



International Journal of Science, Architecture, Technology and Environment

Empirical Investigation on Contingent Impact of Training and Development Programmes on Educational Managers Efficacy in Ondo State, Nigeria

Catherine Folake Ayeni^{1*}, Oluwarotimi Iluyemi Akinniranye¹

¹*Department of Educational Management, Faculty of Education, Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria*

**Corresponding author*

DOI: <https://doi.org/10.63680/ijstate0525207.62>

Abstract

This study was carried out on empirical investigation on contingent impact of training and development programme on educational managers efficacy in Ondo State, Nigeria. Descriptive survey research design was adopted for the study. The population of the study comprised managers of tertiary institutions in Ondo State, Nigeria. The sample size of the study was sixty (60) respondents. Ten (10) personnel at management level were selected through a simple random sampling technique from the six public tertiary institutions (Adekunle Ajasin University (AAU), Adeyemi Federal University of Education (AFUED), Federal University of Technology (FUTA), Federal University of Agriculture, Rufus Giwa Polytechnic and Agagu Olusegun University of Science and Technology) Ondo State, Nigeria. Two research questions were raised for the study. Quantitative data were generated through self-structured research instrument titled, "Questionnaire on Empirical Investigation on Contingent Impact of Training and Development Programme on Educational Managers Efficacy in Ondo State, Nigeria", fashioned on four likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), rated on 4, 3, 2 and 1 point respectively and was complemented by qualitative data using Focus Discussion Groups (FGDS). The research instrument were validated by two experts in Test and Measurement while it reliability was done through test retest method at two weeks intervals. 0.72 coefficient reliability was obtained. Descriptive statistics simple percentages, frequency counts and mean ($\bar{x}$) was used to analyze data obtained quantitatively while, qualitative data got were collated, transcribed and analyzed qualitatively. Based on the results, conclusions were made that training and development programmes could equip educational managers with skills for effective school management and leadership effectiveness. Recommendations were therefore made based on the conclusion that training and development programmes should be made compulsory for educational managers by government. Also, educational managers should be sponsored by government while, on training and development programmes and host of others.

Keywords: Empirical, Investigation, Training and development, Educational managers, Efficacy

Background to the Study

In the contemporary global community, education is given a priority. The role of education towards achieving a sustainable development of individuals and the society. Quality manpower development and creation of wealth hinge on education (Oyekan, 2004). For any human society to witness sporadic and rapid development, education is a cogent factor and prerequisite.

Engunyomi (2015), stated that education is potent weapon through which yoke of poverty and diseases could easily be broken and eradicated. The recognition of the importance of education to individuals and the nations, probably the global community is well encapsulated in the Millennium Development Goals (MDGs), Education For All (EFA) and Education 2030 Agenda. The implementation of Universal Basic Education (UBE) that was launched in Sokoto State in Nigeria was mainly to ensure that every child and interested citizens acquire education for survival.

The United Nations Educational and Scientific and Cultural Organization (UNESCO), Article (26) in 1948 rightly and firmly affirmed that education is a human right. All children, youths and adults regardless of race, sex must have access to education (UNESCO, 2002). UNESCO (2002) further stated that

Where the right to education is guaranteed, people have a greater chance to enjoy the rights. Knowledge opens the mind to the world to other cultures, languages and the way of thinking. It empowers people, gives them a voice and improves their potentials

Therefore, specifically is one of the sectors that have gained attention and focus of government, thus, informed several institutional policies, strategies and synergies of the efforts of Federal Government of Nigeria (FGN), states and local governments towards given Nigerian functional education for a good standard of living and wholistic development of the nation. However, despite government lofty drives to achieve quality, functional and inclusive education for citizenry in Nigeria, several factors are clogs in the wheel of the process.

Oyekan (2004), stated that myraid of factors are besieging educational sector in Nigeria, raging from poor funding, inconsistency of policies, corruption, infrastructural decay, poor motivation of personnel, lack of supervision and monitoring and a hist of others.

Erinsakin (2018), identified management factor as one of the major constraints that is militating against achieving set-out goals and objectives of schools, thus, opined the need for personal training and development on a regular and continual basis as an antidote or panacea. Training and development are the most important components of human resources development (HRD). An organization which aspires to grow must be in tune with the changing needs of the society. Training and development are interactive, each complementing each other and at times used interchangeably.

