

**EVALUATION OF THE EFFECTIVENESS OF MANAGEMENT SUPPORT  
PROGRAMMES FOR TRAINING AND DEVELOPMENT OF LECTURERS IN  
SELECTED FEDERAL UNIVERSITIES IN SOUTHEAST NIGERIA**

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**ABSTRACT:** This study evaluated the effectiveness of management support programmes for training and development of lecturers in Federal Universities in South-East Nigeria. Specifically, the study evaluated; the impacts of lecturers' participation in Information Communication Technology (ICT) programme, seminars and workshops on their job performance. Two research questions which are consistent with the specific objectives guided the study and null hypotheses were tested. The study adopted a descriptive survey design. The study covered a population of 3,500 staff from where a sample of 350 respondents was selected using stratified random sampling technique. Data were collected by the use of a structured five pointlikert scale questionnaire; face and content validation was conducted on the instrument and its reliability was tested using Cronbach alpha which gave a result of 0.79 or 79%. The Analysis of Variance (ANOVA) Statistics tested the research hypotheses and they were accepted at 0.05 level of confidence. Findings of this study revealed that, participation in ICT trainings and seminars and workshops have several positive effects on the job performance of lecturers in the selected Federal Universities. The study therefore concludes that management support programmes for lecturers in ICT programmes and training and development is inadequate thereby affecting its effectiveness. Based on the findings, recommendations were made which among others include; that training of staff should be made regular, planned and continuous.

**KEYWORDS:** ICT, Training and Development, Seminars and workshops, Job Performance, Management Support Programmes

## Introduction

Universities all over the world are mandated to perform three cardinal functions namely; teaching, research and community service (extension services), with the overall aim to produce trained manpower for essential areas of social development since they are globally recognized as the centre for knowledge accumulation and transfer (Okiki and Mabawonku, 2013). Nirman (2007) therefore avers that the mission of higher education is to create, advance and disseminate knowledge through research, teaching and provision of services to the community. In recent years, there has been rapid expansion in the education sector of Nigeria. This is greatly hinged on globalization and digital revolution which have invariably led to huge demand for new and varied disciplines, adoption of better teaching methodologies and more learning tools. This brisk increase in the number of higher institutions has led to intense competitions among them. To effectively adjust and drive this mission; the role of lecturers cannot be relegated to the background. This is because one of the most important resources in any higher educational institution is the human resource especially the lecturers who have the responsibility to impart knowledge on the students (Suleiman, 2015). Lecturers are responsible for instructional delivery (teaching and learning activities) that goes on in the classroom and also have direct contact with learners (Ofojebe and Chukwuma, 2015).

Lecturers are academic or teaching staff in tertiary educational institutions including universities who are experts in diverse disciplines in which they teach, train and prepare students in their chosen fields of learning. Lecturers employ practices which include delivering lectures, seminars and practical demonstrations, preparing for classes and creating activities, implementing new ways of teaching; setting, preparing, marking and recording results of examinations and quizzes among others. The process of lecturing includes teaching, examining student's performance, laboratory supervision of laboratory of students, as well as their research. Participating in continuing education courses is also included when these are organized as part of the activities of the University. These processes must be free of discriminatory practices and should contribute to the holistic development of students (Amini-Philips and Okonmah, 2020).

According to Akinsola (2015), lecturing is a noble profession and any deviation from performance can lead to the destruction of a nation due to the peculiarity of their role in delivery of quality education and nation building. Lecturers are regarded as the pivot on which any educational development hinges and so universities are expected to employ and train competent and highly motivated lecturers in order for the goals of education to be realized. Lecturers are faced with the need to keep pace with rapidly developing fields of knowledge and technologies and at the same time meet the needs of an ever widening range of diverse students (Peretomode and Chukwuma, 2012).

