
**ANALYSIS OF NIGERIAN LECTURERS' PROFESSIONAL
DEVELOPMENT PROGRAMME PARTICIPATION**

**ANÁLISIS DE LA PARTICIPACIÓN EN EL PROGRAMA
DE DESARROLLO PROFESIONAL DE PROFESORES
NIGERIANOS**

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ABSTRACT

In human capital management, the most imperative thing is to think about the human capital that is skillful, innovative, proactive, and profitable for comparative advantage. Any professional development programme (PDP) (Training for Higher Education, Conferences, and Workshops) embarked on by any institution should increase the output and development of both the staff and the university. This study, therefore, sought to investigate lecturers' rate and location of participation in professional development. The rate of participation was investigated using a descriptive survey design. The study participants were all lecturers in Nigerian

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Federal Universities. Two hundred and eighty participants were chosen using a stratified sample procedure. The instrument's face, construct, and content validity was done with the internal consistency via Cronbach Alpha indicated 0.70. The research questions were analysed using descriptive statistics (frequency, percentage, graph, mean rating, and rank ordering). Thus, the finding indicated that the Nigerian universities' lecturers have a high participation rate in PDP. Cross-border training that will enhance university lecturers' productivity should be encouraged more in Nigeria via a Memorandum of Understanding (MoU).

KEYWORDS

conferences, participation, professional development, training for higher education, workshops

RESUMEN

En la gestión del capital humano, lo más imperativo es pensar en el capital humano que sea hábil, innovador, proactivo y rentable para lograr una ventaja comparativa. Cualquier programa de desarrollo profesional (PDP) (Formación para la Educación Superior, Conferencias y Talleres) emprendido por cualquier institución debe aumentar el rendimiento y el desarrollo tanto del personal como de la universidad. Este estudio, por lo tanto, buscó investigar la tasa y el lugar de participación de los docentes en el desarrollo profesional. La tasa de participación se investigó utilizando un diseño de encuesta descriptivo. Los participantes del estudio eran todos profesores de universidades federales de Nigeria. Los 280 participantes fueron seleccionados mediante un procedimiento de muestreo estratificado. La validez de fachada, de constructo y de contenido del instrumento se realizó con la consistencia interna vía Alfa de Cronbach indicada de 0,70. Las preguntas de investigación se analizaron utilizando estadísticas descriptivas (frecuencia, porcentaje, gráfico, calificación media y orden de rango). Por lo tanto, el hallazgo indicó que los profesores de las universidades nigerianas tienen una alta tasa de participación en PDP. La formación transfronteriza que mejorará la productividad de los profesores universitarios debería fomentarse más en Nigeria a través de un Memorando de Entendimiento (MoU).

PALABRAS CLAVE

conferencias, participación, desarrollo profesional, capacitación para la educación superior, talleres

INTRODUCTION

The quality of a university's human capital, closely linked to the level of training provided to its employees, is critical to its growth. Meanwhile, the overall quality of a university's lecturers determines its output (The World Bank, 2003; Ijaiya et al., 2011; Ijaiya, 2012). The investment in human capital development is the foundation for all other forms of development (Higher Education Commission (HEC), 2005). Consequently, no institution can be genuinely productive if it fails to invest in developing its human capital. In a knowledge-driven culture, the

development of skills, knowledge, the correct mindset, and productive application are all critical. Knowledge must be brought to bear efficiently and productively on all aspects of society to improve citizens' quality of life.

All teachers in Nigerian universities would be obliged to participate in ongoing training programmes in teaching methods, research approaches, educational administration, and innovation (The Federal Republic of Nigeria, 2013). However, lecturers at these universities must be trained and retrained in new knowledge and attitudes to boost institutional output. Lecturers of any university are its backbone and they play a significant role in ensuring its progress. They are the most vital asset of every university in a dynamic competition. Thus, they must be developed, motivated, and guided to be productive. In addition to helping the university adapt to the changing society, teacher development enhances the university's teaching, research, skills, and knowledge acquisition (Onyeizugbe et al., 2016; Rio & Newman, 2022; Taddese & Rao, 2021).