The term training refers to the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs (Erinsakin, 2014). Training makes a very important contribution to the development of organizations' human resources and hence to the achievement of its aims and objectives. Personnel training should be a continuous process and not a "oneshot affair". Training is a systematic modification of behaviour through learning which occurs as a result of education, instruction development and planned experience (Isyaku, 2000).

Development refers to those learning opportunities that are designed to help employee grow. Development is not primarily skills oriented, instead, it rpovides general knowledge and attitudes which will be helpful to employees. Today in any organization, personnel training and development become very

necessary.

Gupta (2024) stated that in today's dynamic and competitive business environment, organizations recognize the critical role of their employee in achieving sustainable success. Consequently, investing in the development of human capital has become a strategic imperative. Training and development programmes are integral components of this investment, aiming to enhance employee skills, knowledge and capacities.

From the above scenario depicted personnel training and development, it is very crystal clear that for any organization to achieve its goals and objectives, human resources training and development are very vitals and also in educational organization or sector.

The researchers however, observed that training and development and allied issues have been good sources of carrying out studies and researches. Observably, from the avalanche of studies in the past that were conducted by researchers focus have not been much. On training and development of programmes on educational managers efficacy, specifically, Ondo State, Nigeria. This observed gap thus, the researchers to conduct the study.

Statement of the Problem

Education is a factor that an human society cannot but prioritized today, globally. This, necessitated the commitment of Nigerian government towards it. However, several factors are stumbling blocks to achieve the process of which training and development of human factors and resources is one. Thus, communicated to human resources training and development in the sector.

This study was therefore conducted empirically conducted to investigate the contingent impact of training and development on educational managers efficacy in Ondo State, Nigeria.

Objectives of the Study

The broad objective of the study was on empirical investigation on contingent impact of trainings and development on educational manager's efficacy in Ondo State, Nigeria. The specific objectives were to:

1. ascertain the influence of training and development programmes on educational manager's managerial skills; and
2. determine the impact of training and development on educational managers leadership effectiveness.

Research Questions

Two research questions were raised to guide the conduct of the study.

1. Will training and development equips educational managers with skills for effective schools management?
2. Does training and development have influence on educational managers leadership effectiveness?

Significance of the Study

The findings of the study will be significant to all stakeholders in educational sector in the following ways;

- i. The findings of the study will enable government and other providers of education to know the importance of training and development programmes towards achieving set-out goals and objectives of educational sector.

- ii. The study will also enable educational managers to either avail themselves or not with training and development programmes
- iii. The study will add to existing literature within the confine of the study thus, become a good source of reference for researchers in future, and host of others

Methodology

Descriptive survey research design was adopted for the study. The study population comprised, educational managers in tertiary institutions in Ondo State, Nigeria. The sample size of the study was sixty respondents (60) drawn from six tertiary institutions in Ondo State, Nigeria. The schools were:

1. Adekunle Ajasin University (AAU), Akungba-Akoko
2. Adeyemi Federal University of Education (AFUED), Ondo
3. Federal University of Technology (FUTA), Akure
4. Olusegun Agagu University of Science and Technology, Okitipupa.
5. Rufus Giwa Polytechnics, Owo
6. Federal University of Agriculture, Owo

From each of the six tertiary institutions, ten(10) personal at managerial level were drawn using a simple random sampling technique.

Two research questions were raised and data was generated through a research instrument titled, "Questionnaire on Empirical Investigation on Contingent Impact of Training and Development Programmes on Educational Managers Efficacy in Ondo State, Nigeria". It was fashioned on four likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) rated on 4; 3; 2 and 1 respectively. It was fashioned through a Focus Group Discussions (FGDs). The research instruments were validated by two experts in Test and measurement while it reliability was determined through test-retest method at two weeks interval. 0.72 coefficient reliability was obtained. Data generated were analyzed using, descriptive statistics (simple percentages, frequency counts and mean ($\bar{x}$), while data generated through (FGDs) were collated, transcribed and analyzed qualitatively.

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Question One: Will training and development equips educational managers with skills for effective schools' management?

Table 1: Showing Findings on will training and development equips educational managers with skills for effective schools' management.

