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Impact of Human Resource Management on Teachers' Productivity in Colleges of Education in North Central Geopolitical Zone of Nigeria

APPOLUS AZUNWANNE AMAECHI and NKECHI OBIWELUOZOR

Abstract

Colleges of education are established to train teachers for the education sector. The poor quality of teacher education in North Central zone of Nigeria is a source of concern to the general public. This paper assesses the impact of human resource management on teachers' productivity in colleges of education in the North Central geopolitical zone of Nigeria. The researchers adopted the descriptive survey research design. The population of the study comprises all 11 colleges of education in North Central, with a combined staff of 4,914. The stratified and purposive random sampling technique was used to select a sample of 495 staff, stratified as academic and non-academic as participants in the research. A 15-item researcher-developed questionnaire titled "Impact of Human Resource Management on Teachers Productivity Questionnaire (IHRMTPQ)" was used as the instrument for data collection. Three research questions and one null-hypothesis guided the study. The data collected were analyzed using mean, standard deviation, and percentage scores. The Chi-Square statistic was used to test the null-hypothesis at the .05 level of probability. The findings revealed that the recruitment processes, training and development, and staff welfare significantly impact on teachers' productivity in colleges of education. A conclusion was drawn and one area of recommendation of the study was that administrators of colleges of education in the zone should follow stipulated due process in their recruitment processes, increase staff training and development, and improve on staff welfare so as to motivate teachers to achieve greater levels of professional performance, which will in turn increase their productivity. This study is hinged on the Barnard-Simon theory of organizational equilibrium which can be explicitly related to performance.

Keywords: Human resource, management, teacher productivity, motivation, Nigeria.



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Introduction

Human resource has long been an integral part of the management process. At no time in history have educational institutions existed without individuals being involved in the planning, organization, and coordination of these institutions' activities. It is very important therefore, to afford the necessary consideration to this facet of the organization, especially in the present dispensation of increasing environmental complexities and organizational sophistication (Tabotndip, 2009).

In the current study, human resources in colleges of education are grouped into staff (academic and non-academic) and students. Human resource is one of or the most important factors in terms of production within most organizations, as most other factors depend on human resource as the active agent for its effectiveness. The maxim that human resource determines where, how, and when the organization moves is evidential in the various managerial activities that occur within an organization such as planning, organizing, directing, delegating, reporting, budgeting, and managing the use of resources in general, as well as implementing and evaluating them for future improvements. In any organization, human resources coordinate all other factors of production and any subordinate functions (Adler, 1991; Fabunmi, 2003).

The current study agrees with the aforementioned definition and perceives human resource as paramount and indispensable in every organization. The availability of other resources effectively is there to complement human resource efforts. It is the human resource that performs the physical and visible services and tasks that leads to the production of goods and services. Legge (1995) noted that human resource may be tapped most effectively by mutually consistent policies that promote commitment and which, as a consequence, foster a willingness in employees to act flexibly in the interests of their organizations. Armstrong and Baron (2002) posited that people and their collective skills, abilities, and experience, coupled with their ability to deploy them in the interest of the organization, are recognized as significantly contributing to an organization's success and as constituting a significant source of competitive advantage. Therefore, this implies that human resource can only be useful according to how it is managed.

Human resources can be very effective and capable of changing according to each situation, whether positive or negative and as such are potential assets to any educational organization. They may possess the skills, techniques, experience, wisdom and knowledge with regards to whatever tasks are to be performed. They are also responsible for planning, organizing, and coordinating the organization's activities. Ekundayo (2012) asserted that any organization's human resource is unique, with each person in the system having unique needs which they aim to satisfy through working for the organization, including food, clothes, shelter, transportation, as well as self-esteem and self-actualization. Adeoye (2013) exemplified the functions of a human resources manager encompassing:

...recruitment, selection, training and development; job evaluation with salaries/wages; formulation of manpower policies; provision of data for planning and decision-making; coordination of performance appraisals; promotion of organization communication; industrial relations; personnel resource, health and safety administration, as well as the administration of discipline.

