

STAFF DEVELOPMENT PROGRAMMES AS CORRELATES OF LECTURERS' JOB PERFORMANCE IN PUBLIC COLLEGES OF EDUCATION IN DEFUNCT GONGOLA STATE, NIGERIA

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Abstract

The study investigated the staff development programmes as correlates of lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria. The study had three objectives, three research questions and three null hypotheses. Correlational research design was used for this study. The population of the study is 1,391 academic lecturers of Federal and State Public Colleges of Education in Defunct Gongola State, Nigeria. The sample size for the study comprises 311 lecturers. The instruments used for data collection in this study are Staff Development Programmes Questionnaire (SDPQ) and Lecturers' Job Performance Questionnaire (LJPQ). To ensure the validity of the instruments, the researcher submitted the instruments for face and construct validation to three experts from Educational Management Unit, Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola. A Content Validity Index (CVI) of 0.87 and 0.80 were obtained for SDPQ and LJPQ. In order to establish the reliability of the instruments, survey responses of the 30 respondents were collected. Cronbach's Alpha reliability method was used to determine internal consistency of items of the instruments, which yielded 0.86 and 0.79 for SDPQ and LJPQ respectively. Data collected were analyzed using descriptive Statistics of mean and standard deviation while inferential statistics of regression analysis was used in testing the null hypotheses. The finding reveals that there is significant correlation between study fellowship and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria. $F(1, 310) = 132.758, p < 0.05$. The finding of the study also reveals that there is significant correlation between conference and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria, $F(1, 310) = 724.847, p < 0.05$. The finding of the study reveals that there is significant correlation between staff development programmes (study fellowship, conferences) and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria, $F(2, 310) = 234.111, p < 0.05$. It is recommended among others that College Management should encourage and facilitate lecturers' attendance at academic and professional conferences by offering sponsorships and granting official leave.

Keywords: Staff Development Programmes, Study-Fellowship, Conference Attendance, and Lecturers' Job Performance.

Introduction

Nigeria like other countries of the world recognizes education as the major instrument for effecting national development. It is regarded as a catalyst and a means of achieving growth and development, because the socio-economic, political and technological advancement of any nation depends greatly on its educational system. It is recognized as an instrument par excellence for achieving growth, progress and national development (Federal Republic of Nigeria (FRN), 2013). This therefore, underscores the value placed on the quality and standard which encompass quality learning, resources inputs, instructional process, effective management, monitoring and evaluation as well as human resources capacity development in Nigerian Colleges of Education. Lecturers in colleges of education play a critical role in preparing future educators, equipping them with the necessary knowledge and skills to become effective teachers. A successful lecturer is required to be equipped with such characteristics like mastery of subject matter, professional training, sound physical and mental health as well as devotion and dedication to the profession (Adi et al., 2019). As important as the human resource are to every tertiary education, merely recruiting and selecting high-potential workforce does not guarantee that they will perform their duties effectively.

On the other hand, staff job performance is criterion that relates to organizational outcomes and success. Adi *et al.* (2019), defines job performance as goal accomplishment. It is the process of reaching an end – that is, organizational goals. Job performance is therefore, the qualitative and quantitative measure of activities, duties and operations which a job holder achieves efficiently and effectively

within a defined time limit. It could be an act of accomplishing or executing a given task. The job performance of lecturers can be considered as multifaceted (Ali & Haider, 2017). The dimensions outlined by Yusoff et al (2014) encompass various aspects relevant to academic settings. These dimensions encompasses; breaking down course outline into measurable objectives, planning for lecture based on approved course outline, on time delivery of lectures, maintenance of discipline in lecture halls, sing instructional materials during lecture, dedicated services to the community through extra-moral and extension services, assessment of students, ensuring safety of institutional amenities during-after lectures, attending school scheduled meetings, ensuring safety of institutional amenities during-after lectures, attending school scheduled meetings, running extra-curricular activities, resourcefulness in maintaining school-community relationship, maintenance of minimum educational standards through appropriate agencies, counselling of students (on effects of social vices on their academic performance), research work publications focused on global visibility, and community development activities.

