

Lecturers' Participation in Training and Development by Status as Capacity Building Mechanism for Quality Education: A Study of Nigerian Universities In The South-South Geo-Political Zone

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Abstract. This research report is a derivation from an earlier study by Anho, (2012), on the relationship between human resource development and lecturers productivity for quality assurance in Nigerian Universities. This report particularly looked at the level of lecturer's participation in training and development by status as capacity building mechanism for quality education. The research used the ex-post-facto design. The target population was all the lecturers in federal and state universities in the South-South geo-political zone of Nigeria as at 2009/2010 academic session. This made up of 4562 lecturers in the six states in the zone. The random sampling technique was used to obtain twenty percent (20%) of the population i.e. the sample figure is six hundred and eighty-seven (687), The main instrument used was the Anho (2012) adopted questionnaire on human resource development and lecturer's productivity. The indices used are; number of conferences, seminars, workshops, and other short term or long-term courses attended, publications made before and after training, technical reports published, researches conducted and published among others. Particularly, lecturers pedagogical skills such as; quality of lectures delivered, quality of lecture, methods used, quality knowledge of human and learning psychology, quality questioning mechanism, etc. The Analysis of Variance (ANOVA) and the Scheffe's test were used to test the hypothesis. The findings that emerged were that: there was a

significant difference in the level of lecturer's participation by status in training and development programme in Nigeria among the professorial cadre i.e. Professors/Associate Professors and Lecturers II/Assistant Lecturers. Suggestions were offered, aimed at encouraging participation in training and developmental programmes, to keep them abreast of current knowledge of research and teaching and to reduce redundancy.

Keywords: Participation, Capacity building, Human resources, Quality pedagogy, Publications, Training

1. Introduction

Training is used for the development of human resources in an organization/institution. Training is a learning or teaching activity 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) while capacity building refers to the putting in place the needed human and infrastructural facilities that will enable an individual realize its full potentials of existence geared towards the realization of the collective goals of the nation as a society and attaining specific institutional goals. Capacity building provides for an individual the requisite knowledge and skills necessary for use to make life worthwhile. Capacity building can be

attained through giving and receiving the right training and development.

However, Peretomode (2001) sees training as planned organizational efforts or activities concerned with helping an employee acquire specific and immediate useable skills, knowledge, concepts, attitude and behaviour to enable him (employee) perform in his present job more efficiently and effectively. Therefore, training for lecturers can be said to be related to improving on their current job experience, leading to the acquisition of technical and manual skills, hence it is a capacity building mechanism lecturers need so as to perform their assigned task properly as desired by management. In order to justify their existence in the society, organizations i.e. Universities have to produce their outputs to meet certain specifications' standards. It is from this background that one would say that the issue of training/manpower development is of utmost importance if organizations are to realize their goals and objectives.

The function of training is to bring about behaviour changes required to meet management goals. Newly hired/employed employees (lectures) no matter their qualification require training, to keep them alert to the demands of their new jobs and fit them to the new assignments given. To Anho, (2012), training enable employees to work harder and have higher morale than those who are not trained. The term training is majorly used for junior or lower personnel in an organization, in the Universities-. Assistant Lecturers/Graduate Assistants to Lecturer I with or without Ph.D. degree. Development is a process of training and growth by which individuals gain and apply special knowledge, skills, insight and attitudes to manage work effectively, it focuses on management staff, the middle and upper level employees. It aimed at encouraging and educating and reinforcing knowledge. In the University, these are Senior Lecturers, Associate Professors and Professors who have their Ph.D. degree. It has the advantage of avoiding obsolesce aimed at improving current level of performance of such Lecturers; (Knootz and Weihnich, 1988). Therefore, human resources

management used training to address continuous professional deficiency in teachers and other staff so as to upgrade their skills, knowledge, aptitude, attitude specified and general pedagogical requirements, Anho (2017).

A country with a large pool of trained labour force has a distinct advantage over others in economic development and in increasing productivity than that may have neglected this vital factor. That is to say, that for any organization (Universities) to achieve its purposes of establishing it, it needs adequately trained and competent manpower (lecturers) to participate in the policies formulation and implementation.

