



IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON JOB PERFORMANCE OF BUSINESS EDUCATION LECTURERS IN TERTIARY INSTITUTIONS IN ADAMAWA STATE, NIGERIA

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Abstract

The purpose of this study was to ascertain the impact of staff development programmes on job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was a descriptive survey. The population of the study comprised all 75 business education lecturers from the four tertiary institutions in the state. Since the population size is manageable no sampling was done. The research instrument was a 24 items structured questionnaire developed by the researchers and titled "Impact of Staff Development Programmes on Job Performance of Business Education Lecturers Questionnaire (ISDPJPBELQ). The instrument was validated by three senior experts from the School of Technology and Science Education, Modibbo Adama University, Yola. Cronbach Alpha coefficient for the two clusters yielded coefficient values of .69 and .71 for section A and B respectively with over-all coefficient value of .70 which indicated that the instrument was reliable for the study. Mean and standard deviation was used in answering the research questions and simple linear regression analysis was employed in the test of the two null hypotheses at 0.05 level of significant. The study revealed that the study-fellowship training and conferences attended by Business Education lecturers have significant positive impacts on their job performance. Based on the findings of the study, it was concluded that the need for Business Education lecturers to undergo study-fellowship training and conferences should not be overemphasized as it will help in improving and enhancing their job performances. The researchers recommended among others, that there is need for the lecturers to be acquainted with the current trends and development in education. The study has therefore recommended that lecturers, heads of departments, directors and deans of all the four tertiary institutions in Adamawa State to be sensitized by their various heads, tefunds and professional Associations/Organisations on the need for regular attendance of study-fellowship training and conference to enable them to abreast on current educational practices, strategies and methods/techniques among others.



Key Words: Impact, Staff Development Programmes, Job Performance, Business Education lecturers

Introduction

Education is considered to be a paramount instrument for attaining national development. It serves as one of the conditions for actualizing the growth and development of any nation. It is recognized as an instrument par excellence for achieving growth, progress, and national development (FRN, 2013). This therefore, underscores the value being placed on the quality and standards of education which encompass quality learning, resources inputs, instructional process, effective management, monitoring, and evaluation as well as human resources capacity development. Human resources are the people who make up the workforce of an organization, the human resources (staff) of any tertiary education are expected to bring about the competitive difference since the success or failure of an educational organ is dependent on the quality of its human resources. Human resources are the competitive advantage which any tertiary institutions may have. This is because equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive tertiary institutions, the innate qualities which may include; innovativeness, knowledge, abilities and skills of the human resources (staff) cannot be easily copied. Studies on human capital development revealed that; it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development (Broadwell, 2006; Amadi, 2008 in David, 2008).

Every society requires adequate human and material resources to improve its social organisation, preserve the culture, enhance economic development and reform the political structures. Education is often seen as a prerequisite for quality manpower development and creation of wealth, a sure path to success in life and service to humanity. Thus, teachers have important role to play to adequately prepare the young for their roles in the society in order to achieve the set national objectives. Teachers' influence is always felt in every aspect of the society because all other professionals and workers within the society have, at one time or the other, passed through the tutelage of a teacher and thus whatever they now become is a direct outcome of what teachers have passed on to them (Okemakinde, Adewuyi & Alabi 2013).

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. The staff who does not know what to do



or how to do it cannot perform effectively even if they want to (Lawan, 2014). Therefore, it is the responsibility of the human resource management to ensure that the staff knows what to do and how to do it. This can only be possible through staff development programmes. Syeda, Nighat & Syeda (2012) stated that education is extremely important not only for the success of an individual but for the nation as well. Education is defined as a process or art of imparting knowledge, character, skills and judgment to learners. Its major objective is to make an individual learn about how to level with the society by developing intellect, equipping one's self to deal with the reality of life and by facilitating realization of self-potential and latent talents of an individual. Education encompasses teaching and learning specific skills, positive judgement, well developed wisdom and profoundness (Afshan, Sobia, Kamran, & Nasir 2012). A successful lecturer is required to be equipped with the characteristics like mastery of subject matter, professional training, sound physical and mental health as well as devotion and dedication to the profession (Syeda, Nighat & Syeda 2012). The lecturer of today is an individual who is not only interested in student's acquired knowledge and skills but also equally involved in their total development.