Lecturers' job performance refers to the extent to which teachers fulfill specific role tasks in line with predetermined standards. According to Ahmad et al (2014), job performance is as the evaluation of an employee's ability to effectively carry out their assigned tasks and responsibilities. Effective teaching is crucial to teacher education, teacher selection, teacher performance and ultimately to the survival of the society (Adeyemi, 2020). Adeyemi saw the need for effective education in Colleges of Education and stated that "the public's growing demand for its money worth in education creates further urgency to

teacher evaluation. This cry for accountability continues to spread. Lecturers must be able to show proof that they are doing their jobs effectively and efficiently". Educational authorities and other stakeholder continued to raise alarm over the quality of products produced by state colleges of education in North Eastern Nigeria (Bulus & Daniel, 2025). Most graduates of these colleges of education who are supposed to teach at the elementary level of education today seem to be half baked as they can hardly plan and deliver lessons at the elementary level effectively talk more of teaching at the secondary level. Therefore, one wonders what could have been responsible for this fall in the quality of education in Nigeria in general, particularly in the North East Nigeria. Some stakeholders in education blame the teachers of these institutions for not being serious with their task of teaching and ensuring that students understand and comprehend their lectures as well as disciplining and ensuring that students are hard working.

Staff job performance has been a great concern to stakeholders in education such as the government, external examination bodies, parents, Non-Governmental Organizations (NGOs), among others in recent times in Nigeria, given the deteriorating academic performance of students' performance (Ekpoh, 2017). Parents, students, government officials, and employees have voiced their discontent regarding the standard of teaching and learning occurring in schools. Lecturers do not perform to the expected standards and neither do they seem to address the needs of students and other stakeholders (Idakwoji & Makolo, 2022). According to these authors, lecturers job performance is still less satisfactory than the expected standards and consequences have been predictable as there are rising concerns over poor coverage of

students' projects and course content, delayed examination results and missing marks, poor administration of examinations, poor lecturer-student interaction, deteriorating academic performance and reduced levels of research and publications quality. As a result, academic standards and performance among students are not encouraging. More so, the public and employers are not comfortable with the quality of NCE graduate teachers in both basic education and secondary schools. This situation requires investigation to know whether lecturers are given needed training and development to meet up their job performance expectations.

Effective teaching is often equated with the job performance of lecturers (Afe, 2019). It is the duty of human resource management to ensure that staff are well-informed about their roles and methods of execution. Afe (2019) suggests that this can only be achieved through staff development initiatives aimed at enhancing job performance within educational institutions. The implication of this situation is a diminished educational experience for students. The failure of lecturers to effectively apply their knowledge in practical teaching strategies leads to less-than-optimal academic results and creates obstacles for students in their learning journeys. The quality of lecturers is known to constitute a major determinant of the quality of education, because no education system can rise above the quality of its teaching staff (Day, 2016). In an educational setting, a lecturer must assume multiple roles, acting as an "authority figure, leader, knowledgeable individual, director, manager, counselor, and guide" simultaneously. Additionally, they are expected to embody the roles of a friend, confidante, and even a parental figure. It is essential to recognize that lecturers go

beyond being mere providers of knowledge and classroom lessons; they are deeply involved and invested in the holistic development of students. To fulfill these diverse roles effectively, a lecturer should possess certain qualities and attributes, such as proficiency in the subject, moral integrity, and physical and mental well-being. The performance of these roles can be significantly enhanced through participation in various staff development programs (Buba *et al.*, 2023).

Staff development programmes are the various means by which all the categories of staff working in a School are encouraged to improve their capabilities and be more effective in their areas of assignment. According to Obioma (2012), staff development is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities or functions for which he/she is hired. Nassazi (2013) adds that staff development deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy. Staff development is an activity that helps staff in understanding their responsibilities. Staff development programmes have emerged as indispensable tools to support the growth of lecturers, refine their teaching approaches, and ultimately elevate the quality of education they provide. Staff professional development could also be regarded as a lifelong endeavor involving continuous learning on the part of the staff, with regards to updating of their contemporary knowledge, skills and experiences for self and all-round development (Osiesi *et al.*, 2022). According to Osiesi *et al.* (2022), study fellowship, conferences, seminar, job rotation, induction training programmes, and mentoring are some of the staff development

programmes available for college lecturers. Professional development can take both formal and informal forms. Formal learning includes structured training programs, workshops, courses, seminars, and conferences. Informal learning encompasses self-directed study, mentorship, peer collaboration, and on-the-job learning experiences (Osiesi *et al.*, 2022).

