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Staff Development Programmes and Performances of Academic Saff in Federal Universities in South-East Nigeria

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ABSTRACT: This work examined staff development programmes and performance of academic staff in Federal Universities in South-East, Nigeria. The study reviewed relevant literature under conceptual framework, theoretical studies, empirical studies and summary of studies reviewed. The study adopted a correlational design. The population of the study comprised 13,165 academic staff in Federal Universities in South-East, Nigeria. The sample of the study consisted of 378 drawn from the population using Taro Yamane formula. Data for the study were obtained as primary and secondary sources of data. The instruments that were used for data collection were Staff Development Questionnaire (SDQ) and Teacher Job Performance (TJPQS). The research questions were answered using simple percentage whereas the hypotheses was tested at 0.05 level of significance using Pearson Product Moment Correlation Coefficient. The study found that there is a relationship between job training and performance of academic staff; Workshop had a positive significant relationship with adaptive performance of academic staff. There is a positive significant relationship between seminar and environmental performance of academic staff; Conferences had a positive significant relationship with academic staff; There is a positive significant relationship between mentoring and adaptive performance of academic staff of Federal Universities in South-East, Nigeria. The study concluded that there is the need for continuous permission for academic staff job performance of Federal Universities in South-East, Nigeria to embark on staff development programmes since their performance are enhanced through such programs. Therefore, the study recommended that Government should mobilize adequate funds for regular workshops of academic staff in Federal Universities. This study makes a contribution in guiding the linkage of performance to the management of job training, workshop, seminar, conferences and mentoring as the in Federal Universities in South-East, Nigeria.

Keyword: Job training, Workshop, seminar Conferences, mentoring performance of academic staff

1. INTRODUCTION

In recent years, national, state and local policy makers and educators have launched effort to improve education by creating a fundamental shift in what students learn and how they are taught. Academic staff constitute an important factor in the implementation of the curriculum. The quality of academic staff is known to be a key predictor of students' performance.

Academic staff as a profession demands continuous development of knowledge and ability through staff development programmes. Such development programmes include coaching, workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in- service training and so on (Shaibu, 2019).Academic staff are necessarily at the centre of reform, for they must carry out the demands of high standards in the classroom (Shaibu, 2019; Nwafor, Nwankwo, Okeke & Chendo, 2025). He ascertains that the success of ambitious education reform initiatives hinges, in large part, on the qualification and performance of academic staff as a result, staff development and staff development are the major focus of systematic reform initiatives (Shaibu, 2019). Staff development refers to the human resource development programs designed to enhance the value of employee after they have joined the organization. Bingilar and Etale (2021) posit that staff development includes employee training, orientation promotion, mentoring, seminar and workshop among others. Staff development programme is a process designed to improve job performance of academic staff and establish future goals for career growth (Bingilar & Etale 2021). Staff development helps academic staff in understanding their responsibilities. It is the opportunities available to new and experienced academic staff and assistants (Paraprofessionals). These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research validated strategies; and help academic staff meet their license and salary differentials.

In order to upgrade the staff to meet the challenges ahead of them, several staff development programmes such as; on the job coaching, conferences, workshops, seminars, mentoring among other have been in place. However, these series of programmes aimed at enhancing the development of academic staffs really impacted or not on the performance of academic staffs. Edem (2021) stated that education should be provided as a means of enriching an individual's knowledge and developing his full personality as well as seeking to prepare people to undertake specific tasks and employment functions which are essential for the transformation of their own environment. For a school to produce the type of people that will manage the resources of our society efficiently, the academic staffs must be up to date knowledgeably and skillfuly. Abdulhalim and Mozahar, (2022) ascertain that; for staff to develop, they need coaching in all ramifications. They viewed that coachingg is the process of acquiring specific skills to perform a job better and also it helps people to become qualified and proficient in doing some jobs. Usually, an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Abdulhalim and Mohazar (2022) defined development as the process of academic staff, informing, or educating people so that they may become as well qualified as possible to do their job, and they become qualified to perform in positions of greater difficulty and responsibility. The above has made it clear in terms of desirability of staff development, particularly academic staffs who are saddled with the responsibility of molding the behavior of their students for the benefit of the society. When academic staffs are trained and developed, they will as well train the students very adequately.