Considering the crucial role of lecturers in the academic achievement and overall development of his students, it is imperative that they should possess qualities like command on the subject, moral and mental fitness, devotion to the profession and appropriate skill to perform his duties for the achievement of the coveted objectives (Day, 2016). A lecturer has to play many roles in an educational set up. The lecturer is supposed to work simultaneously as "authority figure, leader, knower, director, manager counselor and guide". In addition to above, the lecturer is supposed to play the roles as friend, confidante, and parent as well. In this regard, a lecturer is not a mere provider of knowledge and lessons in the classroom but moreover he is a person involved and interested in the wholesome development of students; he (lecturer) is accordingly supposed to have some qualities and characteristics like proficiency in the subject, moral health, physical and mental fitness. Performance of these roles be effectively enhancing through numerous staff development programmes.

Staff development has been accepted as an effective method of increasing the knowledge of skills of teachers in order to enable teachers to teach more effectively. It is the important aspect of education process that deals with the art of acquiring skills in the teaching profession. They are essential practice that enhances subject mastery, teaching methodology and classroom management. The primary aims of staff development, as submitted by Health



(2009), include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions abilities to achieve their aims and objectives. The skills and competencies acquire because of prudent staff development programmes will enable the lecturers to perform optimally if not maximally. Their performance will not enable them give efficient and proficient service but will provide the avenues for technological advancement as well as enabling the attainment of varied policies toward reaching our national most expected destination compassionately.

Generally speaking, staff development through study-fellowship, conference, workshop, seminars and mentoring offer one of the most promising ways of improving classroom instruction and job performance of Business Education lecturers. At the tertiary level, the term Business Education is sometimes considered as synonymous with education in the broad areas of business administration in which the objective is primarily preparatory for professional careers in the management and administration of business enterprises. Business education is also used to designate the preparation of teachers of business and economics both at the secondary and tertiary levels of education. It is an important part of the general education which emphasizes on skills and competency acquisition (Okolocha & Onyenrke 2013). Business education is that program of study which encompasses education for office occupations business teaching administration and economic understanding. One remarkable and important characteristic of business education program is that its products can function independently as self-employed and employers of labour (Okwuanaso & Nwazo, 2014). Consequent upon these, there exist broad spectrums of job prospects for products of business education even from the junior secondary level to the graduate level, included in this spectrum are: teaching careers, entrepreneurship, office environment, vocational practices.

Effective performance on the part of staff is essential for the success of the organisation. Such performance, to a large extent, will depend on their knowledge skills, and confidence in originating ideas as to how best to carry out the task of the job. Hence, the need of staff development programmes which should aim at improving the effectiveness of individuals at work and for the greater responsibilities. Lecturers constitute an important factor in the implementation of the curriculum. The quality of lecturers is known to be a key predictor of student's performance. Lecturing as a profession demand continuous development of knowledge and ability through training programmes



such training programmes includes study-fellowship, conference, workshop, seminars and mentoring staff (Bright & Innocent 2015). Generally speaking, staff development through study-fellowship, conference, workshop, seminars and mentoring offer one of the most promising ways of improving classroom instruction. It is an attempt to assist the lecturers to improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective lesson delivery. In essence the dream of self-reliance, skill acquisition and entrepreneurship through education can only be realized through a well-defined programme. In most cases, staff development programmes are organized by an institution, a corporate body, association or government agency and is normally lasted for a short period of time. An activity similar to that but which may take a long time period is what is referred to as study-fellowship training programmes. In this case workers who are already in the service go on training or courses programme in order to update or acquire the intellectual and professional skills that are necessary to discharge their duties more efficiently (David, 2008). As such, the need for study-fellowship training for lecturers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development

Training programme in an institution is a process by which people are taught with skills and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective job performance. Institutions are facing many changes which are related to economic needs, social needs and technology needs. As such, training programme plays an important part to overcome these problems and to cater the needs of the institution (Che, 2014). Study-fellowship training is a kind of teaching type which helps the working staff to obtain the ability to keep up with the changes within their organisation, to learn new knowledge in order to reach the targets determined by the organization, to improve him/her in his/her profession. Harbau (2014) stated that the study-fellowship training enables lecturers to obtain higher academic and professional qualifications in order to improve their positions in the school system.