Relatedly, Gani (2013) also stressed that these categories of staff can be developed through orientation, induction, in-service training, conferences, seminars, workshops, and further educational studies. In the same vein, teachers can also enhance their own knowledge through seminars, workshops, and classes offered through professional development (Obineme, 2020; Arop *et al.*, 2019). Additionally, lecturers may engage in the reading of professional literature, participation in education conferences or workshops, as well as engaging in peer and/or self-observation and coaching (Smet, 2022). However, in most public Colleges of Education in Nigeria, there may be an absence of opportunities to update their knowledge and skills by attending seminars, workshops and, conferences that will subsequently enhance their knowledge and skills. In order to respond to these trends, the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education made provision for development of employees by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum, and that in-service training, workshops, study fellowship, induction, conferences, symposia for teachers and non-teaching staff shall be regulated. Based on the above, this study focused on study fellowship, and conference participation. Engaging in study fellowships allows educators to delve deeper into their subject matter, gain new insights,

and stay updated with the latest research and trends (Bright & Innocent, 2015).

In the study by Hakan (2013), "study-fellowship training" is elucidated as a form of education designed to empower individuals across diverse sectors, such as education, health, technology, private enterprise, public institutions encompassing all work domains, and media institutions. Harbau (2014) stated that study-fellowship training enables lecturers to obtain higher academic and professional qualifications in order to improve their positions in the school system. The author maintained that, this specialized training provides lecturers with valuable educational opportunities to improve their proficiency and competence in teaching, research and community service. It serves as a means to enhance their skills, knowledge, and expertise, ultimately contributing to their professional growth and effectiveness in their respective fields. Study-fellowship training is an attempt to improve staff competence through continuing education courses, meetings and study groups, visits, lectures and personnel reform (Buba *et al* 2023). Study-fellowship training programs, as emphasized by Lawal (2014), play a crucial role in the continuous improvement of a lecturer's knowledge, skills, and interest in their chosen field. This process supports ongoing professional growth and encourages lecturers to extend technical assistance, aligning with the findings of Okemakinde *et al* (2013), who established that investing in study-fellowship training significantly impacts job commitment. Okemakinde, *et al* (Ibid) further revealed that lecturers with initially low commitment to the profession became highly committed after engaging in study-fellowship training. Engaging in conferences offers an avenue to further enrich knowledge, exchange ideas, and collaborate with professionals in the field, enhancing the

overall potential benefits and effectiveness of study-fellowship training (Lawal, 2014). Musa (2016) emphasized that participating in conferences offers educators a valuable opportunity to showcase their professionalism and exhibit a deep understanding of the continuous requirement for professional development, ultimately improving their job performance.

Participation in conferences offers opportunities to network, share knowledge, and learn from experts in the field. Participation in conferences promotes the growth and development of lecturers (Buba *et al.*, 2023). Che's (2014) study, explored the structure and purpose of conferences, and acknowledged its effectiveness in communicating messages to a broad audience. Additionally attending conference highlighted valuable opportunity for attendees to engage with and provide feedback on the perspectives of esteemed experts. Lecturers can gain exposure to a diverse array of ideas by attending conferences, ultimately resulting in improved performance. Furthermore, educational conferences typically bring together a diverse array of personalities within the education sector, fostering an environment rich in innovative ideas. Conferences create a conducive learning atmosphere that promotes the exchange of experiences, ideas, and best practices among participants from various schools and colleges (Okemakinde *et. al*, 2013). In local conferences, many lecturers used to send their work through other colleagues and this is not supposing to be so as the main reason for conferences are to enable participants discover new knowledge and innovations in Education and to relate with other professional in the field, even when lecturers attend themselves, they hardly wait till the end of the conference. Furthermore, some lecturers see attending conference abroad as

an opportunity to travel outside not minding the relevance of the conference to their primary assignment (Idakwoji & Makolo, 2022).

