

## PERCEIVED TRAINING PROGRAMMES AND ACADEMIC STAFF DEVELOPMENT IN TERTIARY INSTITUTIONS IN DELTA STATE

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### ABSTRACT

The study investigated perceived training programmes and academic staff development in tertiary institutions in Delta State. The study was guided by four research questions, two were answered directly, while two were hypothesized and tested at a 0.05 level of significance. This study used the correlation technique in conjunction with the descriptive survey research design. The population of the study comprised 3,145 academic staff from 11 tertiary institutions in Delta State. A total of 472 academic staff from 11 Federal and State tertiary institutions in Delta State were used as the sample. The sample was selected using the proportionate sampling technique. The instrument for data collection was a researcher's constructed, closed-ended questionnaire. The instrument was validated using the expert judgment approach and thereafter subjected to a reliability test using the internal consistency of scales and this was determined using the Cronbach's Alpha method which produced a reliability index of 0.70. Data collated were analysed based on four hundred and forty-four (444) properly filled questionnaires and was done using mean score, standard deviation and Pearson Product Moment Correlation Statistics. Findings from the study revealed amongst others that the various training programmes for academic staff development in tertiary institutions in Delta State are master and doctorate degrees, fellowship studies, staff orientation, mentorship, seminar, workshop and conference; academic staff in tertiary institutions perceives training to increase capacity, productivity, prepares staff for promotion and should be regularly organised for staff; there is a relationship between age and participation of academic staff in training programme and that there is no relationship between experience and participation of academic staff in training programme. Based on the findings from the study, it is concluded that training programmes have potential for capacity development and improvement in the productivity level of academic staff are capable of engaging and retaining interest of trainees which will result in high level of participation. In view of the findings and conclusions arising from this study, it was recommended that management of tertiary institutions should lay emphases on capacity development of academic staff and strive towards implementing any programme designed to achieve this objective, and management of tertiary institutions should see the experience of senior academicians as valuable assets which can be leveraged upon for continuous development of academic staff in their institutions.

**Keywords:** Tertiary Institutions, Training, Programmes, Academic, Staff, Delta State.

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## INTRODUCTION

Training is basically a practical education through which knowledge and skills are developed, and inefficiencies are overcome. Human resource specialists who realize the value of training have taken deliberate decisions to encourage management of organizations to give their employees significant autonomy to develop their skills and, have also made a wide range of training available across their organizations tailored to meet the needs of employees. To meet the current and future challenges of organizations', training assume a wide range of learning actions, ranging from training of the individual for their present tasks and moreover, knowledge sharing to improve the organization horizon and customers service. Training is a set of processes aimed at continuously enlightening employees' knowledge and skills as well as organisational systems. It is a learning activity to acquire better knowledge and skills needed to perform a task.

Training and development are important for the future of any organization as they provide employees with the skills and knowledge needed to be successful in their roles. By investing in training and development, organizations can ensure that their employees are able to meet the ever-changing demands of the workplace. Organizations need to be proactive in providing training and development opportunities for their employees. Employees who are given the opportunity to improve their skills and knowledge are more likely to be engaged and productive in their roles. Additionally, by providing training and development opportunities, organizations can attract and retain top talent. There are a variety of training and development programmes available, so organizations should select those that best fit their needs. Some common types of training and development programmes include classroom instruction, on-the-job training, mentorship programmes, and e-learning courses. The benefits of investing in training and development programmes are clear. Organizations can create a more engaged workforce that is better equipped to meet the challenges of the future if they provide employees with the skills they need to be successful.

The need for employee training becomes more intense when we consider the impact of digital transformation. Even in roles where occasional training was deemed sufficient, there is a clear need for up skilling to sustain relevance. Most of the training involves the delivery of certain skills to employees or helping them fix deficiencies in performance. This is a short-term learning process that requires acquisition, strengthening skills, concepts, and rule changes or improving attitude and behaviour in an attempt to improve employees' performance. When employees are positioned and formally incorporated into their organization, a company must offer them a training programme that teaches them their skills efficiently. Training is a form that leads to good behaviour and teaches employees basic competencies for the job.

