

PROFESSIONAL DEVELOPMENT PROGRAMMES AND PRODUCTIVITY OF ACADEMIC STAFF IN STATE-OWNED TERTIARY INSTITUTIONS IN OYO STATE, NIGERIA

BY

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Abstract

This paper investigated professional development programmes and productivity of academic staff in state-owned tertiary institutions in Oyo State, Nigeria. Four research questions and three research hypotheses guided the study. This study employed survey research design. The study adopted simple and proportionate sampling techniques. The sample size was 319 respondents who were randomly selected in two state-owned tertiary institutions in Oyo State. Self-designed questionnaire was used for data collection. Data collected were analysed using percentages, mean, standard deviation and Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The results revealed among others that there was significant relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions; and significant relationship existed between professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria. The study concluded that professional development programmes related to the productivity of academic staff in state-owned tertiary institutions in Oyo State, Nigeria. The study recommended among others that government and the management of state-owned tertiary institutions should provide relevant professional development programmes which can aid effective services delivery by the academic staff and on effective use of digital technologies for teaching and conducting research for the academic staff in state-owned tertiary institutions regularly.

Keywords: Academic Staff, Productivity, Professional Development Programmes, State-owned Tertiary Institutions

Introduction

The desire of every organisation is to achieve higher productivity. Productivity measures the efficiency of individuals and or the organisation in relation to tasks and targets. It is also a measure of performance in relation to ratio of input to output. However, differences exist in the opinions of experts as regards what constitute individual's productivity or organisation's productivity and how to ascertain productivity, particularly in the service sector like education or the school system where products are intangible or not physical. Productivity relates to act of producing more and better-quality products or services. According to Ozurumba and Amasuomo (2015), increase in productivity among teachers or academic staff may mean more and better school leavers and graduates who are morally, spiritually, physically and mentally able to fit into the society and the labour market. It may also include workers having positive attitude and commitment towards the pursuit of organisational goals. Thus, productivities measure the extent to which organisations such as tertiary institutions achieve their goals, which is a function dependent on the acquisition of new skills, knowledge and experiences attributable to professional development programmes.

Professional development programmes are usually designed to bring about changes in individual worker's skills, knowledge, attitudes, behaviour, beliefs and values. These programmes aimed at enhancing the workers' growth and development as well as the performance and quality of work done (productivity). This shows that provision of professional development programmes for academic staff have the tendency to enhance their productivity in tertiary institutions; while inadequate or lack of these programmes may affect the productivity of academic staff negatively.

This may be why Ozurumba and Amasuomo (2015) asserted that inadequate professional development programmes are responsible for low productivity among academic staff in most of the state-owned universities.

The training and development opportunities available to workforce such as academic staff include: conferences, on-the-job training, seminars, in-service training, web-based learning and instructor-led classroom training. These types of programmes will enable the academic staff to gain pedagogical and content knowledge in their areas of specialisations, which may invariably enhance their services delivery. Training and development programmes in area technological adoption by academic staff is significant in the wake of technological advances all over the world. This is based on the fact that inability of the academic staff to adopt technology for teaching and conducting research may make them confuse and feel threatened by the new technology. Thus, professional development programmes for academic staff on technology are essential for them to know how to integrate technological tools and devices for the improvement of teaching and research processes. In line with this statement, Malami and Onen (2023) postulated that professional development programmes empower academic staff to fulfill their teaching, research, and community service roles expertly. However, in most of the state-owned tertiary institutions, many academic staff (lecturers) usually participate in self-sponsored professional development programmes or activities; while some have the opportunities to attend government or institution's sponsored programmes.

Professional development programmes provide academic staff with the opportunity to be trained and retrained. Teaching effectiveness, community engagement and quality of research among academic staff can be improved through professional development programmes. This is based on the fact that these programmes have tendency to enhance the teaching strategies, methods of conducting research and effective delivery of instructions by the academic staff for the actualisation of the goals of tertiary education. Professional development programmes may assist in career development among staff and in improving the quality of output from tertiary institutions. They also enable the academic staff to acquire the required knowledge and skills for effective services delivery.