Training is a planned and systematic type of activity aimed at knowledge creation and the management of such knowledge to produce better output (Udoh-Uwah *et al.*, 2018). Training has become very imperative in this era of global competitiveness in education especially in Southeast Nigerian universities where academic activities are burgeoning. Investment in the training and development of lecturers is crucial for promoting quality education. Lecturers are expected to grow continuously through exposure to induction, mentoring, conferences, seminars, workshops and other higher education trainings. If a lecturer fails to continuously update his knowledge, it will lead to lethargy and obsolescence (Anyaegebu and Wali, 2021) which could render the lecturer ineffective in discharging his duties. Lecturers are the foundation of quality education; hence, no education

system can go higher than the quality of its lecturers (Nigeria Education Research Development Council, NERDC, 2004). This is even all the more important with the institutions of higher learning whose mission includes researching and expanding the frontiers of knowledge, lecturing and community services (Amini-Philips and Okonmah, 2020).

## Problem of the Study

Considering the enormous potentials embedded in the training and development of lecturers which may enhance their work performances; there is need to adequately evaluate the effectiveness of management support to lecturers who undertake diverse training and development programmes. Federal University Lecturers in Southeast Nigeria face enormous challenges due to the national economic challenge that have negatively affected their ability to self-sponsor their training and development programmes; the current rapid advancement in Information Communication Technology (ICT) may have also changed the dynamics of teaching, learning and research activities; thereby making continuous learning of great essence to lecturers if they must align their skills with emerging trends (Cobblah, 2015).

Observations have shown that newly employed Lecturers in the selected Federal Universities in Southeast Nigeria are not taken through training and development programs; this may have contributed to their poor performance (Gaudi and Lauko, 2019). Low budgetary allocation to education sector is another critical challenge confronting management support program for lecturers in federal universities in southeast Nigeria. This study evaluates the effectiveness of management support programmes on training and development of lecturers in South-East Nigeria, hence this study.

## Objectives of the Study

The broad objective of this study is to evaluate the effectiveness of management support programmes for training and development of lecturers in federal universities in Southeast Nigeria. Specifically, the study sought to evaluate the:

- i. Impact of lecturers' participation in Information and Communication Technology training programmes on their job performance
- ii. Impact of lecturers' participation in seminars and workshops on their job performance

## Research Questions

The following research questions guided the study;

- i. What impact does lecturers' participation in Information and Communication Technology training programmes have on their job performance?
- ii. What impact does lecturers' participation in seminars and workshops have on their job performance?

## Hypotheses

The following null hypotheses were tested at 0.05 level of significance

**H<sub>01</sub>**, There is no significant impact of lecturers' participation in ICT training programmes on their job performance in Federal Universities in Southeast Nigeria;

**H<sub>02</sub>**, There is no significant impact of lecturers' participation in seminars and workshops on their job performance in Federal Universities in Southeast Nigeria;

**Review of Literature****Staff Training and Development**

Training is an activity used for human resource development in an institution. It is a learning process generally geared towards the primary purpose of helping members of an organization to acquire, develop and apply the knowledge, skills, abilities and attitude required by that organization to achieve its mission (Anho, 2012). Staff development on the other hand has been described as activities which aim at improving, updating or maintaining employees' skills and abilities (Elnaga & Imran, 2013; Malaolu & Ogbuabor, 2013). It is also a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future demands of work (Werner & DeSimone, 2006). Olagboye (2004) affirms that staff development is concerned with teaching or providing an employee with the skills he needs for future jobs and distinguishes staff development from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks. While staff training is a short term plan and process that relies on learning skills and competencies needed to perform an immediate and current task, Anyaegbu & Wali (2019) specified that Staff development is a long term educational process, utilizing a systematic and organized procedure by which managerial personnel gain conceptual and theoretical knowledge for general purpose.

Thus, deducing from the afore mentioned, Staff training and development involves introducing staffs to new skills, knowledge and ability to carry out an assigned task; the upgrading of already existing skills, knowledge and competencies to improve efficiency, increase level of job satisfaction, work engagement and commitment, facilitate cooperation, performance, promotion and attract rewards.