Developing or acquiring productive skills is vital in human capital management (Pasban & Nojehdeh, 2016). The academic vitality of any university is directly related to the professional development of its faculty members (Abid, 2013). According to Human Capital Development theory, investment in human resources development increases productivity (Marimuthu et al., 2009; Shuaibu & Oladayo, 2016; Sima et al., 2020). Subsequently, increasing human capital and high university outputs is crucial to human resource managers (Becker, 1993). Acemoglu et al. (2003) postulated that a component of human capital management is the ongoing professional development of lecturers following schooling and a set of skills, attitudes, and knowledge that lecturers must possess for a particular purpose.

Human capital in universities consists of lecturers who contribute to achieving institutional goals using their skills. Human capital is most strategic and key to all other resources involved in running the university because it coordinates them to attain institutional goals and objectives. Anunya (2014) asserted that lecturers are university assets and that university success depends mainly on the policy and the directives given to the lecturers for the provision of quality performance. By this, the university will be able to remain competitive. Hence, the effective management of lecturers would attract efficient and qualified staff, apart from being an added advantage in achieving the university's educational goals. Universities investing in lecturers' professional development programmes tend to achieve short- and long-term advantages (Maimuna & Rashad, 2013; Odusanya, 2019; Patrick & Okafor, 2021; Weli & Ollor, 2021).

The Lecturer Professional Development Programmes (LPDP) have a dual target in that they must attend to both the individual staff and university development (The University of Georgia, 2008). Participation of lecturers at professional developments are subject to many factors. CPD programmes were more likely to be attended if lecturers regarded their content as relevant and useful, and if such programmes offered them a forum to share their experiences (Adu & Okeke, 2014). Furthermore, lecturers' self-identified needs, insufficient resources, and insufficient funds to enrol on courses, as well as the unstructured CPD contents, impede faculty participation (Adu & Okeke, 2014; Patrick & Okafor, 2021; Weli & Ollor, 2021). Thus, LPDP is activities such as training for higher qualifications, conferences, workshops, and mentoring. Through these, lecturers acquire new knowledge and skills to improve their teaching, research, and community service.

Problem of Statement

Maimuna y Rashad (2013) submitted that university teachers tend to become obsolete, thus, making the need to adapt to continuous learning and upgrading of the required skills and knowledge imperative due to the institutional, technological, and social dynamics. Thus, for universities to achieve an optimal return on their investment, they need to manage training and development programmes effectively. According to OECD (2018), training offers universities and lecturers additional value, allowing them to cope with the demands of globalisation and meet the challenges of modern life. Human capital development is an essential basis of university education (Achugbue & Ochonogor, 2013). Universities are a source of knowledge generation, creation, and transmission to students and communities.

There is the issue of knowledge explosion where knowledge becomes an additional factor of production or a sector on its own. Universities are in a state of instability. As the economy and talent competitiveness become worldwide, there are willing and unwilling staff who require regular training and retraining (Fanny, 2001; OECD, 2009). Government and private individuals have given funds and support, among other things, to capacities building in Nigerian universities (TetFunds, 2016). There is no accreditation of specific courses in some Nigerian universities because of low participation in the development and advancement of the academic staff (Bernadette & Ukaegbu, 2017).

Peretomode y Chukwuma (2012) used an ex-post-facto survey design to examine human development and lecturers' output in higher education institutions in Delta State, Nigeria. Lecturers of tertiary institutions were selected as respondents for the study, which was limited to a State in Nigeria. Furthermore, the methodology adopted by the earlier researchers was mainly on the association between professional development programmes and job performance. Scholars such as Akomolafe (2013), Ekpoh et al. (2013), Gadi y Gontur (2015), Sarbeng (2013), Sarbeng (2014), as well as Owolabi y Amisu (2016) Odusanya (2019) have worked on such variables as human resources development, lecturers' development and job performance. However, the present study adopted a descriptive approach to lecturers' professional development participation regarding rate of participation, location, and gender participation.

