



Comparative Relationships Between Staff Development Programmes on Job and Academic Performances among Higher Institution Staff and Students in Oyo State, Nigeria

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Abstract

The study examined the comparative effects of staff development programmes on academic staff job performance and students' academic performance in higher institutions in Oyo State. Two research questions and two null hypotheses guided the study. A descriptive survey design was used. Academic staff were selected from five higher institutions using a multistage sampling technique. Data were collected using a questionnaire. The data were analysed using multiple regression and Pearson Product Moment Correlation. The findings showed that staff development programmes such as higher degree attainment, conference attendance, workshop attendance, and in-service training jointly predict academic staff job performance. The study also revealed that staff development programmes are strong predictors of academic staff performance. In addition, there is a positive relationship between staff development programmes and students' academic performance. Based on these findings, the study recommends that academic staff should regularly participate in development programmes to improve their skills and knowledge. Institutions should create policies that support attendance at conferences and workshops at least every two years. Higher institutions should also provide funding and opportunities for both local and international training. Government, through the Ministry of Education, should organize regular training programmes for academic staff.

Keywords: Staff development programmes, staff performance, students' academic performance, higher institutions.

Introduction

Education is often seen as a necessary thing for a person to have good potential and also helps him or her to live well in the society. Education can be thought of as a very important industry that creates attitudes, skills, knowledge, and personalities that are needed for technology, growth, and production. It can also be seen as a cure for ignorance and poverty, and the main key to unlock natural resources. Education, as the process of helping a person grow so that they can help develop the society, is both formal and informal. While informal education is usually learned without much thinking and through unplanned ways, formal education is the organized type of learning that happens in schools. The Federal Republic of Nigeria (2013) sees education as the best tool for making national development happen. Nigeria, like other countries, knows that education is a spark and a way to achieve growth and progress because a country's social, economic, political, and technological progress depends a lot on its education system (Yusuf & Bello, 2021). In Nigeria, formal education is divided into primary or basic education, secondary education, and higher education. Primary or basic education is the starting point of learning, secondary education aims to prepare a person to live well in society and also for higher education. Higher education is what is learned after secondary school in universities, Polytechnics, and Colleges of Education. It also includes correspondence courses. Higher education is very important for any country because the country relies on it to provide the skilled workers needed for economic growth. Higher education has more value than any other levels of education as it prepares the recipient for different skills and professions needed for the socio-economic development of the nation. It inculcates proper value orientation for the survival of the individual in the society (Eze & Nwankwo, 2020). They further explained that higher education have the capacity to move the recipient into the upper strata of the society. The Higher education according to Ojo (2023) is the lifeblood of a nation's economy as well as the individual in the society. The goals of higher education as stated in the National Policy on Education (FRN, 2013) are: (1) Contributing to national development through higher level relevant individual and society; (2) Developing and inculcating proper values for the survival of the individual and society; (3) Developing the intellectual capability of the individuals to understand and appreciate their local and external environment; (4) Acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; (5) Promoting and encouraging scholarship and community service; (6) Forging and commenting national unity and (7) Promoting national and international understandings and interaction.



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Through the various curricula modes of instruction and programmes as well as maintenance of minimum educational standards through appropriate institutions and agencies the philosophy and goals of higher education are made realizable. There are various bodies such as the National universities Commission (NUC), National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE) which are saddled with the responsibility of maintaining education standard and provide the benchmark for the various courses. Furthermore, Ogunyemi, (2023) Opined that if education is supposed to impact necessary values, ethics code of behaviour, commitment and skills, it is expected to be best achieved particularly in the Universities. The United Nations Educational Scientific and Culture Organization UNESCO (2007) defines higher education as a programmes of study or training for research at the post-secondary level while defining higher education Emetaron and Enyi (2008) adopts the view that a more crucial aspect of higher education lies not so much in the physical location or institutional type but in the level and functions of the educational experience which the institution offers Higher education according to Babalola (2009) helps in the development of the students through advancement towards civilization, building and developing their capabilities.