**University Management Support Programmes for Staff Training and Development**

Staff development in Federal Universities in Nigeria especially in South-East Nigeria is carried out within the framework of the policy prescribed by the National Universities Commission. There are different kinds of management support programs for training and development of academic staff including;

- a. Seminars, workshops and conferences
- b. Short term courses
- c. Research/Post-Doctoral/Professional Development Programmes

Furthermore, due to the demands or the nature of academic activities of lecturers in the Federal universities, their conditions of service for senior staff made adequate provisions on suitable leaves to enable them embark on the staff training and development programs. These leaves are:

- i. Study leave
- ii. Study fellowship
- iii. Sabbatical leave
- iv. Research leave
- v. Leave of absence

Lecturers' job or work performance refers to the extent to which lecturers complete the teaching, research and community service tasks, with the intent of facilitating students' learning and achievement of desired educational goals (Alfagira et al., 2017). Specifically, Onoyase (2017) defined lecturers' job performance using the outcome dimension, thereby describing it as the extent

to which academic staff members achieve educational outcomes expected of them.

**A. Teaching:** The teaching role involves preparing and delivering of lectures, supervision of students in industrial training, final year project supervision, post graduate students supervision, assessment, marking and grading of scripts, invigilation and conduct of examinations. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students.

**B. Research:** Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books.

**C. Community Service:** The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels –example; sports, graduation, convocation, etc (Agbionu, Anyalor and Nwali, 2018). Goodall (2013) states that teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them through training and development backed-up with good incentives.

**Methodology**

The study adopted a descriptive survey research design. Population of the study was 3,500 staff which consist of; 500 Management Staff, 1000 Heads of Department and 2000 other lecturers from Michael Okpara University of Agriculture, Umudike, Abia State (MOUAAU), Nnamdi Azikiwe University Awka, Anambra State (UNIZIK) and University of Nigeria Nsukka, Enugu State (UNN). The data were obtained from the Senior Staff Matters of the selected Universities, 2021. The sample size of this study is 350 staff members and it was determined using stratified random sampling technique. This represented 10% of the population. The sampling was done in such a way that ten percent (10%) of the entire 3500 staff members of the selected federal Universities giving a sample size of 350 (50 Management Staff, 100 Heads of Departments and 200 lecturers). A structured five point likert questionnaire titled; Evaluation of Management Support Programmes for Training and Development of Lecturers Questionnaire (EMSPTDLQ), developed by the researcher was for data collection. The response to the question items is weighted as follows; strongly agree (SA) = 5, agree (A) = 4, undecided (UN) = 3, disagree (D) = 2 and strongly disagree (SD) = 1. Data collected was subjected to face and content validation while its reliability was calculated using Cronbach Alpha which gave an output of .79 or 79%. Mean scores and standard deviations were then used to test the hypotheses.

## Data Presentation and Analysis

**Table 1** Respondents' Mean Ratings on the Impact of Lecturers' Participation in ICT training Programmes on their job Performance

		Management Staff			Heads of Department			Lecturers		
	Item Statements	$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
1	Lecturers have participated in ICT programmes, hence they can access different types of learning materials and use them to make classroom activities more interactive	3.55	.52	Accepted	2.9	.77	Accepted	2.56	0.22	Accepted
2	Lecturers can use audio - visual materials like power point to teach.	3.51	.61	Accepted	3.74	.51	Accepted	3.12	0.19	Accepted
3	Lecturers have basic word processing skills to prepare lesson notes and plans.	3.20	.68	Accepted	2.34	.82	Rejected	2.45	1.02	Rejected
4	Lecturers who participate in higher education programme have improved job satisfaction	3.31	.44	Accepted	3.09	.47	Accepted	3.49	1.26	Accepted
5	Lecturers can browse information and use it to teach. commitment to work of lecturers	3.11	.58	Accepted	3.10	.55	Accepted	3.22	0.98	Accepted
6	ICT training has made lecturers acquire skills to interact with students beyond the University environment through the use of email and websites.	3.21	.61	Accepted	3.32	.81	Accepted	2.99	0.96	Accepted
7	Lecturers can compute students' scores using Microsoft excel.	3.07	.51	Accepted	3.54	.52	Accepted	3.62	0.73	Accepted
8	ICT training has made lecturers able to use database applications to keep records of students' grades and be able to keep track of students' overall progress.	3.34	.52	Accepted	3.08	.59	Accepted	4.04	0.71	Accepted
9	Lecturers can upload (put) course materials on the website or email for students	3.85	.50	Accepted	3.11	.61	Accepted	3.21	0.65	Accepted
10	Lecturers can do file navigation (save files, create and rename files).	3.07	.57	Accepted	3.19	.70	Accepted	3.73	0.44	Accepted
<b>Cluster mean score</b>		<b>3.22</b>			<b>3.12</b>			<b>3.25</b>		

