively administered to benefit all its stakeholders and for programme sustainability. Besides educational sustainability according to Reza (2016) describes how a system remains diverse and productive; this is the potential for long-term maintenance of well-being having ecological, economic, political, and cultural dimensions. Education for sustainability (ES) emphasizes on including the key sustainable development issues into teaching and learning, that is, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. This effort requires effective pedagogy and instruction to ensure a participatory teaching and learning method that will motivate and empower future leaders to ensure sustainability in their social systems. It suggests that all stakeholders should actively participate in the process of developing a holistic and interdisciplinary approach to tackle the challenges. Sustainability has become a crucial issue for many organizations including the COEs in recent years, and increasingly, organizations across various nations are embracing the concept by implementing sustainability initiatives to enhance the environment as well as their own competitiveness. In addition, since the COEs as teacher education institutions provide valuable services to the students, therefore, it could be deduced that in order to meet up with students' needs and expectations, there is need for effective institutional management for sustainability.

The quality of sustainability is reflected in the ability of the Nigerian COEs to duly and adequately meet educational expectations and scientific advancement, to guarantee employment, contribute to the economic and social wellbeing of a country (Salvioni, Franzoni & Cassano, 2017). This is invariably difficult to realize because currently many of the COEs in Nigeria are suffering from very serious problems of effective and quality management affecting their sustainability for a better today and tomorrow (that is, future). The present study in essence observed areas of effective institutional management in the COEs from the angles of checking the extent to which educational and teaching

resources are adequately mobilized and maintained, extent to which funds are adequately provided, extent to which admissions into academic programmes are easily accessible and the extent to which academic staff career development are heavily boosted for management of the Nigerian Colleges of Education. Educational or teaching resources are very vital for promoting effective teaching and learning in every educational institutions including the COEs. They include human and material resources like academic staff, textbooks, finance, time, services, audio, audio-visual materials, electronic and online materials, among others (Nwaham, 2011). Onyika (2017) revealed that the provision of teacher education at the tertiary education will not be effective if the beneficiaries are averse to the use of adequate teaching resources especially ICTs/digital technologies. It is important also to employ the use of educational resources, teaching resources and digital technologies for teaching and learning in the COEs to become sustainable and assure quality instructional delivery. Again, management of the Nigerian COEs for sustainability cannot be without adequate facilities maintenance. Maintenance of facilities therefore entails keeping spaces, structures and infrastructure in proper operating condition in a routine, scheduled, or anticipated fashion to prevent failure and/or degradation. This includes one-to-one replacement of components and systems not requiring professional engineering or permitting. Various strategies that could be used in maintaining facilities in the COEs could be through preventive, predictive, routine and emergency strategies (Central Washington University, n.d). Further enhancement of the sustainability of the Nigerian COEs will entail adequate mobilization of funds. Onuka (2017) confirmed that the provision of funds will aid effective management of the COEs. The provision of fund will enable COEs recruit, equip and retain the right caliber of faculty who must on regular basis be exposed to further development. Adequate funds are also required for procurement of facilities and its maintenance, supervision of instructions and staff training, among many more. Lately, observations has shown that a lot educational programmes like those of the COEs are challenge by poor and inadequate funding. Adequate funds is therefore essential for effective management of the COEs. Another way in which the Nigerian COEs could be managed for sustainability is through accessibility of admissions into academic programmes of COEs. Apart from the admission policy and requirements access

to education will aid its sustainability in the future. But the reality is that the challenge of access to COEs is exacerbated by anticipated low demand for this type of education which resulted from its successful management (Onuka, 2017).