As education is the corner stone of development, higher education is expected to create needed graduates and enhanced skills that can lead to the future generations. Ojo (2003) were of the opined that since the youths constitute the most central agents in the development process, higher education should move towards producing the kind of manpower that is responsive and relevant to the needs of the society. Therefore, higher education aims at developing the future human resources. It is necessary that higher education should be an institution that disciplines and guides in-experiences, stimulates indolence, corrects the propensity to dissipation and provides some assurances that their products are well groomed to be decently well-qualified for any duty that may be assigned to them after graduation. This therefore, underscores the value being placed on then quality and standards which encompass quality learning, resources inputs, instructional process, effective management, monitoring and evaluation as well as human resources capacity development in Nigerian University. The success or failure of any educational institution depends on the quality of teachers, especially in today's highly technological world. The expertise, skills, and confidence of teachers in coming up with original ideas will all play a significant role in how well they do their duties (Nura, 2022). The teacher of today, according to Ollor (2021) is an individual who is not only interested in students' acquired knowledge and skills but also equally involved in their total development. Thus, teachers have important role to play to adequately prepare students for their roles in the society in order to achieve set national objectives. Teachers' influence is always felt in every aspect of the society. All other professionals and workers within the society have at one time or the other passed through the tutelage of a teacher and thus whatever they now become is a direct outcome of what teachers have passed on to them (Okemakinde, Adewuyi & Alabi, 2013). Considering the crucial role of teachers in the academic achievement and overall development of students, it is imperative that teachers should possess qualities like command on the subject, moral and mental fitness, devotion to the profession and appropriate skill to perform their duties for the achievement of the coveted objectives. As stated by Hussaini, Sifawa and Uba (2023) teachers are the people who make up the major workforce in schools. They are expected to bring about the competitive difference since the success or failure of an educational organ is dependent on the quality of teachers. Teachers have to play many roles in an educational set up. They are supposed to work simultaneously as "authority figure, leader, knower, director, manager counsellor and guide"; whereas at the same time they are supposed to play such roles as friend, confidante, and parent as well (Gani, 2013). In this regard, teachers are not mere providers of knowledge and lessons in the classroom, they are also involved and interested in the wholesome development of students; they are accordingly supposed to have some qualities and characteristics like proficiency in the subject, moral health, physical and mental fitness. Teachers according to Ojo (2004) are the competitive advantage which any school may have and their performance should be taken seriously. Performance, according to Hussaini, Sifawa and Uba (2023), is the employee's job behaviour and comparing it with the formats and standards that have been determined in the organization. It has to do with providing information about the job behaviour of staff. Thus, performance can also be seen as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed. Abang, Chi and Mnaw (2019) averred that teacher performance refers to observable behaviours, both verbal and non-verbal. It means the performance is a teaching behaviour of the teacher, which sometimes appears as a result or in the form of students' achievement. Chukwueze (2023) added that teachers' performance means the accomplishment of roles outlined for teachers by their employers and it involves the teaching-learning process that takes place in the classroom which include; provision and presentation of



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suitable lesson, use of appropriate methods of teaching, and use of current and proper instructional aids as well as assessment of students' performance. Academic staff performance has been one of great concern to stakeholders in education, given the deteriorating academic performance of secondary school students (Ejike, 2017). A lot of people, notable among them: parents, students, government and even teachers themselves have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools. In spite of improved academic and professional qualification of teachers and huge government investment in education, secondary school system has failed to produce people who can contribute to solve the problem of the society (Chukwueze, 2023). Despite the importance of teachers in education sector, merely recruiting and selecting high-potential lecturers does not guarantee that they will perform their duties effectively. Academic staff, who do not know what to do or how to do it, cannot perform effectively even if they want to. Therefore, it is the responsibility of stakeholders to ensure that Academic staff know what to do and how to do it. Effective performance of Academic staff is essential for the success of schools as such performance, to a large extent, will depend on teachers' knowledge, skills, and confidence in originating ideas as to how best to carry out the task of the teaching job (Kalash, 2014). Hence, there is the need for teachers to be empowered in order for them to be effective and efficient. Empowerment of lecturers suggests complete changes in one's professional expertise, and involvement in decision making processes. Kimwari, Chirure and Omondi (2014) assert that an empowered individual has the skills and knowledge to act or improve in a positive way. Through Academic staff empowerment, they develop their own competence and self-discover their potential and limitations. Academic staff empowerment can be effected through staff development programmes which should aim at improving the performance academic staff of lecturers at work and for the greater responsibilities. (Bulus & Daniel 2025).

