

Capacity Building Strategies: A Panacea for Lecturers' Job Performance in Public Universities in North Central, Nigeria

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Abstract

This research study examined the relationship between capacity building and lecturers' job performance in Public Universities in North Central, Nigeria. The study adopted a descriptive survey research design; hence, three research purposes and research hypotheses were formulated. The population consists of 4,042 academic staff in public university in North-Central geo-political zone. Stratified and simple random sampling technique was adopted to select 1340 academic staff from six geo-political zone of North Central. Three instruments were formulated to gather information. The study findings showed that Conference had significant relationship with lecturers' job performance where $r = .445$, $p < 0.05$ and workshop had significant relationship with lecturers' job performance where $r = .524$, $p < 0.05$. The study further found that seminar had significant relationship with Lecturers Job Performance where $r = .445$, $p < 0.05$ and additional qualifications had significant relationship with lecturers' job performance where $r = .756$, $p < 0.05$. The study concluded that capacity building strategies serves as a tool to improve lecturers' job performance in Nigeria universities. Based on the finding of the study, the study recommended that the area of their professional development must be given good attention by the management of the university and Lecturers should be encouraged by HOD and Dean of faculty through nominations to participate in workshops seminar quality instructional delivery in the university.

Keywords: Capacity Building, Workshops, Seminar, Conferences, Job Performance

Introduction

Capacity building of lecturers is one of the strategies at which lecturers in Nigeria universities can be improved. Capacity building programmes have been identified as essential factors in Nigerian institutions, culminating in their roles as major influencers of lecturers' professional growth. Oloyede and Adeyemi (2020) expressed that capacity building modifies

lecturers' role performance, skills and abilities in such away that they meet and fit appropriately in the demands of their profession. It involves human resource development which is the act of providing individuals with the knowledge, skills, and access to information, knowledge and training necessary to function successfully. Capacity building focuses on understanding the barriers that prevent people, institutions, governments, international organizations, and non-governmental organizations from achieving their developmental goals, as well as developing the skills necessary to produce measurable and sustainable results (Vierros & Harden-Davies, 2020). This function is carried out by imparting relevant knowledge and skills to people and lecturers in order for them to acquire the necessary competences that enhance value-adding decision-making processes, as well as develop the necessary capacity to effectively handle challenges enshrined in their job positions and ultimately improve their job performance (Jones & Smith, 2023).

Jegede and Olanrewaju (2023) submitted that there are three different views to capacity building which are: building awareness, building analytical capacity and building decision-making capacity. When lecturers go for capacity building their job performance would be improved. Therefore, lecturers' job performance is the factor that predicts the universities' goal achievement. Awodiji, et al., (2020) opined that lecturers' job performance as the measure of the effectiveness of lecturers in reference to their roles and responsibilities in their workplace. Lecturers' job performance as the degree to which lecturers achieve the goals and objectives of their job, as defined by their employer (Adisa, 2022). It is a complex construct that is influenced by a variety of factors, including the lecturer's individual characteristics, the job itself, and the organizational context. The most valuable feature of an organization is 'people' because people will work either individually or collectively to achieve the objectives of the organization (Fitrina, et al., 2016). In university level, the ability to create competitive graduates also depends on the quality of the lecturers' performance. Lecturers have a central role as educators, thus they should keep optimizing their performance and ability to reach the objectives of their institution (Smith, 2023).

Lecturers in Public Universities in North Central, Nigeria are facing many challenges. Some of these challenges that affect the lecturers' job performances is capacity buildings. The capacity building that helps lecturers to keep abreast of latest information is lacking in the university. It has been observed that few lecturers in public universities in North Central Nigeria go for capacity building programmes due to lack of fund. The fund earmarked to university from federal government is not sufficient to run university. Then, inadequate funding affected lecturers in attending workshops, conference, seminars among others. Adeyemi and Owolabi (2019) pointed that teaching of large class, poor staff development programmes, inadequate infrastructural facilities, insecurity, poor research funding, strike and others are the main issue facing university development in Nigeria. Therefore, this inform the researcher to investigate capacity building strategies: a panacea for lecturers' job performance in public universities in north central, Nigeria.

Purpose of the Study

The primary goal of this study is to examine the relationship between capacity building and lecturers' job performance in public universities in North Central Nigeria. Specifically, the purpose of the study was to:

1. Determine the relationship between conference attendance and lecturers' job performance in public universities in North Central, Nigeria.
2. Evaluate the relationship between seminar attendance and lecturers' job performance in public universities in North Central, Nigeria.