Research objectives

- i. the rate of lecturers' participation in professional development programmes (training for higher training qualification, conferences, workshops) within five years in Nigerian universities.
- ii. The locations where lecturers go for higher qualifications training in Nigerian universities.
- iii. lecturers' rate of participation in conferences and workshops in a year between Nigerian universities.
- iv. gender distribution of lecturers benefitting from professional development programmes (training for higher qualifications/degrees) in Nigerian universities.

Research questions

The following research questions were raised to guide the study:

1. What are the rates of lecturers' participation in professional development programmes (training for higher training qualifications, conferences, and workshops) within five years in Nigerian universities?
2. What are the locations where lecturers attended training for higher qualifications in Nigerian universities?
3. What are the participation rates in conferences and workshops by lecturers in Nigerian universities in a year?
4. What is the gender distribution of lecturers who participated in training for higher qualifications in Nigerian universities?

LITERATURE REVIEW

Concepts of Lecturers' Professional Programmes

Requests for effective and successful capacity building should be granted. Thus, it is more of an organisational issue that needs the leadership of a deliberate and results-oriented organisation (Isabirye & Moloi, 2019). Capacity building consists of awareness, decision-making capacity, and analytical ability. Through studies, seminars, and conferences, professional progress can be facilitated by providing exercises, teaching new concepts, or demonstrating new abilities (Uchendu, 2015). Professional development is a process of learning that continues throughout a person's working life (Boud & Hager, 2012; Becher, 2018). Continual training, including practical intervention, constitutes professional development (Mero-Jaffe & Altarac, 2020).

Successful professional development, according to experts, is a critical component in bringing about significant changes in school capacity practices, lecturers' instructional strategies, and student learning (Zegwaard, 2019). The way professional development is organised and conveyed needs to change to successfully communicate such growth (Ogunode & Abubakar, 2020). University administrators should build a professional development environment through professional development training that is logical and aware of the school's aim and mission to support lecturer growth and advancement within a school (Shonhe, 2020). Professional development activities that provide valuable opportunities for lecturers to connect around educational programmes effectively and guidance are the most effective for enhancing lecturers' knowledge and abilities (Desimone et al., 2013).

Location for professional development programmes

A lecturer is a professional instructor who masters a talent in one place before transferring it to another (Boud & Hager, 2012). Any country's progress is intricately determined by the accessible educational framework in the country, where teachers are the apparent drivers (Chitiyo et al., 2019a). In South Africa and Nigeria, perspectives on professional advancement exercises are critical. Some people travel to the West to participate in exchange programmes like this. Nigeria's Tertiary Education Trust Fund supported a one-week capacity building programme in Dubai, United Arab Emirates. Nigeria's development programmes are insufficient.

According to Alfalah (2018), a workshop gathers academics, specialists, or ordinary people who come together to study, conceptualise or discuss a particular issue to discover solutions to the issues raised. The workshop is a short, well-organised programme for skill and knowledge development. Educators employ

workshops as one of their professional development strategies, and it is expected that they will be able to perform robust rational analysis as a result. According to Okeh y Meenyinikor (2019), the workshop could span several days or weeks, focusing more time on the chosen location.

A conference is a large meeting of people who present papers and research findings in the hopes of finding a long-term solution to a common issue. Lecturers at a conference come from various institutions to figure out how to obtain their unique perspectives on the most pressing issue to find a long-term solution. Active lecturers are expected to return home with new information after attending the meeting (Chitiyo et al., 2019b). This helps lecturers improve their knowledge and skills in their fields of expertise. A conference is a gathering of researchers who want to exchange their knowledge, ideas, and experiences about how to handle the most challenging testing assignments.

Gender participation

Gender equality has become one of the most talked-about topics in global agreements, pledges, and declarations. It is an impetus for transparent advancement methodologies to reduce poverty, work on everyday comforts, proper governance, and profitable, worthwhile ventures critical to forming an expanded limit that gives people equal access and control (Posselt et al., 2018).