Accessibility of COEs as defined by Agboola and Ofoegbu (2010) are the opportunity for enrolment as well as the facilitation of entry and the encouragement of sustained enrolment by learners in appropriate education programme. Thus, access includes features of openness to heterogeneous population, supportiveness to a diverse clientele and relevance of diverse offerings (Roberts in Agboola & Ofoegbu, 2010). In the present study, the issues that borders on extent of accessibility of the Nigerian COEs focused mainly on the cost of education, male and female students' enrolment, retention and completion and studying in different disciplines at the COEs, among others. Abdulkareem and Muraina (2014) attested that there are certain issues that need to be examined and highly considered if meaningful access and management of admission to universities in Nigeria is to be achieved. These issues have to do with the government policy of the quota system or federal character, catchment areas and locality, institution carrying capacity, funding, socio-economic background, sex discrimination on male and female, and infrastructural facilities development. A study conducted by Agboola and Ofoegbu (2010) revealed that access to university education in Nigeria when compared with the number of qualified applicants was low. There was disparity in access across regional zones and there exists differences in the access of male and female all-over the country. Also, there was gap in access across disciplines. Promoting quality instructions through contributions of academic staff is also one means towards enhancing management of the COEs for their sustainability in future. Academic staff are therefore important machineries in the teaching and learning processes. Onuka (2017) observed that the pivot of any higher educational development is the academic staff whose quality must constantly be enhanced through continuous professional development. Thus, since the transformation of the higher education institutions is a function of transformed academia, the lecturer needs to be continuously developed in this digital age where rapid development takes place per second per second. The lecturer get developed through self-efforts, constant researching, team-working,

networking, membership of committees, mentorship, training/conference attendance and workshop participation, amongst others. Ezugoh (2017) confirmed in a study that in-service training programmes such as induction and orientation, mentorship, coaching, vestibule training, on-the-job or off-the-job training, ICT-based training, are all necessary for teaching staff development, improved performances and high productivity. Supporting the idea of continuous staff development, Babalola (2014) suggested reinvigorating of monitoring learning outcomes (achievement) and the reinforcement of accountability in the education system. These programmes must also be extended to the HE system. When the lecturer is well-equipped, he becomes much self-confident and becomes more committed. Greater level of job commitment of the worker, according to Oredein (2014), increases his/her ability to perform their job with zeal. Hence, academic staff development must be accorded priority to enhance the process of HE transformation for quality educational outcomes and sustainability. Furthermore, provision of quality teacher education for those who teach at all levels of education is essential to improving the quality of education provision. Every lecturer should be given some teacher education for enhanced quality tertiary education. Professional development can be better enhanced in the COEs through partnership and collaboration. A well-equipped faculty enhances the quality of teaching and learning in HEIs. An effective HE teaching and learning process will be the one which recruits qualified faculty and the requisite support staff, recruits the right calibre of students (Onuka, 2017). Academic staff career development when heavily boosted leads to their effectiveness for increased performances for system's sustainability. All these issues raised has deemed it necessary for the researcher to conduct this present study in order to determine the importance of management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow.

Statement of the Problem

The Nigerian COEs as teacher education institutions play important roles in socio-economic development in the country. Their contributions towards national development cannot be overemphasized because just like the universities, they produce competent manpower for sustainability in the

country. It is therefore a matter of concern and distress observing that the (COEs) are no longer meeting up to expectations especially in delivering/rendering quality and efficient services that will lead to the achievement of educational goals. Today many COEs especially those of them in Delta State, are in deplorable state, facing so much difficulties and challenges, thereby affecting quality management for their sustainability for a better today and in the future that is tomorrow. This situation is against one of the goals of Nigerian COEs which states that all teachers shall be professional trained and equipped to become effective in performance of their duties. The devastating state coupled with the complicated crisis which has kept many COEs in a very bad shape and situation has created a gap for the present study to fill. This equally has continued to draw concern from all corners, including that of the researcher in order to examine the management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow looking at certain variables, and this is the problem of the study.

Purpose of the Study

The purpose of this study is to determine the importance of management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow. Specifically, the study aimed at ascertaining:

1. The extent to which educational resources are mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow.
2. The extent to which the available teaching resources for promoting teaching and learning are maintained through the various strategies for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow.
3. The extent to which funds are provided for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow.
4. The extent to which admissions into academic programmes are accessible given influence of certain variables for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow.

5. The extent to which academic staff career development are heavily boosted for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow.

Research Questions

The following five research questions were raised in order to conduct the study:

1. To what extent are educational resources mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow?
2. To what extent are the available teaching resources for promoting teaching and learning are maintained through the various strategies for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow?
3. To what extent are funds mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow?
4. To what extent are admissions into academic programmes accessible given influence of certain variables for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow?
5. To what extent are academic staff career development heavily boosted for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow?