The importance of training is hinged on the fact that it leads to higher productivity as well as safety in the organisational operations. Training closes the gap between how an employee currently performs and how the organization needs him to perform. An appropriately trained employee makes fewer mistakes, needs less supervision, and gets more accomplished. Such employees are also likely to treat customers well and thus increase their loyalty to the organization. To this end, employee training increases customer satisfaction and result in fewer complaints, thus freeing up time for managers. Training also helps to reduce employee turnover rates and leads to behavior modification as they are exposed to systematic training methods, learning events, seasoned programmers, and instructors, which will help them gain a level of knowledge, skills, and competencies. In essence, improving productivity, superior products, and services quality, and maximizing or optimizing resources are the tangible outcomes of training.

In tertiary institutions, training encompasses several activities meant for staff development. Staff development is an effort aimed at helping staff to acquire basic skills required for the efficient execution of the activities or functions for which he/she is hired. It deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organization. Staff development is an important aspect of the development process that deal with the art of acquiring skills in areas that are relevant to their profession. While development is very important for all staffers, it is even more crucial for academic staff because they are the torch bearers of tertiary institutions. This explains why academic staff development programmes are constantly emphasized and made a compulsory requirement for upward mobility. Academic staff development is a process through which every educational institution develops, enhances, and improves the skills, competencies and overall performance of the academic staff. Academic staff development provides lecturers with information, skills, and understanding of the school and its goals. It also aids them to continue to make the necessary positive contribution to the success of the institution in terms of their performance on the job.

The importance of academic staff development stems from the fact that there is need for them to be constantly renewed, upgraded and updated, refreshed and kept abreast of the rapid changing society through staff development programmes. According to Gani (2019), the functions of staff in tertiary institutions are not only multiple but also continuously changing in modern societies. This suggests the need for them to continuously undertake relevant development programmes. The competency of the staff is usually observed in their interactions with other staff, their leadership roles, assessment of other staff, dealing with disciplinary issues, as well as other college activities. Likewise, academic staff of the institutions undertakes the function of teaching and assessing the students among others. In addition, academic staff development improves their performance in the teaching-learning activity. Performance on the part of academic staff is essential for the success of the tertiary institutions. Such performance, to a large extent, will depend on their knowledge, skills, and confidence in originating ideas as to how best to carry out the task of the job.

Academic staff development programmes can be divided into formal and non-formal. The formal category includes formal education programmes after which degrees are awarded such as Masters and Doctoral programmes. The non-formal ones are programmes that are organized to educate, instruct and sensitise participants on certain aspects of their jobs. Certificates may be awarded depending on the nature of the programme. Programmes in this category include study-fellowship, orientation, induction, in-service training, conference, workshop, seminars, and mentoring.

Study-fellowship is a kind of educational programme which helps the staff to obtain the ability to keep up with the changes within their organisation, to learn new knowledge in order to reach the targets determined by the organization, to improve him/her in his/her profession. It is designed to help the staff to improve themselves in their professions for all the personnel in all the work fields (education, health, technology, and private sector, all working fields in public institution, press and media institution). Study-fellowship is attempt to improve staff competence through continuing education courses, meetings and study groups, visits, lectures and personnel reform.

Orientation is absolutely necessary for new employees in any organization. It is an introductory stage in the process of new employee assimilation and a part of his or her continuous socialization process in the college. Orientation is the planned introduction of new

employees to their jobs, their co-workers and the culture of the organization. It provides orientation for new staff with the basic background required to perform their jobs satisfactorily, such as information on the rules, culture, tradition, objectives, and facilities of the educational organization.

Mentorship is the experience of a skilled and competent employee through a working relationship between less experienced staff and a very experienced one. The use of proper guidance is explored to put the new staff on the right course of conduct, and ways to carry out responsibilities given to him/her. Academic staff can also develop him or her through conferences.

Conference enhances lecturers' growth and development. It is a formal meeting of people with a shared interest, typically one that takes place over several days mostly held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Conference comprises different personalities in the field of education with bountiful ideas. Che (2019) recognized the strength of conferences in conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Lecturers have access to a broad range of ideas through conference which lead to the enhanced performance. Conference provides a forum for the team members to discuss tools, technologies, and processes and how they can apply them in their school to improve their job performance. Lecturers have access to a broad range of ideas through conferences which lead to enhanced performance.

The National Policy on Education upheld the existence of three levels of formal education which are primary, secondary and tertiary education. Tertiary education which is the highest level of formal education according to Adeyemi (2019) refers to a system which embraces much of the country's research capacity and produces majority of the skilled professionals that are required in the labour market. Tertiary education encompasses all organized learning and training activities at the tertiary level. This includes conventional Universities, Polytechnics and Colleges of Education (Federal Republic of Nigeria, 2014). The level of these institutions is also reflected in the kind of qualification that can be obtained from them, for instance, the Universities are known for qualifications such as Bachelors, Masters and Doctorate degrees. Polytechnics on the other hand offer qualifications such as Ordinary National Diploma (OND) and Higher National Diploma (HND), while Colleges of Education offer National Certificate of Education (NCE).

