

Implementation 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 aim of this study was to examine the implementation of staff development programmes for open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria. Three objectives, three research questions and three hypotheses guided the study. 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, and staff orientation, 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: *Staff Development, Open and Distance Education.*

Introduction

Implementation of staff development programmes refers to the activities intended to improve and increase the skills and capabilities as well as the performance of the personnel (university staff). Okorie (2019) noted that regardless of all staff pre-service training and level of education, there is the need for every staff in the institutions to constantly and regularly renew, upgrade, expand and update his /her skill knowledge and ability as well as capability. Implementation of staff development programme is necessary for every staff to ensure that the university staff becomes highly competent in their job execution. This is because any staff that is not growing in skill and knowledge cannot keep pace with his /her relationship with the profession (Bredderman, 2015). 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. Aidah, (2013) identified compliance training, technical training and staff orientation as methods of staff development. Compliance training is employee training mandated by legislation, regulation or policy. It educates employees on the laws or regulations applicable to their job function or industry. These laws are predominantly in place to maintain the safety of the workplace and the dignity of the employee. Compliance training is a crucial type of training needed to inform employees of the organization's regulations, policies, or adherence to laws. The term compliance refers to the notion of accepting and agreeing and is used to describe the training because of its mandatory nature. Compliance training is often mandatory for employees because it serves to protect an organization's values, policies, and commitment to the law. Disregarding the required rules, regulations, or policies within an organization can have drastic consequences, including loss of employment, fines, criminal prosecution, audits, or damage to the business's reputation. Having employees meet a standard of compliance training ensures that an organization has secured legal accountability (Ademiya, 2012).

Technical skills training is a basic component of employee education because it is a primary way for you to develop the skills you need in your role. Employees who are already competent in their jobs can undergo further training to gain new skills and stay current with the latest technologies and processes. With new software applications and cutting-edge technologies emerging every day across industries, it's vital for organizations to continuously **upskill and reskill** their workforce. Learning and development (L&D) teams enable **technical training** for employees to build core technical skills, master the technical aspects of their jobs, and keep up with the latest industry trends and technologies (Audu, & Gunjun, 2014).

Finally, according to Chris (2011) orientation is the process of introducing new employees to their responsibilities, co-workers and workplace. Effective orientation training helps people feel more comfortable within their new roles, teams and departments, while also making them aware of company expectations and policies. Orientation allows new hires to ask questions or address any concerns. It also is intended to help them feel more comfortable in their roles. Open and distance education programmes help extent the market for education to Clientele who has not been previously served (Calvert, 2016). The problem of unsatisfied demand for education versus actual supply of educational services contributed to the acceptance, growth and implementation of open and distance education programmes in Nigeria as a means to bridge the gap between demand and supply. The history of open and distance education in Nigeria dates back to the practice of correspondence education as a means of preparing candidates to the General Certificate in education, a prerequisite for the London Matriculation examination. This practice was described by Bell and Tight (2019).

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 researcher examine implementation of staff development Programmes for Open and distance education programme delivery in tertiary institutions in its South-South Region, Nigeria.

Statement of the Problem

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 the researcher tends to examine the implementation 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 implementation 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 compliance training enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria.
2. determine the extent to which technical training enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria.
3. find out the extent to which staff orientation 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 compliance training enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria.

2. To what extent does technical training enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria.
3. To what extent does staff orientation 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 compliance 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 technical 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 staff orientation 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 technological acceptance model 3 (TAM).

Technological Acceptance Model 2: Davis Bagozzi and Warshaw (1989)

In 1989, Davis, Bagozzi and Warshaw developed a theory of 'action relating to reasons' also called Technology Acceptance Model (TAM). Later based on their work, Venkatesh and Davis (2000) investigated the reasons some people use computers called TAM 2 and their attitudes towards them. The model links the perceived usefulness and ease of use with attitude towards using ICT and actual use (system use). They tested this model with 107 adult users, who had been using a managerial system for 14 weeks. They found that people's computer usage was predicated by their intentions to use the computer and that perceived usefulness was also strongly linked to these intentions.