Heiss quoted in Anho (2012) noted that academic programmes rarely adequately prepare employees/lecturers for their future position and their accompanying responsibilities. Consequently, many lecturers inspite of their qualification enter their career (teaching/professional lecturing) with no practice and with no experience in using tools of their profession.

Georgiades in Anho (2012) also pointed out that with age, human beings suffer from diminished vitality, creativity and flexibility which are essential needs of a lecturer. Anho (2012), commented further, that ageing Lecturers can therefore be assisted through training and other staff development programmes to remain vibrant, vital, flexible and productive.

From Peretomode (2001) and Anho, (2012) the objectives of training are stated to:

- increase knowledge, skills, development and positive behaviour and attitude to work; it increases organizational/university productivity, making the products to be of high quality; it improves workers/lecturers morale;
- reduces lecturer's turnover rate; brings about better co-ordination of both human and non-human resources and enhances lecturers chance for promotion; helps newly recruited lecturers without the requisite skills,

attitude, and knowledge; helps to identify and remove job performance deficiencies; leads to an enhance higher level of performance; assists the employee/lecturer in contributing to the organizational university viability, effectiveness, efficiency and the continuity of the organizational university process and development; and help lecturers to cope with changing technological advancement, information and communication technology and automation computation.

1.1 How do we determine training needs

Three major techniques can be used in determining training needs as enumerated by Oyediran (2001), these are:

- Organizational Analysis: This involves evaluation of the need of the organization in terms of its
- goals and objectives. The actual performance of the organization in relation to the expected performance.
- Job Needs Analysis: Involve analyzing and collecting information relating to the operations and responsibilities of a specific job and what it takes in terms of skill, knowledge and other human requirements to satisfactorily perform the job. Job needs evaluation and analysis enable the Head of Department to identify the areas of weakness, and be able to determine what should be the content of training in terms of what an employee must do to perform a task, job or assignment effectively.
- Manpower Analysis: Involves an analysis of available human resources in terms of their strength and weaknesses; for the attainment of desired objectives, within a given period. It does this through an analysis of individual worker's performance and expressed shortfall in skills, knowledge and other personal data, which are identified by the workers supervisor.

Other techniques of determining training needs are; performance appraisal reports, observation, analysis of organization records or reports,

employee suggestion, union suggestion and individuals needs analysis.

1.2 Types of Training

Anho (2012), cited Campbell who identified three (3) types of technique; on-the-job-training, information presentation and simulation methods/techniques.

1) On-the-Job Training: It is a programme of instruction aimed at assisting the employee to master the operation involved in specific task. Yoder (1980) describes this as that which an older person or supervisor charged with the responsibility for instructing the new employee in mastering the job. Therefore, on-the-job-training is desired to widen the horizons of the skill operations of an employee in relation to his job.

Sullivan (2000) highlighted, that on-the-job training is one of the best training methods because it is planned, organized and conducted at the employee's worksite.

Other types of on-the-job training are briefly highlighted below:

a) Orientation/Induction Training: This is aimed at assimilating and assisting the new employee in adjusting to his job and the organization. This orientation or induction is rarely planned and executed for newly employed lecturers today in Nigerian Universities.

b) Job Rotation: It involves cross training given to employee by placing him on different jobs for a period of time ranging from a few hours to several weeks. This gives the employee (lecturer) a deeper and more general view of the organization and its schedule.

c) Apprenticeship: This take place on-the-job by placing the new employee under the guidance of a skilled experienced and certified worker. According to Mathias and Jackson cited in Anho (2012) apprenticeship training is best used in training manual skills as welding, carpentry, auto-mechanic, plumbing, type-setting, black-smiting etc. In Universities; newly employed lecturers are placed under the guidance of a Senior Lecturer in teaching certain courses or supervising some researches. This is called mentorship.

d) Job Instruction Training (JIT): Learners are allowed to work independently and are checked upon frequently to make sure they do

their jobs correctly. The supervisors follow many steps when training an employee, using JIT these are preparation, presentation, performance try out, and follow up steps.

e) Internships (IT): This is also called industrial training programme. It is a kind of cooperative job experience training. It usually combines job-training with classroom instruction in technical schools, polytechnics or universities.

f) Site-Based or Clinic-Based Training: A form of self-paced training/learning that allows the individual requiring training to acquire the necessary knowledge and develop the required skills while on-the-job (Sullivan, 2000).

g) Enlarged Job Responsibility (EJR) This technique involves assigning more duties, responsibilities and assignments to an employee. It is used mostly for managers, professional staff and skilled clerical employees.

