Benchmark Journals

Journal of Educational Realities—JERA
pISSN 2536-6661, eISSN 2536-6653 Vol.8, No.1, Jan/March, 2019
A Publication of the Department of Vocational Education, University of Uyo, Nigeria

Staff Development Programmes and Academic Staff Performance in Federal Colleges of Education (Technical) in the Niger Delta.

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Abstract
The study examined the Staff Development Programmes and Academic Staff Performance in Federal Colleges of Education (Technical) in the Niger Delta. Specifically, the study examined the influence of Internet Learning and conference on Academic Staff Performance. Two research questions were raised and two null hypotheses were tested for the study. The study adopted descriptive research design. The population of the study was one thousand (1,000) academic staff (lecturers: Asaba (385); Umuze (307) and Omoku (308). The sample size of the study was 278 lecturers, drawn from the target population of 1000 lecturers with the aid of Krejcie and Morgan sample size table, using simple random sampling technique. A 14-item questionnaire titled “Influence of Staff Development Programmes on Academic staff Performance was drafted using four point rating scales. The instrument which was validated by the researcher’s supervisor was administered to 278 respondents (lecturers), and 260 copies were properly filled and returned. The research questions were analysed using Mean and Standard deviation, while the hypotheses were tested using Analyses of Variance (ANOVA) at 0.05 level of significance. The findings of the study showed that Internet Learning has Moderate Influence on academic staff performance. Also, participation on conference has moderate influence on academic staff classroom performance. Hypotheses tested revealed that Internet Learning and conference have significant difference on academic staff classroom and research performance. The study recommended among others that E-learning programmes should be made a priority by the institution’s management and Federal government for academic staff of Federal Colleges of Education (Technical) in the Niger Delta. Fund for conference, seminar and workshop should be increased by Federal government to avail many lecturers the opportunity to participate in it, and thus equip the education sector with qualified manpower.

Keywords: Academic staff, Conference, E-learning, Influence, Performance

Introduction
Education stems out to be the sure means of developing individual’s potentials. Little wonder, therefore, that the National Policy on Education (2014) postulates that education is “the greatest investment that the nation can make for the quick development of its economic, political, social and human resources. Federal Colleges of Education (Technical) are essentially set up to achieve certain stated goals and objectives in education. The institutions were established to teach vocational and technical education with the sole aim of curbing and/or reducing the alarming rate of unemployment and improve self-reliance in the country. The schools in the institutions have different skills to inculcate to their trainees. Students are expected to acquire these skills so as to set up their own workshops and or manage their own businesses, become self-reliant and improve their standard of living on graduation. It was expected that the menace of unemployment will reduce and continue to reduce over the years through the knowledge acquired in these institutions. However, the issue of unemployment and lack of self-reliant opportunities are on the increase, in spite of the huge number of students graduated yearly from Federal Colleges of Education (Technical) in the Niger Delta. Many students who graduate in the
programme are unable to set up-establish and manage personal businesses or qualified for gainful employment.

It is the duty of the educational system to ensure that the best form of education is provided and delivered to the students. The educational system helps to bring the students from a state of ignorance into the light of knowledge (Mckinnon, 2003). The only way to graduate students with necessary academic skills and knowledge is to equip and develop the workforce of the system who are the machineries responsible for inculcating the relevant knowledge and exposure into the pre-service teachers. Thus, academic staff training becomes very important in the 21st century.

Academic staff of Federal Colleges of Education acquires knowledge in two ways namely; pre-service training and developmental programmes. According to Agulanna & Awujo (2005), overtime, people become outdated and therefore incompetent to perform. This could be as a result of non-exposure of teachers to current issues in the profession that should be transferred to classroom practices. Having acquired the pre-service certificates, bachelors or master’s degree(s) as the case may be, and are gainfully employed into the teaching profession; they require regular knowledge update for the purpose of good performance at work. In recent times, one of the trending approach to learning is through the e-learning process. Thus, the need for academic staff of Federal Colleges of Education (Technical) to embrace e-learning knowledge to enhance their current exposure to modern teaching approach becomes necessary.

