

Relationship between Conference and Lecturers' Performance in Shehu Shagari College of Education, Sokoto State, Nigeria

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Abstract

This paper investigated the relationship between conferences and lecturers' performance in Shehu Shagari College of Education (SSCOE). The objective was to examine the relationship between the conference and the lectures' performance in SSCOE, Sokoto. One research question and a corresponding research hypothesis guided this study. A correlation survey design was adopted. The population of the study was 1,105 academic staff, out of which 291 sample was selected using the Krejcie and Morgan table for determining sample size. A purposive sampling technique was used for the study. The researchers however used a self-developed instrument titled "Lecturers Performance Questionnaire" (LPQ). The instrument yielded a reliability coefficient of 0.79. The researchers used descriptive statistics of percentage and frequency to answer the research questions and Pearson Product Moment Correlation (PPMC) to examine whether a relationship exists between conference and lecturers' performance. The findings show a significant relationship between conference and lecture performance in SSCOE, Sokoto. Based on the findings of the study, it was recommended among others that Government and other relevant stakeholders should provide more financial support to lectures in Shehu Shagari College of Education to be able to attend both national and international conferences in order to enhance their productivity.

Keywords: Conference, Lecturers Performance, SSCOE, Sokoto State.

Introduction

Lecturers' academic development is for long topic of discussion and has a variety of opposing views. The success of any College of Education depends on the quality of lecturers within its mix especially in today's highly technical and innovative environment. According to (Nura, 2022), the success of the organization depends on the effectiveness of the staff's performance. Their expertise, skills, and confidence in coming up with original ideas will all play a significant role in how well they do their duties.

The proficiency of lecturers is known to be a predictor of students' academic achievement. The profession of teaching necessitates in-service knowledge and skill development through training programs, which include in-service training like conferences.

According to (Armstrong, 2013), the primary aims of staff development; include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potential for future work, and improving the individuals' and institutions' abilities to achieve their aims and objectives.

In Shehu Shagari College of Education, Sokoto, based on personal experience, the provision of accessible and affordable educational opportunities for students remains one of the most critical issues of the government, so over the years, there has been a contentious effort by the State Government to improve the standard of education in the state. Despite, the importance of conference which is one of the key ways to getting teachers well-informed of the latest development in the educational sector. The problem of lecturers' performance is apparent in grievances among students regarding delay of examination results, poor lecture delivery, poor lecturer-teacher rapport, poor assessment of examinations, and poor, and deteriorating academic performances among others. It is against this background that this study explores the relationship between conference and lecturers' performance at Shehu Shagari College of Education and how this could affect the academic performance of students. This study may be significant to many stakeholders; like the lecturers/teachers, students, school authorities, government, curriculum planners, other researchers, and the community and the different educational associations.

Objective of the Study

Determine the relationship between the academic conference and lecturers' performance at Shehu Shagari College of Education, Sokoto.

Research Question

What is the impact of the academic conference on the academic performance of lecturers at Shehu Shagari College of Education, Sokoto?

Research Hypothesis

There is no significant relationship between academic conferences and lecturers' performance at Shehu Shagari College of Education, Sokoto.

Theoretical Framework

McGregor's Theory X and Theory Y

Douglas McGregor (1960) in his famous work "the human side of the Enterprise" illustrated the conflicting view about man. He stated two different sets of theories or assumptions made by managers about their employees.

To him, theory X managers tend to formal an organization with authorized leadership, centralized decision-making, and close supervision of work activities.

Theory X (Traditional) is said to be Spermatic, static, and rigid with external control imposed on the subordinates by the supervisor:

- a) Average human beings are by nature indolent and apparently have a dislike for work.
- b) They must be forced, controlled, directed, or even threatened with punishment for them to perform.
- c) Average human beings prefer to be directed, wish to avoid responsibility, have relatively little ambition, and want security above all.

d) In some instances, some by nature resist changes.

The enumerated theory X has an effect on the management of an enterprise of an organized department management is responsible for organizing the elements of productive enterprises including money, materials, equipment, and people in the interest of economic needs. In disagreement with theory X McGregor submitted an opposing theory Y which is more realistic of human nature.