Method

The descriptive survey research design was adopted in the study. This design was used to gather information from the subjects sampled drawn out from a population, that is, lecturers based on the study. Here, this research design was used to conduct a field investigation by observing what was happening in the COEs, using a research instrument – questionnaire to generate necessary data for the study from a sample of academic staff of the COEs, thereafter, inferences, generalization and conclusion were drawn. In supporting the choice of using this design, Nworgu (2015) opined that the research design allowed the researcher to collect data and describe them in a systematic manner of the

characteristics, features or facts about a given population. Studies of such nature are interested in describing certain variables in relation to the population of the study and generalization drawn. Population for the study comprised 1,051 lecturers from four (4) colleges of education in Delta State. Justification for choosing only the academic staff (lecturers) remains that they are very importance human resources involved in many activities in the COEs who would spare time to provide the necessary information required for the study. The simple random sampling technique was used to select a sample size of 526 lecturers from all the 4 COEs in Delta State. In this case, 50% of the lecturers were randomly selected out of the entire population of lecturers in each of the 4 COEs in Delta State. This selection is equally in line with Nworgu (2015) who opined that whereby it was not possible for a researcher to use all the population in a study, the researcher could select sample from the population. However, a sample size between 10% to 80% is sizeable enough for a study with large population size.

A questionnaire titled: “Management of Nigerian Colleges of Education for Sustainability Questionnaire (MNCOESQ)”, which contained 37 items and designed on a 4 point scale was used to collect data for this study. This questionnaire which was constructed based on the purpose of the study and research questions contained five clusters and was structured on a 4 point scale of Very High Extent (VHE) - 4 points, High Extent (HE) - 3 points, Low Extent (LE) - 2 points and Very Low Extent (VLE) - 1 point. The questionnaire was validated by three experts from the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka. These experts established the face and content validity of the research instrument by vetting the instrument through thorough scrutiny and made useful corrections which led to modification of some items on the instrument based on the items clarity, double barrel items, and language and sentence construction. All the corrections were incorporated into the questionnaire before the final copies were produced for distribution. Reliability of the instrument was determined through a pilot-test conducted by the researcher on a single administration, selecting 20 lecturers from 2 COEs in Edo State. Although Edo State shares boundary with Delta State but it was not part of the study. Data retrieved from the lecturers after the pilot test were collated using the Cronbach alpha

coefficient measurement. The result was found to have a reliability coefficients of 0.70, 0.82, 0.68, 0.71 and 0.65 for each of the five clusters, which was summed up to give an overall reliability coefficient of 0.71, indicating that the instrument was trustworthy to collect the necessary data for the study. Distribution of the questionnaire was through a personal and direct hand-delivery process, on a face- to- face personal contact with the lecturers. An on-the-spot method was also employed by the researcher in distributing copies of the questionnaire to ensure maximum recovery of the questionnaire administered. Copies of the questionnaire for the lecturers had to be administered to them by the researcher with the help of four research assistants who were lecturers from each of the 4 COEs sampled and were prepared to convince their colleagues to fill the questionnaire. It took the researcher and research assistants a period of one week to distribute the questionnaire and total of 526 copies of the questionnaire were distributed to the lecturers, all of them were retrieved at a 100% rate of return. Data were collated were analyzed using mean score statistics. The decision rule for the research questions was benchmarked on a mean score rating of 2.50. Mean scores of the respondents' responses which rated 2.50 and beyond were regarded as an indication of High Extent. While mean scores of the respondents' reactions or responses which rated at 2.49 and below was regarded as an indication of Low Extent.

Results

Table 1: The extent to which educational resources are mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow

N = 526

S/N	Please indicate the extent to which educational resources are adequately mobilized in your college	VHE	HE	LE	VLE	\bar{X}	SD	DECISION
1	Sufficient ICT equipment or tools such as multimedia computers, printers, scanners, photocopiers, projectors, radio, television, among others, are mobilized in the institution	109	111	180	126	2.39	1.06	Low Extent
2	Official buildings with adequate offices for lecturers are adequately mobilized in the college	106	128	143	149	2.36	1.10	Low Extent