As a result, Finley (2017) discovered that, rather than segregation, gender value aids female and male lecturers in finding strength in their differences by splitting the characteristics that distinguish them. The remedy is a fundamental shift in institutional norms and practices to minimise unpleasant segregation, as the problem is architectural. This pattern outlines how women should portray themselves in academic contexts and how they can enhance their academic careers. Female professors, for example, have not had the same opportunity to spread themselves across time as their male counterparts.

Findings from an Australian survey of early-career experts indicated that men had a considerably higher total publication record than women (Gardner et al., 2018). It has also been shown that women in Nigerian higher institutions produce less research and publications than their male counterparts. According to Ogbogu (2018), female lecturers publish between one and two papers per year on average, whereas the bulk does not publish at all. Higher education institutions and scholastics have a reputation for being welcoming and accommodating.

They claim to defend universal civil rights, but their administrative and managerial structures, the awkwardness of their organisations' orientation, and their teaching and examination exercises, as revealed by Postkitt's study, do not reflect what they preach. Despite a rapidly globalising and challenging world environment, Nigerian schools should address evidence-based orientation discrepancies by controlling orientation value standards and practices to promote women's full participation in professional development programmes (Ajani et al., 2019).

Frequency or rate of participation

The incapacity of Nigerian universities to offer additional professional development is another concern. Many Nigerian higher institutions lack compelling staff advancement efforts for academic and nonacademic employees, resulting in lower productivity (Adejare et al., 2020). Many universities' failure to offer development programmes for their academic staff is to blame for the failure

of many programmes in Nigerian schools to obtain licenses due to a lack of intellectual and non-scholastic staff (Okolie et al., 2019). Employees' advancement through the ranks is inhibited since preparation and development are ineffective regularly (Haryono et al., 2020). A fraction of the public universities investigated had a low staff-to-student ratio (Udoh & Atanda, 2022).

Development assistance is claimed to benefit individuals, groups, and organisations. In higher education, continuous professional development (CPD) training programmes are critical for improving academic skills, demonstrating viability, and presenting students. For example, in the United States, most states have legislation requiring universities to give a set number of extended periods of development programmes, and states encourage this (Mizell, 2010). There is no such law in Nigeria. A Nigerian instructor must earn the same number of TRCN base credits over a defined length of time to maintain his or her status as a skilled instructor. All major stakeholders must be involved in the lecturer's continuous professional development in order for it to be successful. Support is crucial for lecturers' involvement in PDP, as Nwokocha (2015) pointed out, because lecturers' ability to regular participation in PDP is a component of their aid.

METHODOLOGY

This study was based on a descriptive survey design. The method was considered suitable because it permits an adequate description of the phenomenon of this study since the events have already taken place in Nigerian Universities. Though, the inability of researchers to manipulate LPDP was observed as the weakness of the design.

The survey included 22,286 lecturers from Nigeria's 40 Federal Government-owned universities (NUC, 2015). This research used a multi-stage sampling approach. In Nigeria, 40 universities established in 2016 were stratified by geopolitical zones using stratified random sampling. The twelve universities established in Nigeria between 1948 and 2007 were selected using a purposive and random sampling technique (Cresswell, 2003; Nabunya, 2012). This was done to have the adequate information required for the study, which may not be available from the other Federal universities within the population. Thus, two universities were chosen randomly from each of Nigeria's six geopolitical zones to ensure that each zone was pretty represented. Using the Taro Yamane sample size formula, a stratified sampling procedure using 280 lecturers from Nigerian universities was utilised to choose the selected lecturers (Luengalongkot, 2014). The research instruments used for data collection were a questionnaire and a proforma. The items on the study's questionnaire were chosen at random from existing African empirical and conceptual literature and adjusted for the current investigation. This decision was made based on Korb (2012), who stated that instruments could be adapted based on the relevant localised cultural condition and be done from different disciplines or organisations, which helps build on existing knowledge. According to Borsa et al. (2012), an adaptation of an instrument gives a more remarkable ability to generalise and promotes the investigation of differences within an increasingly diverse population.