The importance of professional development programmes in enhancing academic staff performance or productivity cannot be underestimated. For instance, Peretomode and Chukwuma (2018) reported that capacity building programmes enhances lecturers' productivity; while Nwokedi, Amaewhule and Nwafor (2018) contended that, capacity building enhances lecturers' job performance through acquisition of new knowledge and skills. This may be why Ehinola and Akomolafe (2022) asserted that teaching staff perceived in-service training as a tool that moderately improve their capacity. This is an indication that professional development programmes have tendency to enhance the productivity of academic staff in tertiary institutions. Despite the significance of professional development programmes in enhancing workers' productivity, most of the academic staff in the state-owned institutions seem not be provided with the opportunity regularly. This may have negative consequences on their productivities. It is against this background that this paper investigated professional development programmes and productivity of academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Statement of the Problem

The issue of low productivity has become a major concern among employers all over the world. It is attributed to inadequate skills of workers to increase productivity. In most of the state-owned tertiary institutions, workers are usually hired or recruited through non-competitive processes which may not allow the best candidate to emerge for academic staff positions as a result of politicians and state government influence. This may be why some academic staff in the state-owned tertiary institutions are not productive. In addition, professional development programmes seem to be hardly provided or available for academic staff in most of the state-owned tertiary institutions in Oyo State Nigeria, for the enhancement of their (academic staff) productivity. This is due to inadequate funding of professional development programmes for academic staff by the state government and the school management. In addition, the teaching and learning environment in most state-owned tertiary institutions are not conducive as many lecture rooms are usually overcrowded. As a result of all these factors, most academic staff may not discharge their duties effectively, particularly, in the areas of teaching, participation in school administration and conducting

research. The available literature shows that little or no empirical study exists on how professional development programmes relate to productivity of academic staff, especially in the state-owned tertiary institutions in Oyo State, Nigeria. This is the gap filled by this paper. Hence, this study investigated professional development programmes and productivity of academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Purpose of the Study

The purpose of this paper was to investigate professional development programmes and productivity of academic staff in state-owned tertiary institutions in Oyo State, Nigeria. The specific objectives of this paper are to:

- i. ascertain the types of professional development programmes available for academic staff in state-owned tertiary institutions in Oyo State, Nigeria;
- ii. examine the relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria;
- iii. determine the relationship between professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria; and
- iv. examine the relationship between professional development programmes and effective use of digital technologies for conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Research Questions

These questions guided this study:

1. What are the types of professional development programmes available for academic staff in state-owned tertiary institutions in Oyo State, Nigeria?
2. What is the relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria?
3. How do professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria relate?
4. What is the relationship between professional development programmes and effective use of digital technologies for teaching and conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria?

Research Hypotheses

These null hypotheses were tested in this study.

1. There is no significant relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria.
2. There is no significant relationship between professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria.
3. There is no significant relationship between professional development programmes and effective utilisation of digital technologies for teaching and conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Methodology

This study was conducted in Oyo State, Nigeria. The state has two state-owned universities and one state-owned College of Education. Survey research design was employed. Population of this study comprised 500 academic staff in two randomly selected state-owned tertiary institutions in the state. Precisely, one state-owned university and a College of Education in Oyo State were randomly selected for this study. These state-owned tertiary institutions were Emmanuel Alayande University of Education, Oyo, Oyo State and College of Education, Lanlate, Oyo State.

Taro Yamane sample size calculator was used for the determination of the sample size in each of the selected institutions for this study. The sample size was two hundred and ninety (290). In order to take care of non-response/attrition, the sample size was increased by 10% (10% of 290 = 29). Consequently, the final sample size for the study was three hundred and nineteen (319). Simple random and proportionate sampling techniques were used for selecting the sampled academic staff in each of the chosen state-owned tertiary institutions. The proportionate sampling technique was due to differences in the number of academic staff in each of the two tertiary institutions. Self-designed questionnaire was used for collection of data from the academic staff. The reliability coefficient of the questionnaire instrument was 0.85 using Cronbach's Alpha reliability method. The data collected through the administration of the instrument were analysed using percentage, mean, standard deviation, and Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

Results

Out of the three hundred and nineteen (319) copies of the questionnaire administered, only, two hundred and ninety-two (292) copies were completed and returned by the respondents. This represents 91.5% rate of return. Consequently, the figure (292) was used for data analysis in this study.

Research Question 1: What are the types of professional development programmes available for academic staff in state-owned tertiary institutions in Oyo State, Nigeria?