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3. Examine the relationship between workshop attendance and lecturers' job performance in public universities in North Central, Nigeria.
4. Identify the relationship between acquisition of additional certificate and lecturers' job performance in public universities in North Central, Nigeria.

Research Hypotheses

Based on the research purposes mentioned above, these following hypotheses were formulated to guide the study. They were:

"o1: There is no significant relationship between conference attendance and lecturers' job performance in public universities in North Central, Nigeria;

"o2: There is no significant relationship between seminar attendance and lecturers' job performance in public universities in North Central, Nigeria.

"o3: There is no significant relationship between workshop attendance and lecturers' job performance in public universities in North Central, Nigeria.

"o4: There is no significant relationship between acquisition of additional certificate and lecturers' job performance in public universities in North Central, Nigeria.

Literature Review

Resource-Based Theory as Underpinning Theory

This study adopted resource-based theory to comprehend the relationship between capacity building and lecturers' job performance. The Resource-Based theory has emerged over the last fifteen years as one of the dominant perspectives used in strategic management (Varadarajan, 2023). It addresses the fundamental research question of strategic management on why it is that some organizations persistently outperform others. The resource-based model builds on this insight by arguing that it is not just profits that give rise to competitive advantage, but also the training given to employees (Chand & Tarei, 2021). These knowledge and skills offer to employees are the source of a firm's competitive advantage. From this theory, it is imperative for university as an organization to subject its employees to capacity building so as to have efficiency in the job.

Based on this theory, university need to provide capacity building for lecturers so that job performance can be improve. Smith (2023) described that lecturers can be productive if capacity building is given to them in the system. Al Aina and Atan (2020) asserted that any capacity building offer to employees would determine the level of organizational performance. Dian, et al. (2022) pointed that organization like university would gain long-term competitive advantage if they are adequately exposed to training. The management of Nigerian university should endeavor to provide capacity building to lecturers through conference, workshop, seminar, additional and qualifications. By providing capacity building to lecturers', then job performance would be improved.

Defining Capacity Building Programmes

Capacity building of lecturers is a commitment to structured skills enhancement and personal or professional competence for effective service delivery (Wey & Nwafor, 2018). This is fundamental for employees, no matter their responsibility within an organisation and to guarantee that their knowledge is always up-to-date. The subjection employees to capacity building are mostly important in today's fast moving technological world for the production of quality students with innovative and rational thinking. Henceforth, capacity building needs of lecturers in the universities include: skills on research and development, ideas needed for

knowledge creation, new information and knowledge to carry out their duties effectively, and team spirits to deliver lectures appropriately. It is equipping them to keep abreast of latest information.

More so, capacity building is like sharpening an existing skill in order to reflect the trends in technology and other social cultural environmental changes of an organization. The main objective of capacity building and development in university is to increase efficiency of employees with the resulting increase in corporate productivity. Capacity building improves employee abilities to perform the tasks required by an organization. The important dual function of utilization and motivation (Sitorus, et al., 2021). It is a tool employed by organization to equip their workforce to the accomplishment of set goals and objectives. The tools and methods for capacity building in any organizations differs, and it is largely determined by the objectives of organizations. Additionally, it is regarded as a planned process to modify attitudes, knowledge and skills or behaviour through learning experience to achieve effective performance in an activity or range of activities (Dian, et al., 2022).

Dimensions of Measuring Capacity Building

Dimensions for measuring capacity building are conferences, workshop and seminar. All these dimensions were elaborated below.

A. Conference as a Capacity Building Strategy

The essence of conference is to keep the teacher up-to-date on the latest information in the job. Conference help to improve pedagogical skills and keep lecturers abreast with new knowledge. Also, conference help to encourage lecturers' relationship and recognized the need of modern teaching methods. The importance of lecturers' professional development is very relevant to effective school administration (Agabi, 2019). Agba (2015) asserted that it is not just enough to recruit teachers for the programmes but to provide continuous in-service programmes or development service programmes for the lecturers to function effectively and efficiently. Thus, the lecturers should be encouraged to attend training programmes for capacity building and development. This can be achieved by exposing them to in-service training such as induction programmes, ICT training, workshops, conferences, seminars and refresher courses, particularly for non-professional (Agba, 2015). It is found out that proper conference organization can bring about high productivity in the education industry (Obi, 2019).