There is no doubt that academic staff development programmes are very necessary for the self-efficacy of members of staff as well as the advancement of the institution and the society at large. However, without participation in this programme, the resources invested into these programmes will be wasted and the aim of these programmes would be defeated. In other words, active participation of academic staff in development programmes organized for them must be given adequate attention. There are certain factors that tend to affect their participation in development programmes, some of them includes sex, experience, finance, attitudes, educational status, and so on but the study were based on sex and experience as moderating variable.

Sex of an individual is also seen as a factor in the performance of the individual in staff development programmes. For instance, the willingness to travel to distant locations for training programmes like conferences and seminars differ among males and females. The issue of domestic roles of women, like meal preparation, child care, home management amongst others, may affect their disposition to participate in training programmes especially when it is impromptu in nature. However, in recent times there has been a steady convergence on the difference between staff job performance as a result of gender difference. There seem to be a

growing understanding that sex does not play any serious role in the performance of a staff in most roles except those that are very physical in nature.

Professional experience is major factor in academic staff development programmes. It is gained as a result of several years of interaction with the lecturing job. In other words, professional experience in job increases as the length of time spent on the job increases. In tertiary institutions, there seem to be some sort of relationship between professional experience and participation in staff development programmes. On the one hand, senior and experienced members of the faculty can be used as resource persons in seminar, workshop or conferences. They can even be made supervisors to younger or new lecturers in order to mentor them. On the other hand, experienced members of staff, may feel that they know much of the developmental programmes since they already have knowledge of the expectations of the system. This kind of feeling may affect their participation in staff development programmes.

The number of tertiary institutions in Delta State implies that there is high demand for higher education in the State. To this extent therefore, there is need to ensure that these institutions are properly positioned to achieve its objective of ensuring human capacity development both for self and societal growth and development. Since lecturers are at the forefront of providing higher or tertiary education to students, it becomes paramount to ensure that they are well equipped to handle the assignments given to them. It is against this background that this study seeks to assess the perception of training programmes for academic staff development in tertiary institutions in Delta state.

### **Statement of the Problem**

Training programmes have become necessary in tertiary institutions because of lecturers' development and job performance which have necessitated the introduction of policies to encourage staff development. The main objective of the policy is to enable staff improve their qualifications in any area of study directly relevant to their primary assignment and also provide opportunity for staff to develop transferable skills and ability. To this extent, lecturers are provided opportunities of being sponsored for further education, seminars, workshops and conferences.

Despite the opportunities put in place for staff development, there are continuous complaints from parents and other stakeholders including students on the quality of some of the lecturers and their job performance, as it relates to poor content delivery, poor lecturing etiquette and commitment which seems to raise certain questions about the provision and effectiveness of the training programmes for academic staff development. Could it be that the lecturers are not disposed to academic training programmes, or is that the lecturers cannot assess training programmes. Could it also be that the lecturers are not effectively participating in the training programmes, and what could possibly be the cause or factors affecting lecturers' participation in training programmes for staff development? These and many other issues are considered very germane and necessitating attention.

Secondly, to the best of the researcher's knowledge, there is scarcity of empirical literature bordering on assessment of training programme for academic staff development in tertiary institutions in Delta State as majority of similar empirical works have focused on the attitude of trainees towards training programmes, level of involvement of trainees in training programmes and even determinants of participation in training programme, training and staff welfare, factors influencing participation in staff development programme. This has obviously

created a gap in literature which must be filled. Hence the problem of this study was to assess the perception of training programmes for academic staff development in tertiary institutions in Delta state.

### **Aim and Objectives of the Study**

The main aim of this study is to assess the perceived training programmes and academic staff development in tertiary institutions in Delta State. Specifically, this study seeks to:

- Determine the various training programmes for academic staff development in tertiary institutions in Delta State.
- Ascertain how academic staff perceives training programmes for academic staff development in tertiary institutions in Delta State
- Examine if there is any relationship between age and participation of academic staff in training programmes for academic staff development in tertiary institutions in Delta State.
- Assess if there is any relationship between professional experience and participation of academic staff in training programmes for academic staff development in tertiary institutions in Delta State

### **Research Questions**

The following research questions are raised to guide the study:

- What are the various training programmes for academic staff development in tertiary institutions in Delta State?
- How do academic staff perceive the training programmes for academic staff development in tertiary institutions in Delta State?