According to Hakan, (2013) study-fellowship training is defined as the educational opportunities to help the staff to improve themselves in their professions for all the personnel in all the work fields (education, health, technology, and private sector, all working fields in public institution, press and media institution). Study-fellowship training is attempt to improve staff competence through continuing education courses, meetings and study groups,



visits, lectures and personnel reform. According to Lawal (2014) study-fellowship training programme is a process for continuous up–dating of lecturer’s knowledge, skills and interest in chosen field. It is a means for continuous professional growth which encourages the extension of technical assistance by lecturers.

Study-fellowship is an integral part of staff development programme, which is organized for teachers/lecturer’s while in service. Musa (2016) outline the benefits of study-fellowship training of teachers/lecturer’s to include:

1. To enable teachers/lecturers obtain higher academic and professional qualifications in order to improve their positions in the school system.
2. To help teachers/lecturer’s acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction.
3. To enable the teachers/lecturer’s to be adequately equipped to meet up with the new changes in the school system in the 21st century.

Okemakinde, Adewuyi &Alabi (2013) in an early study had established that investment in the form of study-fellowship training was a crucial factor in the development of job commitment. The result of the study showed that lecturers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for study-fellowship training. Thus, study-fellowship training served to boost teacher moral and thus, engendered positive work performance among them. The purpose of study-fellowship training is to educate the personnel through study-fellowship activities such as courses and workshops and study-fellowship training is short term of educational activity which helps the teacher/lecturers to obtain professional knowledge and abilities and new ideas considering the improvements in their own fields and educational technologies (Hakan, 2013). Study-fellowship training has for many years been the driving force behind much changes that has occurred in the area of teaching and learning. As in any other profession, it is vital that lecturers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their “lifelong learning” as educators, as professionals and as individuals who are responsible for the education of the next generation. Besides that, study-fellowship training also provides employees with ample opportunities to learn new concepts, methods and approaches through professional development. Study-fellowship training is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and the implementation of programmes of staff activities designed for the harmonious satisfaction of these needs. Lastly, the impact of study-fellowship training on the performance of staff in an organisation should be looked in various perspectives (Oduselu, 2011). It promotes a very flexible environment and allows staff to adapt with the working situation and it is also one form of motivation for employees or employers and it will continue to



increase creativity in staff. It also enables staff to acquire new understanding and skills to develop their effectiveness in the organisation.

Conference enhances lecturers' growth and development. It is a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Conference comprise different personalities in the field of education with bountiful of ideas. Che (2014) discussing the form and use of conferences, which the researchers adopted as one of the elements under training recognized its strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Lecturers have access to a broad range of ideas through conference which lead to the enhanced performance. Staff development is a key to the success of any institution as the smooth and efficient running of any organisation depends on how well employees are equipped with relevant skills to perform their task. The success or failure of the organisation depends on employee's performance. Therefore, institutions are investing huge amount of money on staff development. The knowledge, ideas, skills and attitudes of the staff must be developed through integrated and systematic way of attending conference. Afshan, Sobia, Kamran, & Nasir (2012) stated that conferences are usually used to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussion, workshop etc. Conferences therefore, have a very important place in the work place. The work place is rapidly changing and information needs to be customized in order to meet the diverse of all institutions.

Musa (2016) stated that the conference allows lecturers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning which enhances their job performance. Moreover, educational conferences mostly comprise different personalities in the field of education with bountiful of ideas. Conference provide learning environment that encourages participants to exchange experience, ideas and practices from their own schools/colleges (Okemakinde, Adewuyi & Alabi 2013). Kheyrollah & Nasser (2012) observed that the conference provides a forum for the team members to discuss tools, technologies, and processes and how they can apply them in their school to improve their job performance. Lecturers have access to a broad range of ideas through conferences which lead to enhanced performance. Edet & Nkama (2013) stated that attending a conference also has numerous benefits to the lecturers, and this includes the following:

1. They allow lecturers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.



2. Recognizing, acknowledging, and rewarding individual creativity to create greater job satisfaction, enhanced self-worth, and professional pride in teaching.