3	Sufficient lecture halls, classrooms and auditoriums are found in the institution	63	105	225	133	2.19	0.95	Low Extent
4	Digital library resources including updated textbooks and online materials for promoting research and students' study have been mobilized in the college	106	119	196	105	2.43	1.02	Low Extent
5	Adequate laboratories for sciences practical is mobilized in the school	102	132	130	162	2.33	1.11	Low Extent
6	Workshops with sufficient tools are mobilized in the institution	104	108	163	151	2.31	1.09	Low Extent
7	Adequate furniture and fittings are provided in or within the classroom premises and academic staff offices	115	115	188	108	2.45	1.05	Low Extent
8	Electrical fittings are adequately mobilized in the college	108	135	144	139	2.40	1.09	Low Extent
Overall Mean Score and SD						2.36	1.06	Low Extent

Analysis of result in Table 1 revealed that none of the 8 items was rated above 2.50 of the acceptable mean score by the academic staff. This result showcases that majority of the academic staff did not agreed with the statements in the table. All the items from 1 to 8 were rated below 2.50 of the acceptable mean score by the academic staff, showing their disagreement with the statements in the table. However, the overall mean score of 2.36 with SD of 1.06 indicated close responses in the mean scores of the academic staff which did not vary to show differences or variability in the scores. The result further somewhat indicated that educational resources are mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow to a low extent.

Table 2: The extent to which the available teaching resources for promoting teaching and learning are maintained through the various Strategies for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow

N = 526

S/N	Please indicate the extent to which teaching resources for promoting teaching and learning are adequately maintained through the various strategies in your college	VHE	HE	LE	VLE	\bar{X}	SD	DECISION
9	Teaching resources are maintained in the college through preventive strategies to avoid their breakdown	77	103	187	159	2.19	1.02	Low Extent

/10	Routine checks are periodically conducted as scheduled as a way of maintaining the teaching resources in the institution	106	124	176	120	2.41	1.05	Low Extent
//	Emergency repairs are carried out immediately to avoid total breakdown of the teaching resources	100	113	147	166	2.28	1.10	Low Extent
/12	Predictive maintenance strategy is applied in order to predict any teaching resource failure based on their duration, elasticity or performance measures	113	124	159	130	2.42	1.08	Low Extent
Overall Mean Score and SD						=	2.32 1.07	Low Extent

Analysis of result in Table 2 also revealed that none of the 4 items was rated above 2.50 of the acceptable mean score by the academic staff. This result showcases that majority of the academic staff did not agreed with the statements in the table. All the items from 9 to 12 were rated below 2.50 of the acceptable mean score by the academic staff, showing their disagreement with the statements in the table. However, the overall mean score of 2.32 with SD of 1.07 indicated close responses in the mean scores of the academic staff which did not vary to show differences or variability in the scores. The result further somewhat indicated that the extent to which the teaching resources are maintained through the various strategies for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, was to a low extent.

Table 3: The extent to which funds are adequately mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow

N = 526

<i>S/N</i>	<i>Please indicate the extent to which funds are adequately mobilized in your college</i>	<i>VHE</i>	<i>HE</i>	<i>LE</i>	<i>VLE</i>	<i>\bar{X}</i>	<i>SD</i>	<i>DECISION</i>
/13	Funds are adequately provide for procurement purposes in the college	107	129	155	135	2.40	1.08	Low Extent
/14	Adequate funds are mobilized for smooth running of various departmental operations in the college	119	110	188	109	2.45	1.06	Low Extent
/15	Funds are mobilized for infrastructural development in the institution	104	113	136	173	2.28	1.12	Low Extent
/16	Adequate funds are provided for maintenance purposes in the college	115	101	125	185	2.28	1.16	Low Extent

17	Funds are mobilized for academic staff continuous development	101	115	133	177	2.27	1.12	Low Extent
18	Funds are mobilized for staff motivation in the college	112	100	209	105	2.42	1.03	Low Extent
Overall Mean Score and SD						2.35	1.10	Low Extent

Analysis of result in Table 3 also revealed that none of the 6 items was rated above 2.50 of the acceptable mean score by the academic staff. This result showcases that majority of the academic staff did not agreed with the statements in the table. All the items from 13 to 18 were rated below 2.50 of the acceptable mean score by the academic staff, showing their disagreement with the statements in the table. However, the overall mean score of 2.35 with SD of 1.10 indicated close responses in the mean scores of the academic staff which did not vary to show differences or variability in the scores. The result further somewhat indicated that funds are mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, to a low extent.