Today e-learning has become one of academic development programmes that is not only done in the classroom but is mostly delivered in or through the internet. This may be the most reason why “E-learning is a computer based educational tool or system that enables people to learn anywhere and at any time”. Naidu (2003) define e-learning as “the systematic use of networked information and communication technology in teaching and learning. E-Learning, formerly known as computer based training, is a type of customized learning. It uses the power of the computer to assist in developing academic staff to be acquainted with the new processes, procedures and techniques in pedagogy. Perkinson (2005) posited e-learning as “instructional content or learning experiences delivered or enabled by electronic technology”. It plays important role in “distance learning” (Maduba, 2012). In the past, its lectures were delivered using a blend of computer-based methods like CD-ROM. Each individual lesson is planned on the basis of careful analysis, sequencing and testing. However, in this digital age of technological advancement, science has made so much impact that the geographical gap is bridged with the use of gadgets and devices that make academic staff feel comfortable as if they are inside the classroom when assessing the programme at home or where ever they are. Contending on the issues of learning while at home, Noe (2002) asserts that e-learning is online or web-based that can be used in conjunction with face-to-face teaching. The programme offers academic staff the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFs. Agulanna and Awujo (2005) consented to the assertion of Maduba (2012) and stated that most e-learning systems get trainees to study text on a visual display unit (VDU).While some hold the view that it is a viable online programme usually conducted through the internet, Françoise in Matendwahothe (2013) holds that e-learning is more than just online distance learning. Web-based learning which is a programme of e-learning enable teachers from different departments, institutions and geographical locations to interact and participate in lectures and discussion forum within and outside one institution. Most times face to face contact or physical presence in lectures are not necessary, instead, communication with ones lecturers, contributing in meetings and participating in social and academic gathering via chat and message forums is usually options available to users. Trainees respond to problems which appear on the screen by typing an answer on the keyboard. Its interactive nature and practical makes meaning to learning and a change of teaching orientation.
their shared experience is inspiring; it propels academics to using current different teaching method to understanding of lessons in the classroom. Meeting instructors f
Lecturers
Conference provides teachers with tools to change what they are currently doing that is outdated. Ideas are renewed and revitalized, and as such, teachers become effective in the teaching profession. Significant fraction of their own time and resources to attending (or organizing) such event. Members on a particular field or concept. Fernanda and Ben (2014) opined that confer
Workshop and seminar for best research practices. Academic conference usually is the meeting or gathering of research
Teacher to provide guidance and advice which helps to develop the careers of the people (lecturers) allocated to them. It is the establishment of sustained personal relationship between an experienced teacher and a new or inexperienced teacher for the purpose of professional nurturing and guidance.

Conference is one of the development programmes available to lecturers for academic growth, competence and stability in classroom practices, office related assignments, research activities and institutional survival. The experience acquired from paper presentations, deliberations and critiques spur teachers into further findings and discoveries, hence they engage in empirical base researches which ideas are made manifest (published) in journals and articles for public utilization. One right way to arouse change and increase teachers’ intellectual capacity is to regularly participate in conference, workshop and seminar for best research practices. Academic conference usually is the meeting or gathering of researchers (teaching staff) for presentation of papers and discussion which are constructively criticized to sharpen the knowledge of presenters and enhance the understanding of members on a particular field or concept. Fernanda and Ben (2014) opined that conference feature prominently in the dissemination strategies for most academic projects, and academics apportion a significant fraction of their own time and resources to attending (or organizing) such event.

Participation in conference is especially rewarding to academic staff. Teachers’ energies and ideas are renewed and revitalized, and as such, teachers become effective in the teaching profession. Conference provides teachers with tools to change what they are currently doing that is outdated. Lecturers become able to increase their students’ critical consciousness while using the materials that they currently teach; supervise students adequately and make use of concrete examples to facilitate understanding of lessons in the classroom. Meeting instructors from around the state and learning from their shared experience is inspiring; it propels academics to using current different teaching method to
cater for students’ ability to grab the import of the lessons taught. Professional development augments teachers’ repertoire and brings innovative ideas to the classroom. Lecturers, who are regular to conference, without mincing words, become valuable resources for referrals, new ways of thinking, solutions, and best practices. The meeting affords academic staff the opportunities to present their research work, exchange information and ideas with the conference attendees. This is reflected in the management of their classes as they usually allow students to participate during classroom instruction. As an academic exercise, attendance is beneficial; there is much to gain, and participation in the meetings is often a good attempt because every participant endeavours to showcase his/her work and would want to be at the forefront. However, new members rely trustfully on colleagues for advice, criticism and materials to meet their needs and that of their students.

