

## **Adequacy of Staff Development Programmes for Open and Distance Education Programme delivery in Tertiary Institutions in South-South Region, Nigeria**

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**Abstract:** *The study examined adequacy of staff development programmes for open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria. This study was guided by three objectives, three research questions and three hypotheses. The descriptive survey design was used for the study. The population of this study was 1,005 staff in all the National Open University study centres in South-South Region, Nigeria. The sample size of the study was 1,005 respondents which is 100% of the total population. Thus, the study adopted the census sampling technique. The instrument used for the study was a self-structured questionnaire. The instrument was validated by the researcher's supervisor and two experts in Measurement and Evaluation in the Faculty of Education, Rivers State University. The data collected were analyzed using mean and standard deviation to answer the research questions while the null hypotheses were tested using z-test statistical tool at a 0.05 level of significance. Based on the data analysed, the findings of the study revealed that: compliance training, technical training, staff orientation, team training, in-service training and mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. Based on the findings of the study, the researcher recommended that, government should encourage all the staff of Open and Distance Learning to undergo all these training and should always organize staff orientation programme for the newly employed staff.*

**Keywords:** *Adequacy, Staff Development, open and distance Education*

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### **Introduction**

The actions designed to enhance and raise the skills and capabilities as well as the performance of the employees (university staff) are referred to as staff development programs that are adequate. Regardless of pre-service training and education levels for every employees, Okorie (2019) observed that every staff member in institutions needs to continuously and routinely renew, upgrade, expand, and update his or her skill knowledge and ability as well as capability. The actions designed to enhance and raise the skills and capabilities as well as the performance of the employees (university staff) are referred to as staff development programs that are adequate. No matter the pre-service training and educational background of the personnel, according to Okorie (2019), there is a requirement for all staff members at institutions to continually evolve in their skills and ability to deliver quality services. Every employee needs a sufficient staff development program to make sure that university staff members are highly skilled in carrying out their jobs. This is so that any employee who is not advancing in knowledge and competence can maintain a link with the profession (Bredderman, 2015).

The Nigerian government is working with educational authorities at all levels to improve university staff performance and quality through a variety of educational policy reforms. In

Nigeria, the National Policy on Education (2014) has made sure that university personnel is taught and retrained to improve their capacities, teaching efficacy, performance, and ensure that students receive a high-quality education (Iboma, 2018). There are hence trainings like those for staff compliance, technical training, orientation, leadership, teamwork, staff in-service training, staff mentoring, and coaching. Therefore, it is necessary for the personnel to participate in development programs, especially when a smooth transition is required. For new university workers, the scenario of workplace mismanagement may seem commonplace. This is due to the fact that at the start of their careers, people frequently experience a number of difficulties.

According to Aroge (2012), staff development incorporates all preparation and instructions attempted by the institutions to improve the work related and individual information, abilities and perspectives of work. Because university staff plays an important role in providing qualitative education to students, there is need for all university staff to engage in development programmes to enhance their skills, capabilities, teaching effectiveness and perform credibly in the teaching process. Thus, the quality of education offer depends on quality of university staff. Therefore the adoption of staff development training programmes for university staff should not be under estimated. In the light of the above, staff development programmes or trainings that can be implemented for the sustainable open and distance education can be categorized into the following (Aidah, 2013).

Team training can be defined as training in which teams are used to increase individual procedural knowledge and proficiency in doing a job (task work), individual procedural knowledge and proficiency in functioning as part of a team (teamwork), and overall team performance. Team training helps build employee relationships (Iwuoha, 2012).

In-service training programmes are systematic investigations on how staff influences students learning overtime in a single learning community. It is inquiry that is systaltic, intentional, contextual, ethical and above all responsive to the learner's strengths and challenges often questioned. It is training that is given to employees during the course of employment. According to Ngirwa (2019) In-service Training is a learning process facilitated by experts for a short period of time to help employees to improve and acquire knowledge, skills, experience, competence and attitudes that they need in order to perform their job better for the achievements of their organizational. In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. In-service training means the formal and /or informal work related learning activities required by the Employer to be undertaken by an employee through opportunities provided by the Employer, which contribute to an employee's professional development and efficiency.