3. Providing a forum for participatory inputs that affects the sense of investment and consequent ownership that all participants develop toward their school;

4. Assist lecturers in understanding and effectively using the instructional text in the classroom, new textbooks, lecturers' guides, and also support lecturers to better meet the needs of their students;

5. Develop lecturers' reflective practice and problem-solving skills in teaching/lecturing, administration, and community relations; and

6. Facilitate a process of collegiality in order to reduce lecturer's isolation and thereby enhance the prospect of nurturing substantive change in lecturers' beliefs and practices.

On the other hand, staff job performance is a criterion that relates to organizational outcomes and success. Daniel, Agbe, Odeh, & Tyokyaa (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 (Gani, 2013). It could also be described as the ability to combine the right behavior skillfully towards the achievement of the school goals and objectives (Kalash, (2014). The success with which an educational institution survives depends largely on the ability and expertise of human resources who operate both at the managerial and teaching levels of operation. Such ability and expertise usually stem from the qualitative knowledge possessed and standard training received.

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 and employees have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools in spite of improved academic and professional qualification of employees and huge government investment in education of their children in secondary, polytechnics, colleges of education and university system seems to have failed to produce graduates who can contribute to solving the problems of the society (Modibbo, Titus, Nwabufo, & Okereke, 2019). States in North Eastern Nigeria have made substantial moves to improve employees' work performance through such measures as it may increase staff participation in developmental



programmes but to no avail. This, therefore, implies that staff development practices are effective motivational strategies for skill and knowledge acquisition for enhanced staff job performance. The researchers observed that many tertiary institutions that organize staff training programmes in the country do have a wrong nomenclature that staff development programmes require placing few people with high potentials in a training programme while ignoring the rest of staff. It is, of course, difficult to identify the potential of prospective staff, but to rely on a few trainees is also risky. It is even much riskier when the staff in tertiary institutions is selected to go for study-fellowships and conferences based on friendship or kinship with executives. Hence, it has been observed by the researchers that lack of efficient and skillful staff development could be the reason behind this sordid job performance of staff as well as declined in student's performance in tertiary institutions. This study therefore, determines the impact of staff development programmes on job performance of Business Education lecturers' in tertiary institutions in Adamawa State, Nigeria.

Statement of the Problem

The caliber of lecturers working in the public tertiary institutions in Adamawa State is nothing to write home about in terms of their training and re-training. Some lecturers are usually inefficient in the performance of their duties. Thus, this cannot be unconnected of their failure to attend their professional conferences and update their knowledge. The researcher observed that in the whole of Adamawa State polytechnic and collages of education, there is no single PhD holder in Business Education lecturing, and less than 30 percent of lecturers in Adamawa State Polytechnic, Federal and State Colleges of Education and Modibbo Adama University, Yola had master's qualifications in Business Education. In same vein study conducted by Haruna & Modibbo (2018) reveals that, only 3 percent of Business Educators in Adamawa State attends Professional Annual Conference of Association of Business Educators in Nigeria (ABEN), while attends 2.1 percent of same attends Conference of Business Educators Association in Vocational Education (BEAVE), despite of the presence of four tertiary institutions in the State and tertiary education fund (tetfund).

Efforts were made by management of the tertiary institutions and tetfund in sponsoring study-fellowship training and conference for lecturers in tertiary institutions to improve themselves, in spite of their critical role in bringing about lecturers' efficiency and effectiveness, however, this has grossly affected the quality and quantity of lecturers. Thus, this may have contributed to the present poor academic achievements of students in schools, poor job performance of



lecturers. Another challenge is financial constraints; this evidence shows that financial constraints are contributory to limited professional practices undertaken to upgrade lecturers. Limited funds inhibit lecturers' maturity. Underfunding of staff development programmes can be one of the factors that act as a barrier to effective lecturers' growth. Therefore, lecturers are the main determinates of quality education. If they are apathetic, uncommitted, uninspired, lazy, unmotivated, the whole nation is doomed. If they lack or are ignorant in their discipline and impart wrong knowledge, they become not only redundant, but dangerous and end up producing half bake graduates.

This study is, however, imperative to determine the impact of staff development programmes on job performance of Business Education lecturers' in tertiary institutions in Adamawa State, Nigeria.