According to Venkatesh and Davis (2000) when university teaching staff are presented with a new technology, two key would influence their decision from the extended variables around them about how and when they will use it. The Technological Acceptance Model 2 can provide a useful framework for understanding the factors that influence the adoption and use of technology in open and distance education program delivery in tertiary institutions in the South-South region of Nigeria. Staff development programs should focus on enhancing the perceived usefulness and ease of use of technology while also taking into account the social and organizational context and facilitating conditions.

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.

The importance of people (staff) to the creation, existence, success and progress of organisations including educational institutions such as distance education providers cannot be overemphasized. In spite of technological advancement, faculty plays very critical role in distance education. Faculty has responsibility to ensure institutional quality and improvement of learning (Dico and Wright, cited in Panda, 2014). Equally important is the role performed by other key staff whose role is governed by the institutional mission, goals, policies, distance education definition and organizational structures.

Techniques for Staff Development Programmes in Open and Distance Education Compliance Training

Compliance training is employee training mandated by legislation, regulation or policy. It educates your employees on the laws or regulations applicable to their job function or industry. These laws are predominantly in place to maintain the safety of the workplace and the dignity of the employee. Compliance training is a crucial type of training needed to inform employees of the organization's regulations, policies, or adherence to laws. The term compliance refers to the notion of accepting and agreeing and is used to describe the training because of its mandatory nature. Compliance training is often mandatory for employees because it serves to protect an organization's values, policies, and commitment to the law. Disregarding the required rules, regulations, or policies within an organization can have drastic consequences, including loss of employment, fines, criminal prosecution, audits, or damage to the business's reputation. Having employees meet a standard of compliance training ensures that an organization has secured legal accountability (Ademiya, 2012).

According to Aroge (2012) compliance training educates your employees on the laws or regulations applicable to their job function or industry. These laws are predominantly in place to maintain the safety of the workplace and the dignity of the employee. These training initiatives are mandatory, so logically the focus is on recording completion. Why is a smooth compliance training process important? Good corporate compliance programs help to prevent poor conduct and ensure proper governance in your organization. This helps to minimize risk, maintain your reputation and provides a better environment for your employees to work in – benefiting productivity in the long run.

Technical Training

Technical skills training is a basic component of employee education because it is a primary way for you to develop the skills you need in your role. Employees who are already competent in their jobs can undergo further training to gain new skills and stay current with the latest technologies and processes. With new software applications and cutting-edge technologies emerging every day across industries, it's vital for organizations to continuously **upskill and reskill** their workforce.

Learning and development (L&D) teams enable **technical training** for employees to build core technical skills, master the technical aspects of their jobs, and keep up with the latest industry trends and technologies (Audu, & Gunjun, 2014). Encouraging employees to attend **technical training programs** is a considerable challenge for L&D teams. Technical training sessions are more educational and complex compared to their other corporate training counterparts, so not all employees are as on board with attending these programs. However, the overall structure and delivery of these technical training programs play a key role in how it is received. Training managers are constantly looking for new and efficient ways to deliver engaging training for their employees.

According to Aroge (2012) technical training enables employees to master the technical aspects of their job. L&D teams design technical training programs for different software applications and processes to **increase employee efficiency and productivity**, help team members learn **new ways of doing old tasks**, and **build core technical skills** relevant to their role. A key distinguishing factor between technical training and other forms of training is that most technical training aspects are job-specific, and cannot be performed without the appropriate technical skills. On the other hand, non-technical training such as soft or administrative skill training is generic and easily transferable from one job to another.

Staff Orientation

Employee orientation is the process of introducing newly hired employees to their new workplace. It provides the basic organizational information employees need to feel prepared for their new team, department, and role within the company. A formal process of introducing new employees to their job and teammates can help increase their confidence and improve their performance. It can also help them feel more valued within your company and improve long-term retention. Learning about different types of orientation training that companies do can help you decide which is right for your company (Aroge, 2012). According to Chris (2011) orientation is the process of introducing new employees to their responsibilities, co-workers and workplace. Effective orientation training helps people feel more comfortable within their new roles, teams and departments, while also making them aware of company expectations and policies. Orientation allows new hires to ask questions or address any concerns. It also is intended to help them feel more comfortable in their roles.

Orientation is important because it ensures the company has a streamlined, systematic approach to communicate responsibilities and expectations to a new employee, creating a smoother transition into their new position. An effective orientation helps to reduce the likelihood of employee turnover because of misunderstood expectations. It also ensures that all new team members are given the same information and receive the same training. This increases the likelihood that all-important information is conveyed upfront.