Despite the enhanced academic and professional qualifications of staff and significant government investment in the education of students in teacher training colleges, the outcome has not resulted in graduates capable of addressing societal issues (Modibbo *et al.*, 2019). In North East Nigeria, although considerable efforts have been made to improve employee performance, including initiatives to increase staff involvement in development programmes, the expected advancements have not been realized (Buba *et al.*, 2023). Buba *et al.* noted that numerous higher education institutions in the country incorrectly label their staff training programmes, believing that effective staff development involves selecting a small number of individuals with high potential for training, while neglecting the remainder of the staff.

Consequently, inadequate and ineffective staff development may be a key factor contributing to the unsatisfactory job performance of staff and the decline in student performance in tertiary institutions. Insufficient fund allocation for staff development from the Federal Government through Tertiary Education Trust Fund in sponsoring lecturers for conferences, workshops, seminars and supports for writing national and international papers or publications could be part of the problem of poor job performance of lecturers. These may pose as a problem and result to the academic staff not being motivated in their job performance in the colleges of education in the states. Thus, it could be said that any nation, which refuses to develop human resource would go into extinction.

This also suggests that qualitative education is a prerequisite for the existence of a nation. Onah (2013) argued that any organization or nation which refuses to develop her human resource will experience paralysis.

Identifying the potential of prospective staff members can indeed be challenging, and relying solely on a few trainees is a risky approach. The risk is amplified when staff members at tertiary institutions are chosen for study fellowships and conference attendance based on personal relationships like friendship or kinship with executives. Additionally, a lack of true commitment to professional development negatively impacts the overall educational quality offered in these teacher training colleges. The fundamental issue is the gap between the theoretical knowledge acquired from staff development programs and advanced degrees, and the practical use of that knowledge in real teaching scenarios.

It therefore, requires that organizations embark on deliberate programmes of systematic staff improvement to meet their specific needs on a continuous basis, and to improve the staff competence and performance as well as organizational performance. Staff development programmes have been a recurring issue in any situation of management of employees especially those organizations that are conscious and sensitive of their responsibilities towards their staff and those who established the organization (Buba *et al.*, 2023). It is against this background that the researcher sought to investigate staff development programmes as correlates of lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria.

Purpose of the study

This study examined staff development

programmes as correlates of lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria. Specifically, the study sought to examine the relationship between;

1. Study fellowship and lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria.
2. Conference attendance and lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria.
3. Staff development programmes (study fellowship, conference participation) and lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria.

Research Questions

The following research questions were raised to guide study:

1. To what level are lecturers granted study fellowship in public Colleges of Education in Defunct Gongola State, Nigeria?
2. What is the level of lecturers' conference attendance in public Colleges of Education in Defunct Gongola State, Nigeria?
3. What is the level of lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria?

Hypotheses

The following hypotheses are formulated to guide the study and were tested at 0.05 Alpha level of significance:

- H₀₁:** There is no significant correlation between study fellowship and lecturers' job performance in public Colleges

of Education in Defunct Gongola State, Nigeria.

- H₀₂:** There is no significant correlation between conference and lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria.

- H₀₃:** There is no significant correlation between staff development programmes (study fellowship, conferences) and lecturers' job performance in public Colleges of Education in Defunct Gongola State, Nigeria.

Methodology

Correlational survey research design was adopted for this study. This research was conducted in Defunct Gongola States (Adamawa and Taraba States), which are situated in North Eastern Nigeria. The population of the study is 1,391 administrators (Deans and Heads of Department) and academic lecturers of Federal (Federal College of Education, Yola) and State Colleges of Education in Adamawa (Adamawa State College of Education, Hong) and Taraba State (Taraba State College of Education, Zing) (Federal Ministry of Education, 2024). The sample size for the study comprises 311 administrators (Deans and Heads of Department) and academic lecturers. This size was determined using Taro Yamane Sample size formulae.