Staff development according to Bongati & Modibbo (2018) is the provisions made by the school system for improving the performance of the school personnel from initial employment to retirement. Staff development is a complex process by which an individual learns, grow and improves his abilities to professional tasks. According to James and Wendy (2016), MugNachuwba (2022) arura, Sempela and staff development of teachers is a process by which teachers review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives. Adamu (2008) cited Hussaini, Sifawa and Uba (2023), asserted that staff development connotes the way and means by which staff performance needs are recognized and the extent to which leaders ensure that these needs are met. Staff development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills. Staff development programmes of teachers, according to Lawal (2014), are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. Madumere-Obike (2017), asserted that the objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods. Staff development was described by Abdulmajid and Abdulmajid (2021) an effective method of increasing the knowledge of skills of teachers in order to enable them to teach more effectively. It is the important aspect of education process that deals with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The primary aims of staff development as submitted by Akinyele (2017) Ogohi, (2018), include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions abilities to achieve their aims and objectives. The skills and competencies acquired because of prudent staff development programmes will enable the lecturers to perform optimally if not maximally. Their performance will not only enable them give efficient and proficient service alone, but will also provide the avenues for technological advancement as well as enabling the attainment of varied policies toward reaching national most expected destination compassionately. Peretomode and Chukwuma, (2014), Suggest that, the education of the teacher be made continuous, obligatory and undertaken at different periods. In Nigeria where the system of education is deregulated since 2003, couple with political interference, many institutions springing up tend to be having many unqualified and in-experienced teachers in their



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employment. So, if such are to be effective, the need to train and re-train staff becomes imperative and un-negotiable. The following objectives of staff development programme are identified to include:

1. To expose serving staff to the content and most modern methodologies of teaching.
2. To make them prepare for new roles as Administrators, Senior Inspectors, Counsellors, etc.
3. For serving workers who have to work in new areas at new levels with different types of students, there is need for in-service education to give necessary confidence and avoid trial and error.
4. Teachers with out-dated teaching techniques, substandard knowledge of subject-matter and former teachers returning to teaching after a prolonged absence would need to update their knowledge through orientation and other staff development activities.
5. It creates avenues for serving teachers to make up for their deficiencies in the area of newly-introduced subjects in the school curriculum like Computer Science, Test Construction and Evaluation Techniques, Record Keeping, Crisis Management, Peace and Conflict Studies, Coping Strategies and Caring for Special Children, First-Aid Education, Population and Gender Studies, HIV/AIDs Education among others

Staff members work together through in-service programmes such as workshops, conferences, and higher degree, seminar, symposium and study groups in areas of common interest in order to enhance their professional growth and competences. (Akpakwu, 2013). Academic staff constitute an important factor in the implementation of tertiary education curriculum. The quality of lecturers is known to be a key predictor of student's performance. Teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include higher degree, conference, workshop, seminars, correspondence, and mentoring staff. (Ingersoll and Strong, 2011). Pauline (2013), notes that many people after graduation have little or no opportunity for re-training to enable them develop themselves adequately to meet the demands of their task. In this study, the researchers considered degree attainment and conference attendance as the variables of the study. This article emphasizes the importance of university degrees, as advancing one's degree is widely recognized as a key factor that influences the professional skills and effectiveness of academic staff in higher education. In universities, higher academic qualifications often provide lecturers with deeper knowledge of their subject, better teaching skills, and greater research abilities all of which lead to improved teaching and learning results. Research indicates that academic staff with higher degrees, such as master's and doctoral qualifications, tend to deliver curriculum more effectively, incorporate critical thinking into their teaching, and serve as mentors more competently than those with lower qualifications (Eze & Nwankwo, 2020). In Nigeria, earning a degree is not only necessary for career advancement but also enhances credibility and influence within the academic community (Ofojebe & Okeke, 2019). This aligns with global research showing that staff with advanced degrees are more productive in research publications, supervising students, and adopting innovative teaching methods (Adedeji & Adeyinka, 2021). Thus, studying how degree attainment affects staff performance is important for understanding how educational qualifications shape the effectiveness of universities. In addition, regularly attending workshops is another indicator of staff development. Workshops are gatherings of people working on a common topic or problem to improve their skills and share ideas. Ollor (2021) describes workshops as groups of ten to twenty-five people with shared interests who meet to enhance their skills through intensive study, research, practice, and discussion. These are interactive training sessions that include training materials and activities. According to Opuana (2016), workshops can be organized within school groups, inviting qualified instructors to serve as trainers and mentors. Supporting formal workshops with informal activities like team teaching and resource sharing among teachers greatly helps self-improvement. This approach encourages healthy debates about reforms and innovations, promotes teamwork, peer coaching, collaborative study, reflection, and action (Buba, Dahiru & Nuhu, 2022). Attending conferences also helps academic staff grow professionally (Umen & Ogbuabor, 2024). Conferences are formal meetings of people with similar interests, often lasting several days, usually held at the school level, aimed at reviewing practices and sharing ideas. Gani (2013) explains that conferences involve various education professionals discussing different topics, offering opportunities for speakers to communicate ideas and for attendees to learn from experts. Conferences give lecturers access to a wide range of ideas and knowledge, which can improve their performance. Therefore, staff development through attending conferences should be systematic and well-planned.