Mentoring is a cost-effective way for existing, well-trained employees to provide guidance and knowledge to less-experienced employees. The mentor is typically not the direct manager or supervisor of the mentee, and the outcomes differ, depending on the goals of the program. A formal mentoring program is a structured, often one-to-one relationship in a work, organization or academic setting. A well-functioning mentoring program requires strategic planning and organization to connect people, increase knowledge and build skills for future milestones. Mentoring is the Employee training system under which a senior or more experienced person (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the person in his or her charge (Ezeani, 2013).

Open and Distance learning or education programme stands for open and distance learning an amalgam of two approaches to forms of education that focus on expanding access to learning. It is an education programme whereby students may complete all or part of an educational programme in a geographical location apart from the institution hosting the programme; the final award given is equivalent in standard and content to an award programme completed on campus (Dokubo, 2013). According to Dokubo (2013), the explanation above illustrates the fact that open and distance learning or education programme enjoy an array of interpretations. Dokubo also observed that there are two characteristics of the definition, which are the Philosophical Perspective which has to do with attempts to widen the range of learners., separated in terms of distance, a desire to give access to education to new groups of learners, no entrance requirements, attempts to remove perceived barriers to learning and encouraging learners to take charge of their own learning while the second characteristics is the technological perspective which answers the fundamental question of how the teacher and student will communicate since they are physically separated in distance. It includes: self-study learning materials such as workbooks, audio cassettes, video cassettes, synchronous communication e.g. the use of the telephone to maintain student tutor and asynchronous communication between students and tutors e.g. emails and computer. It is against this background that the student examine adequacy of staff development Programmes for Open and distance education programme delivery in tertiary institutions in its South-South Region, Nigeria.

### **Statement of the Problem**

This study has become imperative to examine how staff development programmes can be accessed by open and distance education programmes, to improve their service delivery and quality of education. There is no doubt that lack of staff development programmes in the aspect of compliance training, in-service training, mentoring/coaching has resulted to poor job delivery in open and distance education programmes in South-South Region, Nigeria. The problem is further compounded by the lack of motivation for human capacity development, from the authorities in the educational sector. This development has been a major source of concern to the open and distance education programmes, universities, parents, students, and the educational authorities.

The university staff potentials cannot be fully realized without providing them with improved knowledge and skills. Therefore, there is the urgent need for capacity building through staff development programmes. The poor motivational culture of training and retraining of university staff to the extent that university staff are not trending with the current state of education and its demand has led to university staff poor service delivery. It is against this backdrop that researcher tends to examine adequacy of staff development Programmes for Open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria.

### **Purpose of the Study**

The main purpose of the study was to examine the adequacy of staff development programmes for open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria. Specifically, the objectives of the study were to:

1. Examine the extent to which team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.
2. determine the extent to which in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

3. find out the extent to which mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

### **Research Questions**

The following research questions guided the study.

1. To what extent does team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.
2. To what extent does in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.
3. To what extent do mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

### **Hypotheses**

The following null hypotheses guided the study.

1. There is no significant difference in the mean ratings of male and female staff respondents on the extent to which team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.
2. There is no significant difference in the mean ratings of male and female staff respondents on the extent to which in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.
3. There is no significant difference in the mean ratings of male and female staff respondents on the extent to which mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

## **REVIEW OF RELATED LITERATURE**

### **Theoretical Framework**

This study was hinged on the diffusion of innovations theory (DIT).

#### **Diffusion of Innovations Theory (DIT) Everett Rogers (2003)**

The study was guided by Diffusion of Innovations Theory (DIT) by Everett Rogers (2003). According to Rogers, diffusion is the process by which an innovation is adopted by members of a certain community. The community in this study is represented by open and distance education programmes by National Open University. According to this theory, the four factors that influence the adoption of an innovation include: the innovation itself, the communication channels used to spread information about the innovation, time, and finally, the nature of the society to whom it is introduced. Rogers (2003) explained that there are four major theories that deal with the diffusion of innovations: innovation-decision process theory, the individual innovativeness theory, the rate of adoption theory and the theory of perceived attributes.

Rogers (2003), claims that 49 to 87 percent of the variance in the rate of adoption of any new technology is explained in his review. However, he also states that the rate of adoption can be affected by other variables such as the nature of the social systems and the extent of change agents' promotion efforts in diffusing the innovation. Diffusion of Innovations Theory (DIT) can be used to understand how the adoption and implementation of staff development programs for open and distance education can be influenced in tertiary institutions in the South-South Region of Nigeria. By considering the factors of relative advantage, compatibility, complexity, trialability, and observability, the design and implementation of staff development programs can be optimized to improve adoption rates and ultimately enhance the quality of open and distance education delivery.