Inferring from the aforementioned statements, it is very important to note that staff working within an organization also expect that organization to cater for their individual needs through a form of transactional reciprocity (i.e., planting and harvesting). As human beings, they have unlimited needs to be fulfilled, but there are some that are more pressing and which an organization has to provide for. In colleges of education, educational administrators are charged with the responsibility of planning, organizing, and coordinating the affairs of the institution. As such, it is their duty to ensure that the general needs of the institution's staff are met in order to encourage satisfactory performance. These needs include the provision of staff training and development, remuneration, organizational policies, discipline, welfare provision, the recruitment of appropriate staff, sanctioning

promotions when due, and maintaining proper communication with staff on all matters that affect them. When all of these and many more are satisfactorily carried out, superior performance is expected from the staff; that is, their productivity will increase.

According to the various definitions, human resource management (HRM) is the systematic effort of human resource managers to plan, employ, coordinate, develop, motivate, communicate, evaluate, discipline and direct the personnel employed in colleges of education so as to achieve its objectives. Hence, it is operationalized in this study as an effective utilization and maintenance of the teaching and non-teaching staff who work in colleges of education.

Considering the importance of human resource management in colleges of education, the National Commission for Colleges of Education (NCCE, 2010) provided guidelines on the “conditions of service” for staff employed within Nigeria’s colleges of education. These guidelines form part of the benchmark upon which the current study is founded. There are a total of 152 colleges of education in Nigeria, with 21 federal and 49 state institutions, as well as 82 private colleges. There are 11 colleges of education in the North Central zone, with two in Benue, one in Nasarawa, one in Niger, three in Kwara, one in Plateau, two in Kogi, and one in the Federal Capital Territory (FCT) (NCCE, 2018). It is notable that the NCCE not only supervises all colleges of education, but is also responsible for the management of all human resources of the colleges’ various federal and state institutions. The commission also has responsibility for maintaining minimum national standards and ensuring the quality of teacher education across all institutions awarding the “Nigeria Certificate In Education” (NCE). Consequently, the commission visits institutions in order to accredit new programs and conducts reaccreditation visits every 4 years so as to ensure that existing programs are still on track.

Management is the process of planning, organizing, and the coordinating of material, financial, and human resources within organizations, conducted purposely so as to realize the organizational goals and objectives. According to Okafor (2016), management is a social process concerned with identifying and maintaining, both formally and informally, organized human and material resources within an established social system. Similarly, Aliyu (2003) spoke of management as the art of getting things done through people. This implies that management involves people that possess the capability to plan, organize, and conduct activities in an orderly manner; providing people with directions aimed at the attainment of organizational goals. In order to determine the success or failure of management, the assessment of its impact is necessary.

Impact assessment is normally used to pass judgment on the entity being assessed, and may be viewed as an appraisal, evaluation, or as an assessment. This is probably why Hornby (2000) defined impact assessment as a “judgment of value performance.” It is, however, perceived differently by various writers. For instance, Adeyemi (2009) saw it as a systematic and formal assessment of both employers and employees, made in a prescribed and uniformed manner at a specified time so as to identify both individual and group weaknesses and strengths in order that weaknesses may be corrected and strengths developed or built upon. Impact assessments focus on the performance of activities over a period of time. The aim is to improve performance, since judgment will be provided and areas of strengths and weaknesses identified. Therefore, impact assessment in the current study refers to the identification of both strengths and weaknesses in terms of the management of personnel departments of colleges of education. This implies a close look at the guidelines governing recruitment, placement, training/development, promotion, motivation, discipline, and welfare of staff, and its impact on teachers’ productivity in colleges of education.

Teachers’ productivity and or performance is conceptualized as the ability of human resource managers to adequately motivate teachers towards increased productivity or vice versa. Orphlins (2002) is of the view that motivated teachers always look for better ways to doing their teaching jobs, are more quality oriented and also more productive. Therefore, motivated teachers are determined to give their best and to achieve their maximum output (qualitative education).

Motivation can take a number of forms, such as the regular payment of a salary, fringe benefits such as allowances, bonuses, on-the-job training, promotion, the provision of a satisfactory working environment, and maintaining a high degree of relationship in order to improve the teachers' perception of wellbeing. Hence, teachers who are afforded such an array of benefits are likely to give their best in the discharging of their duties, as they derive satisfaction from being perceived as a successful teacher.

Human resource management could be seen as a set of internally consistent policies and practices designed and implemented to ensure that staff contribute to the achievement of colleges of education goals and objectives – hence teachers' performance. Minbaeva (2005) viewed human resource management as a set of practices used by organizations to manage human resources through facilitating the development of competencies that are firm, specific, produce complex social relations, and generate organizational knowledge in order to sustain competitive advantage. Human resource management, therefore, relates to specific practices as well as formal policies and philosophies that are designed to recruit, develop, promote, provide welfare services, and retain employees who ensure the effective functioning and survival of the organization such as colleges of education.

