

INFLUENCE OF CONFERENCE ATTENDANCE AND JOB PERFORMANCE OF TEACHERS IN FEDERAL GOVERNMENT COLLEGES IN NORTH-CENTRAL, NIGERIA

By

**VICTORIA IWALEWA BAMIDELE PHD
NATIONAL MATHEMATICAL CENTRE, ABUJA**

Abstract

This study was carried out to determine the relationship between Influence of Conference Attendance and Job Performance of Teachers in Federal Government Colleges in North-Central, Nigeria. The study was guided by one research question and one hypothesis. A survey research design was employed for the study. The population for the study was 1,447 and a simple random sampling technique was used to draw a sample of 575 respondents from 12 federal government colleges in North Central, Nigeria. A self constructed questionnaire titled Influence of Conference Attendance and Job Performance of Teachers (ICAJPTQ) was used as an instrument for data collection. The instrument was validated by three experts and pretested for reliability using Pearson Product Moment Correlation (PPMC) with a correlation coefficient of 0.76 which showed that the instrument was reliable. A total of 575 questionnaire were distributed and 442 was retrieved. Data collected for the study was analyzed using descriptive and inferential statistics. Percentages and mean values were used to answer the research question while the Pearson Product Moment Correlation (PPMC) was used to test hypothesis at 0.05 level of significance. The findings of the study showed that conference attendance has a positive relationship with job performance of teachers in federal government colleges in North-Central, Nigeria. Based on the findings, it was concluded that conference attendance has a significant relationship with job performance positively correlated. Therefore, the study recommends that teachers should be trained so as to boost their morale for the efficiency and effectiveness of their job.

Keywords: Conference attendance, Job Performance, Federal Government, Teachers, North Central Zone

Introduction

Conference attendance is very paramount in the enhancement of teaching skills and thereby changes the methods of classroom management and control. Conference attendance according to Chukwu (2017) advances the professionalization of staff by providing valuable opportunities to keep current on various tools necessary to perform day- to- day job responsibilities, to be

knowledgeable of teaching ideal, to learn new tips and methods and to build an informed network of colleagues

Conference enhances teacher's growth and development. It is a formal meeting of people with shared interest, typically one that takes over several days mostly held at school level and at cluster level with purpose of reviewing and reflection on practice on a regular basis (Obi, 2019) Conference comprise different personalities in the field of education with bountiful of idea (Bright, 2016) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized its strength for conveying message to a large audience, while servicing opportunity to hear and comment on view of recognized authorities. Teachers have access to a broad range of ideas through conference which lead to the enhanced job performance.

Conference attendance affords teachers the opportunity of learning about professional issues and brainstorm with colleagues and elites to keep abreast of the latest trend (Eke, 2011). Conferences usually encompass various presentations. They tend to be short and concise with a time span of about 10 to 30 minutes. Presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings. Usually, a conference will include keynote speakers (often scholars of some standing but sometimes individuals from outside academic). The key note lecture is often longer, lasting sometimes up to an hour and half, particularly if there are several keynote speakers on a panel. (Ogundane, 2019).

Esu (2017) report that, teachers mean a lot to students in the process of acquiring relevant information in the school. Learners expect the teacher to teach them, mold their character and be friendly with them. As a facilitator of knowledge and skills, they expect teachers to help them acquire such in order to be useful to themselves and the society at large. They also expect their teachers to be more knowledgeable than them so as to render the needed support and show them the light. These demands place a lot of responsibility on the teacher to deliver quality teaching towards the attainment of job performance.

Furthermore, conference also features panel discussions round tables on various issues, poster session and workshops. Some conferences take more interactive formats. Conference ideally suggests discussion among persons of similar experiential exposure to the topic of discussion for the purpose of reaching agreements in controversial issues (Obi, 2019). In preview, nevertheless, lead papers are often presented by persons of acknowledgeable profound exposure to a subject and discussions follow the presentation. Teachers tend to suffer from instructional planning and delivery as a result of poor attendance to conferences (Allen, 2015). It is found that proper conference organization can bring about job performance of teachers (Obi, 2019).