Theory Y (Modern) is optimistic, dynamic flexible, and participatory, and has the followings:

- a. The expenditure of physical and mental effort in Work is as natural as play or rest.
- b. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
- c. Commitment to objectives is a function of the rewards associated with achievement.
- d. An average person learns under proper conditions not only to accept but also to seek responsibility.
- e. The human capacity is widely ingenuity and creativity is widely distributed among individuals.

Concept of Staff Development

Lecturers' growth and development is a manner by which lecturers train, re-train, and extend their commitments as change agents to the moral purposes of teaching and learning. According to James (2016), 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 (James, 2016). According to Adamu (2008), 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 (Raja, Furqan, & Muhammad, 2011). Thus the basic aim of the professional development of teachers is to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities.

Concept of Performance

Performance refers to the employee's job behaviour and comparing it with the formats and standards that have been determined in the organization. To put it differently, it means providing information about the job behaviour of staff, Kheyrollah & Nasser (2012). Thus, performance can also be seen as the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost, and speed. 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 (Abang, 2019).

Literature Review

The lecturers working in any educational institution form an integral part of it and it is considered a huge asset to that system. However, manpower is considered the most significant and lucrative resource of an organization. As a matter of fact, an organization won't succeed completely without professional and trained manpower even if it profits from the most modern equipment, facilities, innovation, and technology.

Several studies have been carried out on the impact of staff development programmes and teachers' performance. For example, Ollor (2021) teachers' participation in workshop and seminar for quality instructional delivery in secondary schools in Rivers state. Findings from the study revealed that, teachers' professional and continuous development programmes formed an integral part of human resource management and is instrumental to teacher's quality instructional delivery in schools. It was found that attendances in conferences are very significant and vital in enhancing quality instructional delivery by teachers' in secondary school due to their ability to develop teaching methods, knowledge and skills.

In a similar development, Nakpodia (2018) conducted a study on the roles of educational administration in the production of in-service teacher education in Benin, Nigeria. The findings of the result show that there hasn't been a serious arrangement put in place regarding in-service training for teachers and academic performance. However, according to a study by Chukwu (2017) impact of conference attendance on the job performance of professional librarians of tertiary institutions in Imo state, Nigeria. The findings show that conference attendance impacted the job performance of professional librarians in tertiary institutions in Imo State.

Methodology

A correlation survey design was adopted for the study. Correlation survey design according to Jen (2002) is a process of documenting the nature, scope, relationship, dimensions, and directions of events, behaviour, attitudes, and interest in persons or things. This design is considered appropriate because it provides an effective way of collecting data from a sample and making inferences on a large population based on the study findings. The population of this study was 1,105 academic staff, out of which 291 sample was selected using the Krejcie and Morgan table for determining sample size. A purposive sampling technique was used for the study. The researchers however used a self-developed instrument titled "Lecturers Performance Questionnaire" (LPQ). The instrument yielded a reliability coefficient of 0.79. The researchers used descriptive statistics of percentage and frequency to answer the research questions and the Pearson Product Moment Correlation (PPMC) to examine whether a relationship exists between conferences and teachers' performance in Shehu Shagari College of Education, Sokoto.

Results

Research Question: What is the impact of the conference on the academic performance of lecturers at Shehu Shagari College of Education, Sokoto?

Table 1: Frequency and Percentage of the impact of the conference on lectures performance at Shehu Shagari College of Education, Sokoto.

S/ N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Government supports conferences for lectures development yearly	37	25	40	27	65	43	13	9
2	Government supports conferences for teachers' development termly	15	10	25	17	23	15	87	58
3	Government supports conferences for staff development monthly	4	3	38	25	46	31	62	41
4	Government supports conferences for teachers' development weekly	3	2	9	6	42	28	96	64
5	I have always been attending conferences regularly since my appointment	32	21	51	34	32	21	30	20
6	I have attended up to five conferences since my appointment	22	15	37	25	48	32	43	28
7	I have attended up to four conferences since my appointment as a lecturer	28	19	39	26	59	39	24	16
8	I have attended up to three conferences since my appointment as a lecturer	32	21	43	29	61	41	14	9
9	I have attended up to two conferences since my appointment as a lecturer	58	38	46	31	34	23	12	8
10	I have attended only one conference since my appointment as a lecturer	72	48	23	16	26	17	29	19