Table 1: Types of Professional Development Programmes Available for Academic Staff (N=292)

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Training programmes on effective teaching are provided for academic staff	199 68.2%	93 31.8%	0 0.0%	0 0.0%	3.68	0.47	Strongly Agreed
2.	Research grant writing workshops are provided for academic staff.	75 25.7%	158 54.1%	49 16.8%	10 3.4%	3.02	0.71	Agreed
3.	Conferences are organised for academic staff by your institutions.	109 37.3%	164 56.2%	19 6.5%	0 0.0%	3.30	0.56	Agreed
4.	Enlightenment programmes are organised for academic staff on community service delivery.	44 15.1%	154 52.7%	58 19.9%	36 12.3%	2.70	0.87	Agreed
5.	Seminars and up-skilling training are organised for academic staff for professional effectiveness.	95 32.5%	157 53.8%	23 7.9%	17 5.8%	3.13	0.78	Agreed
Grand Mean						3.17	0.68	Agreed

Source: Field Study, 2024

Scales: SA=Strongly Agreed ($x \leq 4$), A= Agreed ($x \leq 3$), Disagreed ($x \leq 2$), SD=Strongly Disagreed ($x \leq 1$)

In Table 1, the individual mean of the five items and the grand mean of 3.17 with a standard deviation of 0.68 showed that the respondents agreed that training programmes on effective teaching are provided for academic staff; research grant writing workshops are provided for academic staff; conferences are organised for academic staff by your institutions; enlightenment programmes are organised for academic staff on community service delivery; and seminars and up-skilling training are organised for academic staff for professional effectiveness. It can be inferred from the analysis above that the professional development programmes available to academic staff at the tertiary education level in Oyo State Nigeria include conferences, training programmes, enlightenment programmes, seminars and up-skilling training.

Research Question 2: What is the relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria?

Table 2: Professional Development Programmes and Participation in Administration in state-owned tertiary institutions (N= 292)

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Professional development programmes enhance academic staff in the management of school resources.	105 36.0%	187 64.0%	0 0.0%	0 0.0%	3.35	0.51	Agreed
2.	Professional training programmes improve administrative decision-making skills among the academic staff.	143 49.0%	149 51.0%	0 0.0%	0 0.0%	3.49	0.50	Agreed
3.	Research training workshops boost academic staff professional skills for reducing academic wastage in the school.	110 37.7%	175 59.9%	7 2.4%	0 0.0%	3.35	0.51	Agreed
4.	Seminars and up-skilling training enhance the academic staff's effectiveness in enhancing the internal control in the management of their institutions.	100 34.2%	185 63.4%	5 1.7%	2 0.7%	3.31	0.54	Agreed
5.	Training programmes promote seamless and quality administrative processes among the academic staff.	140 47.9%	152 52.1%	0 0.0%	0 0.0%	3.48	0.50	Agreed
Grand Mean						3.40	0.51	Agreed

Source: Field Study, 2024

Scales: SA=Strongly Agreed ($x \leq 4$), A= Agreed ($x \leq 3$), Disagreed ($x \leq 2$), SD=Strongly Disagreed ($x \leq 1$)

In Table 2, the individual mean of the five items and the grand mean of 3.40 with a standard deviation of 0.51 showed that the respondents agreed that professional development programmes enhance academic staff in the management of school resources; professional training programmes improve administrative decision-making skills among the academic staff; research training workshops boost academic staff professional skills for reducing academic wastage in the school; seminars and up-skilling training enhance the academic staff's effectiveness in enhancing the internal control in the management of their institutions; and training programmes promote seamless and quality administrative processes among the academic staff. Thus, professional development programmes relate to academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria.

Research Question 3: How do professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria relate?

Table 3: Professional Development Programmes and Effective services delivery among Academic Staff (N = 292)

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Training programmes for academic staff will enhance their teaching effectiveness.	130 44.5%	162 55.5%	0 0.0%	0 0.0%	3.45	0.53	Agreed
2.	Workshops on research grant writing increases research publication among academic staff.	127 43.5%	154 52.7%	9 3.1%	2 0.7%	3.39	0.49	Agreed
3.	Conferences have tendency to enhance the quality of research by academic staff.	103 35.3%	189 64.7%	0 0.0%	0 0.0%	3.35	0.52	Agreed
4.	Enlightenment programmes will enhance the quality of community engagement by	106	171	10	5	3.29	0.57	Agreed

	academic staff.	36.3%	58.6%	3.4%	1.7%			
5.	Seminars for up-skilling training for academic staff will improve their job effectiveness.	53	183	26	30	2.89	0.83	Agreed
		18.2%	62.7%	8.9%	10.3%			
Grand Mean						3.27	0.59	Agreed