Teachers cannot be isolated from these ugly phenomena as observations showed that their level of job performance is low due to dissatisfaction from their job. The question now is how does conference attendance affects job performances of teacher in the federal government colleges in the North Central Zone of Nigeria? Does it affect it negatively or positively? Research in this area has revealed that no similar study has been carried out in the federal government colleges in the North Central Zone of Nigeria and this has created a gap that this study intends to fill. There is need to critically investigate the influence of conference attendance and job performance of teachers whether it affects them positively or negatively. It is against this background that this study attempts to explore the influence of conference attendance and job performance of teachers in federal government colleges in the North Central Zone of Nigeria.

Statement of the Problem

Conference attendance is a key resource for knowledge sharing in schools setting especially in federal government colleges don't attend conference to put in their best in terms of service delivery to patrons. The multiplication effect is that when teachers don't attend conference, it brings low performance and they will either resign from the institution or constitute nuisance to the institution. This will encourage inefficiency and low knowledge sharing in achieving goals and objectives of the institution. When teachers don't attend conference this in turn will result to low performance.

Preliminary observation and investigation carried out by the researchers in some government colleges such as Federal Government Colleges show that the teachers are performing their duties below expectations. The performance of these teachers may be connected with their poor attendance to conference and other stress in their school. This is shown by the teachers attitude to teaching, when teacher goes to classroom late, it reduced the quality of teaching. Increase friction which may be as a result of low performance on the part of the teachers.

Research such as that of Chukwu (2017) has shown that literature relating to this study in the North Central Zone of Nigeria has been scanty, no similar study has been carried out in this area and this has created a gap that this study intends to fill.

Research Question

The following research question guided the study

- i. What is the relationship between conference attendance and job performance of teachers in federal government colleges in the North Central Zone of Nigeria?

Literature Review

Conference is a meeting place of several people to discuss a particular topic. Conferences are generally recognized as important and have been mentioned explicitly as a means to bridge the gap between research and practice. At conferences, people shared interests and goals meet face-to-face to share experiential stories, research findings, educational materials, and future visions.

Alexandra (2019) describe conference as part of every organization, which refers to the development of an individual in a school organization to improve the staff performance also Iyunade (2017) see conference attendance of teachers as the area of educational system that focuses on the educating and training teachers to help them gain the essential competences and teaching abilities to raise the caliber of teachers in the school system. According to Obineme (2020), conference includes all forms of supported learning opportunities, including academic

course work and informal learning opportunities located in the field of work. Teachers need to have access to continual conference attendance opportunities if they are to teach well because through conference, teachers acquire new teaching techniques, which may raise their level of job performance.

In another word, Aguinis (2019) state that conference attendance to teachers must be a regular input and an appropriate part of school management if teachers are to perform their jobs effectively, be well-motivated and receive adequate satisfaction from the school organization. Nevertheless, without regular attendance to conference, teachers may miss out on the chance to update their knowledge, acquire new skills, and engage in reflective practices that could enhance their job performance (Ekpenyong, Okon & Imo, 2016) in federal government colleges in North Central Zone of Nigeria. Doyle (2015) highlights the benefits of conference attendance to high networking value, strengthening teambuilding, enhancing current and future challenges in the profession. Conference attendance can improve job performance of teachers particularly those in secondary schools. According to

Uwannah, Amanze, Adeoye and Alaba (2019), job performance is the output of a person or group of persons input that is directed at fulfilling predetermined organizational objectives. Job performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, Iyabga & Fajana, 2019). Thus teacher's job performance refers to the effectiveness and quality with which teachers fulfil their roles and responsibilities in the classroom and school setting. It encompasses a range of factors such as high students classroom management, effective use of instructional strategies and resources, relationship with students, adaptation to changing teaching/learning process, use of instructional aides participate in extracurricular activities mastery of subject area, teacher-teacher relationship above all students academic performance (Gikunda, Akuokos & Donkor, 2016; Chukwueze, 2023).