Apparently, the NCCE seems more interested in simple accreditation of academic programs, since no major assessment or evaluation, to the researchers' knowledge, has ever been conducted on human resource management in colleges of education in Nigeria's North Central geopolitical zone. The current study is therefore interested in the impact assessment of human resource management in relation to recruitment, training, development, and welfare of staff and its effect on teachers' productivity in colleges of education in the North Central geopolitical zone of Nigeria.

Statement of the problem

One of the fundamental ways of achieving goals and objectives in Nigeria's colleges of education is through effective human resource management. In managing colleges of education, staff recruitment, training and development, and staff welfare are some of the key areas that are mostly emphasized, and directly impact on teachers' productivity. Serious concerns are being expressed by the general public in Nigeria's North Central zone over the performance of the administrators of colleges of education which are seen as unsatisfactory; which is also evident from the students' performance or poor quality teacher education in the zone.

Visiting colleges of education in the North Central zone reveals a poor state of affairs, with staff always complaining about poor working conditions, and which often results in strike actions embarked upon by the staff in demanding better working conditions, which in turn affects the teachers' performance. This may be as a result of ineffective human resource management. Despite the existence of public service regulations, conditions of service for staff in colleges of education articulated by the NCCE as a policy guideline and other expert documentation that regulate educational administrators' human resource management practices, the extent to which these provisions are complied with is largely unknown. Over the years, research studies in the area of human resource management have strived to deliver improvements, but it appears that issues of poor human resource management have still not seen any significant changes in the North Central zone's colleges of education. The problem that this study intends to address is an impact assessment of human resource management in relation to recruitment, training and development, and staff welfare, and its attendant effect on teachers' productivity in colleges of education in Nigeria's North Central geopolitical zone.

The main purpose of this study is to assess the impact of human resource management on teachers' productivity in state-owned colleges of education in the North Central geopolitical zone of Nigeria. Specifically, this study seeks to:

- Determine the extent to which staff recruitment practices affect teachers' productivity in colleges of education in Nigeria's North Central zone.
- Evaluate the impact of staff training and development on teachers' productivity in colleges of education in Nigeria's North Central zone.
- Assess the impact of staff welfare on teachers' productivity in colleges of education in Nigeria's North Central zone.

Research Questions

The following research questions guided the study

- What impact has staff recruitment practices on teachers' productivity in colleges of education in Nigeria's North Central zone?
- To what extent does staff training and development impact on teachers' productivity in colleges of education in Nigeria's North Central zone?
- In what ways do staff welfare affect teachers' productivity in colleges of education in Nigeria's North Central zone?

Hypothesis

The following null hypothesis guided the study, and was tested at the .05 level of significance:

H₀ Human resource management has no significant impact on teachers' productivity in colleges of education in the North Central zone of Nigeria.

Significance of the Study

This study intends to conduct an impact assessment of human resource management on teachers' productivity in colleges of education in the North Central geopolitical zone of Nigeria.

The findings of the current study aim to benefit Nigeria's Ministry of Education, the NCCE, educational administrators, staff, students, researchers, as well as society in general. The results may benefit the Ministry of Education based on the provision of information regarding human resource management in terms of social amenities for the welfare of college staff, and with regard to the compliance of colleges to due processes in public service delivery as required by the state government.

The findings of the study might also benefit the National Commission for Colleges of Education through the provision of feedback regarding performance of the educational administrators charged with the responsibility of managing the affairs of colleges, especially concerning human resource management. The findings might help the NCCE ascertain whether the right staff are being recruited for positions in order to meet minimum NCCE standards; and which might help them to review their status and, where appropriate, their processes.

The study's findings might also help educational administrators charged with spearheading the affairs of colleges of education, the students and staff of the colleges, and the general public in terms of appreciating the problems faced by colleges of education in the effective management of human resources; which might consequently stem the trend for conflict and strike action in the colleges.

The results of the current study might also benefit researchers, with the findings also aimed at providing additional knowledge in the field of research about educational institutions, as well as helping other researchers wishing to undertake further research in other related areas of human resource management.