Research Questions

Based on the specific purposes, the following research questions were raised and answered.

1. What is the impact of study-fellowship training on job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria?
2. What is the impact of conference attendance on job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- H01. Study-fellowship training has no significant impact on job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria.
- H02. Conference has no significant impact on job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria.

Method

The study adopted a descriptive survey research design. The area of the study consists of 21 local governments and five educational zones in Adamawa State. The population of the study was 75 Business Education lecturers drawn from four tertiary institutions in the area offering the programme, namely; Modibbo Adama University, Yola, Federal College of Education, Yola, College of Education Hong and State Polytechnic Yola. The entire population was used for the study and so there was no sample and sampling technique for this study due to the relatively manageable size of the population the entire populations of 75.



Therefore, census population was used in this study since there was no sampling. This is in compliance with the recommendation of Ademuluyi and Okwuanaso (2009), that it is ideal to study the entire population whenever it is not more than 250. The research instrument consists of 24 items structured questionnaire developed by the researchers and titled Impact of Staff Development Programmes on Job Performance of Business Education Lecturers' Questionnaire (ISDPJPBELQ). The instrument was subjected to face validation by three specialists from the department of Vocational Education Modibbo Adama University, Yola. The validates were specifically requested to critique the instrument to be devoid of ambiguity and ensure the use proper and correct grammar to make it concise and also precise. The Cronbach Alpha coefficient for the two clusters yielded co-efficient values of .69 and .71 for section A and B respectively with over-all co-coefficient value of .70 indicating that the instrument was deemed reliable for the study. This is in line with what Spiegel and Stevens (1999) recommended that the reliability coefficient of between .5 to +1 is adequate in most social sciences environment based. Arithmetic mean was used to answer the research questions while simple linear regression was used to test the null hypotheses at 0.05 level of significance. In the questionnaire, the items were based on 4-point scale, and weighed on the following scale:-Very High Impact (VHI) 4 points, High Impact (HI) 3 points, Medium Impact (MI) 2 points, Low Impact (LI) 1 point. Any item with a mean value equal to or greater than 2.50 was regarded as High Impact by the respondents while mean values less than 2.50 was regarded as Low Impact by the respondents. Out of the 75 copies of questionnaire distributed, 73 copies were retrieved. In the test of hypotheses, if the p-value was less or equal to 0.05 ($p < 0.05$), the null hypothesis was failed to retain. Notwithstanding, where p-value was greater or equal to 0.05 ($p > 0.05$), then the null hypothesis was retained. All the two hypotheses were rejected.

Results

Table 1: Respondents' Mean Ratings on the Impact of Study Fellowship on Job Performance of Business Education Lecturers in Tertiary Institutions in Adamawa State, Nigeria, N = 73.

S/N	Items/Statements	\bar{X}	SD	Decision
1	The study-fellowship training enables lecturers to obtain higher academic and professional qualifications in order to improve their positions in the school system.	3.80	1.93	VHI
2	The study-fellowship training helps lecturers to acquire more conceptual and technical knowledge.	3.68	1.92	VHI



3	Study-fellowship training enhances lecturer's competences in their teaching subjects and pedagogy and improves their efficiency in classroom instruction.	3.54	1.88	VHI
4	Study-fellowship training enables the lecturers to be adequately equipped to meet up with the new changes in the school system in the 21st century.	2.98	1.73	VHI
5	Study-fellowship training has impacted lecturers in my school to learn how to prepare their lesson well and this enables them to perform better in their classes.	3.76	1.94	VHI
6	Study-fellowship training impacted the lecturers to learn how to control their lectures and this enhances their performances in their classes.	2.37	1.41	VLE
7	Study-fellowship training enhances the overall development of their students.	2.67	1.63	VHI
8	Study-fellowship training constitutes an important factor in the implementation of the curriculum.	3.01	1.73	VHI
9	The study-fellowship training has impacted not only for the success of an individual lecturer, but for the nation as well.	2.97	1.72	VHI
10	Study-fellowship training has positively impacted the lecturers in my school to master their areas of specializations and this improves their job performances.	3.21	1.79	VHI
11	The study-fellowship training plays a positive impact on the job performance of Business Education lecturers.	3.13	1.77	VHI
12	The study-fellowship training helps to keep lecturers up-to-date and enhances the academic achievement of their students.	3.25	1.80	VHI
Grand Weighted Mean		3.20	1.79	VHI

Source: Field Survey, 2022.