Conferences usually encompass various presentations. They tend to be short and concise with a time span of about 10 to 30 minutes. Presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference

proceedings. Usually, a conference will include keynote speakers (often scholars of some standing but sometimes individuals from outside academic). The key note lecture is often longer, lasting sometimes up to an hour and half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions round tables on various issues, poster session and workshops. Some conferences take more interactive formats. Conference ideally suggests discussion among persons of similar experiential exposure to the topic of discussion for the purpose of reaching agreements in controversial issues (Obi in Akpan & Ita, 2015). A conference is also a gathering of scientists or academicians, where research findings are presented and critiqued form improvement and contribution to knowledge. According to Ezenne (2011), conference are usually used to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussions, workshops and so forth. A vivid example is the Science, Technology, Engineering and Mathematics. Teacher's conference held annually in August in Nigeria.

Hamby (2012) define conference as a large official meeting at which people with same work or interests come together to discuss their views. Conferences are attended by reputable scholars in the educational system with different ideas to enhance teachers teaching performance in their fields. They are a ready media through which teachers have access to a broad range of ideas that lead to enhanced job performance. The conferences sustain traditional role divisions in which researchers present and practitioners consume. To improve the interactivity between researchers and practitioners at conferences, new web-based interaction formats are discussed.

Teachers' participation in conference will influences quality job performance to a high extent in federal government colleges in North Central. It is found that proper conference and workshop organization can bring about quality in the education industry. Teacher's participations in conferences, seminars and workshops as component of teacher development programme has been found to correlate positively with teacher output (Locke cited Akpan & Ita, 2015). They further stressed that teachers' regular attendance in conferences and seminars resulted in improvement of skills and hence quality output. To ensure efficient and effective teaching in North Central there is need to train and retrain their teachers. In this era of knowledge explosion

as a result of modern technologies particularly computer and ICT. It becomes pertinent that teachers be provided with opportunities to update and improve their knowledge and skills through teacher development programmes. In this line of thought teacher's retraining programmes apart from developing the teachers' self-confidence it also improves upon the teachers' teaching method, class control, supervision of students, and knowledge of subject matter as well as the use of instructional materials. These enhance teaching effectiveness and quality outcomes.

Hypothesis

The research seeks to test the following null hypothesis at 0.05 level of significance in an attempt to provide answer to the above question:

1. There is no significant relationship between conference attendance and job performance of teachers in federal government colleges in the North Central Zone of Nigeria.

Methodology

This study adopted the survey research design. The population of the study is 1,447 and a simple random sampling technique was to draw a sample of 575 teachers from the 12 federal government colleges in the North Central Zone of Nigeria. The instrument for data collection is the questionnaire. The instrument was validated and pretested for reliability using Pearson Product Moment Correlation with correlation coefficient of 0.76 which showed that the instrument is reliable. A total of 575 questionnaire was distributed and 442 was retrieved. Data collected for the study was analyzed using descriptive and inferential statistics, percentage and frequencies for bio-data, mean values were used to answer the research question while the pearson product moment correlation was used to test hypothesis at 0.05 level of significance.

Findings and Discussion

Table 1: Mean Value Analysis of the Relationship between Conferences Attendance and Job Performance of Teachers

S/N	Items	SA	A	D	S D	Total	Mean	Decision
1	I learn more teaching techniques	294	140	8	0	442	3.65	Significant
2	It improves my vocabulary and use of easy teaching approach	298	136	6	2	442	3.65	Significant
3	It helps me in learning and grading methods	298	138	4	2	442	3.65	Significant
4	I understand new ways of setting questions for exams	294	140	8	2	442	3.63	Significant
5	It increases my teaching confidence	272	160	6	2	442	3.58	Not Significant
6	I learn new styles of preparing lesson notes	295	138	6	4	442	3.63	Significant
7	I understand new rules in marking scripts	298	136	6	2	442	3.65	Significant
8	It improves my teaching skills	271	159	1 2	0	442	3.58	Not Significant