Source: Field Study, 2024

Scales: SA=Strongly Agreed ($x \leq 4$), A= Agreed ($x \leq 3$), Disagreed ($x \leq 2$), SD=Strongly Disagreed ($x \leq 1$)

In Table 3, the individual mean of the five items and the grand mean of 3.27 with a standard deviation of 0.59 showed that the respondents agreed that training programmes for academic staff will enhance their teaching effectiveness; workshops on research grant writing increases research publication among academic staff; conferences have tendency to enhance the quality of research by academic staff; enlightenment programmes will enhance the quality of community engagement by academic staff; and seminars for up-skilling training for academic staff will improve their job effectiveness. Thus, professional development programmes relate to effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Research Question 4: What is the relationship between professional development programmes and effective use of digital technologies for teaching and conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria?

Table 4: Professional Development Programmes and Effective use of digital technologies for teaching and research by Academic Staff (N = 292)

S/N	Items	SA	A	D	SD	Mean	S.D	Remarks
1.	Digital appreciation training enhances the academic staff abilities to use digital technologies for teaching.	60	225	5	2	3.17	0.76	Agreed
		20.5%	77.1%	1.7%	0.7%			
2.	Professional training programmes encourage adoption of blended method of teaching among academic staff.	77	189	24	2	3.17	0.76	Agreed
		26.4%	64.7%	8.2%	0.7%			
3.	Conference programme is effective in enhancing academic staff capacity on the ease of use of digital technologies for an optimal teaching engagement.	92	168	29	3	3.20	0.68	Agreed
		31.5%	57.5%	9.9%	1.0%			
4.	Research training workshops enhance academic staff abilities to use digital technologies for conducting research.	84	173	30	5	3.15	0.78	Agreed
		28.8%	59.2%	10.3%	1.7%			
5.	Enlightenment programmes have tendency to improve academic staff abilities to use digital technologies for conducting research.	83	175	29	5	3.15	0.78	Agreed
		28.4%	59.9%	9.9%	1.7%			
Grand Mean						3.17	0.74	Agreed

Source: Field Study, 2024

Scales: SA=Strongly Agreed ($x \leq 4$), A= Agreed ($x \leq 3$), Disagreed ($x \leq 2$), SD=Strongly Disagreed ($x \leq 1$)

In Table 4, the individual mean of the five items and the grand mean of 3.17 with a standard deviation of 0.74 showed that the respondents agreed that digital appreciation training enhances the academic staff abilities to use digital technologies for teaching; professional training programmes encourage adoption of blended method of teaching among academic staff; conference programme is effective in enhancing academic staff capacity on the ease of use of digital technologies for an optimal teaching engagement; research training workshops enhance academic staff abilities to use digital technologies for conducting research; and enlightenment programmes have tendency to

improve academic staff abilities to use digital technologies for conducting research. Therefore, it can be inferred that professional development programmes relate to effective use of digital technologies for teaching and conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Testing of Hypotheses

H₀₁: There is no significant relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria.

Table 5:
Significant relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions

		Professional Development Programmes	Academic staff participation in administration in state-owned tertiary institutions
Professional Development Programmes	Pearson Correlation	1	.658**
	Sig. (2-tailed)		.000
	N	292	292
Academic staff participation in administration in state-owned tertiary institutions	Pearson Correlation	.658*	1
	Sig. (2-tailed)	.000	
	N	292	292

**. Correlation is significant at the 0.05 level (2-tailed).

Table 5 reveals that the calculated “r” value of 0.658 is significant since the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Hence, the null hypothesis which stated that “There is no significant relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria” was rejected. This implies that there is significant relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria.