Academic staffs hold the key to building any nation and no education system can rise above the quality of its academic staffs (Federal Government of Nigeria, 2023). As a result, many institutions hire only talented academic

staffs in order to reach the goals of academic staff students to high standard and closing the productivity gap. Academic staffs play a major role in educational development and ought to be considered when addressing issues such as quality assurance, delivery, context and learning outcomes (Okendu, 2022). Without academic staffs in the school system, there will definitely be no learning, because they make learning take place and determine the quality of instructions received by learners. Thus they are expected to be properly motivated with adequate staff development for effectiveness. It also helps new academic staffs to adjust to academic staff fields, promote mutual respect among academic staffs, and recognize the need for modern academic staff methods (Madumere-Obike, 2017).Staff development programmes is the process where academic staffs' acquire qualities tknowledge for effective performance.coaching is defined as the process of developing quality in human resources that will enable them to be more productive and thus contribute more to organizational goal and achievement. Staff development is essential to increase the productivity of employees by influencing their behaviours. The staff development given to a person (or an employee) varies in type and extent and according to the nature and skills of the jobs involved as well as the experience of the employee concerned, (Certo, 2017; Okeke, 2024). The aim of staff development is "to equip individuals with the necessary skills to enable them to find employment, to gain promotion and to have reasonable expectation of redeployment in the event of their being made redundant (Ojofeitimi, 2022; Okeke & Ahaiwe, 2024).

Staff development is the total compensation and remuneration for workers that contain provision for vocation, study leave, sick leave, relocation expenses, holiday allowance, staff training, transportations and accommodation benefits among others (Fozia & Sabir 2019; Okeke, 2025). Staff development are the stimulus for greater action that serves as incentive in addition to wages. He further explained that staff development is an additional remuneration given to an employee in recognition of better work as well as provides a spur in the employees for greater performance. In addition, it is the tangible and intangible rewards that need to be provided in the school system in order to activate or promote meaningful work attitude. A hope for a reward is a powerful incentive that motivates employees to be more committed to their job. Staff development are a process of increasing employees' morale in organisations and this can only be achieved through adequate incentives.

Staff development are concerned with the total happiness of workers both at school and at home. The word academic staffs' welfare means the provision of a smallest level of well-being and social support to academic staffs' (Bamusananire, 2017). When academic staffs are motivated and satisfied their performance increases to improve their productivity. Mahlomaholo, (2021) tentatively concludes that people join organizations in order to meet and please their needs through constitutional and non-statutory staff development. It is against this background that the researcher investigate effect of staff development on academic staffs' job performance in Federal Universities.

Statement of the Problem

The poor performance of academic staffs seem to depend on the low level of staff development received from their employer. Indeed academic staffs need to be taken care of before they can be committed to their job. It is then that academic staffs can achieve high standard of productivity. Over the years, there had been several records of academic

staffs' strike and poor performance in the educational sector especially Universities, lack of and iregular development programmes ranging from coaching, workshop, seminar, conference and mentoring, ignorance of staff deveiopment awareness, current trends and policy of conduct ,lack of proper utilization of the development programmes and feed back Academic staffs' commitment and engagement had been identified as one of the most critical factors in the success and failure of education which contributes to academic staffs poor performances, poor school environment in terms of classrooms, blackboards, drainage, sanitation, toilets, urinals, staffrooms, academic staffs' working table and academic staffs' sitting facilities absenteeism, burnout and turnout, as having an important influence on academic staff performance in and around universities .

Academic staff performance in Federal universities may be determined by several factors among which are poor working conditions, delay of salaries, allowance, failure of government to grant regular promotion, bad surrounding for learning, inappropriate national education policies. All these factors have bedeviled our educational system hence led to poor academic staff performance. In most of the Federal Universities in South-East, academic staff have been facing a lot of challenges ranging from lack of funds and resources especially from government, poor welfare conditions, poor social amenities, job insecurities, poor medical care and poor school organization. Therefore, for academic staff performance of Federal Universities to be productive, they must be respected through the appropriate provision of staff development. It is in view of these aforementioned problems that this research was designed in order to find out the extent of relationship between staff development and academic staff performance of Federal Universities in South-East, Nigeria.