Two adapted instruments developed by Adi et al (2019) were used in eliciting information from the respondents. The instruments were titled "Staff Development Programmes Questionnaire" (SDPQ) and "Lecturers' Job Performance Questionnaire" (LJPQ). To ensure the validity of the instruments, the researcher submitted "Staff

Development Programmes Questionnaire” (SDPQ) and “Lecturers’ Job Performance Questionnaire” (LJPQ) for face and construct validation to three experts from Educational Management Unit, Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola. A Content Validity Index (CVI) of 0.87 and 0.80 were obtained for SDPQ and LJPQ respectively. In order to establish the reliability of the instruments, survey responses of the 30 respondents were collected. Cronbach’s Alpha reliability method was used to determine internal consistency of items of the instruments, which yielded 0.86 and 0.79 for SDPQ and LJPQ respectively.

The direct delivery method was employed in collecting the data. The descriptive statistics of mean and standard deviation were used in answering the research questions. The decision rule for answering the research questions was based on the real limit value of Very High Level (VHL) with 4.5-5.00 real limits, High Level (HL) with 3.50-4.49

real limits, Moderate Level (ML) with 2.50-3.49 real limit, Low Level (LL) with 1.50-2.49 real limit, Very Low Level; (VLL) with 0.50-1.49 real limit. Simple linear regression analysis regression was used in testing hypotheses 1 to 2, while multiple-regression was used in testing hypothesis 3 at 0.05 level of significance. The decision rule for testing the null hypotheses was that; if P-value is less than 0.05 level of significance, the null hypothesis was rejected and concluded that there was a relationship between the two variables (professional development programmes and lecturers’ job performance) correlated. If P- value is however greater than 0.05 level of significance, the null hypothesis was not rejected respectively.

Results

This section presents the data analysis, results and discussion. The interpretation of the data analysis results is presented after the general presentation of the results using the pertinent tables.

Research Question 1: To what level are lecturers granted study fellowship in Public Colleges of Education in Defunct Gongola State, Nigeria?

Table 1: Mean and Standard Deviation on the Level to which Lecturers are granted Study Fellowship in Public Colleges of Education in Defunct Gongola State, Nigeria

S/N	Item (n = 275)	Mean	S. D	Remark
	Indicate the level to which staff are granted;			
1	Grant-in-aid fellowships for enhanced instructional delivery	3.16	0.90	ML
2	Academic track fellowships in diverse Interdisciplinary background	3.00	0.72	ML
3	Professional track fellowships to enhance on-the-job-performance	2.94	0.87	ML
4	Multi-Institutional Fellowships to enhance lecturer’s leadership skills	2.85	0.76	ML
5	International fellowships for scholars to engage in research	3.40	0.85	ML
	Grand Mean	3.07	0.82	ML

Table 1 shows that the level of study fellowship in Public Colleges of Education in Defunct Gongola State, Nigeria is moderately high. Mean values range from 2.85 to 3.40, and standard deviations from

0.72 to 0.90. The Grand Mean is 3.07, with a Standard Deviation of 0.82, indicating that fellowships significantly improve instructional delivery, leadership, and job performance.

Research Question 2: What is the level of conferences in Public Colleges of Education in Defunct Gongola State, Nigeria?

Table 2: Mean and Standard Deviation on Level of Conferences in Public Colleges of Education in Defunct Gongola State, Nigeria

S/N	Item (n = 275)	Mean	S. D	Remark
	Indicate the level of lecturers conference attendance			
6	Conferences on research writing to sharpen staff pedagogical content knowledge	3.00	0.91	ML
7	Conferences on Information and Communication for effective lesson delivery	3.25	1.01	ML
8	Conferences on classroom management strategies	2.74	0.80	ML
9	Conferences on effective resource utilization	3.54	1.07	HL
10	Conferences on effective communication networks	3.31	1.00	ML
	Grand Mean	3.16	0.96	ML

According to Table 2, conference participation is moderately high, with mean values ranging from 2.74 to 3.54 and standard deviations between 0.80 and 1.07. The Grand Mean is 3.16 (SD = 0.96),

indicating a moderate presence of professional development activities through conferences, even though classroom management-related conferences showed a slightly moderate rating (Mean = 2.74

Research Question 3: What is the Level of lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria?