Table 4: The extent to which admissions into academic programmes are accessible given influence of certain variables for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow

N = 526

S/N Please indicate the extent to which admissions into academic programmes are easily accessible in your college given the influence of the following variables as:

		VHE	HE	LE	VLE	\bar{X}	SD	DECISION
19	Cost of education	114	274	85	53	2.85	0.87	High Extent
20	Quota system	82	111	175	158	2.22	1.04	Low Extent
21	Sex discrimination on male and female	68	104	196	158	2.16	1.00	Low Extent
22	Federal character principle	70	119	168	169	2.17	1.02	Low Extent

23	Government policy of catchment area and locality	62	75	244	145	2.10	0.94	Low Extent
24	Infrastructural development	269	169	43	45	3.26	0.93	High Extent
25	Students' choice or interest for enrolment into NCE	165	243	60	58	2.98	0.93	High Extent
26	Jamb policy and requirements	170	157	86	113	2.73	1.13	High Extent
27	Institution carrying capacity	180	164	152	30	2.94	0.92	High Extent
28	Socio-economic background	149	252	65	60	2.93	0.93	High Extent
29	Access to disciplines or course offered in the institution	150	248	69	59	2.93	0.93	High Extent
Overall Mean Score and SD						=	2.66 1.05	High Extent

Analysis of result in Table 4 also revealed that only items 19 and 24 to 29 was rated above 2.50 of the acceptable mean score by the academic staff. This result showcases that majority of the academic staff agreed with these statements in the table. All the other items from 20 to 23 were rated below 2.50 of the acceptable mean score by the academic staff, showing their disagreement with these statements. However, the overall mean score of 2.66 with SD of 1.05 indicated close responses in the mean scores of the academic staff which did not vary to show differences or variability in the scores. The result further somewhat indicated that admissions into academic programmes which are accessible given influence of certain variables for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, was to a high extent.

Table 5: The extent to which academic staff career development are heavily boosted for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow

N = 526

S/N	Please indicate the extent to which academic staff career development are heavily boosted in your college through the following programmes	VHE	HE	LE	VLE	\bar{X}	SD	DECISION
30	Academic staff are regularly sponsored by the institution to participate actively in institutional	54	100	229	143	2.12	0.93	

	based conferences, seminars and workshops for their career development							Low Extent
31	The institution grant scholarships to well deserving staff to pursuit their university education for career development	72	103	219	132	2.22	0.97	Low Extent
32	Mentorship is highly promoted in the college for academic staff career development	100	113	200	113	2.38	1.02	Low Extent
33	Academic staff are involved in team teaching for their continual career development	109	266	109	42	2.84	0.84	High Extent
34	Opportunities for active participation in computer-based training programmes are granted to all academic staff for development of their career	88	105	215	118	2.31	1.00	Low Extent
35	Vestibule training are organized by the college management for career development of academic staff	104	112	203	107	2.40	1.02	Low Extent
36	Induction and orientation training are constantly organized for newly employed academic staff for their career development	97	120	209	100	2.41	1.00	Low Extent
37	Academic staff are coached in order to get acquainted to their jobs for their own career development	108	101	186	131	2.35	1.07	Low Extent
Overall Mean Score and SD						2.38	1.00	Low Extent

Analysis of result in Table 5 revealed that only item 33 was rated above 2.50 of the acceptable mean score by the academic staff. This result showcases that majority of the academic staff agreed with this statement in the table. All the other items from 30 to 32 and 34 to 37 were rated below 2.50 of the acceptable mean score by the academic staff, showing their disagreement with these statements in the table. However, the overall mean score of 2.38 with SD of 1.00 indicated close responses in the mean scores of the academic staff which did not vary to show differences or variability in the scores. The result further somewhat indicated that the academic staff career development are heavily boosted for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, to a low extent.

Discussion of Findings

The finding of the study revealed that educational resources are mobilized for management of the Nigerian Colleges of Education in Delta State for

sustainability of a better today and tomorrow, to a low extent. This finding included that sufficient ICT equipment or tools such as multimedia computers, printers, scanners, photocopiers, projectors, radio and television, official buildings like the lecture halls, classrooms and auditoriums, digital library resources with updated textbooks and online materials to promote students' research, laboratories for sciences practical, workshops with sufficient tools, adequate furniture and fittings provided in or within the classroom premises and academic staff offices, and electrical fittings, were mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, to a low extent. Educational resources have been proven in many studies to play significant role in the education sector and whereby they are provided to a low extent or adequately not provided to a high extent means that both teachers' motivation and efficiency coupled with students' academic performances will be jeopardized.