Total **3.62**

Significant Mean Value = 3.62

Based on the significant mean value of 3.62 as shown on Table 4.3, conference attendance had positive relationship with job performance of teachers because when teachers attended conferences, they learnt more teaching techniques ($\bar{X} = 3.64$), improved their vocabulary and easy teaching approach ($\bar{X} = 3.65$), it helped the teachers to learn new grading methods ($\bar{X} = 3.65$), made them to understand new ways of setting examination questions ($\bar{X} = 3.63$), made them to understand new styles of preparing lesson notes ($\bar{X} = 3.63$) and made them to understand rules of marking scripts ($\bar{X} = 3.65$). Although teachers attendance to conference had relationship with their job performance in terms of increasing their teaching confidence ($\bar{X} = 3.58$) and improving their teaching skills and abilities ($\bar{X} = 3.58$). These factors were considered less positive because their mean values were less than the significant mean value of 3.62.

Ho1: There is no significant relationship between conference attendance and job performance of teachers in federal government colleges in the North Central Zone of Nigeria.

The Pearson Product Moment Correlation (PPMC) statistic was used to test this hypothesis. The result is presented in Table 1.

Table 1: Pearson Product Moment Correlation analysis showing the Relationship Between Conference attendance and Job Performance of Teachers in federal government colleges in the North Central Zone of Nigeria.

	JOB	CONFERENCE
Pearson correlation		417
Sig, (2-tailed)		.000
N		442

∴ correlation is significant at the 0.01 level (2 – tailed).

On Table 1: above, Pearson Product Moment Correlation Coefficient was calculated to test the hypothesis which states that there is no significant relationship between conference attendance and job performance. The analysis revealed that there is a

significant relationship between conference attendance and job performance because the correlation value is .417 and p-value is .000 which is less than 0.005. Therefore, since the p value is less the 0.005 we reject the null and accept the alternate hypothesis which states that there is a significant relationship between conference attendance and Job performance.

Finding reveals that there is a significant relationship between attendance to conferences and job performance of teachers. This is revealed by the Pearson Product Moment Correlation formula which shows that the r coefficient (. 417) is less than 0.000 ($r = .417 \geq 0.000$). The significant relationship may have occurred because according to Table 1: when teachers attended conference, they learnt more teaching techniques, learnt how to grade materials, increased their teaching confidence and improved their teaching skills. Interview conducted on some of the principals in the Federal Government Colleges corroborate the fact that conference has become one of the vital platforms where teachers were exposed to a number of new ideas in contemporary teaching and learning. The implication is that when teachers, especially those in the Federal Government Colleges in the North Central Zone of Nigeria were exposed to conference, it affected their overall teaching approaches and ultimately impacted positively on the teaching outcome.

This finding agrees with the revelations of Doyle (2015), Akpa and Ita (2015) that attendance to conference enabled teachers to build high networking value, strengthened team building and shared interest among the teachers were ever enhanced. In addition, conferences opened the eyes of the teachers to new and more effective teaching pedagogy which resulted in better approach to teaching the students. It also agrees with the research outcomes of Ezenne (2011), Eke (2011) and Hamby (2012), that during conferences, experienced educationist came up with new ideas that enable teachers to become better teachers and educators. In addition, it afforded the teachers with unique opportunity to interact with colleagues from different walks of life and with different working environment which helped to enrich each other's ideas and knowledge.

It is therefore, not out of place to state unequivocally that conference has become one of the essential means of encouraging knowledge sharing in the contemporary teaching and learning sector.

Recommendation

1. The funding and budgeting of the school should increase by the federal government which will help the school to have enough funds to finance career development program to the teachers and to acquire necessary facilities needed in the school
2. Government should support both short and longtime conference opportunities for teachers
3. The ministry of education should develop clear promotion criteria that recognize teachers attendance to conference
4. Educational institutions should regularly organize conferences for teachers to facilitate professional development and knowledge sharing.