Scope of the Study

The current study assesses the impact of human resource management on teachers' productivity in state colleges of education in Nigeria's North Central geopolitical zone. The scope of the study extends to the seven states of the North Central zone, which are Niger, Benue, Nasarawa,

Plateau, Kogi, and Kwara, and FCT. The study was specifically delimited to include all principal officers as well as both academic and non-academic staff working in state-owned colleges of education in Nigeria's North Central geopolitical zone. The study focuses on the variables of recruitment, training and development, and staff welfare.

Methodology

The research design adopted for the current study is the descriptive survey design. This involves the collection of data from a small sample of a large population in order to describe and systematically interpret the characteristic features and facts about things that exist in the population without manipulation.

The population of the study covers all 11 state-owned colleges of education in the North Central geopolitical zone of Nigeria, which includes the Federal Capital Territory (FCT). They have a combined staff of 4,914, which is made up of 2,260 academics and 2,654 non-academic staff (NCCE, 2018).

Stratified and purposive random sampling procedure was used to constitute the number of research subjects from the strata: namely – academic and non-academic staff of state-owned colleges of education. Each of the seven states in the North Central zone, Plateau, Nasarawa, Kogi, Benue, Niger, Kwara, and FCT represents a stratum. The total sample of 495 persons was constituted of 330 academics and 165 non-academic staff employed in the zone's state-owned colleges of education. A set of 45 respondents were sampled from each of these schools, and included 30 teaching staff and 15 non-teaching staff.

The study employed the use of a structured questionnaire that was constructed by the researcher, and applied to the academic and non-academic staff of all 10 colleges of education in the North Central geopolitical zone of Nigeria. A 15-item, 3-cluster, 4-point rating scale questionnaire titled, "Impact of Human Resource Management on Teachers Productivity Questionnaire (IHRMTPQ)" was devised and developed as the main instrument used for data collection in the study. The questionnaire consists of two sections (A & B); with Section A gathering general information such as school name, state, respondent's gender, age group, category of respondent, etc. Section B presented questions based on the impact of human resource management on teachers' productivity in North Central zone's colleges of education. The scoring procedure or rating scale applied was a 4-point, Likert-type modified scale, with Strongly Agree ("4"), Agree ("3"), Disagree ("2"), and Strongly Disagree ("1").

The developed questionnaire was subjected to face validation by experts in the Faculty of Education at Nasarawa State University, Keffi. The validated instrument was then tested with eight teaching and 12 non-teaching staff at Taraba State College of Education, Zing; making a total of 20 respondents used to ensure the reliability of the scale. After the return of the completed scale, the data were collated and analyzed using the Pearson product moment correlation statistic, and a correlation coefficient of .73, .81, and .87 were calculated for each respective cluster. The instrument was therefore adjudged to possess a high degree of reliability.

A total of 495 IHRMTPQ questionnaires were administered with the help of seven research assistants. At the end of the distribution, after 2 days, a total of 476 completed questionnaires were retrieved, representing a 96% rate of return. The data collected were analyzed using descriptive statistics (Mean and Standard Deviation), Chi-square (X^2) and percentage scores. Arithmetic Mean of 2.50 was used as the scale mean in answering research questions. Chi-square was used in order to test the hypothesis to determine the human resource management impact on teachers' productivity. All tests were performed at a probability level of .05, using the latest edition of IBM's Statistical Package for Social Sciences (SPSS).

Findings

Research Question 1: What impact has staff recruitment practices on teachers’ productivity in colleges of education in Nigeria’s North Central zone?

Table 1. Impact of recruitment on teachers’ productivity in colleges of education

No	Description	SA	A	D	SD	M	SD	Decision
1	Recruitment of teaching staff follows due process as stipulated by the NCCE handbook.	80	78	143	175	2.1	1.09	Disagree
2	Recruitment of qualified teachers significantly impacts on productivity in colleges of education.	181	164	70	61	3.0	1.02	Agree
3	Shortage of teaching staff in colleges of education negatively impacts on staff productivity.	168	188	73	47	3.0	0.97	Agree
4	Excess workload due to inadequate numbers of teaching staff leads to low productivity in colleges of education.	174	169	67	66	2.9	1.03	Agree
5	Political, traditional, and opinions of leaders influence who is recruited in colleges of education.	158	147	89	82	2.8	1.08	Agree
Cluster Mean						2.8		
Scale Mean						2.5		