2) Information Presentation Techniques: Mathias and Jackson (1982) identified the following:

a) Lectures: This is a teaching method, organized talk, giving information about a specific subject matter. This can be implemented in our Universities when lecturer are organized to be delivered by certified professional Senior colleagues to others who are not professional or certified to teach.

b) Programme Instruction (P1): It is a guided self-learning method. Trainees respond to segment of information by answering question or responding on a machine.

c) T-Group Training: It is also called sensitive training, encounter group and

laboratory training. It is for learning about one's self and others through group observation and participation. It enhances self-awareness and social processes.

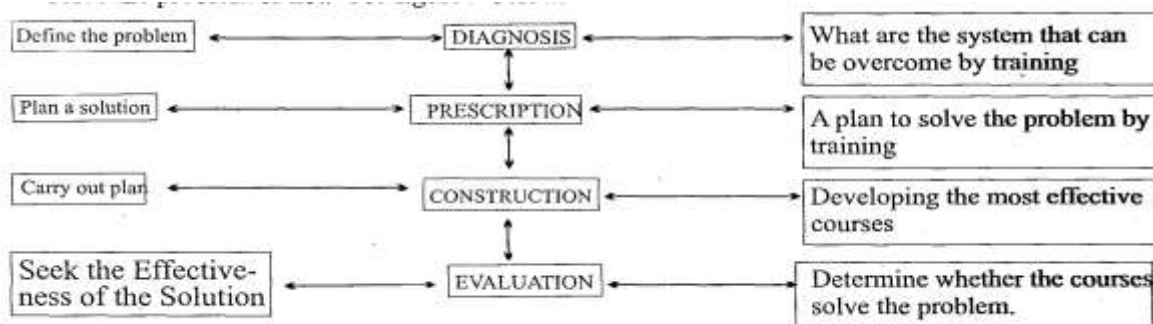
d) Organizational Development: It is a systematic long-range programme of organizational improvement through action research and current literature books in the area of interest. This can be enhancing through discussion with others.

h) Seminar and Workshops: Seminars are organized for the improvement of the workers, as it contributes to the upliftment of ideas of the employee, retrain him in readiness for enhanced productivity as well as the acquisition of good personal qualities. Seminars and workshops reduce cost and decay.

1.3 Training Steps

Davies (1973) categorized training stages into four phases, which are:

- Diagnosis: This involves defining the problems and determining the system that can be overcome by training.
- Prescription: Involves planning to provide a solution to the problems diagnosed through training.
- Construction: Executing or implementing the plan by developing the most effective courses in the training.
- Evaluation: Check the effectiveness of the solution offered by determining whether the course solve the problem or not. See figure 2 below.



Source: Adopted from Davies J.K (1973) *The Organization Training*, USA John Wesely Publisher, p.36, cited in Oyediran (2001)

The quality of education that is provided for tertiary institution's students, has been a source of concern in various quotas recently; Governmental and Non-governmental organizations, Government officials, Religious bodies, Parents and other stakeholders have been crying out openly to admit and lament the rot in the education sector as reflected by the quality of the products. This has generated a lot of debate and argument among Nigerians on Television programmes, Newspapers, and Radio among others. Onwuegbu (2012) asserted that the rapid establishment of private and public higher institutions in Nigeria is as a result of lack of confidence in the Nigeria educate on system which has adverse effects in the development of the nation. Therefore, there are compelling needs to be concerned about the standard of quality in education.