## **Conceptual Review**

### **Concept of Staff Development Programmes**

Staff development has to do with the process or art of training new, present staff or employees of an establishment on the basic skills they need to effectively and efficiently perform their jobs. This training typically involves individual participation, commitment and experiential gains. Actual staff development takes place when skills that can be measurably defined improve and the competence level is visibly enhanced. Joyce (2012) observed that training indicates good the board and inability to do so turns into a misfortune for the supervisor, guiding telling staff and the best way to do it ensures achievement and elite recognizes objectives and destinations just as the aptitudes and information expected to accomplish them. Fink's (2018) has alternatively observed that training is the act of increasing the skills and knowledge of an employee for doing his/her job. From this view, it can be said that implementation of staff development refers to the teaching and learning activities and process carried on for the primary purpose of acquiring and also to apply the acquired skills, knowledge and attitudes to perform the job effectively.

### **Team Training Programmes for Human Capital Development**

Team training can be defined as training in which teams are used to increase individual procedural knowledge and proficiency in doing a job (taskwork), individual procedural knowledge and proficiency in functioning as part of a team (teamwork), and overall team performance. Team training helps build employee relationships (Iwuoha, 2012).

Cohort-based learning (a model used in Emeritus' online courses) places students in a group. They interact during classes, as opposed to each student watching a lecture and completing coursework alone. The purpose of creating teams is to provide a framework that will increase the ability of employees to participate in planning, problem-solving, and decision-making to better serve customers. Increased participation promotes: A better understanding of decisions. Engaged employees are enthusiastic participants willing to invest their energy in the company's success. Not only do engaged workers give their best in the workplace, but they are also less likely to leave the company, improving retention rates

Team training is instruction aimed at procedural knowledge and proficiency, at knowing how to execute the procedures necessary to do a job. It can be distinguished from declarative knowledge, which is knowledge of facts or static information. Training programs have three general goals: successful training, transfer to the work situation (generalization), and long-term use on the job of what was learned (maintenance). Training can be structured for trainees to learn individually (either in competition with peers or on their own) or in teams. Training can focus on individuals who are selected from their job situations (or from a general population of potential job applicants), assigned to training teams and given training, and then returned to their job situations (where the trainees work alone or as part of a team, which may be nested in a network of teams). Or training can focus on cohort, intact teams that are given training as a team at a training site and then returned to the job site. Team training can be defined as training in which teams are used to increase individual procedural knowledge and proficiency in doing a job (taskwork), individual procedural knowledge and proficiency in functioning as part of a team (teamwork), and overall team performance. Team training can be differentiated from team building, which takes place at the job site and focuses on analyzing a work team's procedures and activities to improve the team's productivity (see Chapter 6). Team training can also be differentiated from cooperative learning, which usually takes place in schools and is focused primarily on declarative knowledge, rather than procedural knowledge and proficiency (Iwuoha, 2012).

The research on team training covers two interrelated literatures a professional literature and a scientific literature. The professional literature tends to emphasize applied studies that have demonstrated that team training works in specific settings. This literature consists primarily of case studies that present descriptions of the effects of using specific training programs in specific situations. In contrast, the scientific literature consists of carefully controlled research studies conducted to validate or disconfirm theory. Most of them have been conducted in either laboratory or field experimental settings. They often lack external validity that is, they are not conducted in workplace settings—which reduces their credibility among practitioners. The professional and scientific studies, however, complement each other and strengthen each other's findings.

There are a number of problems with the professional literature on team training, some of which spill over into the scientific literature. First, the definitions of teams and team training are not unambiguous. It is difficult to differentiate between what is a team, a small group, a working group, an organization, or even a family. Without a clear conceptualization of what is and is not a team, it is difficult to build a coherent program of research. A related second problem is that it is difficult to summarize what is known about the use of teams for training purposes because of the many different kinds of teams. Some researchers have even studied "teams" made up of coaching individuals who never see or interact with each other. Often the units that have been studied are not described very clearly (Iwuoha, 2012).