N = 60 C = 2.5								
S/N	Items	SD %	D %	A %	SA %	N	Mean ($\bar{x}$)	Remark
1	Can T & D programmes equips you with the appropriate planning techniques?	44 73.33	9 15	6 10	1 1.6	60	3.6	Accepted
2	T & D programmes have no impact on my planning technique	3 5	1 1.66	9 15	47	60	1.33	Rejected
3	Can T & D programmes enhance your communication style with the staff positively?	39 65	6 10	12 20	3 5	60	3.35	Accepted
4	There is no relationship between T & D programmes and my communication style positively with the staff	9 15	3 5	7 11.66	41 68.33	60	1.66	Rejected
5	Attending T & D programmes will enable me to do staffing, appropriately	51 85	5 8.33	1 1.66	3 5	60	3.73	Accepted
6	Without participating in T & D programmes I will not be able to do staffing, appropriately	3 5	4 6.66	14 23.33	39 65	60	1.51	Rejected
7	T & D can make me to take right decision	47 78.33	8 13.33	2 3.33	3 5	60	3.65	Accepted
8	Without embarking on T & D programme I can still make right decision	3 5	10 16.66	9 15	38 63.33	60	1.63	Rejected
	Total	199 41.45	46 9.58	60 12.5	175 36.45		2.55	Accepted

Keys:

N = Total of Respondents

$\bar{x}$ = Mean

C = Cut off Point

SA = Strongly Agreed

A = Agreed
D = Disagreed
SD = Strongly Disagreed

Source: Field Survey, 2025

Table 1, above presents the findings on research question one. On item (1) 44(73.33), 9(15), 6(10) and 1(1.66) were obtained as responses for strongly agreed, agreed, disagreed and strongly disagreed. On item (2), 3(5), 1(1.66), 9(15) and 47(78.33) were got for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (3), the following responses were obtained; 39(65), 6(10), 12(20) and 3(5) for strongly agreed, agreed, disagreed and strongly disagreed, as well. On item (4), 9(15), 3(5), 7(11.6) and 41(68.31) for strongly agreed, agreed, disagreed and strongly disagreed were got.

On item (5), 51(85), 5(8.33), 1(1.66) and 3(5) were obtained as responses for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (6), 3(5), 4(6.66), 14(23.33) and 39(65) responses were got for strongly agreed, agreed, disagreed and strongly disagreed. On item (7), the following responses; 47(78.33), 8(13.33) and 3(5) for strongly agreed, agreed, disagreed and strongly disagreed were got.

Finally, on item (8), responses got indicated 3(5), 10(16.66), 9(15) and 38(68.33) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. However, the total weight of the result showed that the average rating scale of four ($\bar{x} = 2.55$). Thus, portends that training and development could equip educational managers with skills for effective schools' management.

Research Question Two: Do training and development programmes have influence on educational managers' leadership effectiveness?

Table 2: Showing simple percentages, frequency counts and mean ($\bar{x}$) on do Training and Development Programmes have Influence on Educational Managers' Leadership Effectiveness

N = 60 C = 2.5								
S/N	Items	SD %	D %	A %	SA %	N	Mean	Remark
9	T & D programmes enable me to motivate staff for effective job performance	41 68.33	9 15	3 5	7 11.66	60	3.4	Accepted
10	I can motivate staff to work well without T & D programmes	3 5	3 5	3 5	51 85	60	1.3	Rejected
11	T & D programmes help me to be coordinating staff very well	36 60	13 21.66	5 8.33	6 10	60	3.31	Accepted

12	My ability to coordinate staff does not depend on T & D	3 5	6 10	14 23.33	37 61.67	60	1.58	Rejected
13	T & D programmes make me to very flexible on issues	45 75	7 11.66	6 2	2 3.33	60	3.58	Accepted
14	I can still be very flexible on issues without T & D programmes	9 15	5 8.33	12 20	34 56.66	60	1.81	Rejected
7	T & D programmes gives me problem solving skills	33 55	19 31.66	6 10	2 3.33	60	3.38	Accepted
8	My problem solving skills have nothing to do with T & D programmes	1 1.66	2 2.33	13 21.66	44 73.33	60	1.33	Rejected
	Total	171 35.62	64 13.33	62 12.91	183 38.12		2.5	Accepted

Keys:

N = Total of Respondents

$\bar{x}$ = Mean

C = Cut off Point

SA = Strongly Agreed

A = Agreed

D = Disagreed

SD = Strongly Disagreed

Source: Field Survey, 2025

Table 2, above presents the findings on research question two. On item (9) 41(68.23), 9(15), 3(5) and 7(11.66) were got as responses for strongly agreed, agreed, disagreed and strongly disagreed. On item (10), the following responses were got; 3(5), 3(5), 3(5) and 51(81) for strongly agreed, agreed, disagreed and strongly disagreed. On item (11), 36(60), 13(21.66), 5(8.33) and 6(10) were got as responses for strongly agreed, agreed, disagreed and strongly disagreed. Also, on item (12), responses indicated 3(5), 6(10), 14(23.33) and 37(61.67) for strongly agreed, agreed, disagreed and strongly disagreed were got.