Quality is related to, but not limited to the level of success or failure attained in course of assessing the outcome of an endeavour or undertaking. Anho (2012), stated that Quality in Education is the level of success or failure observed in an achievement standardized test administered by a body within and outside the institutions for staff and students. Explaining further, Anho (2012); says that administratively, it is the attainment of the right standard of objective approved or required by authority for staff and student members. The word "quality" is an amorphous concept used sometimes interchangeably with "standard" i.e. the minimum yardstick by which performance is determined. Quality therefore demand standards, relevance, excellence, validity, competence, efficiency, effectiveness, functionalism among others. Enem (2008) see quality as the degree of excellence of peculiar and essential characteristics.

Mishra (2006) enumerated the reasons or needs for quality or standard in education, some are highlighted below:

- That there is competition among educational institutions for funds and student's patronage.
- That since customer satisfaction is a must, the courses of study must be

relevant to the needs of the labour market.

- That there is need to improve quality of the education transactions as well as the educational provision and facilities.

The issue of quality assurance in education is no longer alien as stakeholders in education, government, and non-governmental bodies, teachers, students, organizations, and communities, are now serious with plans, programmes and activities set out to ensure quality in education. Quality assurance is currently and gradually being given priority by the Federal government of Nigeria and it is now realised that human capacity building of any nation rest absolutely on the education system, and lecturers/teachers being at the centre of the teaching and learning process need to be adequately prepared and be involved in continuous professional development and trainings to enable them be current, productive and adaptive to the fast changing world.

Whatever principles, strategies and measures introduced into our school system to ensure standard, will not yield positive results unless teachers (lecturers) who are the bedrock of education are sufficiently trained, re-trained and constantly exposed to developmental programmes.

2. Statement of Problem

Human resources in any organization constitute the most important input, being the actual agents who accumulate wealth, use material resources, build social, economic and political ties for development. Capital and material resources are positive factors in production unless used by humans. Employee (lecturers) training and development is aimed at raising the standard of skills possessed by an employee (a lecturer) with a view to expanding a whole man's ability to fully use his capabilities and apply his knowledge and experience to novel and potential problems.

The concept of employee training and development in organization dates back to the beginning of industries, and the civil service.

This stems from the realization of the role employees play in the realization of set objectives. It was in recognition of this human resource role that the Federal Government of Nigeria, as its contribution to promoting and encouraging quality skill acquisition and standard capacity, established various training and development centres in the country. In line with some Nigeria Universities and Colleges offer some courses as part of their contribution to the development of the nation. These are: Personnel Management, Financial Management, Public Administration, Industrial Relations, Business Management, Organization and Administration of Schools, Curriculum Planning Development and Implementation, Teaching and the Teaching Profession, Guidance and Counselling, Research and Statistics, among others.

Uchedu, Akuegwu and Nwiwe (2003) submitted that there must be total support for the professional growth of lecturers and ample opportunities made available for them to participate in quality assurance efforts, while in the same vein recognize and appreciate their contributions which could be in terms of research outputs, sound academic and community service.

Academic programmes received or certificates obtained in Universities rarely adequately prepare employees (lecturers) for their future schedule and responsibilities. This has made many employees including lecturers to start their career with little or no experience. Some of the lecturers including professors, associate professors and senior lectures received training in the principles and methods of teaching, since lecturing involves teaching, some negative disposition are noticeable; lack of interest in the job, negative attitude to work, tiredness, excessive absenteeism from school and lecturers excessive complaints, high incidents of teaching ethical disciplinary cases, high rejects, insubordination, low student-lecturer rapport, low management-lecturer rapport, low student turn-Over. Low chances for promotion, low lecturers morale, among others (Nwachukwu, 1989, Akpombo 2000, Uchedu et al (2003) and Anho (2012).

It is important to determine whether participation in training and development programmes of lecturers by status influence the quality of their output in the Universities in the South-South Zone of Nigeria. This research is therefore out to answer question such as; what are the influences of lecturers participation in training and development by status as capacity building mechanism on quality education.

3. Research Questions

To guide the research, the following research question is raised:

What is the level of lecturer's participation in training and development programmes by status in Nigerian Universities?

4. Research Hypothesis

In view of the main problem of this study, the following hypothesis is formulated to be tested and to help provide answer to the research question.