Participating in reputable conference afford teachers the opportunity for academic debate about the latest research, trend, challenges etc thus enabling them to break new research grounds in education. It also provides opportunities for showcasing one’s research work and benefit from other researcher’s contributions and criticisms about the work. Conference meetings are good place to learn, be innovative and inspired to develop interest for research activities. It is a forum where teachers learn best practises in their various fields of specialization and discuss current scientific discoveries. The researcher sees conference as intellectual tools that empower teachers and exposes them to a wide scope of presentations in different disciplines. Lecturers use academic conferences as a medium to network with fellow academia for future academic activities. Conference encourages lecturers to gain confidence on research exercises (journal and article publications) as they present and get other peoples’ views and ideas, who look at their papers using different lenses. Students are effectively controlled, supervised, motivated and taken care of academically in school environs.

Workshop is another development programme in higher institutions. Its sessions are usually not rigid but flexible so as to create a relaxed atmosphere where teaching and learning can take place through presentation of papers and interactions. Resource persons from different fields of study present papers on topical issues bordering on teacher practices, innovations, other issues and prospects in education. Plenary sessions in small groups are held and chaired by experts in educational management and curriculum studies. The sessions are interactive sessions where experts brainstorm with the workshop attendees (Teachers). The knowledge acquired is shared with other teachers to enhance teaching and learning in schools. Some scholars are of the view that workshops are short duration exercise which focuses on topical issues. It broadens the perspectives of participants on several academic issues, thus enabling them to have better experience and knowledge on such subject matter. Kiso and Ridao-Cano in Mutendwaho (2013) acknowledged the fact that enormous progress has been made in developing countries to improve educational outcomes; but there are still many young people who lack the basic education (Knowledge, skills and attitudes) needed for work and life. Aware of this, Towndrow’s argument in Mutendwahothe (2013) is worthy of note, the author argued that teachers need to embark on a programme of professional development that is experiential, incremental, and supportive of pedagogic improvement and practice. Amie-Ogan (2016) postulated workshop as one of the professional development programmes and insistently stated that workshops are organized by professional bodies according to areas of specialization for improvement in work career.

Development programmes which includes seminar, conference and workshop has numerous benefits, which including among others, improving communication skills, gaining expert knowledge on content issues, networking with professionals and renewing motivation and confidence. The Government of Cross Rivers State (1979) strategically stated that in-service trainings of any kind are meant to expose officers in any capacity to their job performance, to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing efficient, effectiveness and performance of public officers. Staff development programmes inevitably is the source of growth of teaching staff of tertiary institutions. Effective pre and post service education of academic staff is very important as it help them function efficiently in their various fields of thought. Okon and Anderson in Ekpenyong, Okon and Imo (2016) opined that in-service training for teachers help to foster continued growth. The authors further
Benchmark Journals stated that through teachers’ meetings, seminars, workshops, conferences, training sessions and academic study circles, opportunities can be provided for academic staff to keep abreast of new development in their fields. Elements of e-learning programmes, such as video-based learning, mobile learning, compute-based training, web-based learning, CD-Rom based learning, conference, workshop and seminar act as a catalyst or booster for self-mastery in the job being performed.

Statement of the Problem
From experience, it was observed that students and teachers seem very much interested towards ICT utility movement if it is not to be a seasonal fashion. It is unarguable and a known fact that the “vehicle” that transports a nation or people or perhaps a community from the status of third world is technology (Okojie, 2009). Academic staff cannot live up to expectation particularly in teaching their students, evaluating their performance and conducting research in the 21st century without adequate knowledge of the digital world. E-learning and regular participation in conference gives teachers the opportunity to update their experiences in the classroom. E-learning has become a necessity in advanced education institutions and is being deployed in educational establishments throughout the world. With the advent of e-learning technology, academics are faced with the challenges of acquiring and using the skills for the purposes of teaching. In the area where the influence of electronic learning is pushing to dominate the educational systems, the educational institutions are working not only for the expansion of programs but also for their quality assurance. The equipment of the academic workforce with current information technology exposure has been of concern to stakeholders in the tertiary education system. Moreover, some graduates that are turned out from these tertiary institutions can hardly establish and manage personal workshops or businesses nor communicate effectively and meaningfully. On the part of teachers, they have very low morale and poor attitudes particularly towards embracing development opportunities such as in-service training, ict training, conferences, seminars and workshops. There seems to be intellectual gap in the transfer of knowledge from the lecturers to the students. Many researchers have made frantic effort to address the problem of low output in these tertiary institutions but their efforts have not yielded better results. It is against this backdrop that the researchers are investigating the influence of e-learning programmes and conference on academic staff performance in Federal Colleges of Education (Technical) in the Niger Delta.