B. Workshops as a Capacity Building Strategy

Workshop is a type of academic instruction, either through teaching or given through a commercial as well as professional organization (Liu, 2022). It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject. This is often accomplished through an ongoing dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debate can be conducted. Then, speaker would address the audience and workshops are led by someone who act as a mediator. Workshops and seminars are among the most popular training devices in higher education, properly designed, they are a time and cost-efficient method of producing active involvement of learners compared to individual training activities.

In the same vein, workshop is defined as assembled group of ten to twenty-five persons who share a common interest or problem. They meet together to improve their individual skill of a subject through intensive study, research, practice and discussion. A workshop is a type of interactive training session enriched with training packages and functions. Workshop is used for practical

¹Lawal, Ade Aliyu (Ph.D), ²Olaolu Paul Akinnubi, Ph.D, ³Saleman Mashood Warrah, Ph.D, ⁴Shehu, Omotosho Sulyman, Ph.D, activities in which the barest of instructional guidelines, demonstrations and directives are given while the largest amount of the time is devoted to the participants' actual practice of the art or skill in question (Ifeanyi, 2019). The experts inspect and correct participants' performance and output primarily at the individual level. The short plenary or sub-group sessions are used for showing exceptional merit in participants' output and for discussing common errors and problems and seeking solutions to them (Abe, et al., 2022). The workshop aims at drawing conclusions from the experiences of the participants. Apart from workshop, teachers also have the opportunity to participate in academic conferences.

C. Seminar as a Capacity Building Strategy

Seminars have been used as a teaching method to engage lecturers in the teaching and learning process (Nakpodia, 2001; Juckett, et al., 2022). Seminars promote critical reading and writing skills as participants read a wide range of sources and synthesize data that serves the purpose of the seminar (Padgett, et al., 2018). It provides a platform for researchers, lecturers to share their findings of research and present it in public while receiving regular feedback from the attendees through discussion. Seminars are organized for the university lecturers in the university system in order to keep them adequately informed of certain developments. This accounts in no small measure in enhancing their role performance skills and provide on-the-job training to expose them to new techniques concerning content and pedagogy (Jacob & Lefgren, 2020).

In another development, seminars are convenient for professionals, who need to be up-to-date in their field, need a platform to discuss issues and concerns and have less time to do all of the research on their own. Akpan and Ita (2015) noted that lecturers' development programmes improve them both academically and professionally and apart from helping them to update their knowledge, it serves as a motivating factor for teacher efficiency. Orobor (2018) opined that researchers inspect and correct participants' performance and output primarily at the individual level, while short plenary or sub-group sessions are used for showing exceptional merit in participants' output and for discussing common errors and problems and seeking solutions to them. To sum up, seminars can have positive effects on lecturers' job performance which in turn improve students' academic performance (Hervie & Winful, 2018; Ollor, 2021).

D. Additional Qualifications as a Capacity Building Strategy

Additional qualifications in the university cannot be over emphasized. Additional qualifications is essential operation of educational system and serves important element for the development of education (Scholar, 2020). Additional qualification of lecturers in the university plays a key role to the growth of education. Smith (2022) pointed that quality of a lecturers is another very influential determinant of the classroom environment. A lecturers' qualities include preparation and training, the use of a particular instructional approach and experience in teaching. Mullis, et al. (2014) indicated that quality of lecturers' is an important determinant of students' performance. The quality of education hinges on the quality of teaching that goes on in the classroom reinforcing the idea that quality teachers make up for the deficiencies in the curriculum and in educational resources (Brown 2019).

Further, lecturers with additional qualifications are widely thought of as an essential determinant of academic performance. This is an important issue as the economic impact of higher students' achievement can be a function of the depreciation rate of students' learning. The additional qualifications must of lecturers must be able to increase professional growth, classroom interaction and evaluation (Macaulay, 2016; Akpomi & Eleonu, 2023). Having additional qualification in the university is an advantage to learning, his methods as well as improved the teaching styles. A competent lecturer is a person who is professionally qualified and having more trained to teach in

Capacity Building Strategies: A Panacea for Lecturers' Job Performance in Public Universities in North Central, Nigeria school (Osaat, 2014). Therefore, lecturers with additional qualification who attends conferences, workshops and seminars would have a good classroom control, effective communicative skills, adequate knowledge of the subject, utilize a variety of teaching methods, or strategies and show enthusiasm for teaching (Akinbobola, 2014).