The obviousness of our inadequacy in all walks of life cannot be over emphasized. This is mainly due to the fact that, the world is rapidly changing globally from analog to e-system which has been brought about by technological advancements that are roaring and speeding like hungry lions pursuing their prey. The degeneration of this phenomenon brought about the inability of South-East to fill the quota set aside to the indigenes of seeking for placements into Federal Universities in the country. A number of problems including staff inadequacy can cause this. Based on the above, South-East has not been able to send academic staff to train in various fields within and outside the country. Lack of development programme ranges from training,workshop, seminar, conferences and mentoring etc. The development programme and re-training of academic staff has grossly affected the quality and quantity of academic staff performance, hence it's degeneration on the management and policy implementation of any educational programme. The above-mentioned types of development programme that have been in place may have negative effect on the performance of academic staffs and contributed to the low performance of students. As such, the quest for understanding effect of: coaching,workshop, seminar, conferences and mentoring on academic staffs' job performance of public universities in South-East towards effective performance

Objective of the Study

The main purpose of this study is to examine the relationship between staff development programmes and performance of academic staff of Federal Universities in South-East, Nigeria. The specific objectives are to:

1. Determine the relationship between coaching and task performance of

academic staff of Federal universities in South-East, Nigeria
2. Ascertain the relationship between workshop and contextual performance of academic staff of Federal universities in South-East, Nigeria
3. Examine the relationship between seminar and environmental performance of academic staff of Federal universities in South-East, Nigeria

Research Questions

The study was guided by the following research questions:

1. To what degree does training relate with task performance of Federal universities in South-East, Nigeria
2. What is the relationship between workshop and contextual performance of academic staff of Federal universities in South-East, Nigeria
3. To what level does seminar relate with environmental performance of academic staff of Federal universities in South-East, Nigeria

Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance.

Ho_1: There is no relationship between coaching and task performance of academic staff of Federal Universities in South-East, Nigeria

Ho_2: Workshop has no significant relationship with contextual performance of academic staff of Federal Universities in South-East, Nigeria

Ho_3: There is no relationship between seminar and environmental performance of academic staff of Federal Universities in South-East, Nigeria

LITERATURE REVIEW

Conceptual Review

Staff Development

Development is a process that strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them (Chabra, 2021). Pigors and Myer (2021) opined that staff development is a process of aiding employers in their present and further work through the development of appropriate habits of thoughts and action skills, knowledge and attitudes. Development pespective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. Staff development involves designing and supporting learning activities that result in a desired level of performance. In contrast, staff development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time (Robinson, 2019). While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson, 2019; Unukpo, Nwankwo, Chendo & Okeke, 2025).

Tiberodwa (2020) pointed out that staff development programs include training attendance of seminar, workshops conference and short courses within and outside the institution they also include sabbatical leave. Promotion which is expected to lead to effective performance in activities in secondary schools, staff development programs primarily aim at improving academic staff's competence as to ensure transfer of quantity knowledge, skill are required attitudes of trainee. According to Obisi (2019) the concepts, of staff training

and staff development are used interchangeably. Staff training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In some situations, there may not be anything wrong at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Marmer, 2019).

Staff development means using one stone to kill one bird while in development you use one stone to kill two birds (Mamoria 2022). In the field of human resource management, staff development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. (Harrison, 2022). Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robinson, 2019). According to Wideen (2017) the use of staff development connotes any training activity that help academic staff's to improve academic staff skills.

Staff development according to Pigors and Myer (2021), is all effort, strategies and courses of action deliberately taken to help and facilitate employee to achieve technical academic and psychosocial development to enhance their contribution to the achievement of organizational goals and for mutual benefit. South Work (2022) argued that staff development is adult education and as such should be based on sound principles of education and aim at enriching the academic staffs understanding of his/her tasks activities that go beyond simply improving performance. Wideen (2017) content that staff development programs encompass training, promotion, motivating and rewarding staff to them, the process also involves a wide range of situational training forms, attendance at regional conference and seminar. Staff development as the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of it's employers and workers. The researcher defined staff development as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organisation and in relation to the interests and needs of the employees.

Coaching

This is the type of development process given at a work place by superior within short period. It is cheaper and less time consuming. The training can be impacted by couching. The superior guides his sub-ordinates and gives him job instructions. The superior points out the mistakes and gives suggestions for improvement. Also, Job rotation is another system of coaching, the trainees move from one job to another, so that they may acquire different job experiences. This enables the employees to perform any type of job within the organization. An academic staff in this regard can acquire various techniques of academic staff in various subject areas. Dajur (2020) stated that, "usually executive coaching is done on- the-job. An executive is supposed to learn his work while working. This type of coaching has so many advantages. The trainee learns the job in the actual work place. He can size up his subordinates and in

turn, be appraised by them, without artificial support. He can demonstrate independently his potentials leadership questions. It is argued that the best executives will rise to their opportunities without the support of formal coaching.