Table 3: Mean and Standard Deviation on Level of Lecturers' Job Performance in Public Colleges of Education in Adamawa and Taraba State, Nigeria

S/N	Item (n = 36)	Mean	S. D	Remark
1	Breaking down course outline into measurable Objectives	3.67	0.91	HL
2	Planning for lecture based on approved course outline	3.55	1.01	HL
3	On time delivery of lectures	3.74	0.95	HL
4	Maintenance of discipline in lecture halls	3.54	1.20	HL
5	Using instructional materials during lecture	3.31	1.10	ML
6	Dedicated services to the community through extra-moral and extension services	3.86	0.87	HL
7	Assessment of students	3.62	0.99	HL
8	Ensuring safety of institutional amenities during-after lectures	3.67	0.97	HL
9	Attending school scheduled meetings	3.69	1.02	HL
10	Running extra-curricular activities	3.75	1.07	HL
11	Resourcefulness in maintaining school-community correlation	3.52	1.14	HL
12	Maintenance of minimum educational standards through appropriate agencies	3.79	0.91	HL
13	Counselling of students (on effects of social vices on their academic performance)	4.00	0.81	HL
14	Research work publications focused on global visibility	4.07	0.90	HL
15	Community development activities	4.08	0.77	HL
	Grand Mean	3.72	0.97	HL

Table 3 shows that lecturers' job performance is generally high, with mean values ranging from 3.31 to 4.08 and standard deviations from 0.77 to 1.20. The Grand Mean is 3.72 (SD = 0.97), confirming

strong job performance. However, the use of instructional materials had the lowest mean (3.31), suggesting an area that could benefit from improvement.

H₀₁: There is no significant correlation between study fellowship and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria.

Table 4a: ANOVA of correlation between Study Fellowship and Lecturers' Job Performance in Public Colleges of Education in Defunct Gongola State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.028	1	21.028	132.758	.000 ^b
	Residual	41.499	309	.158		
	Total	62.527	310			

a. Dependent Variable: Lecturers' Job Performance

b. Predictors: (Constant), Study fellowship

Table 4a presents the results of the ANOVA test for the correlation between study fellowship and lecturers' job performance. The model shows a statistically significant effect, with an F-value of 132.758 and a p-

value of .000, which is less than the 0.05 significance level. This indicates that study fellowship significantly contributes to explaining the variation in lecturers' job performance.

Table 4b: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.580 ^a	.336	.334	.39799

a. Predictors: (Constant), Study fellowship

Table 4b provides the model summary, showing a correlation coefficient (R) of .580, which indicates a moderate positive correlation between study fellowship and job performance. The coefficient of

determination (R Square = .336) implies that approximately 33.6% of the variation in lecturers' job performance can be explained by their involvement in study fellowships.

Table 4c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	2.113	.142		14.893	.000
	Study fellowship	.418	.036	.580	11.522	.000

a. Dependent Variable: Lecturers' Job Performance

Table 4c presents the coefficients for the regression analysis. The standardized beta coefficient for study fellowship is $\beta = .580$, and it is statistically significant ($t = 11.522$, $p = .000$). The unstandardized coefficient ($B = .418$) indicates that for every one-unit

increase in study fellowship involvement, lecturers' job performance increases by 0.418 units. Therefore, the null hypothesis (H_{01}) is rejected, confirming a significant positive correlation between study fellowship and lecturers' job performance.

H₀₂: There is no significant correlation between conference and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria.

Table 5a: ANOVA of correlation between Conference and Lecturers' Job Performance in Public Colleges of Education in Defunct Gongola State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.926	1	45.926	724.847	.000 ^b
	Residual	16.600	309	.063		
	Total	62.527	310			

a. Dependent Variable: Lecturers' Job Performance

b. Predictors: (Constant), Conference Attendance

Table 5a displays the ANOVA result for the correlation between conference attendance and lecturers' job performance. The F-value is 724.847 with a p-value of .000, indicating

a highly significant correlation. This means conference attendance contributes strongly to lecturers' job performance.