The Impact of Capacity Building on Lecturers' Job Performance

Based on the foregoing, these following are the impact of capacity building on lecturers' job performance. They are:

1. Capacity building in educational institutions entails the professional training and development of lecturers for institutional and professional growth.
2. Capacity building involves the provision made to educate and improve the performance of lecturers from initial employment to retirement (Nwabueze & Nwokedi, 2016).
3. Capacity building is aimed at equipping the lecturers with the skills to discharge their professional responsibility effectively and efficiently in ascertaining quality education.
4. Capacity building of lecturers is aimed at providing knowledge and skills (both conceptual and intellectual) to lecturers for organization effectiveness.

Conceptualizing of Lecturers' Job Performance

Lecturers' job performance could mean the factor that predicts the universities' goal achievement. Awodiji, et al., (2020) defined lecturers' job performance as the measure of the effectiveness of lecturers in reference to their roles and responsibilities in their workplace. Lecturers' job performance are work-related activities expected of a lecturer for academic upliftment. Onoyase (2017) defined lecturers' job performance using the result dimension, thereby describing it as the extent to which academic staff members achieve educational outcomes expected of them. Adisa (2022) described lecturers' job performance as the degree to which lecturers achieve the goals and objectives of their job. It is a complex construct that is influenced by a variety of factors, including the lecturer's individual characteristics, the job itself, and the organizational context.

The main actors in the higher education level are the lecturers who may be termed as teachers, tutors, faculty members or facilitators. Regardless of the title, or the institutions where they work, the educators' shoulder heavy responsibilities in educating the students. According to Akinyemi and Adeyanju (2016) lecturers' job performance are work-related activities expected of a lecturer and how well those activities are executed. The most valuable feature of an organization is employee because employee will work either individually or collectively to achieve the objectives of the organization (Fitrina, et al., 2016; Akpomi & Eleonu, 2023). One way to measure one's performance is to observe their ability. A person's performance is directly proportional to the ability and motivation. In university level, the ability to create competitive graduates also depends on the quality of the lecturers' performance. Lecturers have a central role as educators, thus they should keep optimizing their performance and ability to reach the objectives of their institution (Smith 2023).

Methodology

Under the methodology of the study, the following were discussed accordingly which include research design, population and sampling, instrumentation, and reliability.

Population, Sample and Sampling Technique

Population of the study were the academic staff of the selected universities in North-Central geo-political zone of Nigeria. There were 4,042 academic staff in in North-Central geo-political zone. three states were selected from six states which made up of Niger, Kogi, and Kwara. The research advisor (2006) was used to select 1,340 through stratified and simple random sampling technique.

¹Lawal,AdeAliyu (Ph.D), ²Olaolu Paul Akinnubi, Ph.D, ³Saleman Mashood Warrah, Ph.D, ⁴Shehu, Omotosho Sulyman, Ph.D, Sampling is the process of selecting a subset of a population to study the characteristics of the entire population. The goal of sampling is to obtain a representative sample that will provide accurate and reliable information about the population (American Statistical Association, 2023). Therefore, this study used 1340 as sample size.

Instrumentation

There were five research instruments were structured by the researcher to elicit relevant information for the study. The first instrument conference tagged (CQ) while the second was workshop tagged (WQ). The third and fourth instruments were seminar tagged (SQ) and additional qualifications also tagged (AQQ) while the fifth instrument was lecturers job performance. The instruments were rated on a five (5) point Likert scale ranging from the strongly agree, agree, neutral, disagree, strongly disagree. The questionnaire of this study was adapted from Azi (2020); Jacob and Ndayebom (2022); Ladipo, Alegbeleye, Soyemi and Ikonne(2022); Ogunode, et al., (2023).