Third, much of the literature on team training lacks a theoretical base. This leaves research on team training without a direction. In 1982 McGrath and Kravitz concluded that the area of team performance was dominated by "atheoretical" (even antitheoretical) viewpoints, and things have not improved since then. A related fourth problem is that much of the professional research on team training was designed to show that a particular type of training is effective, but not why, when, and for whom it is so: that is, the variables mediating the effectiveness of team training programs have been relatively ignored. Fifth, the nature and purpose of the team training (Ezeani, 2013).

It also shows that simply telling your staff about the importance of teamwork is not enough to create meaningful improvements in teamwork. Instead, it's more successful to have team members engaged in activities that require them to actively learn about and practice teamwork.

### **In-service Training Programmes and Human Capital Development**

In-service training or education programmes are necessary to intimate academic staff with these new developments, new teaching skills or techniques and organizational procedures such as the conceptual approach, inquiring teaching simulation, role playing, system approach, team teaching, the open plan and the use of a wide range of audio-materials (Azikiwe, 2018). According to Antai (2012), in-service training is a systematic development of employee's knowledge, skill and attitude required by the person training, for the development of knowledge necessary to perform adequately in a given task. In service training has much role to play as pre-service education in fulfilling this great responsibility due to rapid growth of knowledge as well as the technological, social and cultural revolutions of our time.

In service training help lecturers to attain personal growth, become more sensitive, develop insight of full or open options and become less Tightened to changes and innovation. Ferg (2015) acknowledges that promoting the qualities of academic staff through in-service training in education is a key element towards enhanced productivity among lecturers in all levels of education. Cloifolter (2015) sees the objective of in-service training in education as a means to continuously improve the performance of university teaching staff towards their outputs. It

remains the reliable option for sustaining academic competency and professionalization. He further believed that academic staff has a role to play by improving on their performance thereby absorbing the pressure of accountability if constantly exposed to new ideas and technique through in-service training.

In-service training enhances or raises the productivity of workers by Imparting useful knowledge and skills. As academic staff continues to acquire more skills, and training, it adds value to him or her and also enhances student's academic performance. In-service training or education programmes are necessary to intimate academic staff with these new developments, new teaching skills or techniques and organizational procedures such as the conceptual approach, inquiring teaching simulation, role playing, system approach, team teaching, the open plan and the use of a wide range of audio-materials (Azikiwe, 2008). According to Antai (2002), in-service training is a systematic development of employee's knowledge, skill and attitude required by the person training, for the development of knowledge necessary to perform adequately in a given task. In service training has much role to play as pre-service education in fulfilling this great responsibility due to rapid growth of knowledge as well as the technological, social and cultural revolutions of our time.

### **Mentoring and Sustainable delivery of open and distance education programmes**

The term mentoring' signifies various things to various individuals, however, for the most part outfitted towards helping people to tackle their own issues and improve in their exhibition. According to Passmore (2016) instructing is a type of advancement wherein an accomplished individual, called a mentor, bolsters a student or customer in accomplishing a particular individual or expert objective by giving preparing and direction. The student is in some cases called a coachee. Sometimes, instructing may mean a causal connection between two individuals, of whom one has more insight and mastery than the other and offers counsel and direction as the last learns; yet training varies from tutoring by zeroing in on explicit undertakings or destinations, instead of more broad objectives or generally speaking turn of events (Passmore, 2016; Renton, 2019; & Chakravarthy, 2011). Instructing is applied in fields, for example, training, sports, performing expressions (artists get vocal mentors), acting (show mentors and lingo mentors), business, health care, and connections (for instance, dating mentors. Mentors utilize a scope of relational abilities, (for example, directed repetitions, tuning in, addressing, explaining, etc) to assist customers with moving their viewpoints and subsequently find various ways to deal with accomplish their objectives (Cox, 2013). These abilities can be utilized in practically a wide range of instructing. In this sense, development is a type of "meta-calling" that can apply to supporting customers in any human undertaking, going from their interests in wellbeing, individual, proficient, sport, social, family, political, profound measurements, etc. There might be some cover between specific sorts of instructing exercises (Cox, Bachkirova & Clutterbuck, 2018). Training approaches are likewise impacted by social contrasts. It is a cycle that targets improving execution and spotlights on the 'present time and place' as opposed to the inaccessible past or future.