Table 5b: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.857 ^a	.735	.733	.25171

a. Predictors: (Constant), Conference Attendance

Table 5b shows a very high correlation ($R = .857$) and an R Square of .735, which means 73.5% of the variation in lecturers' job

performance is explained by conference attendance. This indicates a very strong correlation.

Table 5c: Coefficients of Beta

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	1.500	.084		17.851	.000
	Conference Attendance	.624	.023	.857	26.923	.000

a. Dependent Variable: Lecturers' Job Performance

Table 5c presents the regression coefficients. The standardized beta coefficient is $\beta = .857$, and it is highly significant ($t = 26.923$, $p = .000$). The unstandardized coefficient ($B = .624$) shows that an increase in conference attendance by one unit leads to an increase

of 0.624 in lecturers' job performance. Thus, the null hypothesis (H_{02}) is rejected, confirming a strong and significant positive correlation between conference attendance and job performance.

H₀₃: There is no significant correlation staff development programmes (study fellowship, conferences) and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria.

Table 6a: ANOVA of Correlation between Staff Development Programmes and Lecturers' Job Performance in Public Colleges of Education in Defunct Gongola State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.856	2	8.809	234.111	.000 ^b
	Residual	9.671	308	.038		
	Total	62.527	310			

a. Dependent Variable: Lecturers' Job Performance

b. Predictors: (Constant), Study fellowship, Conference Attendance

Table 6a presents a regression model with a very high F-value of 234.111 and a p-value of .000, indicating that the combination of staff development programmes (study fellowship, conferences) significantly predicts lecturers' job performance.

Table 6b: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.919 ^a	.845	.842	.19398

a. Predictors: (Constant), Study fellowship, Conference Attendance.

Table 6b shows a very strong correlation (R = .919) and an R Square of .845, meaning that 84.5% of the variance in job

performance is jointly explained by all the two staff development components, reflecting a very strong model fit.

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.726	.107		6.768	.000
	Study fellowship	.009	.023	.013	.396	.693
	Conference Attendance	.342	.029	.470	11.909	.000

a. Dependent Variable: Lecturers' Job Performance

Table 6c presents the individual contributions of each predictor variable to lecturers' job performance. Among all the variables, conference attendance shows the strongest positive influence, with a standardized beta coefficient of $\beta = .470$ and a p-value of .000, indicating a highly significant contribution. Study fellowship, on the other hand, does not show a statistically significant contribution, as indicated by a beta value of $\beta = .013$ and a p-value of .693, suggesting that it does not meaningfully impact lecturers' job performance when other staff development

programmes are simultaneously taken into account.

Findings of Major Study

The following are the summary of the major findings:

1. The finding reveals that there is significant correlation between study fellowship and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria, $F(1, 310) = 132.758$, $p < 0.05$.
2. The finding of the study also reveals that there is significant correlation

between conference and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria, $F(1, 310) = 724.847$, $p < 0.05$.

3. Finally, the finding of the study reveals that there is significant correlation staff development programmes (study fellowship, conferences) and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria, $F(2, 310) = 234.111$, $p < 0.05$.

4.

Discussion of Findings

The findings of the study provide strong empirical evidence that various staff development programmes have a significant correlation with lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria. The finding reveals that there is significant correlation between study fellowship and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria. This implies that lecturers who participate in study fellowship programmes—such as postgraduate education, sabbaticals, or research fellowships—tend to demonstrate higher levels of competence and effectiveness in their academic roles. Study fellowships likely enhance knowledge acquisition, foster critical thinking, and improve teaching and research skills, thereby contributing positively to lecturers' overall job performance. This finding aligns with numerous previous studies across different geographical contexts. For instance, Kim, Lee, and Choi (2022) found that study fellowships significantly contributed to career advancement for STEM graduates by offering specialized training and opportunities. Similarly, Muhammed, Jika, and Mohammed (2022) established that study fellowships had a