There is no significant difference in the level of lecturer's participation by status in training and development programmes in Nigerian Universities.

5. Methodology

The design of the study is ex-post-facto. The populations of study were all the 4562 University lecturers in the South-South Zone of Nigeria as at 2009/2010 academic session. This was made up of Federal and State Universities only. The simple random sampling technique was used to get 20% of the total population to be 687 lecturers from the 7 Universities during that academic session. These are; the Universities of Benin, Calabar, Port-Harcourt, Uyo (Federal). Others are; Ambrose Alli University, Ekpoma, Delta State University, Abraka, Rivers State University of Science & Technology, Port Harcourt, and Niger-Delta University, Wiberforce Island Bayelsa (State).

The research instrument used is the adapted Human Resource Development and Lecturer's

Productivity Questionnaire (HRDLPQ) as constructed and used by Anho (2010) in an earlier study; “the Relationship between Human Resource Development and Lecturers Productivity for Quality Assurance in Nigerian Universities”. The questionnaire is made up of three (3) parts: Part A is made up of demographic variables, Part B consists of items based on the publications made before and after staff training and development using the following indices:

1. Authorship of textbooks
2. Articles published in journals
3. Textbooks edited
4. Conferences/workshops attended
5. Seminars and other academic programme
6. Technical reports published
7. Researches conducted (local)
8. Researches conducted (international)
9. Exhibitions organized
10. Monographs published
11. Staff development: a) Post graduate diploma programme b) Masters degree programme c) Doctoral degree programme d) Professional courses

Part C is made up of items/statements on the advantages/influences obtained after manpower development/training on human resources such as lecturer’s pedagogical skills, improve student-lecturer rapport, improve management-lecturers rapport, quality lecture delivering method, quality knowledge of human psychology, quality knowledge of psychology of learning, quality questioning and feedback mechanism, quality test, measurement and evaluation techniques, easy and quick adjustment mechanism among others.

The instrument was validated by colleagues in the areas of educational administration, and that guidance and counselling who specialized in test and measurement at the Delta State University, Abraka, they evaluated the applicability and appropriateness of the content and adequacy of the instrument before re-construction and administration. The reliability was established by using the test- re-test method within two weeks interval on randomly drawn twenty lecturers from three (3) Universities not included in the main study. The Pearson Product Moment correlation ‘r’ co-efficient formular was applied to obtain a reliability co-efficient ‘r’ of 0.86. The researcher personally administered the questionnaire with assistance from some resource persons. The instrument were filled and collected immediately, thus ensuring one hundred percent (100%) return rate. The analysis of variance (ANOVA) and the Scheffe’s test were the statistical tools employed to test the only hypothesis raised.

6. Presentation, Analysis and Discussion of Data

Research Question: Will there be difference in the level of lecturers participation by status in training and development programmes in Nigerian Universities.

Hypothesis: There is no significant difference in the level of lecturer’s participation by status in training and development programmes in Nigerian Universities.

Table 1: Analysis of variance of the level of difference of lecturer’s participation by status in training and development programmes in Nigerian Universities.

Source of Variati on	Sum of Squares	Df	Mean Square	F-Cal.	F-Cri.	Decision
Between Groups	41436.37	5	8287.27	97.44*	2.21	Significant Reject Ho
Within Groups	5791.63	681	85.05			
Total	99356	686				

* Significant at 0.05

The table reveals the between groups sum of squares as 41436.37 and within groups is 57919.63. The degree of freedom is 5, while the mean square between groups is 8287.27 and the mean square within groups is 85.05. The test for significant difference reveals the calculated f-value of 97.44, while the

critical value is 2.21. Thus the calculated f-value is greater than the critical f-value. This implies that a significant difference existed among the lecturers by status from Professors to Assistant Lecturer. The null hypothesis is therefore rejected. We therefore conclude that there is a significant difference in the level of lecturers participation in training and development programmes by status in Nigeria Universities. Since there is significant difference, to know where the difference is, the Scheffe's test was employed between

Professor, categorized as X₁ Associate professor X₂ Senior lecturer X₃ Lecturer I X₄ Lecturer II X₅ and Assistant Lecturer X₆

Table 2: Scheffe's test for X₁ (professors) and X₂ Associate Professors

Group	N	X	MSW	F-Cal.	F-Cri.
X ₁ Professors	72	70			
X ₂ Associate Professor	140	68	85.05	0.26 [*]	2.21

The table shows that the f-calculated value of 0.26 is less than the critical f-critical value of 2.21, therefore the null hypothesis is rejected. Decision There is no significant difference in the levels of participation means of X (Professors, and X. Associate Professor).