### **Concept of Adequacy of Open and Distance Education (ODE)**

Open and distance education (ODE) has come of age so soon. It has metamorphosed from its early confusing stage in terms of what its meaning should be and what it can do to an age in which it has been established as a unique educational discipline as compared to the conventional educational system. Before now, distance education included a wide range of teaching-learning strategies such as correspondence education, home study, independent study, external studies, sandwich programme and part-time studies, among others (Samaneh & Zoure, 2014).

However, with the establishment of the Open University of United Kingdom in 1969 and several others in different part of the globe, it has been widely acknowledged that open and distance education is a form of education that should be recognized as one in which a completely different mode of instructional delivery is utilized in an attempt to provide educational services. Since 1969, a lot of efforts have been committed to successful implementation of distance learning. All these have, no doubt, yielded dividend. Different and varied forms of models of distance education practice have evolved. It has also produced a lot, in terms of content, strategies and media integration. Open and Distance Education developed a watertight relationship between development in the area of information and communication technology (ICT) and itself to the point that one finds it interesting to study which of the two is actually dragging the other. In terms of financial commitment, a lot of money has been committed to the provision of open and distance education by nations of the world (Saunders, 2017).

### **Review of Related Empirical Studies**

Fejoh and Faniran (2016) researched the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria. The instrument was regulated to an intentionally chose populace of 152 respondents while 134 surveys were returned. Information produced were investigated utilizing Analysis of Variance (ANOVA) and Multiple Regression Analysis to test the theories at 0.05 degree of hugeness. The examination accordingly suggested that schools should plan legitimate and working in-administration preparing and staff advancement programs for their laborers to support their spirit, upgrade their presentation and furthermore guarantee that laborers preparing are led every now and again to guarantee they adapt to changing mechanical climate and authoritative atmosphere in schools.

Fejoh and Faniran (2016) study is similar to the current study because both studies are concerned with staff development programmes, on the other hand, they are different because the current study was focused on public senior secondary schools in Rivers State.

The work of Victoria (2016) focused the Impact of In-Service Training and Staff Development on Workers' Job Performance and Optimal Productivity in Public Secondary Schools in Osun State, Nigeria, in the same vein, the current study examined adequacy of staff development programmes for sustaining open and distance education programme delivery but focused on Tertiary Institutions in South-South Region, Nigeria

Ekpenyong, Okon and Imo (2016) carried out a study on the influence of in-service training, class and workshop participation by social investigations educators on understudies' scholarly presentation in Cross River State, Nigeria. To accomplish the reason for the study, one speculation was planned to coordinate the examination. Ex-post facto research configuration was embraced for the examination. A sample of 500 Social Studies educators (500) and understudies were chosen for the examination. The consequence of the examination uncovered that there exist a positive and little connection between the recurrence of educators' participation at in-administration preparing, courses and workshops and understudies' scholastic exhibition in social investigations. It was suggested that administration should make it obligatory for all instructors in optional schools to go through expert preparing. As it is the situation with different callings like law and medication among others.

Amesi and Ndukwe (2018) conducted a study titled: training and mentoring for trainee teachers in vocational business education programme in tertiary institutions in Rivers State. The design of the study was descriptive survey and the population was 810 final year students, within the scope of



the research. The entire population was not studied by the researchers as 40 percent of the total population was sampled giving a total of 324 students. The population of the study consists of 810 final year students out of which 324 were sampled using simple random sampling technique. Data was collected by means of questionnaire. The questionnaire adopted a four point rating scale. Test-retest method was used to test the reliability of the items and a reliability coefficient of 0.78 was obtained which indicated that the instrument was reliable enough and coupled experts who adjudged to be validated having been given content and face validity. Mean and standard deviation were used to analyze the research questions while t-test statistical tool was used to test the hypotheses. Findings from the study revealed that trainee teachers see teaching practice as an opportunity to acquire and develop skills. While the work of Amesi and Ndukwe (2018) is similar to the current study as both considered mentoring but differed because Amesi et al (2018) diverted to vocational business education and the current study shifted to open and distance education.

## **METHODOLOGY**

The research design that was used for this study was the descriptive survey design. The researcher adopted this design because it reflected the underline cross section of the entire population and brings about what people think and see. The essence of the design is also to elicit information from the respondents on Adequacy of Staff Development Programmes for Open and Distance Education Programmes Delivering South- south, Nigeria. Ekeh (2013) stated that descriptive research design is used to describe an event, situation, attitude or phenomenon as it is at the time of the study

According to Wimmer and Dominick (2011), population is a group or class of subjects, variables, concepts or phenomena within the area or scope of research. The population of this study consisted of 1,005 male and female staff in Open and Distance Education Unit or National Open University centres in South-South Region, Nigeria having Open and Distance Programme Centres. The sample size of the study was 1,005 staff in Open and Distance Education Unit or National Open University centers in South-South Region, Nigeria which is 100% of the total population. The study used the census sampling technique.