The present study finding agrees with the finding of Ezugoh (2017) study which found out the teaching resources available for facilitators (that is, teachers) in the literacy centres were inadequate. This was not appropriately provided to motivate teachers for improved performances. Supporting this finding, Onuka (2017) confirmed in a study that transformation of any higher education (HE) system and the COEs inclusive, also manifests in a sustainably added value, and also in the use of new technologies and methods to do the business of higher education provision. A holistic transformation of HE system for sustainability for a better today and tomorrow must begin with adequate and effective management of the educational resources. Therefore, the provision of teacher education at the tertiary education will not be effective if the beneficiaries are averse to the use of adequate teaching resources especially ICTs/digital technologies. It is important also to employ the use of educational resources, teaching resources and digital technologies for teaching and learning in the COEs to become sustainable and assure quality instructional delivery.

The finding of this present study indicated that the extent to which the teaching resources are maintained through the various strategies for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, was to a low extent. Such maintenance strategies which included the use of preventive strategies to avoid breakdown of resources, periodic

routine checkups on teaching resources, emergency repairs to avoid total breakdown of the resources and predictive maintenance strategies to check durability, elasticity, performance and duration of resources were all provided to a low extent. Providing effective maintenance strategies is a way of managing the Nigerian COEs for their sustainability today and tomorrow. That is why maintenance of the teaching resources is important for promoting quality education in the system. This finding does not agree with the Central Washington University (n.d) which confirmed in a study that the various maintenance strategies were employed in the educational institutions for maintaining facilities.

Another finding indicated that funds are mobilized for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, to a low extent. This finding included that funds for procurement purposes, funds mobilized for smooth running of various departmental operations and for infrastructural development in the institution, funds provided for maintenance purposes in the college, for academic staff continuous development and for their staff motivation, were provided to a low extent. This finding concurs with Onuka (2017) study confirmed that the provision of funds which will aid effective management of the COEs was seen as the major problems for many institutions. The provision of fund invariably will enable COEs recruit, equip and retain the right caliber of faculty who must on regular basis be exposed to further development. Adequate funds are also required for procurement of facilities and its maintenance, supervision of instructions and staff training, among many more. Lately, observations has shown that a lot educational programmes like those of the COEs are challenge by poor and inadequate funding. Adequate funds is therefore essential for effective management of the COEs. It can therefore be deducted through this finding that funds are necessity for management of the Nigerian COEs for sustainability of a better today and tomorrow (Onuka, 2017).

It was further discovered through the finding of this study that admissions into academic programmes which are accessible given influence of certain variables for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, was to a high extent except for few variables. Admission into academic programmes variables associated with

quota system, sex discrimination on male and female, federal character principle, and government policy of catchment area and locality which aided effective management the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, was to a high extent. This variables were seen insignificant to a low extent in the management of the COEs in this area but those concerned with the cost of education, infrastructural development, students' choice or interest for enrolment into NCE, Jamb policy and requirements, institution carrying capacity, socio-economic background, and access to disciplines or course offered in the institution were very much significant to a high extent in the management of the Nigerian COEs for sustainability of a better today and tomorrow. This finding agrees with Abdulkareem and Muraina (2014) study which found out that there are certain issues that need to be examined and highly considered if meaningful access and management of admission to tertiary institutions in Nigeria is to be achieved. These issues have to do with the government policy of the quota system or federal character, catchment areas and locality, institution carrying capacity, funding, socio-economic background, sex discrimination on male and female, and infrastructural facilities development. These variable had impacted on access and management of tertiary institutions to a high extent (Abdulkareem & Muraina, 2014). The finding of Agboola and Ofoegbu (2010) study confirmed that access to university education in Nigeria when compared with the number of qualified applicants was low. There was disparity in access across regional zones and there exists differences in the access of male and female all-over the country. Also, there was gap in access across disciplines. Another reality is the challenge of access to COEs is exacerbated by anticipated low demand for this type of education which resulted from its successful management. Based on this finding, for effective management of the Nigerian COEs for their sustainability such issues surrounding admission into academic programmes should be highly considered to a high extent.