Workshops

A workshop is an office or conference room meeting intended to create or generate plans, analysis, or design to support organizational efforts. The main aim of workshops is to acquire new knowledge and skills that related to the work of the participants. They identify needed change in behavior, learn new skills, and practice behavior in simulated work environment. According to Altalib (2023) effective workshop is built around what is practiced and relevant to the need of the learners' perspective. It is specific and focused on its subject matter". Based on the above, workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills. Kate wood and Jackson (2023) added that "workshop is a meeting of people to discuss and or perform practical work in a subject or activity: a drama/poetry/training workshop.

Seminar

This refers to as a course of intense study relating to students major. Seminar is a topic-oriented event designed to educate and inform an audience about subject of interest, Altalib (2023). In another vein, seminar either refers to a general form of academic instruction, at an academic institution or offered by a commercial or professional organization. The idea is to familiarize students more extensively with the methodology of their chosen subject and allow them to interct with examples of the practical problems that always occur during research work. It involves assigned readings and discussion, questions can be raised, and debates can be conducted. It is informal when compared to the lecture system of academic instruction. Kate wood and Jackson (2023, p76) said that seminar is an occasion when a academic staff or expert and a group of people meet to study and discuss something.

Academic Staff Performance

The term academic staff has been defined differently by many scholars. Senge (2020) defines academic staff as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. Academic staff also provides to the learners knowledge, skills and values that enhance development. Mbise (2018) defined a academic staff as a person who has knowledge, skills and special trainings in academic staff, explaining and educating. He further noted that a academic staff is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain.

Chamani (2018) defines academic staffas a person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Academic staff are capable of living and molding the youths such that their power is paramount as they determine the fate of the society.Oyewumi (2021) see academic staffas a person who helps others to acquire knowledge, competences or values. Formal academic staff tasks include preparing lessons according to agreed curricula, giving lessons, and assessing pupil progress. A academic staff's professional duties may extend beyond formal academic staff. Outside of the classroom academic staff may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, academic staffs may have responsibility for student discipline (Okereke, 2018).

Academic staff is the most important single individual in the life of a child outside his home. His personal relationship with individual child should be characterized by warmth, acceptance and friendliness. This relationship is necessary in the academic staff-learning process and in emotional and mental state of individuals. Since the academic staff is the person most conveniently accessible for understanding and assisting students. She has very important guidance responsibilities which include learning to provide for individual differences among student and organizing class work in ways which will help each student understand clearly his strengths, weaknesses, needs problems and how to meet those needs problems and resolve them (Ellis, 2020). Although academic staffs may lack the professional training of counsellors, school academic staffs have a long tradition of helping students with personal problems. They also interact with the students on daily basis, and thus are in an excellent position to provide personal direction. In fact, many academic staffs share the same traits as effective counsellors. They have the ability to emphasize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences. Good academic staffs also habitually promote and sustain positive group interaction in their classes, and develop a helping relationship with both students and parents (Okeli, 2021; Eze, Nwakwo & Okeke, 2025).

Academic staffs'performance refers to job behaviour and comparing it with the formats and standards that have been determined in the organisation. To put differently, it means providing information about the job behaviour of staff (Kheyrollah & Nasser 2022). Academic staffs'job performance can also be seen as the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed. Academic staffs'job performance can be defined as the achievement of specified task measure against predetermined or identified standards or accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individuals performance, Afshan, Sobia, Kamran, & Nasir (2022), stated that academic staffsjob performance is measured against the performance standards set by the organization. Good performance means how well employees preformed on the assigned task. In every organization there are some expectations from the employees with respect to their believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' task which reflect the quality desired by the organisation can also be termed as performance.

Performance of academic staff comprises of different aspects. The capabilities, results, affects and outcomes of somebody work are called his performance. Academic staff job performance means how academic staffs perform his professional duties in the school. Academic staff performance refers to observable behaviours, both verbal and non-verbal. It means the performance of academic staff behaviour of a academic staff, which sometimes appear as a result in form of students achievement. But the students' achievement is not considered as sum total of the performance of a academic staff, it may be considered just as an aspect of academic staff's performance because there are so many

other variables, which involve in the students achievement (Shah (2017). The researcher defines academic staffs job performance as a trained personnel who assist students in secondary schools to acquire knowledge, competences or values necessary for their educational development, this also involved in the discipline of students.

Theoretical Framework

Human Capital Theory of Staff Development

The theoretical basis of this study is Human Capital Theory. The human capital theory developed by Smith (1776) postulates that education and development are a form of investment in human beings. The underlying belief then is that education creates assets in the form of knowledge and skills, which in turn 20 increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion. Human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes.