Data in table 1 showed that all the mean scores are above 2.50 which is the mean score for decision making, with the exception of item six which revealed a mean score of 2.37 and standard deviation valued at 1.41. The highest mean score of 3.80 with standard deviation valued at 1.93 was recorded in item 1. The grand mean and standard deviation were 3.20 and 1.97 respectively. Since the grand mean score is 3.20 and it is above the mean value of 2.50, all the items except one were therefore accepted which means that the study-fellowship training given to the lecturers has very high impact of on their job performance in Business Education at tertiary institutions in Adamawa State, Nigeria.

Table 2: Respondents' Mean Ratings on the Impact of Conference on Job Performance of Business Education Lecturers in Tertiary Institutions in Adamawa State, Nigeria, N = 73.

S/N	Items/Statements	\bar{X}	SD	Decision
13	Lecturers have access to a broad range of ideas through conference which lead to the enhancement of their job performance.	2.41	1.55	VLI



14	Conference enhances lecturers' growth and development in teaching and learning.	3.13	1.77	VHI
15	Conference allow organisation to get updated information on key issues that their institutions are concerned with and improve their job performance.	3.05	1.45	VHI
16	Conference allows lecturers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning which enhances their job performance.	2.99	1.72	VHI
17	Recognizing, acknowledging, and rewarding individual creativity to create greater job satisfaction, enhanced self-worth, and professional pride in teaching.	3.47	1.86	VHI
18	Conference allows lecturers in providing a forum for participatory inputs that affects the sense of investment and consequent ownership that all participants develop toward their school.	2.97	1.72	VHI
19	Conference helps in understanding and effectively using the instructional text in the classroom, new textbooks, lecturers' guides, and also support lecturers in enhancing their job performance.	3.02	1.74	VHI
20	Conference allows lecturers to develop reflective practice and problem-solving skills in teaching, administration, and community relations.	2.54	1.59	VHI
21	Conference facilitate a process of collegiality in order to reduce lecturer's isolation and thereby enhance the prospect of nurturing substantive change in lecturers' beliefs and practices	3.00	1.73	VHI
22	Attending conference will allow staff to network with each other professionals in the industry, to build their team which in turn enhances their job performance.	2.88	1.70	VHI
23	Conference providing a forum for the team members to discuss tools, technologies, and processes and how they can apply them in their school to improve their job performance.	2.79	1.67	VHI
24	Conference provide learning environment that encourages participants to exchange experience, ideas and practices from their own schools/colleges.	3.16	1.78	VHI
Grand Weighted Mean		2.95	1.71	VHI

Source: Field Survey, 2022.

Data in table 2 showed that all the mean scores are above 2.50 which is the mean score for decision making, with the exception of item 13 which revealed a mean score of 2.41 and standard deviation valued at 1.55. The highest mean score of 3.47 with standard deviation valued at 1.86 was recorded in item 17. The grand mean and standard deviation were 2.95 and 1.71 respectively. Since the grand mean score is 2.95 and it is above the mean value of 2.50, all the items except one were therefore accepted which means that the conference attendance given to the lecturers has very high impact of on their job

performance in Business Education at tertiary institutions in Adamawa State, Nigeria.

Table 3: Presents Summary of Simple Regression of the Impact of Study-fellowship Training on Business Education Lecturers' Job Performance.

Variables	B	Std. Error	T	Sig.	Beta Standardised	R	R ²	Add. R ²	Dec.
Study-fellowship Training	50.234	7.012	8.750	.000					
Lecturers' Job Performance	.023	.195	.043	.000	.877	0.941	.896	0.759	H ₀₁ Rejected

*Significant, $p < 0.05$.

Source: Field Study 2022.