The instrument that was used for this study is a self-structured questionnaire. The instrument (questionnaire) was titled: Adequacy of Staff Development Programmes for Open and Distance Education Programme delivery Questionnaire (ASDPSODEPDQ). The modified four-point scale rating was used to weigh the response options in the questionnaire. The study used a rating scale of Very High Extent (VHE= 4), High Extent (HE = 3) Low Extent (LE = 2), and Very Low Extent (VLE = 1). The instrument used for the study was given to the researcher's supervisor for assessment. It was further given to two other research experts from Department of Educational Management and Measurement and Evaluation, Faculty of Education, Rivers State University. These experts assessed the instrument with respect to its relevance to the research.

The reliability coefficient of the instrument is 0.70, 0.84 and 0.88 respective which were adequate for the study. The data collected were analysed using weighted mean and standard deviation to answer the research questions. While the null hypotheses were tested using z-test statistical tool at a 0.05.level of significance. Where the z-calculated value is greater than the z-critical value of  $\pm 1.96$  the null hypothesis was rejected, while where the z-calculated value was less than z-critical value of  $\pm 1.96$  the null hypothesis was accepted.

## Results Presentation

**Research Question 1:** To what extent does team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria?

**Table 1: Mean and Standard Deviation Analysis on the Extent Team Training Enhance open and Distance Education Programme delivery in Tertiary Institutions in South-South Region, Nigeria**

S/No	Questionnaire Items	Male Staff = 625		Remarks	Female Staff = 380		Remarks
		Mean $\bar{x}$	SD		Mean $\bar{x}$	SD	
16.	Training in which teams are used to increase individual procedural knowledge and proficiency in doing a job enhance staff development.	2.72	0.82	High Extent	2.86	0.84	High Extent
17.	Team training helps to build employee relationships thereby improving the staff job performance	2.67	0.82	High Extent	2.87	0.85	High Extent
18.	Team training provides a framework that will increase the ability of employees to participate in problem-solving.	2.89	0.85	High Extent	2.95	0.86	High Extent
19.	Team training focuses on team building in the institution thereby enhancing the staff development.	2.86	0.84	High Extent	2.86	0.84	High Extent
20.	Team training has positive and significant effects on the staff development in an institution.	2.78	0.83	High Extent	2.91	0.85	High Extent
<b>Grand Total</b>		<b>2.78</b>	<b>0.83</b>		<b>2.89</b>	<b>0.85</b>	

**Source:** Field Survey, 2023.

Table 1 showed the Mean and standard deviation analysis on the extent team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. The result on Table 1 above revealed that the respondents agreed that to high extent, team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria with a grand mean 2.73/0.83 for male staff and 2.90/0.85 for female staff respectively.

**Research Question 2:** To what extent does in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria?

**Table 2: Mean and Standard Deviation Analysis on the Extent In-Service Training Enhance open and Distance Education Programme delivery in Tertiary Institutions in South-South Region, Nigeria.**

S/ No	Questionnaire Items	Male Staff = 625			Female Staff = 380		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
21.	Equipping staff with the necessary knowledge and skills to improve overall goals and objectives enhance the staff development.	2.89	0.85	High Extent	2.95	0.86	High Extent
22.	In-service training is a learning process facilitated by experts for a short period of time to help employees to improve and acquire skills.	2.78	0.83	High Extent	2.91	0.85	High Extent
23.	More knowledge, experience and competence are acquired through in-service training thereby enhancing staff development.	2.67	0.84	High Extent	2.87	0.85	High Extent
24.	Relevant courses and activities in which an employee participates to upgrade his professional knowledge and skills enhance staff development.	2.83	0.84	High Extent	2.91	0.85	High Extent
25	In-service training is essential work activities that contribute significantly to the overall effectiveness and profitability thereby improving the staff development	2.97	0.86	High Extent	2.98	0.86	High Extent
<b>Grand Total</b>		<b>2.83</b>	<b>0.84</b>		<b>2.92</b>	<b>0.85</b>	

**Source:** Field Survey, 2023.

Table 2 showed the Mean and standard deviation analysis on the extent in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. The result on Table 2 above revealed that the respondents agreed that to high extent, in-service enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria with a grand mean 2.83/0.83 for male staff and 2.90/0.85 for female staff respectively.