Table 1 shows that the respondents disagree that the recruitment of teaching staff in North Central zone’s colleges of education follow due process, as stipulated by the NCCE; with a mean of 2.1 and standard deviation of 1.09. However, they agree that the recruitment of qualified teachers significantly impacts on productivity in the colleges of education; with a mean of 3.0 and standard deviation of 1.02. They further agree that teaching staff shortages in colleges of education negatively impact on staff productivity; with a mean of 3.0 and standard deviation of 0.97. They also agree that excess workload due to inadequate numbers of teaching staff leads to inefficiency and low productivity in the colleges of education; with a mean of 2.9 and standard deviation of 1.03. They also agree that political, traditional, and leaders’ opinions influence who is recruited into the teaching cadre of the colleges of education; with a mean of 2.8 and standard deviation of 1.08. With a cluster mean of 2.8, which exceeds the scale mean of 2.5, it can be concluded that the recruitment practices significantly impact on teachers productivity in North Central zone’s colleges of education.

Research Question 2: To what extent does staff training and development impact on teachers’ productivity in colleges of education in Nigeria’s North Central zone?

Table 2. Impact of training and development on teachers’ productivity in colleges of education

No	Description	SA	A	D	SD	M	SD	Decision
6	Teachers are sponsored to attend workshops and conferences in order to improve their skills and knowledge.	96	89	162	129	2.3	1.08	Disagree
7	Teachers are allowed to attend inservice training in order to obtain higher academic and professional qualifications.	127	153	109	87	2.7	1.06	Agree
8	The government sponsor teachers through the Tertiary Education Trust Fund (TETFUND) in order to further their studies locally or abroad.	118	148	111	99	2.6	1.07	Agree

No	Description	SA	A	D	SD	M	SD	Decision
9	Teachers who attend workshops and training are more productive than those who do not.	146	167	90	73	2.8	1.03	Agree
10	Teachers who take further studies learn new teaching techniques and skills which improves their productivity.	147	176	86	67	2.8	1.01	Agree
Cluster Mean						2.6		
Scale Mean						2.5		

Table 2 shows that respondents disagree that teachers are sponsored to attend workshops and conferences as a means to improving their skills and knowledge; with a mean of 2.3 and standard deviation of 1.08. However, they agree that teachers attend inservice training in order to obtain higher academic and professional qualification; with a mean of 2.7 and standard deviation of 1.06. They also agree that the government sponsor teachers in colleges of education to further their studies locally or abroad through TETFUND; with a mean of 2.6 and standard deviation of 1.07. They further agree that teachers who attend workshops and training are more productive than those who do not; with a mean of 2.8 and standard deviation of 1.03. They also agree that teachers who take further studies learn new teaching techniques and skills, which thereby improves their efficiency and productivity; with a mean of 2.8 and standard deviation of 1.01. With a cluster mean of 2.6, which exceeds the scale mean of 2.5, it can be concluded that staff training and development significantly impacts on teachers’ productivity in North Central zone’s colleges of education.

Research Question 3: In what ways do staff welfare affect teachers’ productivity in colleges of education in Nigeria’s North Central zone?

Table 3. Impact of staff welfare on teachers’ productivity in colleges of education

No	Description	SA	A	D	SD	M	SD	Decision
11	Teachers’ salaries and allowances are paid by the state governments both in full and in a timely manner.	98	104	168	106	2.4	1.05	Disagree
12	Teachers are promoted as and when due in colleges of education in accordance with the NCCE’s rules.	72	84	183	137	2.2	1.01	Disagree
13	Teachers are provided with adequate instructional materials and facilities to function effectively.	87	92	186	111	2.3	1.02	Disagree
14	Ineffectual teachers are disciplined according to the established rules.	143	167	102	64	2.8	1.01	Agree
15	The government provide teachers with healthcare and accommodation in order to enhance their performance and productivity.	98	102	193	83	2.5	1.00	Agree
Cluster Mean						2.4		
Scale Mean						2.5		

Table 3 shows that the respondents disagree that teachers’ salaries and allowances are paid in full and in a timely manner by the various state governments; with a mean of 2.4 and standard deviation of 1.05. They also disagree that teachers are promoted as and when due in the zone’s colleges of education; with a mean of 2.2 and standard deviation of 1.01. They further disagree that adequate instructional materials and facilities are provided for teachers to function effectively; with a mean of 2.3 and standard deviation of 1.02. However, they agree that ineffectual teachers are disciplined according to the established rules; with a mean of 2.8 and standard deviation of 1.01.