### **Hypotheses**

The following hypotheses guided the study:

- There is no significant relationship between age and participation of academic staff in training programmes for staff development in tertiary institutions in Delta State.
- There is no significant relationship between professional experience and participation of academic staff in training programmes for staff development in tertiary institutions in Delta State.

### **METHODOLOGY**

This study made use of the descriptive survey research design utilising the correlation technique. The descriptive survey was used in this study because it allowed the researcher to study the phenomena under focus by using a representative sample drawn from the population in investigating the training programmes for academic staff development from the academic staff in the tertiary institutions in Delta State. The population of this study was made up of three

thousand, one hundred and forty-five (3,145) academic staff of eleven tertiary institutions in Delta State (Federal University of Petroleum, Effurun; Nigerian Maritime Universities, Okerenkoko; Delta State University, Abraka; Dennis Osadebay University, Asaba; University of Science and Technology, Ozoro; University of Delta, Agbor; Delta State Polytechnic, Oghara; Delta State Polytechnic, Ogwashuku; Federal College of Education (Technical), Asaba; College of Education, Warri; and Delta State college of Education, Mosogar). The sample for this study was made up of four hundred and seventy-two (472) academic staff of eleven Federal and State tertiary institutions in Delta State; which is 15% of the population of academic staff in each institution selected as respondents for the study.

This study made use of researcher's constructed close-ended questionnaire titled Training for Academic Staff Development (TASD). The instrument was validated using the expert judgment approach and thereafter subjected to a reliability test using the internal consistency of scales and this was determined using the Cronbach's Alpha method which produced a reliability index of 0.70 indicating that the instrument was reliable. The research questions of the study were analysed using mean and standard deviation. The hypotheses formulated were tested using the Pearson Product Moment Correlation Statistics since they all seek to test the relationship between two variables. They were tested at .05 level of significance. Where P-value is less than .05, a hypothesis was considered significant and where it is greater than .05, it was considered not significant. A total of Four hundred and fifty-six (456) questionnaire were retrieved out of which twelve (12) were not properly filled. The analyses were, therefore based on four hundred and forty-four (444) properly filled questionnaires.

## Presentation and Analysis of Data

### Analyses of Research Questions

Research Question 1: What are the available training programmes for academic staff development in tertiary institutions in Delta State?

Table 1: Descriptive Mean and Standard Deviation Various Training Programs for Academic Staff Development in Tertiary Institutions in Delta State

S/N	Items	Weighted Response	Mean	SD.	Remarks
1	Master's Degree	1576	3.55	0.54	Available
2	Doctorate Degree	1596	3.59	0.51	Available
3	Fellowship Studies	1356	3.05	1.00	Available
4	Staff Orientation	1581	3.56	0.66	Available
5	Mentorship	1496	3.37	0.71	Available
6	Seminar	1503	3.39	0.74	Available
7	Workshop	1561	3.52	0.60	Available
8	Conference	1533	3.45	0.70	Available

n = 444; Criterion Mean = 2.50.

Data in Table 1 shows that all the items were above the criterion mean of 2.50 and were therefore available. This means that the various training programmes for academic staff development in tertiary institutions in Delta State are: Masters and Doctorate degrees, fellowship studies, staff orientation, mentorship, seminars, workshops and conferences.

Research Question 2: How do the academic staff perceive training programmes for their development in tertiary institutions in Delta State?

Table 2: Descriptive Mean and Standard Deviation of the Perception of Training on Academic Staff Development in Tertiary Institutions in Delta State

S/N	Items	Weighted Response	Mean	SD.	Remarks
1	Training programme is very beneficial for staff development	1550	3.49	0.65	Agreed
2	Training programmes should be regularly organized for staff development	1556	3.50	0.65	Agreed
3	Training programme helps in the capacity devilmnt of academic staff	1528	3.44	0.73	Agreed
4	Training programme prepares academic staff for promotion	1566	3.53	0.66	Agreed
5	The productivity of academic staff increases when there is a regular training programme	1556	3.50	0.68	Agreed
<b>Cluster Mean Values (Perception)</b>		<b>1551</b>	<b>3.49</b>	<b>0.67</b>	<b>Good.</b>

n = 444; Criterion Mean = 2.50

Data in Table 2 shows that all the items met the criterion mean of 2.50 and were therefore agreed. This means that academic staff in tertiary institutions in Delta State perceive training programme to increase their capacity, productivity, prepare them for promotion, and should be regularly organized for staff development. From these analyses the mean of the five items is  $3.49 \pm 0.67$  standard deviations, hence, academic staff perceive the training programmes for their development in tertiary institutions in Delta State as beneficial and good.