H₀₂: There is no significant relationship between professional development programmes and effective /services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Table 6: Significant Relationship between professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions

		Professional Development Programmes	Effective Services Delivery among Academic Staff
Professional Development Programmes	Pearson Correlation	1	.559**
	Sig. (2-tailed)		.000
	N	292	292
Effective Services Delivery among Academic Staff	Pearson Correlation	.559**	1
	Sig. (2-tailed)	.000	
	N	292	292

**. Correlation is significant at the 0.05 level (2-tailed).

Table 6 reveals that the calculated “r” value of 0.559 is significant since the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Hence, the null hypothesis which stated that “There is no significant relationship between professional development programmes and effective services delivery among academic staff in

state-owned tertiary institutions in Oyo State, Nigeria” was rejected. This implies that there is significant relationship between professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

H₀₃: There is no significant relationship between professional development programmes and effective utilisation of digital technologies for teaching and conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Table 7: Significant Relationship between professional development programmes and effective utilisation of digital technologies for teaching and research by academic staff in state-owned tertiary institutions

		Professional Development Programmes	Effective use of digital technologies for teaching and research by academic staff
Professional Development Programmes	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	292	292
Effective use of digital technologies for teaching and research by academic staff	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	292	292

** . Correlation is significant at the 0.05 level (2-tailed).

Table 7 reveals that the calculated “r” value of 0.563 is significant since the returned p-value of 0.000 is less than the criterion level of significance of 0.05. Hence, the null hypothesis which stated that “There is no significant relationship between professional development programmes and effective utilisation of digital technologies for teaching and conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria” was rejected. This implies that significant relationship existed between professional development programmes and effective utilisation of digital technologies for teaching and conducting research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Discussion of Findings

This paper found that the professional development programmes available to academic staff in state-owned tertiary institutions in Oyo State Nigeria include training programmes, conferences, enlightenment programmes, seminars and up-skilling training. Supporting this finding, Olufemi and Ayooluwa (2021) revealed that staff development programmes available for academic staff include conferences, seminars and workshops, writing of articles in educational journals, visiting appointments and induction training programmes for newly employed staff. Similarly, Idakwoji and Makolo (2022) identified development programmes like conferences, in-service training, seminars, workshops, mentoring, symposia, orientation programmes, and Information and Communication Technology (ICT) training as those available to the academic staff in tertiary institutions.

This study established that there is significant relationship between professional development programmes and academic staff participation in administration in state-owned tertiary institutions in Oyo State, Nigeria. In line with this finding, Suliman, Kruger and Pienaar (2020) affirmed that continuous professional development has its potential to elevate job performance, augment competencies, and keep professionals abreast of the latest developments. Similarly, Malami and Onen (2023) reported that continuous professional development has the tendency to enhance academic staff job performance (including participation in school administration) in higher education institutions.

This paper found that there is significant relationship between professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria. Supporting this

finding, Idakwoji and Makolo (2022) found that staff development (professional development programme) enhances the capacity of teachers to be effective and efficient in their ability to accomplish the predetermined objectives of the school system. Also, Malami and Onen (2023) reported that professional development programmes enhance the job performance of academic staff in higher institutions of learning. Thus, professional development programmes and effective services delivery among academic staff in state-owned tertiary institutions in Oyo State, Nigeria are significantly related.

This study revealed that professional development programmes are significantly related to effective use of digital technologies for teaching and research by academic staff in state-owned tertiary institutions in Oyo State, Nigeria. Supporting the finding of this study, Adeyemi and Olaleye (2010) reported that the use of ICT can improve education quality, expand learning opportunities and make education accessible. Contrary to the finding of this study, Asawo (2021) investigated technological globalisation and academic staff development in tertiary institutions in Rivers State, Nigeria. The study found that there is a low, positive and significant correlation between technological globalisation and academic staff development in tertiary institutions in Rivers State.

Conclusion

Provision and attending of professional development programmes by academic staff are crucial for the attainment of educational objectives at the tertiary education level. However, improving the effectiveness of academic staff, their engagement in community services and conducting research depends among others on availability of professional development programmes. Hence, it can be concluded based on the findings of this study that professional development programmes related to productivity of academic staff in state-owned tertiary institutions in Oyo State, Nigeria.

Recommendations

The following recommendations are hereby suggested based on the findings of this paper:

1. Government and the management of tertiary institutions should provide quality professional development programmes for academic staff on regular basis.
2. The management of tertiary institutions should organise regular training and development programmes for academic staff on ways of ensuring effective participation in school administration.
3. Government and the management of tertiary institutions should provide relevant professional development programmes which can aid effective services delivery by the academic staff.
4. Government and the management of tertiary institutions should provide professional development programmes on effective use of digital technologies for teaching and conducting research for the academic staff in state-owned tertiary institutions regularly. This will enable the academic staff to adopt innovative technology for teaching and conducting research.

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