Data in Table 3 reveals the analysis of impact of study-fellowship training on job performance of Business Education lecturers. The table, indicates that R² value is .896, Beta = .877 and $p = .000$. It implies that 89.6% of job performance of Business Education lecturers was dependent upon the study-fellowship training of the lecturers. Thus, since p-value of .000 is less than the level of significance of 0.05, this implies that study-fellowship training has a positive significant impact on job performance of Business Education lecturers. Therefore, the null hypothesis which states that the study-fellowship training has no significant impact on job performance of Business Education lecturers' in tertiary institutions in Adamawa State, Nigeria was rejected.

Table 4: Presents Summary of Simple Regression of the Impact of Conference on Business Education Lecturers' Job Performance.

Variables	B	Std. Error	T	Sig.	Beta Standardised	R	R ²	Add. R ²	Dec.
Conference	37.565	9.487	5.314	.000					
Lecturers' Job Performance	.521	.297	2.131	.000	.874	0.875	.754	0.777	H ₀₂ Rejected

*Significant, $p < 0.05$.

Source: Field Study 2022.

Data in Table 4 reveals the analysis of impact of conference on job performance of Business Education lecturers. The table, indicates that R² value is .754, Beta = .874 and $p = .000$. It implies that 75.4% of lecturers' job



performance was dependent upon the conference attended on job performance of Business Education lecturers. Thus, since p-value of .000 is less than the level of significance of 0.05, this implies that conference has a positive significant impact on job performance of Business Education lecturers. Therefore, the null hypothesis which states that the conference has no significant impact on job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria rejected.

Discussion of Findings

The findings of the study reveal that the study-fellowship training has a positive significant impact on job performance of Business Education lecturers in tertiary institutions in Adamawa State, Nigeria. This collaborate with what Lawal (2014) stated that the study-fellowship training is an important part of the general education which emphasizes on skills and competency acquisition of lecturers for better job performances. This is in line with the view of Hakan (2013) who noted that study-fellowship training is a short term of educational activity which helps the teacher/lecturers to obtain professional knowledge and abilities and new ideas considering the improvements in their own fields.

Business education is used to designate the preparation of teachers of business and economics both at the secondary and tertiary levels of education. The findings of this study are also in coherence with what Harbau (2014)) reported that the study-fellowship training enables lecturers to obtain higher academic and professional qualifications in order to improve their positions in the school system.

The findings of the study as well reveal that the conference attended by lecturers has a positive significant impact on job performance of Business Education lecturers' in tertiary institutions in Adamawa State, Nigeria. The findings are in agreements with what Musa (2016) found in his study that the conference allows lecturers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning which enhances their job performance. Similarly, results of the findings supported with what Kheyrollah & Nasser (2012) noted that the conference provides a forum for the team members to discuss tools, technologies, and processes and how they can apply them in their school to improve their job performance. The study also agreed with what Okemakinde, Adewuyi & Alabi (2013) who found that conference provide learning environment that encourages participants to exchange experience, ideas and practices from their own schools/colleges.

Conclusion

Based on the findings of the study, it was concluded that the need for Business Education lecturers' for to go study-fellowship training and conference



should not be overemphasized, as this will help in improving and enhancing their job performances. Since the responsibilities of lecturers in any circumstance is the education of the students. However, the lecturers should possess the up-to-date knowledge's skills and competences necessary for the realization of the objectives of the programme. Thus, if the lecturers are lacking the knowledge which are acquired through study-fellowship training and conferences then, there could be lost of interest on the part of lecturers, poor academic performances. More so, this clearly indicates that the Business Education lecturers would be producing half bake graduates who would not be able to functions effectively in the 21st century world of work and who may not contribute anything meaningful to the development of an economy driven.

Recommendations

In line with the research findings and conclusion the following recommendations were made:

1. Government at both Federal and State should continuously be given permission and sponsorship of lecturers to go on study-fellowship training programmes since their performances are enhanced through such trainings and retraining.
2. There should be an open-door policy to all lecturers at tertiary institutions in Adamawa State to allow all lecturers to be attending conferences at least in two years to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of business educators.
3. There is need for the lecturers to be acquainted with the current trends and development in education. The study has therefore recommended that lecturers, heads of departments, directors and deans of all the four tertiary institutions in Adamawa State to be sensitized by their various heads, tefunds and professional Associations/Organisations on the need for regular attendance of study-fellowship training and conference to enable them to abreast on current educational practices, strategies, methods/techniques etc.

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