**H0<sub>1</sub>:** There is no significant relationship between age and participation of academic staff in training for staff development in tertiary institutions in Delta State.

Table 3: Relationship between Age and Participation of Academic Staff in Training Programmes for Staff Development in Tertiary Institutions in Delta State

Variables	n	R	Sig 2-tailed (p-value)	Remarks
Age	444	.088	.064	Accepted
Participation in training				

$\alpha = .05$ ,  $p > .05$  Not Significant

Data in Table 3 shows the relationship between age and participation in training programmes by academic staff in tertiary institutions in Delta State. From the table, the correlation coefficient ( $r$ ) = .088, which is an indication of a very weak but positive relationship between both variables. Looking at the p-value (.064), the correlation coefficient is not significant testing at .05 alpha levels. Therefore, the null hypothesis is hereby retained. This implies that participation in training programmes by academic staff is not significantly related to the age of the academic staff.



**H0<sub>2</sub>:** There is no significant relationship between experience and participation of academic staff in training Programmes for staff development in tertiary institutions in Delta State

Table 4: Relationship between Years of Professional Experience and the Participation of Academic Staff in Training Programmes for Staff Development in Tertiary Institutions in Delta State

Variables	N	R	Sig 2-tailed (p-value)	Remarks
Professional experience	444	.096	.043	Rejected
Participation in training				

$\alpha = .05, p < .05$  Significant

Table 4 shows the relationship between years of professional experience and participation in training programmes by academic staff in tertiary institutions in Delta State. From the table the correlation coefficient ( $r$ ) = .096, which is an indication of a weak but positive relationship between both variables. Looking at the p-value (.043), the correlation coefficient is significant testing at .05 alpha levels. Therefore, the null hypothesis is hereby rejected. This implies that participation in training programmes by academic staff is significantly related to the years of professional experience of the academic staff.

## DISCUSSION OF FINDINGS

Findings from this study have been able to provide insightful information on training programme for academic staff development in tertiary institutions in Delta State. The first finding from the study revealed that the various training programmes for academic staff development in tertiary institutions in Delta state are master and doctorate degrees, fellowship studies, staff orientation, mentorship, seminar, workshop and conference. This finding is supported by Oyigbenu (2020) who assessed the effect of employee training on performance of academic staff of some selected tertiary institutions in Nasarawa State and found that effective methods of staff training used in the institutions were workshops, seminars, conferences and in-service training which were suitable and effective. Oyitso and Olomukoro (2012) also stated that lecturers need to work together through staff development programmes such as conferences, seminars, workshops, and study groups in areas of common interest in order to enhance their professional growth and competences. Similarly, Gutek (2017) explained that seminars, conferences and workshops are opportunities for meeting on specialized subject area and often held in a day or more to discuss a topic of interest relevant to the organisation. Adeniji et al. (2018) also considered training for staff development as one planned for a management team to discuss new techniques and concepts that are about to be introduced into an organization and therefore advocated that tertiary institutions in Nigeria should organise in-service training, seminars, conferences and workshops for their staff each year.

Secondly, findings from the study revealed that academic staff in tertiary institutions perceives training programmes to increase capacity, productivity, prepares staff for promotion and should be regularly organised for staff. This finding is supported by that of Yakubu et al. (2022) who investigated the perception of staff on tertiary education trust fund intervention in tertiary institutions in Adamawa State, Nigeria and revealed that TET Fund intervention had

positive significant impact on academic staff training and development in Federal College of Education and Adamawa State Polytechnic, Yola, that TET Fund intervention had positive significant impact on academic staff on physical infrastructure, academic staff modern facilities and academic research in Federal College of Education and Adamawa State Polytechnic. This finding is also supported by Bassey and Ofre (2020) who assessed training initiatives for skills acquisition in ICTs by academic staff of the University of Calabar and revealed that academic staff used ICTs for communication, teaching and learning activities, also that they acquired skills in ICTs through personal effort rather than formal staff development process. Ibenu (2016) also supported the findings of this study with his finding on the perception employees have toward the training and development programmes already provided by the organization and to investigate employees' satisfaction with training programmes in their organizations which indicated that there is a strong relationship between employees' job satisfaction and overall satisfaction with the amount of training received and that employees' value training activities if they believe it will increase their ability to carry out their tasks, this also increases satisfaction and motivation of the employees.