Table 1 revealed that the respondents accepted all items as perceived impact of lecturers' Participation in Information and Communication Technology Programmes on their job Performance with the exception of item 3 which was rejected by the Heads of Department and the lecturers. The standard deviation of the items ranged from 0.19 to 1.26, signifying that the respondents were close in their opinions. The implication of this finding relies on the assertion that technology has the potential to transform work, organizations, and the global economy ([Manyika et al., 2013](#)).

**Table 2** Mean Ratings and Standard Deviation of the Opinions of respondents on the Impact of Lecturers' Participation in Seminars and Workshops on their job Performance

	a	I	[
وو [stɪtʃɪŋ] ve acquired knowledge that is directly relevant to their teaching in the Universities as result of participation in seminars and workshops.	وَلَا	وَلَا	وَلَا
وو [stɪtʃɪŋ] variety of teaching methods (e.g. lectures, discussion) to achieve desirable goals after taking part in seminars and workshops.	وَلَا	وَلَا	وَلَا
يو ! [stɪtʃɪŋ] participation in seminars and workshop is that they are able to adapt lectures to students' needs and capacities.	وَلَا	وَلَا	وَلَا
وو t [stɪtʃɪŋ] seminars and workshops made them learn practical skills in operating machines and tools.	وَلَا	وَلَا	وَلَا
يو [stɪtʃɪŋ] communication and interactive skills (e.g. correct use of language, oral and written) has been enhanced as result of attending seminars and workshops s	وَلَا	وَلَا	وَلَا



16	Lecturers can manage their classroom activities effectively after being exposed to seminars and workshops.	3.14	1.01	Accepted	2.78	1.01	Accepted	2.20	.48	Rejected
17	Lecturers can use various techniques (e.g. observation, test) to determine students' performance having participated in seminars and workshops	2.95	0.96	Accepted	3.31	.78	Accepted	3.31	.46	Accepted
18	As a result of seminars and workshops lecturers can use modern instructional technology to teach effectively. .	2.34	.52	Rejected	3.08	.49	Accepted	3.11	.48	Accepted
19	Participation in seminars and workshops has taught lecturers to effectively handle students' disciplinary problems.	3.85	.50	Accepted	3.11	.51	Accepted	3.21	.61	Accepted
20	Participation in seminars and workshops has improved lecturers' ability to use lecture time well.	3.07	.57	Accepted	3.19	.60	Accepted	3.55	.52	Accepted
Cluster mean score		3.29			3.07			3.38		

#### Survey Data, 2023

Table 2 shows that the respondents accepted all items except for items 13.Lecturers and Management Staff rejected items 13 and 16 respectively as the impact of lecturers' participation in seminars and workshops on their job Performance. The standard deviation of the items ranged from 0.55 to 0.85, implying the respondents were close in their opinions.