On item (13), the following responses were obtained; 45(75), 7(11.66), 6(10) and 2(3.33) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (14), responses got showed 9(15), 5(8.33), 12(20) and 34(56.66) for strongly agreed, agreed, disagreed and strongly disagreed. On item (15), the

following responses were got; 33(55), 19(31.66), 6(10) and 2(3.33) for strongly agreed, agreed, disagreed and strongly disagreed. On a final note, on item (16), 1(1.66), 2(2.33), 13(21.66) and 44(73.33) were got for strongly agreed, agreed, disagreed and strongly disagreed, respectively.

Generally speaking, the average rating scale of four ($\bar{x} = 2.5$) was not lesser than the mean of average rating scale of four ($\bar{x} = 2.5$). This showed that training and development programmes could positively enhance educational managers' leadership effectiveness.

Discussion of Result

The results on research question which says training and development could equip educational managers with skills for effective schools' management. The result aligns with the view of Rashid (2008) that training and development are essential tools to achieve effective management of organizations, establishment and agencies. Further, that any organization whether (informal or formal, private or government) could only boast of effective operation, if it is blessed with adequately well-trained and developed manpower.

The submission above was corroborated by the responses of some discussants during the FGDs. A discussant said that;

Training and development programmes have improved many aspects of my managerial job, most importantly staffing and communication skills with them.

A male discussant during FGD Session - AFUED, Ondo

Another discussant stated that;

Training and development programme have improved my ability to embark on appropriate planning within the scarce resources in the school.

A female discussant during FGD Session - FUTA, Akure

The result on research question two which says that training and development programme could positively enhance educational managers' leadership effectiveness. The results aligns with the opinion of Gupta (2024), that training equips employees with values and knowledge to discharge their duties appropriately and also to be able to make right decision at the appropriate time.

During the FDGs, the result was corroborated by the submission of the discussants

Training and development programme have given me the skills to overcome some challenges in the course of discharging my duties as schools managers

A female discussants during FGDs - AAU, Akungba-Akoko

Another respondent maintained that; through training and development programme, I have learnt and know the need for a leader to be flexible on issues

A male respondent during FGDs - Rufus Giwa Polytechnic, Owo

Conclusion

Conclusion were made based on the result of the study that training and development programme could positively improved educational managers' skills for effective school management and leadership effectiveness.

Recommendations

Based on the conclusions, the following recommendations;

1. Government should make it mandatory for educational managers to be attending training and development programmes.
2. Government should be of assistance to fund sponsoring of educational managers for training and development programmes
3. Attending training and development programmes should be made as a condition for promoting and appointment of educational managers.
4. Educational managers should be educated and motivated to be attending training and development programmes.
5. Motivations should be giving to educational managers on their attendance of training and development programmes and host of others.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship and publication of this article.

Funding

The author received no financial support for the research, authorship and publication of this article.

References

- Egunyomi, D.O. (2015). Balancing life equation with continuing education. An Inaugural Literature Delivered at Trenchard Hall, University of Ibadan, Ibadan on the 5th July, 2015.
- Erinsakin, M.O. (2014). Evaluation of entrepreneurial and vocational training programmes of Ondo State, Nigeria. An unpublished Thesis, Department of Adult Education, University of Ibadan : Ibadan.
- Gupta, S. (2024). The impact of training and development on employee performance.
- Isyaku, I.A. (2000). Training and retraining of teachers, through distance education. Being a paper presented at the National Workshop on Distance Education held at Abuja, Nigeria.
- Oyekan, S.O (2004). Foundations of Education : Okitipupa, Ebun-Ola Publishers Ltd.
- Rashid, C.M. (2008). Effect of manpower training and development on staff performance and retention in Federal College of Education (FCE), Zaria. Unpublished (MPA) Thesis in the Department of Public Administration, Faculty of Administration, Ahmadu Bello University, Zaria.
- UNESCO (2002). UNESCO and education. Paris : UNESCO.