Table 3: Scheffe's test for X₁ (Professors) and X₃ (Senior Lecturers)

Group	N	X	MSW	F-Cal.	F-Cri.	Remark
X ₁ Professors	72	70				
X ₃ Senior Lecturers	134	67	85.05	0.39 [*]	2.21	Not Significant

Table 3 reveal that the calculated f-value is 0.39 is less than the critical f-value of 2.21, therefore the null hypothesis is rejected. The decision is that there is no significant difference in the levels of participation of means of X₁ (Professors) and mean of X₃ (Senior Lecturers)

Table 4: Scheffe's test for X₁ (Professors) and X₄ (Lecturer I)

Group	N	X	MSW	F-Cal.	F-Cri.
X ₁ Professors	72	70			
X ₄ Lecturer I	158	65	85.05	0.64 [*]	2.21

* NotSignificantat0.05

Table 4 shows that the calculated f-value of 0.64, is less than the critical f- value of 2.21, the hypothesis is therefore accepted. Decision There is no significant difference in the levels participation means of X₁ (Professors) and X₄ (Lecturer I).

Table 5: Scheffe's test for X₁ (Professors) and X₅ (Lecturer II)

Group	N	X	MSW	F-Cal.	F-Cri.
X ₁ Professors	72	70			
X ₅ Lecturer II	137	52	85.05	2.22 [*]	2.21

Significant at 0.05

Table 5 revealed that the calculated f-value is 2.22 while the critical f-value is 2.21. Since the calculated f-value is greater than the critical f-value, the null hypothesis is rejected. Decision There is a significant difference in the levels of participation means of X₁ (Professors) and X₅ (Lecturer II).

Table 6: Scheffe's test for X₁ (Professors) and X₆ (Assistant Lecturers)

Group	N	X	MSW	F-Cal.	F-Cri.
X ₁ Professors	72	70	85.05	2.86*	2.21
X ₆ Assistant Lecturers	46	46			

* Significant at 0.05

Table 6 showed that the calculated f-value of 2.86 is greater than the critical f-value of 2.21, therefore the null hypothesis is rejected. Decision There is a significant difference in the levels of participation means of X₁ (Professors) and X₆ (Assistant Lecturers).

Table 7: Scheffe's test for X₁ (Associate Professors) and X₃ (Senior Lecturers)

Group	N	X	MSW	F-Cal.	F-Cri.
X ₂ Associate Professors	140	68	85.05	0.25*	2.21
X ₃ Senior Lecturers	134	67			

* Not Significant at 0.05

Table 7 showed that the calculated f-value of 0.25 is less than the critical f-value of 2.21; therefore the null hypothesis is accepted. Decision There is no significant difference in the levels of participation means of X₁ (Associate Professors) and X₃ (Senior Lecturers).

Table 8: Scheffes test for X₃, and X₄

Group	N	X	MSW	F-Cal.	F-Cri.
X ₂ Associate Professors	140	68	85.05	0.75*	2.21
X ₄ Lecturers I	158	65			

* Not Significant at 0.05

The table 8 indicated that the calculated f-value of 0.75 is less than the critical f-value of 2.21, therefore the null hypothesis is accepted. The implication is that there is no significant difference in the levels of participation means of X₂ (Associate Professors) and X₄ (Lecturer I).

Table 9: Scheffe's test for X₁ and X₅

Group	N	X	MSW	F-Cal.	F-Cri.
X ₂ Associate Professors	140	68	85.05	3.90*	2.21
X ₅ Lecturer II	137	51			

* Significant at 0.05

The table above shows that the calculated f-value of 3.90 while the critical f-value was 2.21. Since the calculated f-value is greater than the critical f-value, the null hypothesis is rejected. Decision There is a significant difference in the levels of participation of Associate professor and Lecturer II.