They also agree that the government provides teachers with healthcare facilities and accommodation in order to enhance their performance and productivity; with a mean of 2.5 and standard deviation of 1.00. With a cluster mean of 2.4, which is less than the scale mean of 2.5, it can be concluded that, although staff welfare significantly impacts on teachers’ productivity, its practices in the North Central zone’s colleges of education has a negative impact. This means that staff welfare practices in the zone’s colleges of education are performing below average.

Testing of Hypothesis

H₀ Human resource management has no significant impact on teachers’ productivity in colleges of education in the North Central zone of Nigeria.

Table 4. Chi-Square analysis of null hypothesis

Scale	Frequency	%	X ² Cal.	X ² Crit.	Remarks
Strongly Agree	1,893	26.5			
Agree	2,028	28.4			Null hypothesis not accepted
Disagree	1,832	25.7	1.409	12.592	
Strongly Disagree	1,387	19.4			
TOTAL	7,140	100			

p = .05 *DF* = 6 *Chi-Square* = $\sum \frac{(O-E)^2}{E}$

Table 4 is a contingency table of three columns and four rows, and with a degree of freedom (df) of 6. From Table 4, a total of 1,893 respondents representing 26.5% “Strongly Agreed”; 2,028 (28.4%) “Agreed”; 1,832 (25.7%) “Disagreed”, whilst 1,387 (19.4%) “Strongly Disagreed.” The Chi-square (X²) was calculated as being 1.409, whilst the Chi-Square critical, or table value at the .05 level of probability, was 12.592. Based on the decision rule, since the “chi-square calculated” was less than the “chi-square critical,” the null hypothesis, which stated that “Human resource management has no significant impact on teachers’ productivity in colleges of education in the North Central zone of Nigeria” was not accepted.

Discussion and Recommendations

The findings of the current study reveal that the recruitment processes in the colleges of education in Nigeria’s North Central zone significantly impact on the teachers’ productivity. This conforms with the study of Bakwo (2004), who found that influence based on personality/group and ethnic origin of applicants play an overriding role in matters of staff recruitment within organizations, and that the adoption of nonobjective criteria for staff recruitment is responsible for low levels of productivity.

The finding also reveals that the training and development of staff, which is a core mandate of human resource management, significantly impacts on the teachers’ productivity in the zone’s colleges of education. This is in consonance with Ukpere and Naris (2009), who found that organizing training and development activities with the purpose of enhancing staff competencies is one of the best ways to improve staff performance.

The finding of the current study further revealed that teachers’ welfare practices, which is considered a key element in human resource management, significantly impacts on teachers’ productivity. This finding is in agreement with the study of Akani (1993), who posited that welfare services offer a morale boost to staff, resulting in them performing their duties effectively and efficiently, thus productivity is increased. The current study’s finding is also in agreement with that of Ugwunangu (2001), who discovered that staff welfare service is considered a motivational phenomenon within the work environment, and is concerned with why people do (or refrain from doing) certain things; and also, that when working conditions are conducive to the workers’ needs, high levels of employee productivity can be expected.

The current study also revealed that human resource management significantly impacts on teachers' productivity in the colleges of education of Nigeria's North Central geopolitical zone.

Based on the findings of the current study, the following recommendations are suggested:

- Recruitment of teaching staff in the North Central zone's colleges of education should follow due process, as stipulated in the laws establishing such schools and the guidelines of the National Council for Colleges of Education (NCCE). Observance of this practice would help to recruit quality teachers as a means to enhancing productivity.
- Teachers in the zone's colleges of education should be sponsored by state governments and the FCT, in collaboration with their respective institutions, to attend workshops and conferences in order to improve their skills and knowledge, and thereby significantly increase their level of productivity.
- States within the North Central zone (including FCT) should endeavor to pay college of education teachers their appropriate salaries and allowances in full and in a timely manner. In doing so, this would likely incentivize them towards increased levels of performance and/or productivity.
- Teachers in the zone's colleges of education should be promoted as and when they are due for such a move in order to encourage them to function effectively and efficiently.
- The national and state governments must strive to provide adequate instructional materials and facilities in the colleges of education of the North Central zone, so as to enhance teaching and learning, which will in turn, improve productivity.
- The Nigerian government must improve teachers' welfare standards in general by means of increasing budgetary allocation to education in the zone; as this will help to maintain the contentment, health, prosperity, satisfaction, dedication, commitment, and motivation of the teachers; and thus organizational equilibrium will be achieved and higher levels of productivity ensued.

Notes

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