Purpose of the Study
The main purpose of this study was to determine the Influence of E-Learning Programmes and Conference on Academic Staff Performance in Federal Colleges of Education (Technical) in the Niger Delta. Specifically, the study sought to:

1. Find out the influence of internet learning on academic staff performance in Federal Colleges of Education (Technical) in the Niger Delta.
2. Find out the influence of conference attendance on academic staff classroom performance in Federal Colleges of Education (Technical) in the Niger Delta.

Research Questions
The following research questions guided the study:

1. What is the influence of internet learning on academic staff performance in Federal Colleges of Education (Technical) in the Niger Delta?
2. What is the influence of conferences attendance on academic staff classroom performance in Federal Colleges of Education (Technical) in the Niger Delta?
Null Hypotheses

The following null hypotheses were tested in this study.

$H_{01}$ There is no significant difference in the mean rating of lecturers of Federal Colleges of Education (Technical), Asaba, Umunze and Omoku on the influence of internet learning on academic staff performance.

$H_{02}$ There is no significant difference in the mean rating of lecturers of Federal Colleges of Education (Technical), Asaba, Umunze and Omoku on the influence of conference attendance on academic staff classroom performance.

Methodology

This study adopted descriptive research design. The study was design to determine Staff Development Programmes on Academic Staff Performance. The study was conducted in Niger Delta. Specifically, the study was carried out among the three Federal Colleges of Education (Technical) in Niger Delta, that is, in Asaba, Delta state; Umunze in Anambra State and Omoku in Rivers State. The population for the study was one thousand (1,000) academic staff (lecturers). Asaba (385); Umunze (307) and Omoku (308). The sample size of the study was 278 lecturers, drawn from the target population using Krejcie and Morgan Sample Size Determination Table. While, the simple random sampling technique was adopted in selecting the respondents for the study. The instrument for data collection was a designed fourteen item structured questionnaire of four point rating scales titled “Influence Staff Development Programmes on Academic Staff Performance (IOSDPOASPQ)” with response options as:

<table>
<thead>
<tr>
<th>Influence of Internet Learning on Academic Staff Performance</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Influence (HI)</td>
<td>3.50 – 4.00</td>
</tr>
<tr>
<td>Moderate Influence (MI)</td>
<td>2.50 – 3.49</td>
</tr>
<tr>
<td>Small Influence (SI)</td>
<td>1.50 – 2.49</td>
</tr>
<tr>
<td>Low Influence (LI)</td>
<td>1.00 – 1.49</td>
</tr>
</tbody>
</table>

The instrument was validated by the researcher’s supervisor and two other research experts. Crombach Alpha was used for test of reliability and it yielded a reliability coefficient of 0.86. The statistical tools used in analyzing data achieved from research questions were mean and standard deviation, while Analyses of Variance (ANOVA) was used to test the hypotheses at 0.05 Alpha level, using Statistical Package for Social Sciences (SPSS) version 20.

Decision Rule: The mean scores were interpreted in relation to the upper and lower limit values assigned to the four point options. In testing the hypotheses, if the calculated $F$ value is greater than the critical $F$ table value, the null hypotheses was rejected, otherwise, if the calculated $F$ value is less than the critical $F$ table value, the null hypotheses was accepted.

Results/Findings

Research Question 1: What is the influence of Internet Learning on academic staff performance in Federal Colleges of Education (Technical) in the Niger Delta?