Concept of Implementation of Open and Distance Education (ODE)

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).

The major aspects of open and distance education where heavy financial commitments are experienced are: course material development (online and off-line), integration of ICT, overhead cost, capital expenditure etc. The rewarding aspect of the finances is high rate of interest in Distance Education by learners and also the ability and opportunity to provide access to education by government floating ODE institutions. This has allowed for existence of distance learning institutions that go with the name – mega universities (Saunders, 2017). These are universities with at least a minimum of one million students. Such universities include: Open University of United Kingdom (OUUK), University of South Africa (UNISA), Indira Gandhi National Open University (IGNOU) among others. With all these good developments happening to the practice of Open and Distance Education, it is ironical to notice some aspects of it that are worrisome. The rate of attrition in distance learning has reached a dimension that is threatening the whole lot of the promises of distance education. Globally, there has been much concern for value for the services rendered not only in education but in all facets of economy.

Review of Related Empirical Studies

Akuegwu, Nwi-ue and Etudor-Eyo (2013) conducted a study on the topic entitled lecturers' participation in capacity building programmes in South-South Region, Nigeria: implications for sustainable development. The study adopted a survey design; one research question and two hypotheses formulated to direct the study. The population of the study was 3,203 lecturers of four (4) federal universities located in the area of study, while a sample size of 320 lecturers were selected using a stratified random sampling technique. The instrument was given face validity by experts from the field of measurement and evaluation, while the trial test which was conducted by administering 50 copies of CBPPQ) to 50 lecturers in a university not used for this study. The scores obtained were analysed using Cronbach Alpha Method. The results gave rise to a reliability coefficient which ranged from 0.69 to 0.92, proving that the instrument was reliable enough in achieving the set objectives of the study. Findings revealed that university lecturers participate mostly in conferences than any other capacity building programme. Lecturers' participation in capacity building programmes is significantly low with respect to workshops, seminars, conferences, ICT training and mentoring. Therefore, the study concluded that, there was no difference between male and female lecturers' participation in capacity building programmes. University lecturers participate mostly in conferences than any other capacity building programme. Lecturers' participation in capacity building programmes is significantly low with respect to workshops, seminars, conferences, ICT training and mentoring. By the findings, despite the fact that the participation of lecturers in capacity building programmes in universities is significantly low, they still find a way to participate actively in conferences for capacity building and promotions. It means therefore, that the idea of most academic staff not having the interest of involving in capacity building programmes has been laid to rest by the study.

Francis, Jerry and Charles (2015) investigated staff development practices of open and distance learning institutions in Ghana: The Case of the Distance Education Programme of University of Education, Winneba, Ghana. The authors noted that Staff development plays a crucial role in Open and Distance learning programmes because most of the staff working on these programmes are products of the conventional face to face system. Lack of proper training of staff in ODL can lead to high dropout rate among distance learners. The purpose of this study was to investigate staff development practices of the Distance Education programme of the University of Education, Winneba. The study adopted the quantitative methodology which employed survey questionnaire to collect data from 39 administrators of the Distance Education study centres. The study found among others that, the University does not have a strong pre-service programme for the administrators at its study centres. It also found that, the administrators were satisfied with the first in-service training organised for them. Based on these findings, it was recommended that, the University should put in place strategic human resource development policies in relation to distance education for teaching, technical and administrative and part-time staff and institute regular in- service training programmes for its administrators at the distance Education study centres.

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 Implementation of Staff Development Programmes for Open and Distance Education Programmes Delivering in 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. 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. According to Wimmer and Dominick (2011), a census study is one in which all members of a population are analyzed or used. The census method is also called as a complete enumeration survey method wherein each and every items or persons in the universe or population are selected for data collection. Therefore, whenever the entire population is studied to collect the detailed data about every unit, then the census method is applied. The internal consistency reliability through Cronbach Alpha was used to establish the reliability of the instrument for the study. Cronbach Alpha was because the instrument were in sections and were one time administered to respondents that are not in the sample of the study but belonged to the population of the study. The reliability coefficient of the instrument is 0.70, 0.84 and 0.88 respective which were adequate for the study.