Human capital theory is relevant to this study because the theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. He suggests that the human capital perspective is also illustrative of the employee's point of view. He contends that employees are not costs, factors of production, or assets, but rather investors in a business. They invest their own human capital, and they expect a return on their investment. He further indicates that the predisposition for an employee to invest their time in an organization is based on sense of commitment. Nevertheless, staff development programs may be viewed as generalized investments in human capital. Such investments can reassure employees that the expenditure of their time in the organization will contribute to their development and thus improve employee commitment and loyalty. Staff development programs can give organizations a competitive advantage by linking the strategic interests of the organization with the interests of their employees. For the employee, human capital theory justifies time spent at the workplace on regenerative activities. Training has thus, added value to human resource hence become skilled. If South-East ministry of education is to enhance the job performance of academic staffs in Federal universities, then, more effort should be made to facilitate these programmes if they perceive that this would be valuable.

Empirical Studies

Adi, Agbe, Odeh and Tyokyaa (2019) investigate staff development programmes on staff job performance in Colleges of Education in North Eastern Nigeria. Two objectives were stated to guide the study, which was translated into two research questions and two null hypotheses. The study adopted a survey research design where the populations of the study were 9,847 academic and non-academic staff of Federal and State Colleges of Education. A sample of 384 staff was sampled for the study using Taro Yamen's formula for sample size determination. Multistage sampling technique, which involves purposive, random sampling technique, and proportionate stratified sampling techniques were used to sample the

staff respectively to avoid bias and to ensure fairness in sampling. A self-structured questionnaire titled Staff Development Programmes and Staff Job Performance Questionnaire (SDPSJPQ) was used for data collection. The data was collected by the researcher and the research assistant. This data was subjected to statistical analysis where the research questions were answered using descriptive (mean and standard deviation) and, the hypotheses formulated were tested at P = 05 using chi-square analysis. The result revealed that orientation and mentoring variables of staff development have a significant influence on the job performance of staff in Colleges of Education in North Eastern Nigeria. Based on these findings, it was recommended that: Government should provide adequate measures to ensure staff of colleges of education is given proper orientation services so as to improve their performance at all times, Government and Governing Councils of Colleges of Education should see themselves more as mentors to staff of these colleges by providing guidance and counseling services, and offering professional advice to staff, as this would make them not deviate from the acceptable standard of the job performance expected. The similarity between the reviewed study and the current study is that the two studies investigated the relationship between staff development programmes and staff job performance and used correlational research design. The two studies differ in geographical location, population of the study, method of reliability test and method of data analysis.

Arogundade, (2019) examined the relationship between staff development, promotion and academic staffs' job satisfaction in secondary schools in Ekiti State. The study adopted a descriptive research design of the survey type. The population of this study consisted of all the 7,538 academic staffs in the 203 Federal Universities in Ekiti State. The sample for the study consisted of 800 respondents (640 class academic staffs, 128 Head of Departments and 32 Vice Principals) from 32 Federal Universities in Ekiti State via multistage sampling procedure which involved simple random, stratified and purposive sampling techniques Two sets of instruments tagged "Staff Development and Promotion Questionnaire (SDPQ)" and "Academic staffs Job Satisfaction Questionnaire (TJSQ)" were used to collect relevant data for the study. The face and content validity of the instruments were determined by Educational Management experts, experts in Test and Measurements. The test retest method of reliability was used to ascertain the reliability of the instruments. The reliability coefficient of 0.91 obtained for SDPQ while 0.84 was obtained for TJSQ. The research hypotheses were tested using Pearson's Products Moment Correlation at 0.05 level of significance. Findings revealed the significant relationship between staff development, promotion and academic staff job satisfaction. It was recommended that regular staff development programmes should be organized by government for continuous professional development of academic staffs. It was also recommended that academic staffs should be promoted as and when due and whenever there is delay in promotion, the arrears of the financial benefit of such promotion should be paid in full. The study is related to the present study as both are concerned with staff development, and academic staffs' job satisfaction in secondary schools. But differ in terms of area of study and research design, population, geographical location and method of data analysis.