positive impact on the job performance of Business Education lecturers in Adamawa State, which directly supports the present finding. Additional studies by Chen, Zhang, and Wang (2020) and Martinez, Hernandez, and Lopez (2019) also emphasized how study fellowships improve research productivity and foster academic and professional development among faculty. Therefore, the current study's outcome regarding study fellowships is consistent with a broad base of evidence that underscores the role of such opportunities in enhancing lecturers' performance and academic growth. This finding however disagrees with that of Ahmed, Pasha and Munawar (2021) whose study revealed that study fellowship training sessions are not very effective in motivating in-service lecturers and developing professional skills in them as they are supposed to be. The chief factors for the teachers' participation in these training sessions are the social and financial benefits of these sessions. The authors further study showed that these in-service training sessions lack some necessary components of effective teacher trainings.

The finding of the study also reveals that there is significant correlation between conference and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria. Attending academic conferences exposes lecturers to recent developments in their fields, new teaching methodologies, and current research trends. It also provides opportunities for networking and professional collaboration. These experiences broaden lecturers' intellectual horizons and enhance their instructional delivery and research output, which are key indicators of job performance in academic settings. In the same vein, the study found a significant correlation between conference attendance and lecturers' job performance,

which is supported by the findings of earlier researchers. Chukwueze (2023) noted that conferences, alongside workshops and seminars, significantly improved teachers' performance in Abia State public secondary schools. This assertion is echoed by Tanaka, Li, and Yamamoto (2022), who reported that regional conferences foster job performance through academic networking and constructive feedback. Likewise, Adebajo, Ojo, and Salami (2021) affirmed that academic conferences in Lagos boosted lecturers' job performance through knowledge sharing and collaboration. Additional support comes from Gupta, Singh, and Kaur (2020), who concluded that participation in international conferences enhances both research output and job performance. Thus, the current study's finding is congruent with these earlier studies, highlighting the important role that academic conferences play in enriching lecturers' knowledge base, exposure, and effectiveness in their duties.

Finally, the finding of the study reveals that there is significant correlation between staff development programmes (study fellowship, conferences, seminars, mentoring, induction training, job rotation) and lecturers' job performance in Public Colleges of Education in Defunct Gongola State, Nigeria. This holistic result underscores the critical role of a well-structured and continuous professional development system in enhancing the quality of education. Institutions that invest in such programmes are more likely to have motivated, competent, and high-performing academic staff capable of achieving institutional goals and improving educational outcomes. The finding of the study agrees with the collective thrust of existing empirical research. Many of the cited studies have independently affirmed the positive effects of each of these components. For instance,

study fellowships were shown to enhance research productivity and professional growth in the studies by Kim, Lee, and Choi (2022), and Zhang, Wang and Chen (2020). Conferences and seminars were frequently cited as platforms for academic networking, pedagogical improvement, and ethical development, as noted by Adebajo, Ojo, and Salami (2021), and Rahman, Ali, and Hoque (2022).

Conclusion

Based on the results of this research study, it can be concluded that there are strong positive relationships between various types of staff development—specifically study fellowships, conferences, and the job performance of lecturers in Public Colleges of Education located in Defunct Gongola State, Nigeria (i.e., Adamawa and Taraba States, Nigeria). Each of these elements plays a role in enhancing the professional skills, teaching effectiveness, and overall output of lecturers. Additionally, the study verifies that the collective impact of these staff development programs is significantly related to better job performance among lecturers in the institutions examined. Thus, it is crucial to invest in thorough and ongoing staff development efforts to elevate the quality of education and meet institutional objectives in Colleges of Education in the area.

Recommendations

Based on the findings of this study, it was recommended that:

1. Colleges of Education in Adamawa and Taraba States should provide more opportunities and funding support for lecturers to pursue study fellowships, particularly those aligned with their teaching specializations, to enhance academic growth and job performance.

2. Management should encourage and facilitate lecturers' attendance at academic and professional conferences by offering sponsorships and granting official leave, as this exposure promotes knowledge sharing and enhances teaching effectiveness.
3. Institutional policies should prioritize and integrate all aspects of staff development programmes into their strategic planning, with adequate budgetary allocations to ensure consistent and impactful implementation for improved lecturer performance.

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