The researcher distributed 1005 copies of the questionnaire to the respondents from the selected or sampled open and distance education programme centres with the help of two (2) Research Assistants who were recruited and trained for that purpose. The purpose of this approach was to reduce the incidence of biased responses and unwillingness on the part of the respondents; hence the respondents were persuaded for compliance. Thus, the respondents were made to know the purpose of the study and were encouraged to respond to items correctly. 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 ± 1.96 the null hypothesis was rejected, while where the z-calculated value was less than z-critical value of ± 1.96 the null hypothesis was accepted.

Results

Research Question 1: To what extent does compliance 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 Compliance 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
1.	Compliance training educates the employees on the laws, rules and regulations applicable to their job function for delivery of open and distance education	2.89	0.85	High Extent	2.95	0.86	High Extent
2.	Compliance training inform employees of the organization's policies or adherence to law thereby enhancing their job deliver	2.86	0.83	High Extent	2.86	0.84	High Extent
3.	Training the staff on anti-harassment training enhances staff development on open and distance education programme.	2.78	0.83	High Extent	2.91	0.85	High Extent
4.	Diversity training for staff help in improving the staff development in open and distance education programme.	2.83	0.84	High Extent	2.82	0.84	High Extent
5.	Compliance training help in protection of institution and minimize risk of legal action or delivery of open and distance education	2.86	0.84	High Extent	2.86	0.84	High Extent
Grand Total		2.84	0.84		2.88	0.85	

Source: Field Survey, 2022

Table 1 showed the Mean and standard deviation analysis on the extent compliance 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, compliance training 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.

Research Question 2: To what extent does technical 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 Technical 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
6.	Technical training is a primary way for the staff to develop the skills needed in their job	2.86	0.84	High Extent	2.91	0.85	High Extent
7.	Technical training is a further training that help staff to gain new skills and stay current with the latest technologies and processes.	2.83	0.84	High Extent	2.95	0.86	High Extent
8.	Technical training programmes play a key role in how the staff deliver their job.	2.97	0.86	High Extent	2.98	0.86	High Extent
9.	Technical training enables employees to master the technical aspect of their job thereby enhancing their job performance.	2.94	0.86	High Extent	2.99	0.86	High Extent
10.	Technical training leverage employee training software and create simple and interactive training content thereby enhancing staff development	2.92	0.85	High Extent	3.00	0.87	High Extent
Grand Total		2.90	0.85		2.97	0.86	

Source: Field Survey, 2022.

Table 2 showed the Mean and standard deviation analysis on the extent technical 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, technical training enhance open and distance education programme delivery in Tertiary

Institutions in South-South Region, Nigeria with a grand mean 2.90/0.85 for male staff and 2.97/0.86 for female staff respectively.

Research Question 3: To what extent does staff orientation 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 Staff Orientation 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
11.	Staff orientation provides the basic organizational information employees need to feel prepared for their new team that lead to enhance service delivery.	2.83	0.84	High Extent	2.91	0.85	High Extent
12.	Staff orientation is a formal process of introducing new employee to their job, teammates thereby increasing their confidence and improves their performance.	2.72	0.82	High Extent	2.86	0.84	High Extent
13.	Staff orientation helps them feel more valued within their organization or institution thereby enhancing their job delivery.	2.75	0.83	High Extent	2.93	0.85	High Extent
14.	Effective orientation training helps people (staff) feel more comfortable within their new roles that lead to enhance service delivery.	2.69	0.82	High Extent	2.95	0.86	High Extent
15.	Staff orientation has increase employee confidence and improves their performance in the institution.	2.67	0.82	High Extent	2.87	0.85	High Extent
Grand Total		2.73	0.83		2.90	0.85	

Source: Field Survey, 2022.

Table 3 showed the Mean and standard deviation analysis on the extent staff orientation 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, staff orientation 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.