**Research Question 3:** To what extent does mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria?

**Table 3: Mean and Standard Deviation Analysis on the Extent Mentorship Enhance open and Distance Education Programme delivery in Tertiary Institutions in South-South Region, Nigeria.**

S/No	Questionnaire Items	Male Staff = 625			Female Staff = 380		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
26.	Mentorship provides guidance and knowledge to less experienced employees thereby improving their job performance.	2.89	0.85	High Extent	2.95	0.86	High Extent
27.	An employee training under which a senior or more experienced person is assigned to act and guide to a junior staff enhance staff development.	2.86	0.83	High Extent	2.86	0.84	High Extent
28.	To tap into the existing knowledge skills and experience help in staff development in open and distance education programme.	2.78	0.83	High Extent	2.91	0.85	High Extent
29.	Coaching of newly employed staff by an expert or senior staff enhances the staff development and job performance in an institution.	2.83	0.84	High Extent	2.82	0.84	High Extent
30.	Mentorship /coaching have positive and significant effect on staff development of the employee.	2.86	0.84	High Extent	2.86	0.84	High Extent
<b>Grand Total</b>		<b>2.84</b>	<b>0.84</b>		<b>2.88</b>	<b>0.85</b>	

**Source:** Field Survey, 2023

Table 3 showed the Mean and standard deviation analysis on the extent mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. The result on Table 3 above revealed that the respondents agreed that to high extent, mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria with a grand mean 2.84/0.84 for male staff and 2.88/0.85 for female staff respectively.

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference in the mean ratings of male and female staff respondents on the extent to which team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

**Table 4: Z-test Analysis of Difference in the Mean Ratings of Male and Female Staff Respondents on the extent to which Team Training Enhance open and Distance Education Programme delivery in Tertiary Institutions in South-South Region, Nigeria**

Status	N	$\bar{X}$	Standard Deviation	df.	z-cal	z-crit	Decision
Male Staff	625	2.78	0.83	1003	0.19	$\pm 1.96$	Accepted
Female Staff	380	2.89	0.85				

**Source: Researcher's Field work, 2023**

The analysis on Table 4 revealed that the z-cal of 0.19 is less than the z-crit of  $\pm 1.96$ , at a degree of 1003. Since the z-cal (0.19) was less than the z-crit ( $\pm 1.96$ ), the null hypothesis was rejected and the alternative hypothesis upheld which states that there is no significant difference in the mean ratings of male and female staff respondents on the extent to which team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

**Hypothesis 2:** There is no significant difference in the mean ratings of male and female staff respondents on the extent to which in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

**Table 5: Z-test Analysis of Difference in the Mean Ratings of Male and Female Staff Respondents on the extent to which In-Service Training Enhance open and Distance Education Programme delivery in Tertiary Institutions in South-South Region, Nigeria**

Status	N	$\bar{X}$	Standard Dev.	df	z-cal	z-crit	Decision
Male Staff	625	2.83	0.84	1003	1.29	$\pm 1.96$	Accepted
Female Staff	380	2.92	0.85				

**Source: Researcher's Field Work, 2023**

The analysis on Table 5 above revealed that the z-cal of 1.29 is less than the z-crit of  $\pm 1.96$ , at a degree of 1003. Since the z-cal (1.29) was less than the z-crit ( $\pm 1.96$ ), the null hypothesis was rejected and the alternative hypothesis upheld which states that there is no significant difference

in the mean ratings of male and female staff respondents on the extent to which in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

**Hypothesis 3:** There is no significant difference in the mean ratings of male and female staff respondents on the extent to which mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

**Table 6: Z-test Analysis of Difference in the Mean Ratings of Male and Female Staff Respondents on the extent to which Mentorship Enhance open and Distance Education Programme delivery in Tertiary Institutions in South-South Region, Nigeria.**

Status	N	$\bar{X}$	Standard Deviation	df	z-cal	z-crit	Decision
Male Staff	625	2.84	0.84	1003	1.19	$\pm 1.96$	Accepted
Female Staff	380	2.88	0.85				

**Source: Researcher's Field Work, 2023**

The analysis on Table 6 revealed that the z-cal of 1.19 is less than the z-crit of  $\pm 1.96$ , at a degree of 1003. Since the z-cal (1.19) was less than the z-crit ( $\pm 1.96$ ), the null hypothesis was rejected and the alternative hypothesis upheld which states that there is no significant difference in the mean ratings of male and female staff respondents on the extent to which mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria.