Table 1: Mean ratings of respondents on the Influence of Internet Learning On Academic Staff Performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Influence of Internet Learning on Academic Staff Performance in Federal Colleges of Education (Technical) in the Niger Delta</th>
<th>$\bar{x}$</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
</table>

ISSN 2536-6661 (Print), ISSN 2536-6653 (Online)
The result presented in table 4.1 above shows that respondents mean ratings on the influence of internet learning on academic staff performance has grand mean of ($\bar{x} = 3.38$). This reveals that internet learning has Moderate Influence (MI) on academic staff performance in Federal Colleges of Education (Technical) in Niger Delta. Item 2 had mean of ($\bar{x} = 3.69$) High Influence (HI), while other items 1,3,4,5,6 and 7 have their mean between ($\bar{x} = 3.35, 3.46, 3.08, 3.21, 3.42$ and $3.42$) respectively indicating Moderate Influence (MI).

**Research Question 2**: What is the influence of academic conference on academic staff classroom performance in Federal Colleges of Education (Technical) in the Niger Delta?

**Table 2**: Mean ratings of respondents on the Influence of Conference on Academic staff classroom Performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Influence of Conference on Academic Staff classroom Performance in Federal Colleges of Education (Technical) in the Niger Delta</th>
<th>$\bar{x}$</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers participation in computer-based training translates into improvements in targeted students’ outcome</td>
<td>3.35</td>
<td>0.89</td>
<td>MI</td>
</tr>
<tr>
<td>2</td>
<td>Mobile learning creates positive learning habits on teachers and yields higher quality performance in teaching and research</td>
<td>3.69</td>
<td>1.03</td>
<td>HI</td>
</tr>
<tr>
<td>3</td>
<td>Video-based learning has enhanced lecturer’s performance, using electronics board to teach with slideshow in the classroom.</td>
<td>3.46</td>
<td>0.93</td>
<td>MI</td>
</tr>
<tr>
<td>4</td>
<td>Web-based learning integrates teachers into daily activities, rather than taking teachers away from their activities.</td>
<td>3.08</td>
<td>0.79</td>
<td>MI</td>
</tr>
<tr>
<td>5</td>
<td>Mobile learning has improved lecturer performance effectiveness by using the electronic media to solve personal and academic problems.</td>
<td>3.21</td>
<td>0.84</td>
<td>MI</td>
</tr>
<tr>
<td>6</td>
<td>Computer-based training has positive effect on teachers knowledge and instructional practices.</td>
<td>3.42</td>
<td>0.92</td>
<td>MI</td>
</tr>
<tr>
<td>7</td>
<td>Video-based learning effectively support teaching difficult courses in content areas.</td>
<td>3.42</td>
<td>0.92</td>
<td>MI</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.38</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey data, 2018
Table 4.2 presented the result of the opinion of respondents on the influence of conference on academic staff classroom performance with grand mean of $\bar{x} = 3.42$. This indicates that conference, workshop and seminar have moderate influence (MI) on academic staff classroom performance in Federal Colleges of Education (Technical) in Niger Delta. Items 8, 9, 11 and 14 indicated High Influence (HI) mean of $(\bar{x} = 3.67, 3.77, 3.73$ and $3.58)$ respectively on classroom performance. However, other items 10, 12 and 13 indicated mean of $(\bar{x} = 3.17, 2.58, \text{and } 3.42)$ which showed Moderate Influence (MI).

**Test of Null Hypotheses**

**Null Hypothesis 1:** There is no significant difference in the mean rating of lecturers of Federal Colleges of education (Technical), Asaba, Umunze and Omoku in the Niger Delta on the influence of Internet Learning on academic staff performance.

**Table 3:** Analysis of Variance on the difference between the mean rating of lecturers on the influence of Internet Learning on Academic Staff Performance.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Square</th>
<th>Df</th>
<th>Mean Square</th>
<th>FCET AS</th>
<th>FCET Umunz</th>
<th>FCET OM</th>
<th>Fcal</th>
<th>P</th>
<th>Ferit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>34.884</td>
<td>4</td>
<td>8.721</td>
<td>3.094</td>
<td>2.238</td>
<td>3.038</td>
<td>7.125</td>
<td>&lt;0.05</td>
<td>2.63</td>
<td>Rejected</td>
</tr>
<tr>
<td>Within</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: *Survey data, 2018*
Table 3 above shows the statistic result on the difference between the mean ratings of lecturers of Federal Colleges of Education (Technical) in the Niger Delta on the influence of internet learning on academic staff performance. It showed calculated F value = 7.125 which is greater the critical F table value = 2.63. Since the calculated F value is greater than critical F table value at 0.05 confidence level, the null hypotheses was rejected. Therefore, there is significant difference in academic staff performance resulting from their engagement in internet learning.