Reliability of the Instrument

Table 1. *Reliability rules of thumb*

Reliability	Figures
Excellent	>.9
Good	>.8
Acceptable	>.7
Questionable	>.6
Poor and unacceptable	>.5

Source: Hair et al. (2010)

Prior to using Pearson moment correlation coefficient to explore relationships between variables. All the variables with items were subjected to reliability test. Hence, this study employed Cronbach's alpha coefficient to test the internal consistency of the instruments (Sekaran & Bougie, 2013). Table 1 shows the rule of thumb to determine reliability in this study. All the Cronbach alpha met the acceptable values of greater than .6 (Hair et al., 2011, Sekaran & Bougie, 2010). The reliability values start from .65 to .95 which is popularly regarded as good reliability e.g., > 0.9 excellent, > 0.8 good, > 0.7 acceptable, > 0.6 questionable, > 0.5 poor and < 0.5 rejected. Therefore, the Cronbach's alpha for this study were conference .795, workshop .886, seminar .926 and lecture job performance .903. These results were acceptable as suggested by Hair et al. (2010).

Testing of Operational Hypotheses

Hypothesis 1: Relationship between Conference and Lecturers Job Performance

Table 2. Relationship between Conference and Lecturers Job Performance

Variable	N	Mean	df	Cal. r value	Cal. p value	Decision
Seminar	1340	0.58	1338	346	.000	Ho rejected
Lecturers' job performance	1340	16.39				

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

Table 2 reported the analysis performed on the relationship between conference and lecturers job performance using Pearson Product Moment Correlation (PPMC) with the

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application SPSS version 22. The result of the analysis revealed that the relationship between conference and lecturers job performance was statistically significant where $r = .445$, $n = 1340$, $p = <0.05$. Therefore, the null hypothesis which stated that there is no significant relationship between the conference and lecturers job performance in public university in North- Central Zone, Nigeria was rejected. This that means there was a positive relationship between conference and lecturers job performance. This finding pointed that when lecturers go for conference, lecturers job performance would improve which in turn reflected on students' academic performance.

Hypothesis 2: Relationship between Workshop and Lecturers Job Performance

Table 3. Relationship Between workshop and Lecturers Job Performance

Variable	N	Mean	df	Cal. r value	Cal. p value	Decision
Workshop	1340	0.63	1338	.524	.000	Ho rejected
Lecturers' job performance	1340	16.37				

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

As shown Table 3 of this study on the relationship between workshop and lecturers job performance using Pearson Product Moment Correlation (PPMC) with the application SPSS version 22. The result of the analysis revealed that the relationship workshop and lecturers job performance was statistically significant where $r = .524$, $n = 1340$, $p = <0.05$. Therefore, the null hypothesis which stated that there is no significant relationship between the workshop and lecturers job performance in public university in North- Central Zone, Nigeria was rejected. This indicated that there was a positive relationship between workshop and lecturers job performance. This implied that relationship exist between workshop and lecturers job performance. This finding pointed that when lecturers go for workshop, lecturers job performance would improve which in turn reflected on students' academic performance.

Hypothesis 3: Relationship between Seminar and Lecturers Job Performance

Table 4. Relationship between Seminar and Lecturers Job Performance

Variable	N	Mean	df	Cal. r value	Cal. p value	Decision
Seminar	1340	0.58	1338	.346	.000	Ho rejected
Lecturers' job performance	1340	16.39				

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

Table 4 reported the analysis performed on the relationship between seminar and lecturers job performance using Pearson Product Moment Correlation (PPMC) with the application SPSS version 22. The result of the analysis revealed that the relationship seminar and lecturers job performance was statistically significant where $r = .346$, $n = 1340$, $p = <.05$. Therefore, the null hypothesis which stated that there is no significant relationship between the seminar and lecturers job performance in public university in North- Central Zone, Nigeria was rejected. This indicated that there was a positive relationship between seminar and lecturers job performance. This implied that relationship exist between seminar and lecturers job performance. This finding pointed that when lecturers go for seminar, lecturers' job performance would improve which in turn reflected on students' academic performance.

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Hypothesis 4: Relationship between Additional Qualifications and Lecturers Job Performance

Table 5. Relationship between additional qualifications and Lecturers Job Performance

Variable	N	Mean	df	Cal. r value	Cal. p value	Decision
Acquisition additional qualification	1340	1.08	1338	.756	.000	Ho rejected
Lecturers' job performance	1340	16.39				