Conclusion

Based on the findings of the study, it was concluded that there was a positive significant relationship between attendance to conference and job performance of teachers in federal government colleges in the North Central Zone of Nigeria.

References

- Aguinis, H. (2019). Performance management 2nd Edition, *Prentice Hall/Pearson Education, Upper Saddle*
- Akpan, C.P & Ita, A.A. (2015). Teacher professional development and quality universal basic education in lagos state. *Nigeria Global Journal of Arts, Humanities and Social Sciences* (3) 9, 65 – 76
- Akuoko, K.O.& Donkor, O. (2016). Motivation and performance of teachers in selected second cycle institutions in the Ejisu- juaben, Municipality, Ashanti, Region, Ghana. *International Journal of Business and Management*, 2 (9),1-10

- Alexandra, V. A. (2019). Employee benefits: A survey report by society for human resource management. *SHRM Research Quaterly*,1
- Allen, A. A. (2015). Effective school management and supervision: Imperative for Quality Education Service Delivery. *African education Review*, 9(3), 62-74. DOI: <http://dx.doi.org/10.4314/afrev.v9i3.6>.
- Chukwu, A. J. (2017). Impact of conference attendance on job performance of professional librarians of tertiary institutions Imo State, Nigeria: *International Journal of Innovative Research and Development*
- Eke, H. N. (2011). An empirical study of the impact of Nigerian library association conference attendance on librarian's professional development in information for all. *Compendium of papers presented at Nigerian Library Association 49th annual national conference/ AGM held at Awka*, 116-130.
- Ekpenyong., E.E. Okon, E.A. & Imo, M.O. (2016). The influence of in-service training, seminars and workshops attendance by social studies teachers on academic performance of student's teachers in Junior Secondary Schools in Cross River State Nigeria. *Journal of Education and Practice*
- Esu, I. O. (2017). Appraising the state of maintenance and management of available secondary school facilities on students' academic performance in Cross River State, Nigeria. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.24.
- Ezenne, A.N. (2011). Prospectus and guide to academic programmes in education administration and planning. *Unpublished Article, Presented at A.B. U Zaria*.
- Gikunda, M.G. (2016). Factors influencing teachers performance in the implementation of geography curriculum in Public Secondary Schools in Imenti South Sub Country, Meru Country Kenya (*unpublished Master's Thesis of University of Nairobi*)
- Hamby, J. (2012). Official guide to seminars and workshops. Retrieved from www.selfgrowth.com
- Iyunade, O. T. (2017). Teachers continuing professional development as a correlates of

sustainable universal basic education in Bayelsa State, Nigeria. *Journal of Education and Practice*, 8 (6), 72-79

Lutz, D. (2015). Real conference learning means an attendee's job performance will improve. Retrieved from www.iccaworld.org>nips>story.

Obineme, P.O. (2020). Impact of teacher professional development on teaching and learning in junior secondary schools in Anambra State. *Unizik Journal of Educational Management and Policy*. 4(1), 51- 61.

Obi, R.A. (2019). Management of school physical facilities. Ibadan: *Foundation Publications*. 6 (2)25, April, 2021. 192-205

Ogundane, J. B. (2019). The Role of Head teacher in school plant management and maintenance. In E.O. Fagbemiye, J.B. Babalola et al (eds) Management of Primary and Secondary School Education in Nigeria. *NAEAP Publications*.

Onukwube, H.N. Iyabga, R. & Fajana, S. (2015). The influence of motivation on job performance of construction, building and real estate. *Research Conference of the Royal Institution of chartered Surveyors, held at Dauphine Universite, Paris* (2-3 September, 2010).

Uwannah, N.C. Amanze, S.U. Adeoye, A. O. & Alaba, A. O. (2019). Work environment, school type and job performance of secondary school teachers: Evidence from Ijebu- North, Ogun State. *Journal of Educational and Human Development*, 8 (3), 92-100