Null Hypothesis 2: There is no significant difference in the mean rating of lecturers of Federal Colleges of Education (Technical), Asaba, Umunze and Omoku in the Niger Delta on the influence of conference on academic staff classroom performance.

<table>
<thead>
<tr>
<th>Post Hoc Test</th>
<th>Mean Difference</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCOE Asaba</td>
<td>-6.14430</td>
<td>1.29470</td>
<td>.000</td>
<td>2.9638</td>
<td>9.3248</td>
</tr>
<tr>
<td></td>
<td>Omuku</td>
<td>-.77854</td>
<td>.797</td>
<td>-3.6155</td>
<td>2.0584</td>
</tr>
<tr>
<td>FCOE Umunze</td>
<td>-6.14430</td>
<td>1.29470</td>
<td>.000</td>
<td>-9.3248</td>
<td>-2.9638</td>
</tr>
<tr>
<td></td>
<td>Omuku</td>
<td>-6.92284</td>
<td>.01976</td>
<td>-9.4280</td>
<td>-4.4177</td>
</tr>
<tr>
<td>FCOE Omuku</td>
<td>.77854</td>
<td>1.15486</td>
<td>.797</td>
<td>-2.0584</td>
<td>3.6155</td>
</tr>
<tr>
<td></td>
<td>Umunze</td>
<td>6.92284</td>
<td>.01976</td>
<td>4.4177</td>
<td>9.4280</td>
</tr>
</tbody>
</table>

*. The mean difference is significant at the 0.05 level.

Post hoc test result for null hypothesis 1. Since there was a significant difference in the mean rating of lecturers of Federal Colleges of Education (Technical), Asaba, Umunze and Omoku on the influence of internet learning on academic staff performance, in order to determine the direction of the significant post hoc test was conducted. The result showed that the significant was directed toward Omuku with a mean difference of 6.92 and at the significance of .000. This implies that lecturers from Omuku were more significant than lecturers from Umunze and Asaba on the influence of internet learning on academic staff performance.

Table 4: Analyses of Variance on the difference between the mean rating of lecturers on the influence of conference on academic staff classroom performance

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Square</th>
<th>Df</th>
<th>Mean Square</th>
<th>FCET Asaba</th>
<th>FCET Umunze</th>
<th>FCET OM</th>
<th>Fcal</th>
<th>P</th>
<th>Fcrit</th>
<th>Decision</th>
</tr>
</thead>
</table>

ISSN 2536-6661 (Print), ISSN 2536-6653 (Online)
Table 4 shows the test of variance on the difference between the mean ratings of lecturers of Federal Colleges of Education (Technical) in the Niger Delta on the influence of conference on academic staff classroom performance. The computed result depicts calculated F value = 14.037 which is greater than the critical F table value = 2.63. Since the calculated F value exceeded the critical F table value at 0.05 confidence level, the null hypotheses was rejected. Hence, there is significant difference in academic staff classroom performance in Federal Colleges of Education (Technical) in the Niger Delta, prompted by their regular attendance to conference, workshop and seminar.

<table>
<thead>
<tr>
<th>Between Groups</th>
<th>36.776</th>
<th>4</th>
<th>9.194</th>
<th>3.000</th>
<th>2.881</th>
<th>1.863</th>
<th>14.037</th>
<th>&lt;0.05</th>
<th>2.63</th>
<th>Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within Groups</td>
<td>102.199</td>
<td>156.655</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>138.975</td>
<td>160.125</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Post hoc test result for null hypothesis 2. Since there is significant difference in the mean rating of lecturers of Federal Colleges of Education (Technical), Asaba, Umunze and Omoku on the influence of conference attendance on academic staff classroom performance, in order to determine the direction of the significant post hoc test was conducted. The result showed that the significant was directed toward lecturers from Omuku with a mean difference of 5.35 and at the significance of .002. This implies that lecturers from Omuku were more significant than lecturers from Umunze and Asaba on the influence of conference attendance on academic staff classroom performance.
Discussion of Findings

The following findings are discussed based from the results.