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

Table 5 gives the result of the relationship between additional qualification and lectures' job performance. The result of the analysis revealed that the relationship between additional qualifications and lecturers job performance was statistically significant where $r = .756$, $n = 1340$, $p = < 0.05$. Therefore, the null hypothesis which stated that there is no significant relationship between the additional qualifications and lecturers job performance in public university in North- Central Zone, Nigeria was rejected. This shown that there was a positive relationship between additional qualifications and lecturers job performance. These findings are explained in the context of the fact that academic qualifications exert great influence on the quality of educational output (Olutola, 1999). The implication of this is that lecturer's mastery of subject-matter, knowledge of teaching methodology and the certification status of lectures' have a strong positive relationship with lectures' job performance (Darling-Hammond, 2006). In a study conducted in New York City to find out high school students' performance in Mathematics and Science using data from the National Educational Longitudinal Studies of 1998 (NELS), it was discovered that fully certified teachers have a statistically significant positive impact on student test scores relative to teachers who are not certified in their subject area.

Discussions of Findings

The study revealed that there was significant relationship between conference and lecturers' job performance in public university north central, Nigeria. Based on this finding, The result is in line with the study conducted by Falola, et al. (2014) that conference play a crucial role in the efficiency of university and aid the productivity of lecturers. The finding of the study was also in line with study done by Akpan (2014) that lecturers of Nigerian universities needed more training and development to cope with the challenges of higher education. This mean that lecturers in north central public university need to go for conferences either in Nigeria or abroad. Similarly, the study of Bingilar and Etale (2014) also supported result of this study that effective work performance of university staff was to a greater extent depending on level of qualified personnel employed.

The findings of hypothesis two stated that there was significant relationship between workshop and lecturers job performance in Public University North Central, Nigeria. This result agrees with the finding of study conducted by Igwebuike, Monity and Abam, (2022) that workshop is the type of capacity building in which principles of teaching like active engagement of the lecturers, they create opportunity for the interaction that allows the lecturers to attach the material to the context of the students, and they provide an opportunity for group interaction and acquire new skills and knowledge. Also, the study conducted by Andabai (2013) corroborated this finding that lecturers benefited greatly in participating in workshops because they were able

to build more skills and confidence in teaching delivery. Further stressed that attending workshops regularly helps lecturers to learn how to disseminate information and doing effective research. The result revealed by Ollor, (2021) was akin to this finding that lecturers in the university must be encouraged to attained professional proficiencies to meet the needs of the university for National growth and development.

Similarly, the study revealed that seminar had significant relationship with lecturers' job performance in public university north central, Nigeria. Based on this finding, Ollor (2021) corroborated the finding of this result that attending seminar greatly help them in teaching and learning and interact with present and ongoing advancements in the technical fields. The result of Hervie and Winful (2018) supported this finding that training of lecturers is positively related with productivity of college. Therefore, training and development given to lecturers plays a crucial and pivotal role in improvement of education. In the same discussion, Ayeni (2010) expressed that it is imperative of lecturers' professional development is very significant to effective school development. The study done by Akpan and Ita (2015) on seminar was in line with this result that lecturers' development programme improve both academically and professionally.

Lastly, the finding of the hypothesis four indicated that there was significant relationship between acquisitions of additional qualifications and lecturers job performance in public university north central, Nigeria. Thes toddy done by Arinde(2010) supported this result that additional qualifications of lecturers not only to improve lecturers but teaching quality in the classroom. Further stressed that student learning can be enhanced by the efforts of lecturers who are more knowledgeable in their field and are skillful at teaching it to others.

Conclusion

Based on the findings of the study, it can be concluded that lecturers professional training programmes such as workshop, conference, seminar and additional qualifications are important part of human resource management and is contributory factor to lecturers' quality instructional delivery in the university. The study also concluded that attending conferences, workshop, seminar additional qualifications are germane at developing lecturers' knowledge and skills. The university management should make training development programmes a sone of the elements to determine lecturers' promotion.

Recommendations

In view of the findings, the following recommendations are put forward

1. Every university should make it necessary to have regular conference to intimate the lecturers and on the new methods of teaching and learning and other necessary skills for educational development of the university.
2. The area of professional development of lecturers must be given good attention by the management of the university.
3. Lecturers should be encouraged by HOD and Dean of faculty through nominations to participate in workshops and seminars quality instructional delivery in the university.
4. Similarly, federal and state government should double their effort in the provision of training programmes such as workshop, seminars, conferences among other.
5. Since the lecturers' participation in conferences, workshops and seminar develop teaching and learning, federal government, and educational stakeholders should collaborate to promote lecturers' participation in programmes that will their knowledge.

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