The respondents were asked to fill out an adapted questionnaire titled "Professional Development Practices Questionnaire" (PDPrQ), which was developed by Dawo et al. (2013), Hassan (2011), Muhoi (2013), Nabunya (2012). There were two sections to the questionnaire: A and B Section A gathered

demographic information from respondents and six items to help answer the study questions. In contrast, section B contained 15 items to elicit responses on the following: Training for Higher Qualifications, Conference and Workshop/Seminar.

A researcher's self-designed proforma tagged "Professional Development Practices Proforma" (PDPP) was equally used to collect relevant secondary data from the Registry/Academic Planning/Human. Experts in educational management and evaluation assisted in assessing the face and content validity of the instrument by ensuring that irrelevant and ambiguous items were eliminated. Cronbach's alpha (α) was used to determine the questionnaire's dependability to assure the scale's internal consistency and quality. Cronbach alpha has no ultimate threshold for what is considered acceptable. For primary research, Nunnally y Bernstein (1994) recommended an alpha value of 0.70 and above, whereas Gerbing y Anderson (1992) recommended an alpha value of 0.70 and above. Cronbach's Alpha values of 0.71 indicate adequate reliability of the variable. As a result, the scales are claimed to have an excellent internal consistency (DeVellis, 2003; Pallant, 2011).

RESULTS

Research Question 1: What is the rate of lecturers' participation in professional development programmes within five years in Nigeria?

As shown in Table 1, the responses to questions about lecturers' rates in the sampled universities participating in PD programmes within five years were collected and analysed.

Table 1. Rate of lecturers' participation in professional development programmes in five years

| Responses | N | % |
|-----------|-----|-------|
| Yes | 251 | 89.6 |
| No | 29 | 10.4 |
| Total | 280 | 100.0 |

From Table 1, 89.6% of Nigerian universities lecturers indicated that they attended PD programmes in the last five years, while 10.4% indicated that they did not attend any PD programmes within the stipulated years of the study. This implies that the Nigerian university lecturers have a higher participation rate in PDP.

Research Question 2: What locations did lecturers attend training for higher qualifications in Nigerian universities between 2010 and 2015?

In order to answer research question four, data supplied from the sampled universities on the location where the lecturers attended further training within the periods of 2010-2015 were collated and analysed, as indicated in Table 2.

Table 2. Locations favoured by Nigerian Lecturers for higher qualifications training between the periods 2010 – 2015

| Higher Qualifications | NUMBER | HC | AFC | NSAC | ASC | EUC | AUC |
|-----------------------|--------|-----------------|---------------|---------------|---------------|---------------|--------------|
| MASTERS | 835 | 635 (76.1%) | 29 (3.5%) | 46 (5.5%) | 44 (5.3%) | 74 (8.9%) | 5 (0.6%) |
| PH. D. | 1574 | 1099 (69.8%) | 109 (6.9%) | 53 (3.4%) | 156 (9.9%) | 147 (9.3%) | 9 (0.6%) |
| M.PHIL | 73 | 66 (90.4%) | 3 (4.1%) | 3 (4.1%) | 0 (0%) | 2 (2.7%) | 0 (0%) |
| FELLOW/POST DOC | 45 | 21 (46.7%) | 8 (17.7%) | 7 (15.6%) | 8 (17.8%) | 1 (2.2%) | 0 (0%) |
| BENCHWORK | 434 | 366 (84.3%) | 27 (6.2%) | 8 (1.8%) | 20 (4.6%) | 13 (2.9%) | 0 (0%) |
| TOTAL | 2961 | 2187 (73.9%) | 176 (5.9%) | 117 (3.9%) | 228 (7.7%) | 237 (8.0%) | 14 (0.5%) |

KEY: Home Country (HC), African Countries (AFC), Asian Countries (ASC), North and South American Countries (NSAC), European Countries (EUC) and Australian Countries (AUC)

Table 2 shows where lecturers at universities in Nigeria attended higher degrees training. It can be deduced from Table 2 that 73.9% of Nigerian lecturers had their further training from the following locations: Home Country (HC), followed by European Countries (EUC) with 8.0%; Asian Countries (ASC) with 7.7%; African Countries (AFC) with 5.9%; North and South American Countries (NSAC) with 3.9%; and Australian Countries (AUC) 0.5%; from 2010 to 2015. Aside from the high attendance in home countries, the Nigerian attendance rate in Asian and African nations was higher.