Husaini, (2022) investigated on impact of staff development programme on the performance of Secondary School Academic staffs in Bauchi State. The study raised five objectives, these are to identify whether

conferences, workshops, seminars, mentoring and in-service have impacted positively or otherwise on the performance of academic staffs in secondary schools in Bauchi State. Research questions and hypotheses were formulated in line with the set objectives. Descriptive survey research method was employed and data collection was through the use of self-constructed questionnaire. The population of the study was 10,631 out of which 9657 are academic staffs, 712 principals and 262 Ministry of Education officials. Purposive sampling technique was used to derive sample from the eleven educational zones. Thus, the sample of the study was 300 academic staffs, 150 principals, and 80 Ministry of Educational officials. The validity of the instrument was determined through vetting of the content by experts in educational administration and English language. The reliability coefficient was obtained at 0.77. The data collected were presented by the use of frequency and percentages, and later analyzed through the use of Analysis of Variance (ANOVA) statistical technique. The five hypotheses tested were retained. The study revealed that there is significant impact of on the job training, conferences, workshops, seminars, mentoring etc. on the performance of academic staffs in secondary schools in Bauchi State. Finally, the study recommended that, the government, NGOs, and other educational stakeholders should regularize the conduct of educational conferences, workshops; seminars etc. for senior secondary school academic staffs in Bauchi state.

Naveed, Nadeem, Mir, Zeeshan and Naqvi (2021) examined the staff development on the employee performance in public secondary school in North Punjab. Two research and two hypotheses were formulated to guide the study. The study employed the descriptive survey research design. The population of this study in public secondary school of northern Punjab which covers 100 academic staffs of public secondary school and data was collected through a questionnaire. A sample of 100 academic staffs was randomly selected for the study. Face content validity and Cronbach Alpha method was using established reliability of the study. ANOVA and t-test were used as statistical toolsused through “SPSS” for data analysis. There are two determinants of staff development which are on job training and delivery style. Results show the positive relationship between on job training and employee performance and also there is the positive relationship between delivery style and employee performance. The two studies differ in geographical location and population of study. The reviewed study was conducted in North Punjab with public secondary school, while current study was conducted in South-East with public secondary school. But the two study focused on staff development programme on the performance of Secondary School Academic staffs.

.Ekpoh, Edet, Aniefiok and Nkama (2023) investigate staff development programmes on secondary school academic staffs' job performance in Uyo Metropolis, Nigeria. A single hypothesis guided the study. The method adopted for this study was the survey design. A population of 1,093 secondary school academic staffs in 2021/2022 academic year was used to enhance the study. From the 18 Federal universities that exist in Uyo metropolis, twenty five (25) academic staffs per school were sampled for the study, giving a total sample size of 450 academic staffs. Four students were randomly selected per each of the academic staffs' class to assess academic staffs' job performance and this gave rise to a total of 1,800 students. Data were collected using two sets of questionnaires titled "Staff Development Programme Questionnaire" (SDPQ) and Academic staffs' Job Performance

Questionnaire" (TJPQ). SDPQ was administered on 450 academic staffs while TJPQ was administered on 1800 students to assess academic staffs' job performance. Data collected were analyzed using Independent t-test statistic at 0.05 level of significance. Findings showed that academic staffs who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, academic staff methods and evaluation of student's work. It was recommended among others, that the Ministry of Education and State Secondary Education Board in Akwa Ibom State should on a regular basis organize training programmes for academic staffs. Such programmes should relate to subject contents, use of academic staff aids, lesson preparation and delivery, classroom management and student's evaluation. This study is related to the present as both focused on Staff Development Programme and academic staffs' job performance and which is one of the main issue of the study. The difference between the two studies is that the reviewed study was conducted in Akwa Ibom State, while current study was conducted in South-East, Nigeria.

Manafa, (2020) examined the influence of staff development on academic staff performance in private secondary school in South-East. Three research questions guided the conduct of the study. Three hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study comprised 2700 academic staffs in South-East secondary schools. The Sample size for this study is 15795 academic staffs drawn from 1755 register private secondary schools in South-East. Sample size consists of 790 academic staffs drawn from the population of the study. The sample consists of 5% of the entire population. The instrument for data collection was a structured questionnaire titled “Staff development and Academic staff Performance Questionnaire” (WPTPQ) designed by the researcher. Data generated were analyzed using Mean and standard deviation to answer the research questions. Z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study include: Housing allowances influencing academic staffs performance in private secondary school is high. Co-operatives and saving facilities influencing academic staffs’ performance in private secondary school is high. Medical care allowances on academic staffs’ performance in private secondary school are high. Housing allowances and academic staffs performance in private secondary school in South-East was not significant. co-operatives and saving facilities and academic staffs’ performance in private secondary school in South-East was not significant. Medical care allowance and academic staffs’ performance in private secondary school in South-East was not significant. The study recommended that academic staffs housing allowances should be paid promptly to enable them concentrate on their job for effective delivery. Private school management and the government should make sure that Co-operatives and Saving Facilities s of academic staffs are well managed to ensure conformity of regular payment by the appropriate authorities. The government and private school management should motivate academic staffs by providing free medical care, which will spur them to enhance academic staffs’ job performance. The study is related to the present study in the sense that both of them are concerned with staff development on academic staff performance secondary school which is among the issues raised in the study. They differ in their research design scope.