Afshan, Sobia, Kamran, & Nasir (2012) note that conferences are often used to address specific problems and can include sessions like lectures, panel discussions, and workshops. They play a vital role in workplaces, especially as environments



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change rapidly and information must be tailored to meet diverse needs. Musa (2016) states that conferences allow lecturers to demonstrate professionalism and understand the importance of ongoing professional learning, which enhances their work. Similarly, Okemakinde, Adewuyi, & Alabi (2013) believe that conferences foster the exchange of experiences, ideas, and practices, providing a platform for discussing tools and methods to improve school performance. Attending conferences exposes staff to a wide array of ideas that boost their performance. In-service training is also crucial for lecturers and the overall university performance (Okiror & Wintrobth, 2017). These training programs are organized for teachers already working in the field, helping them update or acquire new skills needed to perform their roles better. In-service training plays a vital role in successful educational reform by bridging the gap between experienced and prospective teachers, enabling them to meet new challenges and guide students towards higher standards of learning and personal growth (Opuana, 2016). According to Osanwonyi (2016), in-service training promotes continuous improvement among staff, standardizes training backgrounds, keeps teachers updated with new knowledge, encourages innovation, and helps them manage the demands of a changing learning environment.

Victoria, Nelson, Kazaara and Kazaara (2023) started the significant benefits of attending conferences by lecturers and teachers which include;

1. Conference attendance facilitate a process of collegiality in order to reduce lecturers isolation, and thereby enhance the prospect of nurturers beliefs and practices
2. Conference attendance provide an opportunity for participatory inputs that affects the sense of investment and consequent ownership that all participants develop toward their school
3. Attending learned conference helps in recognizing, acknowledging and rewarding individual creativity to create greater job satisfactory enhanced self-worth and professional pride in teaching
4. Teachers attendance at academic conference always helps to develop lecturers' reflective practice and problem-solving skills in teaching learning, administration and community relations
5. Lecturers will be allowed to better demonstrate their professionalism, their understanding of the ongoing need for professional training and the broader role of educators' and
6. Assist lecturers in understanding and effectively using the instructional text in the lecture room new textbooks, lecturers guides, and also support lecturers to better meet the needs of their students

According to Bamidele and Olatunji (2022), attending conferences is a vital staff development activity that introduces academic staff to current research trends, findings, and best practices within their fields. They further suggest that conference participation allows lecturers to engage in professional networking, share their research outputs, and gain exposure to innovative teaching and learning methods. Such participation enhances academic staff performance by encouraging ongoing learning, improving teaching quality, and motivating scholarly productivity. Evidence from studies shows that lecturers who attend academic conferences are more likely to incorporate new knowledge into their teaching, publish in reputable journals, and participate in collaborative research (Nkang & Asuquo, 2018; Yusuf & Bello, 2021). In the Nigerian higher education context, conferences also serve as platforms for policy dialogue and capacity building, helping academic staff align their work with national education goals and international standards (Ogunyemi, 2023). Therefore, understanding staff performance is essential for designing effective professional development policies in higher institutions.

Omar (2014) states that in-service training provides one of the most promising ways to improve instruction. Osamwonyi (2016) adds that in-service training enables lecturers to acquire new knowledge and instructional skills, focusing on creating learning environments that enhance their effectiveness in the classroom. Overall, staff development positively impacts teachers' performance, motivation, and job satisfaction. Abdulmajid and Abdulmajid (2021) emphasize that staff development programs are crucial for boosting lecturer performance by increasing their knowledge and skills. Consequently, these programs help lecturers better adapt to changes in teaching practices, improve their expertise, and ultimately enhance students' academic achievement. Based on this, the study aims to evaluate how staff development programs influence the performance of university lecturers and their students' academic outcomes.