The finding of this present study indicated that the academic staff career development which were supposedly to be heavily boosted for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, was provided to a low extent. This finding included that the extent to which academic staff regularly participated actively in institutional

based conferences, seminars and workshops, university education programmes, mentorship, team teaching, computer-based training programmes, vestibule training and coaching for their career development, were all to a low extent. This finding is in consonance with the findings of Ezugoh (2017) study which found out that in-service training programmes such as induction and orientation, mentorship, coaching, vestibule training, on-the-job or off-the-job training, ICT-based training were not adequately provided for the teachers. Babalola (2014) study confirmed that staff career development programme must also be extended to the higher education system. When the lecturer is well-equipped, he becomes much self-confident and becomes more committed.

In line with Babalola's finding, Oredein (2014) study also revealed that staff career development programmes increases their ability to perform their job with zeal. Hence, academic staff development must be accorded priority to enhance the process of higher education transformation for quality educational outcomes and sustainability through career development programmes. Onuka (2017) study confirmed that the pivot of any higher educational development is the academic staff whose quality must constantly be enhanced through continuous professional development. Thus, since the transformation of the higher education institutions is a function of transformed academia, the lecturer needs to be continuously developed in this digital age where rapid development takes place per second per second. The lecturer get developed through self-efforts, constant researching, team-working, networking, membership of committees, mentorship, training/conference attendance and workshop participation, but most times academic staff are not availed the opportunities for continuous career development. A well-equipped faculty enhances the quality of teaching and learning in higher education institutions. An effective higher education teaching and learning process will be the one which recruits qualified faculty and the requisite support staff, recruits the right calibre of students (Onuka, 2017). The findings of this study however, showcases the need for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow.

Conclusion

The Nigerian colleges of education (COEs) play a great role in teacher training and development. They produce highly motivated teachers for the nation's school system who onus is highly dependent on the effective management of the system for quality outcomes. Effective management of the Nigerian

Colleges of Education in Delta State for sustainability of a better today and tomorrow is highly dependent on the extent to which certain management variables like the teaching resources, use of effective maintenance strategies, fund mobilization, admission procedures into academic programmes and opportunities provided for academic staff career development are given due considerations and attention for sustainability of the COEs for a better today and tomorrow. The present study however submits that the extent to which educational resources are mobilized, teaching resources were maintained through the various strategies, funds were mobilized and academic staff career development boosted, were all to a low extent. The finding revealed that the extent to which the admissions into academic programmes were accessible given the influence of certain variables for management of the Nigerian Colleges of Education in Delta State for sustainability of a better today and tomorrow, was to a high extent. This findings revealed the present situations of many Nigerian COEs negatively affecting their effective management needs to be resolved for sustainability of the COEs for a better today and tomorrow. Therefore, some recommendations have been made.

Recommendations

Based on the findings, the following recommendations have been proffered;

1. The different levels of government which includes the federal and state governments should provide adequate funds and budgetary allocations for procurement of teaching resources which will enhance the management of for the Nigerian COEs for sustainability of a better today and tomorrow. The private sectors should also be mobilized to contribute towards the management of COEs for their sustainability as well.
2. Institutional heads such as the Provost of the colleges, Deans, HODs, Directors and other auxiliary heads should utilized effective maintenance strategies for management of the Nigerian COE for sustainability of a better today and tomorrow.
3. Funds should be made sufficient by all education stakeholders such as the federal and state government, regulatory agencies like NCCE, financial institutions and NGOs for management of the Nigerian COE for sustainability of a better today and tomorrow.

4. The variables heavily influencing admissions into academic programmes should be reviewed and controlled to enable individual have interest and access to the COEs. Parents should be encouraged to send their wards to COEs and likewise the standards raised through infrastructural development. However, the issue of dual mode for the COEs should be highly considered and implemented so as to boost the management of the Nigerian COEs for sustainability of a better today and tomorrow.
5. Academic staff career development should be highly encouraged through adequate sponsorship and scholarship which is a necessity for the management of the Nigerian COEs for sustainability of a better today and tomorrow.

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