Table 10: Scheffe's test for X₂ and X₆

Group	N	X	MSW	F-Cal.	F-Cri.
X ₂ Associate Professors	140	68	85.05	2.60*	2.21
X ₄ Assistant Lecturer	46	40.36			

* Significant at 0.05

The table indicates that the calculated f-value is 2.60 while the critical f-value is 2.21. This shows that the calculated f-value is greater than the critical f-value, therefore the null hypothesis is rejected. That is, there is a significant difference in the levels of participation means of Associate Professor and Assistant Lecturers.

Table 11: Scheffe's test for X₃ (Senior Lecturer) and X₄ (Lecturer I)

Group	N	X	MSW	F-Cal.	F-Cri.
X ₃ Senior Lecturer	134	67	85.05	0.50*	2.21
X ₄ Lecturer I	158	65			

The table shows that the calculated f-value of 0.50 is less than the critical f-value of 2.21. Therefore the null hypothesis is accepted, which means that there is no significant difference in the levels of participation means of Senior Lecturers and Lecturer I.

Table 12: Scheffe's test for X₃ and X₅

Group	N	X	MSW	F-Cal.	F-Cri.
X ₃ Senior Lecturer	134	67	85.05	3.64*	2.21
X ₅ Lecturer II	137	51			

* Significantat0.05

The table reveals that the calculated f-value of 3.64 is greater than the critical f-value of 2.21. Therefore the null hypothesis is rejected. The conclusion is that there is a significant difference in the levels of participation means of Senior Lecturers and Assistant Lecturers.

Table 13: Scheff&stestforX₄ andX₆

Group	N	X	MSW	F-Cal.	F-Cri.
X ₄ Lecturer I	158	65	85.05	2.23*	2.21
X ₆ Assistant Lecturer	46	46.36			

* SignificantatO.05

The table indicates that the calculated f-value of 2.23 is greater than the critical f-value of 2.21, therefore, the null hypothesis is rejected. The conclusion is that there is a significant difference in the levels of participation means of Lecturer I and Assistant Lecturers.

Table 14: Scheffe's test for X₅ and X₆

Group	N	X	MSW	F-Cal.	F-Cri.
X ₅ Lecturer II	137	51			
X ₆ Assistant Lecturer	46	46.36	85.05	0.44*	2.21

* Significant at 0.05

The table above shows that the calculated f-value 0.44 is less than the critical f-value 2.21, therefore, the null hypothesis is accepted. It therefore means that there is a significant difference in the levels of participation means of Lecturer II and Assistant Lecturers.

7. Discussion of Results

The analysis of the data from the test of hypothesis shows that there is a significant difference in the levels of lecturers' participation by status in training and development programmes in Nigerian Universities in the South-South Zones. This finding is in support of Kwiwani (2000), and Kularanta (1995) in their various study noted the difference in lecturers desire and actual attendance to training and development programmes and advised that regular trainings and development should be introduced for proper academic growth and higher productivity so that they can serve society in the best possible way. Therefore, all lecturers regardless of status or grade, must be provided with compulsory, balanced, academic and professional, or industrial training. Every 18 months or less, university lecturers no matter the grade or status must participate in industrial conferences, seminars, workshops and trade shows on regular basis.

This finding is also supported by an earlier work of Anho (2008) who studied employees pre and post human resource development/training productivity on the job and discovered that there was a positive significant relationship between pre and post human resource development training productivity and concluded that the significant difference was the result of various human development programmes full time and part-time courses mounted by the Delta State University, Abraka, ranging from Bachelors' degree programmes, through professional and academic master and programmes to doctorate degrees. Georgiades (1980) also noted that lecturers are becoming aware of the need of

lecturers training and re-training to improve their knowledge, skills, attitudes and behaviour. Ukamaka (2006) in line with this study states that when staffs are properly motivated through training, productivity increases and suggested training and re-training of staff through short form and long term courses.