From research question one and hypothesis one, the importance of internet learning in academic world is worth encouraging with grand mean = \( \bar{x} = 3.38 \) which is greater than the criterion mean = 2.50. The null hypothesis was rejected where calculated F value = 7.125 was greater than the critical F table value = 2.63 for degree of freedom 4. Again, the null hypothesis was rejected following the significant influence of internet learning on academic staff performance in Federal Colleges of Education (Technical) in the Niger Delta. In order to determine the direction of the significant post hoc test was conducted. The result showed that the significant was directed toward lecturers from Omuku than lecturers from Umunze and Asaba on the influence of internet learning on academic staff performance.

Internet learning is a key virtually in every works of life; hence its usability has become a fundamental concern in institutions of higher learning. As the pivot with which acquisition of knowledge, information and transfer of knowledge and information revolves, Naidu (2003) stated that internet learning is the systematic use of networked Information and Communication Technology (ICT) in teaching and learning. Internet learning is one of the most recognized process of updating knowledge that immensely assist lecturers to refresh themselves intellectually and be relevant in their various fields of thought. Also, Perkinson (2005) affirmed that internet learning is an instructional content or learning experiences delivered or enabled by electronic technology. The author is of the view that classroom lectures has moved from the traditional chalkboard method to computer power point, using videos and slideshows to deliver lectures in the classroom. Most times, assignments and examinations are given, marked and published online through the internet. Lecturers attend management and departmental meetings online, which makes lectures and official assignment comfortable and less cumbersome.

From the summary of data analysis of research question two and hypothesis two, Table 4.2, the study revealed the existence of great influence which conference, workshop and seminar have on academic staff classroom performance with grand mean = \( \bar{x} = 3.41 \) which is greater than the criterion mean = 2.50. The null hypothesis was rejected where calculated F value= 14.037 was greater than the critical F table value =2.63 at degrees of freedom 4. This signified a significance influence between the three groups of respondents, in order to determine the direction of the significant post hoc test was conducted. The result showed that the significant influence was directed toward lecturers from Omuku than lecturers from Umunze and Asaba on the influence of conference attendance on academic staff classroom performance. This result was buttressed by the fact that the programmes are filled with updated information in the fields taught by academic staff.

Amie-Ogan (2016) postulated that conference, workshop and seminar are professional development programmes which are organized by professional bodies for academic staff based on areas of specialization for improvement in their work careers. The programmes advertises expertise, promotes professionalism, creates awareness of what lecturers are lacking (gap) and instantly fill the gap, thereby equipping them with current issues in pedagogy and learning for better classroom performance. With the result obtained the researcher believed that conference, workshop and seminar are necessary and especially rewarding to academic staff. Lecturers are encouraged, their energies and ideas renewed and revitalized; teachers effectively communicate their subject matter to students while teaching. Mutendwahothe (2013) in alliance argued that teachers need to embark on programmes of professional development that is experimental, incremental, and supportive to pedagogy improvement and practice in our society.

Conclusions

This study explored all the dependent and independent variables. Through careful narration of the variables, related literatures, analyses and test of hypotheses, their influences, significant differences, have provided good understanding of the relevance of development programmes on academic staff
performance in institutions of higher learning, especially Federal Colleges Education (Technical) in the Niger Delta. This study demonstrates that conference, workshop, seminar and internet learning in Federal Colleges of Education (Technical) in the Niger Delta have significant difference and influence on academic staff performance, growth and continuous update in their various disciplines. It identified the programmes as a source of acquiring wealth of knowledge for effective teaching and learning in higher institutions. The programmes are considered of paramount importance to teaching staff hence the values are not reneged. It pictured academic staff unavoidably as the key in any learning environment and process, especially in schools. The wealth of knowledge gained through experiences and participation in development programmes immensely help in students’ academic upbringing and achievement of organizational goals. Lecturers facilitate the molding of the mind and life of the learner and thereby produce well balanced personalities.

**Recommendations**

Based on the findings of this study, the researcher recommends that:

1. Internet learning should be made a priority by management and Federal government for academic staff of Federal Colleges of Education (Technical) in the Niger Delta. This will in no small measure boost their interest for research, networking and publishing of books and journal articles.

2. Fund for development programmes such as conference, seminar, workshop and internet learning and others should be increased by government to avail many lecturers participate in it, and thus equip the education sector with qualified manpower.

3. Staff who graduates or acquire experiences from these programmes should be used appropriately in their various schools, departments and units to practice what was learnt or exercise his or her experiences either in theory, practical or both in classrooms, workshops and the institutions in general.

**References**