Research Question 3: What is the rate of lecturers' participation in conferences and workshops in Nigeria?

The responses from lecturers from the sampled universities were collected and analysed in Table 3 to answer the third study question.

Table 3. Rate of lecturers' participation in conferences in a year

| Range of conferences attended in a year | F | % |
|-----------------------------------------|-----|------|
| 1-2 | 208 | 74.3 |
| 3-4 | 55 | 19.6 |
| 5-6 | 7 | 2.5 |
| No Response | 10 | 3.6 |
| Total | 280 | 100 |

Table 3 shows the rate of Nigerian lecturers' participation in conferences (International and National) in a year. The finding revealed that 74.3% of Nigerian universities' lecturers attended between 1-2 conferences in a year, 19.6% of the lecturers attended 3-4 conferences in a year. It is pretty evident from forgoing that there is a similarity in the participation of lecturers at academic conferences with no significant variance based on the result in Table 3.

Table 4. Rate of lecturers' participation in workshops/seminars in a year

| Range of workshops attended in a year | F | % |
|----------------------------------------------|------------|------------|
| 1-2 | 190 | 67.9 |
| 3-4 | 62 | 22.1 |
| 4-5 | 17 | 6.1 |
| No Response | 11 | 3.9 |
| Total | 280 | 100 |

Table 4 shows the rate of Nigerian lecturers' participation in academic workshops/seminars in a year. The finding revealed that 67.9% of Nigerian universities' lecturers attended between 1-2 workshops, 22.1% of the lecturers attended 3-4 workshops in a year. As shown in Table 4, the Nigerian universities' lecturers have a higher percentage of participation in 1-2 workshops at 67.9%.

Research Question 4: What gender distribution of lecturers benefitted from the training for higher qualifications in Nigerian universities?

To answer study question 4, secondary data obtained from the sampled universities were gathered and analysed, as shown in Table 5.

Table 5. Gender Distribution of Lecturers that have benefitted from Higher Qualifications Training

| Programmes | Number of lecturers | Male | | Female | |
|-------------------|----------------------------|-------------|--------------|---------------|--------------|
| | | F | % | F | % |
| MSC | 835 | 638 | 76.41 | 197 | 23.59 |
| PHD | 1574 | 1195 | 75.92 | 379 | 24.08 |
| M.PHIL | 73 | 50 | 68.49 | 23 | 31.51 |
| FELLOW/POST DOC | 45 | 27 | 60 | 18 | 40 |
| BENCH/SAB | 434 | 403 | 92.86 | 31 | 7.14 |
| TOTAL | 2961 | 2313 | 78.12 | 648 | 21.88 |

Table 5 showed that male lecturers were more at 78% than females at 21.88% among lecturers who benefitted from further training between 2010 and 2015.

Figure 1. A multiple bar chart showing the gender distribution rate of lecturers that have undergone further training between 2010 and 2015