Since there is a strong positive significant difference in participation in training among the lecturers by status i.e. from professors to Assistant lecturers, the study went further to find out where the difference lies by applying the scheffe's test. The findings revealed that there was no significant difference in the levels of participation means of: Professors and Associate Professors, Senior Lecturers and Lecturer I. While there is a significant difference in the level of participation means of Professors and Lecturer II and Assistant Lecturers.

The findings also indicate that there was no significant difference between Professor and Associate Professor, Senior Lecturers and Lecturers I while there was a significant difference between Associate Professors, Lecturers II and Assistant Lecturer. When some of the Professors and Associate Professors were asked the reason they no longer attend training, some indicated that raining is meant for junior/young colleagues while others indicated that training is meant for promotion which they no longer needed. It is against such misguided, inappropriate, erroneous concept Chukuma (2006) noted that to keep lecturers (not limited to status) abreast, and not be redundant, to meet changing job requirement, to achieve a healthy balance between their job demands and their

capabilities, lecturers need appropriate, timely and continuous self-development and training.

Anho (2012) tried to distinguish between training and development, that 'training' is mainly used for junior or lower personnel in an organization institutions such as Assistant Lecturers to Lecturer II with or without Ph.D. degrees, while 'development' is a process of training and growth by individuals to acquire gain and apply special knowledge, skills and attitudes to manage work effectively, used in reference to management staff, middle or upper level employees, with reference to this work, it is aimed at encouraging, educating and re-enforcing knowledge for professors, associate professors and senior lecturers. Anho (2012), therefore advised that all categories of lecturers need staff training and development, including the professors and associate professors who for age suffer from diminishing vitality, creativity and flexibility. Training is therefore, to help such lecturers cope with emerging and changing technological advancement.

Nigerians expect that all teacher/lecturer in tertiary institutions should undergo training in the methods and technique of teaching as Ukoli, in Anho (2009), recommended that University (higher education) teachers should be doubly hated; firstly as a researcher and secondly as a teacher. All Universities and Higher Institutions teachers/lecturers need the pedagogical knowledge content through training and re-training, conferences, seminars, workshops to be able to produce equally good students.

The findings also revealed that there was no significant difference in the levels of participation means of Senior Lecturers and Lecturers I as shown in table 7 while there was a significant difference in the participation mean of Senior Lecturers and Assistant Lecturers. There was also a significant difference in the participation mean of Lectures I and Assistant Lecturers. To account for these findings, the respondents indicated that they attend trainings/conferences, seminars, workshops so as to upgrade their job competency, knowledge, skills and technical knowledge in their various field of endeavour and be promoted when due. This finding is in support of Nwadiani (2003),

who noted that such lecturers after rising to the position of a professor, stop attending training and development programmes.

This is in line with Peretomode (2004), when he stated some advantages of training and development to include; increase knowledge, skills and development of positive behaviour and attitude to work; (i) Increase organizational productivity and quality products; (ii) Improve workers' morale; (iii) Reduce turnover rate among workers; and (iv) Enhance employee's chance of promotion.

Therefore, the situation where great number of professors no longer participate in training and development programmes such as conferences, seminars and workshops, unless they were invited to present the keynote address or as lead paper presenter does not augur well for our educational system.

8. Conclusion

This research hereby concludes that there is great positive significant difference in the levels of lecturers participation by status in training and development programmes in Universities in the South- South Zone of Nigeria. The differences are among professors and other status i.e. Associate Professors, Senior Lecturers, Lecturer I, Lecturer II and Assistant Lecturers. To account for the difference is the erroneous believe that professors no longer needed training or development since they have reached their career peak and do not need to be promoted.

Training is necessary to every worker/lecturer irrespective of status, because workers/lecturers differ considerably in their academic background and professional training which have profound effects on their post-employment training as well as on their job performance as staff.

9. Recommendation

All categories of lecturers need the pedagogical knowledge through staff training and development including the associate professors

and professors if they have to provide the academic leadership and mentorship expected of them as researcher and teachers to make them not to be redundant, and to meet the ever changing world of knowledge/academics.

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