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 compliance 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 Compliance 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	2.84	0.84				
				1003	1.29	±1.96	Accepted
Female Staff	380	2.88	0.85				

Source: Researcher's Field work, 2022

The analysis on Table 4 revealed that the z-cal of 1.29 is less than the z-crit of ± 1.96 , at a degree of 1003. Since the z-cal (1.29) was less than the z-crit (± 1.96), the null hypothesis was rejected and the alternative hypothesis upheld which states there is no significant difference in the mean ratings of male and female staff respondents on the extent to which compliance 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 technical 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 Technical 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	2.90	0.85	1003	1.24	± 1.96	Accepted
Female Staff	380	2.97	0.86				

Source: Researcher's Field work, 2022

The analysis on Table 5 indicated that the z-cal of 1.24 is less than the z-crit of ± 1.96 . Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus 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 technical 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 staff orientation 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 Staff Orientation 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	2.73	0.83	1003	1.39	± 1.96	Accepted
Female Staff	380	2.90	0.85				

Source: Researcher's Field work, 2022

The analysis on Table 6 showed that the z-cal of 1.39 is less than the z-crit of ± 1.96 , at a degree of 1003. Since the z-cal (1.39) was less than the z-crit (± 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 staff orientation enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria.

Discussion of Findings

The findings in research question 1, the analysis still indicated that the respondents accepted on the point that compliance training informs employees of the organization's policies or adherence to law thereby enhancing their job delivery. The analysis also revealed that the respondents agreed on the view that compliance training help in protection of institution and minimize risk of legal action.

The result for hypothesis 1 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 compliance training enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria. This finding is in collaboration with Ike (2007), who observed that compliance training educates the employees on the laws, rules and regulations applicable to their job function. The analysis still indicated that compliance training informs employees of the organization's policies or adherence to law thereby enhancing their job delivery.

The findings in Research Questions two, the analysis also showed that the respondents agreed on the view that technical training in a further training that helps staff to gain new skills and stay current with the latest technologies and processes. It was still noticed in the table that the respondents agreed on the fact that technical training programmes play a key role in how the staff delivers their job. The analysis also revealed that the respondents accepted the view that technical training enables employees to master the technical aspect of their job thereby enhancing their job performance. The table indicated that the respondents agreed on the fact that technical training leverage employee training software and create simple and interactive training content thereby enhancing staff development.

Moreso, 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 technical training enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria. This study is in the same view with the Anzene (2014), who noted that technical training is a primary way for the staff to develop the skills needed in their job. The analysis also showed that technical training is a further training that help staff to gain new skills and stay current with the latest technologies and processes. It was still noticed in the study that technical training programmes play a key role in how the staff delivers their job. The analysis also revealed that technical training enables employees to master the technical aspect of their job thereby enhancing their job performance. The analysis indicated that technical training leverage employee training software and creates simple and interactive training content thereby enhancing staff development.

The findings in Research Question 3, the analysis still indicated that the respondents agreed on the view that effective orientation training helps people (staff) feel more comfortable within their new roles. The table also showed that the respondents accepted the fact that staff orientation has increase employee confidence and improves their performance in the institution. The corresponding hypothesis 3 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 staff orientation enhance open and distance education programme delivery in Tertiary Institutions in South-South Region, Nigeria. The findings is in the same vein with Boxall (1992), who noted that staff orientation provides the basic organizational information employees needs to feel prepared for their new team. The analysis still revealed that staff orientation is a formal process of introducing new employee to their job, teammates thereby increasing their confidence and improves their performance. It was also observed from the analysis that staff orientation helps them feel more valued within their organization or institution thereby enhancing their job delivery. The analysis still indicated that effective orientation training helps people (staff) feel more comfortable within their new roles. The study also showed that staff orientation has increase employee confidence and improves their performance in the institution.

Conclusion

Based on the findings of the study, the researcher concluded that, compliance training, technical training, staff orientation.

The study also concluded that compliance training help staff to able to apply discipline in carrying out their service delivery, it was also concluded that technical training help staff to understand the nutty-gritty of open and distance education and how best to delivery it them, the study further concluded that staff orientation provide basic knowledge to staff about their duties, responsibilities, functions, and dos and don'ts for a sustainable open and distance education in South-South Region, Nigeria.

Recommendations

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

1. Government through the university authority or administration should ensure that all the staff undergo compliance training in order to enhance open and distance education programme delivery.
2. University management should organize seminar programme for the staff on the technical training because it would enhance open and distance education programme delivery in tertiary institutions
3. Universities management should always organize staff orientation programme for the newly employed staff because it enhance open and distance education programme delivery in tertiary institutions.

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