METHODOLOGY

The study adopted a correlational survey research design. According to Nworgu (2022) correlation studies indicates the direction and magnitude of the relationship between the variables of the study. The rationale for adopting this design is to establish staff development programmes and staff development as correlates of academic staffs’ performance in Federal universities in South-East. The study was carried out in South-East,

Nigeria. The South East (often written as South-East) is the one of the six geopolitical zones of Nigeria representing both a geographic and political region of the country's inland southeast. It comprises five states – Abia, Anambra, Ebonyi, Enugu, and Imo. The population of the study comprised 13,163 academic staff from all the five federal universities in South East, Nigeria namely: Federal University of Agriculture Umudike, Federal University of Technology Owerri, Nnamdi Azikiwe Federal University, Awka, University of Nigeria Nsukka, Alex Ekwueme Federal University Ndufu-Alike. The sample size consist 388 academic staff from all the five federal universities in South East, Nigeria nwas determined using Taro Yamane statistical determination formula The instruments that was used for data collection viz; Staff Development Scale (SDQ) and Academic staff Job Performance (TJPS). The first instrument staff development questionnaire (SDQ) was developed by the researcher. The face validity of the instrument was established by the researchers**.** Test re-test method and Cronbach Alpa was carried out to achieve reliability. The research questions were answered using simple percentage whereas the hypotheses was tested at .05 level of significance using Pearson Moment Correlation Coefficient.

DATA PRESENTATION AND ANALYSIS

A total of three hundred eighty eight 388 (100%) questionnaires were distributed to the respondents, out of which three hundred and fifty four 354 (91%) were properly filled and found relevant to the study, 34(9%) of the questionnaires were not properly filled. Therefore, the analysis in this section was based on the three hundred and fifty four relevant copies. The first section covers the demographic features of the respondents. The second section analyzed the data relevant to research questions.

Analysis of Research Question

Research Question One: How does coaching relate with academic staff task performance of federal universities in South-East, Nigeria?

Table 1: Respondents view on the relationship between coaching and academic staff task performance

	Frequency	Percent	Valid Percent
Strongly Disagree	36	10.1	10.1
Disagree	29	8.2	8.2
Undecided	12	3.4	3.4
Agree	184	53.0	53.0
Strongly Agree	93	26.3	26.3
Total	**354**	**100.0**	**100.0**

Source: Field Survey, 2025 /SPSS

Table 1 revealed that 52% of the respondents agree that coaching relate with academic staff task performance of federal universities in South-East, Nigeria 26% strongly agree, 8 % are undecided, 8.2% disagree, while 10.2% of the respondents strongly disagree.

Research Question Two: What is the relationship between workshop and academic staff contextual performance of Federal universities inSouth-East, Nigeria?

Table 2: Respondents' view on the relationship between workshop and academic staff contextual performance.

	Frequency	Percent	Valid Percent
Strongly Disagree	26	7.3	7.3
Disagree	28	7.9	7.9
Neutral	18	5.2	5.2
Agree	140	39.5	39.5
Strongly agree	142	40.1	40.1
Total	**354**	**100.0**	**100.0**

Source: Field Survey, 2025 /SPSS

Greater percentages 40.1 % of respondents strongly agree that workshop has relationship with academic staff contextual performance, 439.5% agree, 5.2% are neutral, 7.9% disagree while 7.3% of respondents strongly disagree.

Research Question Three: To what level does seminar relate with academic staff environmental performance in public universities inSouth-East, Nigeria?

Table 3: Respondents' opinion on clams that through seminar, academic staffs master their subjects in class.

	Frequency	Percent	Valid Percent
Strongly Disagree	36	10.2	10.2
Disagree	29	8.2	8.2
Undecided	12	3.3	3.3
Agree	184	52.0	52.0
Strongly Agree	93	26.3	26.3
Total	**354**	**100.0**	**100.0**

Source: Field Survey, 2025 /SPSS

Table 4.7 shows greater percentages 52% of respondents agree that through seminar, academic staffs master their subjects in class, 26% strongly agree, 3.3 % are undecided, 8.2% disagree while 10.2%of respondents strongly disagree.