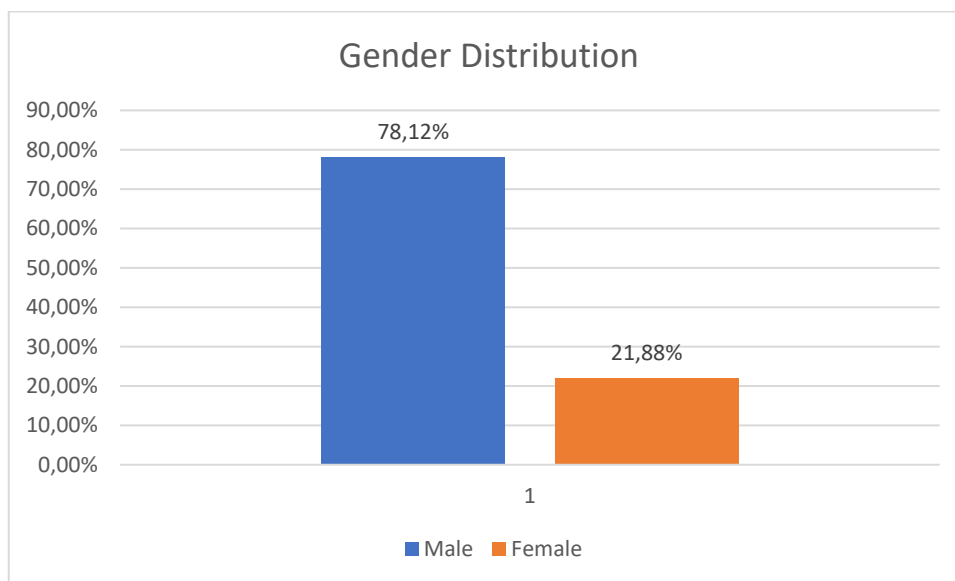


Figure 1 further revealed the gender distribution rate of lecturers who have benefitted from higher qualifications training between 2010 and 2015 in Nigerian universities. Between 2010 and 2015, most Nigerian male lecturers (78.12%) took advantage of further training.

DISCUSSION OF FINDINGS

Table 1 shows the lecturers' participation in SD programmes within five years between Nigerian universities. It was found out that Nigerian university lecturers have a high participation rate in SD programmes (89.6%). The second research question revealed the rate of lecturers who studied in their native countries. This was followed by the lecturers' rate of attending higher degrees in Asian and African nations. The globalisation and internalisation of education require university teachers to have a cross-border experience that will enhance their productivity and university development. This is in line with Ambali's (2014) submission that universities should increase their commitment to developing their teaching staff via international training and development programmes.

Furthermore, findings indicated that 74.3% of Nigerian universities' lecturers attended between 1 to 2 conferences, 19.6% attended 3-4 conferences, and 6.1% of the lecturers attended 5- 6 conferences.

Tables 4 indicated that 72% of Nigerian lecturers attended between 1 to 2 workshops in a year, and 22.1% of the lecturers attended 3-4 workshops. Findings in the present study agree with Hassan's submission (2011). Those conferences and workshops are offered to keep the universities' teachers updated about innovations related to their subject or general teaching practices.

The findings from the study based on the result of the fourth research question analysed showed that male Nigerian lecturers have benefitted from the training for higher qualifications between 2010 and 2015 than their female counterparts. This may be due to the involvement of females in the teaching profession. A variety of factors may contribute to the disparities in gender balance of lecturers'

participation in professional development, including involvement at home, cultural orientation, and socioeconomic status. Generally, women are seen as homemakers in an African context. Since tertiary education requires rigorous academics, this may prevent them from regular attendance at professional development programmes (Rwafa, 2016). The present findings contradicted the outcome of Peretomode y Chukwuma (2013). They found out that both male and female lecturers do not differ in terms of attendance at development programmes in the tertiary institutions in the Delta State of Nigeria. It was submitted that Nigerian female lecturers' additional domestic burden notwithstanding could challenge their low involvement in professional development programmes.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. Cross-border training that will enhance university lecturers' productivity and the nation's development to avoid a high level of inbreeding and increase innovation should be encouraged more in Nigeria via a Memorandum of Understanding (MoU).
- ii. University lecturers in Nigeria should be encouraged to attend higher degree training within their home country to avoid exporting national currency by upgrading the home-based institutions to a global standard.
- iii. The completion rate of higher degrees in Nigerian universities should be improved to reduce foreign patronage and meet the global practice standard.
- iv. Nigerian universities should create more opportunities for female academic participation and encourage gender balance in selecting lecturers for development programmes.
- v. For future lines of research, inferential statistics could be used to advance for stronger analytical implication of related studies in the future.

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