### Discussion of Findings

The finding of the study in Research Question 1, the analysis also indicated that the respondents agreed on the point that team training helps to build employee relationship thereby improving the staff job performance. It was still noticed from the table that the respondents accepted the fact that team training provides a framework that will increase the ability of employees to participate in problem-solving. The table also showed that the respondents agreed on the point that team training focuses on team building in the institution thereby enhancing the staff development. The analysis still revealed that the respondents accepted the fact that team training has positive and significant effects on the staff development in an institution.

The corresponding hypothesis 1 was accepted and the conclusion is that there is no significant difference in the mean ratings of male and female staff respondents on the extent to which team training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. This study is in collaboration with Ezeani (2013), who observed that training in which teams are used to increase individual procedural knowledge and proficiency in doing a job enhance staff development. The analysis also indicated that team training helps to build employee relationship thereby improving the staff job performance. It was still noticed from the study that team training provides a framework that will increase the ability of employees to participate in problem-solving. The study also showed that team training focuses on team building in the institution thereby enhancing the staff development. The analysis still revealed that team training has positive and significant effects on the staff development in an institution.

The findings of the study in research question 2, the analysis also showed that the respondents agreed on the view that in-service training is a learning process facilitated by experts for a short period of time to help employees to improve and acquire skills. It is still observed in the table that the respondents accepted on the fact that more knowledge, experience and competence are acquired through in-service training thereby enhancing staff development. The table also revealed that the respondents agreed on the point that relevant courses and activities in which an employee participates to upgrade his professional knowledge and skills enhance staff development. The analysis still indicated that the respondents accepted the point that in-service training is essential work activities that contribute significantly to the overall effectiveness and profitability thereby improving the staff development.

However, the corresponding hypothesis 2 was accepted and concluded that there is no significant difference in the mean ratings of male and female staff respondents on the extent to which in-service training enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. The study is in the same view with Ademiyi (2012), who in his study admitted that equipping staff with the necessary knowledge and skills to improve overall goals and objectives enhance the staff development. The analysis also showed that in-service training is a learning process facilitated by experts for a short period of time to help employees to improve and acquire skills.

The findings of the study in research question 3, the analysis still indicated that the respondents accepted on the point that an employee training under which a senior or more experienced person is assigned to act and guide to a junior staff enhance staff development. It was also observed in the table that the respondents accepted the fact that to tap into the existing knowledge skills and experience help in staff development in open and distance education programme. The table still showed that the respondents agreed on the view that coaching of newly employed Staff by an expert or senior staff enhances the staff development and job performance in an institution. The analysis also revealed that the respondents agreed on the view that mentorship /coaching has positive and significant effect on staff development of the employee.

Therefore, the corresponding hypothesis 4 was accepted and concluded that there is no significant difference in the mean ratings of male and female staff respondents on the extent to which mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. The study is in the same view with Ademiyi (2012), who in his study admitted that mentorship provides guidance and knowledge to less experienced employees thereby improving their job performance. The analysis still indicated that an employee training under which a senior or more experienced person is assigned to act and guide to a junior staff enhance staff development.

## **Conclusion**

Based on the findings of the study, the researcher concluded that, team training, in-service training and mentorship enhance open and distance education programme delivery in tertiary institutions in South-South Region, Nigeria. The researcher still concludes that for the administration to achieve their organizational goals, they must create an environment of coaching and mentoring the staff.

## Recommendations

Based on the findings of the study, the following recommendations were made to ensure that the study meet its objectives.

1. University management should introduce team training hence it enhance open and distance education programme delivery in tertiary institutions.
2. Government through the university management should regularly organize in-service training for all the university staff because of it enhance open and distance education programme delivery in tertiary institutions.
3. Universities management should always subject the newly employed staff to mentorship because it enhance open and distance education programme delivery in tertiary institutions.

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