There is an obvious general indication of positive perception of training programme for academic staff. This is probably based on the experience of the individuals of obvious impact of training. This again buttresses the need for continuous and regular training and retraining programme for both academic staff of tertiary institutions and workers in various organisations.

Thirdly, findings from the study also revealed that there is a relationship between age and participation of academic staff in training programme. This finding is supported by that of Kiplangat and Kiptiony (2017) who conducted a study on the effect of gender and age disposition on job satisfaction in universities in Rift Valley region Kenya and indicated Paterson and Mustard (2018), however, negated this finding in their report that there was no relationship between staff age and participation in training programme.

It is true that age is not a barrier to learning but there is every tendency that a person may participate less in training programmes as his age increases except the learning environment is made suitable. For younger learners, participating in training programmes may be a thing of interest since they can adjust to whatever situation they have found themselves but the same is not true for older or adult trainees. This is because as the age of person increases, the physiology of such a person undergoes certain changes which may affect his attention, concentration and sitting span. In fact, adult learners are not expected to remain sedentary for more than an hour. Hence for adult and independent learners to participate in training programmes, the learning atmosphere must be such that accommodates their status.

Finally, it was seen that there is no relationship between professional experience and participation of academic staff in training programme. This finding is corroborated by that of Chemutai and Khalili (2022) who investigated influence of experience on staff training and development of lecturers at Rongo University, Kenya and found that experience has significant influence on staff training and development of lecturers at Rongo University. In addition, Yusuf, Aminu, Adeogun and Bagava (2020) studied the influence of experience on training and career development among non-academic staff of university and revealed that experience had significant influence on training and career development of non-academic staff of university. However, Anho (2018) negated this finding in their study of lecturers' participation in training and development by status as capacity building mechanism for quality education and revealed that there was a significant difference in the level of lecturer's participation by status in training

and development programme in Nigeria among the professorial cadre i.e. Professors/Associate Professors and Lecturers II/Assistant Lecturers.

The various cadres of academic staff of tertiary institutions suggest some level of experience among them. This explains why young or new staff are placed under the mentorship of senior staff. It is also equally expected that senior staff provide necessary guidance and direction to their mentees. In most cases, in terms of appointment, staff of higher cadre is mostly considered for higher placements while the younger or junior ones are placed as assistants or deputies that are if they are considered worthy of appointment. One reason for this arrangement, among many others, is that they are expected to provide proper administration drawing from their wealth of experience in the system. This same experience is brought to bear in terms of training programme. For instance, during conferences, senior and experienced members of staff are appointed as key note speakers and lead paper presenters. It is also expected that senior academics used their experiences to guide and direct discussions and interaction to enable younger and inexperienced ones to learn from that gender and age differences are significantly related to job satisfaction.

## **CONCLUSION**

Based on the findings from the study, it was concluded that training programmes designed for the development of academic staff include master's and doctorate degrees, fellowship studies, staff orientation, mentorship, seminar, workshop and conference. These training programmes have potential for capacity development and improvement in the productivity level of academic staff. In addition, when training programme are tailored towards the needs of participants, they are capable of engaging and retaining interest of trainees which will result in high level of participation. In essence, the training programmes provided for academic staff of tertiary institutions is very significant for personal and institutional development and so necessary steps must be taken to planning and organizing it to ensure that academic staff gets the best out of it.

## **Recommendations**

In view of the findings and conclusion arising from this study, the following recommendations are made:

- Management of tertiary institutions should sustain the training programmes for academic staff development while opening more opportunities for staff to access those training programmes which have little or no patronage.
- Management of tertiary institutions should lay emphases on capacity development of academic staff and strive towards implementing any programme designed to achieve this objective.
- Organisers of training and developmental programmes should also take cognizance of the age variation and status of their target audience during the planning stage so as to provide a conducive learning atmosphere.
- Management of tertiary institutions should see the experience of senior academicians as valuable assets which can be leveraged upon for continuous development of academic staff in their institutions.

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