Statement of the Problem

The performance of academic staff in Nigerian higher institutions has become a major concern. Many stakeholders, including parents, students, and government, are not satisfied with the quality of teaching and learning in universities. Despite increased investment in education and improved qualifications of lecturers, students' academic performance is still poor. To address this issue, efforts have been made to improve staff performance through staff development programmes such as conferences, workshops, and further studies. However, many institutions still face challenges such as lack of funding, limited opportunities, and poor participation of staff in these programmes. As a result, there is a need to examine whether staff development programmes actually improve academic staff performance and students' academic performance. This study therefore investigates the impact of staff development programmes on academic staff and students in Oyo State higher institutions.

Purpose of the Study

The main purpose of the study is to assess the impact of staff development programmes on academic staff performance and students' academic performance in South-west Nigeria.

Research Questions

The study was guided by the following research questions

1. What is the relative impact of independent variables (higher degree attainment, academic conference attendance, workshop attendance and in-service training) on academic staff job performance in Oyo State higher institutions?
2. What is the joint contribution of the independent variables (higher degree attainment, academic conference attendance, workshop attendance and in-service training) on academic staff job performance in Oyo State higher institutions?

Hypotheses

H₀₁: There is no significant relationship between staff development programmes and academic staff job performance in Oyo state higher institutions

H₀₂: There is no significant relationship between staff development programmes and students' academic performance in Oyo state higher institutions.

Research Methodology

The study used a descriptive survey research design. The study was carried out in Oyo State. The population included all academic staff in higher institutions in the state. A multistage sampling method was used. Oyo State was divided into five zones, and one institution was selected from each zones. A questionnaire titled Impact of Staff Development Programme on Academic Staff Performance Questionnaire (ISDPASPQ) was used to collect data. The instrument had two sections and used a four-point rating scale. The instrument was validated by experts and tested for reliability using Cronbach Alpha, which gave a reliability value of 0.74. Data collected were analysed using multiple regression and Pearson correlation.

Presentation of Results

Research Question 1: What is the relative impact of independent variables (higher degree attainment, academic conference attendance, workshop attendance and in-service training) on academic staff job performance in Oyo State higher institutions?

Table 1: Relative impact of independent variables (higher degree attainment, academic conference attendance, workshop attendance and in-service training) on academic staff job performance in Oyo State higher institutions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.532	4.796		11.579	.000
	Interaction process	.932	.283	.255	3.288	.001
	competence					
	Teacher evaluation	.396	.234	.146	1.692	.092
	Methodology	.246	.101	.142	2.320	.018
	Instructional material usage	250	.103	.157	2.427	.016

Source: Field Survey, 2026

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Table 1 shows that four predictor factors (higher degree attainment, academic conference attendance, workshop attendance and in-service training) are potent predictors of academic staff job performance in Oyo State higher institutions. The most factor was higher degree attainment (Beta = .255, $t=3.288$, $P<0.05$), followed by in-service training (Beta=.157, $t=2.427$, $P<0.05$), and academic conference attendance (Beta=.146, $t2.320$, $P<0.01$). But academic workshop attendance is not a significant predictor of academic staff job performance (Beta=.146, $t=1.692$, $P>0.05$). This implies that higher degree attainment, in-service training and academic conference attendance will increase academic staff job performance.

Research Question 2: What is the joint contribution of the independent variables (higher degree attainment, academic conference attendance, workshop attendance and in-service training) on academic staff job performance in Oyo State higher institutions?

Table 2: summary of regression for the joint contributions of independent variables of independent variables (higher degree attainment, academic conference attendance, workshop attendance and in-service training) on academic staff job performance in Oyo State higher institutions

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41003.287	2	20501.643	745.557	.000 ^b
	Residual	8167.033	297	27.498		
	Total	49170.320	299			

R=.913; R Square=.834; Adjusted R Square=.833; Std. Error=5.24389 Source: Field Survey, 2026

Table 2 reveals significant joint contribution of the independent variable (higher degree attainment, academic conference attendance, workshop attendance and in-service training) to then prediction of academic staff job performance. The result yielded a co-efficient of multiple regressions $R=0.913$ and multiple R-Square=.834. This suggest that the four factors combined accounted for 83.3% (Adj. $R^2=833$) variance in the prediction of academic staff job performance.

The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant impact of the independent variables on the academic staff job performance $F(2,297) = 745.557$, $P<0.01$

Testing of High Hypothesis

H₀₁: There is no significant relationship between staff development and academic staff job performance in Oyo State higher institution

Table 3: PPMC Summary showing the relationship between staff development and academic staff job performance.