Test of Hypotheses

Hypothesis One

Ho: There is no relationship between coaching and task performance of academic staff of Federal Universities in South-East, Nigeria

Table 4: Correlation between Coaching and Task Performance of academic staff of Federal Universities

	Coaching	Task performance
Task performance	1	.090
Pearson Correlation 1		.000
Sig. (2-tailed) N	354	354
Task performance	.090	1

Pearson Correlation	.000	
Sig. (2-tailed) N	354	354

Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS Vision 23.0

According to the analysis, p-value is 0.000 which is less than the significant level of 0.05, (p>0.05). Therefore, accept H0 and reject H1. Therefore we can state that there is a relationship between coaching and task performance of academic staff of Federal Universities in South-East, Nigeria. From the result, the Pearson Correlation (R-value) between training and task performance is 0.90, 90%. This means there is a positive relationship between both variables. Whereby, the increase in coaching will lead to increase in task performance of academic staff '. The value of this correlation coefficient 0.90 is fall under coefficient range from + 0.71 to + 0.90. Therefore, the relationship between coaching and task performance of academic staff 'is high.

Hypothesis Two

Ho: Workshop has no significant relationship with adaptive performance of academic staff in Federal Universities in South-East, Nigeria

H_1: Workshop has no significant relationship with adaptive performance of academic staff in Federal Universities in South-East, Nigeria

Table 5: Correlation Between Workshop and Adaptive performance of academic staff in Federal Universities

	Workshop	**Adaptive performance**
Workshop	1	.083**
Pearson Correlation	354	.000
Sig. (2-tailed)		354
N		
Adaptive performance	.083	1
Pearson Correlation	.000	354
Sig. (2-tailed)	354	
N		

Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS Vision 23.0

Table 5 shows that the p-value is 0.000 which is less than the significant level of 0.01, (p<0.01). Therefore, H0 will be rejected and H1 is accepted therefore, Workshop had a significant relationship with adaptive performance of academic staff in Federal Universities in South-East, Nigeria Based on the result, the Pearson Correlation (R-value) is 0.838, 83.8%; this indicates that there is a positive value between workshop and adaptive performance of academic staff in Federal Universities in South-East, Nigeria. In the other words, when Workshop is increasing, adaptive performance will increased simultaneously. The value of this correlation coefficient 0.83.8 is fall under coefficient range from + 0.71 to + 0.80. Therefore, the relationship between workshop and adaptive performance of academic staff is high.

Summary of Findings

1. There is a relationship between coaching and task performance of academic staff of Federal Universities in South-East, Nigeria (r=0.090, p=0.000, <0.05).

2. Workshop had a positive significant relationship with contexual performance of academic staff in Federal Universities in South-East, Nigeria. (r=0.838, p=0.000, <0.05).
3. There is a positive significant relationship between seminar and environmental performance of academic staff of Federal Universities in South-East, Nigeria. (r= 0.743, p=0.000, <0.05).

CONCLUSION

Academic staff have crucial roles to play in bringing about improved learning in students. Their ability to effectively carryout these roles would be determined largely by the quality of staff development programmes made available and utilized by academic staff. Staff development in Federal Universities boost research skills, publication out put and networking opportunities which connects scholars for exchange of ideas knowledge and effective learning. The study examines the relationship between staff development and academic staff performance of Federal Universities in South- East, Nigeria. Data was obtained from primary sources and tested using Pearson product-moment correlation analysis. The results showed that all independent variables had positive significant relationship with the dependent variables. Therefore, the study concluded that staff development had apositive significant relationship on academic staff performance of Federal Universities in South-East, Nigeria. In line with the research findings and conclusion the following recommendations were made:

1. There is the need for continuous permission for academic staff of Federal Universities in South- East, Nigeria to go on regular development programmes since their performance are enhanced through such programmess.
2. The need for broader and wider acquisition of knowledge by the academic staff of Federal Universities in South- East, Nigeria is necessary. Therefore, the study recommended that, government should mobilize adequate funds for resources needed for workshops of academic staff in Federal Universities .
3. Academic staff need to be acquainted with the current trends in education. The study has therefore recommended that government should sensitize academic staff on the need for regular attendance of seminars to enable them to abreast on current educational strategies, methods, changes etc.

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