#### Hypotheses Testing

This section presents the results of the hypotheses tests. Four hypotheses were formulated and tested as follows:

##### Hypothesis One

**H0<sub>1</sub>:** There is no significant impact of lecturers' participation of ICT training programmes on their job performance in the selected Federal Universities in South east Nigeria

**Table 4:** Summary of Analysis of Variance (ANOVA) on respondents' Mean Ratings on the Impact of lecturers participation in ICT training programmes on their Job Performance

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.857	2	.429	3.857	.1911
Within Groups	2.000	347	.500		
Total	2.857	349			

Table 4 shows the summary of one way Analysis Of Variance (ANOVA) of the respondents' Opinion on the Impact of ICT participation on the Job Performance of Lecturers. The test shows that there is no significant difference in the opinions of the respondents on the Impact of ICT participation on the Job Performance of Lecturers

#### Hypothesis Two

**H0<sub>2</sub>:** There is no significant impact of participation of lecturers in seminars and workshops on their job performance in the selected Federal Universities in Southeast Nigeria

**Table 5:** Summary of Analysis of Variance Statistics (ANOVA) to test the Difference of respondents' Opinion on the Impact of Seminars and workshops participation on the Job Performance of Lecturers

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.000	2	2.000	3.000	.100
Within Groups	2.000	347	.667		
Total	8.000	349			

Result in Table 5 shows that the computed F probability of 3.00 is less than the F table value at p-value of 0.05 adopted for the study. Therefore, null hypothesis which states that there is no significant difference in the opinions of Management Staff, Heads of Departments and lecturers on the impact of participation in seminars and workshops on the job performance of lecturers is upheld

#### Discussion of Findings

The study was aimed at evaluating the effectiveness of management support programmes for training and development of lecturers in Federal Universities in Southeast Nigeria. The findings are discussed as follows:

Results in Table 1 indicate that participation in Information and Communication Technology Programmes by lecturers of Federal Universities in Southeast Nigeria impacted positively on their job Performance. This was manifested in their firm agreement as there was no significant difference in the mean scores of their responses, since majority affirmed that lecturers could use enhanced visual aids to teach in the Universities. In the area of ICT usage, majority of the respondents rated ICT competence of lecturers highly especially in the area of word processing, browsing and email. Thus lecturers' performance had improved as they could utilize ICT to make teaching and learning more effective. These findings corroborated the observation of Adekoya (2013) that participation in Information and Communication Technology has enhanced capacity buildings of employees across all facets of life. He also stressed that the impact of communication and information technology is felt in all aspects of an organization's life. The findings also buttressed the assertions of Goko

(2012) that most teachers see ICT as an important tool for motivating students, providing excellent tools for supporting teaching and also help learning.

Results in Table 2 suggest positive impact of lecturers' participation in seminars and workshops on their job performance as opined by the three categories of staff of Federal Universities in Southeast Nigeria. This is because a large percentage of the respondents agreed that lecturers' participation in seminars and workshops had improved their classroom communication and interactive skills. Workshops and seminars had also assisted lecturers to learn practical skills in operating machines and the ability to manage time which had aided the achievement of desired instructional goals. This assertion manifested in their firm agreement as there was no significant difference in the mean scores of their responses. This finding is in consonance with those of Igbojekwuet *al* (2015) who found that through participation in seminars and workshops, lecturers have acquired knowledge that is directly relevant to their teaching in the Universities.

### Conclusion

The flux of change in the process of research, teaching, learning and community service engendered by technology is unprecedented, hence, continuous undergo training and development of lecturers have become invaluable and inexcusable. However, available records shows that the management support strategies for staff development in Federal Universities are inadequate. The study therefore concludes that management support programmes for lecturers training and development is inadequate thereby affecting its effectiveness

### Recommendations

On the basis of the findings of this study, the following recommendations are proffered;

1. University Management should allocate more funds to lecturers to enable them participate in staff development programmes. A minimum of six percent (6%) of the annual budgets of Universities should be allocated for staff development programmes. The management can also approach organizations such as banks and the Alumni association of the university to assist in funding or provision of the facilities required.
2. Lecturers' development programmes must integrate ICT and this should be offered to lecturers on a continuous basis so that their Information and Communication Technology knowledge can be upgraded over time. Mechanisms also need to be put in place by government so that lecturers can utilize ICT for teaching and learning;
3. Management of Federal Universities, NUC and TETFund should support lecturers to actively participate not only in local development efforts but international seminars, workshops and conferences by providing information and increased funding

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