Variable	N	Mean	St.Dev	Df	R	P	Sig
Academic staff job performance	300	58.1600	12.82378	298	.745**	.000	0.01
Staff development programmes	300	27.8800	4.45478				

Source: Field Survey, 2026

Table 3 reveals a significant positive relationship between staff development programmes and academic staff job performance: $r_{(298)}=.745$, $P<0.01$, $R^2=.555$. Hence null hypothesis is rejected. This implies that as a result of the staff development in Oyo State higher institutions there was an improvement in their students' academic performances.

H₀₂: There is no significant relationship between staff development and students' academic performance.

Table 4: PPMC Summary showing the relationship between staff development and students' academic performance.

Variable	N	Mean	St.Dev	Df	R	P	Sig
Students' Academic performance	300	47.0700	8.39643	298	.536	.000	<0.01
Staff development programmes	300	58.1600	12.82378				

Source: Field Survey, 2026

Table 4 reveals significant positive relationship between students' academic performance and staff development programmes, $r_{(298)}=.536$, $p<0.01$, $r^2=.287$. Hence null hypothesis is rejected. This implies that result of staff development programme has increased students' academic performance. Coefficient of determination ($r^2=.287$) reveals that teacher effectiveness accounts for 28.7% increase in students' academic performance. That is, staff development programmes had large effect in the rate of change in students' academic performance.

Discussion of Findings

This study looked at how staff development programs (like getting higher degrees, attending conferences, workshops, and in-service training) can predict how well university staff and students perform in Oyo State. The results show that staff development programs significantly help improve staff performance. This matches earlier studies, such as Akibode in Gani (2013), which found that teachers who were less committed before training became more dedicated after pursuing higher degrees. Similarly, Akinyele (2017) reported that lecturers with PhDs performed better than those with lower qualifications. However, the study also disagrees with Ikoro (2015), who found that training programs at the Federal College of Education Zaira did not effectively improve staff skills or job performance. He also noted that poor program quality contributed to staff leaving, especially experienced senior staff. The findings agree with Okemakinde, Adewuyi, and Alabi (2013), who found that attending conferences improves communication skills, knowledge, teamwork, motivation, and professional growth. Musa (2016) also supported this, saying that conferences help lecturers demonstrate professionalism and understand ongoing professional needs, which boosts their job performance. Additionally, Kheyrollah and Nasser (2012) noted that conferences provide a platform for discussing tools, technologies, and processes to improve job performance. The results also support Opuama (2016), who found that workshops positively affect teachers' performance, encouraging discussions on reforms, collaboration, peer coaching, and action plans that improve teaching quality. Furthermore, the findings agree with Omar (2014), who stated that in-service training helps teachers improve their skills and knowledge, leading to better teaching and learning outcomes. It also helps teachers face new challenges and stay professional. Mugarura Sempela and Nachuha (2022) also found that in-service training motivates teachers to continue learning through seminars and workshops. The study shows a strong link between staff development activities and better staff performance. This matches earlier research by Ogohi (2018) and Pauline (2013), which found that teachers who participate in staff development activities like conferences and workshops perform better in classroom management, teaching methods, and student assessment. However, Aroge (2012) disagreed, saying that staff development programs have limited overall effects but still influence productivity. The study also found a positive link between staff development activities and students' academic performance. This agrees with Ajai (1999) and Aremu (2000), who noted that teachers with advanced qualifications tend to help students perform better on higher-level tasks. Aremu (2000) added that competent teachers focus on clear learning outcomes, making student achievement a good way to measure teacher performance. In fact, student success is increasingly used as a key factor in evaluating teachers' effectiveness.

Conclusion

Based on the findings of this study, it was concluded that academic staff performance was positively influenced through staff development programmes such as higher degree attainment academic conference, workshop attendance and in-service training in Oyo State higher institution. It can also be concluded that staff development programmes has a significant impact on students' academic performance in Oyo State higher institutions.

Recommendations

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

1. Academic staff should continuously be exposed to staff development programmes to update their skills and knowledge in the light of a changing educational system, so as to improve their job performance
2. There should be policy which will afford the academic staff of higher institutions in Oyo State to attending academic Conferences, workshop at least in two years interval to allow them to have better understanding of the ongoing need for professional learning and to be able to demonstrate their professionalism
3. Serving Academic staff should be encouraged to attend academic Conferences and workshops at regular interval
4. Higher institutions administrations should institutionalize regular finding and opportunities for academic staff to attend local and international. Conferences, seminars and workshops because it will enable the academic staff to stay updated in emerging trends, share knowledge, and network with peers, thereby improving job performance
5. Government through Ministry of Education in Oyo State should on regular basis organize training programmes for academic staff.



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