Table one displays the frequencies and percentages of the respondents. The item one frequencies are 35 for strongly agree, 40 for agree, 65 for disagree and 13 for strongly disagree while the percentages are 25, 27, 43, and 9 for strongly agree, agree, disagree, and strongly disagree respectively. For item two; the frequencies are 15 for strongly agree, 25 for agree, 23 for disagree, and 87 for strongly disagree while the percentage are 10, 17, 15, and 58 for strongly agree, agree, disagree, and strongly disagree respectively. Item three frequencies are 4 for the strongly agree, 38 for agree, 46 for disagree and 62 for strongly disagree while the percentage are 3, 25, 31, and 41 for the strongly agree, agree, disagree, and strongly disagree respectively. For item four; the frequencies are; 3 for strongly agree, 9 for agree, 42 for disagree, and 96 for strongly disagree while the percentage are 2, 6, 28, and 64 for strongly agree, agree, disagree, and strongly disagree respectively. For item five; the frequencies are 32 for strongly agree, 51 for agree, 32 for disagree, and 30 for strongly disagree while the percentage is 21, 34, 21, and 20 for strongly agree, agree, disagree, and strongly disagree respectively. However, the item six frequencies are 22 for strongly agree,

37 for agree, 48 for disagree and 43 for strongly disagree while the percentage are 15, 25, 32, and 28 for strongly agree, agree, disagree, and strongly disagree respectively. For item seven; the frequencies are 28 for strongly agree, 39 for agree, 59 for disagree and 24 for strongly disagree while the percentage is 19, 26, 39, and 16 for strongly agree, agree, disagree, and strongly disagree respectively. For item eight; the frequencies are 32 for strongly agree, 43 for agree, 61 for disagree, and 14 for strongly disagree while the percentage is 21, 29, 41, and 9 for strongly agree, agree, disagree, and strongly disagree respectively. For item nine; the frequencies are 58 for strongly agree, 46 for agree, 34 for disagree, and 12 for strongly disagree while the percentage are 38, 31, 23, and 8 for strongly agree, agree, disagree, and strongly disagree respectively. For item ten; the frequencies are 72 for strongly agree, 23 for agree, 26 for disagree and 29 for strongly disagree while the percentage is 48, 16, 17, and 19 for strongly agree, agree, disagree, and strongly disagree respectively.

Hypothesis Testing

Research Hypothesis: There is no significant relationship between conferences and lecturers' performance at Shehu Shagari College of Education, Sokoto.

Table 2: Pearson Product Moment Correlation results for the relationship between conferences and lecturers' performance at Shehu Shagari College of Education, Sokoto.

Variables	N	Mean	DF	R	P	Decision
Conference	291	25.10	289	0.026	.042	Sig
Staff Performance	291	31.32				

From Table 2, it can be seen that r of 0.026 with $p < 0.05$ indicated that there was a significant relationship between conference and lecturers' performance in Shehu Shagari College of Education, Sokoto.

Discussion of Findings

The objective of this research was to determine the relationship between conferences and performance of teachers' performance at Shehu Shagari College of Education, Sokoto. From the results, it was found that there was a significant relationship between conferences and performance of teachers' performance at Shehu Shagari College of Education, Sokoto. This implies that attending conferences by lecturers improves their performance. This finding is similar to that of Ollor (2021) whose results from the findings revealed that conferences are very significant and vital in enhancing quality instructional delivery by teachers in secondary school due to their ability to develop teaching methods, knowledge, and skills. It is also in line with the work of Chukwu (2017) whose findings show that conference attendance impacted the job performance of professional librarians in tertiary institutions in Imo State. The findings however deviate from the work of Nakpodia (2018)

whose findings show that there hasn't been a serious arrangement put in place regarding in-service training for teachers and academic performance.

Conclusion

The findings of the study indicate how the conference significantly impacted lecturers' performance in Shehu Shagari College of Education, Sokoto. It was therefore concluded that when lecturers attended conferences they will be more expected to perform better in their academic activities.

Recommendations

The study recommendations are as follows:

1. Government and other relevant stakeholders should provide more financial support to lectures at Shehu Shagari College of Education to be able to attend both national and international conferences in order to enhance their productivity.
2. Ministry of Education in Sokoto State should on a regular basis organize training programmes for teachers. Such programmes should relate to an orientation on the importance of teachers' development programmes like conferences.

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